

Internship/Training Openings 2016-2017



Walker transforms the lives of children and youth who are dealing with complex emotional, behavioral, and learning challenges, by partnering with these children and youth, their families, and communities to nurture hope, build strengths, and develop lifelong skills.

On the Needham campus, located at 1968 Central Avenue, Walker serves children aged 3-14 in several programs: A Massachusetts Approved Special Education School, Residential Treatment, Group Home, and Intensive Community Based Acute Treatment (ICBAT/CBAT). On the Watertown campus, located at 917 Belmont Street, Walker serves teens and young adults aged 14-22 at our Massachusetts Approved Private Special Education High School: Beacon High School.

Interested applicants are asked to send a cover letter, resume or CV, and 2 letters of reference/recommendation to Dr. Mina Panayoutou, Director of Training: mpanayoutou@walkercares.org, 781.292.2127

Undergraduate Placements

Residential Treatment Program—Needham Campus

Direct Care Intern

Number of Openings: 6

For: Undergraduates

The Walker Residential Treatment Program (RTP) helps children with high-risk behaviors and their families build social, emotional, and behavioral skills so they may achieve and maintain a permanent family connection. The Walker RTP is a nationally accredited, fully licensed, Chapter 766-approved program for children ages 5 to 14 who can be cared for in a staff-secure group setting.

The Walker RTP is designed for:

- *Children with complex developmental difficulties (learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, histories of high-risk behaviors), and children who have suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, and psychiatric hospitalizations.*

The Walker RTP is a flexible, family-driven program specializing in safety, stabilization, assessment, and treatment. There is a focus on understanding how a child's development has shaped his or her strengths, weaknesses, and unique learning style. The professionals at Walker do not simply focus on erasing deficits or making a child better, they work with the family and home community to assist in making a smooth, seamless transition for the child.

Internship Responsibilities/Assignments: Students will work with existing child care staff to support the children in residential treatment. Interns will have opportunities to participate in/plan age appropriate, developmentally appropriate activities for children and attend trainings and meetings as appropriate and scheduling allows. Students will also participate in supervision.

Internship Requirements: 3rd or 4th year undergrad preferred. Students must have the ability to complete Walker's Therapeutic Crisis Intervention (TCI) de-escalation training and have a valid driver's license. The ideal intern would be committed to placement for 2 semesters. Ideally they would come to Walker minimally 2 afternoons (2p-7p – although flexible) per week for a total of 8-10 hours.

Days/Times: 4 interns to be scheduled to work Sunday—Wednesday, and 4 interns to be scheduled to work Wednesday--Saturday.

Supervision: By a Child Care Supervisor or Senior Level Child Care Worker

Department of Performance Improvement—Needham Campus

Research/Data Entry Intern

Number of Openings: 2

For: Junior/Senior Undergraduate and/or Graduate Level

The Performance Improvement department develops data-based recommendations on how best to meet agency and program goals and objectives while encouraging best practice as defined by evidence based practices, licensors and accreditors. The Performance Improvement team collaborates with all Walker programs to increase organizational efficiency, effectiveness and long-term outcomes for the children and families served by Walker.

Internship Responsibilities/Assignments: Students will gain experience in evaluation and quality assurance, assisting to maintain and develop datasets for Walker's outcomes and performance improvement efforts. This will be done by completing data entry and coding of client demographic, educational and behavior health measures along with creating charts for individual clients to inform treatment meetings. Students will perform tests on relevant data to assess impact of interventions at program and team level. Learning will culminate in the compilation and reporting of Walker utilization review data to ensure fidelity with contract requirement.

Internship Requirements: Junior/Senior Undergrad & Grad students with at least one semester of social science research methods or statistics; Experience creating charts and pivot tables in Excel required.

Days/Times: Minimum 10-12 hours per week; minimum 2 days per week. Students must be willing to make a 2-semester commitment. Students must have reliable transportation to get to Walker.

Supervision: The Department of Performance Improvement offers opportunities for 2 interns (one graduate, one undergraduate) to work under the supervision of 2 different staff. Students will work under the supervision of 2 staff: an MA in statistics, MEd, MPH with 2 years of experience at Walker; the second staff member is PhD in Social Science with emphasis on Evaluation, having an extensive 15-year career at Walker.

