



**DOCTORAL INTERNSHIP
IN CLINICAL PSYCHOLOGY
2024 -2025 TRAINING BROCHURE**

Updated September 2023

Greetings and welcome!

We are honored you are interested in the APA-accredited clinical psychology doctoral internship program offered at Momentous Institute. Momentous Institute is a dynamic, learning organization with values for **mental health, education, training, research and innovation**. We strive to embody these values through our vision of *A world of emotionally thriving people reaching their full potential*. The organization has a long-standing and committed belief that by providing enriched and professional training opportunities, we are able to expand the reach of our mission to provide *innovative mental health services, education, and professional training to strengthen children, families, and communities*.

The doctoral internship training program is guided by a **practitioner – scholar model** that is rooted in the belief that clinical practice through service delivery and scholarly knowledge of theory and research mutually inform one another. The program focuses on the acquisition of specific competencies of advanced clinical skills and professional identity, which are strongly guided by the ability to cultivate a posture of self-reflection and multiple ways of knowing in one's practice of psychology. Therefore, **individual, cultural, societal and contextual considerations are emphasized in all aspects of training activities**. To enhance interns' training, the program utilizes multiple modalities to foster learning including reading peer-reviewed journals, participation in didactic seminars, individual and group clinical supervision, ongoing feedback processes, self-reflective activities and presentations, analyzing live and recorded sessions of work with clients, and engaging in professional dialogue with clinical staff. As such, we hope to attract students who are interested in growing both personally and professionally with regards to their ability to be self-reflective, explore their areas of strength and growth, and expand their competence and humility when working with clients from diverse backgrounds.

The training program is guided by four overarching goals: (1) To further develop interns' skills in **clinical practice**; (2) To enhance interns' knowledge and skills in psychological and developmental **assessment** (3) To facilitate the **professional identity** of interns in preparation for their role as psychologists, and (4) To enhance interns' recognition, understanding and integration of **diversity and contextual factors** that impact their clinical work with clients and overall role as a professional. **Interns have opportunities to provide clinical services to children, adolescents and adults across multiple modalities of treatment including individual, family, and group therapy.**

Our Psychology Training Committee is committed to providing students with the highest quality of internship training and views the training year as a significant part of one's professional development. As such, supervision is viewed as the cornerstone of our program. **Interns receive quality supervision from trained professionals from diverse personal and professional backgrounds.** During the year, interns work with a primary and secondary supervisor to oversee their clinical therapy caseload, as well as an individual supervisor for their assessment cases. Additionally, trainees are strongly encouraged and provided opportunities to collaborate with other members of our Mental Health Services team which in addition to licensed psychologists includes registered play therapists, licensed clinical social workers, licensed marriage and family therapists, and licensed professional counselors.

Our internship program has been fully accredited by the American Psychological Association (APA) since March of 2000. The next APA site visit will be in 2024. Additionally, the program is a member in good standing of the Association of Psychology Doctoral and Postdoctoral Internship Centers (APPIC).

We are truly excited that you are considering us for your internship training! We wish you the best in the application and interview process and hope that you will take time to learn more about what we have to offer.

Sincerely,



Ashley Geerts-Perry, Ph.D.
Associate APA Training Director
aperry@momentousinstitute.org
214-915-4766

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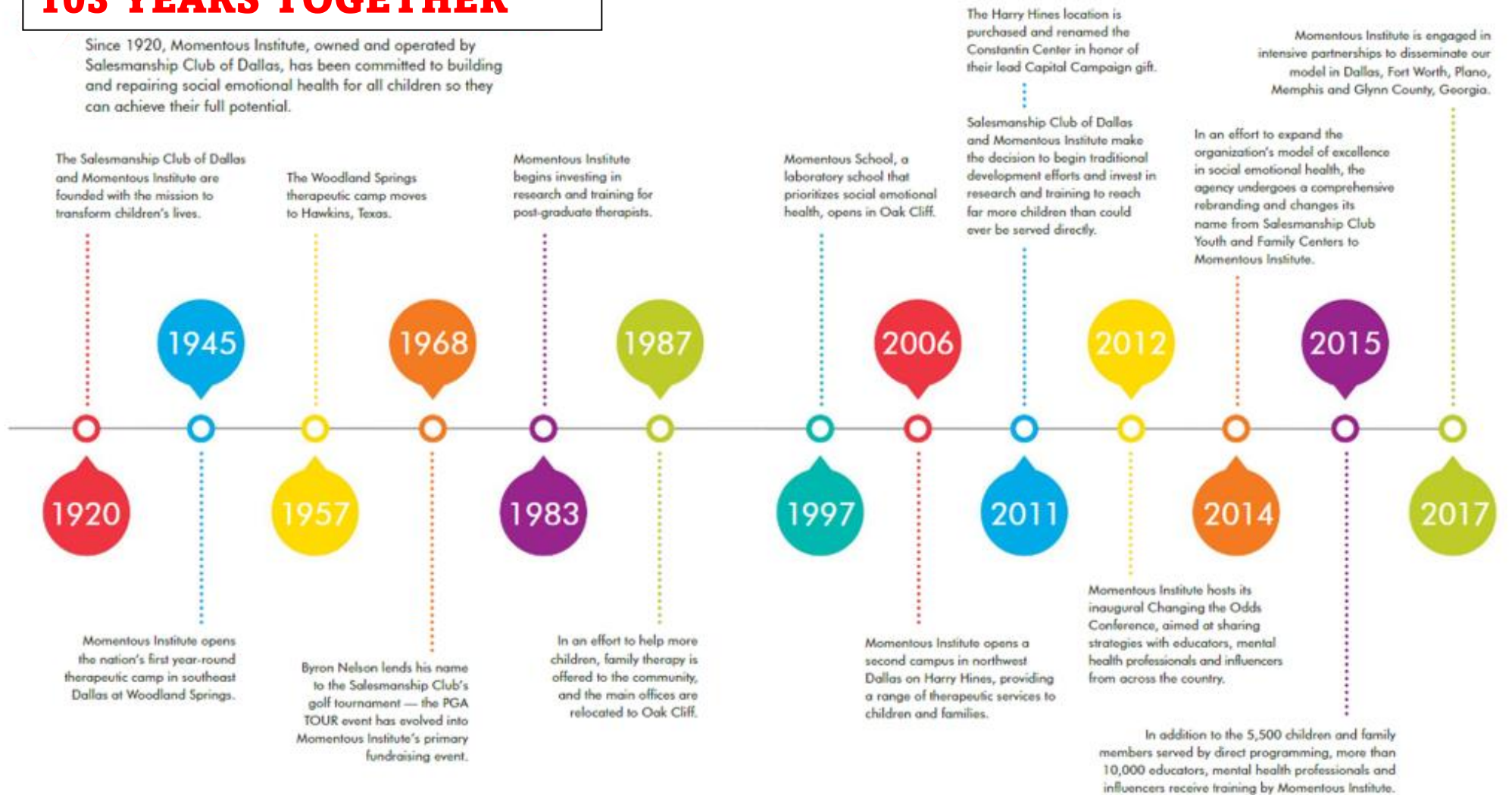
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Our Organization

A. Our History

103 YEARS TOGETHER

Since 1920, Momentous Institute, owned and operated by Salesmanship Club of Dallas, has been committed to building and repairing social emotional health for all children so they can achieve their full potential.



B. Our Mission: We are dedicated to innovative mental health services, education, and professional training to strengthen children, families, and communities.

Momentous Institute, established by Salesmanship Club of Dallas, works side by side with children, families and communities to build and repair social emotional health through education, Mental Health Services, research and training so all children can achieve their full potential. At Momentous Institute, we believe mental health and education go hand in hand. Founded in 1920, we work at the heart of education and mental health to help children and families live healthier, more fulfilled lives. Every year, we work with thousands of young people to provide mental health and education services to build better futures for our communities and shape a world of emotionally thriving people who reach their full potential.



As the only Dallas nonprofit offering mental health services and operating an elementary school, Momentous Institute offers a unique synergy between education and mental health that no other school, curriculum, counseling, or professional training program offers. Each year, our research demonstrates that within safe relationships, strong social emotional health can develop through: A focus on building existing strengths of the child, family, and community; Meaningful parent engagement and education; and Brain-based and trauma-informed practices. We define **Social emotional health as the ability to understand and manage one's emotions, reactions and relationships**. Children with strong social emotional health demonstrate self-control, communicate well, problem solve, are empathetic, respectful, grateful, and optimistic — traits we admire in the people with whom we want to work and maintain friendships.

We believe all children deserve equitable opportunities to achieve their full potential and that with strong social emotional health, every child, no matter their circumstances, can change the trajectory of their lives. One of the main pathways to building and repairing a child's social emotional health — a key predictor for academic achievement and long-term success — starts with a safe, supportive relationship with a caring adult. By strengthening family bonds, caregivers gain confidence and become their child's strongest advocate. Problems and solutions are viewed as interactional and contextual, requiring shifts in the system so each person's view can be understood and acknowledged.

Momentous Institute seeks to accomplish our mission through Mental Health Services, Education, Training and Research. Our commitment to change the odds for children guides each interaction we have — we directly serve over 3000 children and family members through our nationally acclaimed **Momentous School** serving ages 3 years old through 5th grade, and strengths-based **Mental Health Services**, tailored to the specific needs of each child and family situation. We also prioritize research — following our students' long-term trajectory and tracking improvements in the mental health of our therapy clients and parent education participants. We also conduct evaluation studies of our intensive trainings and innovative approaches to learn, grow and share proven practices and strategies that best achieve strong social emotional health for children.

C. Our Sponsors:

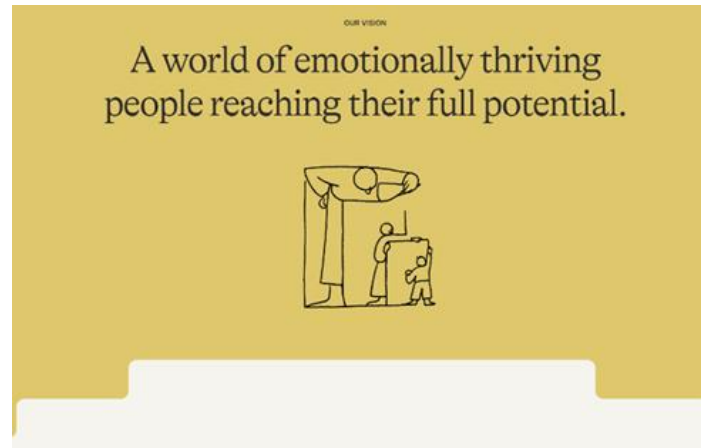
The Salesmanship Club of Dallas, Inc. (SCD) is a not-for-profit civic service organization of more than 600 business and community leaders committed to transforming kids' lives. SCD raises funds to support the charitable work of the Momentous Institute, an independent, not-for-profit human service Organization. Since 1968, Momentous Institute has been the beneficiary of the AT&T Bryon Nelson Golf Tournament, an annual PGA Tour tournament in North Texas that

has raised over \$180 million. The combined support of SCD, the AT&T Bryon Nelson, corporations, individuals, and foundations power efforts that truly change the odds for children in the community and beyond.

D. The Families We Serve

The Momentous Institute programs are available to children and families from the greater Dallas-Fort Worth Metroplex. While we do provide telehealth services, we also have families that travel from other counties. Each year our Mental Health Services team provides services to more than 2,000 people. The organization has established a trusting relationship with the Latinx community and the majority of clients with whom we partner are from diverse Latinx backgrounds. In 2022, 79.73% of clients identify their ethnicity as Hispanic. The race diversity of the client population in Mental Health Services was as follows: White (79.68%); Black/African American (11.12%), Asian/Asian Americans (1.23%), American Indian/Alaskan Native (1.93%) and other (6.04%). Our median clients' income was \$32,000 per year.

For more information about the impact of our services, please visit our website: <https://momentousinstitute.org/our-impact>



E. Our Values: In our interactions with children, families, and each other we strive to embody our core values of: *Respectfulness, Stewardship, Innovation, Commitment, and Humility.*

Respectfulness

- Always be curious
- Learn the value of each person
- Build on strengths

Respectfulness is the basis of all of our interactions with clients, other professionals, community partners, referral sources, Salesmanship Club members, donors and each other. Problems and solutions are viewed as interactional and contextual, requiring shifts in the system so that each person's view can be understood and acknowledged. Respecting each individual implies a concern for ensuring their protection. It is difficult for people to grow and change in an atmosphere of physical or psychological threat, so the creation of a climate that balances care and accountability is of utmost importance.

Stewardship

- Accountable for all resources
- Inspire trust and confidence
- Own your contribution

Stewardship is our accountability for the quality, outcomes and cost effectiveness of programs and services. We seek increasingly effective ways to reach children and families through continuing program evaluation and self-study. Stretching our resources to provide high quality services at a reasonable cost is a critical goal. Furthermore, we are committed to extending the impact of our available funds to other institutions, families and children by playing a leadership role in mental health, in education and in our community.

Innovation

- Challenge the status quo
- Reinforce “good risk”
- Connect and Collaborate

Innovation implies that we still have much to learn. New ideas and skills continue to emerge that can make a difference in our lives and the lives of our clients. When our efforts to help are not successful, we must challenge our own thinking and assumptions in an effort to find another approach. By working in teams, our efforts to be innovative must stand the scrutiny of colleagues and be informed by their wisdom and experience. We also hope that our efforts to be innovative may contribute to our field’s growing understanding and positively impact the lives of children and families who will be served by other professionals.

