

# **Salesmanship Club Youth and Family Centers**

**Predoctoral Internship in Professional Psychology**

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Predoctoral Internship in Professional Psychology  
Training Year: August 2, 2010 to August 5, 2011**

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### **Sponsor**

The Salesmanship Club of Dallas (SCD) is a not-for-profit civic service organization of business professionals dedicated to improving the future of children and their families. SCD raises funds to support the charitable work of the Salesmanship Club Youth and Family Centers (SCYFC), an independent, not-for-profit human service agency.

### **Mission**

*"Helping transform children's futures.... creating new possibilities for success."*  
SCYFC seeks to accomplish this mission through Education, Therapy, and Sharing our programs with others. We are guided by our values of respectfulness, stewardship, and innovation. Our purpose is to affirm and enhance our clients' competencies and to enrich their lives and communities. In addition to direct service, we are committed to developing demonstration programs, conducting research, and offering professional training, toward the end of contributing to our fields in a broader way as well.

### **Services**

SCYFC offers services to children and their families from three campuses: one in North Oak Cliff which houses our community school and our Family Therapy program; one on Harry Hines (Family Works Campus) which is dedicated to all of our therapeutic services, and a wilderness property in east Texas.

**EDUCATION:** The J. Erik Jonsson Community School is a private school which serves 3 year olds - 5<sup>th</sup> grade and offers an enriched, accelerated environment, for low income children. It is an exemplary laboratory school employing innovative teaching approaches for at-risk kids. Other programs in education include Science Goes to Camp and a College Scholarship and Mentor Program.

**THERAPY:** Our Therapeutic Services team provides therapy, groups, assessment and parenting for children ages 0-20 and their families. In addition, for our existing clients we provide social services and psychiatry. We are open six days and four nights in order to accommodate the work and school schedules of the families.

**SHARING:** SCYFC is committed to identifying effective practices and continuously improving programs through outcome evaluation. The Reunion Institute offers continuing education for mental health professionals. In addition to the APA internship intensive training programs are offered for practicum trainees, psychiatry fellows, and postdoctoral psychologists. The Institute for Excellence in Urban Education provides customized training and assistance for teachers, school leaders and partner schools.

### **Staff**

The training staff consists of doctoral and masters level individuals, postdoctoral fellows, and visiting trainers. A variety of licenses are held by the staff including: Licensed Psychologist, Licensed Social Worker, Licensed Marriage and Family Therapist, and Licensed Professional Counselor. For more information, see the staff directory on our website at [www.salesmanshipclub.org](http://www.salesmanshipclub.org).

### **Client population**

SCYFC programs are available to clients from the greater Dallas-Fort Worth Metroplex. In 2008 the programs served close to 9,000 people in direct services and program sharing. Latino clients comprise about 61% of the client population, African-Americans 21%, Caucasians 14% and other ethnicities constitute the remaining 4%. Females represent 63% of our client population.

### **Hours of Operation**

The J. Erik Jonsson Community School is open from 8:00 a.m. to 4:00 p.m. The school year runs from August through the end of June. The Family Works Center is open from 8:00 am until 8:00 p.m. Monday through Thursday and until 5:00 p.m. on Friday. Our Oak Cliff Campus is open from 9:00 a.m. until 9:00 p.m. Monday through Thursday, until 5:00 p.m. on Fridays, and until 3:00 p.m. on Saturdays.

## **Internship Program**

The APA accredited predoctoral internship, which is an APPIC member, is an organized behavioral health and community service training program that provides supervised experiences in all aspects of community based counseling activities and functions. SCYFC places a strong and continuing emphasis on training activities. Internship experiences are well integrated into the agency as a whole.

### **Unique Strengths**

Training staff and previous trainees believe that SCYFC offers unique training opportunities in the following areas.

1. A family systems perspective within a community based setting.
2. A diverse client population (SES, ethnicity, race).
3. A broad range of clinical and training activities provided by the intern's involvement in different clinical settings.
4. A psychological testing program that offers opportunities to enhance assessment skills with infants, children and adolescents.
5. A democratic style of organization which provides first-hand experience in the decision-making and planning involved in a behavioral health services agency's functioning.
6. An opportunity to develop supervision skills through supervision of practicum students.
7. Two exceptional training facilities including a large audio-visual library, rooms designed and equipped for teamwork/live observation or supervision with one-way mirrors and audio-visual taping.
8. A work schedule to support the completion of a dissertation.
9. A training environment which cultivates collaboration, mutual respect, and professional development.

