



**Milton Hershey School – Hershey, Pennsylvania  
Predoctoral Internship Program in Psychology  
Internship Brochure  
2012 - 2013  
SETTING**

**Hershey, Pennsylvania**

Hershey, Pennsylvania is a 20-minute drive east of Harrisburg, the state capital. Philadelphia, Baltimore, and Washington are all within two and half-hours by car. Thus, the area affords both natural beauty and cosmopolitan pleasures.

The community of Hershey is best known as Chocolate Town USA. In addition to having the world's largest chocolate factory, Hershey is also the location of the Pennsylvania State University College of Medicine. Hershey's rural/suburban nature provides for a moderate cost of living with the conveniences of larger metropolitan areas.

For additional information about the Milton Hershey School, please visit our home page at:  
[www.mhs-pa.org](http://www.mhs-pa.org).

**Milton Hershey School**

The Milton Hershey School (MHS) was founded and endowed in 1909 by Milton and Catherine Hershey. Today, over 1800 boys and girls attend the School. The students live and attend school and activities on a campus of well over 10,000 acres. The campus includes 142 student homes, three separate and complete educational facilities, nine Transitional Living Homes for 12th grade students, and a full array of recreational and support services. Milton Hershey School employs a staff of over 1099 full time employees; 179 married couples are employed as houseparents, and 216 individuals are employed as teachers.

Students selected for admission are provided with tuition, housing, meals, clothing, medical and dental care at no cost to the student and his/her family. Each student receives a sound education in communication skills, career exploration, sciences, social studies, mathematics, and fine arts.

The School provides its graduates a Continuing Education Scholarship, which includes tuition assistance for those students who earn scholarship money throughout their High School experience. This scholarship may be applied to post secondary education, including colleges and universities, trade, technical and business schools.

The School has a standards-based curriculum. Students must master basic learning for a particular subject and/or grade level before they are permitted to advance to a new area of learning or grade level. For students experiencing difficulty, remedial help is provided.

The Elementary (Pre-K through 4th), Middle (5th through 8th), and High (9th through 12th) schools are housed in three separate and complete educational facilities. Facilities include computer, science and technology labs. Students have access to computers on a regular basis for their class projects. The residential program is designed to teach personal and peer group responsibility. A family-like environment is provided for students, who reside with a married couple, houseparents, (not members of the academic faculty) whose sole responsibility is to care for the 8 to 12 students in their student home. Students are required to care for their rooms and assist in the care of the student home. All students live in residence. There are no day students.

### **Student Body**

All students are from families of limited income, and present with many risk factors associated with poverty. Selection is made from those students who show the ability to learn and to benefit from the opportunities available at Milton Hershey School. The School stresses appropriate student behavior, motivation and personal characteristics as admission criteria. Students are enrolled with the intent that they will remain a student until graduation.

All children must meet the following admissions requirements for enrollment:

- The student must come from a family of limited income.
- When enrolled, the student must be at least four but not yet sixteen years of age.
- The student must be healthy.
- The student must be of good character and behavior.
- Enrolled students have cognitive ability from the low average to superior ranges.

Approximately 400 to 500 new students are enrolled each year. While students' resiliencies often buffer them from adverse outcomes, many still present with a variety of behavioral, emotional and learning problems associated with poor, at-risk families. Approximately 40% to 50% of the students are in active psychological treatment. Treatment concerns range from learning disorders, adjustment disorders, mood disorders, eating disorders, attachment issues, behavioral disorders, significant histories of trauma and abuse to personality disorders. Interns have an active role in the diagnosis, treatment, and ongoing management of these students to help them be successful at the School.

## **PREDOCTORAL PSYCHOLOGY INTERNSHIP**

### **Purpose of Internship**

The purpose of the Milton Hershey School (MHS) Predoctoral Internship Program is to provide a variety of clinical, assessment and consultation experiences with children and adolescents between the ages of four and high school graduation.

### **Practicum and Academic Requirements for Intern Applicants**

Each intern accepted into the internship program is in the process of completing a doctoral degree in professional psychology from a regionally or nationally accredited, degree-granting institution in the United States. Eligibility for entry into the internship program is based on satisfactory completion of graduate program coursework, practicum experiences, including 400 hours of assessment and 600 hours of therapy practicum hours, and other academic requirements as specified by each graduate program. Applicants must also demonstrate a sound background in psychology, and a general level of competency in working with clinical populations. Applicants must also demonstrate a specific interest in children and

adolescents through coursework, research, or practicum experiences.

