Devereux Advanced Behavioral Health: The Doctoral Internship in Health Service Psychology

The Doctoral Internship in Health Service Psychology at Devereux is 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 1st Street, N.E., Washington, DC 20002-4242
(202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation
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Devereux and the Institute of Clinical and Professional Training and Research (ICPTR)

Devereux was founded in 1912 by Helena Devereux, a school teacher from Philadelphia. Today, Devereux is the nation’s largest, private, nonprofit provider of behavioral healthcare and special education services. Devereux serves approximately 15,000 individuals in 13 states. About 3,000 of these individuals are served in campus-based residential treatment centers and psychiatric hospitals. The majority of individuals are served in community-based settings. Devereux offers one of the widest arrays of programs and services in the country. Devereux is headquartered in Villanova, Pennsylvania. The APA-accredited doctoral internships are offered at Devereux’s treatment programs in the greater Philadelphia, Pennsylvania area. More information about Devereux can be found at our website at www.devereux.org.

The Institute of Clinical and Professional Training and Research, or ICPTR, was established in 1957. ICPTR is part of Devereux’s national administration and is responsible for all professional training and applied research that is conducted throughout the organization. With a staff of more than 30 professionals and support personnel, ICPTR’s mission is to (1) develop model treatment programs, (2) lead Devereux in becoming a data-driven organization, (3) enhance the professional reputation of the organization and (4) prepare professionals to enter the behavioral healthcare field.

Devereux, through the Institute of Clinical and Professional Training and Research, has offered doctoral internship training in psychology for more than half a century. Continuously accredited by the American Psychological Association since 1956, the doctoral internship training program has acquired a national reputation for intensive supervised training in health service psychology.

Training Philosophy, Mission and Program Structure

Philosophy

The ICPTR adheres to a developmental model of training in which the intern progresses from an initial closely supervised and monitored state to a more autonomous level of professional functioning by the end of the internship. The training program encourages the continual accumulation of knowledge, refinement of clinical skills and development of professional identity. Training is individually tailored to meet the needs and interests of each intern.

Mission

The internship at Devereux is consistent with the scientist-practitioner model and reflects a concern for the competent, theoretically informed and empirically grounded practice of health service psychology. In addition, interns are encouraged to continue to develop their research and analytical skills in combination with their clinical competencies. The overarching mission of the program is to prepare the intern for entering the independent practice of psychology. Training experiences and supervision are carefully orchestrated to provide a hierarchical and cumulative experience that Devereux, through the ICPTR, has offered doctoral interns in health service psychology for more than 50 years.
Program Structure

Devereux has adopted a training model that maximizes benefits to interns as well as Devereux's individuals. Each intern selects and is appointed to a treatment program that is consistent with the intern's training needs, professional goals and personal interests. This full-year assignment is the cornerstone of Devereux training and provides a number of advantages:

- The model allows the intern to become fully integrated within the clinical treatment team and the program ecology.
- The model enables the intern to carry cases throughout the year and, thereby, ensures that the intern gains experience with all phases of the behavioral intervention.
- The model allows for the development of a close and consistent relationship with the supervising psychologists.
- The model facilitates the development of clinical expertise and enhances the intern’s sense of competence and accomplishment.

At each of the training sites, there is a wide range of individual abilities and diagnoses, and the supervising psychologists are careful in selecting an intern’s case load to provide a variety of clinical experiences. Breadth of exposure to a variety of clinical populations is further enhanced through the Seminar Series (see Didactics).

Since its inception, the doctoral internship program at Devereux has been administered by the ICPTR. Housing the internship within a national department has many advantages to the intern. First and foremost, it preserves and protects the training mission of the internship. Second, it provides access to resources beyond those of the assigned training program, such as the Devereux Professional Library, continuing education programs and the research staff at ICPTR. Third, it broadens the interns’ exposure to organizational dynamics and national behavioral healthcare issues.

Didactics/ Clinical Seminars

A strong didactic training component complements the supervision and clinical experiences of senior clinical staff. Each seminar lasts approximately 1½ to 2½ hours. Seminars take place throughout the training year. The Treatment Methods Seminar is broad-based, in that it combines didactic and skill-based training in assessment and intervention procedures specifically intended for the populations served by Devereux. Specifically, the Treatment Methods Seminars are focused on evidence-based practices and include the following topics: behavioral assessment, function-based intervention, academic skills assessment and intervention, cognitive behavior therapy, trauma-focused cognitive behavior therapy, cultural competency (self-awareness, clinical issues, systemic strategies), psychopharmacology and Parent Management Training. The Special Topics Seminar provides interns with exposure to topics of related or special interest. Examples include parenting children with special needs, licensure and securing a post-doctoral placement. The Professional Series Seminar presents information on a variety of professional/guild issues such as supervision, licensure, developing the curriculum vitae and securing a postdoctoral position.
Training Goals, Objectives and Competencies

Program Goals

The goals of the Professional Psychology Internship Program include:

1.) To develop core clinical competencies for entry-level practice in professional psychology
2.) To apply clinical competencies across a variety of service systems
3.) To refine skills of scientific scholarship and investigation;
4.) To prepare interns for the role of behavioral health professional in a variety of settings

Objectives of the Training Program

Each intern, regardless of the training track chosen, is provided with core training experiences that ensure broad and general preparation for professional practice. Across these experiences, culturally sensitive and empirically supported competencies are emphasized.

