Dear Internship Candidate,

We are honored that you are interested in the clinical psychology doctoral internship program offered at Momentous Institute. Momentous Institute is a dynamic, learning organization with values for therapy, education, training, research and innovation. We strive to embody these values through our vision of social emotional health for all children so they can achieve their full potential. The agency has a long-standing and committed belief that by providing enriched and professional training opportunities, we are able to further expand the reach of our mission to transform lives for children and their families.

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

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

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

Our internship program has been fully accredited by the American Psychological Association (APA) since March of 2000. The next APA site visit will be in 2022. Additionally, the program is a member in good standing of the Association of Psychology Doctoral and Postdoctoral Internship Centers (APPIC).

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

Warmly,
Garica Sanford, PsyD, LP
Training Director
gsanford@momentousinstitute.org
214-915-4798
# DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY
## 2021 - 2022 TRAINING BROCHURE

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Our Agency

A. Our History

97 YEARS TOGETHER

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

1920
- Momentous Institute opens the nation’s first year-round therapeutic camp in southeast Dallas at Woodland Springs.

1945
- Byron Nelson lends his name to the Salesmanship Club’s golf tournament — the PGA TOUR event has evolved into Momentous Institute’s primary fundraising event.

1957
- The Woodland Springs therapeutic camp moves to Hawkins, Texas.

1968
- Momentous Institute begins investing in research and training for post graduate therapists.

1983
- Momentous School, a laboratory school that prioritizes social emotional health, opens in Oak Cliff.

1987
- In an effort to help more children, family therapy is offered to the community, and the main offices are relocated to Oak Cliff.

1997
- Momentous Institute opens a second campus in northwest Dallas on Harry Hines, providing a range of therapeutic services to children and families.

2006
- The Harry Hines location is purchased and renamed the Constantin Center in honor of their lead Capital Campaign gift.

2011
- Momentous Institute hosts its inaugural Changing the Odds Conference, aimed at sharing strategies with educators, mental health professionals and influencers from across the country.

2012
- Salesmanship Club of Dallas and Momentous Institute make the decision to begin traditional development efforts and invest in research and training to reach far more children than could ever be served directly.

2014
- Momentous Institute is engaged in intensive partnerships to disseminate our model in Dallas, Fort Worth, Plano, Memphis and Glynn County, Georgia.

2015
- In an effort to expand the organization’s model of excellence in social emotional health, the agency undergoes a comprehensive rebranding and changes its name from Salesmanship Club Youth and Family Centers to Momentous Institute.

2017
- In addition to the 5,500 children and family members served by direct programming, more than 10,000 educators, mental health professionals and influencers receive training by Momentous Institute.
B. Our Mission: Helping transform children’s futures…Creating new possibilities for success

We have all heard stories about kids who have beaten the odds. They have overcome a childhood deeply impacted by poverty, trauma or abuse to go on to become happy, successful adults. These stories are inspirational and give hope; yet they often feel like exceptions to the rule. All children deserve equitable opportunities to achieve their full potential. At Momentous Institute, we believe in momentous outcomes and focus on building and repairing social emotional health so that all kids can achieve their full potential and be agents of change in their schools, communities and the world. Social emotional health is the ability to understand and manage one’s emotions, reactions and relationships. We believe, with strong social emotional health, every child, no matter their circumstances can defy any odds and change the trajectory of their lives. Our beliefs are supported by research which has revealed that children with strong social emotional health learn to effectively regulate their emotions, demonstrate increased self-control, communicate their needs more effectively, better understand others, are efficient problem-solvers, convey more empathy and gratitude, display grit and hold optimism for the future.

As a leading provider of therapeutic and education services, Momentous Institute impacts close to 6,000 kids and family members each year. Founded in the city of Dallas in 1920, Momentous Institute is well-known for its work with children, adolescents and families. One of the main pathways to building and repairing a child’s social emotional health — a key predictor for academic achievement and long-term success — starts with a safe, supportive relationship with a caring adult. By strengthening family bonds, parents gain confidence and become their child’s strongest advocate. Momentous Institute seeks to accomplish our mission through direct clinical services, education, training, research and innovation. Using a trauma-informed research-backed approaches, we work at the intersection of education and mental health to innovate with children’s wellbeing in mind. Through our therapeutic services, our clinicians collaborate with families to develop and attend to client-centered goals. At our school, we partner with students and families to leverage social emotional health and strong academics to cultivate a community of changemakers. In tandem with our innovative Therapeutic Services and nationally acclaimed Momentous School, we invest in research and training to reach far more children than we could ever serve directly with trauma-informed strategies that strengthen social emotional health. From the annual Changing the Odds conference in Dallas to our year-round slate of professional development workshops we aim to provide educators and mental health professionals essential tools and resources to best help them create a space where social emotional health thrives.

C. Our Sponsors:

For close to 100 years, Salesmanship Club of Dallas (SCD) and its members have been committed to one thing: transforming children’s lives. Founded in 1920, the Club unites its more than 600 members by four core values: fellowship, commitment, respectfulness and humility. Each year, day in and day out, Club members focus their dedicated efforts to support Momentous Institute. Uniquely, the Salesmanship Club owns and operates both Momentous Institute and its chief fundraiser, the AT&T Byron Nelson, a PGA TOUR tournament.

D. The Families

The Momentous Institute programs are available to families from the greater Dallas-Fort Worth Metroplex. We also have families that travel from other counties to receive services. Each year our Therapeutic Services team provides services to more than 5,000 people. The agency has established a trusting relationship with the Latinx community and the majority of the clients we partner with are from diverse Latinx backgrounds.
2018, the ethnic diversity of the client population in Therapeutic Services was as follows: African-American (9.8%), Asian/Asian Americans (0.06%), Latinx (75.7%), Anglo (14.2%), and other ethnicities (0.2%). Over the last few years, the agency has increased targeted efforts to increase service delivery to African American communities in order to address the continued mental health disparities for this population.

Our median clients' income was $26,000 per year. We are proud that as of 2018, 96% of our former students graduated from high school compared to 88% of students in the state of Texas. For more information about the impact of our services, please visit our website: https://momentousinstitute.org/impact
Connecting the Dots
E. Our Values: In our interactions with children, families, and each other we strive to embody our core values of: Respectfulness, Stewardship, Innovation, Collaboration, and Hope.

Respect is the basis of all of our interactions with clients, other professionals, sister service organizations, referral sources, Salesmanship Club members, donors and each other. It is difficult for people to grow and change in an atmosphere of physical or psychological threat, so the creation of a climate that balances care and accountability is of utmost importance.

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

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

Collaboration ensures that we operate within the context of community. We collaborate with kids and families and seek to privilege their voice in the process. We collaborate with other service providers to learn with them and to nourish strong referral relationships. We know we will never hold all the answers or even ask all the right questions; it is through effective collaboration that we improve our collective understanding of the community need, the work, and the potential of our impact.

Hope speaks to our optimistic belief that positive change can and will occur. We salute the thousands of families who, each year, access our services and take concrete steps in pursuit of their own hopes and dreams.

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

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

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

Therapeutic services are primarily offered through: 1) Therapy, including play, individual, couple, family, and group modalities, 2) Huddle Up, a therapeutic afterschool and summer program serving youth ages 10 to 14 and their families, and 3) Launch, an early childhood therapeutic program that serves children, ages 3-5 years old.
Through these services, clinicians work side-by-side with families using a strengths-based approach to resolve conflict, process trauma and manage stress. Momentous Institute is entrusted with referrals from many community partners, including local schools, hospitals such as Children’s Medical Center, and other nonprofit and advocacy organizations including Human Rights Initiative of North Texas.

Momentous Institute is one of the few organizations that work at the intersection of education and mental health. The Education department of the agency is primarily comprised of the Momentous School which serves 285 students grades pre-K three-year-old program through fifth grade. Founded in 1997, Momentous School is a unique Dallas laboratory school, where students are engaged with a rigorous curriculum, woven with rich experiences on social emotional health — a key predictor for a child’s academic achievement and lifelong success. Our program is underscored by deep parent engagement, as students thrive when they can be recognized and celebrated both at school and at home. Through our division of Education, we’re building momentum and hoping to create a shift in our community — one in which all children have a fair shake at a stable home, a quality education and a bright future. Our focus on strong, healthy relationships extends into education.

G. Organizational Structure

H. Therapeutic Services Organizational Structure
The Therapeutic Services (TS) Leadership Team is led by the Director of TS and comprised of the Clinical Director (oversees delivery of clinical services), Training Director (oversees intensive clinical training programs) and Clinical Innovation Director (oversees expansion of service delivery and community partnerships).

The Clinical Psychology Internship Program is led under the direction of the Training Director, Garica Sanford, Psy.D., who also holds the position of the APA Internship Training Director.