### **Program Philosophy and Training Model**

The Milton Hershey School (MHS) Internship Program adheres to a practitioner-scholar model of training (i.e., we place the focus on the practice of professional psychology and expect the intern to be a consumer of empirical research). The emphasis on practice is reflected in the intern work schedule whereby a preponderance of time is devoted to clinical activity. The majority of the clinical activity occurs during our extended school year when most students are available.

We believe that the internship year should be devoted primarily to activities of professional psychology and that science should guide all clinical practice. The core of the internship training is in clinical activities consisting of assessment, consultation, therapy, and supervision. Practice and science are integrated through didactic presentations of scientific information relevant to clinical practice, and supervision that emphasizes use of research materials and findings and in vivo observation and feedback. We also use empirically validated assessments and treatment practices. Graduates of the program are expected to integrate their clinical training with their knowledge and understanding of research findings in their practice. The overall goal for the MHS Internship is to produce graduates who are prepared for entry-level practice of professional psychology at an advanced level of proficiency.

Our model of training emphasizes three components: (1) the importance of combining practice with science (practitioner-scholar model), (2) sequential and comprehensive training over the course of the internship year, and (3) establishment of intern professional identity. The training staff view internship training as a developmental process, in which mentoring relationships with licensed professionals assist interns in moving from a student role to increasing independence and identity in the field.

We are a clinical facility located within a residential school campus, and our mission is to train psychologists to work with children and adolescents. Emerging skill and intern growth occur through:

- the developmental use of reflection and critical thinking in approaching clinical service
- an emphasis on empirically validated assessment methods and treatments
- an emphasis on psychologists as critical consumers of research
- recognition of the importance of generating knowledge through practice
- an expectation that interns participate in academic learning activities but not necessarily empirical research
- development of a mentoring relationship with psychologists from a variety of theoretical orientations

Location of the internship program within a residential school community allows us to provide a complete range of both clinical and school psychology services to our population of children and adolescents between the ages of four and high school graduation. Consultation with those adults who impact the child's life is an area of emphasis. Consultations that are internal to the campus include teachers, house parents, social workers, psychiatrists, pediatricians, and other professional staff. Consultations that are external to the campus include biological parents, extended family, social agency personnel, and professional care providers from the child's home community.

Our program is one of professional psychology. Intern applicants from clinical psychology, counseling psychology or school psychology training programs are welcome because they bring unique skill sets and enrich the socialization process among interns.

The MHS internship program offers three intern positions per year. There are no rotations within the internship; rather, each intern receives balanced opportunities for psychological assessment, individual and group psychotherapy, consultation, membership on a multi-disciplinary team, and professional development and supervision.

The School ascribes to numerous goals and missions. Most prevalent is the commitment to providing services that nurture and educate children in need by utilizing the talents of skilled professionals who are committed to excellence and integrity. Through integrated partnerships, psychology, academic/scholastic, homelife, dental, medical, social work, family relations, healthy lifestyles, and religion/character education work collaboratively to meet the needs of all MHS students. Because MHS is a service and education-oriented facility with multi-disciplinary professionals dedicated to the provision of high-quality services, the internship program fits well with the overall culture and community of the institution. In addition, MHS is committed to ensuring that all trainees are afforded the necessary resources to fully prepare them to enter professional psychology upon completion of training. This is most evident through the ongoing funding and support of the internship program and all of the resources within the Department of Psychological Services.

### **Program Organization**

The sponsoring department for the predoctoral internship program is the Department of Psychological Services, commonly referred to as “Psychological Services.” The Department of Psychological Services employs psychologists, psychology interns, a psychology resident, therapists, behavioral support specialists, and administrative support staff. A contracted drug and alcohol specialist and contracted part-time psychiatrists also provide services on campus. In-patient and partial hospitalization services, if needed, are provided off campus.

The Department of Psychological Services encompasses the following program functions: clinical services, behavioral services, psycho-educational and psychological assessments and drug and alcohol services. Interns divide their time between clinical services and psychological/psycho-educational assessments; while being exposed to behavioral services and drug and alcohol services. Consultation is an integrated part of the internship experience across all programs.

The primary office location for all interns is the MHS Health Center, one of the on-campus locations for psychological services. The interns provide direct clinical services within the elementary, middle and senior divisions, within the residential homes and within the MHS Health Center for students who are admitted on a short-term basis for psychological reasons. The Director of Training’s office is also located at the MHS Health Center, thus affording a sense of identity for the internship class as well as ready access for supervision.

