

Internship in Health Service Psychology
Internship Brochure

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Internship Information

About St. Christopher's

St. Christopher's Hospital for Children (SCHC) is a 188-bed non-profit children's hospital established in 1875. With its primary facility located in Philadelphia, north of center city, SCHC provides pediatric care to unique and underserved neighborhoods. SCHC has been voted America's Best Children's Hospital for Emergency Care and has also received the Best Children's Hospital by the Women's Choice Award. Additionally, SCHC is involved in several community service initiatives to support the surrounding community including resource drives, continuing education, and community support for patients and families. SCHC is owned by Drexel University College of Medicine and Tower Health, and frequently works in collaboration with these institutions.

The main hospital, located at 160 Erie Ave., provides specialty services including a Level 1 trauma center and pediatric burn unit, in conjunction with general and specialty inpatient services. Patients in the NICU and PICU are served by well trained staff aimed at high-quality patient care. In addition to inpatient services, St. Christopher's Hospital for Children also maintains a range of general and specialty outpatient pediatric care programs including services in adolescent medicine, neurology, developmental pediatrics, oncology, gastroenterology, endocrinology, cardiology, hematology, nephrology, and sleep.

SCHC currently has 5 staff psychologists within the Department of Pediatrics engaging in clinical and training opportunities within general pediatric psychology and developmental assessment. Additionally, one pediatric neuropsychologist, affiliated with Department of Psychiatry and a SCHC medical staff member embedded within the Child Neurology section at SCHC, provides training, assessment, and research opportunities within these, and other sections within the Department of Pediatrics. Another pediatric psychologist from the Department of Psychiatry is also a medical staff member at SCHC providing clinical training within the Grow Clinic for children with faltering weight and directing the Parent-Child Interaction Therapy (PCIT) program.

St. Christopher's Hospital for Children's Mission

Our Mission

Our primary mission is essential:

- Provide a full range of high-quality healthcare services to all children and youth up to age 21 who seek our care or who are referred to us.

- Complement our mission with teaching and research programs that achieve excellence and support our ability as a world-class children's hospital. We strive at all times to provide exceptional care while operating in an efficient, cost-effective manner that serves the best interests of our patients, their families, and the community.

Our Values

Everything we do — every conversation, recommendation, and decision we make — is grounded in our values:

- Reverence for life, health, and independence
- Integrity, sensitivity, fairness, and justice
- Respect for all and recognition for our differences and similarities as a source of strength
- Collegiality and compassion
- Accessibility to health care with dignity for all, especially for those unable to pay
- Pursuit of excellence and continuous improvement

Our Vision

Our long-term vision is to be the best children's medical center by attaining excellence in patient care, education, and research. We are committed to providing high-quality, family-centered care in a collaborative, nurturing, and culturally unique environment. We will continue to value, attract, and retain the best people while satisfying our mission through the use of state-of-the-art technological advances in research and constant innovation.

About Drexel University College of Medicine

SCHC and Tower Health are affiliated with Drexel University College of Medicine, and SCHC acts as the pediatric teaching hospital for medical students at Drexel University. SCHC offers several training programs in medical specialties, including residency and fellowship programs overseen by Dr. Renee Turchi, MD.

Population

Philadelphia, and more specifically North Philadelphia, is home to multifarious neighborhoods, peoples, and experiences. With a population of 1.6 million in Philadelphia and 6 million people in the metropolitan area, Philadelphia is the hub of a busy region that allows residents to encounter multicultural experiences nearly every day. Philadelphia has large Black, Latino, and Asian population and is home to many immigrant and refugee families. In addition to its unique ethnic and racial communities, Philadelphia also has a thriving LGBTQI+ community, with several recreational and community resources for those within the community. Religiously, Philadelphia celebrates numerous religious groups with spiritual resources available for the practice of Islam, Judaism, Christianity, Catholicism, Buddhism, Hinduism, Sikhism, and many other practices.