I. Our Staff
The administrative structure of the internship serves to offer a comprehensive, diverse training experience. There are 5 full-time and 3 part-time licensed psychologists who serve as the Psychology Training Committee for the internship program.

The Therapeutic Services team is comprised of over 30 licensed clinicians. Interns have multiple opportunities to collaborate with other clinical staff from differing backgrounds. A variety of licenses are held by Momentous Institute staff including: Psychologists, Clinical Social Workers, Marriage and Family Therapists, and Professional Counselors. Staff time is devoted to delivery of direct clinical services, training, supervision, consultation, outreach, staff development, administrative duties, and/or research/program evaluation. Our clinicians use a breadth of theoretical orientations when working with families. Each therapist uses his or her own integrative approach to treatment that may include systemic, multicultural, psychodynamic, cognitive-behavioral and interpersonal theories – all within a strong postmodern framework. Additionally, many of the
staff present at the weekly Clinical Didactic Seminar and also serve as clinical consultants to interns. Interns are strongly encouraged to collaborate with staff members to develop new program ideas (e.g. groups) or when providing direct services to clients.

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

Garica Sanford, Psy.D. – Licensed Psychologist/Training Director
Doctoral Degree: Spalding University, Clinical Psychology. Dr. Sanford completed her doctoral internship and postdoctoral fellowship at Momentous Institute and has been with the agency since 2009. Prior to her role as the TD, Dr. Sanford was part of the Early Childhood Assessment Team. Dr. Sanford is currently part of the Therapeutic Services Leadership Team and oversees the agency’s intensive clinical training opportunities including the APA Accredited Doctoral Internship Program. As the Training Director, she provides direct clinical supervision to interns and postdoc fellows and presents a number of trainings within the agency and out in the community. Dr. Sanford also provides therapy services for children and adults. Additionally, for the past three years, Dr. Sanford has been a leading voice in developing and moving forward the organization’s understanding of and effort towards becoming a more diverse, inclusive and equitable organization which is focused both on internal organizational culture and service provision to clients. Prior to joining Momentous Institute, Dr. Sanford worked in a variety of settings including the prison system, a residential treatment center for children and adolescents, an inpatient hospital, the public-school system, child protective services and community mental health agencies. Some of Dr. Sanford’s clinical interests include psychological assessment, complicated family systems, complex trauma (including racial trauma), cultural humility, racial equity, and increasing mental health service access for African American families. Dr. Sanford’s passion and energy is oriented towards collaborating with clients and communities to leverage inner resiliency in a manner that promotes sustainable wellbeing for future generations. Personally, she enjoys spending time with family, traveling, home decorating and cooking.

My “Why” for being a supervisor and involved in training: I can definitely say becoming the director of an internship site was not in my 5, 10 or 20 year plans when I embarked on the journey to become a psychologist. I entered the field to help give voice and space to those who may feel overlooked and unseen. Direct service has always been the “why” that has guided my professional path. It was encouragement from supervisors that expanded my thinking and allowed me to fully understand how training and supervision was not a deviation from path, and very much connected to direct service. I have remained involved in training, because it excites me. I enjoy collaborating with students to identify or reinforce their own “why,” explore new ways of thinking; and perhaps even connect to unforeseen paths as they transition from student to professional. The opportunity to be an intricate part of trainees’ professional journey is an honor.

* Méroudjie Denis, MSW, Ph.D. – Licensed Psychologist
Dr. Denis completed her doctoral internship at Fort Worth Independent School District and joined the Momentous Institute team in August 2014 as the Postdoctoral Fellow. She currently serves as one of the clinical group leaders for the Huddle Up team and provides supervision to interns during their 12-week rotation with the Huddle Up Team. Additionally, Dr. Denis serves as the school liaison for the Therapeutic Services team. She received her doctorate degree in school psychology from Texas Woman’s University. Méroudjie professional interests include multicultural issues in psychology, psychological services in the school setting, Post-Traumatic Stress Disorder, trauma in children, building resiliency in children, at-risk and economically disadvantaged youth, and play therapy. Personal she has interest of traveling, learning
new languages, dancing, and performing arts. She is fluent in English, Spanish, French, Haitian-Creole and American Sign Language.

My “Why” for being a supervisor and involved in training: As I look back on my years as a clinician, I can undoubtedly say that I owe much of my success to the supervisors and mentors who guided me along this path. These individuals helped me develop my passion for this deeply meaningful work. I hope that through supervision, I can do the same for our students. I strive to provide trainees with support to help them develop their own voice, gain the appropriate clinical skills and uncover their passion for working with children and families. I am committed to helping advance the field through training clinicians who will have a long-lasting impact on our families and communities. I believe that as clinicians, we are ever evolving and growing, thus I hope that through the supervisory relationship, I will continue to learn from my students. I see it as a privilege to be a part of their incredible journey.

* Aileen Fullchange, Ph.D., NCSP – Licensed Psychologist

Dr. Fullchange has been at Momentous Institute since 2016. Prior to becoming a psychologist, she was a public middle school teacher and educational leader in Oakland, CA and a nationwide educational consultant. She is passionate about working with complex trauma, multilingual abilities, positive-psychology and body-based interventions, such as mindfulness and yoga, and bridging the gap between mental health and education. She facilitates a Yoga for Healing group in Spanish at Momentous, is part of the 2019-2020 Dallas Truth, Racial Healing, and Transformation (Dallas TRHT) Racial Equity Now (RENow) cohort, is on the Momentous TRHT Advisory Council, and also has a part-time private practice serving predominantly Asian, refugee, and Black and Brown clients with intersecting identities. At Momentous, she serves children, couples, and families through therapy and assessment in English and Spanish. She also co-supervises the Early Childhood Assessment Team. Outside of work, she enjoys bicycling, yoga, running, dancing, and cooking – and, even more so, eating.

My “Why” for being a supervisor and involved in training: As much as I would like my trainees to grow and learn from their supervision experiences, to be honest, I feel like I grow and learn more from them. Being a supervisor reminds me to be intentional and meaningful in the work I do, and it helps me hone my own craft. I am excited and honored to help bring out the best in each of my trainees and the best in myself.

* Jessica Gomez, Psy.D. - Licensed Psychologist/Director of Clinical Innovation

Dr. Gomez received her Psy.D. in Clinical Psychology from Adler School of Professional Psychology. Her experience includes working in community and medical settings integrating a psychosocial perspective in addressing health disparities. She has experience working with a full spectrum of psychiatric disorders and a range of behavioral concerns. She is currently a full-time bilingual psychologist and is a clinical and assessment supervisor on the training team. Her clinical interests include psychotherapy across the lifespan, psychodynamic theory, systemic therapies, women’s issues, personality disorders, trauma, and psychological assessment.

My “Why” for being a supervisor and involved in training: My training as a community/clinical psychologist has greatly influenced my approach to training professionals and clinical practice. I am committed to emphasizing socially responsible practice, teaching about systemic engagement, and promoting social justice in our work with clients and communities. I am drawn to training to ensure that the population we serve is provided with the highest quality of care by compassionate and well-trained clinicians that will give voice to those who may otherwise go unheard. As a supervisor I encourage trainees to find their clinical voice and natural posture.

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

Licensed by: TX State Board of Examiners of Psychologists; Doctoral Degree: Arizona State University, Counseling Psychology. Dr. Gordon Reinoso has been at Momentous Institute since 2010. She serves as a clinical supervisor to interns and post-doctoral fellows in their provision of therapy to clients and groups and in their supervision of masters’ level therapists-in-training. She also offers didactic trainings related to: provision of clinical services to Latino families, supervision, diagnosis, and treatment planning. A bilingual psychologist, Dr. Gordon Reinoso provides individual and family therapy in English and Spanish to anyone over the age of four. While integrative in her approach, she most frequently draws from client(family)-centered, cognitive-behavioral, and systems theoretical frameworks with supervision also informed by the integrative model of development (IDM). Prior to joining Momentous Institute, Dr. Gordon Reinoso attained experience at a few different community settings, including a children’s advocacy center and Job Corps, as well as university counseling centers at ASU and UT-Dallas. Her clinical interests include: Latino/multicultural diversity, women’s issues, trauma recovery, parenting, and parent-child Relationships. Personal Interests include spending quality time with her family, traveling, ballroom dancing, and photography.
My “Why” for being a supervisor and involved in training: I have been blessed with supportive mentors, training, and supervision experiences, which I hope to give back to others by my involvement in training and supervision. I especially like to accompany interns on one of the most pivotal years of their clinical training and to provide them with support, encouragement, and guidance that I hope will help them grow into even greater facilitators of families’ healing, connection to their strengths, and ability to live healthier, more hopeful and fulfilling lives with each other and others. I hope that our interns will have enriching experiences at Momentous, which they will then use to positively impact their clinical work and any training and supervision they may provide to other future generations.