### **Time Commitment**

This is an intensive, full-time internship. The usual workday is 8:00 a.m. to 5:00 p.m. However, the residential nature of MHS necessitates that there will be times that the workday extends beyond these hours.

Based on a 45 hour week, it is estimated that interns will spend approximately 30% of their time in clinical activities, 25% of their time in assessment activities, 25% of their time in consultation activities,

and 20% of their time in supervision and didactics.

The internship is a full-year program; scheduled to begin each August 1, and continue through July 31, of the following year. Interns accumulate in excess of 2000 hours of supervised experience while on internship.

**Continuing Education**

There are opportunities for continuing education during the internship year. Continuing education is available through in-service education provided to the School's professional staff. Additionally, interns are encouraged to attend continuing education programs of interest in the Central Pennsylvania area. The School supports this continuing education by paying the intern registration fee for approved conferences or presentations.

**Stipend & Benefits**

The stipend for the predoctoral psychology internship is \$21,000. Major medical health care, dental health care, and Employee Assistance Program are provided for the intern and his or her dependents as a part of the internship. MHS offers various benefits to interns, including a \$125.00 spending allowance to purchase books and other resources that the intern can keep at the conclusion of the internship, free meals during the hours in which they are working on campus through the MHS school cafeteria, continuing education opportunities on and off-campus, and intern access to interlibrary loans, as well as administrative assistance to conduct literature searches through the MHS library. The intern receives paid vacation and personal time during the internship year as well.

**Program Staff**

The following personnel support the psychological needs of the School:

**Leadership & Administration:**

Erica Weiler-Timmins Ph.D., ABPP	Director of Psychological Services Director of Training Pennsylvania Licensed Psychologist Board-Certified in School Psychology Pennsylvania Certified School Psychologist
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Brian Fogarty, M.S. (Lead)	Pennsylvania Licensed Psychologist
Mark Johnson, Psy.D (Lead)	Pennsylvania Licensed Psychologist
Virginia Murphy, Psy.D. (Lead)	Pennsylvania Licensed Psychologist

**Administrative Support:**

Sally George	Senior Administrative Secretary
Linda Patches	Administrative Secretary
Carol Nethaway	Part Time Administrative Secretary
Patricia Jornov	Part Time Administrative Secretary

The following staff provide psychological services:

**Elementary Division**

Mark Johnson, Psy.D (Lead)  
Michael Valle, Ph. D. NCSP

Pennsylvania Licensed Psychologist  
Pennsylvania Licensed Psychologist  
Pennsylvania Certified School Psychologist  
Nationally Certified School Psychologist

Bettina Franzese, MPS, Psy.D.,  
ABSNP

Pennsylvania Licensed Psychologist  
Pennsylvania Certified School Psychologist  
Board Certified in School Neuropsychology

**Middle Division**

Virginia Murphy, Psy.D. (Lead)  
Sarah Donovan, Psy.D.

Pennsylvania Licensed Psychologist  
Pennsylvania Licensed Psychologist  
Pennsylvania Certified School Psychologist

Benjamin Herr, Psy.D.  
Crissy Miyake, Psy.D.  
Julie Williams, M.S.W., L.S.W.

Pennsylvania Licensed Psychologist  
Pennsylvania Licensed Psychologist  
Psychotherapist  
Licensed Social Worker

**Senior Division**

Brian Fogarty, M.S. (Lead)  
Kimberly Carlson, Psy.D.  
Rose Huntzinger, Ph.D.

Pennsylvania Licensed Psychologist  
Post-Doctoral Trainee  
Pennsylvania Licensed Psychologist  
Pediatric Neuropsychologist

Jerome Pressley, M.S.W.  
L.S.W  
Bob VanDivner, Psy.D.

Psychotherapist  
Licensed Social Worker  
Pennsylvania Certified School Psychologist

Andrea Kleinfelter, B.A,

Contracted Drug and Alcohol Specialist  
Certified Addictions Counselor (CAC)

**Behavioral Services**

Christopher Eifert, M.A.

Assistant Coordinator for Elementary Programming,  
Behavioral Services

Adria Miller, B.A.

Assistant Coordinator for Adolescent Programming,  
Behavioral Services

Nina Jett, B.S.

Behavior Support Specialist

Leslie Lescallete, B.A.

Behavior Support Specialist

Richard Little, B.S.

Behavior Support Specialist

Chad Marley, M.S.

Behavior Support Specialist

James Randolph, B.A.

