

# Applewood Centers

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## Doctoral Internship in Clinical Psychology

Child & Adolescent Focus  
2024-2025



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*Solutions for Children, Youth and Families*

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## INTRODUCTION

Applewood Centers offers a doctoral internship with a focus in clinical child and adolescent psychology. We offer a salary of **\$33,309.12** with health insurance. We became members of APPIC in 1997. We have been accredited by the Commission on Accreditation of the American Psychological Association since 1999. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002  
Phone: (202) 336-5979/E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

**Applewood Centers 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.**

## ABOUT APPLEWOOD CENTERS

[Applewood Centers](#) was created in 1997 through a merger of Children's Services Inc. and The Guidance Centers; two child-serving agencies providing services since 1876 and 1924, respectively. In 2004, Applewood merged with Children's Aid Society, which opened in 1832, as an orphanage and operator of the first public school in Cleveland. On December 31, 2007, Applewood affiliated with Wingspan Care Group. Wingspan Care Group is a nonprofit administrative and management organization that provides a united, community-based network of services so member agencies can focus on mission-related goals and operate in a more cost-effective and efficient manner. Wingspan partner agencies include Applewood Centers, Inc., Bellefaire JCB, Bluestone Child and Adolescent Psychiatric Hospital, and Lifeworks Autism Services.

Applewood Centers is a private, not-for-profit organization delivering a full continuum of behavioral healthcare services throughout Greater Cleveland. It serves over 7,000 children, adolescents and families annually. Our services include the following:

### **Gerson School Programs**

- Eleanor Gerson High School, grades 9-12
- Gerson West School, grades 6-9

### **Residential Treatment**

- Apple Blossom For Girls - a secure unit for adolescent females, ages 11 to 18
- Orchard For Boys- a secure unit for adolescent males, ages 11 to 18
- Day Treatment Program for Boys – a secure day treatment program for adolescent males
- Partial Hospitalization
- Juvenile Justice Services

## **Behavioral Health Services**

- Community, School, and Office-Based Counseling
- Psychiatry Services
- After School, Weekend, and Summer Programs
- School Based Services
- Early Childhood Mental Health
- Special Needs Child Care Consultation
- Community Psychiatric Supportive Treatment
- Multisystemic Therapy
- Psychological Testing and Assessment
- Intensive Home-Based Services

## **Foster Care & Adoption**

## **Bilingual Services**

## ***Requirements For Admission***

Admission to the Psychology Internship is open to qualified individuals. Applicants must be enrolled in an APA-Accredited Ph.D. or Psy.D. program in clinical, counseling, school, or combined (within the three disciplines of clinical, counseling, and school) psychology from an accredited university and have completed at least three years of graduate work. The doctoral program must be accredited by the U.S. Secretary of Education. The following are prerequisites for admission to our program:

- Experience in the assessment and treatment of children, adolescents and families
- Minimum of 3 years in graduate program
- Sufficient breadth and depth of practicum hours
- Comprehensive exams passed
- Have a master's degree; if your program does not grant master's degrees, then your Director of Clinical Training must submit a letter stating that you have completed all requirements for a master's degree
- Accepted to doctoral candidacy
- Dissertation proposal approved by ranking deadline (if not already approved when submitting materials it is helpful to comment on status in application and have Director of Training and/or advisor comment on status)
- Pass background check, physical exam, TB test, and drug screen, as required for all agency staff

Applicants are expected to have sufficient academic background in child clinical psychology to be able to utilize the experiences offered. This includes theoretical and applied familiarity with various instruments used in psychological evaluations, as well as an understanding of child development and therapeutic modalities. By the beginning of the training year, interns are expected to have a good working knowledge of the following assessment domains: Intelligence, Achievement, Personality, Behavior, Adaptive, and Projectives. Interns will receive didactic

training in empirically-supported treatments and psychological assessment measures commonly used in psychological evaluations administered at Applewood.

Given the COVID-19 pandemic and its impact on training programs and practicum placements, Applewood Centers will be flexible when it comes to reviewing applications. While Applewood has resumed a minimum requirement for assessment and intervention hours, we will consider applications that do not meet the minimum criteria if they meet other areas for selection criteria.

