

2020 – 2021 Doctoral Internship

Oklahoma Private
Practice Internship
Consortium

Internship Program Brochure

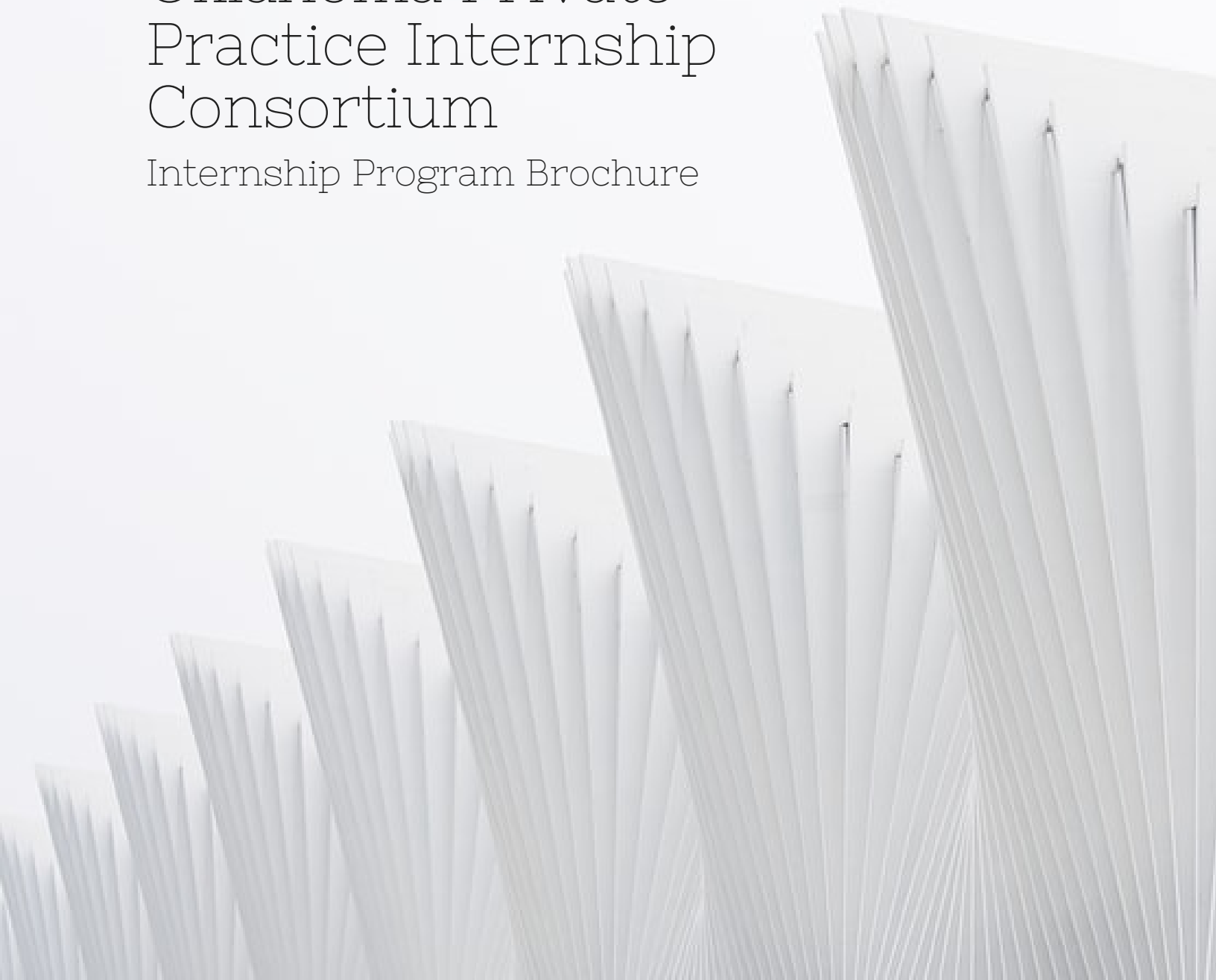




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Internship Goal and Aim

Internship Goal

It is the goal of the Oklahoma Private Practice Internship Consortium (OPPIC) is to create a high quality, training program in Oklahoma to train psychologists to deliver evidence based services within the state. Currently there are a limited number of internships in the state of Oklahoma. The lack of internships limits the number of applicants available for licensure in the state of Oklahoma and limits retention of trained professionals. It is the goal of the program to create a program that will lead to retention of qualified professionals in the state, improve the quality of services provided in Oklahoma, and reduce current wait lists.

