

## VI. INTERNSHIP ADMISSIONS, SUPPORT, AND INITIAL PLACEMENT DATA

### A. Internship Program Admissions

**Date Program Tables are updated: July 15, 2021**

**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.

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.

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:**

Total Direct Contact Intervention Hours	N	Y	Amount: 250
Total Direct Contact Assessment Hours	N	Y	Amount: N/A

**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.

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.

*Applicants who have not completed the minimal number of psychological assessments and other admission criteria are typically not considered for an interview. **However**, 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.*

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

Annual Stipend/Salary for Full-time Interns	Base hourly salary of \$14.42 (approximate annual equivalent of \$30,000)	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	No
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	Yes	No
Coverage of family member(s) available?	Yes	No
Coverage of legally married partner available?	Yes	No
Coverage of domestic partner available?	Yes	No
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)

	2017-2020	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center	4	0
Federally qualified health center	1	0
Independent primary care facility/clinic	0	0
University counseling center	0	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	1	0
Psychiatric hospital	0	0
Academic university/department	0	1
Community college or other teaching setting	0	0
Independent research institution	0	0

Correctional facility	0	1
School district/system	0	0
Independent practice setting	0	1
Not currently employed	0	0
Changed to another field	0	0
Other	0	0
Unknown	0	0

Note: "PD" = Postdoctoral 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.