Commitment

- Tap into your Why
- Client and partner-focused
- Aligned with Mission/Vision

We strive to keep the mission and vision of Momentous Institute front of mind in all decisions, big and small. Working side-by-side with other professionals who are mission driven allow us to support one another as we work closely with clients pursuing important changes and goals.

Humility

- Listen to understand
- Examine blind spots and biases
- Prioritize self-reflection

Humility encourages us to be both self-aware and attuned to others’ lived experiences and perspectives. One’s own experiences impact how we see others. As we strive toward humility, we strive to make the implicit explicit. This requires self-reflection toward the purpose of self-awareness of our own identity, values, beliefs, etc. Through this exploration we strive to understand our own biases and “blind spots” and hopefully create a posture of ongoing curiosity and learning.

F. The Services We Provide: Our Mission and Values in Action

Momentous Institute offers children and their families services through two distinct departments: Mental Health Services and Education.

The internship is housed in the Mental Health Services department. Through this department, Momentous Institute provides therapy, psychological testing, parent education, and other mental health and social services to families with children 15 years and younger. We believe that by focusing on this age range, we can capitalize on the two critical times for brain development, early childhood and the middle school years. Given our systemic approach, we serve older siblings of clients. Therefore, interns have the opportunity to provide clinical services to adults, children and adolescents.

Mental Health Services are primarily offered through six areas of direct service: 1) Therapy, including play, individual, couple, family, and group modalities, 2) Huddle Up, a therapeutic afterschool and in-school program serving youth ages 11 to 15 and their families, 3) Forward Thinkers, an experiential and processed based therapeutic group for children ages 7 to 10 and their caregivers, 4) Launch, an early childhood therapeutic program that serves children, ages 3-5 years, with major emotional dysregulation., 6) Psychological assessment, and 7) Parent education classes.

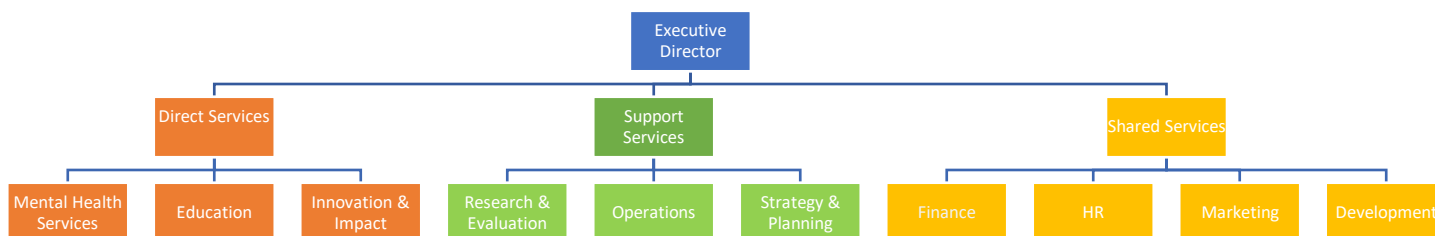
Momentous Institute is one of the few organizations that works at the intersection of education and mental health. The Education department of the organization is primarily comprised of the Momentous School. Founded in 1997, Momentous School is a unique Dallas laboratory school, where students are engaged with a rigorous academic curriculum, woven with rich social emotional health experiences— a key predictor for a child’s academic achievement and lifelong success. Our program is underscored by deep parent engagement, as students thrive when they can be

recognized and celebrated both at school and at home. Through our division of Education, we're building momentum and hoping to create a shift in our community. Our focus on strong, healthy relationships extends into education.

Our programs are available to clients from the greater Dallas-Fort Worth metroplex. In 2021 and 2022, Momentous Institute provided services to over 3,000 people through Mental Health Services and education. Given the large percentage of Latino families served by our organization, we are proud to provide most of our Mental Health Services in English and Spanish. Additional characteristics about our served population are illustrated below.



G. Organizational Structure



H. Mental Health Services Organizational Structure

The Mental Health Services (MHS) Leadership Team is led by the Director of MHS and also includes the Clinical Director (oversees delivery of individualized clinical services) and Director of Group Programing and Community Outreach (oversees group programs and community partnerships). Overseeing our training programs at Momentous are two Associate Training Directors: one for our practicum training program and one for our internship program. Dr. Ashley Geerts-Perry is currently serving as the Associate Training Director for the APA Doctoral Internship.

I. Our Staff

The Mental Health Services team is comprised of over 25 licensed clinicians. Interns have multiple opportunities to collaborate with clinical staff from differing backgrounds. A variety of licenses are held by Momentous Institute staff including Psychologists, Clinical Social Workers, Registered Play Therapists, Marriage and Family Therapists, and Licensed Professional Counselors. Over half of the therapists are bi-lingual in English and Spanish. Staff time is devoted to delivery of direct clinical services, training, supervision, consultation, outreach, staff development, administrative duties, and/or research/program evaluation. Our clinicians use a breadth of theoretical orientations when working with families. Each therapist uses their own integrative approach to treatment that may include systemic, multicultural, psychodynamic, cognitive-behavioral, and interpersonal theories – all within a strong postmodern framework. Additionally, many of the staff present at the weekly Clinical Didactic Seminar and serve as clinical consultants to interns. Interns are strongly encouraged to collaborate with staff members to develop new program ideas (e.g., groups) or when providing direct services to clients.

Psychology Training Committee

The Psychology Training Committee's primary responsibilities include assisting the Internship Training Director with the recruitment and selection of psychology interns, the placement and rotation of interns, and the planning and provision of the internship training program. Members of the Psychology Training Committee meet weekly to review the interns' progress, evaluate the ongoing quality of the training program and to address any concerns about the internship training. The Training Director is responsible for ensuring that each intern receives an excellent and comprehensive internship training experience. Additionally, the Training Director ensures communication about students' progress is maintained with their university graduate program. Furthermore, the Training Director acts as the liaison between APPIC and the internship program, and is responsible for educating organization staff regarding principles, regulations and/or recommendations regarding intern training forwarded by the American Psychological Association and the Association of Psychology Postdoctoral Internship Center. The Training Director is also responsible for maintaining the internship program's APA accreditation status and APPIC membership.



Ashley Geerts-Perry, Ph.D. – Licensed Psychologist/Associate Training Director – APA Doctoral Internship Program

Doctoral Degree: University of North Texas, Counseling Psychology - Child & Family Emphasis
Doctoral Internship: University of Texas Health San Antonio Clinical Psychology – Child, Adolescent, & Family Track

Dr. Geerts-Perry started at Momentous in 2019 as a doctoral practicum student. After internship, she returned to Momentous in 2022. In 2023, Dr. Geerts-Perry was named the Associate Training Director of the internship program. She also provides clinical and assessment supervision to trainees. Dr. Geerts-Perry utilizes a process-oriented and relational approach to psychotherapy, with core foundations in attachment, family systems, and psychodynamic theory

and is passionate about conducting therapeutic, culturally informed assessments. She considers exploration of cultural factors as critical in understanding of the self and actively incorporates culturally responsive practices in both supervision and clinical work. Dr. Geerts-Perry is also an advocate of nature-based treatments and actively participates in our camp programming for therapy clients.

My “Why” for being a supervisor and involved in training: As an early career psychologist, I am acutely aware of how power dynamics and role conflicts in academic doctoral programs can impact the supervisory relationship. My hope as a supervisor is to provide a reparative experience wherein trainees feel safe exploring countertransference and how their history shows up in the room. I believe that a positive supervisory relationship has the power to motivate and inspire trainees to go forth and become healing supervisors themselves. In this role, I also get the opportunity to learn and grow from my trainees, and it is this mutuality that fosters growth in training and in our field as a whole.



Matthew M. Leahy, Ph.D. – Licensed Psychologist/ Director of Group Programing and Community Outreach

Doctoral Degree: Southern Methodist University– Dallas, Texas, Clinical Psychology;
Doctoral Internship: Yale University School of Medicine- Clinical and Forensic Psychology.
Dr. Leahy started at Momentous in 2013 and is the Director of Group Programming and Community Outreach. He is also currently Adjunct Clinclal Faculty at Yale University. At Momentous, Dr. Leahy started and leads our Camp Momentous nature-based program. He works closely with our school and is a member of the Momentous Institute Internal Review Board (IRB). His areas of interest include: ACT/Contextual science based intervention, nature-based therapy, child behavior, anxiety, health psychology, and managing major medical illnesses.

My “Why” for being a supervisor and involved in training: One of the best parts of my job is sitting down with a trainee for one hour a week and getting to talk, share, consult, teach, and learn together. Sharing our knowledge, experience, and skills are essential parts of being a Psychologist! I enjoy digging into cases and issues with students, being present in that moment, and synergistically mapping a path forward! This is a helping profession. We help the families we work with, we help our trainees and we help each other. That premise is the basis for our amazing training program, and why I love being a part of it.



Laura Vogel, Ph.D., Licensed Psychologist/ Director of Mental Health Services

Doctoral Degree: University of North Texas, Counseling Psychology, Denton, Texas;
Doctoral Internship: Central Texas Veterans Administration; Temple, Texas.
Credentialed by National Register of Health Service Psychologists.

Dr. Vogel has over 25 years of experience working with children and their families. Prior to arriving at Momentous Institute in 2007, she worked in medical settings including Texas Scottish Rite Hospital for Children and Our Children's House at Baylor. Her areas of interest include working with children who have endured trauma, children who present as neuroatypical, attachment disruptions, interpersonal neurobiology, neuroatypical and assessment. Much of her direct service work at Momentous Institute has been with young children and their caregivers. Recently, her focus has been on working with mothers managing anxiety and depression.

My “Why” for being a supervisor and involved in training: I feel fortunate to have benefitted from really great mentors and supervisors who impacted me not only as a psychologist but as a person. To this day, I hear the words of these professionals as I sit with clients, interns and colleagues. Knowing what these experiences meant for me motivates me to offer the same to interns/trainees who are establishing what kind of psychologist they will be. At the heart of what I believe allows for a meaningful learning experience is *safety*. As both a trainee and a fully licensed psychologist, I have learned from my successes but typically I learn more from my “failures.” But without safety, this rich learning cannot happen. My hope is that those with whom I work feel safe enough to try new things, reflect on their experiences and grow as a result. I also truly value what I learn from students each year. As a life-long learner, it is especially exciting to learn from the field's newest members.



*** Jeannette Gordon Reinoso, Ph.D. – Licensed Psychologist**

Doctoral Degree: Arizona State University, Counseling Psychology. Dr. Gordon Reinoso has been at Momentous Institute since 2010. She serves as a clinical supervisor to interns in their provision of therapy to clients and groups and in their supervision of masters' level therapists-in-training. She also offers didactic trainings related to provision of clinical services to Latinx families, supervision, diagnosis, and treatment planning. A bilingual psychologist, Dr. Gordon Reinoso provides individual and family therapy in English and Spanish to clients over the age of four. While integrative in her approach, she most frequently draws from client(family)-centered, cognitive-behavioral, and systems theoretical frameworks with supervision also informed by the integrative model of development (IDM). Prior to joining Momentous

Institute, Dr. Gordon Reinoso attained experience at a few different community settings, including a children's advocacy center and Job Corps, as well as university counseling centers at ASU and UT-Dallas. Her clinical interests include Latino/multicultural diversity, women's issues, trauma recovery, parenting, and parent-child Relationships. Personal Interests include spending quality time with her family, traveling, ballroom dancing, and photography.

My “Why” for being a supervisor and involved in training: I have been blessed with supportive mentors, training, and supervision experiences, which I hope to give back to others by my involvement in training and supervision. I especially like to accompany interns on one of the most pivotal years of their clinical training and to provide them with support, encouragement, and guidance that I hope will help them grow into even greater facilitators of families': healing, connection to their strengths, and ability to live healthier, more hopeful and fulfilling lives with each other and others. I hope that our interns will have enriching experiences at Momentous, which they will then use to positively impact their clinical work and any training and supervision they may provide to other future generations.



Neil Ravella, Ph.D. – Licensed Psychologist

Doctoral Degree: The Union Institute, Clinical Psychology. Dr. Ravella has been a member of our staff since 2009. He provides Mental Health Services to individuals and families at Momentous Institute. As part of the Psychology Training Committee, Dr. Ravella typically provides primary and/or secondary clinical supervision to one or more doctoral interns. Dr. Ravella and Dr. Sanford coordinate the program's Reflecting Team with the doctoral interns. Dr. Ravella's professional interests include Systems Theory, Family Therapy, Interpersonal Neurobiology, Attachment Theory, and Psychodynamic Theory. He identifies wandering the back roads of Texas as his personal interest.

My “Why” for being a supervisor and involved in training: I think back on my experience as a newly licensed clinician when I felt wholly unprepared for the work I was now authorized to do, while at the same time recognizing the crucial nature of that work. Had I not met Harry Goolishian, who would eventually become a mentor, I most likely would not be in the profession I have come to value so much. As a result, I am committed to do for others what was done for me...to assist in building the skills and confidence that are required in this challenging profession. For me this translates into helping new clinicians develop their “clinical orientation” so that they are able to navigate what can be the maze of clinical practice.