Internship Program Aim

The aim of the OPPIC internship program is to prepare psychology interns to provide evidence based, ethical, and competent services in the delivery of health service psychology with children and adolescents.

The program is a partnership between Oklahoma Pediatric Therapy Center - Behavioral Department, Cornerstone Behavioral Health and Pediatric Therapies, and Oklahoma State University School Psychology Graduate Program - OTISS Project.

INTERNSHIP TRAINING MODEL

Training will be provided through a combination of directly supervised clinical field experiences in direct client service and scholarly activities. The intern will be exposed to the following training experiences:

- Individual and group supervision
- Didactic Seminars covering consultation supervision, diversity, ethics, and professional development.
- Presentation of clinical work to faculty, colleagues, and peers
- Completion of two of 2 clinical case studies during the course of the internship year applying the principles of the scientific model for evaluating treatment outcomes and the conduct of ethical scientifically valid research.
- Presentation of 1 program evaluation during the course of the internship year that uses established research methodologies.
- Interns must complete a minimum of 2000 hours of training with at least 25% of their time in face-to-face contact with clients.
- Interns will be responsible for maintaining weekly logs of supervision, didactic training, face-to-face contact and other clinical activities.

The program follows a scientist-practitioner model and the use of empirically supported methods for the development and evaluation of treatment. The OPPIC treatment model is heavily grounded in the field of applied behavior analysis and may include behavior assessment, function-based intervention, and skill acquisition.



TRAINING LEADERSHIP

Mary Ann Shepherd, Ph.D., HSP, BCBA-D, NCSP

Internship Co-Training Director

- Clinical and Research Interests: Treatment of children with autism, assessment and diagnosis of childhood disabilities, parent training, consultation with parents, families, and teachers of children diagnosed with autism.
- Education and Training: Ph.D., Oklahoma State University; Doctoral internship at The May Institute; Postdoctoral Fellowship at Johns Hopkins University School of Medicine, Department of Pediatrics and the Kennedy Krieger Institute Department of Behavioral Psychology. Licensed Psychologist, Board Certified Behavior Analyst, National Certified School Psychologist.



Lindsey Bardwell, Ph.D., HSP, BCBA-D

Internship Co-Training Director

- Clinical and Research Interests: Treatment of children with autism, assessment and diagnosis of childhood disabilities, parent training, consultation with parents, families, and teachers of children diagnosed with autism.
- Education and Training: Ph.D., Oklahoma State University; Doctoral internship at Florida State University – Multi-Disciplinary Center (FSU-MDC); Postdoctoral Fellowship at Moore Autism Center and at Johns Hopkins University School of Medicine, Department of Pediatrics and the Kennedy Krieger Institute Department of Behavioral Psychology. Licensed Psychologist, Board Certified Behavior Analyst

Gary Duhon, Ph.D., BCBA-D

OTISS Supervisor

- Clinical and Research Interests: Assessment for the purpose of treatment of academic and behavioral concerns. Identifying adequate treatment levels to support response to therapy and evaluating the range of supports that produce a therapeutic range.
- Education and Training: Ph.D., Louisiana State University; Doctoral internship at St. John's Parish Public Schools and East Baton Rouge Parish Public Schools. Board Certified Behavior Analyst.



Training Supervision

Individual Supervision: Primary supervisors for interns are licensed by the state of Oklahoma as Health Service Psychologists and as Board Certified Behavior Analysts. Primary supervisors will provide interns with two hours of face-to-face supervision per week. Interns will have the same primary supervisor throughout their internship. Secondary supervisors will be the Co-Director from the other primary site, who is actively involved in the training and professional development experience, as well as group supervision. Interns are expected to prioritize supervision, and to maintain a standing weekly appointment with their supervisor. Both the intern and the supervisor are responsible for ensuring that all required supervision hours are met.