### **Philosophy**

The training program operates from a practitioner-scholar model. The philosophy focuses on people's competencies and assumes that one's self-view and worldview are developed in language. Training draws from social constructionism, systems theory, and multicultural ideas, as well as from developmental models. There is the assumption that knowledge is co-created in community so that training occurs in a collaborative and participatory context. The philosophy supports the notion that training is a continual and lifelong process of examining one's own theories, assumptions, and actions.

### **Goals**

The goals of our training program are: 1) to broaden the intern's knowledge through training and supervision in competency-based therapies while encouraging the development of a personal conceptual map to guide both therapy, supervision and consultation; 2) to promote reflective habits of mind that enable interns to evaluate how their own assumptions influence their actions; 3) to sensitize and enhance the intern's knowledge and skills in working with clients of diverse SES, racial, and cultural backgrounds; 4) to encourage the development of an ethical posture that guides the intern's decision-making; 5) to help students integrate their pre-internship clinical experiences with their internship experiences so that they develop a sense of competence and confidence in practicing more autonomously; 6) to develop and refine skills in family and individual therapy; 7) to further develop an intern's psychological testing skills, including test administration, interpretation, and report writing; 8) to develop and refine skills in supervision (supervising practicum level students).

### **Training Objectives**

The training objectives for the internship program are: (a) Develop and refine skills at conducting clinical interviews and intakes. (b) Cultivate an awareness and knowledge base that appreciates and respects the diversity of families in their context. (c) Develop and refine family, individual and group therapy skills with an understanding of the constructive nature of language in therapy. (d) Develop and enhance clinical skills in approaching the professional practice of psychology from multiple theoretical perspectives. (e) Develop skills at assessing strengths and competencies within clients. (f) Develop skills in synthesizing research and practice-based evidence that promotes the application of effective theories and practices. (g) Demonstrate a thorough understanding of ethical, legal, and professional practice issues in psychology. (h) Develop skills in being self-reflective. (i) Develop skills in supervision through own supervision as well as supervising others. (j) Develop skills in the administration and interpretation of psychological tests. (k) Develop skills in writing a psychological evaluation that is practical and not complicated by psychological jargon (l) Develop skills in consultation (e.g., schools, therapists, other agencies).

**Weekly Activities**

An approximation of time spent in weekly training activities is shown below. Please note this is representative week and actual work hours may vary based on interns specific needs and goals.

	<b><u>HOURS</u></b>
<b>1. <u>SERVICE ACTIVITIES</u></b>	
♦ Therapy	12
♦ Consultation / Casework	3
♦ Assessment	5
	<hr/>
<b>TOTAL HOURS PER WEEK—SERVICE ACTIVITIES</b>	<b>20</b>
<b>2. <u>TRAINING ACTIVITIES</u></b>	<b><u>HOURS</u></b>
♦ Individual supervision	2
♦ Didactic training	3
♦ Conferences	1
♦ Group supervision/team	5
♦ Supervision of supervision	1
♦ Reading and tape review	1
	<hr/>
<b>TOTAL HOURS PER WEEK—TRAINING ACTIVITIES</b>	<b>13</b>
<b>3. <u>OTHER ACTIVITIES</u></b>	<b><u>HOURS</u></b>
♦ Staff Meetings	2
♦ Record Keeping/Data Entry	3
♦ Dissertation	2
	<hr/>
<b>TOTAL HOURS PER WEEK—OTHER ACTIVITIES</b>	<b>7</b>

## **Service Activities**

Interns commit to approximately 20 service hours each week consisting of therapy, assessment and casework. Of the 20 hours scheduled for client services, 15 completed hours are required of direct client contact each week. The concerns dealt with in service activities can be broadly categorized as: 1) child and adolescent emotional and behavioral difficulties; 2) school related issues; 3) family violence and abuse (verbal, physical and sexual); 4) relationship difficulties; 5) individual/family of origin issues; and 6) parent education. The Salesmanship Club Youth and Family Centers provide services to families and individuals from a range of racial, ethnic, and economic backgrounds. Length of treatment is not predetermined.

