

Health Service Psychology Doctoral Internship Program

The Harris County Juvenile Probation Department (HCJPD) will accept three full-time interns for a twelve-month internship, which begins approximately August 1st and ends July 31st. HCJPD is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC), and is accredited by the American Psychological Association (APA) as an internship program in Health Service Psychology. Questions specifically related to the program's accreditation status should be directed to the Commissioner on Accreditation:

[Office of Program Consultation and Accreditation](#)

American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org

The potential applicant must currently be enrolled in a doctoral program in psychology (clinical, counseling, forensic, school, or educational psychology). During the course of the year, interns will be required to complete a minimum of 1850 clock hours to be used towards licensure. Interns are expected to work at least 40 hours per week, and at least 25 percent of the time will be devoted to direct services. The internship is primarily assessment oriented; however, interns are also involved in providing individual and group counseling, crisis intervention, and consultation services. Upon completion of the internship year, interns will be granted a certificate of completion signifying that all requirements have been met.

Our Mission and Training Philosophy

The mission of the internship program is to assist interns in developing proficiency in the provision of psychological services to juveniles in the justice system in a manner consistent with APA Ethical Standards. HCJPD adheres to a Practitioner-Scholar training model and trains interns utilizing a developmental approach. One aspect of the internship year with HCJPD is to continue to sharpen the clinical skills of the interns and to provide the interns with the opportunity to work with a variety of clients and presenting concerns. The interns are expected to utilize evidenced-based practices in their assessments and interventions and to use scientific research to inform their professional practice. They are exposed to these practices through didactic seminars and they are clinically guided in implementing these practices through group and individual supervision. In addition, they are given additional opportunities to scientifically review and critique the current literature that is relevant to this population. There are also limited opportunities to become involved in ongoing research within the department, if an intern expresses an interest in this. Our ultimate goal is to assist the intern in learning how to act competently, respectfully, ethically, and empathically in the delivery of mental health services while being ever cognizant of the cultural and individual diversity of the clients being served. This necessarily includes an understanding of issues related to multiculturalism, underserved populations, and juvenile delinquency, as well as an awareness of professional issues and ethical standards.

All training experiences within HCJPD are approached by utilizing a developmental model. The intern progresses from initially being closely supervised and monitored, to gradually developing into a more autonomously functioning professional by the end of the internship. Additionally, as the year progresses, the interns are expected to be able to manage more clinically complex cases. The training program encourages the continual accumulation of knowledge, refinement of clinical skills, and development of professional identity. While there are overall training goals and objectives, each individual intern might require or desire more experience and/or supervision in different areas. Training for each intern is accomplished through interaction with a diverse client population, psychological assessment, crisis intervention, brief psychotherapy, individual and group supervision, didactic instruction, consultation with other forensic and mental health professionals, research, and self-study. Supervision is provided for diagnosis, treatment planning, and case management with juveniles experiencing a wide variety of disorders. Additionally, clinical research is supported by formal opportunities to discuss current research in the areas of juvenile delinquency, child psychopathology, and clinical assessment. In addition to developing clinical skills, this internship site seeks to assist the intern in the development of a professional identity. To that end, interns are encouraged to participate in educational seminars and conferences, and are afforded the opportunity to provide training of professionals working in the juvenile justice system.

Training Experiences

The juveniles who are seen by the Harris County Juvenile Probation Department represent a diverse population of youth, ages 10 through 17 years old. Data from the agency's [2016 Annual Report](#) indicate that HCJPD serves primarily an ethnic minority population (48% African American, 33% Hispanic, 18% Caucasian), with 79% of these youth being male. Offenses of youth who are involved with HCJPD range from very serious charges of Murder, Aggravated Robbery, or Sexual Assault, to minor offenses such as Theft or Trespassing. Many of the youth come from low socio-economic backgrounds and are gang-affiliated. Fifty to sixty percent of these youth have at least one psychiatric diagnosis, including Neurodevelopmental Disorders (Intellectual Disability, Attention Deficit/Hyperactivity Disorder, Autism Spectrum Disorder, Specific Learning Disorders), Mood Disorders, Anxiety Disorders, Trauma- and Stressor-Related Disorders, Behavior Disorders, and Substance Use Disorders. Besides the daily clinical activities, crises with the youth or his/her parents often arise, such as emotional responses to a child's detainment, suicidal ideation and suicide attempts, self-harming behaviors, violence or conflict among juveniles in detention, and exacerbation of existing mental health problems.