O. Uwuma Felix, M.S.Ed., Psy.D. – Postdoctoral Fellow

Doctoral Degree: Regent University, Clinical Psychology

Dr. Felix completed her doctoral internship at Momentous Institute July 2021 and is excited to continue her journey with Momentous as an early career psychologist. As a member of the Psychology Training Committee, she will provide therapy and assessment supervision to trainees in addition to her clinical caseload of children and adults. Additionally, Dr. Felix utilizes her former experience as a special educator in her role as one of the school liaisons for the Mental Health Services Team. Prior to joining Momentous Institute, she worked in a variety of settings including the public school system, prison system, child advocacy centers and community mental health agencies. Dr. Felix is motivated by her passion to empower communities and equip clients and their families with tools to thrive in a world that was not

designed for them. Her clinical interests include racial equity and decreasing mental health stigma in underserved populations, navigating various systems (family, education, judicial etc.), complex trauma, navigating differences (physical, learning, emotional, autism, etc.), and immigrant families. In her free time, Dr. Felix considers herself a creative and lover of the arts. She also enjoys plants, traveling, reading, spending time with friends and family, and being outdoors.

My “Why” for being a supervisor and involved in training: As someone who has recently left the process, I understand the impact that supervision and training can have on one’s professional and personal identity. I have had negative and positive experiences, and though I will never forget the negative, the positive experiences have been so restorative for me. As such, I consider it an honor and a privilege to have the opportunity to pour into, empower, and learn from those that come after me. It is a task that I do not take lightly. I hope to emulate curiosity, compassion and understanding in a way that promotes professional and personal growth and healing for interns, because that is what my positive experiences have afforded me.



***Lynette Carrillo, Ph.D. – Bilingual Postdoctoral Fellow**

Doctoral Degree: Texas Woman’s University, School Psychology

Doctoral Internship: National Psychology Training Consortium - Great Lakes Region

Dr. Carrillo started at Momentous in 2020 as a doctoral practicum student. After internship, she returned to Momentous in 2023 and plans to complete licensure requirements by Summer 2024. She is involved in the Psychology Training Committee and provides assessment supervision to trainees. As a bilingual clinician, Dr. Carrillo provides individual and family therapy in English and Spanish. She is also currently Adjunct Faculty in the Pepperdine Graduate School of Education and Psychology. Dr. Carrillo utilizes a culturally informed, holistic, and person-centered approach to her clinical and assessment work. She

takes special interest in immigrants and Latinx communities, trauma within minoritized populations, racial equity, first-generation experiences, trauma-informed schools, and the delivery of mental health interventions to underserved and culturally and linguistically diverse populations. As a former state park volunteer and passionate advocate for nature-based treatment, Dr. Carrillo is also actively involved in our camp programming for therapy clients. Dr. Carrillo enjoys collecting records, playing guitar, trading curated playlists with her partner, attending concerts, painting, being outdoors, and spending time with loved ones.

My “Why” for being a supervisor and involved in training: As an early career psychologist and first-generation Mexicana PhD, I understand the many challenges trainees are met with throughout their training and supervision. My goal in supervision is create a safe, empowering, healing, and supportive space for trainees to explore experiences such as countertransference, imposter syndrome, and the many “firsts” that are encountered by holding the unique role of clinician and trainee. One of the most rewarding aspects of the supervisory experience is the opportunity to learn and grow from my trainees and walk with them in their process of becoming the clinicians they aspire to be. My hope is to parallel the positive supervisory experiences I encountered that exemplified compassion and nurtured and supported professional and personal growth as an individual and clinician in our field.

Mental Health Services Leadership Team

Drs. Vogel and Leahy also serve as part of the Mental Health Services Leadership Team, and they are also part of the Momentous Institute Leadership Council.



*** Alina Ramirez, Ph.D., LCSW-S - Clinical Director**

PhD & MSSW, University of Texas at Arlington;
B.A., University of California, Los Angeles.

Dr. Ramirez is one of the MHS Directors at Momentous Institute and oversees clinical services for the Mental Health Services Team. She has been with the Organization since 2006. In the past she served as a Visiting Assistant Professor on the social work faculty at Texas Woman's University and also as an adjunct faculty member at the University of Texas at Arlington. Her areas of professional expertise include work with Latinos, families in poverty, trauma recovery, domestic violence, and anxiety.

Momentous Institute Leadership

***Jessica Gomez, PsyD – Licensed/Psychologist/Executive Director**



Dr. Gomez received her Psy.D. in Clinical Psychology from Adler School of Professional Psychology in Chicago, Illinois. Dr. Gomez completed her doctoral internship at Momentous Institute and served as part of the Psychology Training Committee for several years before being hired as the ED of Momentous Institute. Her clinical experience includes working in community, private, and medical settings integrating a psychosocial perspective in addressing health disparities. She has experience working with a full spectrum of psychiatric disorders and a range of behavioral concerns. Her clinical interests include psychotherapy across the lifespan, psychodynamic theory, systemic therapies, women's health, personality disorders, trauma, and psychological assessment. Dr. Gomez is an active thought leader in mental health through publications, presentations, and collaboration with community leaders. She has presented at TPA (Texas Psychological Association), NLPA (National Latino Psychological Association), Texas Pediatric Association, Aspen Challenge, Telemundo, NBC, KERA and Univision. Dr. Gomez has been published in APA's The Family Psychologist Journal: "The Accidental Family Therapist", Parent Magazine: "5 ways to help children be more inclusive of other kids."

*Denote staff who are bilingual in Spanish

J. Our Facilities

We have two locations that house our therapy services. The Meadows Family Center is located in North Oak Cliff at 106 E. 10th Street; Dallas, TX 75203 (the facility is often referred to by staff as the Oak Cliff location). The Oak Cliff location also houses the Momentous School, which is open during the school year, August thru June. The Constantin Center is located in North Dallas at 9705 Harry Hines Blvd; Dallas, TX 75220.

Front desk coverage for both campuses is listed below, with the time available for client appointments in parenthesis.

Monday 7:30 – 7:30pm (8am – 7pm)
Wednesday 7:30 - 7:30 pm (8am – 7pm)
Friday 7:30 - 4:00 pm (8am – 3pm)

Tuesday 7:30 - 7:30 pm (8am – 7pm)
Thursday 7:30 - 7:30 pm (8am – 7pm)

Interns provide services at both locations. However, interns' offices are located at the Constantin Center which serves as the primary setting for interns' clinical training. Interns are asked to provide services at our Meadows Family Center a minimum of one day each week. In addition to these two locations, Momentous Institute also has a wilderness property in east Texas which is used by our education and therapy programs. Additionally, the organization occasionally utilizes the property for staff retreats.

II. DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

A. OVERVIEW

The Momentous Institute Doctoral Internship in Clinical Psychology is accredited as an internship in Health Service Psychology by the American Psychological Association (APA). The internship occurs at or near the end of formal training for students pursuing a doctorate in psychology. The Doctoral Internship in Clinical Psychology is considered the culminating experience in students' graduate preparation for the professional and independent practice of psychology. Through a combination of clinical experience (therapy, assessment, consultation), supervision, and didactic training, the internship program is structured to develop trainees' clinical competence and delivery of quality, culturally responsive, and ethical services. The program offers a number of unique training opportunities aimed at developing essential clinical skills. Some of the program strengths and emphasis areas include the following:

- Clinical training and supervision utilizing a systemic framework whereas individual, cultural, societal and contextual considerations are emphasized in all aspects of training, and interns have the opportunity to provide family therapy, group services and at times work with couples
- Composition of a diverse clinical caseload (SES, ethnicity, race, religious beliefs, sexual orientation, gender identity), and intentional training and supervision to provide culturally relevant and ethical services
- Ability to provide quality Mental Health Services in Spanish and further enhance competence doing so through receipt of quality supervision by Spanish-speaking psychologists and didactic trainings about Latinx culture. Additionally, monthly clinical consultations are held in Spanish with other bi-lingual staff to enhance clinical language and conceptualization skills
- Intentional focus on the acquisition of specific competencies of advanced clinical skills and professional identity, which is strongly guided by the ability to cultivate a posture of self-reflection, self-awareness and multiple ways of knowing in one's practice of psychology
- Utilization of multiple modalities to foster learning including reading peer-reviewed journals, participation in didactic seminars, individual and group clinical supervision, ongoing feedback processes, self-reflective activities and presentations, analyzing live and videotaped sessions of work with clients, and engaging in professional dialogue with clinical staff
- Supervision and training in various theoretical orientations (cognitive, behavioral, family systems, psychodynamic, play and sand modalities, experiential, nature-based) with a strong consideration of complex trauma
- Emphasis on utilizing a therapeutic approach to psychological assessment via opportunities to evaluate pre-school-and school-age children and adolescents. Emphasis is placed on understanding the impact of trauma, culture and language on results
- Honor and respect of clients' individual and community strengths and resilience by emphasizing collaboration, curiosity and mutual respect
- A democratic organization structure that emphasizes a desire for and respect of staff feedback and provides trainees opportunities to be involved in decision-making dialogues and program planning
- Value for the parallel process of learning whereas supervisors welcome and expect to learn and grow from trainees as we strive to provide a learning environment that is safe, open and collaborative between students and supervisors

B. TRAINING MODEL & PHILOSOPHY

The internship program is guided by a *practitioner – scholar model* to prepare interns for independent practice as licensed psychologists. The training program is rooted in the belief that clinical practice through service delivery and scholarly knowledge of theory and research mutually inform one another. The program focuses on the acquisition of specific competencies of advanced clinical skills and professional identity, which is strongly guided in the ability to cultivate a posture of self-reflection and multiple ways of knowing in one's practice of psychology. Therefore, individual, cultural, societal and contextual considerations are emphasized in all aspects of training activities. To enhance interns' training, the program utilizes multiple modalities to foster learning including reading peer-reviewed journals, participation in didactic seminars, individual and group clinical supervision, self-reflective activities and presentations, analyzing live and videotaped sessions of work with clients, and engaging in professional dialogue with clinical staff.

Given the unique needs and concerns of the organization's targeted population and surrounding community, interns are trained to become clinical practitioners who think critically about the practical application of scholarly knowledge connected to the theory and treatment of clients with consideration for context. Interns (and their supervisors) are encouraged to view themselves as life-long learners who understand and draw upon the social construction of language, systemic theories and thinking, cultural humility and ethical and legal standards, as well as interpersonal neurobiology, trauma-informed care, and human attachment and development. Therefore, interns are provided intentional training opportunities that focus on therapeutic, assessment and consultative services for clients who encompass a range of demographics, mental health diagnoses, and cultural backgrounds. Furthermore, as interns transition from student clinician to professional practitioner, the program aims to strengthen trainees' clinical judgement and feelings of competence in accordance with the professional and ethical standards set forth by the American Psychological Association.

C. ACCREDITATION AND MEMBERSHIP STATUS

The Doctoral internship in Clinical Psychology at Momentous Institute has been fully accredited by the American Psychological Association (APA) since March of 2000. The next APA site visit is scheduled to take place in 2024. The APA Commission on Accreditation can be reached at:

Office of Program Consultation and Accreditation Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The internship is a member in good standing of the Association of Psychology Doctoral and Postdoctoral Internship Centers (APPIC). As such, we follow all the rules and regulations of national intern selection procedures. 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. For more information, please go to www.appic.org.

D. INTERNSHIP TRAINING GOALS, OBJECTIVES & COMPETENCIES

Goal #1: To further develop interns' skills in **clinical practice**

Objectives for Goal #1:

1. To demonstrate knowledge and integration of multiple theoretical perspectives (e.g., postmodern theories including narrative and solution focused therapies; developmental perspectives; multiculturalism; family systems; interpersonal neurobiology, trauma-focused cognitive behavior therapy)
2. To demonstrate competence in individual, family, and group therapy

Competencies Expected: Interns will develop the following competencies to at least the minimum expectation, whereas they are able to perform each with **periodic or minimal consultation** at the conclusion of the training year.

Interns will develop the following competencies under Goal 1, Objective 1

- Able to conceptualize and discuss cases from various theoretical perspectives (Item 1)
 - *Demonstrate an understanding of the constructive nature of language in therapy*
 - *Demonstrate a knowledge of competency-based theories and practices*
- Demonstrate the ability to utilize theory to generate hypotheses, develop accurate conceptualizations, and guide treatment (Item 2)
 - *Awareness of and ability to implement interventions informed by current scientific literature, assessment findings, relevant research, diversity and contextual factors, theories applicable to clinical practice and intervention into his/her work with clients, research, and theories applicable to clinical practice and intervention*
- Able to conceptualize and discuss cases from empirically based / supported perspectives (Item 3)
 - *Able to compare and contrast evidence-based practice approaches with other theoretical perspectives and interventions*
 - *Exhibits knowledge of evidence supporting competency-based therapies*
- Demonstrates the ability to utilize empirically based / supported treatments (Item 4)
 - *Creates treatment plans that reflect successful integration of evidence, clinical judgment, and client preferences in consultation with supervisor*
 - *Able to select and apply appropriate empirically based / supported treatments in client context*

Interns will develop the following competencies under Goal 1, Objective 2

- Establish and maintain facilitative therapeutic relationships (Item 5)
 - *Communicate empathy and nonjudgmental acceptance of clients*
 - *Maintain emotional presence with clients*
 - *Demonstrate awareness of client-therapist dynamics*
 - *Demonstrate awareness of, and an ability to utilize, own emotional responses to clients*
 - *Understand and use therapeutic power constructively*
- Effectively manage the therapy process (Item 6)
 - *Demonstrate an awareness of the overall process of therapy*
 - *Able to manage and respond to intense client affect*
 - *Demonstrate an awareness of the realistic limits and possibilities of psychological interventions*
 - *Able to manage and respond to crises that arise with clients*
- Use effective intervention methods (Item 7)
 - *Demonstrate ability to work with both content and feelings from clients*
 - *Match intervention methods to client concerns and dynamics*
 - *Demonstrate ability to time interventions effectively*
 - *Effectively use client-therapist relationship in change process*