Trainees will have opportunities to work with children and families from various backgrounds, with intersectionality in ethnicity, race, national origin, language, religion, and socioeconomic status. Many families speak languages aside from English, including Spanish, Arabic, Brazilian

Portuguese, and Vietnamese. Interns will have access to the multilingual interpretation services to aid in communication during their training year. Bilingual trainees proficient in Spanish will have the opportunity for supervision with a Spanish-speaking supervisor.

Internship Overview

The Psychology internship program at SCHC is currently recruiting **two** interns for the 2027-2028 training year. The SCHC psychology internship program aims to provide extensive training in pediatric and developmental psychology, preparing trainees for careers within a variety of settings including hospitals, community, and other general mental health settings. Interns will develop competencies in a variety of domains, with emphasis on integrating science and practice within an integrated pediatric care setting. During the year, trainees will gain knowledge and practice in diagnostic assessment, developmental evaluation, short-term therapy, parent training, cognitive-behavioral intervention, consultation with interdisciplinary professionals, and community outreach. Additionally, given the demographics of North Philadelphia and the importance of multiculturalism within the field of psychology, interns will develop a strong clinical practice in culture and belonging practice and initiatives.

Throughout the duration of the internship, trainees will gain experience with a wide variety of patients and families, presenting concerns, settings, assessment techniques, case conceptualization, and intervention methods. At SCHC, a variety of opportunities are available for gaining experience with children and adolescents presenting with developmental delays, intellectual disabilities, cerebral palsy, feeding concerns, gastrointestinal disorders, weight management issues, seizures, behavioral concerns, adherence concerns, autism spectrum disorder, sleep issues, hearing impairment, complex family dynamics, social barriers to care, and school refusal.

Mission Statement

The mission of the SCHC Psychology Internship Program is to advance the profession of psychology within integrated health settings and provide high-quality healthcare services through training in integrated care collaboration, individual and family evidence-based practices of psychology, and evidence-based assessment.

Administrative Structure

The **Training Director** is responsible for the overall quality and integrity of the training program by maintaining compliance with APA Standards of Accreditation (SoAs), APPIC membership policies, and the APA Ethical Principles of Psychologists and Code of Conduct. The Training Director works closely with other members of the internship training committee to develop curriculum, ensure quality of the training program, and organize didactic presentations. The Training Director is also responsible for communicating with appropriate accrediting bodies and the DCTs of clinical programs. They also oversee internship, supervisor, and program evaluations, and chairs the monthly Training Committee meetings.

The **Training Committee** consists of all supervisors within the internship program and may consist of additional professionals from other disciplines who participate in training activities (e.g., physicians, etc.). The Training Committee works together to: (a) provide regular feedback

to the interns regarding their current progress and performance; (b) reflect on the quality of the program and engage in regular self-assessment and self-improvement; (c) meet regularly to ensure continued communication regarding the program and current interns' performances and needs; and (d) ensure quality supervision and support of interns.

Structure

Prior to their first day at SCHC, interns will briefly meet with the training director to discuss preferred rotations and tentative schedules to ensure intern's preference for training is addressed, while also accounting for engagement in additional rotations to ensure a general training experience in pediatric and child psychology. After arrival on site, interns will meet with their supervisors within the first few weeks to discuss current competencies, goals for training, and responsibilities on their various rotations. Routine feedback will be provided to ensure interns are meeting competency requirements, and to ensure they are meeting their own personal training goals within SCHC. All interns will be able to participate in assessment, intervention, and teaching opportunities throughout their training year with externs and medical residents. Further information regarding training opportunities at SCHC is found in the Internship Rotations and Requirements section of this brochure.

The SCHC Psychology Internship Program subscribes to a developmental training model. This model integrates individualized training and feedback to encourage development of autonomy and professional competencies within psychology. Given the varied training programs and clinical experiences prior to internship, applicants may show exceptional strengths in some competency domains, while requiring structured growth in others. Therefore, supervision, clinical responsibilities, and training opportunities are tailored to each intern to highlight their strengths and identify areas of growth, with adaptations throughout the year to account for growth and mastery of skills. Interns have an active role in developing their training program in collaboration with their supervisors and the training director to meet their specific needs, interests, and career goals.