Group Supervision: Interns will receive one hour per week of group supervision with their primary and secondary supervisors who are both licensed Health Service Psychologists. During group supervision, interns will have the opportunity to discuss cases with supervisors and consult with their fellow intern. Other licensed psychologists and trainees are invited to attend Group Supervision, to ensure a rich learning environment. Interns will decide with their primary supervisor which cases would be appropriate for Group versus Individual Supervision.

Practica and Academic Preparation Requirements

Candidates must currently be enrolled in a Ph.D. graduate program in psychology at an APA accredited institution. Successful applicants have generally completed 1200 or more hours of practical experience with pediatric populations. Applicants will be screened to carefully ensure that their previous training experiences are a good match to the training and experience available through the internship. Personal interviews will be an important factor in the match of the intern to supervisors to ensure the faculty and intern are a good match. It is expected that applicants will use scientific literature to develop assessment and treatment strategies. It is also expected that applicants will have experience administering standardized assessments. It is expected that interns will have a strong foundation in applied behavior analysis and will have completed an approved BACB course sequence and be eligible for BCBA supervision and subsequent licensure.



Training Sites

Oklahoma Pediatric Therapy Center

ABA Clinic – The goal of the ABA clinic is to provide high quality, individualized ABA therapy to children diagnosed with Autism. Children receive on average five to fifteen hours of therapy per week depending on severity of diagnosis and individual client need/availability. Children receive therapy from a Registered Behavior Technician (RBT) under the supervision of a licensed Behavior Analyst, BCBA-D. The Behavior Analyst is responsible for treatment assessment, treatment planning, goal setting, and supervision of RBT service delivery. Interns will have the opportunity to receive training in the service delivery and supervision of one or more ABA cases depending on intern training goals. The intern will be responsible for initial treatment assessment, treatment planning, service delivery, supervision of the RBT, and re-evaluation every 6 months. Standardized assessment measures include but are not limited to the Pervasive Developmental Disorder Behavior Inventory, Vineland 3, Assessment of Basic Language and Learning Skills, Social Responsiveness Scale 2, and Verbal Behavior MAPP.

The intern will receive training in the assessment of treatment goals using behaviorally-based methods such as functional assessment and standardized assessment to assess factors influencing behavior and functional skill deficits. The intern will assume the role of the BCBA for the client, supervision of the RBT, and communication with teachers and caregivers. They will generate measurable treatment goals, create a report detailing, hours of service delivery, treatment goals, and discharge goals. They will provide supervision to RBTs in the delivery of treatment and will evaluate treatment progress, and make data-based decisions. The intern will be responsible for completing a re-evaluation of the client every 6 months.

Assessment Clinic – The goal of the Assessment Clinic is to provide comprehensive diagnostic assessments for children and adolescents suspected of having a mental health disorder or disability. Interns will be responsible for conducting a thorough background interview, administering standardized assessments, scoring and analyzing assessment data, writing a comprehensive assessment report, and delivering feedback to caregivers. The intern will conduct one to two assessments per week depending on intern training goals. Standardized assessments include but are not limited to the Woodcock Johnson IV Cognitive and Achievement Battery, The Vineland 3, The BASC 3, the Autism Diagnostic Observation System, Stanford Binet V, Beck Youth Inventory, Connors 3, and Gilliam Autism Rating Scale.

Behavioral Therapy Clinic – The goal of the Behavior Therapy Clinic is to provide individualized therapy to children and families of children diagnosed with Pediatric Developmental Disabilities and Childhood Mental Health Disorders. The intern will conduct an intake evaluation using functional assessment procedures. The intern will identify 1-2 behaviors to target for initial treatment and develop and train parents in intervention procedures. The intern will conduct follow up appointments to assess response to treatment interventions and target additional behaviors. Interventions will primarily be parent delivered in the community and home setting but the intern may conduct some skill-based intervention in the clinic setting based upon client need. Clients typically attend therapy for 6 or more months but the intern will be responsible for patient discharge, referral, or transfer as treatment warrants. Clients are typically seen weekly or every other week for 30-60 minutes per session. The intern will have a client load of 8-15 clients depending on intern treatment goals.



