The Doctoral Clinical Psychology Internship Program at Devereux Massachusetts and Rhode Island is accredited by the American Psychological Association.

P.O. Box 219, 60 Miles Road
Rutland, MA 01543
(508) 886-4746
Doctoral Clinical Psychology Internship Program 2021 – 2022

The Devereux Massachusetts and Rhode Island Doctoral Clinical Psychology Internship Program accredited by the American Psychological Association. Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First St, NE
Washington, D.C. 2002-4242
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation
Agency Description

Devereux Massachusetts and Rhode Island provides residential and group home treatment, educational services, and therapeutic foster care to children, adolescents and adults with significant social, emotional, behavioral and educational differences, as well as developmental disabilities.

Across our continuum of care, services are provided to male and female students across the lifespan. We also offer a Short-term Assessment and Rapid Reintegration Program (STARR) that serves latency-age youth in need of emergency placement. We have approximately 70 students in our residential programs, 80 individuals in our intensive and community-based group homes, 80 in our therapeutic day program, and 170 in therapeutic foster care programs across Massachusetts and Rhode Island.

Across its continuum of care, Devereux provides services and services to children, adolescents and adults living with emotional, behavioral and cognitive differences. Our residential and group home programs are approximately 60 percent male and 40 percent female. The intellectual functioning of our students ranges from severe intellectual disability to above average, with the majority of our students falling in the borderline range. Approximately 1 percent are Asian, 8 percent are African American, 17 percent Hispanic/Latino, and 65 percent Caucasian. The vast majority of our students have been exposed to complex trauma during the course of their development. The most common diagnoses include: mood and anxiety disorders, trauma and stress-related disorders, autism spectrum disorders, developmental disabilities, personality disorders, and co-occurring mental health and substance abuse disorders.

Our residential and group home programs are separated into several distinct areas for adolescent females with complex trauma and associated self-injurious behavior; adolescent males with mental/behavioral health disorders; child, adolescent, and adult males and females with intellectual and developmental disabilities; and adolescent and adult males with Autism Spectrum Disorders. Individuals from each program can be referred directly to campus or community-based units. Our campus-based units provide a higher level of structure and supervision to help students acquire skills in various domains that often include social, self-care, and safety, while individuals in community-based programs have increased opportunities to generalize such skills with greater independence. The majority of our residential students attend school on the Devereux campus, while some of the students in our group home programs attend public school. Of note, the Devereux School has self-contained and transitional classrooms that provide students with an opportunity to receive educational instruction with peers of a similar age and level of functioning. Students attending the Devereux school have an opportunity to participate in activities and services such as pre-vocational training, speech and language therapy, adventure based counseling, culinary arts, animal care, visual arts, and sports teams.
Treatment Approach

Our residential and group home programs embrace an overarching philosophy of care that is based on individualized and strength-based services, positive behavioral interventions and supports, trauma informed care, behavior analytic supports, and family engagement. Additionally, each of the program models is developed to ensure evidence-based interventions and is informed by best practice guidelines. Our residential and group home programs also provide a therapeutic milieu that is safe, predictable and empathic for all students. Each student has a multi-disciplinary treatment team consisting of residential, clinical, education, and medical staff who work together to provide an integrated treatment environment.

Our residential and group home programming for adolescent females incorporates Dialectical Behavior Therapy (DBT) to help students manage their experience of distressing emotions that result in subsequent unsafe behavior. More specifically, DBT helps the students to regulate their expression of emotions, control impulses, develop healthy relationships, and safely transition to a less restrictive level of care. In addition to providing individual therapy, the DBT program offers DBT skills groups, in-vivo skills coaching, and the use of DBT diary cards and behavior chains. Clinical staff in the Girls Program participate in a weekly DBT consult group in order to obtain consultation specific to the program model. Our programming for child, adolescent, and adult males and females with Autism Spectrum Disorders, as well as those with intellectual and developmental disabilities, utilizes Applied Behavior Analytic (ABA) approaches to increase positive social relationships, enhance functional living skills and replace challenging or unsafe behaviors. Finally, our residential and group home programs for adolescent males utilize Dialectical Behavior Therapy, Trauma-Focused Cognitive Behavioral, and Behavioral Analytic approaches for students presenting with complex trauma symptomatology. In addition to these approaches, Motivational Interviewing techniques are utilized for those individuals that are difficult to engage in treatment and/or also present with substance use issues.

