



Multicultural Psychology Internship Program

**417 Liberty St
Springfield, MA 01104**

BROCHURE

2024-2025

Internship Setting and Training Activities

The Multicultural Psychology Internship Program (MPIP) is a training site based in a community mental health clinic. The site is centrally located in Springfield, Massachusetts, within a half-hour of the culturally-rich “five college area” (Amherst College, Smith College, University of Massachusetts, Mount Holyoke College, and Hampshire College). The clinic provides outpatient psychotherapeutic clinical services to children, families, and adults. We serve clients with a wide variety of mental health and substance abuse problems. Our staff includes professional psychologists, clinicians, psychiatrists, peer support staff, and social workers. The clinic offers linguistically and culturally-competent services, as our staff provide services in English and Spanish.

The MPIP Training Program began in 1996. We are accredited by the American Psychological Association (APA) and are a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). We offer a full-time Doctoral Internship in Multicultural Clinical/Community Psychology. The internship involves providing direct clinical services to children, families, and adults on an outpatient basis. The primary focus of our internship is to provide high quality training in the provision of mental health services in a community setting.

The clinic is part of a larger behavioral health care organization, Behavioral Health Network, Inc. (BHN). BHN is a non-profit community behavioral health agency that has been providing services to children, adults, families, and communities in Western Massachusetts since 1939. BHN is a system of care for people of all ages who experience life challenges associated with mental illness, behavioral challenges, developmental disorders, and abuse of substances. This organization offers a wide variety of services such as crisis and support services, forensic mental health services, early intervention, community wraparound services, day treatments, partial hospitalization, school programs, post-homicide family support programs, outpatient services, and residential services, and advocacy programs, among others. As a state-wide initiative, BHN is participating as Community Behavioral Health Center (CBHC), which will provide team-based care and address behavioral health and social determinants of health of the community. It provides the right care, at the right time, in the right place for individuals and families dealing



with mental health and substance use challenges. Interns will deliver goal directed interventions according to evidence-based practices. They will also participate in team-based case with individual's providers, within the agency and in the community.

BHN's philosophy is to provide services on a team-based format to individuals and expand access to high-quality outpatient treatment, to ensure the right care when and where people need it. To learn more about BHN, please visit www.bhninc.org.

Program Philosophy

Our training philosophy includes three major goals: (1) Practitioner-Scholar, (2) Developmental, and (3) Multicultural. As an internship site we aim to integrate clinical psychology's knowledge base (scholarly research/theory) with professional practice in the context of a multicultural community mental health setting.

Practitioner-Scholar: The Practitioner-Scholar model is a training model that is primarily concerned with clinical practice. In this model, practitioners are called on to be informed about current research and theoretical advances in the field of psychology and to apply this knowledge to clinical practice. In order to prepare psychology interns for ethical, competent, and culturally-responsive professional practice, we review major theories of clinical practice with an expectation that the intern will develop a "meta" perspective on psychotherapy practices. This meta perspective is based on critical thinking skills—capacities that we consider foundational in professional development and training for service in a multicultural society. The scholarly standards of evidenced-based practices and theories are reviewed in light of social values and biases (e.g., Bernal, 2010). Theories that address the interpersonal/relational dimensions of practice are emphasized with the dual purpose of developing clinical competencies as well as fostering a reflective stance towards the self-in-practice. Psychodynamic approaches, shown by research to be effective in treating complex, trauma-based, co-morbid clinical populations, are also emphasized (e.g., Shedler, 2010; Summers & Barber, 2010). The significant pervasiveness and extent of traumatic histories in the population we serve demands psychotherapeutic approaches that can respond to the complexity of the clinical task, as well as mitigate vicarious traumatization. The intern is encouraged and expected to integrate her/his own scholarly interests in various ways as part of the training activities throughout the internship year.

Developmental: Our pedagogical mission includes an overarching developmental perspective. This training dimension is reflected both in the *content* of theory and practice, as well as in the *process* of learning. Developmental theories that emphasize the phase-specific dimensions of identity formation inform our diagnostic and treatment practices. We review research on the psychological sequelae of childhood maltreatment and their impact on psychopathology.