Matthew M. Leahy, Ph.D. – Licensed Psychologist
Licensed by: Texas State Board of Examiners of Psychologists
Doctoral Degree: Southern Methodist University– Dallas, Texas, Clinical Psychology
Pre-doctoral Internship: Yale University School of Medicine– New Haven, Connecticut, Clinical and Forensic Psychology. Dr. Leahy started at Momentous in 2013. He is also Adjunct Clinical Assistant Professor of Psychology at SMU and Clinical Faculty at Yale University. At Momentous, Dr. Leahy started and leads our Camp Momentous nature based program. He works closely with our school as the coordinator of the Grand Rounds Program and is a member of the Momentous Institute Internal Review Board (IRB). His areas of interest include: ACT/Contextual science based intervention, nature based therapy, child behavior, LGBT concerns, anxiety, health psychology, and managing major medical illnesses.

My “Why” for being a supervisor and involved in training: Sharing our knowledge, experience, and skills are essential parts of being a Psychologist. We pass down what we have experienced, felt and learned to the next generation of up and coming Psychologists. One of my favorite parts of my job is getting to sit with students, be present in that moment, and really dig into a case to synergistically map a path forward! This is a helping profession. We help the families we work with, we help our trainees and we help each other. That premise is the basis for our amazing training program, and why I love being a part of it.

Neil Ravella, Ph.D. – Licensed Psychologist
Licensed by: TX State Board of Examiners of Psychologists; Doctoral Degree: The Union Institute, Clinical Psychology. Dr. Ravella has been a member of our staff since 2009. He provides therapeutic services to individuals and families at Momentous Institute. He is also one of the supervisors for doctoral interns. Dr. Ravella coordinates the agency’s Family Therapy Reflecting Team with the doctoral interns. He also serves as a clinical supervisor to interns. His professional interests include: Systems Theory, Family Therapy, Interpersonal Neurobiology, Attachment Theory, and Psychodynamic Theory. He identifies wandering the back roads of Texas as his personal interest.

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

Summer Rose, Psy.D., Licensed Psychologist
Licensed by: TX State Board of Examiners of Psychologists; Doctoral Degree: The Chicago School of Professional Psychology, Clinical Psychology. Dr. Rose is a licensed psychologist and has been at Momentous Institute since 2012 and works across the lifespan. She serves as one of the supervisors for the Early Childhood Assessment Team and manages the agency testing referrals. Additionally, Dr. Rose provides training to community partners, as well as to trainees in the didactic seminar. Dr. Rose leads the efforts to expand our clinical services to the Southern sector of Dallas where access to services is extremely limited. This includes providing services in the community. Dr. Rose was a featured speaker for TedXPleasant Grove in 2020, highlighting this area of our work. Dr. Rose has trained in a variety of settings including an inpatient hospital, outpatient clinics, community mental health centers, and schools. She has been a featured speaker on NPR and KERA on topics related to racism and racial violence in the media. Her professional interests include the intersection of trauma and race, childhood trauma, child protective service/foster family issues, culture/diversity, and family therapy. She personally enjoys cooking, shopping and motherhood.

My “Why” for being a supervisor and involved in training: I am committed to training/supervision because it excites me to help students hone their skills and recognize their passion. Students come in with such enthusiasm and also with new ideas and approaches that help to keep me excited and innovative. I had excellent mentors that focused on the development of both my professional and personal identities, while also being gatekeepers to such an important profession. I see my role similarly and hope to
continue to support the development of future generations that will create sustainable change in families and in the community through their unique talents.

Postdoctoral Fellows

* Candice Diaz, Psy.D. – Postdoctoral Fellow (fellowship starts 8/25/20) Picture and bio coming soon!
Candice Keyes, Ph.D. – Postdoctoral Fellow (fellowship starts 8/25/20) Picture and bio coming soon!

Therapeutic Services Leadership Team

Laura Vogel, Ph.D., LP - Director of Therapeutic Services
Licensed by Texas State Board of Examiners of Psychologists; Credentialed by National Register of Health Service Psychologists Doctoral Degree (Counseling Psychology): 1998; University of North Texas, Denton, Texas; Doctoral Internship: Central Texas Veterans Administration; Temple, Texas. Dr. Vogel has over fifteen years of experience working with children and their families. Prior to arriving at Momentous Institute in 2007, she worked in medical settings including Texas Scottish Rite Hospital for Children and Our Children’s House at Baylor. Her areas of interest include working with children who have endured trauma, attachment disruptions, interpersonal neurobiology, developmental delays and assessment. Much of her direct service work at Momentous Institute has been with young children and their caregivers.

* Alina Ramirez-Ponce, Ph.D., LCSW-S - Clinical Director
PhD & MSSW, University of Texas at Arlington. B.A., University of California, Los Angeles. Dr. Ramirez-Ponce is one of the TS Directors at Momentous Institute and oversees clinical services for the Therapeutic Services Team. She has been with the agency for more than 8 years. In the past she served as a Visiting Assistant Professor on the social work faculty at Texas Woman's University and also as an adjunct faculty member at the University of Texas at Arlington. Her areas of professional expertise include work with Latinos, families in poverty, trauma recovery, domestic violence, and anxiety.

Drs. Sanford and Gomez also serve as part of the Therapeutic Services Leadership Team and Momentous Institute Leadership Council.

Momentous Institute Leadership

Jessica Trudeau, MPH – Executive Director
Jessica began her role as Executive Director of Momentous Institute in March 2019 after serving as the Director of Development for Momentous Institute since 2015. She has worked in the field of public health including unintentional injury, HIV/AIDS and child abuse prevention since 2001. Most notably, her prior experience includes her work as the Executive Director of Family Compass for over six years. Jessica received a Bachelor of Science in microbiology from Louisiana State University and a master's degree in public health from Tulane University.

*Denote staff who are bilingual in Spanish

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

We have two locations that house our therapy services.

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

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

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

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

A. OVERVIEW

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

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

B. TRAINING MODEL & PHILOSOPHY

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

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

C. ACCREDITATION AND MEMBERSHIP STATUS

The Doctoral internship in Clinical Psychology at Momentous Institute has been fully accredited by the American Psychological Association (APA) since March of 2000. The next APA site visit will be in 2022. The APA Commission on Accreditation can be reached at:
Office of Program Consultation and Accreditation
Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccrd@apa.org
Web: www.apa.org/ed/accreditation

The internship is a member in good standing of the Association of Psychology Doctoral and Postdoctoral Internship Centers (APPIC). As such, we follow all the rules and regulations of national intern selection procedures. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. For more information, please go to www.appic.org.
D. INTERNSHIP TRAINING GOALS, OBJECTIVES & COMPETENCIES

<table>
<thead>
<tr>
<th>Goal #1: To further develop interns’ skills in <strong>clinical practice</strong></th>
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<tbody>
<tr>
<td><strong>Objectives for Goal #1:</strong></td>
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<tr>
<td>1. To demonstrate knowledge and integration of multiple theoretical perspectives (e.g. postmodern theories including narrative and solution focused therapies; developmental perspectives; multiculturalism; family systems; interpersonal neurobiology, trauma-focused cognitive behavior therapy)</td>
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<tr>
<td>2. To demonstrate competence in individual, family, and group therapy</td>
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<tr>
<td><strong>Competencies Expected:</strong> Interns will develop the following competencies to at least the minimum expectation, whereas they are able to perform each with <strong>periodic or minimal consultation</strong> at the conclusion of the training year.</td>
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Interns will develop the following competencies under Goal 1, Objective 1

- Able to conceptualize and discuss cases from various theoretical perspectives (Evaluation, Item 1)
  - Demonstrate an understanding of the constructive nature of language in therapy
  - Demonstrate a knowledge of competency-based theories and practices

- Demonstrate the ability to utilize theory to generate hypotheses, develop accurate conceptualizations, and guide treatment (Item 2)
  - Awareness of and ability to implement interventions informed by current scientific literature, assessment findings, relevant research, diversity and contextual factors, theories applicable to clinical practice and intervention into his/her work with clients, research, and theories applicable to clinical practice and intervention

- Able to conceptualize and discuss cases from empirically based / supported perspectives (Item 3)
  - Able to compare and contrast evidence-based practice approaches with other theoretical perspectives and interventions
  - Exhibits knowledge of evidence supporting competency-based therapies

- Demonstrates the ability to utilize empirically based / supported treatments (Item 4)
  - Creates treatment plans that reflect successful integration of evidence, clinical judgment, and client preferences in consultation with supervisor
  - Able to select and apply appropriate empirically-based / supported treatments in client context

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

- Establish and maintain facilitative therapeutic relationships (Item 5)
  - Communicate empathy and nonjudgmental acceptance of clients
  - Maintain emotional presence with clients
  - Demonstrate awareness of client-therapist dynamics
  - Demonstrate awareness of, and an ability to utilize, own emotional responses to clients
  - Understand and use therapeutic power constructively