Behavior Support Specialist

Porsha Bond-Martin, B.S.	PT Behavior Support Specialist
Diana Feguer, B.A.	PT Behavior Support Specialist
Jessyca Kellogg, B.S.	PT Behavior Support Specialist
Stacey Laubach, M.A..	PT Behavior Support Specialist
Shenendoah Podolak, B.A	PT Behavior Support Specialist
Khia Sloane, B.A.	PT Behavior Support Specialist
Jane Zicarelli-Knaub, B.A.	PT Behavior Support Specialist

**Predoctoral Psychology Interns** Class of 2011-2012

Andrea Armstrong, M.A.	The Chicago School of Professional Psychology
Amy Kaye, M.A.	University of Maine
Jennifer Nail, M.A.	University of Maryland, Baltimore County

**Postdoctoral Intern**

Kirby Wycoff, Psy.D.	Rutgers University
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**Contracted Part-time Psychiatrists**

Linda Raymond, M.D.	Elementary and Middle Division
Jeannette Morales Brand, M.D.	Middle Division and Senior Division

**DESCRIPTION OF MHS INTERNSHIP TRAINING ACTIVITIES**

The primary training method of the MHS internship is experiential. Thus, interns provide direct services to clients throughout the entire year under direct supervision. Clinical experiences are augmented by didactic training and supervisory experiences. Each intern receives balanced opportunities throughout the entire year for psychological assessment, individual and group psychotherapy, consultation, crisis management, individual and group supervision and didactics. More detailed information about these training activities is provided below.

**Individual Psychotherapy**

Psychotherapy also comprises a significant role during the internship year and accounts for approximately 30% of the interns' time each week. The Director of Psychological Services and other doctoral level, licensed psychologists are primarily responsible for the supervision and training of psychotherapy skills. Therapy experiences are available for children age four through high school graduation. The entire range of child and adolescent disorders listed within the DSM-IV-TR are treated at MHS, (with the exception of Mental Retardation, Low Functioning Autistic Disorders, and Severe Neurological Disorders) and each intern is expected to work with each age range and diagnosis over the course of the year. Each intern maintains a caseload of approximately 15 students. Referrals for counseling and psychotherapy come from the residential and academic facilities, families of origin, or from student self referral. Interns will

have the unique opportunity to plan the frequency of sessions, and length of treatment based on student's needs – not third-party funding. In addition to an ongoing caseload, each intern is available to counsel with students on matters of a brief service nature.

### **Psychoeducational and Psychological Assessment**

Assessment and diagnosis are crucial components of the MHS internship program and account for approximately 25% of the interns' time. Evaluations are conducted for a wide range of psychological and learning disorders for children ages four through high school graduation. A wide variety of psychometrically sound measures are utilized, and interns receive training as needed for administration of all measures. Psychological Services is well equipped with materials and space. Additionally, video equipment and two-way mirrors are also available for test administration and supervision purposes. Assessments are comprehensive in nature and are a major focus of the intern experience. The intern has a central role as a team member in a multi-disciplinary team in the diagnosis and intervention implementation for MHS students.

Psychological assessment measures are also utilized with psychotherapy cases as clinically indicated. A variety of psychometrically sound self-report and projective measures are available, and interns receive supervision on all assessment and diagnostic activities.

### **Crisis Management**

A large component of psychological services provided at MHS consists of various crisis management services. To assist in managing these various services, there is a licensed psychologist, certified school psychologist, licensed psychotherapist, or license-eligible psychologist on-call 24 hours each day. Psychologists rotate on-call responsibilities each week. MHS staff utilize on-call services for a multitude of issues, including emergency evaluations and treatment plan implementation for suicidal ideation and gestures, lethality assessments, determination of appropriateness for and facilitation of hospitalization of students for mental health reasons, Health Center admissions for psychological reasons and weekend therapeutic services to students staying at the Health Center for psychological reasons.

Another component of crisis management includes child maltreatment and student sexualized behavior services. These services include interviewing involved students, reporting to appropriate social service agencies and legal authorities, developing treatment plans for follow-up services and ensuring implementation, consulting with MHS staff, parents/sponsors, and collaborating with the justice system to ensure students are present for interviews and court hearings. Interns participate in all of aforementioned crisis management services throughout the year, and are required to shadow an on-call psychologist for a one-week period.