Multicultural: A fundamental dimension of our training program is the integration of a multicultural perspective (e.g., Sue & Sue, 2013) in every aspect of the internship experience. A broad-based understanding of the socio-cultural context of our clinical population runs through every component of our training. All of our interns are bilingual and many are bicultural. Explorations of themes such as language, migration, racial and ethnic identity development and its impact on the therapeutic relationship are woven throughout our curriculum.

Goals, Objectives, and Competencies

MPIP's goals, objectives, and areas of competence emphasized are the following:

(1) Reflective Practice

- To demonstrate a commitment to one's professional development, and openness to learning and supervision

(2) Ethical and Professional Practice

- To know and apply the APA Ethics Code and the different APA guidelines for ethnic and racial diversity, LGBTQ, elderly and aging, disability, etc.
- To conduct oneself in a professional manner

(3) Relational/Interpersonal

- To effectively and meaningfully relate with individuals, groups, and communities

(4) Interdisciplinary and Scientific Practice

- To integrate different disciplines, such as social work, medical health integration, family systems, advocacy
- To utilize different methodologies, including different evidence-based models

(5) Individual and Cultural Diversity/Social Justice

- To become aware of, sensitive to, and competent in the psychosocial factors related to poverty and/or diverse communities
- To acquire knowledge (research and professional) of stressors impacting mental health, individuals, and families in these communities

(6) Proficiency in Clinical Assessment, Intervention, Consultation, Supervision, and Program Evaluation

- To acquire and develop skills within the major roles and functions of the psychology profession.



Curriculum and Training Activities

Supervised experience is one of the internship's primary modes of education and training. In addition, we have designed the training experience around the following didactic activities: Seminar in Clinical Theory and Practice, Seminar and Supervision in Clinical Assessment, Case Consultation Team, Multiculturalism Seminar, Children and Adolescent Seminar, and Research and Consultation Seminar. Also, as part BHN system interns will also participate on Evidenced Based Treatment seminars like Dialectical Behavioral Therapy, Acceptance and Commitment Therapy, Cognitive Behavioral Therapy, Motivational Interviewing, Solution Focused Brief Therapy among others.

Psychotherapy and Case Assignments

All interns gain experience with a wide spectrum of diagnoses ranging from psychosis to adjustment disorders. The population presents with a history of complex trauma, poverty-related problems, substance abuse issues, acculturation difficulties, personality disorders, legal problems, multiple medical issues, and other co-morbidities. Because of the variety of issues clients present, interns are exposed to multiple theoretical viewpoints and treatment modalities. Some examples of training models we use are Psychodynamic Therapy, Phase-Oriented Trauma Systems Theory, DBT, Motivational Interviewing, Trauma Focused-CBT, Play Therapy, Interpersonal Therapy, Cognitive-Behavioral Therapy, Relational Therapy, and Solution-Focused Brief Therapy. Interns have the opportunity to conduct family/couples therapy and/or to co-facilitate a therapy group during their internship year. This group can be one of our ongoing groups or one in which they have a particular interest.

At MPIP, interns are assigned clients with a broad spectrum of psychopathology and developmental stages. We try to match interns' particular interests with the clients we assign. On the other hand, we also expose interns to less familiar clinical issues in order to test and challenge their skills. With these challenges interns meet their full potential and learn their own limits when working with a variety of population on a team-based format depending on the needs of the client.

Individual Supervision

Each intern is assigned two licensed psychologists as primary supervisors, both of whom are members of the training faculty. The intern receives one hour of individual supervision per supervisor on a weekly basis. The supervisors share primary responsibility for the intern's clinical cases and are accessible for emergency supervision on an as-needed basis. In addition, a third supervisor is assigned to guide the intern's development and application of clinical assessment/ psychological testing. Interns are required to audio and video record sessions throughout the internship, and some in vivo supervision is provided. All recordings are done with the client's written consent. Supervisors will offer guidance regarding which clients may be most suitable for recordings and in vivo supervision.