- Able to conceptualize and recognize clients' readiness to change (Item 8)
- Demonstrate ability to manage treatment plans (Item 9)
 - *Demonstrates the ability to create treatment plans that include relevant diagnostic impressions, treatment goals and monitoring progress and outcomes*
 - *Demonstrates effective case management skills*
- Demonstrate the ability to navigate group processes effectively in a manner that leads to effective implementation of group interventions (Item 10)
 - *Collaborates well with other group leaders (if applicable)*
 - *Demonstrates the ability to establish positive therapeutic relationship with group members, and engage participants in activities and discussions*
 - *Able to effectively manage needs and concerns that arise (e.g., management of behavior, disruptions, etc.)*
 - *Seeks support from other group leaders and/or supervisors as needed, then applies new knowledge and skills*
 - *Able to identify and facilitate appropriate group interventions*
Makes informed decisions about readiness of group members
- Effectively manages administrative responsibilities of group services (Item 11)
 - *Able to manage paperwork for group participants (e.g., supplemental consent, Organization application, etc.)*
 - *Completes appropriate treatment plans and/or clinical notes for group members that clearly identifies goals and progress*
 - *Communicates effectively with relevant staff to coordinate group planning (e.g., location, time, etc.)*
- Demonstrates competence in the provision of clinical telehealth interventions (Item 12)
 - *Demonstrates knowledge of the technology utilized including issues related to confidentiality*
 - *Able to appropriately assess clients' ability to engage in and fully understand the risks and benefits of telehealth services, taking into consideration cultural, linguistic, socioeconomic, and other individual characteristics that may impact effective use of telecommunication services*
 - *Able to make informed decisions about the initial and ongoing clinical appropriateness for delivery of telehealth services with each client.*
 - *Engages in appropriate emergency/crisis planning at the outset of services to assess access to relevant and appropriate emergency resources or contacts*
 - *Able to identify and facilitate appropriate clinical interventions through telehealth*
- Able to apply knowledge of theories and methods of evaluation at the individual and/or group level, including efficacy of clinical interventions with clients (Item 13)
 - *Utilizes various methods to review clinical outcomes including tracking progress of treatment goals; reviewing OQ data with supervisors and/or clients; and use of other objective and/or subjective measures*
- Demonstrates the ability to evaluate the effectiveness of, and when deemed necessary modify and adapt goals, interventions and treatment (Item 14)

How Outcomes are Measured: Supervisor ratings on *Doctoral Intern Evaluation Form* are completed at 3 different time periods by the individual supervisors, with consideration of feedback from the Psychology Training Committee as well as other clinical staff involved with interns (e.g., collaborating in connection with a clinical case, consultation and group work). Ratings based on information gathered from weekly individual and group supervision; review of clinical progress notes/treatment plans; review of video recorded therapy sessions; live observation, including participation on Clinical Reflecting Team; participation in didactic seminars; performance on Self-Reflective Activities including Clinical Self-Reflective Presentation, Integrated Paper and Presentation, and Clinical Oral Competency.

Goal #2: To enhance interns' knowledge and skills in psychological and developmental **assessment**

Objectives for Goal #2:

1. To demonstrate competence in administration and understanding of assessment instruments
2. To demonstrate competence in the ability to interpret and integrate testing results
3. To demonstrate competence in delivering results of psychological evaluations in written and verbal feedback

Competencies Expected: Interns will develop the following competencies to at least the minimum expectation, whereas they are able to perform each with **periodic or minimal consultation** at the conclusion of the training year.

Interns will develop the following competencies under Goal 2, Objective 1

- Select assessment instruments based on client characteristics and referral questions (**Item 15**)
 - *Effectively collaborates with supervisor(s) to identify appropriate assessment batteries*
 - *Able to communicate intentional decision making about selection of instruments based on presenting concerns, referral questions, diversity and contextual factors, empirical literature, and initial clinical impressions*
- Able to effectively manage the assessment process (**Item 16**)
 - *Explains and obtains informed consent (explaining purpose of assessment, identification of collaborative goals, etc.)*
 - *Establishes effective working relationship with assessment clients*
 - *Gathers pertinent background information and demonstrates the ability to complete thorough clinical interviews and Mental Status Exams*
 - *Effectively manages program's assessment process including communicating with supervisors, referral sources and other pertinent individuals involved in the assessment and completing testing cases within expected timeframes, etc.*
- Demonstrate the ability to correctly administer and score assessment instruments (**Item 17**)

Interns will develop the following competencies under Goal 2, Objective 2

- Able to determine the validity of assessment results including consideration for potential decision-making biases (**Item 18**)
- Able to synthesize assessment results and relate them to referral questions (**Item 19**)
 - *Identify strengths in addition to challenges and concerns*
 - *Able to formulate accurate diagnostic impressions when applicable*
 - *Awareness and use of current literature, research, and theory in assessment*
- Make appropriate recommendations that are consistent with case conceptualization and the referral question (**Item 20**)

Interns will develop the following competencies under Goal 2, Objective 3

- Demonstrate the ability to produce clearly written reports (**Item 21**)
 - *Effectively summarize testing data including ability to distinguish aspects of the data that are subjective versus objective*
 - *Demonstrate use of grammatically correct language*
 - *Use language appropriate to audience*
 - *Present information in a sensitive manner*
- Deliver reports and revisions in a timely manner (**Item 22**)
- Able to effectively communicate results through verbal feedback with team, referral source, client, family and/or other involved individuals (**Item 23**)
 - *Clearly and succinctly explain results and recommendations*
 - *Use language appropriate to audience*
 - *Present information in a sensitive manner*

How Outcomes are Measured: Supervisor ratings on *Doctoral Intern Evaluation Form* are completed at three different time periods by the assigned assessment supervisors, with consideration of feedback from the Psychology Training Committee as well as other staff involved with interns regarding management of the assessment process, as well as verbal and written feedback with clients, guardians, and relevant collaterals. Ratings based on information gathered from mock assessment; weekly individual and group supervision; review of testing protocols; review of one or more required recorded assessment cases; live observation (when possible); participation in didactic seminars; performance on Self-Reflective Activities including Assessment Self-Reflective Presentation, Integrated Paper and Presentation, and Clinical Oral Competency.

Goal #3: To facilitate the **professional identity** of interns in preparation for their role as psychologists

Objectives for Goal #3:

1. To demonstrate competence in being self-reflective
2. To demonstrate competence in the ability to utilize supervision
3. To develop the ability to effectively engage in consultation with other professionals
4. To demonstrate professionalism
5. To demonstrate the ability to operate in an ethical and legal manner
6. To demonstrate knowledge of theories and models of supervision and how clinicians develop to become skilled clinical supervisors through the opportunity to directly supervise and/or simulated practice

Competencies Expected: Interns will develop the following competencies to at least the minimum expectation, whereas they are able to perform each with **periodic or minimal consultation** at the conclusion of the training year.

Interns will develop the following competencies under Goal 3, Objective 1

- Demonstrate self-awareness (Item 24)
 - *Able to identify and continually evaluate their clinical strengths and limitations*
 - *Demonstrate ability to question their assumptions and beliefs*
 - *Respectfully articulates attitudes, values, and beliefs toward diverse others*
 - *Self-assessment is congruent with perceptions of peers and supervisors*
- Recognize impact of self on others (Item 25)
 - *Acknowledge own role in interactions and initiate discussion with supervisor as necessary*
 - *Generate hypotheses regarding own contribution to therapeutic process and outcome*

Interns will develop the following competencies under Goal 3, Objective 2

- Come to supervision prepared (Item 26)
 - *Arrives on time for scheduled appointments and communicates when changes are needed*
 - *Responds promptly to emails, voicemails from supervisors*
 - *Keeps case notes current*
 - *Ready and able to discuss progress of clinical and assessment cases*
- Actively participate in supervision (Item 27)
 - *Actively seeks and demonstrates openness and responsiveness to feedback from others*
 - *Able to integrate supervisory feedback and discuss alternative ideas/reasoning appropriately*
 - *Provides feedback to supervisors regarding supervisory process*
 - *Regularly has recorded sessions available for review*
 - *Able to identify areas of strengths and growth*
- Able to identify when additional supervision is needed (Item 28)
 - *Recognize exceptional circumstances within clinical work*

Interns will develop the following competencies under Goal 3, Objective 3

- Demonstrate the ability to apply knowledge of theories and methods of consultation as evidenced by understanding of, and effective management of consultative roles related to the practice of psychology through direct and/or simulated opportunities (Item 29)
- Identify when consultation with others is needed (Item 30)
- Understand how participation in interdisciplinary collaboration/consultation enhances outcomes (Item 31)
- Establish and maintain effective collaborative relationships with others (e.g., teachers, school counselors, psychiatrists, other healthcare providers) (Item 32)
 - *Support and integrate the perspectives of others*
 - *Maintain and articulate own position when appropriate*
 - *Able to provide colleagues and other trainees with feedback and guidance (e.g. group supervision, didactic seminars, clinical consultation groups)*

Interns will develop the following competencies under Goal 3, Objective 4

- Demonstrate administrative professionalism (Item 33)
 - *Complete Organization and case documentation promptly and accurately (e.g., treatment plans, clinical notes, closing summaries, etc.)*
 - *Effectively manages program expectations, and meets deadlines in a timely manner*
 - *Attends mandatory meetings and activities*
 - *Promptly communicates with supervisors and other relevant staff with regards to absences, changes in schedule, etc.*
- Display respect and ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, community partners, other organizations, supervisors, supervisees, and clients (Item 34)
 - *Able to appropriately manage interpersonal interactions with those from divergent perspectives and backgrounds*
 - *Make appropriate disclosures regarding problematic interpersonal situations*
 - *Demonstrate the ability to use appropriate language and demeanor in all professional communications (e.g., written, oral, nonverbal)*
- Exhibits actions that reflect the values and attitudes of psychology, including integrity, accountability, lifelong learning, and consideration for the welfare and well-being of others (Item 35)

Interns will develop the following competencies under Goal 3, Objective 5

- Demonstrate knowledge and awareness of relevant laws, professional standards and guidelines governing the professional practice of psychology at the organization, local, state, regional and federal levels (Item 36)
- Demonstrates knowledge and awareness of relevant laws, professional standards and guidelines related to telepsychology and the delivery of virtual clinical services (e.g., technology, informed consent, confidentiality, privacy, verifying location, etc.) (Item 37)
- Understand and demonstrate ethical decision-making (Item 38)
 - *Seek supervision/consultation as needed on ethical and legal issues*
 - *Demonstrate ability to share, discuss and address failures and lapses in adherence to professional values with supervisors/staff as appropriate*
 - *Exhibit self-reflective practices in terms of ethical and legal issues*
 - *Demonstrate understanding of, and adherence to the current version of the APA Ethical Principles of Psychologists Code of Conduct, as well as laws, regulations and policies related to health service psychology*

Interns will develop the following competencies under Goal 3, Objective 6

- Demonstrate the ability to apply knowledge about supervision theories and practices (Item 39)
 - *Able to collaborate effectively with supervisee to identify appropriate training goals*
 - *Engages in ongoing assessment and evaluation of supervisee's progress in a manner that identifies both areas of strength and growth*
 - *Provides and receives feedback in a manner that is respectful*
- Able to articulate theories or approaches to supervision that they may practice from in the future, including strengths and limits of individual supervisory skills (Item 40)
 - *Demonstrate awareness of APA ethical guidelines and ethics, as well as sensitivity to issues of diversity relevant to the provision of supervision and/or consultation*

Interns will develop the following additional competencies under Goal 3

- Investigate existing literature related to therapeutic work and client issues/problems (Item 41)
 - *Generate independent scholarly questions and hypotheses*
- Demonstrates they are a critical consumer of research by seeking out professional writings regarding assessment and/or treatment cases as needed to enhance knowledge and understanding (Item 42)
 - *Able to integrate science and scholarship into clinical practice*

How Outcomes are Measured:

Supervisor ratings on *Doctoral Intern Evaluation Form* are completed at three time periods, with consideration of feedback from the Psychology Training Committee as well as other staff that has the opportunity to professionally engage with interns related to their direct service and training activities. Ratings based on information from weekly individual and group supervision; performance on Self-Reflective Activities, including presentations, and the Clinical Oral Competency; participation in didactic seminars, clinical consultation groups, and Organization team meetings; integration of evaluation measures into conceptualization, treatment planning, intervention, and treatment monitoring) and management of internship responsibilities including timely completion of required administrative tasks.

Goal #4 To enhance interns' recognition, understanding and integration of **diversity and contextual factors** that impact their clinical work with clients and their role as a professional

Objectives for Goal 4:

1. To develop sensitivity to, and awareness of, cultural diversity
2. To develop an understanding of contextual issues

Competencies Expected: Interns will develop the following competencies to at least the minimum expectation whereas they are able to perform each with **periodic or minimal consultation** at the conclusion of the training year

Interns will develop the following competencies under Goal 4, Objective 1

- Demonstrate awareness of differences in culture, values, lifestyle, and beliefs (Item 43)
 - *Demonstrate knowledge of diversity literature and guidelines for practice with diverse individuals, groups and communities*
- Demonstrate sensitivity to issues of diversity in therapy, assessment, supervision and consultation (Item 44)
 - *Initiate supervision about elements of diversity when appropriate*
 - *Recognize and explore issues of acculturation, oppression, privilege and power when appropriate*
 - *Understand the role that diversity may play in interactions with others*
 - *Able to work effectively with others in professional activities*
 - *Able to integrate awareness and knowledge of cultural and individual differences across all professional roles (e.g., therapy, professional presentations, consultation, etc.)*
- Able to communicate understanding of how their own personal and cultural background, experiences, attitudes and biases may impact how they understands and interact with people who identify differently than themselves (Item 45)

Interns will develop the following competencies under Goal 4, Objective 2

- Demonstrate the ability to identify contextual factors and systems that contribute to functioning and behavior (Item 46)
- Able to formulate systemic interventions in response to contextual factors, and effectively work within systems to effect change (Item 47)

How Outcomes are Measured: Supervisor ratings on *Doctoral Intern Evaluation Form* are completed at three time periods, with consideration of feedback from the Psychology Training Committee as well as other staff that has the opportunity to professionally engage with interns related to their direct service and training activities. Ratings based on information from weekly individual and group supervision; performance on Self-Reflective Activities, including written papers and small group discussion of Guiding and Personal Principles, Self-Reflective and Integrated Presentations, Clinical Oral Competency and participation in didactic seminars and clinical consultation groups related to diverse populations.

E. INTERNSHIP EXPECTATIONS

1. Duration of Internship

The time commitment for Momentous Institute's Doctoral Internship is a full-time (40 hours/week) 53-week period. The upcoming training year begins on **Monday July 17, 2023** and ends on **Friday July 19, 2024**. Each graduating class of interns will have a short overlap with the incoming class to help facilitate the transition between cohorts.

2. Terms of Employment

All employees including Doctoral psychology interns must complete organization hiring requirements including submitting a completed Momentous Institute employment application, background screening and reference check prior to the start of internship.

F. COMPENSATION

All interns are hired as hourly, non-exempt full-time employees of Momentous Institute, with a base hourly salary of \$16.25 (approximate annual equivalent of \$33,800) with eligibility for approved overtime pay. Interns will have the opportunity to request approval for a limited amount of overtime should the **required** training activities exceed 40 hours per week. Specific information about payroll periods is provided in the Momentous Institute Employee Manual which is given to interns during their first week of internship. Additionally, interns meet with the Human Resources Department on their first day of employment.

Along with this stipend, interns receive a comprehensive employee benefits package. The benefits package is the same for all full-time staff and includes options for health and dental insurance. Interns may elect medical coverage under Momentous Institute's group healthcare and dental plan for themselves, as well for their spouse and/or dependents. Interns will also receive information about coverage for short and long-term disability and life insurance. If elected, coverage under the organization's medical insurance plan will begin on the first day of employment (and end on July 31, 2024) with the company paying part of the cost for medical insurance. Additionally, the organization pays all of dental, basic life insurance, and Short Term and Long-Term premiums. These benefits also start on the first day of employment (and end on the last day of the internship – July 19, 2024). More specific information about benefits is provided in the Momentous Institute Employee Manual and will be discussed on the first day of employment.

Interns are eligible for the following paid time off:

- **Vacation Time-** Two weeks (10 working days)
- **Sick Leave-** 1 sick day each month for a total of 12 sick days for the year
- **Paid Holidays (organization closed)** – New Year's Day; MLK Jr. Day; Memorial Day; U.S. Independence Day; Labor Day; Thanksgiving Holidays (2 working days); Winter Holiday (average 5 working days)
- **Two Floating Holidays** - After six months of continuous employment, employees receive two discretionary holidays to be used for a religious holiday, birthday or reason desired by the employee.
- **Conference/Professional Days-** Interns receive up to 5 professional days that can be utilized to attend external conferences, dissertation/ research project responsibilities, post-

doctoral residency interviews, and other educational or professional related activities that promote professional development. In the past, interns have used these hours for dissertation or other research projects, or additional training experiences, including post-doctoral job search and preparation.

A final list of the holidays set by the organization will be provided to interns along with payroll and benefit information during interns' first week at Momentous Institute.

All requests for time off must be approved beforehand by the APA Training Director. Responses to paid leave requests take into consideration an intern's clinical responsibilities, organization needs and internship requirements to ensure all interns are able to successfully complete the internship year. Additionally, interns are generally not permitted to take paid time off during their first and last two weeks of the internship year unless there are special circumstances such as graduation, dissertation defense or other professional development activities. This policy allows interns to become fully oriented to the organization and to also ensure all exit procedures are completed before interns complete their training at Momentous Institute. More information about benefits including FMLA, Bereavement, etc., is outlined in the Momentous Institute Employee Manual. Interns will be paid for unused vacation days on their last check.

Professional liability coverage is provided to all employees for all Momentous Institute related clinical activities.

Additional Resources

Interns are provided a variety of resources to ensure they are able to effectively complete their job responsibilities. Some of these resources include:

- **Office Space:** Each intern is assigned to their own personal office space that is furnished with a desk, chairs, bookshelf, and office supplies.
- **Laptop Computer:** Interns are also assigned to an Organization laptop to use during their internship year. The laptop can be used independently and also connected to a docking station in the intern's office to allow connection to the network drives. Each laptop is installed with Microsoft Windows and Office applications to manage schedules and access client information. Interns also have the capability to access network drives off campus through a secure external network. Interns meet with a member of the IT department during their first week at Momentous Institute. As stated in the acknowledgement form, interns are expected to review and adhere to the electronic communications and HIPAA policies described in the Momentous Institute Employee Handbook.
- **Personal Printer:** Each intern has access to all network printers at both locations.
- **Individual Email and Voicemail:** Individual phone extensions with voicemail and an Organization-based email accounts are established for each intern. The phone system has the capability to do video conferencing with other Momentous Institute staff.
- **Office Supplies:** A full array of office supplies and equipment (typical office supplies, individual business cards, day planner, copiers, fax machine, etc.). Additionally, the administrative support staff are available to assist interns in the same manner that is provided to full-time therapeutic staff.

- **Training Resources:** A library of training resources (printed material and electronic) including books, DVDs, journal articles, and therapeutic games and workbooks. Additionally, both campuses have multiple training rooms with two-way mirrors. Additionally, interns can record in-person and virtual sessions from their laptop computers.
- **Assessment Measures:** Momentous Institute has a wide array of psychological/educational/development assessment measures (see appendix) as well as computer scoring software for most assessment measures.
- **Licensure Materials:** Interns have access to up-to-date study materials for the Examination for Professional Practice in Psychology (EPPP). Additionally, the Training Committee is available to consult with interns who are ready to sit for this exam. A portion of group supervision will be dedicated to helping interns prepare for the licensure process.
- **Additional Space for Services:** Each location is equipped with rooms set up for group and play therapy services. Additionally, the campus in Oak Cliff has a gym that can be used for individual or group services when school is not in session. The Constantin Center has an Early Childhood playground and outside play area that includes a basketball court.
- **Professional Membership:** The Psychology Training Committee is committed to interns' growth not only within their role and responsibilities at Momentous Institute, but externally in the community as they prepare to transition from student to professional. As such, the Organization pays for each intern to be a member of one professional organization such as the Dallas Psychological Association during their training year in order to allow interns to take advantage of additional training opportunities and network with other students and professionals in the community.
- **Mileage Reimbursement:** Personal transportation is essential as interns may need to travel between locations. Interns are eligible for on-the-job mileage. To be eligible for reimbursement, each intern must provide a copy of their driver's license and proof of auto insurance to the human resources department.
- **Kitchen/Break Room:** Each location has a break room designated primarily for staff that includes a refrigerator for staff to store items including their lunch. Additionally, there is coffee, an ice maker, microwave, utensils and filtered water available.
- **Security:** Each location requires a key or access card to enter most areas of the facility. Additionally, security is provided by both a private security firm and off-duty Dallas Police Officers during all operating hours at both campuses.

G. INTERNSHIP STRUCTURE AND ACTIVITIES

1. Orientation

Upon arrival, interns begin the training program by participating in a month-long orientation designed to allow students to gradually acclimate to internship roles and responsibilities. The orientation month is designed to provide an overview of the organization's mission and values; training model and goals of the internship program; trainee responsibilities; review of Organization and program handbooks and manuals; and administrative policies such as the due process and grievance policies for trainees.

Additionally, interns are provided an opportunity to meet and receive guidance from the graduating interns, and to become acquainted with their direct supervisors and other members of the Psychology Training Committee. Interns also complete orientation meetings; to better understand programs and departments, such as with the Mental Health Services Leadership Team, Parent Education, Huddle Up, Forward Thinkers, and Launch. Social Services, and Momentous School. The structure of interns' first month also allows ample time for the cohort to establish cohesion with one another, as well as the opportunity to develop relationships with Organization staff.

Orientation month is also focused on orienting students to the program's value for self-reflection. Over the course of the first few weeks, interns complete a number of self-reflective activities on their own and with supervisors to build rapport, identify training goals, explore strengths and areas of growth, and become more aware of how personal values and beliefs impact the clinical work with families.

2. Schedules

All full-time employees, including interns, are expected to work a minimum of 40 hours each week. Although the internship year is structured to fit within a 40-hour work week, given the individual goals and needs of each intern, in addition to the varying nature of tasks such as psychological assessments, interns may need to occasionally work more than the minimum hours requirement (e.g., 45 hours) to ensure their tasks and responsibilities are completed within a timely manner. Interns are provided a specified amount of overtime hours when they need to work more than 40 hours a week.

For the most part, interns manage their own schedules apart from scheduled trainings, team meetings and supervision, and hold the primary responsibility for ensuring they meet all program expectations including requirements for direct service hours according to guidelines set forth by APA, APPIC and students' graduate institutions. Interns can choose to manage their schedules electronically through Outlook and/or with a day planner which is provided to each intern during their first week of internship. In addition to receiving an orientation schedule, interns also receive a schedule template which outlines when preset activities such as trainings, supervision, and staff meetings are held.

Given Momentous Institutes works with families, all staff including interns are expected to provide a portion of their appointments during primetime hours (8am, and 5pm or later). Similarly, interns are expected to schedule **a minimum of 6 direct service hours during primetime hours**. Interns and staff typically work at least two evenings (past 5pm) each week, and typically offset this by starting their workday later in the morning or leaving early on another day of the week.

Interns meet with the Training Director and others on the committee throughout their first month and over the course of the training year to receive guidance about how to coordinate and manage their daily schedule and requirements for the year. Interns are encouraged to seek support from direct supervisors and/or the Training Director if additional assistance is needed to successfully manage program expectations. The Psychology Training Committee is committed to interns' care of themselves and explicitly makes an effort reinforce practices of self-care and wellbeing for students.

3. Direct Service Activities

Clinical service delivery comprises 35 – 50% (15 – 20 hours) of the interns' weekly schedule. The following are considered direct clinical service activities:

- **Intakes** (average 1 - 2 hours each week)

Momentous Institute has a well-established intake process for new clients to ensure they are connected to appropriate internal and external resources based on their presenting concerns/symptoms. The program recognizes the importance of strengthening trainees' clinical assessment skills. In addition to specific trainings to discuss diagnosis and treatment planning and crisis assessment and intervention, interns will dedicate a portion of their weekly schedule to complete clinical intakes for new Momentous Institute clients. Intake appointments allow interns to strengthen skills in clinical assessment, making referrals for psychiatric evaluations and other appropriate services, and also strengthen crisis intervention skills.

During orientation month, interns will meet with the Intake Manager and Intake Clinicians to learn about the screening process utilized at Momentous Institute, including the process of getting intakes signed by a supervisor within a quick timeframe. **Interns are required to schedule 1 -2 intake appointments each week, depending on Organization needs.** Interns will collaborate with the Intake Team to receive guidance about optimal times to offer these appointments. Additionally, depending on Organization need or to supplement direct service hours, interns may occasionally be asked to offer additional intake appointments. Furthermore, the number of intakes that interns complete may increase towards the end of the internship year as their clinical caseload and other direct service activities begins to decrease. Additional intakes may be added to interns' schedules if desired given their personal training goals.

- **Therapy** (average 12 - 15 hours completed sessions each week)

Interns are expected to carry a clinical therapy caseload of 10 - 15 families over the course of the training year. Given the nature of community mental health services which requires consideration for cancelations and no-shows by clients, this guideline helps ensure interns can meet their weekly and yearly direct service requirements.

Therapy services at Momentous Institute may be provided in individual, family (multi-person) or group modalities. Typical client concerns can be broadly categorized as: 1) child and adolescent behavioral or emotional difficulties; 2) school related issues; 3) historical family violence and abuse (verbal, physical and sexual); 4) relationship counseling; 5) individual/family of origin issues; and 6) parent education. Length of treatment is not predetermined and is identified through conversations with the client and interns' clinical supervisors. To help broaden the training experience, interns are encouraged to diversify their caseload with consideration for diagnoses and cultural factors including ethnicity, age and gender. Interns typically work autonomously with an independent caseload. Trainees are also encouraged and provided with opportunities to collaborate with staff and supervisors as needed or based on clinical interests.

- *Assignment of Clinical Cases*

All families interested in services at Momentous Institute complete an initial intake to determine which services are most appropriate, and whether Momentous Institute is an appropriate clinical fit based on the presenting concerns/needs. Upon completion of an

intake, clients are either immediately assigned to an available clinician or placed on the waitlist if a clinician is not immediately available at the family's desired timeframe.

There are a variety of ways that interns are assigned and select clinical cases. During orientation month, new interns meet with graduating trainees to discuss possible transfer of clinical cases. Additionally, during the first month, interns meet with the Training Director to review the waitlist to select cases that are an appropriate fit given interns' experience and clinical interests. As the year progresses, interns can continue to review the waitlist when they have availability for new clients. Interns and all Momentous Institute employees are asked to regularly place available openings in the scheduling system (Clinic Tracker). Once openings are entered, the Intake Team can assign interns new cases. Staff can place notes within this system to identify the type of cases they hope to receive. Although preferences are always taken into consideration, based on Organization need and make-up of the waitlist, these preferences may not always be able to be accommodated. Additionally, as interns establish collegial relationships with clinical staff, they will likely have the opportunity to receive direct referrals for new cases.

During the beginning of the training year, interns are generally not assigned cases that have current or foreseeable potential for court or Child Protective Services involvement. Additionally, cases with multiple high-risk factors such as self-harm may not be assigned to interns until later in the training year once they are acclimated to the Organization and related procedures to manage these cases. As interns begin to take on their cases, they are expected to communicate with their supervisors to receive additional guidance about selecting appropriate cases.

- **Assessment** (*average 3.5 – 4 hours each week/11-12 hours each month*)
Assessment is a major part of the internship training program. Approximately four hours each week will be dedicated to providing testing services. In addition to completing the administration of testing instruments, interns are expected to share assessment results through both a written professional report and also verbal feedback sessions with each family. Feedback sessions may also include additional people deemed important by the family or clinician such as teachers, extended family and referring clinician. Over the course of the year, interns will have the opportunity to complete individual assessments for children who are either students at the Momentous School or involved in our therapeutic programs. Given the importance of assessment to the training program, interns receive dedicated supervision for this part of their training on a weekly basis.
- **Group Therapy**
Interns will be expected to provide group therapy services during the training year. During orientation month, interns will receive support from the APA Training Director and supervisors to identify specific goals for the group experience. In the past, interns have joined an existing group as a co-facilitator, provided parent education groups to parents and created new groups at the Momentous School or for therapy clients. While most interns complete their group experience on-site at Momentous Institute, interns are also welcomed and supported to provide group services

within the community via partnerships with schools and other organizations. Supervision of interns' group experience is provided by their secondary clinical supervisor.

- **Reflecting Team** (*average 2 direct service hours each week*)

The Reflecting Team at Momentous Institute is led by one or two members of the Psychology Training Committee and includes the three doctoral interns. Additional staff and trainees may also join the team such as practicum students and psychiatry fellows. This opportunity allows interns to receive enhanced training in family therapy, process-oriented clinical interventions and providing co-therapy.

The Reflecting Team meets one evening a week for 1 ½ - 2 hours (typically from 5p.m until 7pm) depending on the number of families (1 or 2) being seen by the team. When a client (typically a family system with multiple members) is scheduled with the team, two clinicians (i.e., two supervisors, an intern and supervisor, two interns) are assigned to the case as co-therapist. During the first 30 minutes of the evening, the team meets to discuss and plan for the clinical cases. Following this consultative discussion, the clinicians assigned to the case facilitate the therapy session with the family. During this time, the other members of the team observe the session behind a two-way mirror. After approximately 30 – 40 minutes, the family and clinician(s) will then watch and listen to the team share feedback and observations (reflections) about the session for 5 – 15 minutes. This feedback is delivered from a strengths-based perspective to share impressions as well as questions about what occurred in the session. After the reflection is shared, the family is given an opportunity to respond to the team's comments and share their own thoughts and perspective about what they heard. After the clinical session is completed, the team reconvenes to share additional ideas about what unfolded in the session and next steps for treatment.

- **Supervision of Practicum Students**

In addition to the psychology doctoral internship program, Momentous Institute provides intensive training opportunities to graduate students completing their practicum requirements as well postgraduate professionals seeking to acquire hours as part of the licensure requirement. While these trainees receive the majority of their supervision from licensed MI clinicians, psychology interns provide secondary supervision for these students. While it is expected that all three interns will have the opportunity to supervise a trainee, the ability for interns to provide supervision is contingent on the number of practicum and/or postgraduate students recruited each year, as well as interns' individual goals in this area. For the past five cohort years, all interns who have expressed interest in gaining supervision experience have been able to do so. Provision of supervision competence is also facilitated through monthly didactic training seminars that provide interns with knowledge of supervision theories and the ability to apply learned skills. Supervision of interns' supervision experience is provided by their primary clinical supervisor.

4. **Consultation**

As part of the didactic training schedule, interns will receive additional training to expand their understanding about providing clinical consultation. Interns and staff are also regularly asked to provide consultation to the Momentous School around the needs of students for assessment as well as classroom and behavior interventions. Additionally, once a year, we ask that interns attend the monthly consultation meeting between our Mental Health Services team and school teachers/administrators.

5. **Supervision** *(minimum of 4 hours each week)*

Supervision is one of the cornerstones of the internship program at Momentous Institute. The Psychology Training Committee values and views the supervision relationship as an integral part of interns' training experience. Supervision provides interns with direct, intensive and personalized guidance and support of their clinical work while also allow supervisors to serve as a professional role model through a supportive mentoring relationship. During the internship year, supervision will involve a variety of modalities including dyadic conversations, review and discussion of clinical documentation, live supervision and review of recordings. Interns will receive a minimum of 4 hours each week of supervision, and at least 2.5 of these hours will consist of individual, face-to-face supervision with a licensed psychologist. Given the structure of the training program, interns will typically receive more than the minimum supervision requirements as set forth by APA and APPLIC.

Supervisors are assigned prior to interns' arrival based on their clinical interest and experiences identified in their AAPI and during interviews. Interns will also have opportunities and are strongly encouraged to work with other members of the Training Committee over the course of the year. During orientation month, interns are given an opportunity to meet will members of the Training Committee who provide clinical and/or assessment supervision to learn about their styles, models and approaches to supervision. A major strength of our training staff is the variety of theoretical orientations utilized by our licensed psychologists including psychodynamic, cognitive-behavioral, interpersonal, solution-focused, attachment, and family systems. Many of our psychology staff members describe their theoretical orientation as integrative and combine a variety of the above-mentioned orientations when conceptualizing clinical cases and developing effective interventions.

- **Clinical Supervision** *(minimum of 2.5 hours each week)*

Interns are provided at least two and a half hours of individual clinical supervision each week by Texas licensed psychologists, in addition to ongoing daily support and frequent availability. Interns are typically assigned a primary supervisor for the entire year, and a secondary supervisor who changes halfway through the year. This structure allows trainees to have exposure to a variety of supervisory styles to help interns strengthen their professional identity and prepare them to serve as clinical supervisors after they are licensed.

Clinical supervisors have varied schedules but are typically onsite during the Organization's operating hours. As part of their orientation materials, interns are provided contact information including cell phone numbers for their direct supervisors and all members of the Training Committee. On occasions when an intern's direct supervisor is not available, the intern is able to communicate and reach out to any licensed clinician who is available. Additionally, a member of the MHS Leadership Team provides evening coverage each day and is available for support should a need arise. Additional information for managing clinical emergencies is provided to trainees during their orientation.

- **Additional Information**

- **Video Recording**

To enhance interns' training and supervision, interns are required to record at least two sessions each week during the first and second quarters of the internship year. Interns should be prepared to view and discuss their recordings during supervision with their clinical supervisors. During the third and fourth quarters, interns should be prepared to discuss/view video recordings at least once a month during

supervision. Clinical supervisors may require more video recordings to further support interns' progress with clients.

- **Assessment Supervision** (*minimum of 1 hour each week*)

In addition to clinical supervision, interns are also assigned an assessment supervisor for their individual assessment cases. Interns meet with their assessment supervisors on a weekly basis.

- **Additional Information**

- **Video Recording**

Interns are required to record their first full individual assessment from the beginning to the end of the process including the initial interview and feedback sessions. This recording will be utilized in supervision to allow interns to receive specific feedback about their assessment skills. Like the process for clinical recordings, interns will need to properly store and delete all recordings and obtain signed consent from clients prior to recording sessions. Assessment supervisors may ask interns to record additional sessions to further enhance the supervision process.

- **Group Supervision** (*1-2 hours per week*)

Psychology interns will participate in weekly group supervision that is facilitated by the APA Training Director. This group is typically done in a brown-bag lunch format. This time is designed to provide an opportunity for additional support to interns with the additional intention of strengthening interns' professional development, as well as promoting peer relationships, conversing about important information, and promotion of group cohesion. Group supervision also helps to ensure interns continuously stay connected to the Training Director. Interns can utilize group supervision to discuss clinical cases, the quality and quantity of supervision, applying for postdoctoral fellowships, cohort dynamics, usefulness of training seminars, the evaluation process, staff interactions, professional issues, the licensure process, and other relevant topics. As the year progresses, interns can identify additional topics to discuss. Additionally, group supervision can be used to troubleshoot any challenges interns may experience over the course of the year.

Assessment Group Supervision: Psychology interns also participate in a separate assessment-focused group supervision twice a month with a designated licensed psychologist. During this time, interns will bring individual assessment cases for group discussion and consultation. This group supervision time is meant to provide interns with additional support regarding scoring and interpretation, considerations within report writing, diagnostic impressions, and potential recommendations. Assessment group supervision is also meant to facilitate conceptualization of assessment cases from a systemic lens and provide opportunities for practicing assessment consultation skills with peers.

5. Training (*minimum of 3 hours each week*)

The program places a high value on providing advanced training for staff. Throughout the internship year, interns will have a multitude of opportunities to receive internal trainings through the Organization.

- **Clinical Didactic Seminar** (*weekly*)

Over the course of the year, interns participate in a 2-hour, weekly seminar facilitated by various Momentous Institute staff and community partners. The training seminar is intended to provide interns with an advanced level of training and exposure to a variety of theoretical orientations, therapeutic interventions, and relevant psychotherapy topics including ethics, crisis assessment, culture and diversity, psychopharmacology, evidenced-based practices, diagnosis and treatment planning. Interns are provided a copy of the fall training schedule with their orientation materials that provides details such as the intended objectives and related readings or materials. The spring schedule is created in collaboration with interns to incorporate their interests and is typically finalized by the end of November.

The format of the weekly training seminars is designed to invite an active dialogue and application of presented content. The application portion of the training may include video recording or live observation of work with a client, clinical case vignettes and/or interactive activities. Additionally, a compilation of relevant readings is also used to connect research evidence/support to clinical practice. Many of these readings cover literature that addresses theoretical considerations, application of theory, cultural factors that impact treatment, research on therapy outcomes and ethical considerations.

- **Assessment Seminar** (*biweekly*):

Given the large role of assessment during the internship year, interns receive specific trainings that focus on topics relevant to psychological testing. The assessment seminar schedule includes a variety of trainings to further support interns' development of assessment competencies as well their professional and individual voice when conducting assessments. At the beginning of the year, assessment seminar occurs weekly and topics review more basic aspects of administration, scoring and analyzing psychological/educational/developmental measures commonly used at Momentous Institute. As the year progresses, trainings shift to biweekly to integrate time for assessment group supervision and topics focus on helping interns become more competent in specific aspects of child assessment (e.g., cultural considerations in testing, diagnosing learning disorders recognizing autism spectrum disorders). At the end of the year during the months of May and June, each intern will have an opportunity to present on a topic of interest related to assessment for the group. In the past interns have chosen topics such as giftedness and cross-battery assessments.

- **Training Block** (*weekly*)

Each week interns will be engaged in training activities on Thursdays from 1 to 2 PM. Previous rotations have followed a schedule such as this:

1st Thursday – Research Roundtable

2nd Thursday – Intake Seminar

3rd Thursday – Supervision Seminar

4th Thursday – Diversity Roundtable

Research Roundtable: Once a month, interns will discuss topics related to recent peer reviewed research, clinical topics or other special topics in conjunction with members of the training committee.

Intake Seminar: Once a month, the interns will meet with the intake coordinator to discuss topics/issues relevant to conducting clinical intakes. These may include clinical decision-making, processing specific intake cases, logistics of intake procedures, referral considerations, etc.

Supervision Seminar: Once a month, interns attend training seminars to further support their competence as a supervisor as they work with practicum students and/or prepare to supervise after internship.

Diversity Roundtable: Once a month, interns will discuss topics and participate in activities related to diversity factors to promote self-awareness and culturally responsive clinical practices.

- **Consultation Groups and Clinical Conversations**

Each month interns attend several clinical group conversations and consultation meetings to further support their overall clinical competency. Monthly, all clinical staff attend a group discussion to think aloud about a specific topic relevant to the clinical work with clients and/or to staff a specific case. Additionally, interns interested in learning about play therapy are invited to attend a monthly consultation group with one of the Organization's registered play therapists. Interns will also be required to attend one school-based consultation meeting during their internship year to support consultation skills with individuals from other professions (e.g., teachers, school administrators).

- **Changing the Odds Conference**

This is an annual conference hosted by Momentous Institute. This conference is open to the public and designed for educators, mental health professionals, parents and interested community members who are committed to learning about innovative ways to help kids and families achieve their full potential. The conference will include keynotes discussing the latest research in the areas of neuroscience, social-emotional health, and community change. Interns and all Clinical Momentous Institute staff are expected to attend and help host this conference. Please take time to review the Momentous Institute website to learn more information about the conference.

6. Self-Reflective and Professional Development Activities

A key focus of the internship year is to further develop key clinical competencies including case conceptualization, treatment planning and use of various clinical interventions and approaches to therapy. Additionally, our training program intentionally focuses on helping interns integrate what we refer to as “the person of the therapist” as they strive to grow their skills as a practicing psychologist. In the book “*The Person of the Therapist Training Model: Mastering the Use of Self*,” authors discuss the benefit for clinicians to understand how to intentionally and purposefully use themselves in their therapeutic work with clients. This can include exploration of cultural factors such as ethnicity, gender, and sexual orientation, as well as personal and professional life experiences, and therapists' vulnerabilities and fears as they approach work with clients.