Objective 1. Interns will become proficient in psychological assessment

Interns receive supervised experience in psychological assessment. In addition to using more traditional assessment protocols that are typically trained in graduate programs, such as cognitive assessment and achievement, interns will receive intensive training in functional behavioral assessment. Supervision for the assessment competency is intended to gradually shape the intern’s skill in integrative report writing, generating recommendations that are linked to the assessment, incorporating multicultural factors into the selection and administration of assessments and providing feedback. Specific competencies include:

- Articulating the referral question
- Selecting instruments or approach
- Administering appropriate tests and scoring
- Interpreting results (e.g., clinical formulation)
- Generating useful recommendations
- Providing verbal feedback to individuals, parents and staff
- Writing clear and useful reports
- Incorporating knowledge of cultural factors into clinical formulation
- Demonstrating competence in formulating multiaxial diagnoses

Objective 2. Interns will become proficient in evidence-based intervention

Devereux encourages a behavioral/cognitive-behavioral orientation in which assessment links to the selection of empirically-supported, or evidence-based, practices (EBPs). Training and supervision is available in a wide range of interventions, including cognitive-behavioral, behavior analytic, ecological-behavioral and systems. Each intern may have the opportunity to experience individual and group psychotherapies, as well as family intervention, depending on the training track. Crisis intervention is also available at several training sites. Specific competencies include:

- Planning for and conducting individual therapy
Objective 3. Interns will become proficient in consultation and interprofessional/interdisciplinary skills

Interns are engaged in frequent consultation with staff from different disciplines, family members and staff members from outside agencies involved with a particular case. Interns will be expected to employ strategies of problem identification, problem analysis, collaborative plan development and formative evaluation. In addition, each intern will be expected to produce useful documentation related to these activities. Depending on the service setting, this may include consultation reports or chart documentation. Specific competencies include:

- Working effectively with staff of different disciplines and external agency representatives
- Implementing the process of consultation including problem identification, problem analysis and plan formulation
- Developing and implementing the plan
- Evaluating the plan including monitoring implementation fidelity

Objective 4. Interns will become proficient in communicative and interpersonal skills

As the primary therapist, interns are integrally involved in planning and coordinating services for their assigned individuals at many of our training sites. In the process, interns must learn to successfully work with a variety of professionals representing a diversity of agencies (including Devereux), while assuming responsibility for reporting on, and ensuring cooperation with, the individual’s course of treatment. Specific competencies include:

- Planning for team meetings
- Facilitating team meetings
- Communicating clinical information succinctly and accurately
- Anticipating and planning for contextually-appropriate services
- Presenting case information at multidisciplinary team meetings
- Writing progress notes according to program standards
- Writing progress summaries according to program standards
- Writing discharge/termination summaries according to program standards

Objective 5. Interns will become proficient in implementing an applied research study or program evaluation

Consistent with Devereux’s scientist-practitioner philosophy of training, each intern is expected to complete one research or treatment outcome study during the internship. Interns are encouraged to participate in an existing research study (for interns not previously trained in a scientist-practitioner model), in collaboration with another member of the training site, or to develop an independent research idea. As an alternative to an experimental design, interns may choose to participate in a treatment outcome study on a topic that is germane to the program site and will aid Devereux’s treatment outcome initiative. Interns are required to present their research/treatment outcome findings in a formal
presentation to peers and other clinical staff and training faculty at the end of the training year.

Specific competencies include:
- Demonstrating familiarity with literature
- Conceptualizing and designing research
- Implementing a research study (or treatment outcome study)
- Interpreting findings from research
- Presenting research findings
- Communicating research findings in writing

Objective 6. Interns will demonstrate cultural competency in service delivery

Interns are provided with training and supervision on issues of cultural and individual diversity. Cultural dynamics are not only relevant, but crucial to the understanding of the individual and in planning the individual’s overall treatment. Training in diversity is accomplished through specific didactic sessions on multicultural competency, in group supervision during discussions of clinical cases and in individual weekly supervision as interns discuss individuals’ progress and other concerns in working in a large, multicultural organization with their respective supervisors. Formal training in cultural competency occurs at the very beginning of the training year with a didactic session on self-awareness, and progresses to address cultural competency in clinical issues as well as systems-level issues by the end of the training year.

Specific competencies include:
- Assessing cultural issues of both individual and family
- Demonstrating an understanding of cultural issues of both individual and family
- Incorporating issues of diversity into treatment and intervention

Objective 7. Interns will develop independence through supervision

Devereux recognizes that quality supervision is the absolute essential of internship training. Each intern is assigned a primary supervising psychologist who acts as his or her mentor during the year. The primary supervisor is a licensed, doctoral-level psychologist who will provide a minimum of two hours of individual face-to-face supervision weekly. Interns also receive a minimum of two additional hours of supervision each week from supplemental supervisors. The primary and supplemental supervisors complement each other and ensure intensive supervision that fosters professional and personal growth. In addition to individual supervision, group supervision occurs on a bi-weekly basis. The focus of group supervision is on case conceptualization and intervention. On a rotational basis, interns present their assigned cases and benefit from the input of other interns. Group supervision is offered by a licensed psychologist. Finally, interns have the opportunity to meet with the Director of Training on a quarterly basis to review progress and discuss future plans for employment, licensure and/or post-doctoral options.