Supervisors use case discussion to provide feedback to interns and also focus on interns' process and reactions to the work they are doing, as we recognize that they are also impacted by clients' problems and needs. With this in mind, we examine self-care practices and caseload management, and analyze transference and counter-transference patterns within the therapy process. Supervisors offer didactic instructions, engage in role playing, and assign and discuss readings that are appropriate to specific problems to foster theoretical understanding and clinical competence. Formal evaluations of the intern are conducted twice a year. At the same time, informal feedback is actively given throughout the training year.

Group Supervision

All interns attend a weekly group supervision meeting. In this meeting (1.5 hrs.), the intern has the opportunity to present cases in a more formal manner and to receive feedback from the group supervisor and from peers. Twice a year, each intern is expected to give a presentation/case conceptualization based on a theoretical approach of choice to the group (oral and written).

Seminar in Clinical Theory and Practice

The Clinical Seminar is the cornerstone didactic experience of the MPIP internship. It meets weekly for an hour and a half throughout the internship year, from September to August. It is taught by longtime MPIP senior faculty member, Lourdes Mattei, Ph.D.

The training objectives of the seminar are:

- To explore and integrate culturally-responsive practices in clinical work, particularly with Latino/as
- To learn the basic concepts of major psychodynamic theories with a special emphasis on relationship patterns and trauma
- To reflect on the role and function of a psychologist/psychotherapist, with a focus on community mental health

The sequence of modules is designed to build and expand on foundational clinical concepts such as the therapeutic alliance, symbolic listening, reflective stance towards self and other, and multicultural responsiveness. The seminar begins with a look at the community we serve: its history, demography and socio-cultural context. The framework is then set for listening at more than one level in order to develop the "clinical ear" and to assess and "track" the function(s) of symptoms and the patterns of relationships both inside and outside the therapeutic relationship. The importance of the therapeutic alliance is highlighted throughout the many phases and types of psychotherapy. Since our client population is characterized by significant and persistent trauma, considerable attention is paid to the multiple dimensions of trauma, such as developmental, neurological, and affect regulation.



Cultural perspectives are discussed throughout the modules in a variety of ways. For example, cross-cultural research on attachment theory is included, and the impact of migration in psychological development is stressed in assessment/diagnosis, as well as in the personal history of each intern. Reflections on the interns' professional identity are addressed towards the end of the seminar, as the interns begin to articulate and consolidate their own experiences (i.e., migration, SES, language, gender, ethnic/racial identity) with their identities as psychologists (e.g., from graduate student to professional, psychotherapist, supervisor, consultant). The importance of working in multicultural clinical context(s) is reflected on and emphasized through readings and discussions throughout the year. We expect the interns to deepen and expand their knowledge of themselves and others as reflected in both the clinical process and their own identity as psychologists. The supervision component of the seminar offers participants an opportunity to apply the medical school model of "learn one, do one and teach one." This module includes presentations of supervision models from different theoretical schools and demonstrates their application to ongoing cases. Overall, the seminar seeks to offer a multi-dimensional experience of the clinical experience, a comprehensive model for focus selection and systematic intervention, and a structure from which to process individual cases.

The seminar is divided into ten units:

1. Orientation: Syllabus and introduction to seminar
2. Community mental health: Poverty, culture, and mental illness
3. Ethics and diversity
4. Relationship patterns: Psychodynamic schools, interpersonal and attachment theories, with an emphasis on the therapeutic alliance and reflective stances
5. Symptoms and coping/defense mechanisms: Meaning and function(s), listening at more than one level
6. Trauma: Theory, research, and phase-oriented treatment
7. Developmental aspects of identity and mental health
8. (Im)migration, acculturation, and language
9. Supervision and the learning alliance
10. Termination

Seminar and Supervision in Clinical Assessment/Psychological Testing

The seminar on clinical assessment takes place once every two weeks (1 hr.) and is conducted by Dr. Gillian Woldorf. Dr. Woldorf is also the primary supervisor for the assessment rotation; interns receive one hour of individual supervision in assessment every two weeks. The seminar gives special attention to the impact of bilingual and bicultural factors on the assessment process. The intern is expected to complete (administer, score, interpret, and write up) full batteries by the end of the internship year. Interns also gain valuable experience in providing feedback to the referral source and in neuropsychological assessments.



