



# The Guidance Center

A NONPROFIT CORPORATION

Providing child and family mental health services since 1946

Administration – 4335 Atlantic Ave., Long Beach 90807-2803

## Predoctoral Psychology Intern Training Program - 2010-11

Accredited by the American Psychological Association<sup>1</sup>

### About the Agency and Setting

Incorporated as a private, nonprofit community clinic in 1946, The Guidance Center has served children, adolescents, and families in the Long Beach metropolitan area continuously for over 60 years. (In 2002 the name was changed from Greater Long Beach Child Guidance Center.) Although the agency has grown considerably over the decades, and now offers a wide range of mental health services from seven locations in four southeast Los Angeles county cities, we continue to be child and family-centered, and treat each child or adolescent within the context of their family, culture, school system, and community.

Located on the coast about 25 miles southeast of downtown Los Angeles, Long Beach is the fourth largest city in California, with a population of 461,522 people (2000 census). In addition to a large outpatient center in north-central Long Beach, the Center has operated a satellite clinic in San Pedro since 1977, an adolescent day program in Long Beach since 1997, and model interagency "System of Care" programs at sites in North Long Beach and Compton which were established in 1998. The Center also has provided outpatient services in Avalon, on Catalina Island, since 2001. The Center is affiliated with Miller Children's Hospital, and has training and service delivery agreements with several of its pediatric ambulatory clinics.

The Guidance Center is a major contract agency, providing outpatient and specialty mental health services for the Los Angeles County Department of Mental Health, and also works closely with the Long Beach Unified School District (providing on-campus mental health services at over 20 schools), and the County Departments of Children and Family Services and Probation. System-wide, over 150 clinicians and interns provide thousands of hours of clinical assessment and treatment services monthly, including diagnosis, crisis intervention, individual, collateral, group, and family psychotherapy, individual and group rehabilitation services, case management, in-home and school-based services, intensive service programs for children and adolescents, psychiatric evaluation and medication services, outpatient substance abuse treatment, and psychological testing. Clients include children from 0 to 18 years, transitional youth to 23 years, and/or parents/caretakers, who are from a broad spectrum of lower and middle-income households, with cognitive, emotional, interpersonal, behavioral, school, and family problems. In terms of ethnicity, Center clientele are approximately 40% Hispanic origin, 33% African-American, and 21% Anglo-American.

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<sup>1</sup>Office of Program Consultation & Accreditation, 750 First Street, N.E., Washington, D.C., 20002, (202) 336-5979

Multidisciplined clinical staff and interns work closely with parents, school personnel, allied agencies, and other resources to address each child's difficulties in a professional and coordinated manner. All staff clinicians are state licensed, or otherwise qualified mental health professionals, in one of California's major mental health disciplines. In addition to predoctoral psychology training, the Center serves as a training site for MSW and MFT interns from local programs, including University of Southern California, Loyola Marymount, and California State University Long Beach, and psychiatry and family practice residents from UC Irvine. The agency is licensed by the State Department of Health Services as a Psychology Clinic.

## About the Psychology Intern Training Program

**Background.** The Center has trained psychology interns for over 30 years, but until 1992, training primarily was for half-time interns from two local schools. At that time, the Center had two locations and a total staff size of about 15 clinicians. Since 1992-93, the program has trained full-time interns and began meeting APA accreditation criteria. The program applied for APA approval during the 1994-95 training year and was successful, earning accreditation initially for the period 1995 to 2000. The program received a five-year re-accreditation site visit during August 2000, and earned a maximum of seven-years accreditation in August 2005 and now is accredited until 2012.

**Philosophy, Goals, & Objectives.** In accordance with the vision and defined mission of the Center, to make a positive contribution to the local community by providing (1) effective, accessible, and culturally relevant mental health services for children and their families, (2) services coordinated with allied agencies, affiliated clinics, schools, and other professionals, and (3) quality professional training in a range of mental health disciplines, the provision of quality psychology training helps accomplish at least one of the main goals of the organization. The primary goal of the psychology training program is

*to provide supervised experience and training that contributes in a significant way to each intern's competency in the clinical assessment and treatment of child and adolescent emotional, behavioral, and interpersonal disorders, in a multi-disciplinary, outpatient community clinic setting.*

Specific objectives of the program include:

- 1) contributing to the pool of mental health professionals, and individuals who are trained and interested in working to ameliorate the problems of children, adolescents, and families;
- 2) contributing to the pool of multicultural and bilingual practitioners;
- 3) preparing interns to work effectively as psychologists in a contemporary multidisciplinary, public-funded community mental health environment;
- 4) effectively facilitating each intern's transition from theory to practice, from advanced student to professional practitioner;
- 5) providing an experience that helps interns integrate the science and practice of psychology;
- 6) preparing interns for licensure as psychologists.