To this end, we will invite and create opportunities for interns to engage in self-reflection throughout the course of the year. Self-reflection is defined as the capacity for an individual to exercise introspection and a willingness to learn more about his or her fundamental nature, purpose, and essence. At Momentous Institute, we strongly believe self-reflection enhances our ability to collaborate

with families as we work with them in therapy. This definition places an emphasis on the ability to monitor our inner world, our thoughts and emotions as they arise.

During the training year, interns will complete several activities to help guide and enhance their self-reflection as they focus on understanding who it is that they bring into the therapy room. Our hope is these activities, as well as ongoing conversations throughout the training year with colleagues and supervisors, assist interns with thinking deeply about their approach to therapy, beliefs and interactions with clients, and most importantly who they are as a clinician.

Many of our trainees come to Momentous Institute with a great deal of pressure to give the “right” answer. We believe this mindset challenges the ability to be introspective and engage in vulnerable and courageous conversations about the complexity of our roles as therapists. During your time with our organization, we would like for you to begin to inhabit a new mind space that encourages you to be courageously self-reflective, consider multiple truths and embrace *not knowing*. We believe that by doing this work ourselves we become infinitely more equipped to accompany clients as they journey through their therapeutic journey and self-reflection.

7. Indirect Activities

- **Mental Health Services/Momentous Institute Meetings**

Interns are encouraged and expected to participate actively and fully in organizational planning, decision making and in fulfilling service needs. The collaborative leadership style of the organization provides for firsthand experience in Organization functioning, an opportunity which is not typically available in larger or more hierarchical training sites. Team meetings and consultation groups occur on Wednesday mornings, and interns receive a copy of the meeting schedule.

- **Dissertation Time**

Interns who are working to complete their dissertation during the internship year are provided with a range of support to help successfully complete their research. Interns are provided professional development/ conference days, and if needed, efforts are made to allow interns to schedule up to 2 hours each work week that can be used to work on their dissertation. Interns are expected to schedule this time around their required direct service activities, and also meet all other administrative responsibilities. Interns and staff also have internet access to library services at University of Texas Southwestern Medical Center which includes access to a variety of journal databases.

8. Weekly Hour Distribution

Given the Momentous Institute Doctoral Psychology Internship program is a full-time training position, all interns are expected to work a minimum of 40 hours per week. The information below illustrates a framework for how interns' time is typically distributed among the various internship training activities. Given interns' specific training goals as well as changes with programming, the allocations may vary slightly between interns and during different times of the year.

Direct Service

• Therapy Services (Individual, Family)	10 -15
• Assessment	2-3
• Reflecting Team	1-2
• Intake	1 - 2
• Supervision of Practicum Students	<u>2</u>
Approximate Total: 16 - 24 hours	

Indirect Activities

• Training	3-5
• Supervision (clinical, assessment & group)	4-5
• Reflecting Team supervision/consultation	1
• Assessment scoring and report writing	3
• Meetings /Clinical Consultation Groups	1-2
• Preparation and paperwork (notes, etc.)	<u>3</u>
Approximate Total: 15-18 hours	

*Given the unstructured nature of interns' consultation responsibilities, this portion of the internship is not captured in the weekly distribution of hours.

9. Internship Requirements

Interns are also expected to achieve the goals and objectives of the internship program, and abide by the APA Code of Ethics, the requirements of the training program as listed in the Handbook, and the policies and procedures of Momentous Institute.

This internship experience is based on 2000 hours of practice with an expectation of a minimum of 500 hours of direct clinical service to complete the program. However, given the structure of the training programs, interns generally obtain more than 600 direct clinical hours by the end of their training year. To help ensure interns can meet this requirement, trainees arrange their schedules to complete at least 3.5 hours of direct service each day for weekly minimum of 15 completed hours. Interns will likely need to schedule between 4 to 5 hours of clinical service each day to account for cancellations and no-shows. This requirement is designated to ensure interns will be able to complete the licensure requirements across the United States. Additionally, interns are required to receive at least 212 hours of supervision over the course of the year (including clinical, assessment and group supervision), with at least 106 of these hours provided by a licensed psychologist. Interns will receive a minimum of 100 hours of didactic training.

Interns track the majority of their direct and indirect services in the organization's electronic medical records and scheduling system, *Clinic Tracker*. Staff and interns receive a report each month to help track their cumulative hours. Additionally, a cumulative report is reviewed during each formal evaluation. Students also track hours via Time2Track.

III. INTERNSHIP EVALUATION PROCESS

Throughout the year, interns receive ongoing and specific feedback about their progress. Formal and informal evaluations of interns are intended to facilitate professional growth. Supervisors are intentional to acknowledge individual strengths as well as performance and conduct areas that need improvement. Interns receive one written evaluation per evaluation period. The evaluation is completed collectively by all supervisors working with an intern and is based on direct supervision, interns' participation in trainings, self-reflective and professional development activities, daily interactions with staff, review of video recordings, and live supervision/consultation. In addition to program competencies, interns can collaborate with supervisors to identify additional individual goals (e.g., strengthen proficiency of clinical work in Spanish). If warranted, supervisors may also identify additional goals to be assessed over the course of the year.

Formal evaluations occur three times during the internship year. Requirements for completion of internship include participation in all weekly training activities, including provision of clinical services and successfully meeting expected outcomes for each training objective. Interns receive a copy of each formal evaluation and feedback form as part of the program's handbook so they can become more familiar with the training goals and competency expectations for the year. Minimal thresholds for each evaluation period are also reviewed with interns during orientation. The evaluation process is designed to include two-way communication whereas trainees are also asked to provide feedback about their experience in the program as well direct feedback for each of their supervisors. Interns also receive the program's Due Process and Grievance Procedures as part of the handbook.

B. COMMUNICATION WITH INTERNS' GRADUATE PROGRAM

Momentous Institute cooperates and coordinates with each intern's academic program regarding training needs and progress. The Training Director is responsible for communicating with each intern's graduate program about the trainee's progress. In accordance with AAPIC policies, the training director of each intern's program is emailed a copy of each intern's internship appointment letter once interns are matched to this program. The Training Director will forward a copy of each intern's midyear and final evaluations to the academic Director of Clinical Training of their respective programs. If an intern's program requires additional forms or information to be submitted, it is the interns' responsibility to inform the Training Director of such requirements. At any time, if a problem arises that requires remediation and brings into question the intern's ability to successfully complete the internship program, the Training Director will inform the academic Director of Clinical Training of the sponsoring graduate program. The academic Director of Clinical Training will be encouraged to provide input to assist in resolving the problem.

C. INTERN FEEDBACK TO SUPERVISORS

Momentous Institute strongly believes the supervision process is an important component of the training year. The training committee provides interns with exemplary supervision experiences that foster growth and learning. Additionally, supervision is designed to cultivate an environment that helps interns grow into their identify as psychologists. In the belief that supervision is a collaborative relationship, interns will be encouraged to provide feedback about their supervision experiences throughout the year directly to their supervisors. In addition to informal feedback, interns will also have the opportunity to share formal feedback about their supervision. The supervision feedback form is designed as a guide to facilitate conversations between interns and supervisors as supervision is progressing. After the form has been shared and discussed with supervisors, interns will provide a copy of the form to the Training Director.

Like the process used to evaluate interns, the hope is that if an intern experiences challenges with any of their supervisors, the intern will make attempts to discuss such challenges directly with the supervisor(s) prior to completing the form. Group supervision with the Training Director is also designed to assist interns with identifying ways to communicate feedback to their supervisors.

D. INTERN FEEDBACK ABOUT INTERNSHIP

The Training Committee is committed to ongoing review and improvement of the internship program. Interns' feedback about the internship program is one of the most important tools that helps the committee determine the strengths and areas for improvements from year to year. Interns are invited to give informal feedback about their experiences throughout the internship year. Feedback can be given directly to supervisors as well as to the training director. Additionally, interns will be asked to provide formal feedback at various times throughout the year.

IV. DESIRED CHARACTERISTICS & APPLICANT QUALIFICATIONS

The internship year is a major milestone in the journey to become a psychologist. To have a successful internship year, we believe it is important for interns to choose an internship program that aligns with their professional goals. In order to understand what our program has to offer, we strongly encourage you to read through our entire internship brochure, visit our website, and review our profile in the APPIC directory online.

Applicants must be current doctoral students in a professional psychology training program that is accredited by the American Psychological Association. These programs should have coursework and practicum experiences that emphasize a systemic framework and psychological assessment. Unfortunately, applicants from programs with an accreditation status of “On Probation” by APA will not be considered.

In order to be considered for an interview, applicants must meet the following qualifications:

- successful completion of at least the equivalent of four semesters of supervised practicum courses in counseling/ psychotherapy;
- completion of all graduate coursework by the start of internship;
- passing score on qualifying/comprehensive examinations by rank deadline;
- working toward their dissertation defense (proposed by start of internship); and
- minimum of 250 intervention hours at the time the application is submitted.

In addition to these qualifications, all applicants must have completed at least 5 integrated assessments by the time their application is submitted. As defined by APPIC, the definition of an integrated report is a report which includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests. Please carefully review this explanation because it answers the question of what should be included in a report in order to have it satisfy the requirement of an integrated report.

Given the nature of the testing referrals we receive, at least three of the integrated reports must include a full cognitive measure, and at least one report must include an academic measure to be considered for an interview. Experience with a full achievement measure such as the WIAT-4 or WJ-ACH IV versus experience with only abbreviated measures such as the WRAT5 are preferred. Additionally, applicants who have experience administering and interpreting objective and projective social/emotional measures are preferred but not required (i.e., BASC-3, Robert's Story, Thematic Apperception Test, MMPI-A).

Per APPIC policies, only clinical services provided to actual patients can be counted in the intervention and assessment categories (simulated patient scenarios should not be captured in these categories).

*Applicants who have not completed the minimal number of psychological assessments and other admission criteria are typically not considered for an interview. **However**, given the potential impact of the COVID-19 global pandemic on students' training experience, we encourage interested students who have been unable to obtain the minimum hours and integrated assessment expectations to still apply to our program, particularly if it is expected that these desired expectations will be met by the time we host interviews in January. Students are specifically asked to address this in their cover letter. Students who would like additional information or have questions should reach out to the APA Training Director.*

Desirable Applicant Characteristics

As applicants consider applying to our program, it is strongly encouraged that students assess how one's individual training goals align with the training program offered by our organization. In addition to the “technical” requirements listed above, it is important to note that the program also considers the quality of an applicant's training in terms of the type of setting, diversity of client caseload, experience working with children and families, and demonstration of cultural humility. We will also consider applications from

candidates who may not have had the opportunity to meet these considerations but demonstrate great potential and an eagerness to learn based on strong letters of recommendation, essays, and interviews.

The training staff encourages applications from individuals whom:

- are interested in competency-based approaches to therapy.
- are interested in collaboration and learning in a community.
- are willing to open themselves to differing perspectives and questions of how one's constructions of reality affect therapy.
- are interested in understanding the relationship between and impact of power and privilege, especially in the realm of gender, race, sexual orientation and other typically marginalized identities.
- are sensitive to how one's ethics are demonstrated in practice.
- are interested in family therapy and integrating systemic factors into treatment.
- are interested in gaining experience in assessment from early childhood through adolescence.

Candidates from diverse backgrounds (i.e., ethnicity, spiritual/religion, gender, sexual orientation, etc.) are encouraged to apply. Additionally, given that we serve a large Spanish speaking population, we also encourage students who are bilingual in English and Spanish to apply.

V. APPLICATION AND INTERVIEW INFORMATION

Deadline

All application materials must be received by **Friday, November 3, 2023**.

Application Materials

All application materials should be submitted online through the APPIC portal using the online AAPI.

1. A letter of interest.
2. Complete the APPIC Application for Psychology Internship (APPI) which you may obtain from the APPIC web site: www.appic.org, our program code number is 157211.
3. A CV or resume.
4. Official transcripts of all graduate work.
5. Three letters of reference, at least two from individuals who have supervised your counseling/clinical work.
6. A de-identified sample of one of your integrated psychological evaluations. Preferably a child assessment if possible but not required.

Selection Procedures

Once applications are received, each application is reviewed by two to three members of our Psychology Training Committee and chosen based on the rating of their application across all raters to help identify potential goodness of fit with the internship program. After applications are read, the committee meets to discuss results and finalize the selection of students who will be invited for an interview. All applicants will be notified by email of a decision regarding an invitation to interview no later than December 4, 2023.

Interviews

All applicants will be notified if we will be able to invite them for an interview no later than Friday, December 4, 2023. Applicants will be notified by email if they are invited for an interview.

Interviews for the 2024-2025 training year will be conducted virtually. Interviews will occur in January 2023 and are **tentatively** planned for the following days: January 4th, 9th, 10th, 17th, 18th, and 23rd. In the past, we have utilized a group interview format that allows each applicant to meet with the Psychology Training Committee. Specific details about the structure for interviews will be provided when applicants are notified they have been selected for an interview.

In addition to the group interviews, two open houses will be offered to provide students with an opportunity to see the facilities, learn more about the program and ask questions. Currently, we plan is to host two virtual open houses in December prior to formal interviews.

After interviews are completed, the Psychology Training Committee meets to determine applicant rankings. The full application package and information gathered from the interview process is utilized to determine applicant rankings. As a member of APPIC, Momentous Institute participates in the national internship matching process by submitting its applicant rankings to the National Matching Service.