The primary training site is at the Juvenile Justice Center in downtown Houston, which houses approximately 250 youth. However, services provided by interns may be conducted at different sites in Houston, such as outlying Juvenile Probation offices or facilities within the community, or even at a youth's school. Due to interns needing to occasionally travel to outside sites, personal transportation is necessary.

PRIMARY ROTATIONS

The training year is divided into three, four-month rotations: Assessment I, Assessment II, and Specialty Court. As is evident from the titles of these rotations, this internship program has a significant emphasis on assessment and is best suited for interns who enjoy conducting psychological evaluations.

1. Assessment I

During this rotation the interns spend the majority of their time conducting psychological evaluations on pre-adjudicated and post-adjudicated youth. The youth are typically residing in the Juvenile Detention Center at the time of their evaluation, but they may also be residing at home awaiting his or her upcoming court date. Interns will conduct brief psychological screenings and full psychological evaluations during their training year. Evaluations are often conducted in order to provide diagnostic clarification, to provide appropriate placement and treatment goals, or to determine appropriateness for special programs. These reports are sent directly to the court and used in making decisions regarding case disposition, placement, and treatment needs. In conducting these evaluations, there is frequent collaboration with probation staff, attorneys, education staff, and other mental health providers. A wide variety of assessment instruments including intellectual, achievement, objective personality, and projective measures are available for use at HCJPD. Interns are encouraged to enhance their knowledge of the many instruments available to them. A licensed psychologist, Dr. Nicole Dorsey, provides supervision directly related to these psychological evaluations each week.

2. Assessment II

During the second assessment rotation, interns are given more complex evaluations and they also have the opportunity to complete more specific forensic evaluations. These forensic evaluations include observing competency to stand trial evaluations or actually conducting certification evaluations to determine if the juvenile jurisdiction will be waived in order for the youth to stand trial as an adult. During the rotation, interns are encouraged to utilize projective measures, such as the Rorschach or the Roberts Apperception Test. Interns also participate in a mock trial in which they “testify” regarding one of their assessment cases. It is possible that interns will also be called to testify in an actual trial during this rotation. Interns receive supervision from Dr. Uche Chibueze during this rotation.

3. Specialty Court

The third rotation is the Specialty Court rotation, where interns will be an essential team member of *either* our Mental Health Court or our CARE Court (Creating Advocacy, Recovery, and Empowerment). CARE Court was previously referred to as GIRL’s Court. The court that an intern is assigned to will be determined based on a combination of the intern’s preference and agency need. As a part of the intern’s involvement with the Specialty Courts, the intern will be acting as a consultant and a clinical liaison between the court and the community treatment providers for some of the youth involved with these specialty courts.

Mental Health Court aims to effectively address the underlying clinical component of delinquent behavior in mentally ill juvenile offenders, while emphasizing public safety and personal accountability. Mental Health Court staff work closely with the youth and the family to provide treatment for the youth’s mental health issues. The intern on this rotation will assess potential youth for the appropriateness of Mental Health Court, will collaborate with other staff members to develop and implement the most appropriate treatment plan, will convey information regarding the youth to the court, and will provide treatment services to a small number of youth. These intervention services might take place in the community, such as at the youth’s school or home. The intern on the Mental Health Court rotation is supervised by Dr. Akalita Ross.

CARE COURT utilizes a comprehensive strength-based approach in working with youth (males or females) who are victims of human trafficking or who are at significant risk to become involved with this. This

program is comprised of a clinically driven multi-disciplinary team that works to effectively address the underlying trauma associated with the participants' at-risk behaviors and related delinquent conduct. Similar to Mental Health Court, the intern involved in this court will assess potential youth for the appropriateness of CARE Court, will convey information regarding the youth to the court, and will provide treatment services to a small number of youth. These intervention services are typically provided to the girls who are residing in the Juvenile Detention Center as they await placement at longer term treatment programs. Dr. Connie Nelke supervises the intern on the CARE court rotation.

ADDITIONAL CLINICAL EXPERIENCES

In addition to the three primary rotations, interns have other clinical experiences throughout the year.

