

**Mt. Washington Pediatric Hospital, Inc.  
Division of Pediatric Psychology and Neuropsychology**

**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 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

**Internship Program Admissions, Support and Initial Placement Data**

**Internship Program Admissions**

**Date Program Tables are updated: 6/22/20**

**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:**

Internship applicants must be advanced students in good standing in doctoral programs in clinical, counseling, or school psychology programs approved by the American Psychological Association. Applicants will have completed all coursework requirements, comprehensive evaluations, and will have met all requirements of their doctoral program making them eligible to apply for doctoral internship. All candidates should have a substantial amount of prior practicum and other clinical experience. Applicants with strong backgrounds in child clinical or pediatric psychology are preferred.

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

Total Direct Contact Intervention Hours		Y	Amount: 200
Total Direct Contact Assessment Hours		Y	Amount: 200

**Describe any other required minimum criteria used to screen applicants:**

Applicants are required to complete a criminal background check, be medically cleared to work in a hospital and pass a drug screen before being allowed to work.

**Financial and Other Benefit Support for Upcoming Training Year\***

Annual Stipend/Salary for Full-time Interns	\$30,400	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	Yes	
Coverage of family member(s) available?	Yes	
Coverage of legally married partner available?	Yes	
Coverage of domestic partner available?	No	
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	19 days + 6 holidays	
Hours of Annual Paid Sick Leave	N/A	
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): Additional leave time for conferences, vision insurance, dental insurance, free parking.		

### Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2017-2020	
Total # of interns who were in the 3 cohorts	17	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital	15	
Psychiatric hospital		
Academic university/department	1	
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting	1	
Not currently employed		
Changed to another field		
Other		
Unknown		

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.

### **ELIGIBILITY**

Internship applicants must be advanced students in good standing in doctoral programs in clinical, counseling, or school psychology programs approved by the American Psychological Association. Applicants will have completed all coursework requirements, comprehensive evaluations, and will have met all requirements of their doctoral program making them eligible to apply for doctoral internship. All candidates should have a substantial amount of prior practicum and other clinical experience. Applicants with strong backgrounds in child clinical or pediatric psychology are preferred. The internship program abides by Mt. Washington Pediatric Hospital's (MWPH) policy as an Equal Opportunity Employer.

## **FUNDING AND BENEFITS**

Beginning with the 2017-2018 internship class, the internship program was divided into two unique tracks. Five interns will be accepted into the pediatric psychology track. One intern will be accepted into the neuropsychology track.

Six internship positions will be available for the coming internship year, with stipends set at the rate above for 12 months. A full benefits package is provided (identical to that offered to MWPH staff), including different health insurance options and short-term disability insurance. Benefits include four weeks paid time off, six holidays, and five paid continuing education days. If interns are in need of mental health services, they will be referred to the hospital contracted Employee Assistance Program. This program provides rapid mental health evaluations, short-term therapy, and referral to community therapists for ongoing treatment. This initial service is provided free of charge for MWPH employees, post doctoral fellows, and interns.

## **APPLICATION PROCEDURE**

Mt. Washington Pediatric Hospital abides by the APPIC policy of online submission of materials. The items listed below must be received by November 13, 2020.

1. APPIC Application for Psychology Internship (AAPI), available at the APPIC web site: <http://www.appic.org>
2. Current vita
3. All graduate transcripts. Please feel free to describe additional courses you expect to complete before internship.
4. At least three letters of recommendation from people who know your work.
5. The APPIC Academic Program's Verification of Internship Eligibility and Readiness form.

Interviews are required. The primary reason for an interview is to permit both the internship program and the applicant to assess the degree to which the MWPH internship would be a good fit for an intern. During the interviews, applicants will have an opportunity for a general orientation to the program, as well as personal interviews with internship faculty and current interns.

**NOTICE:** At this time of the publication of this brochure, the COVID pandemic is still a concern. Should travel continue to be a safety concern in January 2021, accommodations will be made for interviews via Zoom.

The dates for this year's interviews will be:

Pediatric Psychology Track

Tuesday January 5, 2021

Tuesday January 12, 2021

Tuesday January 19, 2021

Neuropsychology Track

TBA

Applications will be reviewed by members of the Internship Selection Committee, and invitations to attend one of the three interview dates will be extended by December 15. Only those applicants for whom the internship appears to be a good fit will be invited to attend an interview.

**INTERN SELECTION**

Interns will be evaluated based on their application, graduate academic training and practicum experience, and professional goals and aspirations. Particular attention will be paid to matching the experience and needs of the intern with the philosophy, goals, and strengths of the internship program. The internship program abides by all relevant MWPH Human Resources hiring and retention policies (Accessibility Policy, Equal Employment Opportunity Policy). The program is nondiscriminatory in nature and avoids actions that would restrict program access on grounds that are irrelevant to success in an internship or the profession of psychology. Please be aware that before beginning your internship, you will be required to submit for a general health screen, pre-employment drug testing, and a background check. If you fail to meet the requirements set forth by our Human Resources Department for all employees, you could be denied your internship.