### ***Application and Selection Procedures***

Applicants apply to the psychology internship at Applewood Centers using the APPIC *Application for Psychology Internship* (AAPI). All AAPI's are submitted through the APPIC on-line portal at [www.appic.org](http://www.appic.org). The AAPI must include the APPIC *Academic Program's Verification of Internship Eligibility and Readiness* as completed by the Director of Training from your university.

#### **Internship applicants who meet the selection criteria are invited for an interview.**

Applicants will be notified by email or phone if they are selected for an interview and they will be notified by email or phone if they are not selected for an interview. **Interviews will occur virtually in January, 2024 on 4 pre-selected days (Wednesday, January 10; Friday, January 12; Thursday, January 18; and Friday, January 19).** On the 4 interview days, applicants can expect a group overview, two individual interviews, and a meeting with at least one intern or post-doctoral fellow.

Applewood Centers celebrates cultural and ethnic diversity in our staff and our clients. To continue this tradition, we encourage applicants who are interested in working in such a setting. We also strongly encourage minority applicants who will add to the diversity of our clinical staff. Applewood Centers is committed to a policy of equal opportunity for all applicants for employment.

Every effort is made to ensure diversity in selected applicants. Selections are non-discriminatory with respect to age, gender, national origin, sexual orientation, religion, race, disability, or socioeconomic status.

Applewood Centers adheres to APPIC policies regarding internship offers and acceptances.

## **Mission Statement**

Applewood Centers fosters solutions for children, youth and families.

## **Vision Statement**

Applewood Centers is a leader in improving the lives of children in Ohio by providing high quality behavioral healthcare and out-of-home services for children and their families.

Our commitment is to:

- ❑ Deliver high quality, results focused programs and services
- ❑ Ensure the agency's long-term economic viability
- ❑ Develop a diverse team of skilled professionals
- ❑ Build on over 175 years of excellence in service
- ❑ Serve a diverse population reflective of our community
- ❑ Monitor and ensure desired outcomes for children
- ❑ Employ training and technology to best support excellent service
- ❑ Embrace our core values in all we do.

## **Core Values**

*Our organization embraces and is shaped by core values aimed at helping children to experience happiness, joy and love!*

### *Caring*

- ❑ We believe all children should be in a safe and loving environment.
- ❑ We respect the dignity and worth of each client and staff member.
- ❑ We treat our clientele and each other with compassion and courtesy.
- ❑ We advocate for children and their families at the local, state, and national levels.

### *Child-Centered*

- ❑ We believe that treating and meeting a child's individual needs, while working with her/his family, is our primary responsibility.
- ❑ We believe the children and families we serve are the most important decision-makers in matters affecting their lives.
- ❑ We demonstrate a cultural sensitivity in our relationships with our clientele.

### *Collaborative*

- ❑ We strive for the highest level of teamwork within our organization.
- ❑ We work with other people, organizations, and the community in a spirit of cooperation.
- ❑ We believe our mission is enhanced through strategic partnerships.

### *Excellence*

- ❑ We are outcome focused and constantly strive to improve in everything we do.
- ❑ We value wise and efficient use of resources in providing superior services.
- ❑ We provide opportunities for staff team successes.
- ❑ We believe the board and staff should reflect the community we serve.

### *Innovation*

- ❑ We have a work environment that encourages initiative and creativity.
- ❑ We strive to be a leader in program development.
- ❑ We emphasize research and development as part of our organizational structure.

- ❑ We encourage and value education and training.

### *Integrity*

- ❑ We are guided by the highest ethical standards.
- ❑ We demonstrate honesty and candor in all our relationships.
- ❑ We practice fairness, responsibility, and forgiveness.
- ❑ We demand accountability at all organizational levels.

## ***Diversity Statement***

The Applewood Centers, Inc. psychology internship program is committed to creating a culture of inclusion and equity for interns and staff. As a training site, we are dedicated to providing a safe and welcoming environment for interns to explore intersecting identities and how they impact clinical work. The training program strives to grow in our awareness, reduce barriers and bias, and strengthen our multicultural competence.

## ***Professional Staff, Psychology Interns, and Students***

In Cuyahoga County, Applewood Centers employs several professional staff including psychologists, doctoral psychology interns, psychiatrists, independently licensed clinical counselors and social workers, and nurses. The agency also hosts several professional training programs including: child psychiatry residents from Case Western Reserve University School of Medicine/University Hospitals of Cleveland, a social work internship in partnership with several local universities, and occasionally clinical psychology graduate students from local universities. Students from these training programs may join the psychology interns for selected training experiences.