Community Unit Probation Services (CUPS)

The CUPS units are Juvenile Probation offices that are located across the city of Houston which provide services to youth who are on probation and residing in the community. Interns will spend a maximum of four hours per week, throughout the year, devoted to CUPS activities. This will typically involve providing psychoeducational groups to youth on probation, but it might also involve conducting an intake assessment on a youth or providing individual or family therapy to a youth. These offices are located in outlying areas and require personal transportation to get to them. The CUPS experience is supervised by Dr. Alexandra Tellez through weekly group supervision.

Juvenile Detention Psychotherapy Clients

Interns will conduct psychotherapy with pre-adjudicated and post-adjudicated youth who are currently residing at the Juvenile Justice Center. Interns spend about four to six hours per week, for the entire year, devoted to Juvenile Detention therapy clients. The interns will have the opportunity to provide brief therapy and to have a limited number of long-term therapy clients, which typically involves adolescents who have been detained due to a very serious offense or who are involved with one of our specialty courts such as Mental Health Court or CARE Court. Interns will also provide skills-based group therapy to youth in detention. This experience is typically supervised by Dr. Nicole Dorsey.

DIDACTIC TRAINING EXPERIENCES

Orientation

The first few weeks of the internship involve orientation activities for the new interns, including at least three days of formal "New Employee Orientation" through the Harris County Juvenile Probation Department. Interns spend a significant amount of time learning about the various HCJPD facilities, the different programs available for youth, how the Harris County Court system works, and the different computer databases that staff has access to. In addition, interns have an opportunity to observe clinicians engaging in clinical work, such as conducting evaluations or providing treatment.

Didactic Seminars

At least two hours per week is devoted to interns participating in training seminars on a wide range of topics, including working with juvenile offenders, cultural diversity, ethics, substance abuse, gangs, trauma, evidence-based treatments, projective assessments, and forensic assessments, just to name a few. Many of these trainings are conducted by the HCJPD staff, but there are also opportunities to participate in outside trainings. Some of these trainings take place at other local agencies such as Baylor College of Medicine, the University of Houston, Depelchin Children's Center, the Children's Assessment Center, and the Council on Recovery. However, past interns have also had the opportunity to attend conferences in other cities, such as forensically focused trainings offered by Capacity for Justice in Austin, TX.

All APA-accredited internship sites in the Houston area also participate in the Council of Houston Area Training Sites (CHATS), which allows interns to participate in didactic seminars presented by other accredited internship sites and to network with interns and post-doctoral residents from other programs. In addition, interns are encouraged to attend the monthly seminars provided by the Houston Psychological Association, which are offered free to Houston-area interns.

Journal Hour

As part of our appreciation for the role of research in psychology, the interns and practicum students participate in weekly journal hour meetings to present and discuss relevant research. This time allows our interns and our staff to keep abreast of advances related to juvenile forensic work.

SUPERVISION

Clinical Supervision for Interns

Supervision is a major emphasis of the internship program at HCJPD. Supervision is the primary form of training and evaluation for the development of skill proficiency. Supervision is intended to provide both depth and breadth in clinical application, research, and assessment. All supervision is provided face-to-face and consists of a minimum of two hours of individual supervision and two hours of group supervision with other interns and practicum students each week. The individual supervision is provided by the intern's Primary Rotation supervisor (one hour per week) and the Training Director (one hour per week). The group supervision involves one hour with the supervisor for the CUPS unit which occurs only with the interns. The second hour of group supervision is led by the HCJPD post-doc, and involves both interns and practicum students.

Providing Supervision

Depending upon the number of practicum students at HCJPD and their specific program requirements, as well as the intern's skill or developmental level, interns might be given the opportunity to supervise master's level or doctoral level psychology practicum students from schools such as the University of Houston, Prairie View University, or Sam Houston State University. This experience would likely occur towards the end of the internship year. Interns would receive supervision by a licensed psychologist regarding the supervision that they provide.

RESEARCH

HCJPD has recently developed a collaboration with the University of Houston Clinical Psychology Program, led by [Dr. Elena Grigorenko](#). Dr. Grigorenko is the lead researcher in a series of projects involving the youth at HCJPD and interns are encouraged to become involved in her research projects. However, the primary focus of this internship program is clinical in nature; therefore, the time that an intern may choose to participate in research activities is above and beyond the time that is required for the clinical activities that are part of the internship requirements. It is expected that an intern who chooses to become involved in research activities is staying on top of all clinical duties.