Specific competencies related to supervision include:
- Actively participating in the supervision process
- Remaining open to learning and supervision
- Seeking out supervisory input for professional development
Implementing supervisory input
Working toward “self-sufficiency”
Utilizing supervisory sessions to generate alternative hypotheses
Seeking additional supervisory opportunities when needed

Objective 8. Interns will develop as professionals

The primary function of an internship is to assist the intern in making the transition from graduate student to professional. Training in professional behavior occurs across all aspects of the internship experience, but is most specifically the focus of supervision and didactic training. Throughout the year, interns receive feedback regarding the development of their overall professional behavior. Feedback includes information on their dependability; decision-making skills; time management; ability to interact with co-workers and individuals in a respectful, positive, customer-focused manner; understanding and adherence to ethical standards; as well as knowledge of standards and regulations pertinent to the intern’s training site. Professional behavior is carefully supervised throughout the internship, with higher expectations for the intern as the internship comes to a close. Specific competencies related to developing professionalism include:

- Being dependable in meeting goals
- Being prompt in meeting deadlines
- Improving time management and the timeliness of documentation
- Using good judgment and decision-making ability
- Demonstrating professionalism in professional meetings and other congregations

Objective 9. Interns will adhere to ethical and legal standards

Interns are expected to become knowledgeable and competent in ethical and legal standards that surround the profession of Health Service Psychology. To this end, interns will receive didactic training and supervision on ethical and legal issues, including resolution and decision-making practices. This includes an ethics symposium designed to address common ethical dilemmas faced by clinicians organization-wide. Each intern is provided feedback on his or her ability to adhere to ethical standards, demonstrate knowledge of standards and regulations, recognize ethical dilemmas and apply ethical and decision-making processes to resolve these dilemmas. Specific competencies related to ethical and legal practice include:

- Adhering to ethical standards
- Demonstrating knowledge of standards and regulations
- Recognizing ethical dilemmas
- Applying ethical decision-making processes to resolve dilemmas

Ongoing Evaluation and Mentoring

The goal of the developmental model of internship training is for the intern to develop his/her skills throughout the course of the year and work toward increased competence and independence. Each quarter, doctoral psychology interns and their respective primary and supplemental supervisors complete an evaluation of the intern’s competencies. This quarterly evaluation is comprised of three segments:
1.) The intern’s self-evaluation of competency
2.) The supervisor’s evaluation of the intern’s competency
3.) The intern’s evaluation of supervision

Generally, the intern/supervisory relationship should be an open and synergistic one that prevents the possibility of a less-than-expected performance evaluation review at the end of each quarter. Interns and supervisors meet on a weekly basis, and it is anticipated that any areas of difficulty will be addressed during those meeting times. For interns who are performing as expected, three evaluations are required during the year, one each during the months of October (first-quarter review), January (second-quarter review) and July (fourth-quarter review). For interns who are not meeting required competencies by the second-quarter review and/or who may need a plan of remediation, a third-quarter evaluation is also expected during the month of May.

As stated, the goal of the internship program is to develop beginning professional-level competence and independence in all interns. The quarterly evaluation ratings are designed to reflect the level of competency. It is not anticipated that interns receive a perfect rating in all areas during or at the end of the internship. Beginning, professional-level readiness is determined by an average competency rating reflecting entry-level professional skills and a moderate need for supervision.

Once exiting the program, intern graduates will be contacted periodically over the course of three years following the internship in order to provide feedback on the effectiveness of the training program. The Internship Training Program will be revised based on the intern’s response regarding his/her preparation for the practice of psychology.

Training Faculty

Director of Training

Barry McCurdy, Ph.D., BCBA-D
Director of Training
Institute of Clinical and Professional Training and Research
Lehigh University, 1990
Concentrations: disruptive behavior disorders, applied behavior analysis, systems-level intervention, school-based academic and behavioral intervention

Primary Supervisors

Richard Allen, Psy.D., NCSP, BCBA-D
Clinical Director
Devereux Pennsylvania-Community Psychological and Behavioral Services
Philadelphia College of Osteopathic Medicine, 2013
Concentrations: emotional/behavioral disorders, intellectual and developmental disabilities, applied behavior analysis, cognitive behavior therapy

Kristen Bielecki, Ph.D.
Clinical Director
Doctoral Internship in
Health Service Psychology

Devereux Pennsylvania-Children's Behavioral Health Services
Columbia University, 2011
Concentrations: adjudicated youth, cognitive behavior therapy for trauma, positive behavioral support in RTF settings

Jenny Nielsen, Ph.D., BCBA-D
Clinical Director
Devereux Pennsylvania-Children’s Intellectual and Developmental Disabilities Services (CIDDS)
The Ohio State University, 2008
Concentrations: applied behavior analysis, functional behavioral assessment, evidence-based interventions for autism spectrum disorder, functional communication training, family training and behavioral consultation, interdisciplinary diagnosis

Stewart Shear, Ph.D.
Clinical Director
Devereux Pennsylvania-Adult Services
Lehigh University, 1994
Concentrations: functional behavioral assessment, intellectual and developmental disabilities - adults program development, positive behavioral interventions and supports

Lisa Thomas, Ph.D.
Consulting and Research Psychologist
Devereux Center for Effective Schools
Lehigh University, 2012
Concentrations: disruptive behavior disorders, systems-level interventions (SWPBIS, RtI), school-based academic and behavioral assessment and intervention

