

Clinical Practicum in Evidence-Based Youth Psychotherapy

Summary

Judge Baker Children's Center (JBCC), a Harvard Medical School Affiliate, is accepting applications for a clinical practicum position at the Center for Effective Child Therapy (CECT), the outpatient mental health service program at Judge Baker Children's Center. CECT serves children and adolescents ages 2 – 19. Therapists utilize evidence-based treatments for some of the most common presenting problems including anxiety, depression, traumatic stress, and disruptive behavior. Professional training at CECT focuses on assisting trainees in the use of effective, sustainable treatments that have withstood rigorous clinical testing (e.g., Cognitive Behavioral Therapy, Behavioral Parent Training) as well as measuring patient progress during treatment to inform therapeutic decisions. Our focus on data and quantifiable measures gives trainees unique insight into the best ways to help children and families and assists trainees in developing necessary intervention skills.

The practicum experience is between 16 - 24 hours (two to three days) per week and focuses primarily on the delivery of short-term psychotherapy to children and adolescents ages 2 to 19 as well as their families. Trainees can expect to gain experience with a wide range of psychopathology, with a focus on anxiety disorders, depression, and disruptive behavior disorders. Treatments center on cognitive-behavioral therapy for anxiety and depression as well as behavioral parent training techniques for disruptive behavior disorders.

Students may select a focused track on early childhood treatment and receive training in Parent-Child Interaction Therapy (PCIT) or a focused track on school-aged children and adolescents and receive training in the Modular Approach to Therapy for Children (MATCH). Students in either track will gain exposure to clients across the age range. Students must be available on Thursdays to attend staff seminars as part of the practicum experience, as well as evening hours to facilitate seeing clients.

Essential Duties and Responsibilities

- Provide time-limited psychotherapy interventions to 3-6 clients per week using cognitive-behavioral and behavioral strategies on a weekly individual outpatient basis.
- Participate in specific training and supervision in the Modular Approach to the Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC).
- Participate in diagnostic evaluations with a staff psychologist using semi-structured Kiddie-Schedule for Affective Disorders and Schizophrenia (K-SADS). Note that the student will have the opportunity to observe administration of the (K-SADS) and may have the opportunity to begin learning aspects of administering it. However, this practicum will not provide the level of training needed for proficiency and reliability of K-SADS administration in other settings.
- Participate in at least two hours of individual supervision per week. Cases will be supervised by a licensed psychologist for one hour per week. Additional supervision hours will be provided by postdoctoral fellows, overseen by a licensed psychologist.
- Participate in direct and/or videotaped observation of and by clinical supervisors.
- Participate in additional research and didactic activities as appropriate.

Qualifications and Skills

- Enrolled in a doctoral graduate program in clinical, counseling, or school psychology.
- Completion of a minimum of two full years of a core graduate program in clinical or school psychology by the start of the practicum.
- Completion of a master's degree either independent of or through a core graduate program.
- Completion of basic psychopathology coursework.
- Completion of one full year of a prior practicum experience.
- Previous or concurrent coursework in evidence-based treatments is preferred.

Compensation

No compensation is provided for this training position.

Competencies Developed:

Through the completion of this practicum, students should demonstrate intermediate skill level in all of the following competencies:

i) Assessment & Clinical Interviewing

- Knowledge regarding psychopathology related to the population(s) served by the practicum sites.
- Training in the models and techniques of clinical interviewing.

ii) Intervention

- Knowledge of scientific, theoretical, empirical and contextual bases of intervention.
 - Training in basic clinical skills, such as empathic listening, framing problems, etc.
 - Training in assessment of treatment progress and outcome.
 - Ability to formulate and conceptualize cases.
- Ability to plan treatments.
- Ability to implement intervention skills, covering a wide range of developmental and preventive interventions, including psychotherapy, psychoeducational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of patients.
- Knowledge regarding psychotherapy theory, research and practice.
- Knowledge regarding the concept of empirically supported practice methods and relationships.
- Knowledge regarding specific empirically supported treatment methods and activities.
- Ability to apply specific empirically supported treatment methods (e.g. CBT).
- Assessment of treatment progress and outcome.
- Linking concepts of therapeutic process and change to intervention strategies and tactics.
- Effective use of supervision to implement and enhance skills.

iii) Ethical & Legal

- Principles of ethical practice and decision making.
- Legal knowledge related to the practice of psychology (e.g., HIPAA, Federal and State laws).

iv) Individual and Cultural Difference (ICD)

- Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.
- Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability, etc.).
- Understanding of the need to consider ICD issues in aspects of professional psychology work.

Our Organization

Founded in 1917, Judge Baker Children's Center is a Harvard Medical School affiliate with proven leadership in children's behavioral health. Judge Baker's mission is to promote the best possible mental health of children through the integration of research, intervention, training, and advocacy. For nearly 100 years, Judge Baker has been instrumental in creating a continuum of care that supports children's healthy development at the policy, systems, and practice levels. Our research, direct programs and services, training, and advocacy make Judge Baker a preeminent voice and active resource on issues of children's mental health. At Judge Baker, the practices created and tested today will become the best practices of tomorrow. Our programs

help children and families chart their own best course for developmental, emotional, and intellectual well-being in community-based settings.

Judge Baker Children's Center is dedicated to the achievement of equality of opportunity for all its employees and applicants for employment without regard to race, color, religion, sex, sexual orientation, marital status, age, national origin, disability, veteran status or any other protected group status under federal, state or local law. Judge Baker Children's Center is an Equal Opportunity/Affirmative Action Employer.

The preceding statements shall not be considered a detailed description of all the work requirements of the position. There may be other duties and responsibilities required to achieve the principal functions of the position and to advance the mission of Judge Baker Children's Center.

Applications

Interested candidates should send

- A cover letter describing your professional development goals and how CECT might fit in with those goals
- A current CV
- Two (2) letters of recommendation sent directly from your recommender to training@jbcc.harvard.edu
- A de-identified assessment report (e.g., psychodiagnostic report, neuropsychological report)
- A de-identified treatment report (e.g., treatment plan, treatment summary)
- The name and contact information for your practicum coordinator.

to: Sarah Tannenbaum, Psy.D.
Center for Effective Child Therapy
Judge Baker Children's Center
53 Parker Hill Avenue
Boston, MA 02120
training@jbcc.harvard.edu

Application Due Date: December 14, 2020

Notification Date: February 8, 2021

Start Date: September 1, 2021

*Judge Baker Children's Center has committed to following the MPA Practicum Training Collaborative program policies for the 2021-2022 training year.