### **Group Psychotherapy**

A variety of group psychotherapy experiences for all age ranges are also available throughout the year, and interns are expected to co-facilitate at least one group during the internship year. Some examples of groups offered include coping skills, peer relations, and substance abuse groups; trauma, executive functioning, social skills, anger management, domestic violence, adjustment to MHS, good grief (regarding mourning and loss), and family origins groups (addresses effects of substance abuse on the family). Group prevention presentations are also conducted on an "as needed" basis and cover topics such as substance abuse, sexuality/sexual behavior, and suicide.

### **Consultation Activities**

Consultation is another primary area of emphasis for the MHS internship and accounts for approximately 25% of the interns' time each week. Interns are expected to provide direct consultation services to MHS staff, including house parents, teachers, and biological parents, as well as other MHS health professionals. In addition, consultation with outside agencies, such as social and community agencies is also encountered. Consultation activities vary widely, and can include discussing common psychological disorders among adolescents with a house parent, discussing treatment issues of a particular case with a MHS psychiatrist or pediatrician, or providing recommendations to the Health Center nurse on the best way to interact with a child who is in the Health Center. The intern is also expected to meet with house parents and teachers to develop individualized treatment plans for learning and behavioral intervention. It is further expected that the intern will periodically reconvene these consultation meetings so those individual treatment plans may be revised and updated. The Psychology Department also has a significant commitment to the professional development of the School's employees, and it is expected that the intern will actively participate in the development and implementation of the School's in-service program with house parents and teachers.

### **Supervision and Didactics**

All interns receive two hours of individual supervision and two hours of group supervision each week. Individual and group supervision involves clinical, scientific, ethics, and professional aspects. Members of the Internship Training Committee (ITC) provide all weekly individual and group supervision experiences. Members of the ITC include the Training Director, and other licensed psychologists and the psychology resident. Training activities will be organized around a training day. Whenever possible, training opportunities will occur on Fridays.

*Individual Supervision:* All interns receive a total of two hours of individual supervision each week, one with their primary clinical supervisor and one with their delegated assessment supervisor. Supervision for both of these hours involves clinical, scientific, ethics, and professional aspects. Clinical aspects of supervision include a review of client progress, discussion of client status, discussion of therapeutic techniques and interventions, review of case notes, consultation notes, and treatment plans, information for assessment (e.g., case conceptualization, selection of assessment measures, review of protocols) and review of videotaped sessions. Additionally, discussions of therapeutic techniques and interventions are regularly held. Each intern receives cases from all ages, as well as all possible diagnoses and referral questions to ensure appropriate breadth of clinical work. Scientific aspects of supervision include discussion of relevant scientific findings related to clinical practice, discussion of recent scientific findings, and education regarding a specific measure or technique in which the intern may be unfamiliar. Additionally, supervisors make specific reading assignments on empirical literature when needed or appropriate. Professional aspects of supervision can include an array of issues and topics. Some examples include discussion of the transition from student to intern, discussions regarding working within an organization, and problem-solving for staff or colleague problems encountered during the year. Ethical responsibilities and professional identity and development are also a focus of individual supervision.

Interns are expected to videotape select assessment and therapy cases (with appropriate consent and assent from clients that is documented) at minimum four times a year. Taped sessions are reviewed during individual supervision to assess intern skill level and progress, to develop therapy goals, and to discuss the process of therapy, and therapy techniques.

Although the individual supervisor is primarily responsible for the clinical work of the student, the

Internship Training Committee plays an important role in monitoring student progress. The ITC will review and approve student's internship plan and provide regular feedback to individual supervisor's regarding student progress. Members of the ITC are available for consultation and supervision on individual cases or situations and are expected to provide direction and guidance to interns as needed.

Since the ultimate clinical responsibility falls on the primary individual supervisor, interns and staff would direct questions to their individual supervisors. Also, significant concerns about intern's progress or problematic behavior will be discussed with individual supervisors.

*Group Supervision:* All interns receive a total of two hours of group supervision each week; one is clinical and the other is assessment supervision. Members of the ITC provide the weekly group supervision experience.

*Assessment Group Supervision:* This one hour group supervision meets weekly. The objectives are to further interns' knowledge and understanding of assessment instruments, to conceptualize evaluations as testable hypotheses in order to better understand the whole child, to link assessment to case conceptualization and treatment planning, and to use assessments to guide and inform decision-making. Interns learn and use a variety of psychological and psychoeducational tests to diagnose and treat DSM IV-TR disorders, learning disabilities, educational, social/emotional and adjustment problems. Group supervision includes training and discussion with specific assessment instruments and batteries as well as domains of functioning. Systems issues, psychometrics, the use of multiple informants, and becoming culturally competent in assessment are emphasized. Interns are given the opportunity to learn new tests and present these to the group and to expand and refine their assessment skills. Interns may be asked to record assessment sessions for group supervision. Through discussion and analysis, assessment data are applied to their individual cases which are presented and processed in the group format.