Graduate Placements – Clinical

Ain House—Needham Campus

Clinical Intern

Number of Openings: 1

For: 2nd Year MSW; 2nd year Counseling (LMHC)

Walker offers the Group Home 1:3 service in the newly renovated Ain Group Home on its Needham Campus. The Program is a 13-bed coed group home serving children ages 5 to 13 and their families that provides a safe, structured, home-like living environment. Children in the Program participate fully in the community through public school attendance and extracurricular activities. The Program offers clinical services, health services, psychiatric consultation, occupational therapy, educational assistance, milieu therapy, and case management services.

The Ain Group Home Program stresses safety and behavioral stabilization, as well as social competency areas such as self-care, communication, and recreational and play skills—skills that are critical if a child is to participate meaningfully in community activities and family life.

Internship Responsibilities/Assignments: Students will work with existing child care staff to support the children in residential treatment. Interns will have opportunities to participate/plan age appropriate, developmentally appropriate activities for children and attend trainings and meetings as appropriate and scheduling allows.

Internship Requirements: 2nd year MSW or counseling psychology. Students must have the ability to complete Walker's Therapeutic Crisis Intervention (TCI) de-escalation training and have a valid driver's license.

Days/Times: The ideal intern would be committed to placement for 2 semesters, for a total of 20 hours weekly. 2-day placements/16 hours weekly will also be considered. Thursdays are required days for training seminars; other days/hours are flexible.

Supervision: Supervision by one of our licensed social workers (LICSW) or Licensed Mental Health Counselors (LMHC)

Intensive Community-Based Acute Treatment (ICBAT/CBAT)—Needham Campus

Clinical Intern

Number of Openings: 2

For: 1st/2nd year MSW

Walker's Intensive Community-Based Acute Treatment (ICBAT) Program is a hospital-diversion program specifically designed to provide short-term emergency stabilization and support to children between the ages of 3 and 10 years old who are actively experiencing severe emotional and behavioral crisis. The Program accommodates girls and boys, and offers an alternative to psychiatric hospitalization that is less costly and often more clinically appropriate. Family involvement is strongly encouraged in order to support the child in the most appropriate way possible.

Created in response to the increasing number of very young children requiring crisis care, as well as the increasing severity and complexity of their challenges, the Walker ICBAT Program offers short-term, multidisciplinary services designed to:

- *stabilize young children in crisis who might otherwise be placed consistently in developmentally inappropriate hospital settings;*
- *provide thorough clinical assessments and diagnostic services;*
- *facilitate the child's return home or support a transition to an appropriate therapeutic environment; and*
- *provide follow-up support, including the availability of diverse family and support services.*

Internship Responsibilities/Assignments: MSW interns will have the opportunity to participate in individual, group and family therapy for 2 cases at any given time, assist with intakes and assessments. Interns will assist with treatment, safety and discharge planning, learning systems work, collateral contact, referrals for services. Interns will participate in multi-disciplinary team rounds. Finally, interns will provide clinical support and consultation to child care worker staff.

Internship Requirements: Students must have the ability to complete Walker's Therapeutic Crisis Intervention (TCI) de-escalation training. Students must have reliable transportation to get to Walker.

Days/Times: Generally 24 hours per week; Thursdays are required days for training seminars; can be flexible with other days. We prefer a year placement (or just summer) but the nature of the work is conducive to those who need a 1-semester placement or need to switch mid-year.

Supervision: Supervision will be provided by LICSW's including the CBAT Program Director with 9 years of experience at Walker.

Residential Treatment Program/Day School—Needham Campus

Clinical Intern

Number of Openings: 4

For: 2nd Year MSW or Counseling Psychology (LMHC)

1st year PsyD/PhD (advance standing only)

The Walker Residential Treatment Program (RTP) helps children with high-risk behaviors and their families build social, emotional, and behavioral skills so they may achieve and maintain a permanent family connection. The Walker RTP is a nationally accredited, fully licensed, Chapter 766-approved program for children ages 5 to 14 who can be cared for in a staff-secure group setting.

The Walker RTP is designed for:

- *Children with complex developmental difficulties (learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, histories of high-risk behaviors), and children who have suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, and psychiatric hospitalizations.*

The Walker RTP is a flexible, family-driven program specializing in safety, stabilization, assessment, and treatment. There is a focus on understanding how a child's development has shaped his or her strengths, weaknesses, and unique learning style. The professionals at Walker do not simply focus on erasing deficits or making a child better, they work with the family and home community to assist in making a smooth, seamless transition for the child.