Case Consultation Team

The team coordinators conduct a case conference (1 hr.) on a weekly basis, which is attended by clinical staff as well as the interns. The main goal of the case consultation is to present and review challenging clinical cases and/or ethical dilemmas in front of a multidisciplinary team. These meetings offer a significant opportunity for the intern to integrate approaches as well as to collaborate with other professionals.

Consultation Seminar

This seminar provides didactic training in the provision of consultation. Interns gain experiential training in this competency through their outpatient work (e.g., interacting with mental health professionals from other disciplines regarding their clients' well-being). The seminar is designed to supplement this experiential training by providing:

- Didactic trainings, assigned readings, and discussion to increase knowledge and understanding of diverse consultation models, with a focus on client-centered case consultation and consultee-centered consultation
- Didactic introduction to behavioral health consultation in primary care setting
- Mentoring and support as intern assumes consultation role in MI rotation (January - July)

Consultation Practice

As part of Community Behavioral Health Center (CBHC), interns will participate in frequent and ongoing case consultations with individual's team of providers. These team can be composed of clinicians, medical providers, care coordinators, peer support, therapeutic mentors, access navigators, recovery coaches, family partners, among others.

Research seminar

In the area of applied research, the seminar provides training in developing and support through the completion of a group research project or program evaluation by the internship year's end. As the year progresses, interns will:

- Learn concepts of applied research and program evaluation through didactic, assigned readings, and discussion at the beginning of internship year.
- Identify a need or gap that will be the main focus of the research /evaluation project and present a proposal.
- Design and execute an applied group research/evaluation project.
- Address issues and challenges that may arise during the design and implementation of the project.
- Explain results of the applied research/evaluation project and its effect and/or relevance to the program(s) studied.
- Collaborate in developing outcome report of the project.



Interns are expected to actively participate of discussions, as well as in the process of designing, implementing, and presenting the project.

Multicultural Seminar

The Multiculturalism Seminar meets weekly for 12 months. The seminar combines lectures with discussion of assigned reading materials, and is comprised of four modules: 1) History and Basic Concepts in Multiculturalism; 2) Understanding and Application of the Layered Ecological Model; 3) Theories of Cultural Identity Development; and 4) Other Topics in Diversity. It begins with a brief discussion of multiculturalism in the practice of psychology services, as well as basic concepts and a review of APA's Multicultural Guidelines. It then proceeds to take to view how different aspects of diversity and culture interact between themselves and within the levels of the Layered Ecological Model. Other topics in theories of cultural identity development and intersectionality will be discussed. Although the majority of interns' caseloads are Latino/a clients, since such clients comprise approximately 96% of the population served, this seminar provides interns the tools to think much more broadly about diversity and multiculturalism in all its forms, and furthermore to understand the significant diversity *within* the Latino/a populations they serve (e.g., with respect to SES, educational level, acculturation/assimilation status, migration status, religion/spirituality, sexual orientation, gender identity, etc.). Significant attention is also given to interns' exploration of their own cultural identities and the ways in which these interface with their clinical work. Interns are also provided opportunities to participate in BHN's Social Justice Initiatives.

Children and Adolescent Seminar

This seminar is designed to offer an overview perspective on child and adolescent development as it is shaped and experienced through the biological, cognitive/intellectual, emotional, social, cultural, and transcultural areas through normative development. We will explore a variety of lenses to understand child and adolescent behavior, needs, and development from a child/centered approach in psychotherapy. Moreover, gaining a general understanding of evidence-based practices and interventions for children and adolescents. It takes place every other week for an hour and a half.

Supervision Seminar and Practice

The Supervision Seminar will review the different theories and practices of Supervision. Also, a discussion of BHN's current supervision practices will take place. The practice component of this seminar will take place after, and the Interns will participate in either individual or group supervision for Master-level interns. The supervision activities will be supervised through group supervision.