Michelle Wonders, Psy.D.
Clinical Director
Devereux Poconos Programs and Services
Immaculata University, 2007
Concentrations: intellectual and developmental disabilities, behavior/cognitive behavior therapy, applied behavior analysis

Supplemental Supervisors

Rachel Eisenberg, Ph.D., NCSP
Consulting and Research Psychologist
Devereux Center for Effective Schools
Lehigh University, 2015
Concentrations: emotional and behavioral disorders, positive behavioral interventions and supports – schools, alternative settings and preschools, response to intervention, classroom management, parent management training

Alexandra Gallagher, Psy.D.
Psychologist
Devereux Pennsylvania-Children's Behavioral Health Services
Philadelphia College of Osteopathic Medicine, 2016
Concentrations: dialectical behavior therapy, child and adolescent trauma, treatment of adolescent
disruptive behavior disorders, psychosocial and psychoeducational assessment, positive behavior intervention and support

Kristin Garcia, Psy.D.
Family Support Specialist
Devereux Pennsylvania-Children’s Intellectual and Developmental Disabilities Services (CIDDS)
Immaculata University, 2013
Concentrations: autism spectrum disorders, intellectual and developmental disabilities, child and adolescent psychology, attachment, family work

Amara Haber, Psy.D.
Psychologist
Devereux Pennsylvania-Adult Services
Chestnut Hill College, 2010
Concentrations: psychological assessment, intellectual and developmental disabilities, functional behavioral assessment, brain injury

Lindsay Moreira, M.A. LBS
Coordinator of Clinical Services/ Licensed Behavior Specialist
Devereux Pennsylvania-Community Psychological and Behavioral Services
University of Massachusetts, 2007
Concentrations: assessment, intervention with children/adolescents with emotional and behavioral disorders/intellectual and developmental disabilities, applied behavior analysis

Pamela Najera, Psy.D.
Devereux Pennsylvania-Children’s Intellectual and Developmental Disabilities Services (CIDDS)
Psychologist
LaSalle University, 2010
Concentrations: autism, intellectual and developmental disabilities, diagnostic assessment

Sandra Powell, M.S.
Behavior Treatment Coordinator
Devereux Pennsylvania-Adult Services
West Chester University, 1990
Concentrations: clinical psychology, intellectual and developmental disabilities, behavior treatment

Laura Rutherford, Ph.D., NCSP
Consulting and Research Psychologist
Devereux Center for Effective Schools
Lehigh University, 2009
Concentrations: school-based academic and behavioral intervention, systems-level intervention, emotional/behavioral disorders

Marisa Seder, LPC
Clinical Manager
Devereux Pocono Programs and Services
Annual Stipend and Benefits

Annual Stipend

Interns receive a stipend of $28,000 distributed evenly across the internship year in biweekly checks, and are paid in accordance with Devereux’s regular payroll schedule.

Time Off Benefits

All interns will receive 19 days of Time–Off Benefit (TOB) (i.e., vacation and holidays). In addition, up to eight paid sick days are provided.

Given that Devereux has a diverse workforce, we do not recognize specific holidays. In the event that an intern wishes to request time off in order to celebrate a specific holiday, or to use TOB to attend to personal business that cannot be addressed outside of the work schedule, the intern should submit their time off request as soon as possible. All efforts will be made to accommodate an intern’s request; however, the needs of the treatment program and the internship training program may take precedence. All TOB requests must be submitted in writing and must be approved in advance by the intern’s supervisor and director of training.

Continued University Contact/Fellowship or Employment Interviews

An additional four days per year are provided the intern for continued university contact or fellowship/post-internship employment interviews. Time off is arranged by mutual agreement between the intern, the training supervisor and the Director of Training.

Medical and Prescription Benefits

Interns and their qualified dependents may elect to enroll in a medical insurance program offered through Independence Blue Cross, and/or a prescription drug plan offered through Caremark. The amount of the intern’s contribution toward the plan depends on the level of coverage elected, and is the same rate as is paid by eligible full-time Devereux employees. More detailed information regarding plan options will be provided to you by Corporate Human Resources.
How to Apply

Important Dates

- The application deadline is Nov. 1
- The interview notification date is Dec. 7
- Interviews are conducted in January
- Internship begins on Aug. 1 and ends on July 31 of each year

Application Process

Devereux is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). If you are interested in applying to Devereux for an internship, use the APPI online application process.

Although Devereux offers several training tracks, it is understood that the alignment between applicants’ training, preferences, and the features and expectations of the individual programs will vary. Therefore, in completing your application for Devereux, it is recommended that applicants select only one track of interest. Applicants must identify their preferred track on the APPI online application as well as in the cover letter.

Devereux does not require that supplemental materials accompany the application.

Application Review

Prior to submitting an application, prospective intern candidates should visit the Devereux website to obtain an overview of the Health Service Psychology Internship Training Program. While on the site, prospective candidates should carefully read the description of each training track to determine their interest and compatibility.

If the decision is to complete an application to Devereux, applicants must identify one track of interest. Applicants should submit an application using the APPI Online Applicant Portal by Nov. 1 and carefully coordinate their track selection from the Devereux website with the APPI request to select programs or tracks. Prospective candidates should then download the brochure describing the internship.

Following the Nov. 1s deadline for applications, the APPI Selection Portal is made available to all members of the Devereux Internship Selection Committee. The Selection Committee is comprised of primary supervisors from each of the training tracks. Each member of the Selection Committee will review applications for his or her particular track (based on the candidate’s preference). A final list of approximately 12 to 15 candidates is prepared by each track supervisor and submitted to the Director of Training for review.