Internship Responsibilities/Assignments: Interns will work as one part of a multidisciplinary team working with individual youth in Walker's residential or day school program. Interns may be involved in direct clinical work including individual, group, family, duo, and sibling therapy. Interns will participate, or take the lead in, writing clinical assessments, progress notes, or other youth

related documents. Interns may act as the case manager for a child which includes communication and coordination with all involved individuals, state agencies, and other collaterals. Interns will participate in a variety of meetings for the children they work with (e.g., treatment update meetings, IEP meetings, Foster Care Reviews, discharge planning meetings).

Internship Requirements: 2nd Year MSW or LMHC, 1st year PsyD/PhD. Students must have the ability to complete Walker's Therapeutic Crisis Intervention (TCI) de-escalation training. Students must have reliable transportation to get to Walker. 1st year PsyD/PhD students must have prior experience with children either clinically or in group work in settings such as summer camps, coaching sports teams, etc.

Days/Times: Minimum 24 hours per week for MSW students; 16 for 1st year PsyD/PhD students. Thursdays will be required of all students to attend training seminars. This internship requires a 2-semester commitment due to the nature of the work being done with children and families. Students must have reliable transportation to get to Walker. Students may be required to attend meetings off campus, for which they will be expected to use their personal vehicle.

Supervision: Supervision of interns will be provided by independently licensed individuals with an LICSW, LMHC, or PsyD

Walker Community Counseling, Outpatient Services—Needham Campus

Clinical Intern

For: 2nd Year MSW or Counseling Psychology (LMHC)

Number of Openings: 1

Walker Community Counseling is licensed by the Department of Public Health to serve as an outpatient mental health clinic. WCC is located on the Needham campus and is an outpatient group practice that offers culturally competent mental and behavioral health services for children, adolescents, adults and families. Sessions can occur weekly, bi-weekly, or monthly, whichever is clinically indicated.

Internship Responsibilities/Assignments: Interns will work as part of a multi-disciplinary team providing therapy services to children, adolescent, adults and families. Interns will take on the primary role of the client's outpatient therapist. Interns will complete all relevant paperwork including but not limited to a comprehensive assessment, treatment plan, progress notes, CANS and other required documentation. Interns will maintain weekly contact with client's collaterals and document such contact. Interns will be responsible for obtaining authorizations for clients and keeping them current. Interns will be responsible for diagnosing clients according to the ICD-10 diagnostic codes.

Internship Requirements: 2nd Year MSW or LMHC. Students must have reliable transportation to get to Walker.

Days/Times: Minimum 24 hours per week. This internship requires a 2-semester commitment due to the nature of the work being done with children and families. Students must have reliable transportation to get to Walker. Students may be required to attend meetings off campus, for which they will be expected to use their personal vehicle.

Supervision: Supervision of interns will be provided by WCC Director, Kristen Batchelor, LICSW. Interns will be expected to attend group supervision if it falls on an internship day.

Residential Treatment Program/Day School—Needham Campus

Doctoral Level Clinical Practicum

Number of Openings: 3

For: 2nd Year PsyD or PhD Students

The Walker Residential Treatment Program (RTP) helps children with high-risk behaviors and their families build social, emotional, and behavioral skills so they may achieve and maintain a permanent family connection. The Walker RTP is a nationally accredited, fully licensed, Chapter 766-approved program for children ages 5 to 14 who can be cared for in a staff-secure group setting.

The Walker RTP is designed for:

- *Children with complex developmental difficulties (learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, histories of high-risk behaviors), and children who have suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, and psychiatric hospitalizations.*

The Walker RTP is a flexible, family-driven program specializing in safety, stabilization, assessment, and treatment. There is a focus on understanding how a child’s development has shaped his or her strengths, weaknesses, and unique learning style. The professionals at Walker do not simply focus on erasing deficits or making a child better, they work with the family and home community to assist in making a smooth, seamless transition for the child.

Internship Responsibilities/Assignments: Interns will work as one part of a multidisciplinary team working with individual youth in Walker’s residential or day school program. Interns may be involved in direct clinical work including individual, group, family, duo, and sibling therapy. Interns will participate, or take the lead in, writing clinical assessments, progress notes, or other youth related documents. Interns will conduct psychological testing assessments in accordance with IEP re-evaluation regulations. These assessments will included cognitive/intellectual and projective/personality measures. Interns will participate in a variety of meetings for the children with whom they work. This may include treatment update meetings, IEP meetings, Foster Care Reviews, discharge planning meetings, or other related meetings.

Internship Requirements: 2nd year PsyD or PhD. Candidates must have taken the cognitive/intellectual assessment course and have some facility with the WISC. Candidates are strongly encouraged to have completed the personality/projectives course which should include instruction in the Rorschach and Exner Scoring System. Concurrent enrollment in this course is acceptable.