Intern Processing Group

During the training year, interns also meet as a group once a month beginning in October with Christine Edwards, MSW, LICSW who will serve as a Facilitator during the training year. The Facilitator is a BHN employee in a non-supervisory role who meets with interns to provide support and assistance during the internship process. The Facilitator does not supervise or evaluate the interns' performance during the internship year and is not part of the Training Committee. The interns' Group is not a psychotherapy process. The main purpose is to provide support for interns through the challenges they may face during the training year. The focus of the group is on interns' concerns and processes related to internship. Interns may use the group to confer about topics such as self-care, decision-making choices, monitoring of progress/competency issues, career and professional growth, self-assessment, workload stress, acculturation issues, interpersonal dynamics among interns or with staff, ending of training year, and planning for the next step in professional development. The group discussions are confidential. The Facilitator and the Training Director will only discuss matters related to group format, attendance, and purpose.

Faculty 2024 – 2025

Ileana M. Estrella, Psy.D., LMHC, Licensed Psychologist, MPIP Training Director. Bilingual (English/Spanish) licensed psychologist and licensed mental health counselor. Received her doctorate in Clinical Psychology from Carlos Albizu University from San Juan, PR in 2013. She obtained a master's degree in forensic psychology from Chicago School of Professional Psychology in 2008. Completed her doctoral APPIC internship at MPIP during 2012-2013 and has been employee of BHN since 2013. Has presented in International Symposiums on Domestic Violence. Currently at BHN, she is the Training Director for the Integration program where she oversees the supervision of the program and supervises clinicians and master level interns in medical settings. Also, an outpatient clinician. Areas of interest: medical integration, trauma work, personality disorders, disability evaluations and forensic issues.

Daira Dávila-Vargas, Ph.D., Licensed Psychologist and MPIP Faculty Member. Bilingual (Spanish/English) outpatient clinician and clinical supervisor. Received her doctorate in Clinical Psychology from the Ponce Health Sciences University in 2016. She completed her pre-doctoral internship at the Department of Psychiatry at the University of Puerto Rico Medical Sciences Campus, with a specialized track on Health Psychology. She completed her postdoctoral supervised experience in the Medical Integration Program from BHN. Clinical and research experience in mental health/medical comorbidity and behavioral treatment for management of chronic medical conditions (chronic pain, Inflammatory Bowel Diseases, ALS, among others). She has presented research posters on national conferences on anxiety disorders. She has been working as a Bilingual Clinician and Supervisor. Areas of interest include anxiety and trauma-related disorder, management of chronic medical conditions, and working with culturally diverse groups.



Lourdes Mattei, Ph.D., Licensed Clinical Psychologist, MPIP Senior Faculty Member and Clinical Supervisor. Bilingual (English/Spanish) psychologist practicing in Massachusetts for over 25 years. Graduated in Clinical and Developmental Psychology from UMASS, Amherst, MA in 1983. Associate Professor at Hampshire College in Amherst, MA. Adjunct Faculty at Smith College School of Social Work in Northampton, MA. Dr. Mattei has worked in many capacities in community mental health in Springfield, MA where the largest population of Latinos in Western Mass reside. Her teaching, writing, and clinical interests include culture and mental health, psychoanalytic theory and race.

Gillian M. Woldorf, PhD, Licensed Psychologist, MPIP Assessment Supervisor. Dr. Woldorf graduated from Case Western Reserve University in 2006. She completed the Multicultural Psychology Internship Program in 2017, followed by a postdoctoral fellowship at James Levine & Associates (South Hadley, MA) with a focus on assessment. Dr. Woldorf is the co-owner of Notch Psychological Services, LLC in Amherst, where she provides psychological testing for all ages and psychotherapy for adults. Her expertise in psychological testing includes assessment of mood disorders, anxiety, trauma, personality, and neurodevelopmental disorders such as autism and ADHD. Other clinical areas of interest include self-harm, eating disorders, and countertransference.

Jose Rosado, PsyD., LMHC, MPIP faculty member. Bilingual (English/Spanish) Psychologist. Graduated from Carlos Albizu University, San Juan, PR in 2012. Has published in the Puerto Rican Medicine Journal and presented in the 2012, Puerto Rico Psychological Association Convention and 2012 Cuba Public Health International Congress. Dr. Rosado is also a certified Solution-Focused Practitioner. At BHN he's currently the Vice President of the Community Behavioral Health Center; Center for Well Being. Areas of interest: medical and mental conditions comorbidity, resilience, elder population, positive psychology, and psychotic disorders.