Internship Program

Each intern is assigned to one or more of the treatment programs that is consistent with the intern’s training needs, professional goals, and personal interests. Assignment to one particular program provides a number of advantages that include: allowing the intern to become a fully integrated member of the milieu and treatment team; ensuring exposure and experience with all phases of intervention during the course of the year; developing clinical expertise and competence; and maintaining a close and consistent relationship with the supervising psychologist. It should also be noted that interns may have the opportunity, or may be expected to obtain experience in a secondary area based on interest or training goals.

Interns serve as a member of the program treatment team and are responsible for the provision of clinical services (e.g., individual, family, group, milieu consultation), as well as attending treatment planning and review meetings, milieu and staff meetings, medication clinics, IEP and other treatment related meetings as necessary. Interns also work with case managers who facilitate the completion of
case management tasks such as contact with families and members of the student’s external treatment team.

Devereux Massachusetts and Rhode Island is committed to diversity through its services, as well as in the creation of a diverse training experience. Devereux serves individuals and families with diverse backgrounds, including (but not limited to) race, ethnicity, socioeconomic status, national origin, sexual orientation, gender identity and expression, ability/disability, and religion. Devereux also employs diverse staff members, with the internship training committee members representing a number of diverse backgrounds.

Program Goals

Devereux Massachusetts and Rhode Island is a private, nonprofit organization providing services to children, adolescents, and young adults with emotional, behavioral, and educational needs. The purpose of the training program is to provide doctoral psychology interns with a range of experiences related to clinical practice and assessment. The general goal of the program is to prepare and retain psychologists to provide culturally competent mental health care for the children, adolescents, and young adults of Massachusetts, Rhode Island, and the Greater New England area. Profession-wide competencies are achieved through the following standards:

**Standard 1:** Interns will achieve competence appropriate to their professional developmental level in the area of Evidence-Based Practice in Intervention.

**Standard 2:** Interns will achieve competence appropriate to their professional developmental level in the area of Evidence-Based Practice in Assessment.

**Standard 3:** Interns will achieve competence appropriate to their professional developmental level in the area of Ethical and Legal Standards.

**Standard 4:** Interns will achieve competence appropriate to their professional developmental level in the area of Individual and Cultural Diversity.

**Standard 5:** Interns will achieve competence appropriate to their professional developmental level in the area of Research.

**Standard 6:** Interns will achieve competence appropriate to their professional developmental level in the area of Professional Values and Attitudes.

**Standard 7:** Interns will achieve competence appropriate to their professional developmental level in the area of Communication and Interpersonal Skills.

**Standard 8:** Interns will achieve competence appropriate to their professional developmental level in the area of Interprofessional and Interdisciplinary Consultation.
Standard 9: Interns will achieve competence appropriate to their professional developmental level in the area of Supervision.

Training Program Components

Supervised Clinical Experience:
The average caseload for interns is approximately six to eight clients for whom the intern is expected to provide weekly individual therapy, milieu consultation, and family therapy (as appropriate); face-to-face clinical service time is at least one hour per week for each client. In addition, interns should expect to co-lead at least two groups each week. Overall, at least 40 percent (often greater) of each intern’s time is spent in face-to-face psychological services with clients (via individual therapy, in vivo coaching of clients, crisis intervention, group treatment, family therapy, and psychological testing). Before making clinical decisions, interns should always consult with clinical supervisors.

Devereux recognizes that quality supervision is essential to the success of a training program. Thus, each intern is assigned a primary supervising psychologist who serves as a mentor to the intern. The primary supervisor is a licensed, doctoral level psychologist who provides at least one hour of individual supervision per week. Interns also receive a second hour of individual supervision from a licensed psychologist, and third hour of supervision from an additional licensed mental health provider (LICSW), all who serve as a member of the training committee. In addition, interns receive at least one hour of group supervision per week from a licensed psychologist. Supervisors meet on a regular basis as members of the training committee.

Assessment:
Interns receive supervised experience in psychological assessment. Training will focus on core aspects of assessment that include: test selection, administration, interpretation, integration of results, report writing, and providing feedback and recommendations. Evaluation of intern competency in this area will be based on the intern’s ability to complete these tasks independently, or with minimal supervision or guidance. Interns should expect to complete between six to eight assessments during the course of the training year.

