

# Kennedy Krieger Institute and the Johns Hopkins University School of Medicine

## Doctoral Internship in Health Service Psychology

### **Program Aim**

To prepare interns to intermediate competence in delivery of health service psychology with children and adolescents with a range of behavioral, emotional, health and learning needs and their families. This is achieved through various training activities including service delivery, didactics, and supervision.

### **Profession Wide Competencies**

<b>Research</b>
Behavioral Elements Interns will: <ul style="list-style-type: none"><li>a) Demonstrate substantially independent ability to critically evaluate research</li><li>b) Demonstrates substantially independent ability to disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at local, regional, or national level, including altering presentation to fit audience.</li></ul>
<b>Ethical and legal standards</b>
Behavioral Elements Interns will: <ul style="list-style-type: none"><li>a) Recognize ethical dilemmas as they arise and applies ethical decision-making processes to resolve dilemmas.</li><li>b) Be knowledgeable of and act in accordance with APA Ethical Principles; relevant laws, regulations, rules and policies governing health service psychology at organizational, local, state, regional, and federal levels; and professional standards and guidelines.</li><li>c) Conduct self in an ethical manner in all professional activities.</li><li>d) Take appropriate steps in patient and family endangerment situations and/or effectively defuses highly emotional situations.</li><li>e) Manage patient confidentiality issues effectively and acts in accordance with plans of action in high risk situations (e.g., suicide/or homicidal ideation, suspicion of child abuse/neglect, sexual abuse, substance abuse, etc.).</li></ul>
<b>Individual and cultural diversity</b>
Behavioral Elements Interns will: <ul style="list-style-type: none"><li>a) Demonstrate understanding of how own personal/cultural history, attitudes, and biases may affect how they understand and interact with people from different backgrounds, cultures, or groups.</li><li>b) Demonstrate knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li><li>c) Integrate awareness and knowledge of individual and cultural differences in conduct of professional roles (research, services, other professional activities), including ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li><li>d) Demonstrate ability to independently apply knowledge and approach (demonstrates respect) to work effectively with a range of diverse individuals and groups encountered during internship.</li></ul>
<b>Professional values, attitudes and behaviors</b>
Behavioral Elements Interns will: <ul style="list-style-type: none"><li>a) Demonstrate department/conducts self in a professional manner, (is respectful, shows concern for the needs and welfare of client, family, staff, and supervisee, uses professional language, dresses appropriately) consistent with professional identity.</li><li>b) Engage in self-reflection to assess own personal and professional functioning and engages in</li></ul>

activities (asks relevant questions, participates in discussions, seeks feedback about performance and progress of cases) to maintain or improve performance, well-being, and professional effectiveness.

- c) Articulate extended plan to enhance knowledge/skills, commitment to lifelong learning.
- d) Demonstrate integrity in professional activities.
- e) Demonstrate accountability by communicating relevant updates in an effective and timely manner with supervisor and other professionals.
- f) Demonstrate accountability by meeting report, protocol, and clinical correspondence deadlines, with suggested revisions incorporated.
- g) Demonstrate accountability by preparing thorough documentation of initial evaluation, progress notes, termination/transfer/discharge summaries, treatment protocols, and correspondence.
- h) Demonstrate openness and responsiveness to feedback and supervision without defensiveness and as evidenced by carrying out plans of action.
- i) Actively seek feedback and supervision.
- j) Intervene with client and/or caregiver to promote change in meaningful areas in the child's/family's life (advocacy, community support).
- k) Respond professionally in increasingly complex situations with a greater degree of independence.