Maria Almario, Ph.D., Licensed Psychologist, MPIP Faculty Consultant. Bilingual (English/Spanish) clinician. Graduated in Counseling Psychology from the University of Kentucky in 2015. Dr. Almario has long been involved in social justice advocacy, consulting for several national and international organizations, including the United Nations Association, on topics of interpersonal violence, sexual abuse, and human trafficking, as well as the impact of trauma on mental health. She is the author of the Inclusive Human Trafficking Checklist, an instrument used to screen for the presence of human trafficking in a person's psychosocial history. Her interests include post-migration distress and coping, identity intersectionality, multiculturalism, linguistic pluralism, trauma, and attachment theory.



Samuel Cedr s Perez, PsyD. Licensed Psychologist, MPIP adjunct supervisor. Bilingual (English/Spanish) supervisor. Received his doctorate in Clinical Psychology from Carlos Albizu University, in San Juan, PR in 2020. Completed his Pre-doctoral internship at the V.A. Caribbean Health Center in San Juan, Puerto Rico and completed a Post-Doctoral Psychology Fellowship with emphasis on Primary Care and Mental Health Integration (PCMHI) with the same institution. Dr. Cedr s-P rez has worked in DBT practices with people living with Borderline Personality Disorder and with their families, being a leader of the Family Connections Program in which he trains and provide guidance to new leaders, and families of people living with BPD and emotional dysregulation. He has worked in the translation and adaptation to Hispanic population of Skills and Education groups for parents of BPD patients. He has worked with people with Substance use disorders (SUD) at the Residential, Outpatient, IOP and Primary Care levels. His clinical interests include adult psychotherapy, Evidence-based treatments (e.g DBT, ACT), Integrated behavioral health, SUD, Motivational Interviewing, Personality Disorders, families living with BPD, race, and multiculturalism.

Laura Toro-Nazario, PsyD, LMHC, Program Director. MPIP Faculty Member. Bilingual (Spanish/English) Psychologist. Received her Doctorate degree in 2009 from The Pontifical Catholic University of Puerto Rico. Since her graduation Dr. Toro-Nazario has been interested and practiced in community mental health as a clinician with Behavioral Health Network for 12 years. Dr. Toro-Nazario also is a Volunteer with the Western Massachusetts Chapter of the American Red Cross for the last six years providing individuals with psychological first aid in moments of trauma and grief. She served as the Disaster Mental Health Liaison for the Western Massachusetts Chapter for 4 years.

Elizabeth Maldonado-D az, Psy. D., MPIP Faculty Member. Bilingual (Spanish/English) clinician. Received her PSY.D. in Clinical Psychology from Carlos Albizu University, in San Juan, PR. Completed an APA-accredited Clinical Psychology Pre-Doctoral Internship at the Multicultural Psychology Internship Program, in a based-community mental health clinic in Springfield, MA. She also completed a Post-Doctoral Psychology Fellowship on BHN's Trauma Informed Program, offering culturally diverse outpatient services to Latino/a children, and families with a wide range of mental health disorders. Dr Maldonado-Diaz dedicates most of her time working with child and adolescents with Complex trauma, Mood disorder, ASD, Impulse and Control Disorders employing and developing Child and Play therapy and strategies using telehealth technologies. Dr. Maldonado-Diaz also works jointly with community and school resources in psychological assessment and treatment planning for clients with special needs. Her clinical interests include child and adolescent psychotherapy, Mindfulness / School Mindfulness, Evidence-Based treatments (e.g., Play Therapy, Cognitive Behavioral Therapy), Child trauma, Multiculturalism, and Disadvantaged populations.