Notifications of interviews are sent to candidates by email no later than Dec. 7. Once notified, candidates must contact the Executive Assistant for the internship program by phone (610-542-3057) to arrange an interview date. All interviews are conducted in January. In-person interviews are highly recommended.
however, in some limited emergency situations, we will allow phone interviews. Candidates not selected for an interview will be notified by email within 10 days after the Dec. 7 deadline.

Approximately 5 days (Wednesdays and Fridays) are set aside for interviews during the month of January. On the day of the interview, intern candidates will meet as a group with the Director of Training for an overview of the internship program. Following the overview, intern candidates will travel by car (30 minutes or less) to their sites of interest for an interview with the Primary Supervising Psychologist and a tour of the program. At that time, the candidate will have an opportunity to meet with supplemental supervisors as well as the current Intern.

Once the interviews conclude, Primary Supervising Psychologists submit a ranking of interviewed applicants to the Director of Training. In collaboration with the Supervising Psychologists, a final Rank Order List of applicants is prepared by the Director of Training for the National Matching Service (NMS). The final Rank Order List is submitted to the NMS by the submission deadline. In addition to the fit between the applicant’s preparation, goals and training experiences, other factors to be considered in rank ordering candidates are:

- Enthusiasm for internship training
- Openness to new learning experiences
- Openness to supervision
- The candidate’s candor, insight, sense of humor, and interpersonal skills demonstrated during the interview
- The consideration and support shown to other intern candidates during the interview day

In all respects, the internship selection procedures shall comply with APPIC guidelines.

**Qualifications and Entrance Criteria**

Applicants must have a broad academic base of training, be admitted to doctoral candidacy and have at least 500 hours of supervised practicum experience appropriate to the applied practice of professional psychology, including assessment (200 hours) and intervention (300 hours).

**Non-Discrimination Policy**

Devereux is an equal opportunity employer. It is the policy of the Devereux Foundation to admit and treat all patients, hire staff and appoint interns without regard to race, religion, creed, color, sex, marital status, citizenship status, veteran status, disability, communication ability, sexual orientation, age, national origin or ancestry.
The Internship in Professional Psychology Training Tracks

Devereux offers six training tracks at various sites located in eastern Pennsylvania. Each track offers unique training opportunities and serves diverse populations. Interns have the opportunity to apply their previous experiences and training in working with supervisors to create an individualized experience. Training tracks include:

- Devereux Pennsylvania-Adult Services
- Devereux Center for Effective Schools
- Devereux Pennsylvania-Children’s Behavioral Health Services
- Devereux Pennsylvania-Children’s Intellectual and Developmental Disabilities Services
- Devereux Pennsylvania-Community Psychological and Behavioral Services
- Devereux Poconos Programs and Services

Devereux Pennsylvania- Adult Services

Site Description

Devereux Pennsylvania Adult Services (AS) provides programs and supports for adults with intellectual and developmental disabilities (I/DD) ranging from the borderline to the profound range of cognitive functioning. In addition, we serve a smaller population of individuals with autism spectrum disorders, mental health disorders (MHD), co-occurring disorders (I/DD, MHD) and brain injuries. Individuals receiving services reside on our campus or in community group homes throughout several counties. These individuals range in age from 21 years through end of life. Individuals served require support and assistance for the entirety of their lives. As such, admissions are more common than discharges. Interns are encouraged to tailor their internship experience to suit their clinical interests and collaborate with their supervisors to develop a challenging and rewarding intern year.

Devereux Pennsylvania AS provides a model for clinical interventions and supports using identified evidence-based practices. Core components of this model include functional and behavioral assessment methods, clinical hypothesis formulation related to specific assessment data, evidence-based interventions linking to the clinical hypothesis, and progress monitoring that informs data-based decision making. Clinical services are provided in campus-based homes, community group homes, apartment programs and in other community settings. In addition, pre-vocational services and specialized work skills and training programs are provided for individuals involved in these vocational/work programs.

Successful Applicants

The ideal intern candidate will have the following:

- Experience with, and strong interest in, working with adults with intellectual and developmental disabilities
- Interest in working within a social learning/behavioral model for clinical service delivery
- Interest in functional behavioral assessment
- Interest in, or experience with, a positive behavioral interventions and supports framework
- Background in applied behavior analysis, cognitive behavior therapy
- Experience working in an interdisciplinary team environment
• Experience participating in applied research and willingness to learn and participate in research projects and related program development initiatives
• Willingness to engage with, and develop, strong therapeutic relationships with individuals
• Ability to take initiative and think creatively

Training Activities

Assessment: Assessment opportunities include, but are not limited to, adaptive skills assessment, sexual knowledge and consent assessment, suicidality assessment, trauma assessment, community safety assessment and clinical behavior assessment. Cognitive assessments are primarily conducted on a case–by-case basis to demonstrate a continued need for services. Interns are provided instruction on how to conduct functional behavioral assessments that focus on identifying biological, social, affective and environmental factors that initiate, sustain or end a particular behavior. Interns use the assessment process to formulate a clinical hypothesis, which is then used to select evidence-based interventions that are relevant to the presenting problems. A key aspect of clinical intervention is the teaching of alternative or functionally equivalent skills that relate directly to shaping more socially acceptable responses in place of the individual’s challenging behaviors.