## ***Internship Mission Statement***

The mission of the doctoral psychology internship at Applewood Centers is to prepare interns for entry-level professional practice in clinical child and adolescent psychology. The internship strives to train psychology interns to serve, competently and ethically, the mental health needs of children, adolescents, and their families in a variety of clinical settings. Interns are exposed to both a high level of scientific activity and practice innovation through their experience.

## ***Philosophy***

The program believes that psychological practice is informed by psychological science. The program believes that professional competence and identity are developed and consolidated through supervised clinical practice, didactic training, scholarly inquiry, and the opportunity to work collaboratively with psychologists and professionals in other disciplines. Accordingly, the program is structured so that interns assume major clinical responsibilities in the context of appropriate supervisory support, didactic training, professional role modeling, knowledge of community resources, and knowledge of administrative systems.

## ***Training Model: Practitioner-Scientist***

Consistent with the philosophy of psychological practice informed by science, the internship's training model is best characterized by a Practitioner-Scientist Model. The internship's training model emphasizes the development of profession-wide competencies in (1) research, (2) ethical and legal standards, (3) individual and cultural diversity, (4) professional values, attitudes, and behaviors, (5) communication and interpersonal skills, (6) assessment, (7) intervention, (8) supervision, and (9) consultation and interprofessional/interdisciplinary skills. In order to develop these competencies, the internship provides a wide variety of clinical and educational experiences in early childhood, child, adolescent, and family psychology. The training model holds that competencies are ideally developed through repeated exposure to a variety of clinical experiences supported by thorough supervision and didactic training.

Clinical experiences and didactic training are sequenced to present core information first and to build on previous experience. Interns work with clients who have experienced a variety of stressors including divorce, school failure, pregnancy, accidents, foster care placement, death, sexual abuse, neglect, domestic violence, and illness. Interns work with clients with diverse diagnoses and presenting problems including ADHD, disruptive behavior disorders, mood disorders, anxiety disorders, PTSD, adjustment disorders, trauma, and learning disorders. Interns have the opportunity to learn and apply diverse theoretical approaches to treatment. Treatment modalities include individual/family psychotherapy, parent training, consultation, and client advocacy. The internship setting will be within the Office-Based department. Interns conduct psychological assessments to address a variety of referral questions including differential diagnosis, thought disorder, lethality risk, personality traits, intellectual disabilities, and learning disabilities.

The internship integrates clinical research through individual and group supervision, didactic seminars, assigned readings in professional journals, and continuing professional education. It is a priority of the internship to provide training and clinical experiences that foster respect for and the ability to work effectively with clients from diverse cultures and socioeconomic backgrounds.



## ***Training Aims and Competencies***

At the conclusion of the 12-month program, interns will be able to demonstrate an intermediate to advanced level of knowledge and competence with children, adolescents, and their families in the following areas:

### **1. Research:**

Interns will independently evaluate current scientific research to enhance clinical practice. Interns will utilize databases, professional literature, seminars and training sessions, and other resources to demonstrate application of research to practice. Additionally, interns will demonstrate an understanding of applied research through learning and administering research-based, semi-structured clinical interviews and screening measures in our community mental health center.

### **2. Ethical and Legal Standards**

Interns will demonstrate knowledge of APA ethical and professional standards and consistently apply these standards. Interns will proactively identify ethical and legal issues and seek consultation as needed.

### **3. Individual and Cultural Diversity**

Interns will demonstrate knowledge, skills, and sensitivity in order to work effectively with clients from diverse populations. Interns will apply knowledge of culturally sensitive approaches to practice. Additionally, interns will demonstrate awareness of how their own background and individual differences might impact clients. Interns will strive to self-monitor their responses to differences and utilize supervision as needed to appropriately address diversity issues in the therapeutic relationship.

### **4. Professional values, attitudes, and behaviors**

Interns will demonstrate professional values, attitudes, and behaviors to develop and maintain constructive working alliances with clients. Interns will also demonstrate professional interactions when collaborating with peers, colleagues, students, supervisors, and members of other disciplines, consumers of services, and community organizations.

### **5. Communication and Interpersonal Skills:**

Interns will demonstrate professional communication and interpersonal skills and respond professionally to complex situations. They will manage their own affect appropriately while demonstrating an awareness of personal issues within a professional clinical setting. They will demonstrate competency in the management of difficult communications while communicating with professional language and concepts.