Christine Edwards, MSW, LICSW, MPIP Facilitator. She serves as BHN's Director of Clinical Quality. In her role, she identifies and educates staff on evidence-based practices, models, and



Behavioral Health Network, Inc.

approaches to ensure that all person-serving programs have the necessary framework and guidance to deliver individual care effectively. Christine holds a Master of Science in Social Work (MSSW) from the University of Texas at Arlington. She is a LICSW and a Level 1 Certified Solution-focused Brief Therapy (SFBT) practitioner. She provides SFBT to BHN's staff and programs. She has worked in community behavioral health and outpatient services for over 23 years. She has worked in rural, suburban, and urban schools, homes, and communities. She is passionate about supporting the most vulnerable and marginalized populations.



Internship Program Tables

Date program Tables are updated: August 2, 2023

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Yes

<https://www.bhnworks.org/bhn-policies>

All offers of internship positions are contingent upon the applicant fulfilling the eligibility requirements of Behavioral Health Network, which includes a criminal offender record information (CORI) check, and National Background Check if you have lived outside of Massachusetts within the last 5 years.

A background criminal record check in MA is known as the Criminal Offender Record Information (CORI). The CORI will be done approximately one month before you start in the position. The report contains only criminal offender record information that is maintained in the Massachusetts CORI database and does not contain criminal offender record information from other states or sources. (A national background check is also conducted on applicants who have lived outside of Massachusetts within the last five years prior to application). If you have a criminal offense appear on your CORI, it may or may not disqualify you from employment, depending on the class and nature of the offense. If you have any questions about a possible positive CORI finding contact Claudia.Muradian-Brubach@bhninc.org.

BHN will adhere to the same guidelines noted above during flu season (defined as November 1st – through end of flu season as announced by the CDC) while our Mandatory Influenza Vaccine policy is in effect.

Additionally, BHN is a Tobacco Free workplace. All staff, interns, temps, residents, and contractors agree not to use Tobacco or ENDS products while on paid work time or within sight of any BHN facility. In accordance with the agency’s Fragrance-Free policy, staff may not smell of smoke while on paid work time.



Also, as part of working with individuals under the age of 21, the state of Massachusetts requires that mental health professionals are certified to administer the Child Adolescent Needs and Strengths (CANS) Tool. Information will be provided to take the online certification. CANS certification must be completed prior to entering internship.

COVID-19/ Flu and Tele-Health Practice

For the health and safety of our staff, interns, and clients the Multicultural Psychology Internship Program will maintain strict safety protocols for all clinic based work, based on the most current CDC guidance and DPH mandates for health services facilities. The clinic will remain open or closed in accordance with state of Massachusetts current mandates in response to Covid conditions in the state.

All interns will be trained using a hybrid model of telehealth and face to face service delivery during internship, allowing for remote work when it is clinically indicated and/or necessary for health and safety. The interns will provide the majority of services face to face.

Internship Program Admissions

Application Procedure

In order to apply to our Internship, you must utilize the APPIC website (www.natmatch.com/psychint). MPIP adheres to APPIC policies and participates in the national computer matching program. In addition to your APPIC application, the following supporting documents are required:

- Psycho-diagnostic Report
- Case Conceptualization or Treatment Summary

Please submit all documentation by December 1st. We ask that you indicate your primary language and specify any other languages spoken fluently; **please note that bilingual Spanish-English fluency is a requirement.**

Intern Candidate Requirements

Applicants must be enrolled in an APA-accredited doctoral program in Clinical or Counseling Psychology at an accredited university or professional school and be approved by the program's Director of Clinical Training for the internship. You must have a master's degree in clinical or counseling Psychology and be fully bilingual (English and Spanish). All coursework and comprehensive examinations must be completed by the time of application submission. *A minimum of 500 hours of practicum training is acceptable at the time of application, but we*



prefer at least 1,000 practicum hours. The internship is full-time for 12 months, beginning in September, with a stipend of \$37,440. We require a total of 2,000 hours for internship completion. Psychology interns spend approximately 45% of their time delivering direct mental health services. There is an expectation of meeting 18 hours of billable productivity (direct service provision) per week. We also require a completion of full psychological batteries by the end of internship, two formal clinical case presentations (oral and written), and a research presentation.