INTERNSHIP GOALS AND OBJECTIVES

The overall goals of the training program are intended to help interns transition from trainees to entry level psychologists. This is accomplished by a developmental model, with the goal of the intern operating at a more autonomous and proficient level by the end of the internship year. Certain competencies are required for all interns who graduate from programs accredited by the American Psychological Association in Health Service Psychology. The HCJPD program consists of the nine required profession-wide competencies and four to six program-specific competencies. Interns must demonstrate a minimum level of achievement in all competencies by the end of internship. Progress towards these goals is informally assessed throughout the year and any concerns noted will be discussed with the intern by his or her supervisor. These goals are formally assessed six times during the year: at the mid-point of each rotation (3 times) and at the end of each rotation (3 times). In addition, there will be an overall final rating that will be completed prior to internship completion. The primary supervisor, along with feedback from any other supervisors who are working with the intern, will rate the intern on his or her progress in each of the following areas.

Profession-Wide Competencies

A. Ethical and legal standards

1. Is knowledgeable of and acts in accord with each of the following: 1) Current version of the APA Ethical Principles of Psychologists and Code of Conduct; 2) Relevant laws, regulations, rule, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; 3) Relevant professional standards and guidelines (including Specialty Guidelines for Forensic Psychology).
2. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.
3. Conducts self in an ethical manner in all professional activities.

B. Professional values, attitudes, and behaviors

1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Engages in self-reflection regarding one's personal and professional functioning, engages in activities to maintain and improve performance, well-being, and professional effectiveness.

3. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
4. Responds professionally to increasingly complex situations with a greater degrees or independence as they progress through the year.
5. Exhibits professionalism in regards to dependability, follow-through, timeliness and in meeting deadlines.

C. Individual and cultural diversity

1. Exhibits an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
2. Displays knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
3. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
4. Demonstrates the ability to independently apply their knowledge and approach in working effectively with a range of diverse individuals and groups.

D. Assessment

1. Selects and applies the most appropriate and empirically sound assessment methods available to address the referral question.
2. Collects thorough and relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
3. Accurately scores and interprets assessment results, following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations. This should be done while guarding against decision-making biases and distinguishing the aspects of assessment that are subjective from those that are objective.
4. Utilizes clinical data and the DSM-V, while taking into consideration cultural and developmental factors, in order to determine appropriate diagnoses of the service recipient.
5. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effect manner that is sensitive to a range of audiences.
6. Submits court-ordered evaluations to supervisor in a timely manner. Supervisor should have sufficient time (at least 24 hours) prior to the District Court date or Detention Hearing (when requested) to review report and to communicate with intern regarding any necessary revisions.

E. Intervention

1. Establishes and maintains effective relationships with the recipients of psychological services.
2. Develops evidence-based intervention plans specific to the service delivery goals.

3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrates the ability to apply the relevant research literature to clinical decision making.
5. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
6. Evaluates intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

F. Research

1. Demonstrates the ability to critically evaluate research as evidenced through participation in weekly journal hour.
2. Participates in activities which contribute to the dissemination of research.
3. Utilizes research to inform clinical practice.

G. Communication and interpersonal skills

1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organization, supervisors, supervisees, and those receiving professional services.
2. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrates; demonstrates of thorough grasp of professional language and concepts.
3. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

H. Consultation and interprofessional/interdisciplinary skills

1. Applies knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Some examples of where this might occur is through interactions with attorneys, juvenile probation officers, juvenile security officers, and during presentations at pre-court staffings.
2. Is able to convey to non-mental health professionals (such as Juvenile Security Officers or Juvenile Probation Officers) a basic understanding of mental health issues affecting youth.

I. Supervision (to be assessed in second half of the year)

1. Applies knowledge of supervision models and practices through either informal or formal supervision with other trainees.
2. Is able to identify areas of strength and areas of growth as a supervisor.

