

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 TABLES

Date Program Tables are updated: 06/02/2025

**Program
Disclosures**

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values.	<u> X </u> Yes <u> </u> No
If yes, provide website link (or content from brochure) where this specific information is presented: Hiring Expectations: 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. COVID-19 Vaccine Requirements: https://www.mwph.org/jobs	

Internship Program Admissions

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 accredited 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: <u>Y</u> Amount: 200
Total Direct Contact Assessment Hours: <u>Y</u> Amount: 200
Describe any other required minimum criteria used to screen applicants: N/A

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	\$35,360	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	
If access to medical insurance is provided:		
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?	Yes	
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, retirement planning, & free parking.		

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2021-2024	
Total # of interns who were in the 3 cohorts	20	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching		
Community mental health center		
Consortium		
University Counseling Center		
Hospital/Medical Center	15	
Veterans Affairs Health Care System		
Psychiatric facility		
Correctional facility		
Health maintenance organization		
School district/system		

Independent practice setting	5	
Other		

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 accredited 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. Six interns will be accepted into the pediatric psychology track. One intern will be accepted into the neuropsychology track.

Seven 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 19 days 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 1, 2025.

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. 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 and they will be conducted via Zoom. 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 a group meeting with current interns.

The dates for this year's interviews will be:

Pediatric Psychology Track

Tuesday January 6, 2026

Tuesday January 13, 2026

Tuesday January 20, 2026

Neuropsychology Track

Wednesday January 7, 2026

Wednesday January 14, 2026

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, 2025.

INTERN SELECTION

Applicants will be evaluated based on their application, graduate academic training, 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 102 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 100 years. The hospital also operates inpatient and outpatient units at The University of Maryland Capital Region Center in Laurel, Maryland (interns **do not** rotate through this hospital). 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 shared 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 three 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 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 early August 2026 and ends in late July 2027. 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 their individual schedule for the year, including six month rotations which are required. The Training Director is responsible for making the necessary logistical arrangements in order to accommodate each intern's individual training needs.

PROFESSION WIDE COMPETENCIES AND ELEMENTS:

Competency: Research

Program Elements Associated with this Competency:

1. Demonstrates the substantially independent ability to critically evaluate and/or 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 relates 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 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.

PEDIATRIC PSYCHOLOGY TRACK

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 a psychological evaluation for outpatients and day patients, including 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

REQUIRED ROTATIONS

Inpatient Consultation and Liaison: Assessment, consultation, and intervention
involving inpatients with medical diagnoses (6 Months)

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 often consulted on cases in the step-down neonatal unit. Interns 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.

#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 multidisciplinary 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 DSM

#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: Assessment and treatment for children
with a variety of feeding or eating issues (6 Months)

The Feeding Disorders Program serves infants, toddlers, and children with a variety of feeding or eating problems. The primary role for interns is participating in 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 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

Primary Care Clinic: Integrative consultation with families within
a Primary Care Setting (6 Months)

The PICCK clinic provides behavioral and primary care for children with complex medical needs along with their siblings. Many of the children cared 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, and psychology fellows 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 of the 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 Clinic: Integrative consultation for patients
with Type 1 and Type 2 diabetes (6 Months)

The diabetes clinic at MWPH is staffed by pediatric endocrinologists, nurse-practitioners, and pediatric registered dietitians. 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 coordinated 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

The neuropsychology track at Mt. Washington Pediatric Hospital provides training in clinical pediatric neuropsychology consistent with APA Division 40 and Houston Conference guidelines.

Core Experiences

Neuropsychological Evaluation including Concussion Clinic: Neuropsychological testing through MWPH Outpatient Center (12 months)

The intern 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. The intern is involved in all aspects of the evaluation, including intake, test administration, report writing, and feedback. The intern is 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. The intern will observe and participate in feedback sessions with families as well as conduct initial intake sessions, steadily progressing towards independence in these domains.

The intern will participate in concussion clinic once per month on Friday morning and can potentially see up to three patients each clinic. Clinic participation is not guaranteed, as it is dependent on demand and availability. The clinic consists of a brief interview and mental status exam, a combination of paper/pencil and computerized neuropsychological assessment, a VOMS assessment with a member of the rehabilitation staff, and feedback to the family including treatment

plan formulation. The patient continues to be followed at a frequency determined by the neuropsychologist as their recovery is monitored. Neuropsychology determines what stipulations need to be put in place to control the patient's cognitive stimulation during recovery. The concussion clinic allows for interdisciplinary collaboration with rehabilitation and medicine who jointly decide when a patient is ready to be released to gradual return to physical activity.