Intern Selection Process

The MPIP offers an intensive 12-month doctoral internship experience in a community mental health setting. Our clients come primarily from poor, minority, and urban communities. Given the sizable Latino population served, bilingual (Spanish/English) skills is a requirement. We prefer doctoral students who have either experience with, or have demonstrated an interest in, this population. During the month of January, the Internship Faculty meets to review and rank applications to the program for the upcoming internship year (September to August). Ranking is submitted to APPIC according to the designated timeline.

Internship Completion Requirements

To successfully complete the MPIP internship, the following criteria must be met:

1. Completion of 2,000 hours of training; psychology interns spend approximately 45% of their time delivering direct mental health services. There is an expectation of meeting 18 hours of direct client contact (direct service provision) per week.
2. By the end of the internship year, achievement ratings of 4 ('very good') or higher on all competencies outlined by the program and measured in the evaluation form.
3. Two formal case presentations (written and oral)
4. Completion of full assessment batteries
5. Group research presentation

Table 1- Multicultural Psychology Internship Program



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

Total Direct Contact Intervention Hours YES Amount: at least 500 hours by Dec. 1

Total direct Contact Assessment Hours YES Minimum of 100 total assessment hours

Describe any other required minimum criteria used to screen applicants:

To be considered for the Multicultural Psychology Internship Program, applicants must fulfill the following criteria:

- Current enrollment in an APA-accredited (or CPA accredited) doctoral program (Ph.D., Psy.D., or Ed.D.) in Clinical Psychology or Counseling Psychology
- Successful completion of doctoral comprehensive qualifying exams
- Approval by the academic training program verifying readiness for internship.
- A minimum of 1000 hours of doctoral practicum experience including: 500 intervention contact hours and 100 assessment hours (direct contact hours and report writing) expected by start of internship.
- Has been awarded a Master's Degree in Counseling Psychology, Clinical Psychology, Mental Health Counseling, Family Therapy, or Clinical Social Work by Dec. 1 deadline
- Fully Bi-lingual (Spanish-English*)

*Spanish- English bilingual proficiency is evaluated by internship faculty (both native Spanish and English speaking) during interviews conducted in both English and Spanish. English written proficiency is evaluated thru review of written application materials (i.e., essays, clinical reports).

Table 2 – Financial and Other Benefit Support for Upcoming Training Year



Annual Stipend/Salary for Full-time Interns	\$41,600
Annual Stipend/ Salary for Half-time Interns	\$0
Program provides access to medical insurance for intern?	YES
If access to medical insurance is provided:	
Trainee contribution to cost required?	YES – 50%
Coverage of family members available?	YES
Coverage of legally married partner available?	YES
Coverage of domestic partner available?	YES
Hours of Annual Paid Personal Time Off (PTO and/or vacation)	2 weeks (10 days) per year
Hours of Annual Paid Sick Leave (included in PTO)	1 hour for every 30 hours worked up to 40 hours
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave?	YES*
Other Benefits (please describe):	
<ul style="list-style-type: none">• Voluntary Dental Insurance through Guardian Dental. Can participate in a single plan option only. Voluntary plan with no employer contribution.• Voluntary Vision insurance through Guardian Insurance Company. Can participate in a single plan option only. Voluntary plan with no employer contribution.• Malpractice Insurance: BHN provides malpractice insurance which covers Psychology Interns in the amounts of 1 million/3 million dollars (incident/aggregate). Psychology Interns may elect to procure additional coverage through professional organizations.• If a doctoral intern was a BHN employee for at least one year, he/she can retain his/her Life, AD&D and LTD insurance benefits; all other doctoral interns are not eligible for these benefits	

*Extended leave may result in an extension of the time required to complete internship.



Table 3 – Initial Post-Internship Positions for Cohorts Graduating 2019-2022
 (Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2018-2022	
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
Academic teaching	0	0
Community mental health center	1	5
Consortium	0	0
University Counseling Center	1	0
Hospital/ Medical Center	1	1
Veterans Affairs Health Care System	0	0
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/ system	0	0
Independent practice setting	0	0
Other	0	0

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.



For further training program information, please contact:

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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.

The Multicultural Psychology Internship Program is fully accredited by APA.

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 1st Street, NE, Washington, DC 2002

Phone: (202) 336-5979/Email: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

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