**THIS INTERNSHIP SITE 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.**

**PROGRAM HISTORY**

From the early 1990's until 2002, MWPH had a formal and contractual relationship with the Pediatric Psychology Internship Training Program at the University of Maryland Medical System. University of Maryland Pediatric Psychology interns trained for required 6 month rotations at MWPH in the Division of Pediatric Psychology and

Neuropsychology, and faculty from the Division have been adjunct faculty at UMMS, participating in all aspects of the internship program. Since the pediatric psychology internship program at the University of Maryland was put on inactive status beginning in 2002, MWPH has expanded its own training program, including extern and post doctoral training in both pediatric psychology and pediatric neuropsychology. In July 2010, the program was informed by the American Psychological Association that we are accredited retroactive to July 2008.

### **MT. WASHINGTON PEDIATRIC HOSPITAL (DIVISION OF PEDIATRIC PSYCHOLOGY AND NEUROPSYCHOLOGY)**

The internship is sponsored by and housed in the Division of Pediatric Psychology and Neuropsychology at Mt. Washington Pediatric Hospital. MWPH is jointly owned by the University of Maryland Medical System and Johns Hopkins University. The internship program is fully supported (both financially and in terms of resource allocation) by the administration at MWPH. Consistent with the mission of MWPH, the highest quality of care is provided to children and their families. Mt. Washington Pediatric Hospital provides assessment, consultation, and treatment services to infants, children, adolescents, young adults, and their families through several different inpatient, outpatient, and day treatment programs. At MWPH, pediatric psychological and neuropsychological services are provided through the three major inpatient programs (Pulmonary, Physical Rehabilitation, Chronic Illness), day treatment programs (Rehabilitation, Feeding), outpatient clinics (Feeding Disorders Clinic, Primary Care Clinic, Diabetes Clinic, Autism Clinic, Concussion Clinic), and outpatient services (psychological and neuropsychological evaluations and therapy). Most of the inpatient, day treatment, and outpatient clinic programs are either interdisciplinary or multidisciplinary in nature, and interns have opportunities to train in most of these programs. The faculty and trainees at MWPH are involved in numerous service, training, and research projects. In addition to the internship, fellowships are offered in pediatric psychology and pediatric neuropsychology at MWPH.

### **FACILITIES**

Mt. Washington Pediatric Hospital, a 64 bed pediatric rehabilitation and specialty hospital, has been providing care for infants, children, adolescents and young adults with chronic medical and developmental conditions, and their families for over 80 years. The hospital has three primary inpatient programs (Physical Rehabilitation, Pulmonary, Chronic Illness), two day treatment programs (Rehabilitation, Feeding), numerous outpatient clinics and a broad array of outpatient services. The hospital also operates an inpatient and outpatient unit at Prince George's Hospital in Laurel, Maryland. Inpatients are generally referred from acute care settings (a small number of inpatient programs accept referrals directly from home), while day treatment and outpatients programs receive referrals from a variety of sources.

## **STUDENT FACILITIES**

The facilities available for interns include office space with personal computers and telephones in the student office. Each intern will have their own desk, phone, and computer. The computers are part of a local area network with access to Division and hospital-wide shared drives and files and internet access. The Division has two suites, including individual clinical rooms for assessment and therapy. There is a full range of audio and video equipment available, and the psychology clinical rooms have observation windows (one way mirror) and sound system, facilitating supervision and training. The interns have access to the medical library at MWPH, and some research support is available.

## **INTERNSHIP PROGRAM**

The Mt. Washington Pediatric Hospital Internship in Psychology prepares interns for the practice of professional psychology. Training includes experiences in the psychological assessment, evaluation, consultation, and treatment of children, adolescents, and their families in pediatric inpatient, day treatment, and outpatient settings. Training and supervision are provided for psychological evaluations, therapy, and consultation. In addition to working with children and adolescents, the interns gain experience with adults by conducting family therapy and parent training. There are occasional opportunities to work with young adults as well.

The internship year begins in early August 2020 and ends in August 2021. The year begins with an orientation week, when faculty members present a description of the activities and requirements of each training setting. In consultation with the faculty, each intern develops his/her individual schedule for the year, including six month rotations. The internship director is responsible for making the necessary logistical arrangements in order to accommodate each intern's individual training needs. Intern training programs may be modified when necessary, as the training needs of the intern may change.

**PROFESSION WIDE COMPETENCIES AND ELEMENTS:**

**Competency:** Research

**Program Elements Associated with this Competency:**

1. Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
2. The intern is expected to be able to organize a research presentation at the end of the year about a journal article of interest to them.