- Effectively manage the therapy process (Item 6)
  - Demonstrate an awareness of the overall process of therapy
  - Able to manage and respond to intense client affect
  - Demonstrate awareness of the realistic limits and possibilities of psychological interventions
  - Able to manage and respond to crises that arise with clients

- Use effective intervention methods (Item 7)
  - Demonstrate ability to work with both content and feelings from clients
  - Match intervention methods to client concerns and dynamics
  - Demonstrate ability to time interventions effectively
  - Effectively use client-therapist relationship in change process

- Able to conceptualize and recognize clients’ readiness to change (Item 8)

- Demonstrate ability to manage treatment plans (Item 9)
- Demonstrates the ability to create treatment plans that include relevant diagnostic impressions, treatment goals and monitoring progress and outcomes
- Demonstrates effective case management skills

- Demonstrate the ability to navigate group processes effectively in a manner that leads to effective implementation of group interventions (Item 10)
  - Collaborates well with other group leaders (if applicable)
  - Demonstrates the ability to establish positive therapeutic relationship with group members, and engage participants in activities and discussions
  - Able to effectively manage needs and concerns that arise (e.g. management of behavior; disruptions, etc.)
  - Seeks support from other group leaders and/or supervisors as needed, then applies new knowledge and skills
  - Able to identify and facilitate appropriate group interventions
    Makes informed decisions about readiness of group members

- Effectively manages administrative responsibilities of group services (Item 11)
  - Able to manage paperwork for group participants (e.g. supplemental consent; agency application, etc.)
  - Completes appropriate treatment plans and/or clinical notes for group members that clearly identifies goals and progress
  - Communicates effectively with relevant staff to coordinate group planning (e.g. location, time, etc.)

- Able to apply knowledge of theories and methods of evaluation at the individual and/or group level, including efficacy of clinical interventions with clients (Item 12)
  - Utilizes various methods to review clinical outcomes including tracking progress of treatment goals; reviewing STIC data with supervisors and/or clients; and use of other objective and/or subjective measures

- Demonstrates the ability to evaluate the effectiveness of, and when deemed necessary modify and adapt goals, interventions and treatment (Item 13)

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

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

**Objectives for Goal #2:**
1. To demonstrate competence in administration and understanding of assessment instrument
2. To demonstrate competence in the ability to interpret and integrate testing results
3. To demonstrate competence in delivering results of psychological evaluations in written and verbal feedback

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

**Interns will develop the following competencies under Goal 2, Objective 1**
- Select assessment instruments based on client characteristics and referral questions (Item 14)
  - Effectively collaborates with supervisor(s) to identify appropriate assessment batteries
  - Able to communicate intentional decision making about selection of instruments based on presenting concerns, referral questions, diversity and contextual factors, empirical literature, and initial clinical impressions

- Able to effectively manage the assessment process (Item 15)
  - Explains and obtains informed consent (explaining purpose of assessment, identification of collaborative goals, etc.)
  - Establishes effective working relationship with assessment clients
Gathers pertinent background information and demonstrates the ability to complete thorough clinical interviews and Mental Status Exams

Effectively manages program’s assessment process including communicating with supervisors, referral sources and other pertinent individuals involved in the assessment and completing testing cases within expected timeframes, etc.

- Demonstrate the ability to correctly administer and score assessment instruments (Item 16)

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

- Able to determine the validity of assessment results including consideration for potential decision-making biases (Item 17)

- Able to synthesize assessment results and relate them to referral questions (Item 18)
  - Identify strengths in addition to challenges and concerns
  - Able to formulate accurate diagnostic impressions when applicable
  - Awareness and use of current literature, research, and theory in assessment

- Make appropriate recommendations that are consistent with case conceptualization and the referral question (Item 19)

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

- Demonstrate the ability to produce clearly written reports (Item 20)
  - Effectively summarize testing data including ability to distinguish aspects of the data are subjective versus objective
  - Demonstrate use of grammatically correct language
  - Use language appropriate to audience
  - Present information in a sensitive manner

- Deliver reports and revisions in a timely manner (Item 21)

- Able to effectively communicate results through verbal feedback with team, referral source, client, family and/or other involved individuals (Item 22)
  - Clearly and succinctly explain results and recommendations
  - Use language appropriate to audience
  - Present information in a sensitive manner

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

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

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

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

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

- Demonstrate self-awareness (Item 23)
  - Able to identify and continually evaluate their clinical strengths and limitations
o Demonstrate ability to question their assumptions and beliefs
o Respectfully articulates attitudes, values, and beliefs toward diverse others
o Self-assessment is congruent with perceptions of peers and supervisors

- Recognize impact of self on others (Item 24)
  o Acknowledge own role in interactions and initiate discussion with supervisor as necessary
  o Generate hypotheses regarding own contribution to therapeutic process and outcome

Interns will develop the following competencies under Goal 3, Objective 2
- Come to supervision prepared (Item 25)
  o Arrives on time for scheduled appointments and communicates when changes are needed
  o Responds promptly to emails, voicemails from supervisors
  o Keeps case notes current
  o Ready and able to discuss progress of clinical and assessment cases

- Actively participate in supervision (Item 26)
  o Actively seeks and demonstrates openness and responsiveness to feedback from others
  o Able to integrate supervisory feedback and discuss alternative ideas/reasoning appropriately
  o Provides feedback to supervisors regarding supervisory process
  o Regularly has recorded sessions available for review
  o Able to identify areas of strengths and growth

- Able to identify when additional supervision is needed (Item 27)
  o Recognize exceptional circumstances within clinical work

Interns will develop the following competencies under Goal 3, Objective 3
- Demonstrate the ability to apply knowledge of theories and methods of consultation as evidenced by understanding of, and effective management of consultative roles related to the practice of psychology through direct and/or simulated opportunities (Item 28)

- Identify when consultation with others is needed (Item 29)

- Understand how participation in interdisciplinary collaboration/consultation enhances outcomes (Item 30)

- Establish and maintain effective collaborative relationships with others (e.g. teachers, school counselors, psychiatrists, other healthcare providers) (Item 31)
  o Support and integrate the perspectives of others
  o Maintain and articulate own position when appropriate
  o Able to provide colleagues and other trainees with feedback and guidance (e.g. group supervision, didactic seminars, clinical consultation groups)

Interns will develop the following competencies under Goal 3, Objective 4
- Demonstrate administrative professionalism (Item 32)
  o Complete agency and case documentation promptly and accurately (e.g. treatment plans, clinical notes, closing summaries, etc.)
  o Effectively manages program expectations, and meets deadlines in a timely manner
  o Attends mandatory meetings and activities
  o Promptly communicates with supervisors and other relevant staff with regards to absences, changes in schedule, etc.

- Display respect and ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, community partners, other organizations, supervisors, supervisees, and clients (Item 33)
  o Able to appropriately manage interpersonal interactions with those from divergent perspectives and backgrounds
  o Make appropriate disclosures regarding problematic interpersonal situations
- Demonstrate the ability to use appropriate language and demeanor in all professional communications (e.g. written, oral, nonverbal)

- Exhibits actions that reflect the values and attitudes of psychology, including integrity, accountability, lifelong learning, and consideration for the welfare and well-being of others (Item 34)

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

- Demonstrate knowledge and awareness of relevant laws, professional standards and guidelines governing the professional practice of psychology at the organization, local, state, regional and federal levels (Item 35)

- Understand and demonstrate ethical decision-making (Item 33)
  - Seek supervision/consultation as needed on ethical and legal issues
  - Demonstrate ability to share, discuss and address failures and lapses in adherence to professional values with supervisors/staff as appropriate
  - Exhibit self-reflective practices in terms of ethical and legal issues
  - Demonstrate understanding of, and adherence to the current version of the APA Ethical Principles of Psychologists Code of Conduct, as well as laws, regulations and policies related to health service psychology

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

- Demonstrate the ability to apply knowledge about supervision theories and practices (Item 37)
  - Able to collaborate effectively with supervisee to identify appropriate training goals
  - Engages in ongoing assessment and evaluation of supervisee’s progress in a manner that identifies both areas of strength and growth
  - Provides and receives feedback in a manner that is respectful

- Able to articulate theories or approaches to supervision that h/she may practice from in the future, including strengths and limits of individual supervisory skills (Item 38)
  - Demonstrate awareness of APA ethical guidelines and ethics, as well as sensitivity to issues of diversity relevant to the provision of supervision and/or consultation

**Interns will develop the following additional competencies under Goal 3**

- Investigate existing literature related to therapeutic work and client issues/problems (Item 39)
  - Generate independent scholarly questions and hypotheses

- Demonstrates s/he is a critical consumer of research by seeking out professional writings regarding assessment and/or treatment cases as needed to enhance knowledge and understanding (Item 40)
  - Able to integrate science and scholarship into clinical practice

**How Outcomes are Measured:**

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

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

**Objectives for Goal 4:**

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

**Competencies Expected:** Interns will develop the following competencies to at least the minimum expectation whereas they are able to perform each with **periodic or minimal consultation** at the conclusion of the training year
Interns will develop the following competencies under Goal 4, Objective 1

- Demonstrate awareness of differences in culture, values, lifestyle, and beliefs (Item 41)
  - Demonstrate knowledge of diversity literature and guidelines for practice with diverse individuals, groups and communities

- Demonstrate sensitivity to issues of diversity in therapy, assessment, supervision and consultation (Item 42)
  - Initiate supervision about diversity issues when appropriate
  - Recognize and explore issues of acculturation, oppression, privilege and power when appropriate
  - Understand the role that diversity may play in interactions with others
  - Able to work effectively with others in professional activities
  - Able to integrate awareness and knowledge of cultural and individual differences across all professional roles (e.g. therapy, professional presentations, consultation, etc.)

