

Grant No: G02HP27942

Project Title: Serving Children, Adolescents and Transition Age Youth with Behavioral Disorders  
William James College (formerly Massachusetts School of Professional Psychology)

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## **Attachment 1: Performance Narrative**

### ***Work Plan Progress Summary***

The Health Resources and Services Administration (HRSA) granted William James College (WJC) funding for twenty-two internship positions for the period of 9/30/14-9/29/17. The first six of these positions were funded from 9/30/14-9/29/15. An additional 10 of these positions were funded from 9/30/15-9/29/16. This report will describe the use of those funds, the related staffing, the plans for the remainder of the current budget year, and the plans for the coming 2016-2017 budget year.

In submitting this grant report it is noted that William James uses a two-year half-time internship model. This model was developed to maximize the integration of knowledge and skills from concurrent academic and fieldwork experiences. Data presented in this report are for activities that occurred during the second internship year, as our six Year One cohort of interns complete the second of their two years of internship and our Year Two cohort of interns near the mid-point of their two-year internship experience. We have also selected our Year 3 intern cohort, who will begin their placements on September 30, 2016. It is noted that the Year 3 intern cohort will complete their internships in a no-cost extension year, 2017-2018, as designated in our original grant proposal. We note also that this is a consortium internship model, with the participation of several training sites under the WJC umbrella, all as accredited by the American Psychological Association.

### ***Current Staffing***

Current staffing remains the same as it did in the original grant proposal. The staff, their responsibilities, and the percent of effort each staff members spends on this project are as follows:

- Dr. Sonia Suri, Project Director and Co-Principal Investigator, is the Senior Research and Evaluation Associate in WJC's Office of Research. She will serve as the co-principal investigator and Evaluation Specialist for this grant. Dr. Suri and Dr. Bruce Ecker, Co-Principal Investigator will work with Drs. De Vos, Associate Vice President for Research, Randi Dorn, Director of Training, and Stacey Lambert, Department Chair, to develop and implement a set of evaluation and performance measures appropriate to the needs of this contract, which dovetails with existing evaluation measures. Percent of effort dedicated to Project: 10.
- Dr. Bruce Ecker, Co-Principal Investigator, directs the child clinical concentration, Children and Families of Adversity and Resilience (CFAR). Dr. Ecker will serve as a co-principal investigator on this contract and will work with Dr. Suri to oversee all aspects of the contract (design, implementation, and evaluation) to ensure that the federal reporting and evaluation requirements are met. Percent of effort dedicated to Project: 10.

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- Dr. Randi Dorn, Director of Field Education/Internship, is WJC's Director of Training and Director of the MSPP Consortium in Clinical Psychology. She is responsible for establishing the training goals of the Consortium; managing the selection process; scheduling Consortium seminars; insuring programmatic quality control; serving as liaison with the Consortium sites, the APA Office of Accreditation and the Massachusetts Board of Registration for Psychology. Additionally, she is the liaison with other APA-accredited internships in the community. Percent of effort dedicated to Project: 4.
- Dr. Edward De Vos, WJC's Associate VP for Research, will provide oversight in the development and implementation of a set of evaluation and performance measures appropriate to the needs of this contract, which dovetails with existing evaluation measures. Percent of effort dedicated to Project: 1.
- Dr. Stacey Lambert is the Chair of MSPP's Clinical Program. She will provide structural oversight and administrative support to the two Co-Principal Investigators Dr. Ecker and Dr. Suri. Dr. Lambert will also interface with the APA to ensure that these internships meet their requirements. Percent of effort dedicated to Project: 1.
- Cheryl MacDonald, M.B.A., will serve as the Project Administrator. She will oversee the gathering and tracking of evaluations of interns, trainings and sites, and other measurable outcomes related to recruitment and post-doctoral placement. Percent of effort dedicated to Project: 4.
- Debra Boyce, will serve as the Grant Financial Administrator and will be responsible for submitting all of the financial data and invoicing through the PMS system. She will work with Dr. Suri to ensure that the grant funds are expended to match the federal budget terms. Percent of effort dedicated to Project: 5.

New Personnel: Anneke Johnson, