



Clinical Psychology Internship Training Brochure

2022-2023 Training Year

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Agency Mission and Overview

Alameda Family Services (AFS) is a non-profit community agency serving the city of Alameda and the East Bay since 1969. Our mission is to foster healing, resiliency, and growth through the delivery of progressive and comprehensive services to individuals and families at all stages of life. Alameda Family Services is a community in which the wellbeing of all is realized.

Services are community as well as school-based and supported through strategic partnerships, diversified funding, and a strong organizational infrastructure. We deliver high quality and responsive services throughout the agency by employing innovative best practices and by offering training opportunities to staff as well as to those enrolled in our professional training programs. Children, youth, and families experience Alameda Family Services as a service gateway that supports their health and well-being.

The vast majority of clients served by Alameda Family Services live in the city of Alameda, although some clients come to us from nearby East Bay cities including Oakland, Hayward, San Leandro, and Berkeley. The demographics of clients vary between programs— therapists typically carry a range of youth, individual adult, couple, and family clients. Based on the most recent data, clients in our programs come from a wide range of ethnic and economic backgrounds, and clinicians will experience working with both Medi-Cal and private pay clients. The language capacity of our clinics varies from year to year, but we are able to offer services to clients in languages other than English.

The program's clinical staff includes licensed psychologists, psychological associates, Marriage and Family Therapists, AMFTs, ASWs, and other talented clinicians and counselors with various backgrounds and training. Interns are matched with supervisors according to training requirements, schedules, and areas of interest. Some areas of interest of supervising staff are: narrative therapy, trauma, family therapy, multicultural issues, assessment/psychological testing, addiction, parenting, gender issues, working collaboratively with schools, spirituality, adolescence, supporting new parents, parent-infant/child therapy, and social justice, among others.

Alameda Family Services offers a one-year full-time internship program for doctoral students in clinical psychology from the Wright Institute. We are an exclusively affiliated site and provide 2-3 spots for Wright students. We require 1645 hours for internship completion. Interns play a key role in the mission of the agency by providing services to children, youth, families, adults, and couples within a variety of programs based on need and interest. The training program utilizes video and narrative reflecting teams in addition to more traditional individual and group supervision to facilitate clinician growth and learning. One unique quality of the AFS internship is the focus on narrative therapy, with emphasis on cultural and systemic issues relevant to the community we serve.

Interns will find a dedicated learning environment with a significant number of work hours dedicated to training, supervision, and professional development. The program also values teamwork and regularly holds events dedicated to promoting a culture of support, collaboration, and fun.

Stipend: Internships begin in August and require a one-year commitment. Stipends are \$25,000.

Training Program Goals & Objectives:

Aim: To develop competent health service psychologists serving children, adolescents and their families who present with a broad array of concerns through the development of the following competencies:

Professional Values, Attitudes, and Behaviors/Communication and Interpersonal Skills- Interns will demonstrate a maturing professional identity and ability to respond professionally in a variety of situations with increasing independence as well as demonstrate increased understanding of their personal and professional strengths and limitations with dedication to lifelong learning. Interns will demonstrate effective written and oral communication skills and the ability to maintain successful professional relationships.

Elements:

- 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
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Individual and Cultural Diversity- Interns will develop an understanding of individual and cultural differences, competence in integrating multicultural issues into all levels of their work, and be able to apply knowledge of self as a cultural being to clinical practice.

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

- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- 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 create conflict with their own.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered.

Ethical and Legal Standards- Interns will demonstrate knowledge of and adherence to legal and ethical standards (as set by the APA ethical guidelines and obligations) as they develop professional identities in all areas of practice.

- 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; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Clinical Skills and Intervention- Interns will develop competence in delivering treatment based on a range of techniques and psychotherapeutic skills with a focus on narrative techniques. Interns will demonstrate the ability to integrate a range of evidence-informed and evidence-based interventions for children, adolescents, transition aged youth, and families with a range of disorders and needs. Interns will demonstrate the ability to provide treatment that includes families, schools, community organizations, and other systems of care.

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
- Develop competence in delivering treatment based on a range of techniques and psychotherapeutic skills with a focus on narrative technique.
- Demonstrate the ability to integrate a range of evidence-informed and evidence-based interventions for children, adolescents, transition aged youth, and families with a range of disorders and needs.

- Demonstrate the ability to provide treatment that includes families, schools, community organizations, and other systems of care.

Assessment- Interns will develop competence in selecting, administering, scoring and interpreting multiple psychological assessment tools for children and adolescents as well as synthesizing data into well-written reports to support the treatment and care of clients.

- 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.
- 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.
- 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.

Consultation and Interprofessional/interdisciplinary skills- Interns will become competent in consultation with other professionals and systems of care (ex. schools, juvenile justice, child welfare systems) as well as families of clients.

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- 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.

Research- Interns will be able to understand and evaluate the evidence base for theories and interventions utilized as well as how to integrate research and theory into clinical practice.

- 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.

Supervision- Interns will develop knowledge of one or more models of supervision and consultation and will demonstrate developing understanding of how to conduct supervision.

- Apply this 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.
- Demonstrate knowledge of supervision models used in school based and child focused settings.

Training Program Activities

Doctoral interns participate in a full-time internship which requires 1645 hours for completion. This time includes two evenings until 8pm and some weekend and holiday hours.

| Experience | Hours per week |
|--|---|
| Clinical Work | 13-17 (minimum) |
| Supervision | |
| • Individual | 2 |
| • Group | 2 |
| Didactics | |
| • Narrative Seminar | 2 |
| • Training Seminar | 2 |
| • Staff Meeting | 1- Includes occasional training or presentation |
| • Assessment Seminar* | 2* additional for those in assessment track |
| Please note that these are the minimum amount of hours described above. Interns may choose additional clinical activities/rotations (described below). Our interns are also involved in other agency wide meetings, trainings available at their additional training site, documentation and travel time. They also have scheduled on-call duties. | |

Over the course of the internship year, there are increasing levels of didactic and training opportunities paired with increasing levels of demonstrated competence on behalf of the intern. Interns spend 13-17 minimum hours in direct client contact in addition to at least one group per week. Throughout the year, the students will accumulate 1645 clinical and support hours. In addition to the robust clinical time, interns are provided with two hours of individual supervision and two hours of group supervision. Our supervision includes the use of live supervision and the use of videotaping as well. The training program provides interns with opportunities to build skills in psychological intervention through the use of supervision, didactic trainings, narrative case conference, and other interactive trainings and peer consultation groups maintained as a regular part of the training program. Interns also have the opportunity to visit mental health related sites located within the community in order to understand the range of options for therapeutic intervention including the stabilization center, family justice center, substance treatment facilities, etc. Additionally, interns gain a breadth of experience in psychological intervention through having a diverse range of clients served by the agency, including individuals, couples, and families from a variety of socioeconomic and cultural backgrounds.

PURPOSE OF SUPERVISION

The purpose of supervision is to enable you to work skillfully in the best interests of your clients. Toward this end, your supervisors are committed to fostering a safe, supportive atmosphere in which you may experiment, question, and explore while drawing on your knowledge, training, experience and intuition/wisdom. Although it may be helpful to identify personal reactions to clients you work with, we are clear that supervision is not personal therapy and a clear boundary along these lines will be respected.

SUPERVISION FORMAT

Individual supervision will generally include therapist reports of client sessions, although videotaped therapy sessions are required (see below) and live supervision will be utilized. Group supervision will include therapist reports of client sessions as well as case presentations. It should also be noted that for on-call work, supervision will be provided on site during a call. There is also a detailed procedure about how to get supervision during crises provided in our training manual.

SUPERVISORS' GROUP

Supervisors meet weekly to discuss their work with interns and trainees. These meetings focus on the supervisory needs of supervisees and how to best serve the clients with whom you are working.

DIDACTICS

Our didactics include a narrative seminar, didactic series and an assessment seminar. For the two-hour didactic series it includes a host of topics that allows us to address our training goals. Didactic topics include issues of diversity, narrative therapy, supervision, professional development, consultation to name a few. The 2 hour seminar on narrative therapy includes a combination of didactic training in narrative therapy and experiential work that includes reflecting teams. Narrative reflecting team trainings incorporate case presentation, clinical observation, experiential narrative case conceptualization, targeted intervention, and group facilitation to support intern therapists in developing the required skills to deepen clinical work within a Narrative framework. The clinical director ensures that trainings cover a wide range of topics related to the varying populations served by our programs.

ASSESSMENT TRAINING

In regards to our assessment training we use cognitive assessment tools including the MAYSI, CANS, and CFE as a regular part of all cases. All interns have access to behavioral rating scales and may incorporate these into clinical use, with additional support utilizing assessment

tools integrated into supervision. Didactic training on assessment / psychological testing is provided by Dr. Bharier. Additionally, the assessment / psychological testing training program includes additional training on assessments and targeted supervision. Multiple training opportunities throughout the year address the clinical use of assessment tools, including those listed above, from a variety of perspectives related to treatment modalities, risk assessment, etc. There is also significant time dedicated at the beginning of the training year spent learning about clinical intakes, screening tools, and the integration of this information into initial and ongoing assessments.

CLINICAL TRAINING

At AFS we have ample opportunities for clinical experiences. During the interview process, the training director talks more in depth about the opportunities and how interns are involved. Based on their experiences, interest, and scheduling, interns are placed at various sites with the primary site (Clement Ave. Behavioral Health Care Services) being clinic counseling, which includes work with youth on probation. Some interns choose to just be based in the clinic where they can take part in numerous clinical opportunities including family, individual and group work. For the interns who request to take part in other programs/services such as Head Start or school-based services and where scheduling works out, they are then assigned some hours (usually 3 per week) at those sites. In addition to the foundational training described below-interns receive additional training from training program staff in collaboration with staff from those programs/services to prepare them for work in those programs. With Head Start, interns are expected to commit to the entire training year (typically three hours per week) as we want them to be able to work with the children for the entire academic year. With school-based, there is more flexibility in that they can take part in the work for about 4-6 months; most interns have opted to stay the entire academic year.

Behavioral Health Care Services:

The base of the training program is in Behavioral Health Care Services (BHCS) located at our Clement Ave. location, which is composed of several programs targeted at the needs of families in Alameda and the East Bay. The majority (approximately 15 hours) of an intern's clinical work is done within the community counseling clinic where AFS offers brief (typically 8-12 session) individual, couple, and family therapy as well as some drop-in and on-call services. Partially funded by the probation department, the program additionally provides support to at-risk youth and families to prevent involvement with the juvenile justice system, or to help facilitate transition out of the juvenile justice system. The program also provides crisis intervention and family reunification services with youth in temporary custody. Community outreach and issue-based groups are a part of the BHCS community counseling program. Clients in BHCS programs are from a variety of cultural and socioeconomic backgrounds and typically pay for mental health services through Medi-Cal or a sliding scale fee.

BHCS also offers anger management groups for adults to both voluntary and mandated clients. Interns have the opportunity to participate as co-facilitators within these groups and additionally

gain experience communicating with probation and court officials.

Interns can expect to spend a majority of their time (approximately 30 hours a week) at the Clement office because intern and supervisor offices, all training didactics, supervision and the above clinical services are all housed here. During the pandemic, there is also an option for a hybrid work schedule.

There are additional rotations available described below that again are decided based on intern interest, time and discussion with the Training Director.

School-Based Services:

Another training opportunity is engaging in school counseling through the public high schools of Alameda through AFS' School-Based Services. Interns work in conjunction with School-Based Health Center (SBHC) and other SBS staff to provide crisis intervention, and individual, group, and family therapy to students who request services or are mandated by schools or probation. The SBHCs also provide students with a host of other services to support comprehensive health and wellness. This work is approximately 3 hours per week.

Early Head Start:

Early Head Start provides childcare and comprehensive services to low-income families with children from birth to three years of age through Early Head Start classrooms and home-based program options. Interns may have the opportunity to be involved in home visits, screenings for postpartum depression and child development, facilitating developmental play groups, and providing parent-infant and parent-child therapy services.

Head Start:

Head Start refers children and their families for counseling services. Interns may work as mental health consultants to support teachers, family advocates, families, and other Head Start staff. Interns may observe students and provide milieu therapy in the Head Start classrooms. Interns have also facilitated groups for children and parents connected to Head Start such as parenting classes, a men's group to increase male involvement, support groups for parents of children with special needs, and socialization groups for children. Interns may have opportunities to conduct home visits and provide parent-child therapy services.

Applicants

We welcome qualified doctoral internship applicants from the Wright Institute. In order to apply, please submit the following items via the APPIC portal.

Cover letter, including a brief description of your interest in community work with multicultural families as well as which of our programs appeal to you most.

Current resume / curriculum vitae

Three letters of recommendation

Completed APPIC application

Successful applicants are likely to have:

- Interests in social justice-oriented community mental health and that are a match for who we serve- so interest in learning about and providing services to:
 - Children
 - Adolescents
 - Families
 - Couples
 - Diverse populations from a strengths-based, collaborative perspective
 - Individuals in crisis
- Possess strong clinical skills demonstrated in practicum placements
- Demonstrate areas of training, experience, or skill likely to support the needs of the clients of Alameda Family Services including:
 - prior narrative training
 - child, family, couple experience
 - community mental health experience
 - able to provide services in languages other than English
- Possess a sense of professional identity and responsibility
- Prior Medi-Cal documentation experience is a plus
- Students from diverse backgrounds are strongly encouraged to apply

Accreditation and Affiliation Status

Alameda Family Services Internship Training Program is accredited by the American Psychological Association and is a captive internship site for the Wright Institute. 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

Notification of policy and procedures:

Files: Please note that intern personnel files are kept at AFS in perpetuity. These are held confidentially.

We follow a due process and grievance policy that can be forwarded upon request.

Alameda Family Services requires all interns to pass a background check through LiveScan (DOJ and FBI). Additionally, proof of TB testing, health screening, and vaccinations (pertussis, measles, influenza, covid, and covid booster) are requirements of eligibility. If declining the influenza vaccination, a declination in writing is required.

COVID-19 information: In response to the ongoing impact of COVID-19 and the agency’s commitment to ensuring the safety and wellbeing of clients and staff, agency operations, including those impacting the clinical training program, have been adjusted. Mental health services are considered “essential” within the state of California, and therefore our providers—including our interns—are considered essential workers. We are providing information about our current operations for reference, but procedures may be different by the start of the 2023-2024 training year. Counseling sessions are currently being conducted through telehealth and in-person, and this is anticipated to continue as an option for clients. Supervision, trainings, and other meetings are also being conducted using video conferencing or in-person. At this time, the agency requires proof of Covid vaccination and booster prior to starting the training year. Any exceptions must be approved by the Executive Director of Alameda Family Services. We encourage individuals to contact us with any questions or concerns.

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.

Application timelines for the 2022-2023 training year follow:

Doctoral Interns:

| | |
|-------------------|---|
| Application due | <i>December 01, 2022</i> |
| Interviews | <i>December 07, 2022 – January 27, 2023</i> |
| | Due to COVID-19, AFS will conduct interviews remotely |
| Notification date | <i>February 17, 2023</i> |

We look forward to receiving your application.

Jennifer Wu, Psy.D.
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