Aims and Competencies

The goal of the SCHC Psychology Internship in pediatric psychology is to train competent, health service psychologists with a special interest in integrated child psychology. This program strives to assist trainees in developing competence in working with children and families, with special attention provided to medical complexity, cultural differences, ethics, and interdisciplinary collaboration.

We aim for graduates of our program to be able to:

1. Provide competent and evidence-based assessment, intervention and consultative services to children and families of many backgrounds, including families who are considered vulnerable, medically underserved, and/or underrepresented. We strive to facilitate continued engagement of integration of scientific knowledge within practice.
2. Spend the year engaged in primarily experiential training with supplemental education from didactics and supervision aimed at increasing competency within training areas.

3. Work effectively with interdisciplinary teams to provide high-quality whole-person health care.

This internship focuses on nine domains as outlined by the American Psychological Association's Standards of Accreditation for Health Service Psychologists. Proficiencies and competencies will be evaluated throughout the training year and will strive towards independent practice in all domains by the end of internship. These competences and aims include:

Research

- Goal #1: Interns will demonstrate competency in consuming and disseminating research, and/or engaging in other scholarly activities at the local, regional, and/or national level.
    - Objective #1: Students will engage in the independent application of scientific knowledge to practice, demonstrating advanced knowledge of scientific practices.

Ethics and Legal Standards

- Goal #2: Interns will demonstrate knowledge and application of local, state, and national level ethical and legal standards, with ability to independently and competently apply these standards to professional psychology practice.
    - Objective #1: Interns will engage in ethical decision making within their professional settings.
    - Objective #2: Interns will integrate ethical and legal standards within all domains and competencies of training.

Individual/cultural belonging

- Goal #3: Interns will demonstrate competency within their professional psychology skills, practice, and research related to individual and cultural considerations; these competencies will aim to respect the cultural considerations of faculty, staff, and patients/families that interns may encounter within the scope of professional psychology. Special consideration will be provided for advocacy within this domain.
    - Objective #1: Interns will monitor their own cultural identity and the cultural identity of others, and how these may interact impact intervention, assessment, and consultation settings.
    - Objective #2: Interns will engage in continued monitoring and application of cultural knowledge within their professional settings.

Professionalism

- Goal #4: Interns will demonstrate values, behaviors, and attitudes that align with professionalism within the field of psychology. This includes demonstrating engagement in monitoring and resolving conflicts, observing integrity and honesty within their practice, and demonstrating self-awareness within their role as professional psychologists.

- Objective #1: Interns will demonstrate integrity, accountability, and concern for the welfare of others, and incorporates feedback from supervisors regarding their professional conduct.
- Objective #2: Interns will conduct themselves in a professional manner across settings (e.g., at various clinics, in supervision, etc.).
- Objective #3: Interns will develop a professional identity as a psychologist, emphasizing a demonstration of knowledge related to the field and the integration of science and practice.

Communication/interpersonal skills

- Goal #5: Interns will demonstrate proficiency in written, verbal, and nonverbal communications, demonstrating professionalism in their management of complex situations and communicating effectively with interdisciplinary team members.
    - Objective #1: Interns will develop and maintain effective relationships within their professional settings including with clients, providers, family, and community resources.
    - Objective #2: Interns will develop skills in managing difficult interpersonal situations.

Assessment

- Goal #6: Interns will demonstrate ability to conduct, interpret, and provide feedback for evidence-based assessments within the scope of pediatric and child psychology.
    - Objective #1: Interns will engage in independent selection and application of assessment methods based on scientific understanding of the presenting problem.
    - Objective #2: Interns will gain independent skills in interpreting and diagnosing cases based on assessments chosen and referral question.
    - Objective #3: Interns will gain competency in conceptualization and developing appropriate recommendations based on assessment measures, additional information provided, and referral questions.

Intervention

- Goal #7: Interns will demonstrate proficiency in the application of effective, evidence-based intervention within the scope of pediatric and child psychology.
    - Objective #1: Interns will demonstrate independence in selecting appropriate evidence-based interventions specific to the presenting problem and context.
    - Objective #2: Interns will demonstrate a variety of effective clinical skills including use of flexibility within fidelity regarding treatment protocols, manuals, and recommendations.
    - Objective #3: Interns will demonstrate competent and routine assessment of treatment progress and adjusts treatment interventions to ensure continued progress towards goals.