Topics in Assessment Group Supervision may include ADHD assessment, cognitive and achievement testing, learning disability case studies, pervasive developmental disorders, dynamic indicators of basis early literacy skills, personality assessment, assessing the academic environment, functional behavior analyses, lethality assessment, assessing for drug and alcohol problems, culturally sensitive assessment, ethical considerations and professional development. The curriculum is subject to change depending upon staffing availability.

*Clinical Group Supervision:* This group supervision meeting focuses on mastery of psychotherapeutic techniques and on individual case study. Interns are responsible for case presentations in order to obtain feedback on their ability to define treatment goals, develop appropriate treatment plans and evaluate the effectiveness of their interventions. As areas of growth for the interns are identified, presentations are provided by psychology staff members in their areas of specialization in order to enhance the learning of the interns. Interns are also provided opportunities for learning via their reading of assigned scientific and professional articles which are discussed during the supervision group. An emphasis on consultation skills is also an integral part of supervision. An emphasis is placed on accurate case formulation, diagnosis, and treatment, using empirically supported techniques. Topics covered in the clinical group supervision include: Ethics, case conceptualization and treatment planning, sand tray and play therapy, cognitive behavior techniques, empirically supported treatments of childhood depression and anxiety, treatment of sexually abused children, cultural diversity in children and adolescents, PTSD in children and adolescents, grief and loss therapy, self-injury/mutilation, treatment of disruptive behavior disorders, treatment of eating disorders, professional development issues, and gay/lesbian/bisexual/transgender

issues in therapy.

Internship faculty are devoted to the training program, and training issues. Interns have direct access to intern supervisors and the on-call psychologist 24 hours, 7 days a week. Interns have opportunities to directly observe supervisors in clinical work, and engage in co-therapy activities, particularly at the beginning of the internship year. Each intern is expected to video-tape select assessment and therapy cases at various points in the year, and all videos are reviewed during supervision to assess intern skill level and progress, to develop therapy goals, and to discuss therapy techniques. An expectation of supervision is for the intern to have reading assignments. When knowledge areas are found to be deficient, reading assignments are made. The intern is clearly identified as “psychology intern” to clients and staff. All reports and progress notes are countersigned by a licensed, staff psychologist.

### **Required Didactics**

In addition to individual and group supervision, several didactics are also required throughout the year, and are listed below. There are also several optional didactics, including Psychiatry Grand Rounds (offered at the Pennsylvania State University Medical College- approximately 5 minutes from the MHS campus), in-service presentations, and regional conferences.

*Psychology Staff Meeting:* The full Psychology staff meeting is held monthly for two hours and is attended by all Psychology staff, Coordinators of Behavioral Services and interns. The focus of this meeting is on case reviews, departmental issues and problem-solving efforts. The interns are also encouraged to attend Division Psychology Staff meetings. The focus of these meetings are clinical management of psychological cases within the Division and includes individual clinical case reviews, assignment of new clinical cases and discussion of programmatic issues.

*Psychiatric Case Reviews:* This meeting is held weekly for one hour. During this time, the interns and other psychologists meet with the consulting psychiatrist for a review cases, student medication concerns, such as titration of medications, side effects of medications, and co-morbid conditions. This meeting is designed to be a collaborative meeting between the psychiatrist and psychology interns and staff, but also contains an educational component. Interns are required to attend these meetings for cases in which they are involved.

Behavioral Services operates within Psychological Services to provide behavioral support and direct skill building opportunities for students. Behavioral Services’ programming includes the Skills Centers, therapeutic after school programming, support from the Behavior Support Specialists, and involvement in Year-Round Experience (YRE). Following are descriptions of the services provided.

The Skills Centers located within Memorial and Catherine Hall assist with preserving the learning environment within the classroom when a specific student is being disruptive or is distraught. The Skills Centers are temporary placements allowing students a significant learning opportunity, whether it is to solve the problem they created or to emotionally deescalate while also developing the skills necessary to more effectively cope with such situations in the future. The Skills Centers also serve students during lunch, recess, or after school if students do not require immediate removal from the classroom to avoid the loss of academic time. Use of these time periods also allows the Skills Centers to work in a proactive and preventative manner with students.