**Competency:** Ethical and Legal Standards

**Program Elements Associated with this Competency:**

1. Be knowledgeable of and act in accordance with each of the following:
  - The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels;
  - Relevant professional standards and guidelines.
2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
3. Conduct self in an ethical manner in all professional activities.

**Competency:** Individual and Cultural Diversity

**Program Elements Associated with this Competency:**

1. An understanding of how their own personal/cultural history, attitudes and biases may affect how they understand and interact with people different from themselves.



2. Knowledge of the current theoretical and empirical research knowledge base as it related to addressing diversity in all professional activities including research, training, supervision/consultation and service.
3. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics or worldviews can conflict with their own.
4. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

**Competency:** Professional Values, Attitudes, and Behaviors

**Program Elements Associated with this Competency:**

1. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning and concern for the welfare of others.
2. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being and professional effectiveness.
3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

**Competency:** Consultation and interprofessional/interdisciplinary skills

**Program Elements Associated with this Competency:**

1. Demonstrate knowledge and respect for the roles and perspectives of other professionals.
2. Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups or systems related to health and behavior.

**Competency:** Supervision

**Program Elements Associated with this Competency:**

1. Apply supervision knowledge in direct knowledge or simulated practice with psychology trainees or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others and peer supervision with other trainees.
2. The intern will be able to enunciate the relevant rules and laws that pertain to supervision of psychology trainees and other health professionals.

**Competency:** Intervention**Program Elements Associated with this Competency:**

1. Establish and maintain effective relationships with the recipients of psychological services.
2. Develop evidence-based intervention plans specific to the service delivery goals.
3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics and contextual variables.
4. Demonstrate the ability to apply the relevant research literature to clinical decision making.
5. Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
6. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing intervention.

**Competency:** Assessment**Program Elements Associated with this Competency:**

1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods

appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

**Competency:** Communications and interpersonal skills

**Program Elements Associated with this Competency:**

1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Activities, methods of assessment, and outcome measures to achieve these profession wide competencies and program elements will be presented to the interns at the beginning of their internship year

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**Pediatric Psychology Track (5 interns)**

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**CORE EXPERIENCES:**

Outpatient Psychological Evaluation

Psychological testing through MWPH Outpatient Center (12 months)

Through the Outpatient Center, interns are responsible for the entire process of psychological and neuropsychological evaluation for outpatients and day patients,

including preparation of treatment plans, interviewing, testing, data interpretation, report writing, and feedback. Referrals come from physicians, schools, state agencies, community mental health centers, social workers, parents, and other professionals at MWPH. Supervision is provided by pediatric psychology faculty.

On this rotation, the intern will demonstrate knowledge and competence in administering and scoring psychological tests for children, writing detailed and accurate reports of findings, formulating effective recommendations based on evaluation results, and providing appropriate feedback to families and caregivers.

**#1:** The intern will be aware of relevant theory and testing issues as they pertain to psychological testing (e.g., reliability, validity, normative sampling)

**#2:** The intern will successfully administer and score psychological tests assessing intelligence, achievement, cognitive functioning, and emotional functioning

**#3:** The intern will demonstrate competence in generating a comprehensive report of psychological functioning, incorporating patient history, behavioral observations, test results, clinical impressions, diagnoses, and recommendations

**#4:** The intern will demonstrate competence in providing accurate and helpful feedback to families and/or caregivers based on results of psychological testing

### Outpatient Therapy

Weekly outpatient therapy cases through MWPH Outpatient Center (12 months)

Through the Outpatient Center, interns carry a caseload of child and family outpatient therapy cases. Referrals come from physicians, schools, state agencies, social workers, parents, and other professionals at MWPH. Children and families are referred because of problems in emotional and behavioral functioning. Supervision is provided by pediatric psychology faculty.

On this rotation, the intern will demonstrate the knowledge and competence to function independently as a diagnostician and therapist. The intern will demonstrate competence in developing effective rapport with a diverse population of children and families, diagnosing a wide range of disorders of childhood, developing effective treatment plans with families and caregivers, and implementing these treatments in effective ways.

**#1:** The intern will demonstrate competence in performing a comprehensive diagnostic interview

**#2:** The intern will demonstrate the ability to develop effective rapport with a diverse population of patients and caregivers

**#3:** The intern will demonstrate competence in formulating an effective treatment plan for patients, based on diagnosis and report of symptoms

**#4:** The intern will demonstrate competence in implementing and carrying out treatment plans in a manner that is clear and understandable to children and their caregivers

**#5:** The intern will demonstrate competence in case management skills relevant to specific cases

## **ROTATIONS**

Every pediatric psychology intern will participate in all rotations for six months each.

### **Inpatient Consultation and Liaison**

Assessment, consultation, and intervention involving inpatients with medical diagnoses

Interns will have a caseload of inpatients for six months during the internship year (the neuropsychology intern will be on this rotation all year). Consultation requests involve evaluating and providing service to help children and their families adapt to acute and chronic medical conditions, medical regimens, separation from family, home, and friends, and pain management. Patients have a variety of conditions, including orthopedic anomalies and injuries, burns, brain injuries and neurological conditions, diabetes, asthma and other pulmonary conditions, cardiac problems, AIDS, feeding and related food and GI disorders, and lead poisoning. Although the majority of consultations involve patients over 2 years of age, pediatric psychology is occasionally consulted on cases in the neonatal unit. Interns are responsible for reviewing medical records, consulting with staff, observing rehab sessions, interviewing child and family, and completing consultation reports. Interns are also responsible for communicating findings to both the family and to the clinical team (typically by attending the appropriate rounds). They develop goals and objectives for the patient, communicate these to the clinical team (the interdisciplinary team working with that child), and develop an appropriate treatment plan. The intern continues to provide consultation and therapy services to that child and family throughout their admission to the hospital. Supervision is provided by pediatric psychology faculty.

On this rotation, the intern will demonstrate the knowledge and competence to function independently as a consultant to pediatric inpatient and outpatient populations. The intern will be able to write a complete and concise consultation report/evaluation. The intern will be able to communicate the results of the consultation to the medical team and the patient's family.

**#1:** The intern will be able to assess the reason for referral

**#2:** The intern will understand the role of the consultant on the Consultation Liaison Service

**#3:** The intern will demonstrate the skills to work effectively and collaboratively within the context of a multi-disciplinary team

- #4:** The intern will demonstrate competence in conducting a mental status exam with children and adolescents
- #5:** The intern will demonstrate competence in general clinical interview skills
- #6:** The intern will demonstrate competence in presenting the case conceptualization, including integration of medical, psychological, and psychosocial factors
- #7:** The intern will demonstrate competence in using the multi-axial diagnostic system (DSM-V)
- #8:** The intern will be able to summarize all relevant data in a written diagnostic assessment and provide detailed information about treatment and progress in a written discharge summary
- #9:** The intern will integrate clinical experiences with cases into ongoing seminars

### **Feeding Disorders Program**

The Feeding Disorders Program serves infants, toddlers and children with a variety of feeding or eating problems. The primary role for interns is attending the Feeding Day Treatment Program (FDTP). However, interns will also be responsible for following inpatient and outpatient cases involving feeding disorders. The FDTP is a six-week intensive outpatient program involving multiple disciplines, including medicine, nursing, pediatric psychology, social work, nutrition, occupational therapy, and speech pathology. Interns are involved in several of the functions of pediatric psychology, including behavioral feeding evaluations, team consultation, development of feeding protocols, development of patient short and long term goals, implementation of feeding treatment plan, and caregiver training. Issues addressed include inappropriate mealtime behaviors, premature termination of meals, selective diet, food refusal, anxiety, caregiver-child interaction, and caregiver training. Supervision is provided by pediatric psychology faculty.

On this rotation, the intern will develop an understanding of feeding disorders and the relationship between the feeding disorder and family functioning. The intern will conduct intakes and assessments of a variety of patients with feeding disorders across multiple settings. The intern will use behavioral observations and interviews to develop effective mealtime interventions. The intern will provide parent training to caregivers to promote generalization of progress to the home setting.

- #1:** The intern will be able to collect data when observing and during therapy at 80% accuracy
- #2:** The intern will calculate data and make appropriate interpretations of the data
- #3:** The intern will use data to make treatment decisions
- #4:** The intern will be able to feed patients independently
- #5:** The intern will use behavioral observations to guide treatment decisions
- #6:** The intern will be able to complete a behavioral feeding intake and evaluation
- #7:** The intern will gain an understanding of diagnoses relating to children with feeding disorders

**#8:** The intern will use appropriate documentation via chart notes, mealtime protocols, feeding evaluations, and outpatient treatment summaries

**#9:** The intern will display appropriate interactions with the multidisciplinary team

### **Autism Evaluation Program**

The Autism and Developmental Disabilities Evaluation program at MWPH was established to help provide families of young children with psychological evaluations to consider the possibility of an autism spectrum disorder or other related concern. These evaluations typically involve experience with a number of measures not typically utilized in the psychological evaluation clinic. The clinic uses observational measures, as well as other traditional assessments of language, nonverbal intelligence, and autism interviews. Supervision is provided by pediatric psychology faculty.

On this rotation, the intern will receive training and experience in the utilization of observational measures of assessment, such as the Autism Diagnostic Observation System – 2. The intern will be expected to administer appropriate tests, determine appropriate diagnoses, and write an integrated report with appropriate recommendations. The intern will provide feedback to the families, and make appropriate recommendations for ongoing care.

**#1:** The intern will understand the diagnostic criteria for autism, autism spectrum disorders, and common developmental disabilities

**#2:** The intern will be able to administer and score observational measures used to diagnose autism spectrum disorders

**#3:** The intern will be able to administer a structured autism interview with a parent / guardian

**#4:** The intern will be able to generate an integrated report including all relevant information, diagnosis and recommendations

**#5:** The intern will be able to provide feedback to family about the child's diagnosis and appropriate recommendations for care

### **Primary Care Clinic**

The PICCK clinic provides behavioral and primary care for children with complicated medical needs along with their siblings. Many of the children we care for have genetic conditions, orthopedic conditions, developmental delays, behavioral health problems, feeding issues, and/or other chronic medical conditions. In addition, the clinic treats infants born with complex medical conditions with the emphasis on achievement of developmental milestones. The goal is to keep patients healthy and minimize the need for emergency care and hospitalization. The program aims to enhance and streamline healthcare and improve each child and family's quality of life. The interns in this position will be housed within the interdisciplinary PICCK Clinic and work closely with

physicians, nurses, medical residents, psychiatry, social work, parent advocates, and psychology interns and externs. Supervision is provided by pediatric psychology faculty.

On this rotation, the intern will participate in the PICCK clinic (Pediatric Integrated Care for Complex Kids) as a member of the outpatient integrated primary care team. The intern will be asked to consult with families who are having difficulties managing their child's acute/chronic illness and to follow up in behavioral therapy. The intern will also participate in giving feedback to the integrated primary care team to help guide the care of the child. The intern will also provide support and resources to the family as needed.

**#1:** The intern will be aware the of effects medical conditions can have on psychological functioning

**#2:** The intern will be able to incorporate relevant medical information into their clinical intake

**#3:** The intern will be aware of the potential psychosocial variables that interfere with appropriate medical care

**#4:** The intern will serve as an active part of the multidisciplinary treatment team by sharing information and making recommendations

**#5:** The intern will make appropriate psychological recommendations for managing the social, emotional and behavioral aspects of care, and participate in implementing treatment as needed

### **Diabetes Program**

The diabetes clinic at MWPH is staffed by three pediatric endocrinologists, one nurse-practitioners, and pediatric nutrition. Psychology provides support to the outpatient clinic via the provision of direct services to the children as part of the multidisciplinary treatment team. Psychology will typically meet with newly diagnosed children to discuss any concerns related to the impact of diabetes in their life, and then will be consulted when needed during clinic to help address ongoing concerns. Children and families with significant concerns are often referred for ongoing psychological care outside of the clinic, which is often managed by the intern. Supervision is provided by pediatric psychology faculty.

On this rotation, the intern will participate in diabetes clinic as a member of the outpatient diabetes team. The intern will be asked to consult with families who are having difficulties managing their diabetes, and to follow up in behavioral therapy. The intern will also participate in giving feedback to the diabetes team to help guide the care of the child.

**#1:** The intern will be aware of the biology, symptoms, and appropriate medical treatment of Type 1 and Type 2 diabetes



**#2:** The intern will be aware of the potential psychosocial variables that interfere with appropriate medical care of diabetes

**#3:** The intern will be able to incorporate relevant diabetes information into their clinical intake

**#4:** The intern will serve as an active part of the multidisciplinary treatment team by sharing information and making recommendations

**#5:** The intern will make appropriate psychological recommendations for managing the social, emotional and behavioral aspects of diabetes care, and participate in implementing treatment as needed

## **Neuropsychology Track (1 intern)**

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### **CORE EXPERIENCES:**

The neuropsychology intern will spend the entire year on three core internship experiences:

Neuropsychological Evaluation including Concussion Clinic (12 months)

Outpatient Therapy (12 months)

Inpatient Consultation / Liaison (12 months)

## **NEUROPSYCHOLOGICAL EVALUATION**

### **Description**

The neuropsychology track at Mt. Washington Pediatric Hospital is a 12 month training experience that, in addition to the core goals of the internship, provides training in clinical pediatric neuropsychology consistent with APA Division 40 and Houston Conference guidelines. The internship includes participation in the outpatient neuropsychological evaluation clinic and the Concussion Assessment and Management Program (CAMP). Interns will have exposure to a variety of presenting concerns including children with known neurological disorders (e.g., epilepsy, cerebral palsy, lead poisoning or other neurotoxic states, stroke, tumors, leukemia, sickle cell disease, head injury, HIV infection, respiratory disorders, obstructive sleep apnea, in utero drug/alcohol exposure, metabolic conditions, cardiac conditions affecting CNS, endocrine dysfunction, etc.), children for whom baseline and follow-up data would assist drug treatment, surgery, cranial radiation, or other treatment procedures, children with learning disabilities and attention-deficit/ hyperactivity disorder, children with emotional or behavioral problems that may be related to or exacerbated by neurological conditions,

neuropsychological deficits, and/or learning disabilities, as well as children for whom a differentiation of neurological vs. environmental factors contributing to their disorder in cognition or behavior is important. Interns are involved in all aspects of the evaluation, including intake, test administration, report writing, and feedback. Interns are also involved in consultation with other disciplines of the hospital, such as medicine, physical therapy, occupational therapy, speech and language, and social work. Participation in the neuropsychological outpatient testing, including dedicated writing time, is expected to encompass 50% of your internship time. Supervision is provided by pediatric psychology faculty.