Supervision

- Goal #8: Interns will demonstrate proficiency in providing competent supervision to junior colleagues, and appropriately use their own supervision to incorporate feedback and acquired knowledge into their practice.
    - Objective #1: Interns will demonstrate proficiency and competency in applying evidence-based supervision models and integrating ethics into supervision practices.
    - Objective #2: Interns will demonstrate reflection of relationships and supervision skills.

Consultation and interprofessional/interdisciplinary skills

- Goal #9: Interns will demonstrate proficiency in understanding the variety of consultation models frequently used within an integrated care setting and will demonstrate competency in consultation feedback and documentation in response to consultation questions provided by team members.
    - Objective #1: Interns will develop competency in determining their role as consultant and the recipient of the consultation to ensure use of appropriate consultation model.
    - Objective #2: Interns will engage in consistent communication with individuals requesting consult, including communicating follow up, recommendation, and plan.

Internship Rotations and Requirements

Successful completion of a full-time internship at SCHC will take place over the span of one year, to be completed in no less than 12 months. Students will start their internship in early July and will be expected to complete 1800 total hours by the end of their internship year, with at least 500 of those hours in direct patient care. Given the licensure hours requirements of several surrounding states, opportunities will also be provided to ensure those hour needs are met. Intern time will be divided into several rotations, with protected time for supervision, didactics, research, and administrative work. In addition to completing specific rotation requirements, interns must demonstrate competency in all domains listed above with a rating level of 4 or higher by the end of internship year. Trainees will also be required to present one case conceptualization during didactics, incorporating research and discussion of evidence-based practice.

For the 2027-2028 training year, 2 internship positions are available in two tracks to meet the training goals of interns interested in neurodevelopmental and pediatric psychology. While each track has a specific focus, all interns will have the opportunity to rotate through several different opportunities at SCHC, including primary care, specialty care, and neurodevelopmental assessment. Throughout the internship, trainees will gain experience in direct patient care, collaboration with interdisciplinary teams, and treatment of many youth and families. Rotations are available to all interns and not specific to certain tracks.

Integrated Behavioral Health Track
Number of Intern Positions: 1

The Integrated Behavioral Health track can also be a minor rotation.

Center for the Urban Child (CUC). Students in the primary care rotation will spend 2-3 days a week within the Center for the Urban Child. This center is housed on campus adjacent to the main hospital and is a pediatric primary care clinic aimed at providing general pediatric care to children from birth to age 21. This clinic provides preventative health and sick visits to children and families within the local community and broader neighborhoods within North Philadelphia. In addition to primary medical care, the CUC also works with families to ensure all needs and social determinates of health are met, including housing, food, and legal resources. Interns will collaborate with primary care providers, nursing staff, medical assistants, social work, community health workers, and residents to help families presenting with a variety of psychosocial needs. Common consult reasons within the CUC include mood, anxiety, behavioral concerns, school concerns, ADHD referrals, adjustment to illness, and navigation of resources.

Specialty Clinics. Interns may have the opportunity to complete a rotation within one of the many specialty care clinics at SCHC. Specialties include gastrointestinal services and endocrinology. During this rotation, students will work with an integrated care team including providers, nursing staff, residents, and social workers to provide comprehensive integrated intervention for a variety of medical concerns including diabetes and obesity. Interns will develop skills in short-term behavioral health techniques within a variety of disciplines including CBT, ACT, Mindfulness, and problem-focused therapy. Additionally, as the Behavioral Health program at SCHC grows, opportunities may be provided for additional testing including adolescent bariatric assessment.