Behavioral Services after school programming includes the intensive, therapeutic elementary After School

Program for students with significant behavioral difficulties as well as a variety of psycho-educational skills groups designed to assist with development and use of academic, social, and self-management skills. Team building and skill building opportunities are also customized and provided in student homes and classrooms upon request. Behavior Support Specialists provide support for student behavior in the schools, student homes, and Health Center through both individualized and group interventions.

Behavioral Services strives to work in a collaborative manner with teachers, houseparents, and sponsors to ensure that successful interventions and student progress generalize to all areas of the student's life. Additionally, Behavioral Services staff provide trainings to adults through Therapeutic Crisis Intervention (TCI) training and leadership building ropes course initiatives.

During the summer, therapeutic camps designed to build social and emotional coping skills are offered through the Year-Round Experience (YRE). Behavioral Services staff also provide crisis management through the Crisis Intervention Team and provide behavioral support for students struggling within the regular YRE environment.

## **GOALS, OBJECTIVES, AND EXPECTATIONS FOR INTERN PERFORMANCE**

Listed below are specific program goals and objectives that are based on our program philosophy and model. The stated competencies represent the expectations that we hold for the intern's performance during the internship year and continuation in the program. In addition to performing the stated competencies, interns are also expected to complete all required clinical and supervision hours, attend all required didactics, and obtain favorable quarterly performance evaluations.

**GOAL: To produce new professionals who have the requisite knowledge and skills for entry into the practice of professional psychology.** In this regard, we seek to develop the professional skills of our interns such that each is able to:

### **Objective A: Treat individuals with a wide variety of psychological problems.**

Competency 1: Interns will demonstrate competency in providing direct case management and clinical services to both young children and adolescents.

Competency 2: Interns will demonstrate intermediate to advanced skills in making accurate diagnoses.

Competency 3: Interns will demonstrate competency in developing treatment plans that use empirically validated psychological procedures in the areas of child and adolescent therapy sufficient to practice at an entry level.

Competency 4: Interns will demonstrate proficiency in the area of crisis management sufficient to practice at an entry level.

Competency 5: Interns will demonstrate proficiency and professional acumen in referring patients on for additional or supplemental services and in determining an appropriate level of care.

**Objective B: Perform competent assessments.**

Competency 1: Interns will demonstrate proficiency in assessment of emotional, behavioral disorders using standardized assessment procedures.

Competency 2: Interns will demonstrate proficiency in assessment of learning disorders using standardized assessment procedures.

Competency 3: Interns will demonstrate intermediate to advanced skills in the differential diagnosis of Attention Deficit Hyperactivity Disorder.

Competency 4: Interns will demonstrate professional acumen by selecting assessments that are germane to the referral question.

Competency 5: Interns will demonstrate developmental proficiency in report writing by initially using standard MHS report templates and by mid-year develop report templates that reflect the intern's individual style.

**GOAL: To produce new professionals who have the requisite consultation knowledge and skills to effectively advocate for the patient.** In this regard, we seek to develop the professional skills of our interns such that each is able to:

**Objective A: Serve as member of a treatment team.**

Competency 1: Interns will demonstrate effective communication with teachers and house parents regarding student strengths and areas requiring development.

Competency 2: Interns will demonstrate moderate to advanced skill in developing treatment recommendations that are practical.

Competency 3: Interns will demonstrate moderate to advanced skill in the ability to clearly communicate the rationale for recommendation by anchoring the recommendations to psychological principles.

Competency 4: Interns will demonstrate development in this objective by advancing from the role of participant to the role of initiator of treatment teams.

**Objective B: Develop transition plans for students who leave the school**

Competency 1: Interns will demonstrate proficiency by developing transition recommendations that are practical, realistic and cost effective.

Competency 2: Interns will demonstrate proficiency through planning that includes the needs, opinions and realities of all stakeholders.

**GOAL: To demonstrate an understanding of research issues and empirical literature pertinent to the practice of psychology, and the ability to integrate scientific findings into the treatment of all populations.** In this regard, we seek to develop the professional skills of our interns such that each is able to:

**Objective A: Evaluate new and/or less familiar treatment strategies.**

Competency 1: Interns will demonstrate emerging skill through readings and research relative to new or less familiar diagnostic conditions.

Competency 2: Interns will demonstrate emerging skill by attending workshops and reporting new learning during group supervision.

**Objective B: Evaluate new and/or less familiar assessment instruments.**

Competency 1: Interns will demonstrate discernment in their ability to evaluate the appropriateness of new tests for the identified population.

Competency 2: Interns will demonstrate proficiency by seeking independent review as part of the evaluation.