Days/Times: Minimum 20 hours per week. Thursdays are required days of all students to attend training seminars. This internship requires a 2 semester commitment from interns due to the nature of the work being done with children and families. Students must have reliable transportation to get to Walker. Students may be required to attend meetings off campus, for which they will be expected to use their personal vehicle.

Supervision: Supervision of interns will be provided by our Director of Training, a Licensed Psychologist (PsyD) with 14 years of experience working with this population.

Residential Treatment Program/Day School—Needham Campus

Doctoral Level Psychological Testing Clerkship

Number of Openings: 1

For: Advance Standing PsyD or PhD Students

The Walker Residential Treatment Program (RTP) helps children with high-risk behaviors and their families build social, emotional, and behavioral skills so they may achieve and maintain a permanent family connection. The Walker RTP is a nationally accredited, fully licensed, Chapter 766-approved program for children ages 5 to14 who can be cared for in a staff-secure group setting.

The Walker RTP is designed for:

- *Children with complex developmental difficulties (learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, histories of high-risk behaviors), and children who have suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, and psychiatric hospitalizations.*

The Walker RTP is a flexible, family-driven program specializing in safety, stabilization, assessment, and treatment. There is a focus on understanding how a child’s development has shaped his or her strengths, weaknesses, and unique learning style. The professionals at Walker do not simply focus on erasing deficits or making a child better, they work with the family and home community to assist in making a smooth, seamless transition for the child.

Internship Responsibilities/Assignments: Interns will work as one part of a multidisciplinary team working with individual youth in Walker’s residential or day school program. Interns will conduct psychological testing assessments in accordance with IEP re-evaluation regulations. These assessments will included cognitive/intellectual and projective/personality measures. Interns will participate in IEP meetings to present testing findings.

Internship Requirements: Advance Standing PsyD or PhD. Candidates must have previous experience conducting psychological testing batteries. Previous practicum or internship experience in a school setting conducting IEP testing is preferred.

Days/Times: This testing only clerkship has a minimum of 10 hours. Applicants who would like to provide some clinical services as well must agree to 12-14 hours. Thursdays are required days of all students to attend training seminars. This internship requires a 2 semester commitment from interns due to the nature of the work being done with children and families. Students

must have reliable transportation to get to Walker. Students may be required to attend meetings off campus, for which they will be expected to use their personal vehicle.

Supervision: Supervision of interns will be provided by our Director of Training, a Licensed Psychologist (PsyD) with 14 years of experience working with this population.

Walker School—Needham Campus

Teaching Assistant Intern

Number of Openings: 2-3

For: 2nd Year Graduate

The Walker School is a Chapter 766-approved K-8 academic program for children between the ages of 5 and 13 with complex profiles, including learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, and histories of high-risk behaviors. Students at Walker School also may have suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, or psychiatric hospitalizations.

Upon admission, 62% of Walker students have a documented neurological/spectrum disorder diagnosis; more than 30% have a language-based disability; 90% are experiencing severe behavioral difficulties; and 35% have an additional medical diagnosis. More than 35% of students enroll at Walker significantly behind grade level in their academic progress.

The Walker School combines the intensive resources and clinical expertise of a comprehensive therapeutic environment with a strong commitment to high academic standards. The Walker environment helps students who sometimes exhibit disruptive classroom behavior to focus their energy on academics, promoting developmental continuity for all students.

Internship Responsibilities/Assignments: As a teaching assistant intern, interns will assist individual students to complete academic tasks. This may include: sitting next to students, helping to scribe for them, read a loud and or provide emotional support. Interns will gain experience supporting small group and whole group academic lessons. This will include joining the children in recreational activities as well as helping the other assistant teachers to plan developmentally appropriate recess activities. This internship experience is flexible to many types of degree programs, including but not limited to counseling interns with a specific interest in early childhood development.

Internship Requirements: 2nd year graduate students in a variety of degree programs (e.g., social work, education, nursing)

Days/Times: Students must be willing to commit to 2-3 days per week during the school week, on a schedule from 9am-3pm.

Supervision: An MA in Counseling Psychology/licensed school adjustment counselor with 10 years of experience at Walker would provide supervision for interns seeking experience with children who have socio-emotional needs; Supervision for a more education-focused internship provided by the classroom teacher and the education coordinator for each age group.