Cornerstone Behavioral Health and Pediatric Therapies (CSBH)

Cornerstone is a private, interdisciplinary clinic with two locations in the OKC metro area. Clinicians provide psychological evaluations for children ages 2-18 examining concerns of autism spectrum disorder, ADHD, anxiety, depression, and other behavioral disorders. Clinicians also have the opportunity to provide individual & family counseling, Parent-Child Interaction Therapy, and Applied Behavior Analysis. Other services provided in the clinic include Speech and Language Therapy, Occupational Therapy, Feeding Therapy and Social Skills Groups. Interns will have the opportunity to work alongside other disciplines for a more comprehensive training experience and have the ability to work with clients from urban, suburban, and rural Oklahoma. Cornerstone Behavioral Health & Pediatric Therapies is divided into three components: Assessment, Behavior Therapy, ABA – or a combination of all three.

Assessment: Interns will have the opportunity to shadow a licensed psychologist on active cases, assist with the assessment process, and then individually complete an evaluation from start to finish with the psychologist's feedback. After the completion of the training phase, the intern will carry a caseload of 1-2 assessments per week and will be responsible for the diagnostic interview, assessment, scoring of testing materials, comprehensive report writing, a feedback of findings with the parent. The intern will be provided with the unique experience of learning how to bill and be reimbursed from insurance companies within a private practice setting.

Behavior Therapy: Interns will have the opportunity to shadow a licensed psychologist on active cases and assist with treatment planning and assessment of progress towards treatment goals. After the training period, the intern will be assigned 8-10 behavior therapy clients. The intern will be responsible for the intake, identification of problem behaviors, functional assessment, treatment planning, and scheduling follow up appointments. The clinical orientation of behavior therapists at Cornerstone is heavily rooted in ABA. As such, the intern will have the opportunity to be supervised by a BCBA-D.

ABA Clinic – Cornerstone Behavioral Health & Pediatric Therapies has two separate ABA clinics (Edmond and MWC). Each clinic is supervised by a Board Certified Behavior Analyst. Children receive several hours of intensive ABA in the clinic, some hours in the home, and some in the school setting. Interns interested in more intensive ABA will be provided the opportunity to work alongside BCBAs as well as their primary



www.cornerstoneok.org/

The Oklahoma Tiered Intervention System of Support Project (OTISS)

The Oklahoma Tiered Intervention System of Support, OTISS, is Oklahoma's intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. This model was developed by the 2011 Oklahoma State Personnel Development Grant II (OK SPDG II), a grant to the Oklahoma State Department of Education from the U.S. Department of Education; it continues to be supported by the 2017 State Personnel Development Grant III (SPDG III). The primary goal of OTISS is to improve student academic and behavioral outcomes using research-based interventions matched to the needs and levels of students. Critical components of OTISS include: Leadership, Teaming, Professional Development, Universal Screening/Benchmarking, Tiered Interventions, Progress Monitoring, Data-Based Decision Making, and Family Engagement.

Through OTISS, the intern will serve as an external site coach to schools participating in the OTISS grant. The intern will assist schools in implementing MTSS for reading, math, writing, and behavior. The intern will also assist the school in program evaluation. The intern will report site progress back to an oversight committee and to other site coaches. The intern will attend didactic training once weekly through the OTISS project.



www.otiss.net

Annual Stipend

- Through their primary site interns will receive a stipend of \$1078.83 per month for 12 months to complete the Private Practice portion of their internship.
- Through the OTISS project, Interns will receive \$1006.50 per month for 9 months to complete the OTISS portion of their internship.

Benefits

- 5 Paid Time Off days (PTO)
- Primary Site Holidays (~6.5 days)
- 2 Professional Days
- The intern will have access to student insurance through Oklahoma State University.
- An appropriate work environment including adequate equipment, materials, secretarial support services, and office facilities.