Staff members at all levels of the Center are accustomed to treating psychology interns as capable professionals; they are given responsibilities and opportunities commensurate with their

advanced level of education, training, and skill development. Because advanced clinical training in human services involves issues of quality assurance, supervision and training involves ongoing evaluation of the intern's performance while at the same time providing the freedom, support, and responsibility to grow professionally. Professional growth and development includes integrating the science and practice of psychology, acquiring and demonstrating a broad range of clinical competencies, and transitioning from a student to professional self-awareness.

Interns are included in all Center activities and their input, feedback, and suggestions are responded to and incorporated during program evolution, evaluation, changes, and refinement. Because interns grow and develop through the supervised experience of working with "real life" problems, situations, and families, their services are appropriately billable and result in some revenue generation for the Center. The primary purpose of developing and maintaining an intern training program, however, is to fulfill the Center's mission to provide professional training.

**Training Opportunities -- Core Element.** Training is organized, broadly based, and structured to meet both program and individual intern objectives. It is specifically targeted to be in sequence for post-practicum, pre-professional interns, and meant to expand upon preliminary structured experiences designed to prepare clinical students for internship. The year includes experiences at ancillary sites to supplement the core training experience, and offers regularly scheduled seminars, workshops, and other didactic elements. The core training element is supervised clinical experience in all aspects of outpatient direct service delivery with children, adolescents, parents, and families. These include mental health triage, intakes and assessment, psychological testing, clinical case management, a range of psychotherapeutic interventions and modalities, clinical case consultation with other treatment staff, schools and allied agencies, on-call crisis intervention, and termination planning and discharge.

Direct service delivery at the Center may include several standardized and validated outcome measures, including: (1) behavioral checklists (Achenbach) completed by clients 11 years and older, parents/guardians, and teachers when school behavior is of concern; and (2) a State mandated consumer satisfaction survey completed by the parent/guardian and clients 11 years and older. Psychology interns make use of this and other information on a systematic basis to learn more about the effectiveness of their clinical work. The Center also endorses and supports mental health and program outcome research in various ways, and psychology interns are included in research projects, depending upon when they are present (which training year) and in what stage a research project is (e.g., design, development, funding search/proposal, data collection, analysis of results, etc.).

**Training Opportunities -- Supplemental Rotations.** Interns are also offered the opportunity to gain exposure and experience by working in rotations located at hospital and specialized outpatient departments. These rotations may include working at pediatric ambulatory clinics of Miller Children's Hospital or at Connections, which is The Guidance Center's full day Intensive Program for Adolescents. The hospital-affiliated clinic rotations may include a child sexual abuse treatment program, a children's hematology/oncology clinic, and a pediatric rehabilitation clinic. Each rotation site provides exposure to the assessment and treatment of special child or adolescent patient populations.

**Supervision.** Both individual and group supervision is provided by licensed clinical psychologists on a weekly basis. Each intern will receive two hours of individual supervision, one from the Predoctoral Training Director and one from another licensed Center psychologist. Individual supervision primarily is clinical-case related and is meant to be a guiding and educational opportunity for the intern to integrate school-based knowledge and theory with clinic-based direct experience. Group supervision

primarily is for the discussion of administrative, professional, ethical, legal, and political issues related to the practice of psychology as well as an opportunity to refine case conceptualization and presentation skills. Each predoctoral intern provides a clinical case presentation during the year at this meeting. Psychology interns also attend a bimonthly assessment group supervision with a licensed Center psychologist regarding psychological assessment, which is a combination of training, referral coordination, and testing supervision.

**Seminars & In-service Training.** Several forms of didactic training are presented to psychology interns each month: (1) The Center provides a series of monthly inservice trainings for the clinical staff and all interns on topics and issues pertinent to child, family, community, and clinical service delivery, and for program presentations by allied community agencies with whom we would collaborate; (2) there is a monthly topical seminar specifically for interns that draws upon the Center's clinical staff and other outside professionals; (3) there are scheduled training opportunities available through the pediatric ambulatory rotation experiences presented at Long Beach Memorial Hospital rotation sites. Currently there are nine psychologists Center-wide, who serve in a variety of capacities, including staff psychologists, supervising psychologists, program coordinators, clinic managers, and the Director of Quality Assurance and Compliance. As direct service providers, interns participate in the Center's quality assurance program. Cases that have been identified as difficult to assess or treat, or that have unusual presentations due to cultural context, multi-agency involvement, or psychopathology are reviewed and discussed to take advantage of multidisciplinary input. Psychology interns also attend administrative staff meetings and periodic staff retreats, for the purpose of increasing staff cohesion, mutual appreciation, and stress reduction.

Staff and interns also are encouraged to attend local continuing education conferences and workshops, and the Center provides paid time off and tuition reimbursement for pre-approved outside training. The Los Angeles County DMH Bureau of Training and Cultural Competency offers each year an extensive list of topical trainings in community-clinical mental health services, many of which are licensing board approved for continuing education units. Annually for the past several years, the Center has organized and co-sponsored with other major entities daylong continuing education conferences with nationally recognized experts. Past topics have included ADHD, Child and Adolescent Suicide, and Activating Strengths in African-American Families. The Center is an APA approved continuing education provider, and also approved by the California Board of Behavioral Sciences to provide continuing education for Licensed Clinical Social Workers and Marriage and Family Therapists.

**Typical Work Week and Expectations.** A typical workweek for a psychology intern includes:

- 1) approximately 12 hours of regularly scheduled appointments with ongoing treatment cases and/or group therapy cases (either school-based or outpatient; see **Workload Expectations**) for which the intern is the primary therapist;
- 2) school-based mental health treatment and consultation for Center clients seen there (hours to be determined);
- 3) one half-day (4-6 hours) at one of the supplemental rotation sites;
- 4) weekly hours devoted to psychological test administration, report writing, or testing consultation (interns are expected to complete seven to nine focused and/or comprehensive psychological assessments during the internship year);
- 5) some hours devoted to Center research activities;
- 6) 2-3 hours of individual and 2-4 hours of group supervision by licensed psychologists;
- 7) depending upon which week of the month, one or two of the didactic seminars, conferences, or meetings described above.

The week also would include ongoing daily and weekly administrative and clinical record keeping associated with service delivery. Interns will provide service at multiple agency sites which will give them exposure to a variety of The Guidance Center's community mental health outpatient programs.

Although the program is preplanned and organized, a degree of flexibility is maintained within the structure in order to meet individual intern objectives and needs for more or less training with, for example, certain diagnostic groups, age ranges, kinds of families, clinical areas of interest, specific treatment modalities or approaches, etc. At the beginning of the year interns review the program's goals, objectives, and competencies expected to be developed and demonstrated during the year, and the program learns from each intern the individual goals and objectives they have for the training year. Progress during the year is measured against both program and intern objectives.

**Workload Expectations.** Rather than define workload expectations in terms of "number of cases," psychology interns are expected to average 60% of their workweek in face-to-face direct service contact, comprised of clinical work with ongoing cases, psychological testing, and participation in Center special programs and ambulatory clinic rotations. Interns will be selected to participate in one of two options (2 interns to each option). A typical 40-hour workweek breaks down in the following manner:

<u>Clinical Activities</u>	<u>Option 1 (2 interns)</u>	<u>Option 2 (2 interns)</u>
Outpatient clinical service delivery	15	5
School-site therapy services	0	10
Supplemental clinic rotations	5	5
Testing/assessment activities	2-4	2-4
<i>Total Direct Service Hours/Week</i>	<i>approx. 24</i>	<i>approx. 24</i>
 <u>Supervision and seminars</u>		
Individual/group supervision	4-6	
Research activities	2	
Seminars/Meetings	2	
Non-billable paperwork, other paid time	6-8	
<i>Total Supervision, Meetings, Other</i>	<i>approx. 16</i>	

**Stipends/Benefits.** Stipend amounts for the 2010-11 training year are expected to be \$20,500 but won't be final until adoption of that year's annual budget. Interns are offered a choice of two major medical plans and a dental/vision plan (coverage begins January 1, 2010), are given two weeks of paid vacation time (80 hours), paid sick leave, all regular holidays, up to one week (40 hours) paid time off to attend pre-approved conferences/workshops, including dissertation-related meetings, limited workshop fee reimbursement, and work-related mileage and mobile phone reimbursements.

Interns are provided with individual offices and have ready access to video taping and audio taping equipment, an observable play room with one-way glass, an observable group/family therapy room, therapy and office supplies, a testing office with computer, secretarial and record-keeping support, and computer access for word processing and DSL Internet access.

## Application Information

The 2010-11 training year will begin Monday, September 13, 2010, and end August 26, 2011. The training year consists of 50 weeks and normally will provide a total of 2,000 supervised predoctoral hours.

The ideal applicant will have completed all coursework for a doctorate in psychology from an APA-approved clinical program, have had clinical practicum and other relevant experiences with children, adolescents, and/or families, and will have made significant progress toward completing their dissertation requirement (at least data collected). The program is primarily a **clinical** psychology training program, and is limited to doctoral candidates who have a one-year full-time internship as a part of their degree requirements. Applicants who have a doctorate in a related field and are seeking an internship to re-specialize will need to be enrolled in a qualifying clinical retraining program.