Competency 3: Interns will demonstrate proficiency by thoughtfully considering the amount of patient time and effort against the new information derived.

**GOAL: To demonstrate an understanding of cultural and individual diversity as it relates to the assessment, diagnosis, and treatment of all populations.** In this regard, we seek to develop the professional skills of our interns such that each is able to:

**Objective A: Provide psychological services to those who are culturally and ethnically different.**

Competency 1: Interns will demonstrate ability to establish rapport with patients who are culturally and ethnically different.

Competency 2: Interns will demonstrate professional decision-making that gives thoughtful consideration as to how cultural and ethnic background may impact effectiveness.

Competency 3: Interns will select assessment instruments that are professionally appropriate for the patient's cultural and ethnic identity.

**Objective B: Interact effectively with populations who are traditionally underserved.**

Competency 1: Interns will demonstrate ability to develop rapport with families who are economically disadvantaged.

Competency 2: Interns will demonstrate skills to communicate effectively with families who are ethnically and culturally different.

**GOAL: To deliver professional psychology services in a manner that demonstrates ethical conduct.**

In this regard, we seek to develop the professional skills of our interns such that each is able to:

**Objective A: Engage in behaviors that are consistent with the APA Code of Ethics**

Competency 1: Interns will demonstrate ethical considerations in the daily contact with patients, their family, and with MHS staff.

Competency 2: Interns will demonstrate ethical considerations in the ongoing application of HIPPA policy and standards.

**Objective B: Develop skill in the application of ethical principles**

Competency 1: Interns will demonstrate skill development by participating didactic training in ethics.

Competency 2: Interns will demonstrate skill development through the application of ethical principles during case consultation and supervision.

**Human Resources Standards**

Interns are protected by and included under all personnel policies that apply to full-time staff at the Milton Hershey School. These policies include right of review and appeal through the Human Resources department. At the beginning the internship, interns receive an orientation by the Human Resources staff. This orientation includes a review of policies and procedures that affect all personnel. Access to all School policies is available to the intern through the School's intranet.

As a pre-condition of employment, all interns must meet state, federal, and School mandated background clearances for individuals who work with children (including Pennsylvania State Police check, Pennsylvania Child Abuse Clearance, background investigation, and FBI fingerprint). Prior to the start of work, the intern must meet all background investigations to the satisfaction of the School's Human Resources Department.

**APA Accreditation**

The Predoctoral Internship at the Milton Hershey School is accredited by the American Psychological Association. For detailed information about the accreditation process, interested interns may contact the American Psychological Association at:

American Psychological Association  
750 First Street NE  
Washington, DC 20002-4242  
(202) 336-5979  
Web: <http://www.apa.org/ed/accreditation>

## **Application**

Milton Hershey School is seeking three (3) full time, predoctoral psychology interns. Applications are solicited as early as possible in the year prior to the start of the internship. Intern applicants will be interviewed between December 201 and January 201 . **Application materials must be received by November 15, 2011. All applicants will be notified by December 15, 2011 as to whether they will receive an interview.**

Doctoral level psychology students who will complete their course work by August 1, of this year are encouraged to apply. Applicants should complete the on-line APPIC application process to include the following site information:

Erica Weiler-Timmins, Ph.D., ABPP  
Director of Psychological Services  
Director of Training

Health Center  
Milton Hershey School  
P.O. Box 830  
Hershey, PA 17033-0830  
Telephone number: (717) 520-2635  
E-mail: weilere@mhs-pa.org

## **Procedures that Govern Intern Selection**

The Milton Hershey School psychology internship program is a participating member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and adheres to all policies and procedures of the association. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant. Application is with the formal APPIC application and interns are identified through the “Match” process.

When applications are received at MHS, they are reviewed by members of the Internship Training Committee. Each applicant is ranked on program requirements as outlined in the APPIC manual, overall match between intern goals and program opportunities, and letters of recommendation. Applicants with top rankings are invited for an on-campus interview. While preliminary interviews may be conducted by telephone, all candidates are expected to come on campus for an interview. On-campus Interviews are usually four hours in length and include a personal interview with the Director of Training, program supervisors, and current interns.

Milton Hershey School will provide equal opportunity to all employees and applicants for employment, without regard to race, color, religion, age, sex, national origin, ancestry, disability, veteran status, or any other protected category under applicable Federal or PA State Law.

Information about the Match process and application forms may be downloaded from the APPIC web site at <http://www.appic.org>.

Revised: 8/11