### **6. Assessment:**

Interns will demonstrate the ability to conduct evidence-based assessment consistent within the scope of health service psychology. They will demonstrate a thorough working knowledge of diagnostic nomenclature and DSM classification and show competency in the gathering of relevant information and utilization of collateral information for formulating diagnoses. They will demonstrate competency in the assessment of mental status and use of appropriate psychological tests while completing evaluations. They will write clear and concise reports that include appropriate interpretation and integration of test data and appropriate

recommendations based on test data. They will provide clear and useful feedback to clients and collaterals or other health professionals as necessary.

7. Intervention:

Interns will demonstrate the ability to apply evidence-based intervention within the scope of health service psychology. In providing interventions, interns will establish and maintain effective therapeutic alliances, recognize and respond appropriately to client crises and manage interpersonal boundaries with clients professionally. Interns will formulate case conceptualization that utilizes theoretical knowledge and research. Interns will collaborate with clients to establish treatment goals that correspond with case conceptualizations. Interns will develop evidence-based interventions that are informed by research, assessment data (if applicable), contextual variables, and diversity factors. Interns will seek supervision as necessary in formulating case conceptualization, deciding upon treatment goals, and providing interventions.

8. Supervision:

Interns will demonstrate the ability to seek and utilize supervision and feedback in an effective manner. They will come prepared to supervision sessions and effectively communicate relevant clinical issues to supervisors. Interns will be receptive to supervisor ideas and suggestions and integrate supervisor feedback in clinical work. Interns will also provide useful direction, information, and feedback for other trainees and mental health professionals during group supervision or umbrella supervision.

9. Consultation and Interprofessional/Interdisciplinary Skills:

Interns will demonstrate consultation and interprofessional/interdisciplinary skills when addressing problems, sharing information, and engaging in professional activities. Interns will appreciate multiple perspectives and demonstrate adequate knowledge of issues relevant to other professionals. In consulting with other health care professionals interns will provide an appropriate level of guidance and communicate in a clear manner using language that is appropriate to the intended audience. Interns will directly engage in consultation with other professionals and directly engage in peer consultation with other trainees in the program.

## ***Training Methods***

Training is accomplished through direct clinical experience, individual and group supervision, didactic seminars, treatment team staffing, professional consultation, continuing professional education, and scholarly readings. Psychology staff provides primary individual supervision. Interns are integrated as full staff members into the treatment teams. Consultation to and with other disciplines regarding specific therapeutic questions or interventions is available and encouraged. The internship's direct service component draws from clients and programs across the multi-service agency.

## ***Applewood Centers, Inc. - COVID 19 response***

As a result of the COVID-19 pandemic, the Applewood Centers, Inc. psychology internship program has developed additional policies and procedures to ensure that trainees are able to meet their training goals throughout the year. Interns have been providing individual and family psychotherapy services both in-person and virtually in response to the pandemic. Applewood Centers utilizes HIPPA-compliant Zoom for telehealth virtual sessions. Psychological assessments are conducted in-person, but sessions such as clinical interviews and feedback might be conducted through Zoom. Interns are provided with secure agency laptops should they need to complete work from home. Interns may also receive supervision and didactics either in-person or virtually throughout the year.

### ***Program Descriptions***

The placement at Applewood Centers is primarily at our **Office-Based** setting. The training setting affords interns with the opportunity to promote the development of profession-wide competencies in health psychology. Interns provide intervention and assessment services to clients from diverse ethnic, cultural, and social backgrounds and strive to develop strong working alliances in a professional manner with clients. Interns also have the opportunity to develop working relationships with staff from diverse backgrounds. Additionally, interns often engage in consultation with other professionals working with their clients, both within the agency and external professionals such as case managers, Department of Job and Family Services, etc. Interns completing their internship in the office-based setting are often required to engage in training activities that require the ability to demonstrate ethical and legal standards. For instance, interns might have to report instances such as child abuse as a mandated reporter.

The office-based department includes a full-time therapist, PRN therapists, licensed psychologists, and intake staff. Interns are included in the office-based department and monthly meetings are held for the department. Interns are afforded opportunities to develop their communication and interpersonal skills with the support of their colleagues during group supervision and monthly department-team meetings. Additionally, the office-based department sometimes has psychology practicum students that work in the department. Interns are then provided the opportunity to develop their supervision skills through umbrella supervision when there are practicum students.

