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. 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
• Planning for and conducting group therapy (i.e., skills training groups)
• Conducting family-based interventions
• Conducting case consultations (systems-level consultation may be substituted)
• Implementing progress monitoring procedures to formatively evaluate the intervention

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
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 two segments:
1.) The intern’s self-evaluation of competency
2.) The supervisor’s evaluation of the intern’s competency

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

Barry McCurdy, Ph.D., NCSP, BCBA-D
Director of Training
Devereux Doctoral Internship in Health Service Psychology
Director
Devereux Center for Effective Schools
Lehigh University, 1990
Concentrations: disruptive behavior disorders, applied behavior analysis, systems-level intervention, school-based academic and behavioral intervention

Laura Rutherford, Ph.D., NCSP, BCBA
Assistant Director of Training
Devereux Doctoral Internship in Health Service Psychology
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

Please reference our website for information about our primary and supplemental supervisors for each training track.
Annual Stipend and Benefits

Annual Stipend

Interns receive a stipend of $30,000 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

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 strongly recommended that applicants select only two tracks of interest. Applicants must identify their preferred tracks 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 no more than two tracks 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. 1 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. 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 no later than 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 Health Service 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 Autism Services
• Devereux Center for Effective Schools
• Devereux Pennsylvania-Children’s Behavioral Health Services Brandywine Campus
• Devereux Pennsylvania-Children’s Behavioral Health Services Mapleton Campus
• Devereux Pennsylvania-Children’s Intellectual and Developmental Disabilities Services
• Devereux Poconos Programs and Services

Please reference our website for detailed information about each training track.
The Doctoral Internship in Health Service Psychology at Devereux
444 Devereux Drive
Villanova, PA 19085