#### Communication and interpersonal skills

##### Behavioral Elements

Interns will:

- a) Initiate and maintain good rapport with clients and caregivers, demonstrating sensitivity to client/caregiver concerns and including them in decision making.
- b) Initiate and maintain effective relationships with families, school, pediatricians and other outside agencies throughout cases, communicating assessment and treatment results and keeping them informed of progress.
- c) Develop and maintain effective relationships with colleagues (supervisees, peers, supervisors, interdisciplinary professionals, support staff) communities and organizations.
- d) Engage in communications (oral, nonverbal, written) that are informative and well-integrated, with demonstration of thorough grasp of professional language and concepts.
- e) Demonstrate effective interpersonal skills and the ability to manage difficult conversations well.

#### Assessment

##### Behavioral Elements

Interns will:

- a) Select and apply appropriate measures of behavioral, intellectual, and/or developmental functioning that draw from the best available empirical literature and reflects science of measurement and psychometrics to develop a hypothesis regarding the nature of the impairment and to facilitate treatment development.
- b) Describe assessment process clearly and concisely to clients and/or caregivers, including expected behavioral functioning and projected outcomes.
- c) Collect relevant data (clinical information) using multiple sources and methods appropriate to identified goals and diversity characteristics of client/family on an ongoing basis, drawing from the family's strengths.
- d) Correctly interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification and recommendations while guarding against decision-making biases, distinguishing aspects of assessment that are subjective from those that are objective.
- e) Organize and present behavioral and assessment data and implications accurately and effectively to professionals and through documentation (medical records) to facilitate interpretation.
- f) Demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- g) Demonstrate understanding of human behavior within its familial, societal and cultural contexts.

h) Apply knowledge of functional and dysfunctional behaviors to the assessment and/or diagnostic process.
<b>Intervention</b>
<p><b>Behavioral Elements</b></p> <p>Interns will:</p> <ul style="list-style-type: none"> <li>a) Develop goals for case using evidence-based treatment and present them coherently to supervisor and colleagues.</li> <li>b) Apply relevant research literature to clinical decision making and formulate case conceptualization from a theoretical perspective.</li> <li>c) Effectively communicate treatment plan and effectiveness to clients and/or caregivers.</li> <li>d) Conduct client, caregiver, and/or staff training/intervention using effective training techniques, including providing positive and constructive feedback.</li> <li>e) Conduct direct intervention with client (e.g., cognitive rehabilitation, instruction in coping skills, instruction in CBT techniques, etc.) informed by current scientific literature, assessment findings, diversity characteristics and contextual variables.</li> <li>f) Evaluate intervention effectiveness and adapt intervention goals and methods based on ongoing evaluation.</li> <li>g) Modify or adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>h) Seek caregiver/staff feedback and satisfaction with treatment plan and progress.</li> </ul>
<b>Supervision</b>
<p><b>Behavioral Elements</b></p> <p>Interns will:</p> <ul style="list-style-type: none"> <li>a) Use theory, research, literature to give clinical feedback to others</li> <li>b) Apply knowledge of supervision models and practices with supervisee in direct or simulated practice.</li> <li>c) Provide positive and constructive feedback and guidance in group supervision, case presentations, peer review and/or research meetings.</li> </ul>
<b>Consultation and interprofessional/interdisciplinary skills</b>
<p><b>Behavioral Elements</b></p> <p>Interns will:</p> <ul style="list-style-type: none"> <li>a) Demonstrate respect for the roles and perspectives of other professions.</li> <li>b) Apply knowledge of consultation models and practices in consultation (informative and succinct) with individuals and their families and other health care professionals.</li> </ul>

### **Requirements for Completion**

All competencies are evaluated on a daily basis through the interns' work product. Quarterly evaluations formally assess intern performance across each competency on a scale from 1 to 5 with the following benchmarks:

- 1: pre-internship or practicum level
- 2: entry into internship
- 3: midpoint of internship
- 4: completion of internship/entry to practice
- 5: advanced practice

If an intern's performance falls below the expected level (2 at First and Second Quarter and 3 at Third Quarter), a written support plan is developed to bring the intern's performance back up to expectation. To successfully complete internship, interns must achieve a "4" for each Behavioral Element within each Profession Wide Competency.