During this experience, the intern will develop an understanding of neuropsychological functioning (brain-behavior relationships) as it relates to neurological disorders (e.g., epilepsy, cerebral palsy, lead poisoning or other neurotoxic states, stroke, tumors, head injury, HIV infection, respiratory disorders, genetic disorders, in utero drug/alcohol exposure, metabolic conditions, cardiac conditions affecting CNS, endocrine dysfunction, etc). The intern will receive training and experience in the utilization of standardized measures of neuropsychological functioning in both outpatient and inpatient settings. The intern will be expected to administer appropriate tests, score administered measures, make behavioral observations, determine appropriate diagnoses, and write an integrated report with appropriate recommendations. Interns will have the ability to observe feedback sessions with families as well as initial intake sessions.

- #1:** The intern will develop understanding of the reciprocal nature of neurological disorders and neuropsychological functioning
- #2:** The intern will be aware of relevant neuropsychological theories and testing issues as they pertain to neuropsychological evaluation (e.g., reliability, validity, normative sampling)
- #3:** The intern will develop the ability to generate an evaluation battery based upon patient symptoms, relevant medical history, and referral questions
- #4:** The intern will be able to administer and score standardized neuropsychological measures and make relevant behavioral observations
- #5:** The intern will be able to generate an integrated report including all relevant information, diagnosis, and recommendations
- #6:** The intern will be able to apply assessment skills flexibly across settings: outpatient and inpatient

### **Outpatient Therapy**

Outpatient therapy cases through MWPH Outpatient Center

Through the Outpatient Center, interns carry a caseload of child and family outpatient therapy cases. Referrals come from physicians, schools, state agencies, social workers, parents, and other professionals at MWPH. Children and families are referred because of problems in emotional and behavioral functioning. Supervision is provided by pediatric psychology faculty.

During this experience, the intern will demonstrate the knowledge and competence to function independently as a diagnostician and therapist. The intern will demonstrate competence in developing effective rapport with a diverse population of children and families, diagnosing a wide range of disorders of childhood, developing effective treatment plans with families and caregivers, and implementing these treatments in effective ways.

**#1:** The intern will demonstrate competence in performing a comprehensive diagnostic interview

**#2:** The intern will demonstrate the ability to develop effective rapport with a diverse population of patients and caregivers

**#3:** The intern will demonstrate competence in formulating an effective treatment plan for patients, based on diagnosis and report of symptoms

**#4:** The intern will demonstrate competence in implementing and carrying out treatment plans in a manner that is clear and understandable to children and their caregivers

**#5:** The intern will demonstrate competence in case management skills relevant to specific cases

### **Inpatient Consultation and Liaison**

Assessment, consultation, and intervention involving inpatients with medical diagnoses

Interns will have a caseload of inpatients throughout the internship year. Consultation requests involve evaluating and providing service to help children and their families adapt to acute and chronic medical conditions, medical regimens, separation from family, home, and friends, and pain management. Patients have a variety of conditions, including orthopedic anomalies and injuries, burns, brain injuries and neurological conditions, diabetes, asthma and other pulmonary conditions, cardiac problems, AIDS, feeding and related food and GI disorders, and lead poisoning. Although the majority of consultations involve patients over 2 years of age, pediatric psychology is occasionally consulted on cases in the neonatal unit. Interns are responsible for reviewing medical records, consulting with staff, observing rehab sessions, interviewing child and family, and completing consultation reports. Interns are also responsible for communicating findings to both the family and to the clinical team (typically by attending the appropriate rounds). They develop goals and objectives for the patient, communicate these to the clinical team (the interdisciplinary team working with that child), and develop an appropriate treatment plan. The intern continues to provide consultation and therapy services to that child and family throughout their admission to the hospital. Supervision is provided by pediatric psychology faculty.

During this experience, the intern will demonstrate the knowledge and competence to function independently as a consultant to pediatric inpatient and outpatient populations. The intern will be able to write a complete and concise consultation report/evaluation. The intern will be able to communicate the results of the consultation to the medical team and the patient's family.