Neurodevelopmental Assessment Track
Number of Intern Positions: 1

Interns will have the opportunity to provide developmental assessments to children through both SCHC referrals and referrals from our partnership with Elywn – an early intervention agency within Philadelphia. Referral questions often focus on diagnosis and rule out of developmental delays and Autism Spectrum Disorder. Trainees will have the opportunity to partner with staff psychologists to administer and code the Autism Diagnostic Observation Schedule – 2 (ADOS-2) and provide administration and scoring of the Bayley Scales of Infant and Toddler Development – 4. Trainees will also have opportunities to write comprehensive reports, integrating information from parent reports, clinical interviews, and assessment observations with feedback provided from supervisors. Opportunities may arise to provide feedback and information to schools and other appropriate agencies on reports and assessment findings.

Center for Children and Youth with Special Healthcare Needs. This clinic focuses on providing general and follow up care for children presenting with complex medical needs. Providers may work with families to arrange medical equipment needs, home care, daily living assistance, and specialty care visits. The Special Needs clinic also provides follow up care for infants and their families after discharge from the NICU. These visits include developmental

screenings and postpartum depression screenings for parents. Common consult reasons within the Special Needs clinic include school concerns, behavioral concerns (e.g., toileting, feeding, etc.), adherence to medical recommendations, coping with chronic medical illness, maternal depression, and concerns for developmental delays.

Interns on the Neurodevelopmental Assessment track will also have the opportunity to participate in the NICU follow-up clinic, providing brief developmental assessment of infants and toddlers using the Bayley-4 screeners and assessments.

Additional Opportunities

Given the integration within an academic medical center, interns will have access to several additional opportunities including training opportunities in conjunction with the residency program, potential collaboration with psychiatry fellows, and opportunities to provide lectures at weekly "resident talks." Further, interns may have an opportunity to participate in community outreach efforts with the community health workers, including backpack drives, holiday drives, and community education opportunities. These opportunities are elective but encouraged for interns.

Additional Requirements

Interns will be provided with protected time for report writing, administrative work, and research. This time will help support timely turn-around of progress notes and reports for interns. Additionally, special consideration will be given regarding research interests and need for dissertation time during internship year.

Requirements for Internship Completion

Interns are expected to meet a minimum level of achievement prior to the completion of their training year, as defined below:

1. Trainees must receive a rating of "4" in all nine competency domains on their final evaluations, demonstrating readiness for independent practice. Scores below a "2" during any period of the training year may lead to an initiation of the due process procedure. Interns will be evaluated quarterly, allowing for early identification of concerns within clinical, professional, or research domains.
2. Interns must be clear of any unethical or problematic behavior. Refer to the Due Process Procedure document for full definitions and processes of problematic behavior during the training year.

Upon completion, students will receive a certificate of completion documenting that they have completed a Doctoral Internship in Psychology.

Sample Schedule

Integrated Behavioral Health Track

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	CUC Follow Up Patients	Group Supervision	Specialty Clinic	Journal Club	Grand Rounds
8:30-9:00				Didactics and Intern Time	CUC "Float" block
9:00-9:30		CUC Follow Up Patients			
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30	LUNCH	LUNCH	Grand Rounds/Lunch	LUNCH	LUNCH
12:30-1:00					
1:00-1:30	Supervision	Supervision	Specialty Clinic	Supervision	IPC Therapy Patients
1:30-2:00					
2:00-2:30	CUC Follow Up Patients	CUC "Float" Block		Administrative Time	
2:30-3:00					
3:00-3:30					
3:30-4:00					
4:00-4:30					
4:30-5:00					

Neurodevelopmental Assessment Track

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Special Needs Follow up Patients	Group Supervision	Neuro-developmental Evaluation	Journal Club	Grand Rounds
8:30-9:00				Didactics and Intern time	Integrated Primary Care Developmental Evaluations
9:00-9:30		Neuro-developmental Evaluation			
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30	LUNCH	LUNCH	Grand Rounds/Lunch	LUNCH	LUNCH
12:30-1:00					
1:00-1:30	Supervision	Supervision	Administrative time	Supervision	Integrated Primary Care Developmental Evaluations
1:30-2:00					
2:00-2:30	Special Needs Follow up Patients	Writing Time		Next Steps Follow up Clinic	
2:30-3:00					
3:00-3:30					
3:30-4:00					
4:00-4:30					
4:30-5:00					