Intervention: Interns will carry a caseload of four to six individual cases and are required to run at least one group. Individual cases are selected with input from the intern; the caseload is tailored to meet the interests of the intern. Cases can vary greatly in clinical need and the treatment used to promote positive change. Some of the interventions may include: identifying coping strategies, problem solving approaches, anger management training, relaxation technique training and therapeutic cognitive-behavioral approaches. The principles of applied behavior analysis are heavily utilized. In addition, the intern will be exposed to, and participate in, Devereux’s Positive Behavioral Interventions and Supports (D-PBIS) framework. This model is new for adults with intellectual and developmental disabilities, and has demonstrated successful and meaningful outcomes. D-PBIS for individuals with intellectual and developmental disabilities has been presented at local and national conferences. The intern will learn the skills necessary for implementation and monitoring and coaching others in this approach.

Consultation/ Behavioral Intervention: Clinical consultation is widely used in the delivery of services. A behavioral consultative model is utilized at Devereux Pennsylvania AS. Interns gain experience in indirect service delivery when working with individuals and their interdisciplinary teams. Interns will be provided with training in the D-PBIS framework, and will serve as a consultant to staff and supervisors in implementing that approach and monitoring the integrity of implementation.

Center for Effective Schools

Individual Population

The Devereux Center for Effective Schools (CES) serves children with, and at risk for developing, emotional and behavioral disorders within public schools (located primarily in urban communities), as well as within other child-serving institutions, including alternative schools, residential treatment centers and hospital programs.
Description of Site

The CES is an applied research and technical assistance center specializing in bringing evidence-based practices to schools, districts and other child-serving programs through training/technical assistance, consultation and model program development. This site adheres to an applied behavior analytic theoretical orientation. The CES utilizes a tiered approach to prevention and intervention based on Positive Behavioral Interventions and Supports (PBIS) and response to intervention (RTI) frameworks. Consultation, training and technical assistance activities focus on developing interventions for the school, classroom, non-classroom and individual student settings.

Specialized Training

The CES provides an opportunity to train within a research institute dedicated to providing a continuum of services to public schools and other child-serving systems. Due to the indirect nature of service delivery, this is a unique training opportunity within the Devereux organization for interns seeking a non-traditional experience. During the training year, interns develop and refine skills in consultation, training and technical assistance, along with skills in clinical services, including academic and behavioral assessment and intervention. Upon successful completion of the training year, CES interns typically accept employment positions as school psychologists within a school district, college or university faculty members, or trainers, consultants, or researchers for state departments of education or applied research centers.

Successful Applicants

The ideal intern candidate will have the following:

- Doctoral candidacy in school or clinical psychology
- Strong knowledge of applied behavior analysis
- Background in conducting behavioral assessment, intervention, consultation and research
- Experience working in school settings
- Knowledge of the basic tenets of multi-tiered systems of support (MTSS) is preferred
- Interest in supporting children with behavior disorders by working with educators, staff and parents in urban and alternative settings is required

Training Activities

**Assessment:** Interns will conduct a minimum of one functional behavioral assessment (FBA) of an individual student. Interns will also have the opportunity to conduct assessments of the classroom and school environments to examine fidelity and effectiveness of interventions.

**Intervention:** All CES staff are assigned to projects that involve intervention planning, implementation and evaluation within the consultative framework. Some examples of internship intervention responsibilities include: coaching leadership teams to develop school-wide interventions, working with individual teachers to implement class-wide interventions or assisting school staff to design function-based behavior intervention plans for individual students.

**Consultation:** Service delivery at CES is indirect in nature and relies heavily on behavioral consultation at the school-wide, class-wide and individual levels. In addition to the basic problem-solving steps of
problem identification, problem analysis, plan implementation and evaluation, CES consultants facilitate team meetings, deliver team-based training and provide technical assistance and feedback on intervention implementation.

Devereux Pennsylvania-Children’s Behavioral Health Services

Site Description

Devereux Pennsylvania CBHS provides 24-hour, residential services to male and female children and adolescents with a variety of behavioral health diagnoses, including, but not limited to, attention-deficit hyperactivity disorder, oppositional defiant and conduct disorders, depression and anxiety disorders. Interns will work as part of a team of interdisciplinary professionals providing individualized assessments and interventions within a multi-tiered framework of positive behavior support (e.g., Devereux Positive Behavioral Interventions and Supports [D-PBIS]). Intern activities are focused on developing program-wide interventions across the residence and school programs, as well as implementing individual- and group-based interventions. Given that many of our admitted youth have significant histories of personal trauma, our milieus and classrooms are developed to also support trauma-informed care.

Successful Applicants

The ideal intern candidate will have the following:

- Experience providing evidence-based practices to children and adolescents, the ability to conceptualize a case from a cognitive-behavioral framework, and experience in administering a variety of assessments to children and adolescents. Strong knowledge of applied behavior analysis
- Training in behavioral principles and the ability to apply behavioral interventions.
- Strong consultation skills and the ability to work collaboratively within a multidisciplinary team.
- The ability to conduct independent research (e.g., conceptualization, methodology and analysis)

Training Activities

**Assessment:** Interns are required to demonstrate competency in assessment during the training year. Interns are expected to develop competence in the administration of psychological tests prior to the internship. Assessment assignments provide an opportunity for the intern to develop competency in:

- Tailoring assessment batteries to address referral questions
- Mastering resolution of discrepant results
- Developing clear conclusions that are responsive to the referral question(s)
- Writing individualized recommendations that follow rationally from the results and provide user-friendly guidance to the clinical team.