- Able to communicate understanding of how their own personal and cultural background, experiences, attitudes and biases may impact how they understands and interact with people who identify differently than themselves (Item 43)

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

- Demonstrate the ability to identify contextual factors and systems that contribute to functioning and behavior (Item 44)

- Able to formulate systemic interventions in response to contextual factors, and effectively work within systems to effect change (Item 45)

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

E. INTERNSHIP EXPECTATIONS

1. Duration of Internship

The time commitment for Momentous Institute’s Doctoral Internship is a full-time (40 hours/week) 53-week period. The upcoming training year begins on Tuesday, July 6, 2021 and ends on Friday, July 8, 2022. Each graduating class of interns will have a short overlap with the incoming class to help facilitate the transition of one training year to the next.

2. Terms of Employment

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

F. COMPENSATION

All interns are hired as hourly, non-exempt full-time employees of Momentous Institute, with a base hourly salary of $14.42 (approximate annual equivalent of $30,000) with eligibility for approved overtime pay. Interns will have the opportunity to request approval for a limited amount of overtime should the required training activities exceed 40 hours per week. Specific information about payroll periods is provided in the Momentous Institute Employee Manual which is given to interns during their first week of internship. Additionally, interns meet with the Human Resources Department on their first day of employment.
Along with this stipend, interns receive a comprehensive employee benefits package. The benefits package is the same for all full-time staff and includes options for health and dental insurance. Interns may elect medical coverage under Momentous Institute’s group healthcare and dental plan for themselves, as well for their spouse and/or dependents. Interns will also receive information about coverage for short and long-term disability and life insurance. If elected coverage under the agency’s medical insurance plan will begin on the first day of employment (and end on July 31, 2022) with the company paying part of the cost for medical insurance. Additionally, the agency pays all of dental, basic life insurance, and Short Term and Long Term premiums. These benefits also start on the first day of employment (and end on the last day of the internship – July 8, 2022). More specific information about benefits including flex spending and retirement is provided in the Momentous Institute Employee Manual and will be discussed on the first day of employment.

Interns are eligible for the following paid time off:

- **Vacation Time**: Two weeks (10 working days)
- **Sick Leave**: 1 sick day each month for a total of 12 sick days for the year
- **Paid Holidays (agency closed)**: New Year’s Day; Memorial Day; U.S. Independence Day; Labor Day; Thanksgiving Holidays (2 working days); Christmas/Winter Holiday (average 5 working days)
- **Floating Holiday**: After six months of continuous employment, employees receive one discretionary holiday to be used at the employee's option such as Martin Luther King Jr. Day, a religious holiday or birthday.
- **Conference/Professional Days**: Interns receive up to 5 professional days that can be utilized to attend external conferences, dissertation/research project responsibilities, post-doctoral residency interviews, and other educational or professional related activities that promote professional development. In the past, interns have used these hours for dissertation or other research projects, or additional training experiences, including post-doctoral job search and preparation.

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

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

Professional liability coverage is provided to all employees for all agency related clinical activities.
**Additional Resources**

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

- **Office Space**: Each intern is assigned to their own personal office space that is furnished with a desk, chairs, bookshelf, and office supplies.

- **Laptop Computer**: Interns are also assigned to an agency laptop to use during their internship year. The laptop can be used independently and also connected to a docking station in the intern's office to allow connection to the network drives. Each laptop is installed with Microsoft Windows and Office applications to manage schedules and access client information. Interns also have the capability to access network drives off campus through a secure external network. Interns meet with a member of the IT department during their first week at Momentous Institute. As stated in the acknowledgement form, interns are expected to review and adhere to the electronic communications and HIPPA policies described in the Momentous Institute Employee Handbook.

- **Personal Printer**: Each intern receives an individual printer in their office. They also have access to all network printers at both locations.

- **Individual Email and Voicemail**: Individual phone extensions with voicemail and an agency-based email accounts are established for each intern. The phone system has the capability to do video conferencing with other Momentous Institute staff.

- **Office Supplies**: A full array of office supplies and equipment (typical office supplies, individual business cards, day planner, copiers, fax machine, etc.). Additionally, the administrative support staff are available to assist interns in the same manner that is provided to full-time therapeutic staff.

- **Training Resources**: A library of training resources (printed material and electronic) including books, DVDs, journal articles, and therapeutic games and workbooks. Additionally, both campuses have multiple training rooms with two-mirrors and video recording possibilities. Additionally, there is a portable video camera on each campus that is also available for use by staff and trainees.

- **Assessment Measures**: Momentous Institute has a wide array of psychological/educational/development assessment measures (see appendix) as well as computer scoring software for most assessment measures.

- **Licensure Materials**: Interns have access to up to date study materials for the Examination for Professional Practice in Psychology (EPPP). Additionally, the Training Committee is available to consult with interns who are ready to sit for this exam and/or the oral exam. A portion of group supervision will be dedicated to helping interns prepare for the licensure process.

- **Additional Space for Services**: Each location is equipped with rooms set up for group and play therapy services. Additionally, the campus in Oak Cliff has a gym that can be used for individual or group services. The campus on Harry Hines has an Early Childhood playground and outside play area that includes a basketball court.
• **Dallas Public Library Journal Database:** Interns and staff also have internet access to a variety of journal databases. Interns are provided login instruction with their orientation materials.

• **Dallas Psychological Association Membership:** The Psychology Training Committee is committed to interns' growth not only within their role and responsibilities at Momentous Institute, but externally in the community as they prepare to transition from student to professional. As such, the agency pays for each intern to be a member of the Dallas Psychological Association during their training year in order to allow interns to take advantage of additional training opportunities and network with other students and professionals in the community.

• **Mileage Reimbursement:** Personal transportation is essential as interns may need to travel between locations. Interns are eligible for on-the-job mileage. To be eligible for reimbursement, each intern must provide a copy of her/his driver's license and proof of auto insurance to the human resources department.

• **Kitchen/Break Room:** Each location has break room designated primarily for staff that includes a refrigerator for staff to store items including their lunch. Additionally, there is an ice maker, microwave, utensils and filtered water available.

• **Security:** Each location requires a key or access card to enter most areas of the facility. Additionally, on evenings and Saturdays, security is provided by off-duty Dallas Police Officers.

G. INTERNSHIP STRUCTURE AND ACTIVITIES

1. **Orientation**
   Upon arrival, interns begin the training program by participating in a month-long orientation designed to allow them to gradually acclimate to internship roles and responsibilities. The orientation month is designed to provide an overview of the agency's mission and values; training model and goals of the internship program; trainee responsibilities; review of agency and program handbooks and manuals; and administrative policies such as the due process and grievance policies for trainees. Additionally, interns are provided an opportunity to meet and receive guidance from the graduating interns, and also to become acquainted with their direct supervisors and other members of the Internship Training Committee. Interns also complete specific orientations/meetings with each of the therapeutic programs including Therapeutic Services Leadership Team, Parent Education, the Huddle Up (Experiential Group Therapy Program), Social Services, and the Momentous School.

Orientation month also includes several other activities to allow interns to learn and become integrated into the culture of the agency and surrounding Dallas community through tours and luncheons with staff and interns from other sites. The structure of interns' first month also allows ample time for the cohort to establish cohesion with one another, as well as the opportunity to develop relationships with agency staff. Interns typically do not begin direct services activities until the second month of internship in order to allow a gradual acclimation to the program and agency. Some exceptions are made for transfer cases received from the graduating interns. Lastly but equally important, during the orientation month, interns are engaged in several self-reflective and professional development activities to help them begin to explore their training goals, strengths and areas of growth, and become more
aware of how their personal values and beliefs impact their clinical work with families. Additional information about these activities is provided in the appendix of this manual.