**#1:** The intern will be able to assess the reason for referral

**#2:** The intern will understand the role of the consultant on the Consultation Liaison Service

**#3:** The intern will demonstrate the skills to work effectively and collaboratively within the context of a multi-disciplinary team

**#4:** The intern will demonstrate competence in conducting a mental status exam with children and adolescents

**#5:** The intern will demonstrate competence in general clinical interview skills

**#6:** The intern will demonstrate competence in presenting the case conceptualization, including integration of medical, psychological, and psychosocial factors

**#7:** The intern will demonstrate competence in using the multi-axial diagnostic system (DSM-V)

**#8:** The intern will demonstrate the ability to develop appropriate recommendations and discharge plans for the patient

**#9:** The intern will be able to summarize all relevant data in a written diagnostic assessment and provide detailed information about treatment and progress in a written discharge summary

**#10:** The intern will integrate clinical experiences with cases into ongoing seminars

## **SUPERVISION**

Training and supervision by licensed psychologists is provided for all of the professional activities performed by the interns. Specifically, supervision is provided for all clinical, research, and teaching activities. Interns receive individual face to face supervision by a licensed psychologist (for core areas), in addition to group supervision and supervision for rotational experiences (by licensed psychologists) and individual and group supervision by post doctoral fellows (under the supervision of a licensed psychologist). More intensive supervision is offered at the beginning of the training year and is tapered as the interns' skills are solidified. However, the minimum hours of supervision (as described above) is always maintained, with interns receiving at least 4 hours of supervision by licensed psychologists a week. The Division is involved in training doctoral students in the region for practicum experience, and interns also will provide some supervision to these trainees (under the supervision of licensed faculty members).

Many of the experiences that are offered by our program are unique to the pediatric setting, and in-vivo modeling and training are often used to orient the interns to these specialized services. Our program utilizes multiple forms of supervision. We have resources that enable interns to record sessions and use one-way mirror facilities so direct

observations are possible. There are ample opportunities for interns to directly observe faculty members doing clinical work.

## **SEMINARS**

Required seminars address basic and advanced assessment, intervention, and consultation issues in pediatric psychology, professional and ethical issues, issues of diversity and multicultural issues, research, and special topics. Seminars are typically one hour long, meet weekly, and are led primarily by Division faculty, along with guest speakers. Interns are also encouraged to participate in a wide variety of hospital-wide training opportunities (e.g., clinical forum, lunch and learn, rehabilitation lectures and speakers, computer classes).

### **Assessment Seminar**

The Assessment Seminar is a once a week interactive case presentation of an assessment case by a trainee. Each week, two or three trainees will present the relevant history of an assessment case to the group, as well as the results from their testing. The group will then use this information to discuss the case, including appropriate diagnoses and recommendations for care. The seminar is informal, and designed to solicit discussion amongst trainees about patterns of test results that tend to accompany certain diagnoses, and the role of testing data in determine appropriate patient care.

### **Pediatric Psychology Didactic Seminar**

The Pediatric Psychology Didactic Seminar provides interns with basic and advanced education regarding the primary professional and clinical issues facing pediatric psychologists. This seminar is a formal didactic presentation in lecture format. The lectures are organized in such a manner that the interns progress from more basic issues relevant to clinical work with children, adolescents and families (e.g., conducting interviews, pediatric psychology consultation, behavioral assessment, testing, DSM-V diagnoses) to lectures focusing on more advanced topics and special populations (e.g., gastrointestinal and feeding disorder, pediatric oncology, HIV, traumatic brain injury). The seminar also focuses on issues related to ethics and professional development, including evidence based interventions, ethics, issues of diversity and multicultural factors, working with other disciplines, working with difficult families, and termination. Interns will be provided with supportive reading material and/or directed to outside educational materials.

### **Therapy Seminar**

Interns will participate in an interactive case discussion of a therapy case. This involves higher level of discussion, and each takes turns presenting a challenging and unique case. As with the assessment seminar, the structure is informal, and the presentation is designed to inspire discussion and learning. Presenting individuals are asked to bring a research article to the seminar to help the group remain current on treatment issues.

### **Applied Pediatric Psychology Seminar (Pediatric Psychology Interns)**

Led by the supervisor of the inpatient consultation rotation, the applied pediatric psychology seminar is a one hour discussion of topics relevant to the care of the children and adolescents on the consultation/liaison rotation. Case presentations, didactic presentations on relevant topics, and group discussion are used to help the group remain aware of the relevant psychological and medical issues that these children face, and the available forms of assistance.

### **Director's Meeting**

Interns meet with the Directors of Internship Training as a group to discuss issues related to the internship experience. Discussions focus on intern progress, intern problems or concerns, and shared experiences, as well as professional issues, such as preparation for future training or jobs. The meeting also serves as an opportunity for the interns to meet in an informal manner with no set didactic agenda. Meetings take place on a biweekly basis.

### **Neuropsychology Seminar (Neuropsychology Intern)**

The intern will meet for two hours with faculty and other trainees. One experience is a didactic neuropsychology seminar, where relevant topics in the field of neuropsychology are discussed with all trainees. A second seminar is the neuropsychology case presentation seminar, where interns, faculty and other staff will present their prior testing to the group for discussion.