### **Office-Based Psychotherapy Services**

The psychology interns provide psychotherapy and psychological assessment services at the Applewood Centers, Inc. Jones Campus. The target populations served are children and adolescents ranging in age from 3 to 21 and their families. Most of our clients are minorities from urban, lower socioeconomic backgrounds. Interns will provide individual and family psychotherapy to clients in the office-based department. Psychotherapy services are based on specifically formulated goals and incorporate an awareness of each family's unique strengths, practical realities, and cultural background.

Current interns and staff provide individual and family psychotherapy services both in-person and through telehealth methods.

## Psychological Assessments

Psychological assessments are performed to provide diagnostic information about children, adolescents, and families to assist with treatment planning and interventions. A variety of psychological tests are used to measure different domains and levels of client functioning. These domains include intellectual functioning, academic achievement, executive functioning, language, visual-motor, adaptive behavior, emotional disturbance, personality structure, and family systems. Interns have opportunities to conduct psychological assessments at the office-based setting, residential setting, and Lorain County office.

The residential setting is located directly next the Jones campus. Interns will meet residential case managers and have a tour of the rooms that will be utilized for psychological testing. Psychological testing in the residential setting may occur in shorter sessions (e.g. 1 hour) multiple times during the week.

The Lorain County Office is located approximately 30 minutes from the Jones campus. Interns may choose if they would like to complete a psychological assessment rotation at this location. If multiple interns are interested, the rotation will be divided by months. Psychological assessments completed in this location are completed in one full day.

### *Intern activities include:*

- Child, adolescent, and family office-based psychotherapy cases
- Child and adolescent psychological assessment, report writing and feedback (at least 8 assessments per year, although interns often complete more).
- Consultation with referral sources and professionals from treatment teams, other disciplines, and other involved systems

## Activities and Time Allocation

An approximate breakdown of program assignment, training opportunity, time allocation, and percentage of workweek is as follows:

Program/Service	Days of the Week	Hours per week
Group Supervision	Mondays 12-2 PM	2
Individual Supervision	TBD	2
Psychological Assessment Supervision	Fridays	1
Didactics	Tuesdays 12-2 PM	2 (or more for agency training)
Umbrella supervision with practicum student	TBD	1.0 hour per week or every other week
Office-Based Therapy	Monday-Friday	32 hours flex time
Psychological Testing		
Administrative Time		
<b>Total</b>		<b>40.0</b>

The Applewood Centers, Inc. internship is a full-time, 2000 hour experience. Interns are expected to achieve weekly 18 hours of direct face-to-face, billable service hours.

Notes: To be conservative, interns must schedule clients for psychotherapy and/or psychological testing services based on a 60% show rate (schedule approximately 30-32 hours billable hours to ensure 18 billable hours). We strive for interns to complete work within 40 hours, but some interns go beyond 40 hours if needed to complete administrative tasks and might work between 40-50 hours per week. Supervisors will work with interns to problem-solve if they experience challenges with completing tasks during the work week.

### ***Required Hours***

Interns should be prepared to work some evening hours at the agency to accommodate the needs of Office-Based clients. Interns are expected to be present from 11am-7pm on Mondays and Tuesdays (12-8 potentially in the fall); 10am-6pm on Wednesdays and Thursdays; and 9am-5pm on Fridays, unless otherwise agreed upon by the training director.

### ***Policies and Procedures***

During the first week of internship, interns will complete a week-long orientation to the agency and program. In the orientation, interns will receive a copy of the *Applewood Centers Doctoral Psychology Internship Policies and Procedures Manual*, which includes training aims and competencies, requirements for completion, resources, and administrative policies and procedures. The policies and procedures manual is available upon request by emailing the Psychology Training Director, Shirah Cohen-Tidd, Psy.D. at [stidd@applewoodcenters.org](mailto:stidd@applewoodcenters.org)

## ***Supervision, Didactics, and Scholarly Inquiry***

### **Supervision**

Interns have two primary supervising psychologists during the year. Interns receive at least four hours per week of supervision, with two hours for group supervision and at least two hours per week of individual supervision provided by the core faculty who are licensed psychologists. Interns will receive individual supervision from one primary supervisor for the first six months and then receive supervision from the other supervisor during the last six months. Interns will also receive an additional one hour of individual assessment supervision per week. Supervisors have an open door policy and are both available to support interns.