Program-specific Competencies

A. Juvenile Justice

1. Exhibits an understanding of the role of the psychologist in a juvenile justice setting.
2. Utilizes the knowledge and skills of conducting psychological evaluations to apply this in conducting forensic evaluations such as certification evaluations and/or competency evaluations. At least one independent certification evaluation must be completed during the Assessment II rotation.
3. Demonstrates an ability to accurately and professionally convey the results of forensic evaluations in a formal court setting (i.e., mock testimony).
4. Successfully participates as a witness in a mock trial for a certification evaluation.
5. Demonstrates an ability to accurately and professionally convey the results of forensic evaluations in a formal court setting (mock testimony or actual testimony).

B. Specialty Courts

1. Exhibits an understanding of the role of the psychologist in a Specialty Court setting.
2. Participates in the multi-disciplinary setting of the Specialty Court and makes meaningful contributions to the team.

Specific Mental Health Court Objectives

1. Observe court proceedings with the intention of the intern to be able to conduct Mental Health Court reviews as the lead clinician.
2. Conduct therapy with a mental illness component for Mental Health Court participants who are active cases. Therapy sessions may be conducted in the home or in the school setting dependent upon the needs of the child (Number of cases per rotation will vary).
3. Develop detailed clinical plans for Mental Health Court participants. (Will be assigned weekly.)
4. Actively participate in weekly staffing with the intention that intern will conduct the internal staff meeting for the core Mental Health Court team.

Specific Care Court Objectives

1. Exhibits an understanding of the dynamics and clinical history that appear to increase vulnerability for sexual exploitation.
2. Demonstrates an ability to assess, evaluate, conceptualize, and intervene in cases where sexual exploitation may be a relevant clinical issue.

TRAINING COMMITTEE MEMBERS

Six full-time licensed psychologists provide primary supervision for interns:

Nicole B. Dorsey, Ph.D. (Internship Training Director/Co-Chief Psychologist, Juvenile Forensic Unit) received her doctoral degree from Ohio University in 2000 and completed her internship at the Baylor College of Medicine in Houston. She has previously done clinical work with children and families who have been involved with the Department of Family and Protective Services due to allegations of physical abuse, neglect, or sexual abuse. As a result, she has extensive clinical and supervisory experience in working with at-risk and traumatized youth. She is also interested in issues affecting the profession of psychology, including psychology training, and has served as a Board Member of the Houston Psychological Association.

Uche F. Chibueze, Psy.D., ABPP (Assistant Training Director/Co-Chief Psychologist, Juvenile Forensic Unit) is a board certified clinical psychologist who received her doctoral degree in Clinical Psychology from Texas School of Professional Psychology in 2009. She also has a Master's Degree in Community Counseling from Baylor University. Dr. Chibueze completed her pre-doctoral and post-doctoral internships with the Harris County Juvenile Forensic Unit. Dr. Chibueze also conducts the forensic evaluations for the juvenile court that include Waiver to Adult Court, Fitness to Proceed, and Lack of Responsibility evaluations. In addition, she provides expert witness testimony on a continuous basis for the juvenile court. Dr. Chibueze has conducted research that explored the impact of the acculturation process on African immigrant families and also created one of the first clinical measures geared specifically for the African immigrant population. In addition, she has provided presentations on mental health issues affecting the Black population for the American Psychological Association and Texas Psychological Association annual conferences. She also provides trainings on projective testing. Dr. Chibueze is presently working on researching mitigating factors associated with waiver to adult court evaluations.

Connie F. Nelke, Ph.D. (Specialty Court Psychologist, CARE Court) received her doctoral degree from Utah State University and completed her internship at the Baylor College of Medicine. She has an extensive clinical background, including both treatment and evaluation in the areas of trauma and abuse, with research interests involving parent-child relationships in the context of an abusive history and the trauma associated with human trafficking. Previously, she worked as the clinical director of a sexual abuse treatment program, an assistant professor at Baylor College of Medicine overseeing the clinical operations of a trauma treatment program, in private practice conducting forensic evaluations and treating children and families with CPS and abuse histories, and more recently, with the HCJPD in her current role.

Akalita A. Ross, Ph.D. (Specialty Court Psychologist, Mental Health Court) earned her doctoral degree in Clinical and Adolescent Psychology from Prairie View A&M University. She also received her Master's degree in Clinical Community Psychology from Texas Southern University and her B.A. in Psychology from Baylor University. Dr. Ross has clinical experience in providing psychological services in forensic and school settings. She has co-authored journal articles and participated in various trainings in the forensic settings. Dr. Ross has also been employed as an adjunct professor in institutions of higher learning. She is bilingual and can speak, read and write in Spanish and has completed assessments in Spanish for non-English speakers. Dr. Ross is a native Houstonian.