## **INTERNSHIP PROGRAM REQUIREMENTS AND EXPECTATIONS**

It is important that interns have a clear and thorough understanding of the expectations for their performance, including expectations for continuing in and completing the internship program and conditions and procedures for termination. It is expected that interns will:

1. Obtain passing scores on all profession wide competencies and required program elements.
2. Attend didactic seminars and supervision sessions as indicated.
3. Become familiar with and follow all Division and internship policies and procedures.
4. Become familiar with and follow all relevant hospital-wide policies as discussed during orientation and with their supervisors.
5. Adhere to all relevant codes of ethical conduct as discussed during orientation and with their supervisors.
6. Maintain appropriate caseloads for all rotations (as discussed at orientation and with their supervisors on each rotation). Interns typically do one psychological or neuropsychological evaluation per week, follow two to three inpatients at a time

as part of their consultation and liaison experience (throughout the 6 months), and follow five to ten outpatients at a time throughout the year. Interns spend 5-6 hours in the Feeding Day Treatment Program. During the diabetes rotation, interns are expected to carry a caseload of diabetes patients, as well as participating in consultation with the diabetes treatment team on an active clinic day. On the autism evaluation rotation, once trained, interns will be participating in autism evaluations biweekly. On the PCP rotation, interns will be in clinic and work collaboratively with physicians in managing emotional/behavioral issues, assessing development, and address issues related to medical diagnoses. Caseloads for elective rotations are variable and are discussed at orientation and with their supervisors throughout the rotations. Completion of the internship requires a minimum of 2000 hours of supervised clinical experience and participation in the internship on a full-time basis for one full calendar year. If illness or other circumstances make it impossible for the intern to meet the 2000 hour minimum by the official ending date, special arrangements will be made.

The internship is structured so that each intern has experience with populations that vary in terms of age, gender, socioeconomic background, ethnic origin, and presenting problems.

Interns will receive feedback quarterly from their supervisors (in addition to all feedback provided through regular supervision). Formal written feedback will be completed at the end of 6 months, and again at the end of the internship year. Feedback will address the intern's performance and progress in terms of professional conduct and psychological knowledge, skills and competencies in the areas of psychological assessment and testing, intervention, and consultation. Feedback will also include the extent to which the intern has met or is meeting the profession wide competencies and required elements. Feedback will include timely written notification of all problems that have been noted and the opportunity to discuss them, guidance involving steps to remediate noted problems, and written feedback addressing the extent to which steps or corrective actions are or are not successful in addressing the issues of concern. Written feedback will be sent to the intern's graduate school program after 6 months and at the end of the internship year.

If an intern is not meeting the expectations of the internship program, the internship faculty will develop a remedial plan for the intern, and the intern's primary supervisor will contact the intern's graduate school chair. If, after consultation with the intern's graduate school program, the internship faculty determines that the intern is not able to meet the internship expectations, the intern will be terminated. A termination plan will be developed and implemented, along with recommendations for continued remediation outside of the internship program.

At the beginning of the internship program, interns will be given written procedures to follow for complaints or grievances involving disagreements regarding supervisor feedback or other issues that arise during the internship year.

**CORE FACULTY**

Steven Band, Ph.D.  
Director, Division of Pediatric Psychology and Neuropsychology

Kenneth Gelfand, Ph.D.  
Co-Training Director, Pediatric Psychology Internship Program  
Psychology Manager  
Senior Psychologist

Bradley Schwimmer, Psy.D.  
Co-Training Director, Pediatric Psychology Internship Program  
Senior Psychologist, Diabetes, Primary Care, and Pediatric Psychology Programs

Danielle Raines, Psy.D.  
Program Coordinator, Neuropsychology Track  
Clinical Coordinator, Outpatient Neuropsychology  
Senior Neuropsychologist

Kimberly Derrickson, Ph.D.  
Senior Psychologist

Casey Dillon, Ph.D.  
Psychologist, Feeding Program

Lindsay Gavin, Ph.D.  
Psychologist, Outpatient Programs

Jill Gatzke, Psy.D.  
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Eryn Kruger, Ph.D.  
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Sarah Mealy, Psy.D.  
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Sahar Moise, Psy.D.  
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Jillian Murphy, Ph.D.  
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Senior Psychologist

Reynolds Wilson, Ph.D.  
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### **ADDITIONAL FACULTY**

Timothy Billings, Ph.D.  
Pediatric Psychology

Katherine Blaha, Ph.D.  
Pediatric Psychology

Caitlin Condit, Ph.D.  
Pediatric Psychologist

Robinson Gold, Psy.D.  
Pediatric Psychology

Kara Koenig, Psy.D.  
Pediatric Psychology

Malynn Mignone, Psy.D.  
Pediatric Psychology

Elizabeth Monk, Psy.D.  
Neuropsychologist

Matthew Mychailyszyn, Ph.D.  
Pediatric Psychology

Shannon Senefeld, Psy.D.  
Pediatric Psychology

Holly Vanderwalde, Ph.D.  
Pediatric Psychology