2. Schedules
All fulltime employees, including interns, are expected to work in the office a minimum of 40 hours each week. Although the internship year is structured to fit within a 40-hour work week, given the individual goals and needs of each intern, in addition to the varying nature of tasks such as psychological assessments, interns may need to occasionally work slightly more than the minimum hours requirement (e.g. 45 hours) to ensure their tasks and responsibilities are completed within a timely manner. **Interns are provided a specified amount of OT hours for the year to compensate for when they need to work more than 40 hours in a given week and are expected to communicate with the Training Director if they foresee their weekly hours exceeding 40 hours.**

Interns meet with the Training Director throughout their first month and over the course of the training year to receive further guidance about how to coordinate and manage their daily schedule and requirements for the year. Interns are encouraged to seek support from the postdoctoral fellow, direct supervisors and/or Training Director if they need additional assistance with managing their schedule and responsibilities. Additionally, interns’ supervisors support trainees’ development of ongoing self-care strategies which may be discussed in supervision and also in some of the training activities.

For the most part, interns manage their own schedules with the exception of scheduled trainings, supervision, group rotation, assessment, and quarterly staff meetings, and hold the primary responsibility for ensuring they meet all program expectations including requirements for direct service. Interns receive a personalized copy of their schedule on their first day, as well as a schedule template that outlines when preset activities including trainings, supervision, group rotation, assessment, and monthly staff meetings are held. Interns can choose to manage their schedules electronically through Outlook and/or with a day planner which is provided to each intern during their first week of internship. In addition to receiving an orientation schedule, interns also receive a schedule template which outlines when preset activities including trainings, supervision, group rotation, assessment, and monthly staff meetings are held. Interns should not schedule direct service activities during training seminars, required meetings, or supervision times.

Given that Momentous Institutes works with families, all staff are expected to provide a portion of their appointments during primetime hours (5pm or later). Similarly, interns are expected to complete **a minimum of 6 direct service hours during primetime**. Interns and staff typically work at least two evenings (past 5pm) each week. Interns hold the primary responsibility for managing their schedules and ensuring they meet all program expectations including requirements for direct service. The Training Director will provide support and guidance to explore the variety of schedule possibilities to incorporate this requirement including the opportunity to work a compressed schedule such as four-day work week.

During the first month of internship, interns are strongly encouraged to utilize unscheduled time in productive ways such as thoroughly reading the employee and internship manual, familiarizing themselves with new assessment instruments, becoming familiar with the agency’s electronic
scheduling program, and reading assigned materials for upcoming trainings. As the year progresses, the pace of internship may feel fast-paced at times depending on interns’ other responsibilities such as completing dissertation and preparing for licensure. While the agency supports these endeavors, it will be important for interns seek a balance that allows them to meet their internship responsibilities while completing other interests and responsibilities.

3. Direct Service Activities
Clinical service delivery comprises 35 – 50% (15 – 20 hours) of the interns’ weekly schedule. The following are considered as direct clinical service activities:

- **Intakes** *(average 1 - 2 hours each week)*
  Momentous Institute has a well-established intake process for new clients to ensure they are connected to appropriate internal and external resources based on their presenting concerns/symptoms. The agency recognizes the importance of strengthening trainees’ clinical assessment skills. In addition to specific trainings to discuss diagnosis and treatment planning and crisis assessment and intervention, interns will dedicate a portion of their weekly schedule to complete clinical intakes for new Momentous Institute clients. Intake appointments will allow interns to strengthen skills in clinical assessment, making referrals for psychiatric evaluations and other appropriate services, and also strengthen crisis intervention skills.

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

- **Therapy** *(average 12 - 15 hours completed sessions each week)*
  Interns are expected to carry a clinical therapy caseload of 10 - 15 families over the course of the training year. Given the nature of community mental health services which requires consideration for cancelations and no-shows by clients, this guideline helps ensure interns are able to meet their weekly and yearly direct service requirements.

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

- **Assignment of Clinical Cases**
  All families interested in services at Momentous Institute, complete an initial intake to determine which services are most appropriate, and whether Momentous Institute is an appropriate clinical fit based on the presenting concerns/needs. Upon completion of an intake, clients are either immediately assigned to an available clinician or placed on the agency’s waitlist if a clinician is not immediately available at the family’s desired timeframe.

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

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

- **Assessment (average 2.5 – 3 hours each week/11-12 hours each month)**
  Assessment is a major part of the internship training program. Approximately four hours each week will be dedicated to providing testing services. In addition to completing the administration of testing instruments, interns are expected to share assessment results through both a written professional report and also verbal feedback sessions with each family. Feedback sessions may also include additional people deemed important by the family or clinician such as teachers, extended family and referring clinician. Given the importance of assessment to the training structure, assessments receive intensive supervision that is available and typically scheduled on a weekly basis. Over the course of the year, interns will have the opportunity to complete individual assessments for children 7 years of age and older for children who are either students are the Momentous School or involved in our therapeutic programs.
In addition to individual testing cases, interns will have the opportunity to complete team-based assessments with the Early Childhood (EC) Assessment Team. The assessment team is comprised of two of the agency's licensed psychologists, and typically one intern at a given time. Additionally, other trainees such as practicum students may join the team dependent on his/her training goals. For the EC, each team member is assigned to specific sections of the assessment such as cognitive measures or the clinical interview and conceptualization. Interns receive an assessment manual at the beginning of the year that provides detailed information about assessment expectations and structure.

- **Group Therapy**
  Interns will be expected to provide group therapy services during the training year. In the past, interns have been required to complete a 12-week rotation with our intensive group therapy program, Huddle Up which is an experiential and systemic-based group program for adolescents ages 10 – 14. Additionally, interns have had the opportunity to partner with parent-educators to facilitate groups on-site and in the community, created in-house clinical groups for targeted populations and collaborate with staff to co-facilitate in-school groups. More specific information about the group therapy requirement for the 2021 – 2022 training year will be provided during interviews. Supervision of group experience is provided by their secondary clinical supervisor.

- **Reflecting Team** *(average 2 direct service hours each week)*
  The Reflecting Team at Momentous Institute is led by a senior staff member and includes the three doctoral interns. Additional staff and trainees may also join the team. The Reflecting Team meets one evening a week for 1 ½ - 2 hours (typically from 5p.m until 7pm) depending on the number of families (1 or 2) being seen by the team. During the first half an hour, the team meets to discuss and plan for the clinical case that will be seen by the team. Interns will work with families in one of two ways, either as the clinician in the room or as a consultant who provides reflections from their observations of the therapy session. Interns receive more information about clinical reflecting teams and their individual role on the Reflecting Team during orientation month.

  - **The Reflection Process**
    When a family is scheduled with the team, the first half of the session is facilitated by one or more clinicians similar to a typical therapy case. During this time, the other members of the team observe the session from behind a two-way mirror. After approximately 30 – 40 minutes, the family and clinician(s) will then watch and listen to team share feedback and observations for 5 – 15 minutes. After the feedback is shared, the family is given an opportunity to respond to the team’s comments. The intention of the team is to provide families with additional perspectives in order to foster growth towards the clinical goals. At the same time, the Reflecting Team serves to foster growth in trainees' understanding of systemic principles and skills.

- **Supervision of Practicum Students**
  In addition to the psychology internship and fellowship program, the agency provides intensive training opportunities to both graduate students completing their practicum requirements as well
as mental health professionals seeking to acquire hours as part of the licensure requirement. While these trainees receive the majority of their supervision from licensed MI clinicians, psychology interns take on a secondary supervisory role and provide additional clinical support of intakes and one or two therapy cases. While it is expected that all three interns will have the opportunity to supervise a trainee, the ability for interns to provide supervision is contingent on the number of practicum and/or postgraduate students hired each year. For the past four years, all interns who have expressed interest in gaining supervision experience have been able to do so. Provision of supervision competence is also facilitated through didactic training seminars that provide interns with knowledge of supervision theories and the ability to apply learned skills.

• **Consultation**
  As part of the didactic training schedule, interns will receive additional training to expand their understanding about consulting psychology. Furthermore, during the internship year interns will have several opportunities to apply the knowledge base and serve as professional consultants to many of our programs. One of these opportunities will occur during the interns’ participation on the Reflecting Team and also during the Huddle Up rotation. Interns and staff are also regularly asked to provide consultation to the Momentous School around the needs of students for assessment or behavior interventions.