Supervision

Each intern spends four hours per week in supervision. Three of the allotted supervision hours are dedicated to individual supervision with a primary (2 hours) and secondary (1 hour) clinical supervisor and one hour is dedicated to group supervision. Individual supervision utilizes a developmental model and is provided by a licensed psychologist. Interns are assigned one clinical supervisor for the duration of the training year and build a collaborative and professional relationship with this supervisor. This supervisor assists the intern in development of their rotation schedule and training plan for the year and acts as their advocate throughout the internship year. A secondary supervisor will be assigned based on additional clinical and research interests. Supervisors will assess interns on an ongoing basis during supervision and provide ongoing feedback and remediation as necessary. In group supervision interns are supervised in a training cohort on individual cases and themes related to pediatric psychology. In addition to the required didactics, interns are encouraged and often required to participate in

additional seminars, grand rounds, conferences, and other professional activities. In addition to protected supervision time, our program has an open-door policy to encourage continued development of skills throughout the training year as needs arise. Supervisors will be housed in the clinics with interns and are available in person or by phone at any time should any crisis arise.

Didactics

All interns are required to attend weekly didactic meetings. Didactic trainings will be delivered through weekly interactive lectures, journal club, and opportunities to attend institution wide grand rounds, conferences, and continuing education workshops. Friday mornings will be dedicated to formal didactic trainings, including psychiatry grand rounds, journal club, followed by a presentation on a topic relevant to clinical training within an integrated care center. On average, this will total to 3 hours of didactic trainings. Friday mornings will also allow for protected "intern" time which will specially be aimed at developing interpersonal and professional relationships.

Didactic topics will aim to cover a breadth of knowledge important for competency and independent practice in professional psychology. Topics may include, but are not limited to, the following:

Acceptance and Commitment therapy	Childhood trauma	Primary Care Psychology
ADHD	Considerations in gastroenterology	Psychodiagnostics Assessment
Adherence models	Depressive Disorders	Risk Assessment/Suicidality
Anxiety Disorders	Diabetes Psychology	School Systems
Autism Spectrum Disorders	EPPP and Licensure	Sleep
Behavioral Concerns in children	Ethical Considerations in Child Psychology	Social Determinates of Health/Health Disparities
Biopsychosocial assessment	Intellectual Disabilities	Substance Use in child/adolescents
Child development	Postdoctoral Training	Alternative career paths in Psychology

Cultural and Belonging at SCHC

Given the value of varying and unique especinces of our patients, staff, and students, the concepts of culture and belonging are important priorities of the program at SCHC. We understand the importance of equal representation within our workforce and representation that often mirrors the demographics we serve. SCHC is committed to attracting and retaining interns and faculty from a range of backgrounds. The program aims to provide a supportive learning environment for interns of a variety of ethnic, racial, and personal backgrounds. Additionally, we emphasize training that prepares interns for working with our unique populations within the scope of professional psychology. Clinical opportunities and didactics aim to increase knowledge regarding health disparities, and cultural humility within the practice of professional psychology.

Feedback from trainees regarding improvements within culture and belonging will be integrated into curriculum to ensure continued efforts into growing competency initiatives within SCHC. While there will be several didactics targeted at cultural humility training, interns will be encouraged to integrate multiculturalism into discussion during all training opportunities including didactics, supervision, and research, and engage in self-reflection regarding cultural humility in the context of professional psychology. Additionally, trainees who are bilingual in Spanish and English will have the opportunity to receive supervision in providing interventions and assessment with Spanish-speaking families.