Alexandra Tellez, Ph.D. (CUPS Therapy Program Supervisor) acquired her Clinical Psychology doctoral degree from Sam Houston State University in 2014. She also has a Master's degree in Forensic Psychology

from John Jay College of Criminal Justice earned in 2008. She completed her pre-doctoral internship at the Federal Medical Center in Devens, MA, with the Bureau of Prisons, and her post-doctoral training at our Juvenile Forensic Unit. Dr. Tellez also serves as adjunct faculty at Prairie View A&M University and has publications in the areas of trauma, mental health, and evidenced-based treatments. Her research interests include childhood trauma and cultural and linguistic diversity issues in forensic psychology. She is a native Spanish speaker and conducts (and is available to supervise) psychological and forensic evaluations in Spanish at the Forensic Unit.

John A. Webb, Ph.D. (Staff Psychologist, Juvenile Forensic Unit) received his doctoral degree from the University of Houston in 1985. He has training in both Social and Clinical psychology. His research interests include substance abuse prevention, psychological correlates of cancer, and psychological factors related to adjustment among immigrants and refugees. His most recent research articles have examined gender differences in alcohol use among adolescents.

Additional Staff:

Diana Quintana, Ph.D. – Deputy Director of the Health Services Division

Olivia McGill, Ph.D. – Assistant Deputy Director of the Health Services Division

Matt Shelton, Ph.D. – Deputy Director of Administrative Services

Mary Martinez, M.A. – Director of the Juvenile Forensic Unit

Brandon Sylvester, Ph.D. – Specialty Court Psychologist, Gang Court and Drug Court

Danielle Madera, Ph.D. – Residential Clinical Supervisor, Health Services

LIFE AS AN HCJPD INTERN

Interns can expect to be busy during their internship year at the HCJPD; however, there is also an appreciation for quality of life. This internship seeks to provide an excellent training environment while still allowing time for the intern to explore their other personal endeavors. Estimates from interns regarding the number of hours they spend per week on clinical activities can vary, but it typically falls between 40 to 45 hours per week. Of course, some weeks are busier than others and might require additional work, such as report writing, to be done after hours. Much of the work within this agency is dictated by pending court dates and ensuring that certain tasks are accomplished prior to these court dates. It is also important to note that some of the clinical work provided by the interns might occur in the early evenings or at various locations and having personal transportation is necessary. We are flexible, however, in regards to an intern's time and we understand that it might occasionally be necessary to arrive late or leave early due to personal obligations. There is also the possibility to flex one's work hours, for example, if an intern works late one evening, he or she might be able to leave early the next day. As long as work obligations are being met and this is discussed with the intern's supervisor, this request can usually be accommodated.

We hope that interns take advantage of exploring all that Houston, the fourth largest city in the United States, has to offer. Houston has a population of more than two million people and is considered to be the country's most diverse city in terms of ethnic and religious backgrounds, and also includes a large international community. Houston tends to have a strong and diversified economy, as one of the country's leaders in the oil and gas industry, aeronautics, health care, transportation, and education, just to name a few. There are plenty of opportunities to enjoy the performing arts, various museums,

professional sports teams, an exciting night life, and a wide variety of restaurants. Houston is also within a short drive to other Texas cities such as Austin, San Antonio, and Galveston.

STIPEND AND BENEFITS

Compensation for the one year, full-time internship is at least \$26,000. As full-time Harris County employees, interns and their dependents are eligible to receive health insurance after 60 days of employment. A basic level health insurance plan is provided at no cost to the intern. All county employees, including interns, also participate in contributing to a retirement plan and have the option to enroll in additional retirement plans. Interns accrue three hours of vacation time and three hours of sick time during each two-week pay period and are provided nine holidays and one floating holiday (to be used at the intern's discretion) throughout the year. Any hours worked beyond 40 hours per week are converted to compensatory time and can be used in the future. Interns are also invited to participate in various Juvenile Probation Department activities including the annual Christmas party, luncheons, and volunteer opportunities.