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

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

Supervisors are assigned prior to interns’ arrival based on their clinical interest and experiences identified in their AAPI and during interviews. Interns will also have opportunities and are strongly encouraged to work with other members of the Training Committee over the course of the year. During orientation month, interns are given an opportunity to meet with members of the Training Committee who provide clinical and/or assessment supervision to learn about their styles, models and approach to supervision. A major strength of our training staff is the variety of theoretical orientations utilized by our licensed psychologists including psychodynamic, cognitive-behavioral, interpersonal, solution-focused, attachment, and family systems. Many of our psychology staff members describe their theoretical orientation as integrative and combine a variety of the above-mentioned orientations when conceptualizing clinical cases and developing effective interventions.
• **Clinical Supervision** *(minimum of 2.5 hours each week)*

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

Clinical supervisors have varied schedules but are typically onsite during the agency’s operating hours. As part of their orientation materials, interns are provided contact information for their direct supervisors and all members of the Training Committee as part of their training manual. On occasions when an intern’s direct supervisor is not available, the intern is able to communicate and reach out to any licensed clinician who is available. Interns are also able and encouraged to contact their supervisor on their cell phone if needed for any immediate supervision need. Additional information for managing clinical emergencies is provided to trainees during their orientation.

  o **Additional Information**
    1. **Video Recording**
       
       To enhance interns’ training and supervision, interns are required to record at least two sessions each week during the first and second quarters of the internship year. Interns should be prepared to view and discuss their recordings during supervision with their clinical supervisors. During the third and fourth quarters, interns should be prepared to discuss/view video recordings at least once a month during supervision. Clinical supervisors may require more video recordings to further support interns’ progress with clients.

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

In addition to clinical supervision, interns are also assigned an assessment supervisor for their individual 7+ child and adolescent assessment cases. Interns meet with their assessment supervisors on a weekly basis. If interns participate on the EC Assessment Team, supervision is provided through live supervision when the assessment is being conducted as well as during a weekly group supervision format that includes both psychologists from the assessment team in addition to trainees.

  o **Additional Information**
    1. **Video Recording**
       
       Interns are required to record their first full individual assessment from the beginning to the end of the process including the initial interview and feedback sessions. This recording will be utilized in supervision to allow interns to receive specific feedback about their assessment skills. Similar to the process for clinical recordings, interns will need to properly store and delete all recordings and obtain signed consent from clients prior to recording sessions. Assessment supervisors may ask interns to record additional sessions to further enhance the supervision process. Additionally, generally all Early Childhood assessment cases are recorded and saved.
for a predetermined time on a secure network. Interns will learn how to access these recordings during their orientation with the IT department.

- **Group Supervision** (*1 hour per month*)
  Psychology interns will participate in weekly group supervision that is facilitated by the Training Director. This group is typically done in a brown-bag lunch format. This time is designed to provide an opportunity for additional support to interns with the additional intention of strengthening interns' professional development, as well as promoting peer relationships, conversing about important information, and promotion of group cohesion. Group supervision also helps to ensure interns continuously stay connected to the Training Director. Interns are able to utilize group supervision to discuss the quality and quantity of supervision, cohort dynamics, usefulness of training seminars, evaluation procedures, staff interactions, professional issues and other relevant topics. As the year progresses, interns are able to provide feedback about other ways this time can be used. In the past interns have elected to utilize group supervision to discuss clinical cases and professional development topics including the licensure process and seeking post-doctoral employment. Additionally, group supervision can be used to troubleshoot any challenges interns may experience as they are becoming acclimated to the program. As the year progresses, the frequency of group supervision may change dependent on interns' needs. It is not uncommon for group supervision to occur less frequently as the year progresses, and interns approach their final months of training.

5. **Training** *(minimum of 3 hours each week)*
The agency places a high value on providing advanced trainings for professionals. Throughout the internship year, interns will have a multitude of opportunities to receive internal trainings through the agency.

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

The Clinical Didactic Seminars take various forms including lecture and demonstration, formal continuing education workshops, and presentations from practitioners and agencies that work in collaboration with Momentous Institute. The goals of these trainings are to maintain awareness of evidenced supported practices. The format of these weekly training seminars is designed to invite an active dialogue among attendees, and interns are expected to take an active role in the seminars. All
seminar objectives integrate an application component to help trainees better understand how the topic applies to their work with families and role as a professional. The application portion of the training may include video recording or live observation of work with a client, clinical case vignettes and/or interactive activities. Additionally, a compilation of relevant readings is also used to connect research evidence/support to clinical practice. Many of these readings cover literature that addresses theoretical issues, application of theory, political or power related factors related to therapy (e.g., gender and culture), research on therapy outcomes and ethics. Additionally, trainees may be asked to submit a writing activity (Notes-on-Notes) for some of the readings. A description of this task is provided in the appendix.

- **Training Block (weekly)**
  Each week interns will be engaged in training activities on Thursdays. Previous rotations have followed a schedule such as this:

  1st Thursday – Assessment Seminar (12pm – 2pm)
  2nd Thursday - STIC and Unified Model Consultation Group (12pm – 1pm)
  - Mentor Meeting (1pm – 2pm)
  3rd Thursday – Assessment Case Discussion/Testing Practice (12pm – 2pm)
  4th Thursday – Supervision or Assessment Seminar (12pm – 2pm)

**Assessment Seminar**: Given the large role of assessment during the internship year, interns receive specific trainings that focus on topics relevant to psychological testing. The assessment seminar schedule includes a variety of trainings to further support interns’ development of assessment competencies as well their professional and individual voice when conducting assessments. At the beginning of the year, seminar topics review more basic aspects of administration, scoring and analyzing psychological/educational/developmental measures commonly used at Momentous Institute. As the year progresses, trainings shift to topics to help interns to become more competent with regards to cultural considerations in testing, diagnosing learning disorders and recognizing autism spectrum disorders. At the end of the year during the months of May and June, each intern will have an opportunity to present on a topic of interest related to assessment for the group. In the past interns have chosen topics such as giftedness and cross-battery assessments. See APA Internship Master Calendar for specific dates, times and topics.

**STIC and Unified Model Consultation Group**: Once a month a member of the Psychology Training Committee will lead a conversation to assist interns with understanding how to use the STIC to evaluate treatment progress and the Unified Model to enhance their clinical Conceptualization, treatment planning and service evaluation from a systemic perspective.

**Mentor Meeting**: Once a month, interns collectively meet with the Director of Therapeutic Services, Laura Vogel, Ph.D. Dr. Vogel is a licensed psychologist who previously served as part of the Psychology Training Committee for several years. During the course of the internship year, Dr. Vogel meets with trainees to provide professional mentorship to further support the consolidation of their training experience to help further develop their professional identity.
Assessment Case Discussion/Testing Practice: Once a month, supervisors create space for interns to discuss their assessment cases and/or gain additional support as they learn or refamiliarize new testing instruments.

Supervision Seminar: Over the course of the year, interns receive several trainings seminars to further support their competence as a supervisor and guide their supervisory work with practicum students.

- Consultation Groups and Clinical Conversations
  Once a month interns will have an opportunity to attend several group conversations and consultation meeting to further support their overall clinical competency. Monthly, all clinical staff attend a group discussion to think aloud about a specific topic relevant to the clinical work with clients and/or to staff a specific case.

  For the monthly consultation groups, once a month one of the team’s registered play therapist provides a structure consultation group to help interns and staff gain a better understanding of play therapy skills. The consultation group provides some didactic information as well as opportunities to discuss specific cases.

  Additionally, once a month the TS Team facilitates a consultation group to providing training and conversation about various topics connected to culture and diversity. These consultation groups are often structured in a manner to meet specific objectives and provide continuing education credits for licensed professionals. Interns will be asked to co-lead a consultation group during the final quarter of the training year.

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

6. Self-Reflective and Professional Development Activities
A key focus of the internship year is to further develop key clinical competencies including case conceptualization, treatment planning and use of various clinical interventions and approaches to therapy. Additionally, our training program intentionally focuses on helping interns to integrate what we refer to as “the person of the therapist” as they strive to grow their skills as a practicing psychologist. In the book “The Person of the Therapist Training Model: Mastering the Use of Self,” authors discuss the benefit for clinicians to understand how to intentional and purposeful use of themselves in their therapeutic work with clients. This can include exploration of cultural factors such as ethnicity, gender and sexual orientation, as well as personal and professional life experiences, and therapists’ vulnerabilities and fears as they approach work with clients.
To this end, we will invite and create opportunities for interns to engage in self-reflection throughout the course of the year. Self-reflection is defined as the capacity for an individual to exercise introspection and a willingness to learn more about his or her fundamental nature, purpose and essence. At Momentous Institute, we strongly believe self-reflection enhances our ability to collaborate with families as we work with them in therapy. This definition places an emphasis on the ability to monitor our inner world, our thoughts and emotions as they arise.