Evaluation

Evaluation is an ongoing process, and the internship is conceptualized as an evolving training program, with continuous self-review. At the beginning of the training year and at each evaluation period, interns fill out a self-assessment that correlates with the training competencies for the internship program. This allows them to set and monitor training goals that correlate with the training curriculum and internship competencies. Interns, supervisors, and the training director review intern's progress on their own stated goals throughout the course of the year. Supervisors and interns are strongly encouraged to share feedback with each other informally throughout the year. Supervisors will formally evaluate the intern three times during the internship training year and at the conclusion of the internship training year, offering a total of 4 evaluations. The purpose of the quarterly evaluations is to provide formative feedback and early identification of any areas of concern. The purpose of the final/end of the year evaluation is to provide a summary performance assessment. The supervisor reviews the feedback with the intern and the written evaluation will be placed in the intern's file and given to the intern's Doctoral Program. Supervisors rate interns on a set of scales designed to evaluate their performance on the nine Profession-Wide Competencies and discuss feedback with the interns. These evaluations are primarily designed to ensure that the interns are making optimal use of their training year. Interns will also have the opportunity to provide their supervisors and the Psychology Internship Director formal written feedback on the supervision at each formal written evaluative feedback session during the training year. Letters are sent to the director of each intern's doctoral training program at the completion of the internship to document the intern's progress within the program.

Interns will complete a formal evaluation on the training program at the 6-month mark, the end of the training year, and 6 months post-training. SCHC will solicit feedback regarding the overall ability of the training program to meet the goals and competencies of interns. Additional feedback will be gathered on overall impressions of the program, and evaluation of the program in training interns for independent practice as a professional psychologist. Feedback will be incorporated into review and self-study to ensure continued high-quality supervision and training. Throughout the year, interns may also be asked to provide anonymous feedback through online evaluations that do not tie the responses of the interns to their demographic information. This process will encourage interns to provide honest feedback regarding the overall training program, which will be reviewed by the training committee and implemented into self-study and self-improvement measures. Given the initial cohort will only have two interns, anonymous feedback will also be solicited from other trainees at SCHC to increase anonymity.

The Internship Training Committee meets monthly to discuss interns' current level of functioning and to evaluate progress toward training competencies. Interns will be able to attend a portion of the monthly meeting to discuss updates, feedback, and concerns as well as promote program transparency and collaboration. Once exiting the program, intern graduates will be contacted at six months following the internship to provide feedback on the effectiveness of the training program and updates on professional practice. Supervisor and Internship Training Program evaluations are used to review and clarify rotation strengths and weaknesses, supervisor performance, and program efficacy.

Benefits

Interns will receive an annual stipend of $34,888 paid every two weeks. As interns are viewed as employees, they will qualify for health, dental, eye, and 403b retirement benefits. Interns receive up to 20 paid leave days per year to cover any sick or personal time off, with an additional 3 days of dissertation time. Weekly schedules will allow for the accrual of enough hours to ensure hours' requirements are met. Interns who are still completing dissertation research and plan to defend during the internship year may also receive protected dissertation time. In addition to PTO and dissertation time off benefits, interns receive 6 paid holidays during the year including New Years, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas.

Parental/Family Leave: While there is not a fixed amount of time off for family leave purposes, trainees may use annual and sick leave to account for parental or family leave. Trainees can opt for a leave without pay plan that is individualized based on their need, and accounts for potential extension of the training year to ensure they meet the internship completion requirements.

Application Information and Intern Selection

Applications are welcome from students currently enrolled in APA Accredited Clinical, School, or Counseling Psychology Doctorate Programs. Applicants must complete all coursework, including proposal of their dissertation, and completion of comprehensive examinations, prior to beginning internship. Currently we have no minimum hour requirement for direct patient experience or assessment completed by applicants; however, prior assessment experience is recommended. Eligible applicants must have previous practicum experience with a child or adolescent population.

Materials Needed

Applicants are required to submit materials through the AAPI Online portal available through www.appic.org (Member Number 2565). Additionally, the following materials are required for a complete application:

1. A cover letter describing your interests, training goals, and previous experiences and how they fit into the curriculum and mission at SCHC.
2. Curriculum Vitae
3. Full AAPI application (including essays, hours, and DCT confirmation)
4. Graduate Transcripts
5. Three letters of recommendation, including two from supervisors familiar with your direct clinical work.

6. A de-identified writing sample. This can be a report, treatment plan, or other relevant document reflective of clinical practice.

Selection Process

Applications will be reviewed by all staff psychologists currently involved in supervising interns. We will consider applicants who have a solid background in clinical work and application of scientific knowledge based on their graduate program, skills in assessment, intervention, and research, and interpersonal communication. Applicants will be offered interviews based on determination of goodness-of-fit between training goals, experience, and the goals of SCHC's psychology internship.