Supplemental supervision might be obtained through a post-doctoral fellow, or through licensed clinical social workers or counselors, but this is not to be considered as part of the core supervision requirements. Our program also incorporates other licensed staff members who provide didactics in a variety of specialty areas.

The supervisors in the training committee practice from a cognitive-behavioral theoretical orientation. Supervisors incorporate factors such as family systems, culture/diversity, and attachment into conceptualization and treatment. Interns practicing from diverse theoretical orientations such as family systems, psychodynamic, etc. are welcome. Group supervision will consist of a combination of case presentations and discussions about the link between research and practice for specific disorders and clients.

Group supervision is scheduled for Mondays from 12-2PM and is led by both supervising psychologists. Group and individual supervision allows the opportunity for interns to further develop and demonstrate their areas of competencies through case discussion and case presentations.

### **Clinical Services Treatment Team Meetings**

Interns attend monthly multi-disciplinary Office-Based department meetings with the office-based services treatment staff. The meetings are a forum to provide multi-disciplinary consultation around case presentations, communicate agency policies, integrate interns into the agency culture, and develop professional relationships.

### **Didactics and Continuing Professional Education**

As part of the commitment to professional growth, interns receive didactic experiences in a variety of areas. Didactics are typically held on Tuesdays from 12-2PM or another day if it is an agency-wide training. Continuing Education seminars offered to the agency are incorporated into the interns' schedule for didactic training. Topics include, for example, Trauma-Focused Cognitive Behavior Therapy (TF-CBT), Parent-Child Interaction Therapy (PCIT), areas in ethics, supervision, and psychological assessments such as the NEPSY, Projectives, etc.

### **Diversity Training**

The internship provides specific training in issues of diversity and multicultural competence. Diversity training is scheduled each year with several foci: (1) identifying different dimensions of cultural and lifestyle diversity; (2) clarifying perspectives in cross cultural interactions; and (3) recognizing and resolving challenges in intercultural exchange. The diversity training gives interns opportunities to develop and practice new ways of perceiving and behaving in cross cultural interactions. In addition, diversity and multicultural clinical issues are addressed in an ongoing fashion through individual supervision, peer group meetings, team meetings, and didactics.

### **Scholarly Inquiry**

Interns engage in a variety of activities designed to develop their competence in conducting independent scholarly inquiry. These activities include making formal case presentations with relevant literature reviews, reading professional journals and books, and participating in seminars that focus on treatment, treatment outcome research and related methodological issues.

## **Term, Salary, and Benefits**

### **Term**

The doctoral internship program is a 12-month, full-time training experience. The start date for the internship is June 17<sup>th</sup>, 2024. We are accepting 4 interns for the 2024-2025 internship year. Interns complete an orientation through our sister agency, Bellefaire JCB, prior to the start of internship.

### **Salary**

We offer a salary of \$33,309.12 with health insurance for individual and/or dependents. Health insurance is available with a shared cost with the agency. Spouse health insurance coverage is available if spouse is not eligible for health insurance through own employer. Workers' Compensation, Social Security, and malpractice liability insurance are included.

### **Paid Time Off and Holidays**

Interns will receive 15 paid time off days (vacation, educational leave, sick time, personal days) during their 12-month employment (this is subject to change in accord with any agency changes). Arrangements and approval for these days off are made through the Psychology Training Director. Ten paid holidays are provided according to the agency schedule.

### **Questions**

Questions regarding the status of your application or the application process should be directed to Ms. April Holmes at (216) 741-2241 or [aholmes@applewoodcenters.org](mailto:aholmes@applewoodcenters.org).

Questions about the internship program or application content should be directed to Dr. Shirah Cohen-Tidd at [stidd@applewoodcenters.org](mailto:stidd@applewoodcenters.org) or (216) 741-2241.

The agency web site is [www.applewoodcenters.org](http://www.applewoodcenters.org).

### **For current status of the internship you may call:**

American Psychological Association  
Commission on Accreditation  
750 First St., NE  
Washington, DC 20002-4242  
(800) 374-2721; (202) 336-5510; TDD/TTY (202) 336-6123

APPIC Central Office  
10 "G" Street, NE  
Suite 750  
Washington, DC 20002  
(202) 589-0600