HCJPD interns have access to numerous resources. Psychological testing materials and other training resources are provided, as well as access to a library of professional manuals and books. Interns are provided with office space, designated computers, and related equipment. Each intern also has access to administrative and Information Technology support.

APPLICANT QUALIFICATIONS

Qualified applicants must currently be enrolled in a doctoral program in psychology and have completed all doctoral coursework, including Ethics, Psychopathology, Cognitive Assessment, and Objective Assessment courses. Additionally, prior practicum placements involving direct experience with therapy and assessment are required. Of particular importance are strong writing and clinical interviewing skills. Preferred applicants will be from graduate programs that are accredited by the American Psychological Association, will have a **minimum of 10 integrated psychological evaluation reports**, 250 intervention hours, 100 assessment hours, experience in providing clinical services to children and adolescents, experience in providing services in a forensic setting, and some experience or special interest in working with diverse populations.

Application Process

To apply, please complete the AAPI online application, available at <http://www.appic.org>. As a part of the application, intern applicants must also submit a cover letter, a curriculum vitae, official graduate transcripts, and three letters of recommendation (using APPIC's standardized reference form). Documentation that is mailed directly to this department will not be accepted.

In addition, please include **two complete psychological assessment reports** with interpretations. This should be submitted as supplemental materials through the AAPI online application.

APPLICATION DEADLINE: November 5, 2017

For questions or additional information, please contact Dr. Nicole Dorsey, nicole.dorsey@hcjpd.hctx.net, 713-222-4257.

Selection and Interview Process

Applicant materials will be reviewed after the application deadline. The applicant will not be notified that his or her application has been received, unless it is an incomplete application. However, applicants may contact Dr. Nicole Dorsey with any questions regarding the status of their application. A subgroup of applicants will be invited for interviews by December 15th. Individuals who are not selected for an interview will also be notified by December 15th. Individual interviews will be conducted in January. In person interviews are strongly encouraged; however, Skype or phone interviews are also acceptable. Please plan to spend the majority of the day with us if you are selected for an interview. During the interview day, applicants will meet with all members of the training committee, the current post-doc, and will have the opportunity to have lunch with the current interns. In addition, applicants will be asked to complete a writing assignment while on site.

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. All doctoral interns will be determined through the APPIC match. Additionally, the HCJPD is an equal opportunity employer and encourages minorities and persons of diverse backgrounds of all types to apply to the psychology internship program. Harris County does not discriminate against employees with disabilities and will provide appropriate reasonable accommodation(s) when requested. **Accepted interns will be subject to a criminal background check and a check through the Department of Family and Protective Services. The intern must pass each of these in order to be employed by Harris County. Harris County does not employ individuals who have had a felony within the past 10 years or a misdemeanor within the past 5 years. In addition, Harris County is committed to providing a workplace free of drugs and alcohol. Therefore, interns must pass a drug and alcohol screening prior to their employment.**

POLICIES AND PROCEDURES

The policies and procedures for Harris County employees are applicable to HCJPD interns. Please see <http://www.co.harris.tx.us/hrrm/> for additional information. Interns will also be provided with a detailed intern manual that provides policies and procedures specific to the internship program. This includes information regarding intern grievances, due process, and intern evaluations.

APA TABLES

Internship Program Admissions

Date Program Tables are updated: 9/1/17

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

The ideal applicant will have an interest in working in a juvenile forensic setting and will have a strong interest in assessment. Ideally, the candidate will have prior experience working with children or adolescents, as well as experience working in a forensic setting (juvenile or adult). Additionally, experience in working with diverse populations is preferred.

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

Total Direct Contact Intervention Hours		Y	Amount: 250 hours
Total Direct Contact Assessment Hours		Y	Amount: 100 hours

Describe any other required minimum criteria used to screen applicants:

At least 10 integrated psychological evaluation reports

*Financial and Other Benefit Support for Upcoming Training Year**

Annual Stipend/Salary for Full-time Interns	26,790	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	
If access to medical insurance is provided:		
Trainee contribution to cost required?		No
Coverage of family member(s) 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)	88	
Hours of Annual Paid Sick Leave	78	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2013-2016	
Total # of interns who were in the 3 cohorts	8	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	1	
	PD	EP
Community mental health center	3	
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility	2	1
School district/system		
Independent practice setting		1
Not currently employed		
Changed to another field		
Other		
Unknown		

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.