The program seeks applicants who are reliable, ethical, conscientious, capable and interested in working with and learning from psychologists and a multidisciplinary professional staff that represents a range of disciplines, orientations, and backgrounds. Multicultural and bilingual applicants are encouraged to apply, as Los Angeles County and the greater Long Beach region are areas of great ethnic and cultural diversity, and the Center strives to maintain staffs at all levels with diversity and multicultural competency. The Guidance Center Psychology Intern program agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking related information any intern applicant.

For the 2010-11 training year, the Center will be accepting only the standardized application form developed by the Association of Postdoctoral and Psychology Internship Centers (APPIC). The *APPIC Application for Psychology Internship* (AAPI) is designed to be completed on a computer.

**To apply** for the Center's predoctoral psychology intern training program:

1. Using the AAPI Portal ([portal.appicas.org](http://portal.appicas.org)), submit completed application by **November 15, 2009**.
2. Include a vita and completed Experience Summary form(s) - see instructions on that form located on our website ([www.tgclb.org/employmentInternships.html](http://www.tgclb.org/employmentInternships.html)).
3. Include a **de-identified** comprehensive psychological testing/assessment report (including cognitive, socio-emotional, neuropsychological, adaptive behavioral, and/or personality domains) reflective of your current assessment expertise and experience using the AAPI Portal.
4. Arrange for three letters of recommendation to be sent from knowledgeable sources other than your academic program's Director of Training (DOT). The DOT may, of course, send a letter of recommendation, but it should be in addition to the other three. Letters will also be submitted using the AAPI Portal.
5. Transcripts of academic course work are **not** requested or used during the evaluation and rank-ordering process.

Because of the number of applications received, questions that are not answered by the above material can best be communicated by e-mail to [SSundareson@tgclb.org](mailto:SSundareson@tgclb.org).

## Interviews & Selection

After a careful review of the application and supportive material provided by each applicant, brief, individual, in-person (schedule 2 hours 30 minutes) or telephone interviews (less than one hour) will be conducted with approximately the top third of qualified applicants, during December and January. Current psychology interns also will be available to meet with or talk to each applicant interviewed to answer questions and/or further explain the program. Out of area applicants are not required to travel for in-person interviews; applicants who interview by telephone instead of in person are not placed at a disadvantage. An effort will be made to notify each applicant by December 15, 2009 regarding his or her status during review (i.e., to interview or not, or if no longer being considered).

In accordance with the membership requirements of APPIC, a rank-ordered list of applicants who were interviewed by telephone or in person will be submitted during February, 2010, to National Matching Services, Inc., who will computer-match applicants with sites. Results of the match will be released on APPIC Match Day, also during February, 2010. Applicants will need to be registered with and submit a rank-ordered list of sites to the matching service. Further information regarding the matching program can be obtained from your school or academic Director of Training, or from the matching service website, [www.natmatch.com/psychint](http://www.natmatch.com/psychint) (lower case only). See also the latest version of APPIC Match Policies and other relevant information available from APPIC at [www.appic.org](http://www.appic.org).

"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."

# The Guidance Center

APPIC Program Code 1128 - 2010-11 Training Year

## EXPERIENCE SUMMARY FORM

LAST NAME, FI:

INSTRUCTIONS: Include copies of this form with your application. If you received this form electronically, please print a copy to accompany AAPI application. The form may be completed by word processing, but conform to the space provided (3 sites/page). Duplicate as needed. Summarize and list chronologically (current/most recent first) direct service experiences relevant to the setting at The Guidance Center. You may include practica, paid positions, related experience, volunteer efforts, etc., using the following format.

Name of Site: \_\_\_\_\_ City: \_\_\_\_\_

Your position or title: \_\_\_\_\_

Number of hours per week: \_\_\_\_\_ From (Mo/Yr): \_\_\_\_\_ To (Mo/Yr): \_\_\_\_\_

Primary clients/recipients of your services: \_\_\_\_\_

Primary duties/responsibilities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Kind and amount of supervision received: \_\_\_\_\_

Name of Site: \_\_\_\_\_ City: \_\_\_\_\_

Your position or title: \_\_\_\_\_

Number of hours per week: \_\_\_\_\_ From (Mo/Yr): \_\_\_\_\_ To (Mo/Yr): \_\_\_\_\_

Primary clients/recipients of your services: \_\_\_\_\_

Primary duties/responsibilities: \_\_\_\_\_

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Kind and amount of supervision received: \_\_\_\_\_

Name of Site: \_\_\_\_\_ City: \_\_\_\_\_

Your position or title: \_\_\_\_\_

Number of hours per week: \_\_\_\_\_ From (Mo/Yr): \_\_\_\_\_ To (Mo/Yr): \_\_\_\_\_

Primary clients/recipients of your services: \_\_\_\_\_

Primary duties/responsibilities: \_\_\_\_\_

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Kind and amount of supervision received: \_\_\_\_\_