Assessment opportunities include: assessment of cognitive functioning, academic skills, functional skills, diagnostic evaluations, functional behavioral assessments, intake evaluations and personality functioning.
**Intervention:** Interns will carry a caseload of three individuals. Interventions include group, individual and family therapy. Group therapy sessions occur weekly. Specific clinical interventions include: trauma-focused cognitive behavior therapy (TF-CBT), self-regulatory training, other cognitive behavior therapies (CBT), behavioral intervention-based on positive behavior support (PBS), and parent training. Supervision on clinical formulation, treatment planning, intervention delivery and progress monitoring is provided. Interns also will have opportunities to observe supervisors or senior clinical staff as they conduct interventions.

**Consultation:** Consultation may include: assessment, observation, and/or interviews to formulate hypotheses. From the hypotheses, interns will formulate both informal and formal recommendations. Interns provide consultation during team meetings and on an individual basis with all disciplines within the therapeutic milieu, including teachers, direct care professionals and program managers, among others. In cases where a specific training or a behavior support plan may be recommended, interns will provide training and follow-up to ensure treatment integrity. Interns will be provided with training in the implementation of Devereux-Positive Behavioral Interventions and Supports (D-PBIS) and can assist with staff training and integrity checks on the implementation of this approach.

**Devereux Pennsylvania - Children's Intellectual and Developmental Disabilities (CIDDS)**

**Site Description**

Devereux Pennsylvania CIDDS provides assessment, treatment and consultation services to approximately 180 children and adolescents in 10 campus-based and seven community-based residential treatment settings, as well as in approved private school special education placements. Individuals are referred for services as a result of an intellectual or developmental disability, autism spectrum disorder and/or co-occurring behavioral and psychiatric challenges. The primary age range for individuals served is 6 to 18. Health psychology doctoral interns matched to our site will have the opportunity for assessment, treatment and consultation experiences for youth with wide-ranging clinical presentations and in different treatment settings.

With a growing need for more specialized services for children and adolescents with autism spectrum disorders and intellectual and developmental disabilities, Devereux Pennsylvania CIDDS offers three specialty programs within its network of clinical services.

- **Short-term Autism Intensive Residential Services (STAIRS):** STAIRS is a campus-based treatment residence and classroom; it was designed to offer clinically intensive applied behavior analytic services to individuals with autism and severe challenging behaviors.
- **Sexual Responsibility Program:** Our Sexual Responsibility Program is a campus-based treatment residence and school program for adolescent boys with a history of sexually abusive behaviors. The clinical program for this group involves cognitive behavioral therapies, psycho-education and applied behavior analysis.
• **Autism Assessment Center**: Due to the need in our geographic area for comprehensive autism diagnostic assessment, we opened an Autism Assessment Center, which is open for referrals from the community.

Because of the abundance of potential training opportunities for health psychology doctoral interns, our supervising psychology staff will work with each intern to create an individualized training experience to maximize professional growth and align with personal specialization objectives.

**Successful Applicants**

The ideal intern candidate will have the following:

- Prior work with children and adolescents with autism spectrum disorders/intellectual and developmental disabilities
- ABA/CBT experience
- Prior work with families and community agency resources
- Affinity for working with a multidisciplinary team

**Training Activities**

**Assessment**: Functional behavior assessment is a key component for understanding why challenging behaviors occur. Interns are provided with treatment method seminars to introduce them to different functional behavioral assessment tools and interpretation of assessment results. Supervision is also provided for functional behavioral assessment, development of functional hypotheses and developing positive behavior support plans which link to the results of the functional behavioral assessments. Experience with functional analysis procedures is available in our STAIRS program.

Interns will receive training and supervision in psychological and neuropsychological assessments designed to answer specific diagnostic questions. Interns can also receive training in the ADOS-2 administration, scoring and interpretation, as well as participate in evaluations at our Autism Assessment Center. Further, interns at Devereux Pennsylvania CIDDS can gain experience administering a wide array of cognitive assessments, adaptive behavior assessments, social-emotional assessments and neuropsychological assessments. Interns also can elect to receive training and supervision in trauma, psychosexual and forensic risk assessment. Assessment supervision and training focuses on learning how to administer new assessment instruments, the integration of assessment data, differential diagnosis, clinical formulation and the provision of meaningful recommendations and feedback.

**Intervention**: Interns have the opportunity to work across multiple settings, which can include STAIRS, campus-based and community-based residences, the Sexual Responsibility program, classrooms, the local community and family homes. Clinical interventions can take an individual, group or family focus. Interventions may include: functional communication training using PECS and visual support systems, positive behavior support planning, cognitive behavior therapy, trauma-focused CBT and parent training and therapy. Interns will learn how to design systems to measure an individual’s progress and track and analyze that data. Typical caseloads are five to six individuals. Supervision is provided in intervention delivery, clinical formulation, treatment planning and progress monitoring. Interns will also have
opportunities to observe supervisors or senior clinical staff as they conduct interventions, and to experience live supervision when conducting his/her own interventions.