### **Therapy**

Interns have the opportunity to work with individuals, couples, families, and groups with a variety of concerns and from diverse backgrounds. They work individually with clients as well as join other interns/staff to form teams that provide a context for learning and collaboration.

### **Consultation/Outreach**

The agency is committed to offering community support through providing systems consultations and through networking with other community agencies and resources. SCYFC is actively involved in community building efforts. Interns are welcome to join our social services and other staff members on outreach activities.

### **Assessment**

Interns will be provided opportunities to administer and be supervised in a range of child assessment activities. Psychological and educational testing is used to aid our community school teachers in the design of appropriate educational experiences and to aid clients in the outpatient therapy program.

### **Practicum Student Supervision**

Participants have the opportunity to develop their own supervisory skills through supervision of masters and doctoral practicum students from social work, psychology, and marriage and family therapy programs. The extent of practicum student supervision depends on the number of practicum students enrolled during the year. Didactic training about supervision is provided in the first half of the internship year. Interns are paired with senior staff members to provide supervision to a practicum student.

## **Training Activities**

### **Orientation**

The initial weeks of internship are set aside for orientation. The orientation introduces participants to the organization, the policies and procedures, the community resources and the staff who serve as trainers and supervisors. Informal events are scheduled to

assist participants in becoming acquainted with each other, supervisors, and other staff members.

### **Individual Supervision**

Interns are provided at least two hours of individual supervision each week by Texas licensed psychologists. In addition, live supervision is provided to some degree through the entire year. Interns are encouraged to seek out other staff members for informal consultation and collaboration as often as time permits.

### **Didactic training**

Three hours a week are devoted to formal instruction in approaches to therapy and supervision. Articles addressing theoretical issues, application of theory to cases, political or power issues related to therapy (e.g., gender and culture), research in therapy outcomes, and ethics are assigned for reading and discussion in the clinical seminar. Staff present and invite dialogue around information dealing with the assigned readings as well as clinical case consultation. In addition, seminars are held with interns to discuss specialized therapy/supervision issues and professional development topics. Finally, interns attend events hosted by the Reunion Institute, which regularly hosts workshops by local and nationally recognized speakers.

[http://www.salesmanshipclub.org/reunion\\_institute.aspx](http://www.salesmanshipclub.org/reunion_institute.aspx)

### **Case Conferences**

Interns and staff will meet formally at least once a month for case consultation. The emphasis is on the development of case plans, current issues, and strategies for getting "unstuck" as well as any areas where staff would like to request help. In addition, each intern prepares two self-reflective case presentations a year – one in the fall and one in the spring – that includes a digital recording of their work with a family.

### **Team**

Interns will be part of therapy teams designed to provide a collaborative context for developing therapy skills. These experiences create the opportunity for immediate feedback from peers related to one's work with a family.

### **Supervision of Supervision**

Interns often have the opportunity to supervise masters and doctoral level practicum students during the training year. Supervision of supervision is provided to interns who supervise practicum students and focuses on multiple approaches to supervision found in the literature and on the process of supervising from a competency-based perspective.

### **Integrated Presentation**

During the final two months of the internship (typically at the end of May or the beginning of June) each intern will present an integrated report that includes a review of theories and approaches to therapy that have influenced her or his conceptualization of working with families. Videos of work with clients and analysis of information gathered throughout the year is presented to staff in order to demonstrate integration

of the knowledge gained throughout the internship. These presentations allow interns the opportunity to demonstrate their integration of theory and practice in psychology.

### **Reading and Tape Review**

Interns are encouraged to develop their own understanding of the competency-based perspective through additional readings, watching tapes of master therapists from our large library collection, personal video review, and consultation with staff. Interns are encouraged to review their own therapy tapes with their supervisors as a way to facilitate better therapy skills.

### **Other Activities**

Other activities include meetings, record keeping, and time for dissertation research and writing. 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 agency provides for first hand experience in agency functioning, an opportunity which is not typically available in larger or more hierarchical training sites. Record keeping is facilitated through a computer based client contact system. Interns are expected to insure the accuracy of their record keeping. Interns who are working on dissertations during the internship year are provided with a range of support to help them successfully complete their research.

### **Evaluation**

The staff encourages a collaborative context for learning and invites informal and formal feedback about training, supervision, and other aspects of our organization. Staff provides regular, constructive feedback to interns regarding their progress and growth.