#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 Therapy: Weekly outpatient therapy cases through
MWPB 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 MWPB. 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

Inpatient Consultation and Liaison: Assessment, consultation, and intervention
involving inpatients with medical diagnoses (12 Months)

The neuropsychology intern will maintain a caseload of inpatients for 12 months during 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 often consulted on cases in the step-down neonatal unit. Interns 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 multidisciplinary 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 DSM

#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

ELECTIVE/OPTIONAL CLINICAL EXPERIENCES

There are a variety of additional experiences interns can receive training in. These experiences are meant to complement an intern's training goals, and are not considered core experiences. We encourage interns to partake in these training experiences if they are interested

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 disorders. 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 assessments. Supervision is provided by pediatric psychology faculty.

Therapy Groups

Mt. Washington Pediatric Hospital provides a wide range of group therapy services to children and adolescents. Group therapy is a particularly helpful tool for children to build therapeutic skills such as coping mechanisms and practice them in an environment with others who share similar strengths and challenges. Each group provided at MWPH will focus on addressing a unique set of needs.

Groups Include: Coping with COVID for Children and Adolescents, Therapeutic Grief Group, Building Blocks Group, Social Skills Group for Children and Adolescents, High School Autism Social Group, Unstuck and On Target, Acceptance and Coping Skills for Teens, Regulation, Attention, and Feeling Therapy Group, Flexible Eating Advancement Support Group, & Building Resiliency Skills Therapy Group for Gender Diverse Teens.

Burn Clinic

Children with burns or wounds are a highly specialized group that require care from a specialized, pediatric team who can treat and assess their needs. This team addresses the child's current skin integrity, equipment needs, wound care, psychological needs, and mobility and transitional issues to community and school within a multidisciplinary clinic setting.

Sleep Clinic

Children with a multitude of sleep related issues, including obstructive sleep apnea syndrome, are seen in a clinic setting by a variety of providers, including psychology.

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 individual supervision for rotational experiences (by licensed psychologists). 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 per 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, 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).

Pediatric Psychology Seminar (All Interns)

The Pediatric Psychology Seminar (weekly) focuses on advanced topics within the realm of clinical and pediatric psychology. 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-5 diagnoses) to lectures focusing on more advanced topics and special populations (e.g., gastrointestinal and feeding disorders, 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. There are opportunities to present cases or topic if interested.

Director's Meeting (All Interns)

Interns meet with the Director 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 weekly basis.

Process with Purpose (All Interns)

This seminar offers to increase the competence of our interns in working with patients from diverse backgrounds (race, ethnicity, class, religion, gender, sexual orientation etc.) and providing culturally-responsive and attuned mental health care. This seminar explores clinical case material that involves multicultural issues and improves multicultural case conceptualization skills. It aims at providing direct instruction, clinical exploration, and consultation regarding culturally responsive

mental health practice. All interns are encouraged to examine their own worldviews, values, and biases, as well as the ways in which their personal cultural framework impacts clinical practice. They are also challenged to learn about the values, life experience, and concerns of many different cultural communities that their patients bring into the clinical space. This seminar addresses dimensions of identity, power, values, and the meaning of culture in the client, the clinician, and in their interactions. A facilitated cultural identity exploration exercise and presentation of clinical case material by interns provide the foundation of the seminar experience.

Each intern will present on a clinical case during the seminar period. In preparation for the case conference presentations, interns would be encouraged that during their presentation they pay close attention to self-awareness and their “worldview,” particularly how it relates to their clinical work.

Journal Club (All Interns)

The Journal Club is a bi-monthly meeting between interns, fellows, and faculty where an assigned journal article is discussed. Each intern will have the responsibility to present an article and lead a dialogue about the article. Faculty and fellows will also be presenting articles.

Assessment Seminar (Pediatric Psychology Interns)

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 determining appropriate patient care.

Neuropsychology Seminars (Neuropsychology Intern)

The intern will meet for two hours a week 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 three to four inpatients at a time as part of their Consultation and Liaison experience, and follow five to ten outpatients at a time throughout the year. Interns spend 5-7 hours weekly 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 Primary Care rotation, interns will be in clinic and work collaboratively with physicians in managing emotional/behavioral issues, assessing development, and addressing issues related to medical diagnoses. Caseloads for 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, and 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 remediation plan for the intern, and the Training Director 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.

PSYCHOLOGY DEPARTMENT STAFF INFORMATION

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