**Consultation**: Given the different treatment settings that comprise Devereux Pennsylvania CIDDS, a significant part of the role of all of our clinicians, including interns, is providing staff consultation. Interns have the opportunity to consult with school, medical, psychiatric and residential staff regarding successes or challenges that an assigned individual might experience. Consultation may involve assessment, observation and/or interviews to formulate hypotheses. From the hypotheses, interns will formulate both informal and formal recommendations. In cases where a specific training or a behavior support plan may be recommended, interns will provide training and follow-up to ensure treatment integrity. Interns will become familiar with our Devereux Positive Behavioral Interventions and Supports (D-PBIS) models and will serve as D-PBIS coaches to teachers and direct care staff assisting with performance feedback, data collection and analysis.

**Devereux Pennsylvania - Community Psychological and Behavioral Services**

**Site Description**

Devereux Pennsylvania–Community Services provides health psychology interns an opportunity to provide assessment, consultation and direct intervention in home, school, clinic-based and unique community settings. Programs are designed to narrow the research to practice gap by infusing evidence-based interventions into the delivery of services to both individuals on the autism spectrum and children and adolescents with emotional and/or behavioral disorders. Our autism treatment model emphasizes the use of evidence-based practices related to the principles of applied behavior analysis, including functional behavior assessment for challenging behavior, as well as skill acquisition programs to teach communication, social skills and adaptive behaviors. For individuals with emotional and/or disruptive disorders, our model focuses on psychological assessment and the implementation of evidence-based interventions, including cognitive and behavioral therapies.

Given the diversity in clinical presentation of the individuals served in our programs, interns have the unique opportunity to participate in two, distinct clinical rotations. The outpatient clinical rotation includes providing assessment and treatment of children and adolescents with emotional behavioral disorders in a clinic setting, while an additional autism rotation focuses on the assessment and clinical consultation of individuals on the autism spectrum, and their families in home, school and community settings. In addition, interns will have the opportunity to participate in the supervision of master’s and bachelor’s level staff, and gain experience with systems-level tasks related to clinical operations, such as applied research, program development and program-wide treatment outcomes.

**Successful Applicants**

The ideal intern candidate will have the following:

- Training in cognitive and behavioral therapies for children and adolescents
- Training in applied behavior analysis (ABA) and functional behavior assessment
- Training in assessment and intervention for individuals on the autism spectrum
Training Activities

**Assessment:** Interns are provided an array of assessment opportunities including: psychological evaluation and assessments, functional behavior assessments, intellectual assessments and adaptive assessments. Additionally, there may be opportunities to conduct neuropsychological testing based on need.

**Intervention:** Interns will carry a caseload across the clinic-based and autism consultation programs in home and community programs. Treatment interventions for autism emphasize those based on ABA, including function-based intervention, functional communication training and a comprehensive and individualized skill acquisition program.

**Consultation:** Clinical consultation is widely used in the delivery of services across all settings. Interns will have the opportunity to work on interdisciplinary teams with school services teams, psychiatrists, case management and Board Certified Behavior Analysts. They will also have the opportunity to work closely with families across home, clinic school and community settings.

Devereux Pocono Programs and Services

**Site Description**

The Devereux Pocono Programs and Services community includes more than 80 adults in residential programs, ages 18 through the lifespan, with intellectual and developmental disabilities, behavioral health concerns and traumatic brain injury. Individuals live in residential, community-based group homes, prevocational settings and LifeSharing settings. Individuals participating in our LifeSharing program live in a natural family setting while receiving support, treatment and services to improve their quality of life and increase their independence. Devereux Pocono also provides children’s Behavioral Health Rehabilitation Services (BHRS), including Therapeutic Support Staff, Mobile Therapy and Behavioral Support Consultant.

Interns will demonstrate competence in assessment, treatment and consultation, and an understanding of ethical and professional principles. In addition, interns develop cultural competence working with varied populations and serve as a member of treatment team. The intern will demonstrate an understanding of research and literature relevant to the populations served. All aspects of the training year will be conducted in adherence American Psychological Association and Commonwealth of Pennsylvania ethical standards.

Successful Applicants
The ideal intern candidate will have the following:

- Prior experience in working with individuals with autism spectrum disorders, or intellectual and developmental disabilities
- Goal of further developing competencies to serve this target population
- Prior experience or foundational knowledge of Functional Behavioral Assessment and/or Positive Behavioral Support is desirable
- Ability to work independently
- Flexibility and ability to move between tasks

Training Activities

**Assessment:** Evaluations are conducted to determine eligibility for funding, placement and treatment decisions. Assessments include: psychological evaluations, functional behavior assessments, mental status examinations, dementia screenings and other assessments, as necessary. Assessment administration, report writing and feedback is supervised by the clinical director. In addition, interns are responsible for clinical aspects of annual reports for their assigned caseloads and to develop positive behavioral support plans, as needed.

**Intervention:** Interns carry between four and six individual therapy cases, implement social skills training programs, and provide informal supportive counseling. Interns facilitate one or two groups either alone or with a co-facilitator. Some example groups include anger management, social skills and advocacy.

**Consultation:** Interns have the opportunity to serve as a consultant to staff participating in one of the ongoing model programs. Interns attend weekly team, clinical team and medication review meetings. Interns also serve as consultants to train direct support professionals on the implementation of Social Emotional and Environmental Support Plans and other behavioral interventions. Opportunities to provide training to staff for modules such as the Introduction to the Individuals We Serve, Positive Approaches, Traumatic Brain Injury and Preventing Sexual Incidents are also provided.
The Doctoral Internship in Health Service Psychology at Devereux

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