### **Intern Meeting**

Interns meet weekly with a postdoctoral fellow to discuss all aspects of the internship. Interns address quality and quantity of supervision, usefulness of training seminars, evaluation procedures, staff interactions, professional issues and other relevant topics.

### **Formal Evaluation**

Interns and supervisors regularly discuss the intern's development during supervision. In addition, interns and supervisors complete written evaluations at mid-year and at the end of the training year. At the conclusion of the training year, interns meet with members of the training staff to provide oral and written evaluation of the training program as a whole. This information is used to improve the quality and effectiveness of the internship. Requirements for completion of the predoctoral internship include compliance with all weekly training activities, including provision of clinical services and successfully meeting the expected outcomes for each training objective.

## **Salary and Benefits**

### **Salary**

The salary for 2010-2011 interns is \$27,000.00. Each intern is formally titled "Psychology Intern." The 53-week internship period is from August 2, 2010, to August 5, 2011. Intern positions are full-time positions (40 hours per week) and provide the benefits listed below. A week long overlap period between outgoing and incoming interns is part of the intern commitment.

### **Benefits**

Interns are provided a variety of benefits including medical and dental coverage, life insurance, long/short term disability, vacation, sick, and holiday leave, professional leave and a stipend for attendance at conferences and mileage reimbursement for local travel. Health benefit coverage begins on the first day of internship. Each intern has her/his own office. All offices are equipped with computers. Interns have their own email and voicemail.

### **Applicant Qualifications**

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. Applicants who have not completed psychological assessments will not be considered. Prior to the start of the internship, applicants must have successfully completed the minimum equivalent of four semesters of supervised practicum courses in counseling/ psychotherapy, all coursework, qualifying examinations and working towards their dissertation defense.

### **Desirable Applicant Characteristics**

The training staff encourages applications from individuals who:

1. are interested in competency based approaches to therapy.
2. are interested in collaboration and learning in a community.
3. are willing to open themselves to other perspectives and questions of how one's constructions of reality affect therapy.
4. are interested in the relationship between power and knowledge, especially in the realm of gender and race.
5. are sensitive to how one's ethics are demonstrated in practice.
6. are sensitive to issues of human diversity.
7. are interested in family therapy.
8. are interested in gaining experience in child/adolescent assessment.
9. are self-reflective in their approach to therapy and working with families.
10. are finished with the proposal of their dissertation.

*Ethnically diverse* candidates and those candidates possessing a fluency in Spanish are particularly encouraged to apply.

## **Applicant Information**

### **Deadline**

All application materials must be received by 5:00 p.m., Central Standard Time, November 1, 2009.

### **Application Materials**

1. Complete the APPIC Application for Psychology Internship (APPI) which you may obtain from the APPIC web site: [www.appic.org](http://www.appic.org), our program code number is **157211**.
2. A de-identified sample of one of your psychological evaluations.

### **Application Address:**

Delane Kinney, Ph.D.  
Internship Training Coordinator  
Salesmanship Club Youth and Family Centers, Inc.  
106 East Tenth Street  
Dallas, TX 75203

### **Selection Procedures**

Applicants will be notified whether or not they have been selected for an interview no later than December 15, 2009.

### **Interviews**

Personal interviews are **required** for semifinalists and are arranged through the internship training coordinator. Applicants who cannot arrange for "in-person" interviews will not be considered.

### **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 so that you understand the requirements of the uniform notification procedure. APPIC match policies can be accessed at [http://www.appic.org/about/2\\_3\\_5\\_about\\_policies\\_and\\_procedures\\_match.html](http://www.appic.org/about/2_3_5_about_policies_and_procedures_match.html)

*Salesmanship Club Youth and Family Centers is committed to the principle of diversity. In that spirit, we welcome applications from all individuals. Women, minorities, veterans, and disabled individuals are encouraged to apply. Upon request,*

*Salesmanship Club Youth and Family Centers, Inc. will make reasonable accommodations to enable an applicant with a disability to apply for a job.*

### **Accreditations/Memberships**

Accredited since 2000 by:  
American Psychological Association  
750 First St., N. E.  
Washington, DC 20002-4242  
(202) 336-5979

Membership in:  
Association of Psychology Postdoctoral and Internship Centers (APPIC)  
10 G. St., N. E., Suite 440  
Washington, DC 20002  
(202) 589-0600