Applicants are required to follow the guidelines developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Notification of all applicants selected for an internship offer will follow APPIC guidelines. Please read these guidelines carefully to ensure you understand the requirements of the uniform notification procedure. APPIC match policies can be accessed at <http://www.appic.org/Match/Match-Policies>.

Notification/Acceptance Procedure

Applicants are required to follow the guidelines developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Notification of all applicants selected for an internship offer will follow APPIC guidelines. Please read these guidelines carefully to ensure you understand the requirements of the uniform notification procedure. APPIC match policies can be accessed at <http://www.appic.org/Match/Match-Policies>

Momentous Institute maintains a policy of non-discrimination for all employees and applicants in every facet of the organization's operations. Momentous Institutes hires, trains, and promotes all qualified employees without discrimination on the basis of race, color, sex, religion, national origin, age, military status, disability, genetic information, gender identity, or sexual orientation.

Additional Information

Please note that while we gladly accept students from school psychology programs, the structure of our internship cannot guarantee that students wishing to seek licensure as an LSSP will be able to complete the required hours needed in a school setting given that interns are housed in our community mental health service and not the Momentous School. Students wishing to seek this specific license, should consult with the requirements of the licensure board for the state in which they intend to practice to determine how our program aligns with necessary requirements. Specific questions about this can be addressed to Dr. Geerts-Perry.

Contact Information

If you have questions or need additional information, please feel free to contact the APA Training Director:
Ashley Geerts-Perry, PhD
aperry@momentousinsitute.org or 214-915-4766

VI. INTERNSHIP ADMISSIONS, SUPPORT, AND INITIAL PLACEMENT DATA

A. Internship Program Admissions

Date Program Tables are updated: May 17, 2023

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:

The Doctoral Internship in Clinical Psychology at Momentous Institute is guided by a *practitioner – scholar* model that is rooted in the belief that clinical practice through service delivery and scholarly knowledge of theory and research mutually inform one another. The program focuses on the acquisition of specific competencies of advanced clinical skills and professional identity, which is strongly guided in the ability to cultivate a posture of self-reflection and multiple ways of knowing in one's practice of psychology. Therefore, individual, cultural, societal and contextual considerations are emphasized in all aspects of training activities. To enhance interns' training, the program utilizes multiple modalities to foster learning including reading peer-reviewed journals, participation in didactic seminars, individual and group clinical supervision, self-reflective activities and presentations, analyzing live and recorded sessions of work with clients, and engaging in professional dialogue with clinical staff. Students are also given the opportunity to understand and participate in organization research initiatives. As such, we hope to attract students who are interested in growing both personally and professional with regards to their ability to be self-reflective, explore their areas of strength and growth, and expand their competence and humility when working with clients from diverse backgrounds.

The training program is guided by four overarching goals: (1) To further develop interns' skills in **clinical practice**; (2) To enhance interns' knowledge and skills in psychological and developmental **assessment** (3) To facilitate the **professional identity** of interns in preparation for their role as psychologists, and (4) To enhance interns' recognition, understanding and integration of **diversity and contextual factors** that impact their clinical work with clients and their role as a professional.

Applicants must be current doctoral students in a professional psychology training program that is accredited by either the American Psychological Association or Canadian Psychological Association. Unfortunately, applicants from programs with an accreditation status of "On Probation" by APA will not be considered.

Desirable Applicant Characteristics

As applicants consider applying to our program, it is strongly encouraged that students assess how one's individual training goals align with the training program offered by our organization. In addition to the "technical" requirements, it is important to note that the program also considers the quality of an applicant's training in terms of the type of setting, diversity of client caseload, experience working with children and families, and demonstration of cultural humility. We will also consider applications from candidates who may not have had the opportunity to meet these considerations but demonstrate great potential and an eagerness to learn based on strong letters of recommendation, essays, and interviews.

The training staff encourages applications from individuals whom:

- are interested in competency-based approaches to therapy.
- are interested in collaboration and learning in a community.
- are willing to open themselves to differing perspectives and questions of how one's constructions of reality affect therapy.
- are interested in understanding the relationship between and impact of power and privilege, especially in the realm of gender, race, sexual orientation and other typically marginalized identities.
- are sensitive to how one's ethics are demonstrated in practice.
- are interested in family therapy and integrating systemic factors into treatment
- are interested in gaining experience in assessment from early childhood through adolescence.

Candidates from diverse backgrounds (i.e., ethnicity, spiritual/religion, gender, sexual orientation, etc.) are particularly encouraged to apply. Additionally, given that we serve a large Spanish speaking population, we also encourage students who are bilingual in this language to apply.

Momentous Institute and the Salesmanship Club of Dallas are equal opportunity employers. It is the policy of both corporations that all terms and conditions of employment, including recruiting, hiring, training, promoting, transferring and terminating will be made without regard to race, color, sex, religion, national origin, age, military status, disability, genetic information, gender identity, or sexual orientation.

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	N	Y	Amount: 250
Total Direct Contact Assessment Hours	N	Y	Amount: N/A

Describe any other required minimum criteria used to screen applicants:

In order to be considered for an interview, applicants must meet the following qualifications:

- successful completion of at least the equivalent of four semesters of supervised practicum courses in counseling/ psychotherapy
- completion of all graduate coursework by the start of internship
- passing score on qualifying/comprehensive examinations by rank deadline;
- working toward their dissertation defense (proposed by start of internship); and
- minimum of 250 intervention hours at the time the application is submitted.

In addition to these qualifications, all applicants must have completed at least 5 integrated assessments by the time their application is submitted. As defined by APPIC, the definition of an integrated report is a report which includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests. Please carefully review this explanation because it answers the question of what should be included in a report in order to have it satisfy the requirement of an integrated report.

Given the nature of the testing referrals we receive, at least three of the integrated reports must include a full cognitive measure, and at least one report must include an academic measure to be considered for an interview. Experience with a full achievement measure such as the WIAT-4 or WJ-ACH IV versus experience with only abbreviated measures such as the WRAT5 are preferred. Additionally, applicants who have experience administering and interpreting objective and projective social/emotional measures are preferred but not required (i.e., BASC-3, Robert's Story, Thematic Apperception Test, MMPI-A)..

*Applicants who have not completed the minimal number of psychological assessments and other admission criteria are typically not considered for an interview. **However,** given the current COVID-19 global pandemic, we encourage interested students who have been unable to obtain the minimum hours and integrated assessment expectations to still apply to our program, particularly if it is expected that these desired expectations will be met by the time we host interviews in January. **Students are specifically asked to address this in their cover letter.** Students who would like additional information or have questions should reach out to the Training Director.*

B. Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	Base hourly salary of \$ 16.25 (approximate annual equivalent of \$33,800)	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	No
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes	No
Coverage of family member(s) available?	Yes	No
Coverage of legally married partner available?	Yes	No
Coverage of domestic partner available?	Yes	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	80 Hours	
Hours of Annual Paid Sick Leave	96 Hours	
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	No
Other Benefits (please describe): Interns also receive 2 floating holidays (16 hours) after 6 months. They are eligible to receive up to 5 conference days for dissertation defense, graduation, and other academic/professional activities. Momentous Institute pays for interns' membership with the Dallas Psychological Association for 1 year. Interns also receive free tickets to the Organization's annual Changing the Odds Conference, as well as free registration to other sponsored professional development trainings. Interns also receive tickets to the organization's annual fundraising event, the AT&T Byron Nelson Golf Tournament.		

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

C. Initial Post-Internship Positions

Aggregated Tally for the Preceding 3 Cohorts *Please note, we did not have a 2020-2021 or 2022-2023 internship cohort.		2018-2022	
Total # of interns who were in the 3 cohorts		9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree		0	
	PD	EP	
Community mental health center	6	0	
Federally qualified health center	0	0	
Independent primary care facility/clinic	0	0	
University counseling center	0	0	
Veterans Affairs medical center	0	0	
Military health center	0	0	
Academic health center	0	0	
Other medical center or hospital	1	0	
Psychiatric hospital	0	0	
Academic university/department	0	0	
Community college or other teaching setting	0	0	
Independent research institution	0	0	
Correctional facility	0	1	
School district/system	0	0	
Independent practice setting	0	1	
Not currently employed	0	0	
Changed to another field	0	0	
Other	0	0	
Unknown	0	0	

Note: "PD" = Postdoctoral 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.

VII. UNDERSTANDING THE PROGRAM'S RECENT INACTIVE STATUS

Over the past three years, Momentous Institute has not had an internship cohort for two of the three training cycles? What led to this decision?

Momentous Institute has a deep commitment to training across our organization. Our APA accredited internship program was started more than 20 years ago, and the organization's commitment to training has remained unchanged. However, over the last three years several factors resulted in two separate decisions to temporarily deactivate our doctoral internship program.

The first decision was made in Fall 2019 (to pause for 2020-2021) to allow the Psychology Training Committee to engage in a period of program evaluation to assess strengths and areas of need for the internship program. At that time, our self-study for the APA reaccreditation was scheduled to be due the following fall, and the committee felt it was important to dedicate staff time and resources to adequately prepare for this process. While we had no idea the world would face a global pandemic a few months later, the pause allowed us to be very intentional with the support offered to our 2019-2020 intern class as we all navigated the COVID-19 crisis. We ensured all three of our interns were able to pivot to working remotely and provided access to technology and the internet. Interns and staff received training to understand telehealth services and how to adapt treatment to this modality. Additionally, supervisors and the entire training committee provided space to discuss the emotional impact of the pandemic on interns during internship as well as they prepared for next steps.

The second decision to make our program inactive occurred early in 2022 and resulted in no intern class for the 2022-2023 training year. Similar to several organizations and training sites across the country, Momentous Institute has experienced an increased amount of staff changes over the past two years. While many of the changes were positive and due to promotions, such as Dr. Jessica Gomez (former APA intern and internship supervisor) becoming the current Executive Director of the organization and Dr. Meroudjie Denis (former postdoctoral fellow and internship supervisor) being promoted to a leadership role at Momentous Institute, those changes impacted staff resources for the internship program. The impact of these changes was further amplified when two other members of the Psychology Training Committee pursued exciting leadership and independent practice opportunities outside the organization. Given the unexpected nature of some of the transitions and the timeframe they occurred, there was not sufficient time to assess and plan for how these shifts could impact the program before the rank deadline. Consequently, we had to make an extremely difficult decision to withdraw from the match process after we had conducted all of our formal interviews. We deeply empathize with the impact of this decision on students who interviewed with us yet we felt it would be unfair to have applicants rank our program knowing we would likely have to make substantial changes to the program. We were not clear how those changes would impact the training experience of an incoming cohort and did not want to risk the quality of the training program.

What led the organization to reactivate the internship program for the 2023 – 2024 training year? Also, what has been done to address the factors that resulted in the previous decision to be inactive?

Over the past six months, the Leadership Team and Psychology Training Committee have increased efforts to recruit and hire psychologists. Prior to the recent staff changes, our committee had not experienced frequent transitions or turnover with staff. Currently all of our licensed psychologists have been with the organization for more than 10 years. Over the past couple of months, we hired two previous trainees Drs. O. Uwuma Felix (previous intern) and Ashley Geerts-Perry (previous practicum student) to join our committee. Both recently completed their internship and will acquire their postdoctoral hours over the next year and be licensed by next fall. In fact, as of May 2023, Dr. Geerts-Perry is now a Licensed Psychologist. We are excited that they have joined our team. Additionally, we have hired another bilingual former trainee to join our committee who will accumulate her post-doctoral hours beginning in 9/2023 and remain on staff once fully licensed.

Due to the COVID-19 pandemic and our program not having an active intern cohort for this training year, the timeframe for our APA reaccreditation process was shifted. Our APA self-study is now due September 1, 2023, and we will have a site visit in 2024 or 2025. Therefore, in addition to preparing to have interns back with us next summer, the next few months will allow us to further dedicate time and resources as we prepare for APA's formal review of our internship program.

What impact have recent changes with staff and periods of inactivation had on the program structure? What has remained the same and what is different?

We have not made any changes to the provision of therapy services provided by interns, the quality or amount of supervision trainees receive, or structure of training seminars. Additionally, we are continuing to identify ways to further strengthen the program such as enhancing the seminars we offer including additional training on evidenced-based treatments such as ACT and family systems. The most significant change to the structure of the internship program is in the area of assessment. In the past, students were required to complete a 4-month rotation with our Early Childhood (EC) Assessment Team in addition to requirements for individual assessment cases. The EC Assessment Program has been discontinued as part of our mental health services at this time and this rotation will no longer be available for interns who match with our site. Assessment will remain an integral part of the program, and interns will continue to have specific benchmarks and competencies in this area in accordance with the Standards of Accreditation for Health Service Psychology (SoA). Additionally, the Psychology Training Committee will continue to explore opportunities for trainees to gain assessment experience with young children via potential internal referrals from therapists and the Momentous School.

Are there any anticipated changes for the organization or program?

Dr. Garica Sanford, previous training director, decided to leave Momentous in April 2023 to pursue other interests. While we worked to find a new training director, Dr. Matthew Leahy served in an interim role. In August 2023, Dr. Ashley Geerts-Perry was promoted to the role of Associate Training Director overseeing the APA Doctoral Clinical Psychology Internship Program. Dr. Geerts-Perry has experience as both a trainee at Momentous and as a supervisor/member of the Psychology Training Committee. We are confident that this transition will be seamless and do not expect any further changes to our program or across the organization. We are truly excited to welcome back interns in the 2023-2024 cohort. Our entire committee, leadership team and clinical staff are deeply committed to training, which is a fundamental part of our organization.