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

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

7. Indirect Activities

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

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

8. Weekly Hour Distribution

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

**Direct Service**
- Therapy Services (Individual, Family, Couples) 10 - 15
- Assessment 2 - 3
- Reflecting TEAM 1 - 2
- Intake 1 - 2
- Supervision of Practicum Students 2

Approximate Total: 16 - 24 hours

**Indirect Activities**
- Training 3 - 5
- Supervision (clinical, assessment & group) 4
- Reflecting TEAM supervision/consultation 1
- Assessment scoring and report writing 3
- Meetings /Clinical Consultation Groups 1 - 2
- Preparation and paperwork (notes, etc.) 3

Approximate Total: 15 - 18 hours

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

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

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

Interns track the majority of their direct and indirect services in the agency’s electronic medical records and scheduling system, Care 4. Staff and interns receive a monthly email with a report of their hours. This report helps track interns’ progress with internship responsibilities, make determinations about requested overtime, and also allows interns to track specific aspects of their training year to ensure they meet hour requirements that will support them as they move towards
the licensure process. A cumulative report is reviewed during each formal evaluation to ensure interns remain on track with program expectations.
III. INTERNSHIP EVALUATION PROCESS

The internship year is designed to help trainees move closer to the independent practice of psychology as a psychologist. To help interns achieve this goal, the Psychology Training Committee has designed an evaluation process designed to provide interns ongoing and specific feedback about their progress over the course of the training year. Formal and informal evaluations of interns are intended to facilitate interns' professional growth by acknowledging strengths as well as identifying performance and conduct areas that need improvement. Feedback for the evaluation is gathered from the entire Psychology Training Committee and all staff who work with interns. Additionally, information included in formal evaluations are gathered from various training activities including supervision, interns' participation in trainings, self-reflective and professional development activities, daily interactions with staff, and review of video recordings, live supervision/consultation. In addition to the program goals outlined in previous sections of the brochure, interns will also have the opportunity to collaborate with supervisors to identify additional individual goals (e.g. strengthen proficiency of clinical work in Spanish). If warranted, supervisors may also identify additional goals to be assessed over the course of the year.

Formal evaluations occur four times during the internship year. Requirements for completion of internship include participation with all weekly training activities, including provision of clinical services and successfully meeting expected outcomes for each training objective. Interns receive a copy of each formal evaluation and feedback form as part of the program's handbook so that they can become more familiar with the training goals and competency guideposts for the year. Minimal thresholds for each evaluation period are also reviewed with interns during orientation. The evaluation process is designed to include two-way communication. The trainee is invited and expected to evaluate the progress of training and to participate in the process of self-evaluation in addition to evaluations completed by staff in order to round out observations and critiques. Additionally, evaluations also provide the committee information about program strengths and areas for growth. Interns also receive the program’s Due Process and Grievance Procedures as part of the handbook.

B. COMMUNICATION WITH INTERNS’ GRADUATE PROGRAM

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

C. INTERN FEEDBACK TO SUPERVISORS

Momentous Institute strongly believes the supervision process is an important component of the training year. The training committee is dedicated to providing interns with exemplary supervision experiences that foster growth and learning. Additionally, supervision is designed to cultivate an environment that helps interns grow into their identify as psychologists. In the belief that supervision is a collaborative relationship, interns will be encouraged to provide feedback about their supervision experiences throughout
the year directly to their supervisors. In addition to informal feedback, interns will also have the opportunity to share formal feedback about their supervision. The supervision feedback form is designed as a guide to facilitate conversations between interns and supervisors about supervision is progressing. After the form has been shared and discussed with supervisors, interns will provide a copy of the form to the Training Director. Similar to the process used to evaluate interns, the hope is that if an intern experiences challenges with any of their supervisors, the intern will make attempts to discuss such challenges directly with the supervisor(s) prior to completing the form. Group supervision with the postdoctoral fellow is also designed to assist interns with identifying ways to communicate feedback to their supervisors.

D. INTERN FEEDBACK ABOUT INTERNSHIP
The Training Committee is committed to ongoing review and improvement of the internship program. Interns’ feedback about the internship program is one of the most important tools that helps the committee, determine the strengths and areas for improvements from year to year. Interns are invited to give informal feedback about their experiences throughout the internship year. Feedback can be given directly to supervisors as well as to the postdoctoral fellow, training coordinator and training director. Additionally, interns will be asked to provide formal feedback at various times throughout the year.
IV. DESIRED CHARACTERISTICS & APPLICANT QUALIFICATIONS

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

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

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

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

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

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

Given the current COVID-19 global pandemic, we encourage interested students who have been unable to obtain the minimum hours and integrated assessment expectations due to COVID-19 to still apply to our program, particularly if it is expected that these desired expectations will be met by the time we host interviews in January. Students are specifically asked to address this in their cover letter. Students who would like additional information or have questions should reach out to the Training Director.

Desirable Applicant Characteristics

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

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

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

**Deadline**
All application materials must be received by [Friday, November 6, 2020](#).

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

**Selection Procedures**
Once applications are received, each application is reviewed by three members of our Psychology Training Committee and chosen based on the rating of their application across all three raters to help identify potential goodness of fit with the internship program. After applications are read, the committee meets to discuss results and finalize the selection of students who will be invited for an interview. All applicants will be notified by email of a decision regarding an invitation to interview no later than December 11, 2020.

**Interviews**
All applicants will be notified about whether we will be able to invite them for an interview no later than [Friday, December 11, 2020](#). Applicants will be notified by email if they are invited for an interview.

Interviews for 2021-2022 training year will be conducted virtually given the COVID-19 global pandemic and the commitment to the safety and wellbeing of students and the community. Interviews will occur in January 2021 on the following days 1/12, 1/13, 1/14, 1/19, 1/20, 1/26. We utilize a group interview format whereas on applicant meets will meet with one to three groups of staff that consists of the Psychology Training Committee, current trainees and other members of our clinical team (1 student w/ a group of 3-7 staff). In addition to the group interviews, the site will offer an optional virtual open house on January 5th to provide more information about the site and allow students to meet and asks questions to internship supervisors. More information about the interview format will be provided when applicants are notified that they have been selected for an interview.

After interviews are completed, the Psychology Training Committee and all staff who participated in the process meet within a week after the last interview day to determine applicant rankings. The full application package and information gathered from the interview process will be utilized to determine applicant rankings. As a member of APPIC, Momentous Institute participates in the national internship matching process by submitting its applicant rankings to the National Matching Service.

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

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

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

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

**Contact Information**
If you have questions or need additional information, please feel free to contact the Training Director.
Garica Sanford, Psy.D.
gsanford@momentousinsitute.org or 214-915-4798
A. Internship Program Admissions

Date Program Tables are updated: July 15, 2020

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:

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

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

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

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

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

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

**Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Y</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Contact Intervention Hours</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Total Direct Contact Assessment Hours</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Describe any other required minimum criteria used to screen applicants:**

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

• successful completion of at least the equivalent of four semesters of supervised practicum courses in counseling/psychotherapy;

• completion of all graduate coursework by the start of internship;

• passing score on qualifying/comprehensive examinations **by rank deadline**;

• working toward their dissertation defense (**proposed by start of internship**); and

• minimum of 250 intervention hours at **the time the application is submitted**.

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

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

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Stipend/Salary for Full-time Interns</td>
<td>Base hourly salary of $14.42 (approximate annual equivalent of $30,000)</td>
</tr>
<tr>
<td>Annual Stipend/Salary for Half-time Interns</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Program provides access to medical insurance for intern? Yes No

If access to medical insurance is provided:

<table>
<thead>
<tr>
<th>Trainee contribution to cost required?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage of family member(s) available?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Coverage of legally married partner available?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Coverage of domestic partner available?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Hours of Annual Paid Personal Time Off (PTO and/or Vacation) 80 Hours

Hours of Annual Paid Sick Leave 96 Hours

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? Yes No

Other Benefits (please describe): Interns also receive a Personal Day (8 hours) after 6 months. They are eligible to receive up to 5 conference days for dissertation defense, graduation, and other academic/professional activities. Momentous Institute pays for interns’ membership with the Dallas Psychological Association for year. Interns also receive free tickets to the agency’s annual 2-day Changing the Odds Conference, as well as free registration to other agency sponsored professional development trainings. Interns also receive tickets to the agency annual fundraising event, the AT&T Byron Nelson Golf Tournament.

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

C. Initial Post-Internship Positions
(Provide an Aggregated Tally for the Preceding 3 Cohorts)

<table>
<thead>
<tr>
<th>2015-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts 15</td>
</tr>
<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PD</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community mental health center</td>
<td>3</td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td>1</td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td>0</td>
</tr>
<tr>
<td>University counseling center</td>
<td>0</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td>0</td>
</tr>
<tr>
<td>Military health center</td>
<td>0</td>
</tr>
<tr>
<td>Academic health center</td>
<td>0</td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td>0</td>
</tr>
<tr>
<td>Academic university/department</td>
<td>0</td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td>0</td>
</tr>
<tr>
<td>Independent research institution</td>
<td>0</td>
</tr>
<tr>
<td>Correctional facility</td>
<td>0</td>
</tr>
<tr>
<td>School district/system</td>
<td>0</td>
</tr>
<tr>
<td>Independent practice setting</td>
<td>0</td>
</tr>
<tr>
<td>Not currently employed</td>
<td>0</td>
</tr>
<tr>
<td>Changed to another field</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.