Interviews

Given the current safety measures due to COVID-19, all interviews will be virtual. Requests for on-site interviews may be accommodated on a case-by-case basis. The interview day will consist of meetings with supervising psychologists and other ancillary staff, a virtual tour of SCHC, an information session with the training director, and opportunities to meet with current trainees at SCHC.

Additional Requirements

All applicants who match with SCHC are required to undergo and adhere to onboarding policies required for all Tower Health and SCHC employees. Requirements include the following:

- All employees are expected to be fully vaccinated against Covid-19, in addition to all regulatory vaccines (e.g., MMR, Hepatitis B, Flu vaccine, etc.) prior to their start date. This follows Tower Health policy, as well as mandates instituted by the City of Philadelphia. Exceptions are provided on a case-by-case basis.
- All employees are subjected to background checks and drug testing prior to their start date. Background checks may include finger printing and obtaining clearances through ChildLine.

Faculty

Erin McCurdy, PhD, BCBA-D (Training Director)
Graduate School: Lehigh University
Internship: Kennedy Krieger Institute
Fellowship: Kennedy Krieger Institute
Clinical/Research Interests: supporting caregivers following an initial Autism diagnosis, using peer support interventions to support children with autism in general education settings, reducing barriers to accessing appropriate treatments and interventions in underserved populations, and increasing access/knowledge of behavioral supports and services.

Brigid Garvin, PhD, BCBA (Clinical Director)
Graduate School: Temple University
Internship: St. Christopher's Hospital for Children, Neuropsychology & Bucks County Intermediate Unit
Clinical/Research Interests: The differential diagnosis of neurodevelopmental disorders; the dissemination and application of evidenced based behavioral interventions; student, resident, and fellow education in behavioral health; and the integration of evidenced based assessment, consultation, and intervention services within health care settings.

Eliannah (Ellie) Brady, PsyD
Graduate School: Rutgers University, Graduate School of Applied and Professional Psychology
Internship: Mt. Washington Pediatric Hospital – Pediatric Psychology Track, Baltimore, MD
Fellowship: Mt. Washington Pediatric Hospital – Integrated Medical Clinics Fellowship, Baltimore, MD
Clinical/Research Interests: Assessment of autism spectrum disorder, early developmental assessment, chronic illness and adherence to treatment, integrated primary care, diabetes

Kelsey Mauro, PhD
Graduate School: George Mason University
Internship: MetroHealth
Fellowship: MetroHealth
Clinical/Research Interests: Integrated primary care, treatment of anxiety and OCD, parent intervention

Kristina Washington, PhD
Graduate School: Lehigh University
Internship: Yale Child Study Center - New Haven, CT
Fellowship: Child Yale Center - New Haven, CT
Clinical/Research Interests: Evidence-based trauma assessment and intervention, psychological assessment of neurodevelopmental disorders, health equity and disparities in mental and behavioral healthcare, school-to-prison pipeline and its impact on mental health and educational outcomes, program development, implementation and evaluation

About Philadelphia

St Christopher's is in North Philadelphia, with public, pedestrian, and commuter access to several different attractions, resources, and recreational activities within the area. The Philadelphia metropolitan area is home to wide array of communities, with thriving cultural markets, festivals, and events throughout the year including the Philadelphia Latino Festival, Odunde Festival, Juneteenth Parade and Festival, Ukrainian Folk Festival, and much more. Visitors and residents also have access to several different museums and exhibits that pique every interest such as the Mütter Museum, The Franklin Institute, and the Philadelphia Museum of Art. Philadelphia is home to several nature preserves and parks that allow for recreational walking, hiking, and water sport activities. Within a short driving distance, locals can enjoy Valley Forge Park, the Pennsylvania Renaissance Faire, and numerous walking, hiking, and biking trails. New York City and Washington D.C. are only 2 hours away, and the Philadelphia International Airport can connect you to countless wonderful destinations around the world.

Contact information

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