Beacon High School—Watertown Campus

Clinical Intern

Number of Openings: 1

For: 2nd Year MSW

Beacon High School is a fully accredited, co-educational therapeutic high school for adolescents experiencing anxiety, depression, or other emotional disorders. Beacon provides academic and specialized programs to approximately 64 students between the ages of 14 and 22 from the Greater Boston area.

Beacon High School provides a supportive and nurturing environment that addresses both emotional and academic issues in a comprehensive integrated manner for students who are experiencing significant emotional and psychological problems or learning disabilities. Students at Beacon High School benefit from comprehensive clinical services throughout the school day provided by clinicians experienced in helping adolescents who may be struggling with significant psychiatric problems.

Beacon High School provides in-the-moment therapeutic intervention in addition to weekly individual and group therapy, all designed to help students appropriately respond to stress and begin to achieve emotional, social, and academic

success. Students receive an exceptional education with an enriched curriculum and high standards that challenge them to succeed. Most students are involved in creative arts such as the publication of poetry and music performance.

Adolescents who are unsuccessful in traditional high school programs achieve academic success at Beacon through the integration of therapy and academics in a safe and supportive setting. This remarkable program allows creative and resilient students to discover new talents and become the person they strive to be.

Internship Responsibilities/Assignments: Interns will work as one part of a multidisciplinary team working with individual youth at Beacon High School. Interns may be involved in direct clinical work including individual and group therapy. Interns will also provide support to students throughout the school day as they use several of the on-site settling spaces. Interns will have the opportunity to participate in staff and student related meetings.

Internship Requirements: 2nd Year MSW

Days/Times: The ideal intern would be committed to placement for 2 semesters, for a total of 20-24 hours weekly. Required days are Tuesday and Wednesday. Students will also be required to attend training seminars on the Needham campus on Thursday afternoons. Other days/times are flexible. Students must have reliable transportation to get to Watertown and Needham.

Supervision: Beacon High School's Director of Clinical Services, an LICSW with more than 20 years of experience, or her designee (also an LICSW) will provide supervision for graduate students.

Graduate Placements – Macro

Walker Trieschman Institute for Research and Training—Needham Campus

Macro Social Work Intern

Number of Openings: 2

For: 2nd Year MSW, Macro SW concentration

Through the Walker Trieschman Institute for Research & Training, Walker is expanding its leadership in the field by hosting a wide range of research, professional and parent training, and educational activities for child welfare, education, and behavioral health professionals as well as parents and other caregivers. The Walker Trieschman Institute (also known as “the Institute” and “WTI”) will mobilize improvements to the quality of care, education, and treatment for countless more vulnerable, multiply challenged children, youth, and families.

Our goal is to create an Institute that is recognized nationally and internationally within the field of Child Welfare, Children’s Behavioral Health, and Special Education. More specifically, objectives for the Institute include, but are not limited to, the following:

- *Developing an annual training plan that supports strategic and quality improvement goals.*
- *Conducting training needs assessments and analysis with a goal toward developing evidence-based, practice-based curriculum that provides both internal and external participants with continuing education, credentialing, and course certification.*
- *Developing and managing an e-learning platform that supports professional development opportunities for Walker staff and families and other human service and special education professionals.*
- *Establishing affiliations with higher education institutions to implement both on-site continuing education as well as college-based, long-distance learning for staff.*
- *Establishing partnerships that position Walker for research opportunities and publications.*

Internship Responsibilities/Assignments: Interns will complete major projects consistent with WTI goals and objectives. Projects may include: participating in RFR and grant proposal writing and review; developing live and/or web-based trainings for staff, parents/caregivers, and others TBD; conducting environmental scans of existing training institutes to identify training

needs for providers as well as members of the community; serving as a trainer/facilitator for live trainings, if s/he demonstrates interest and readiness; and engaging in strategic planning, communication, and resource development activities related to Walker's internal and external training initiatives.

Internship Requirements: 2nd Year MSW; would also consider graduate students seeking a field placement in teaching and learning, adult education, eLearning development, etc.

Days/Times: The ideal intern would be committed to placement for 2 semesters. Minimum requirement is for 16 hours weekly. Student must have reliable transportation to get to Walker.

Supervision: Supervision will be conducted by a supervisor with 15 years of experience working for large child welfare, children's behavioral organizations; graduate degrees in education, social work, and project management; previously supervised macro social work interns on major projects including but not limited to writing and editing Caring Together RFR, developing curricula for job-related soft skills and financial literacy, and creating systems for tracking and responding to wait lists for CBHI services. Supervision will be provided in accordance with placement requirements; minimum 1 hour individual supervision weekly.