Didactics and Clinical Seminars:
The following seminars will be offered during the 2020-2021 training year:

- Clinical Issues Seminar: a weekly seminar that provides didactic training on a variety of topics related to assessment/treatment of children and adolescents. Interns will also present on at least two therapy cases as well as their dissertation during this seminar.
- Assessment Seminar: a weekly seminar that provides didactic training and peer supervision related to testing cases. Content focuses on test selection, administration (including specialized assessment measures), interpretation, integration and feedback/recommendations. Interns will also present on at least one testing case during this seminar.
- **Supervision Seminar**: a bi-weekly seminar that provides didactic training on supervision and consultation models to be generalized to their supervision experiences.
- **Dialectical Behavior Therapy Consult**: a weekly peer review group led by clinical supervisors who have been intensively trained in the DBT model.

Interns also participate in a monthly Clinical Staff meeting, which provides additional training for all clinical staff, including interns, related to a variety of clinical topics. Additional program specific meetings/trainings occur weekly but vary depending on the intern’s primary placement.

**Evaluation and Monitoring:**
Interns will be evaluated on an ongoing basis during the course of the training year. As interns and supervisors meet on a weekly basis, it is expected that any concerns regarding performance will be first addressed in this forum. Formal evaluation is completed after 6-months utilizing the Devereux Intern Evaluation form. Interns are expected to receive minimum scores of “3” or above at the mid-term evaluation point. Interns are again evaluated at the conclusion of the training year, utilizing the Devereux Intern Evaluation form and are expected to receive minimum scores of “4” or above. Interns complete a self evaluation at the start of the training year and at the 6 month and 12 month markers. All evaluations are reviewed with the intern and the training committee. If an intern is not meeting required competencies at any point during the training year, additional evaluation and/or remediation planning may be required and will be discussed with the intern and training committee. Please see Due Process Guidelines (Appendix A) for more specific information.

**Internship Agreement:**
This internship is a 12-month, 2,000-hour training experience, beginning August 23, 2021, and ending August 26, 2022. Interns must be cleared by the Human Resources Department as a condition of internship training. All new staff, including interns, participates in a 10-day agency orientation. Interns receive a stipend of $28,000 distributed evenly across the internship year in bi-weekly checks, and are paid in accordance with Devereux’s regular payroll schedule. Interns will receive a total of 19 days off (Vacation and Floating Holidays) and eight sick days are provided. There will be three full-time internship slots available for the 2021-2022 training year.

**Applicant Qualifications:**
Applicants should be enrolled in a Clinical Psychology doctoral program and preference is given to those who are enrolled in an APA accredited university. Candidates must have comprehensive training and at least 1,000 hours of supervised practicum experience in the applied practice of professional psychology, including therapy, assessment and/or consultation. Candidates must have successfully passed their comprehensive or qualifying examinations and completed all coursework prior to the start of the internship year. Devereux is an equal opportunity employer and encourages diverse candidates to apply.

**Application Procedure:**
Devereux is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). If you are interested in applying for an internship at Devereux Massachusetts, please use
the APPIC Online application process. In addition to this application, Devereux requires that a sample assessment report (preferably child or adolescent) be submitted as a supplemental document that accompanies the application.

**ALL APPLICATION MATERIALS ARE DUE BY**

**December 4, 2020**

Please direct all inquiries regarding the internship to:

Ashley Warhol, Psy.D., HSP
Director of Clinical Services and Internship Training
Devereux Massachusetts and Rhode Island
P.O. Box 219, 60 Miles Rd.
Rutland, MA  01543-0219

Phone: (508) 886-4746; ext. 454
Email: awarhol@devereux.org
Website: www.devereuxma.org

**Interviews**

We will contact you if we wish to schedule an interview. Please make certain that we have your most current contact information so that we can reach you.

**APPIC Matching Program**

Devereux Massachusetts is an APA accredited program. This site adheres to APPIC Match policies, participates in the APPIC Match, and the Online AAPI must be utilized by all applicants applying to the program. Devereux also agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking related information from any intern applicant. Our program code is 194711.

**Please Note:** This internship program is separate from the APA-accredited program offered by the Devereux Institute of Clinical Training & Research in Pennsylvania. If you wish to apply to that program, please visit www.devereux.org for further details.
Psychology Training Committee

Ashley Warhol, Psy.D., HSP
Director of Clinical Services and Internship Training; Chief Psychologist
Internship Site: Devereux Massachusetts, Rutland, Mass.
Illinois School of Professional Psychology, 2013
Concentrations: Child and adolescent clinical psychology, Dialectical Behavior Therapy, clinical supervision, training and program development for working with LGBTQ youth, children with challenging behaviors (trauma-related, anxiety/depression, attachment, personality disorders), diagnostic assessment, individual, group, and family therapy.

Rachel Schein, Psy.D., HSP
Coordinator of Diagnostic Services and Clinical Training
University of Hartford, 2013
Concentrations: Child and adolescent clinical psychology, Dialectical Behavior Therapy, Cognitive Behavioral Therapy, Trauma-Focused Cognitive Behavioral Therapy, clinical supervision, adolescents with significant challenging behaviors and trauma histories (anxiety, depression, personality disorders, attachment disorders), diagnostic assessment, individual, group and family therapy, training of youth workers in clinical and community settings.

Ellen Wells, LICSW
Consulting Supervisor
Columbia University School of Social Work, 1991
Concentrations: Child and adolescent psychotherapy, clinical supervision and consultation, trauma-informed care, Cognitive Behavioral Therapy, Solution Focused Therapy, Collaborative Problem Solving, Health Literacy and Biopsychosocial assessment.
# Internship Admissions, Support, and Initial Placement Data

## Internship Program Admissions

**Date Program Tables are Updated:** 8/28/2020

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

The internship at Devereux Massachusetts is consistent with the scholar-practitioner model. The internship is designed to develop theoretically grounded and empirically-informed professionals prepared for the independent practice of psychology. Devereux Massachusetts and Rhode Island offers residential, group home, and therapeutic day school services in a fast paced environment. Interns have an opportunity to work with diverse staff dedicated to the provision of individual care including therapy, assessment, milieu based intervention, educational services, medical services. Systems work with a largely urban, underserved population.

Does the program require that applicants have received a minimum of hours of the following at time of application? If Yes, indicate how many: 1,000 total

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Y</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Intervention Hours</td>
<td></td>
<td>400 Hours</td>
</tr>
<tr>
<td>Total Direct Assessment Hours</td>
<td></td>
<td>100 Hours</td>
</tr>
</tbody>
</table>

Describe any other required minimum criteria used to screen applicants:

Preference is given to candidates from APA-accredited university training programs in professional psychology, including clinical and counseling psychology. Comprehensive or qualifying examinations must be completed prior to the start of the internship. Experience working with individuals with serious social, emotional, and behavioral disorders is preferred.

## Financial and Other Benefit Support for Upcoming Training Year

<table>
<thead>
<tr>
<th>Benefit Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Stipend/ Salary for Full Time Interns</td>
<td>$28,000</td>
</tr>
<tr>
<td>Annual Stipend/Salary for Half Time Interns</td>
<td>N/A</td>
</tr>
<tr>
<td>Program provides access to medical insurance for intern?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**If access to medical insurance is provided:**

<table>
<thead>
<tr>
<th>Benefit Description</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainee contribution to cost required?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of family member(s) is available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of legally married partner available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of domestic partner available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</td>
<td>152</td>
</tr>
<tr>
<td>Hours of Annual Paid Sick Leave</td>
<td>64</td>
</tr>
</tbody>
</table>

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? **Yes**

Other Benefits (please describe): Doctoral interns receive two professional release days.
### Initial Post-Internship Positions
(Provide an aggregated tally for the preceding 3 cohorts)

<table>
<thead>
<tr>
<th>Setting</th>
<th>PD</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing their doctoral degree</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Community mental health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University counseling center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td></td>
<td></td>
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<tr>
<td>Military health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td></td>
<td></td>
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<tr>
<td>Academic university/department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent research institution</td>
<td></td>
<td></td>
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<tr>
<td>Correctional facility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School district/system</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Independent practice setting</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Not currently employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed to another field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Note: "PD" = Post-doctoral residency position; "EP" = Employed position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.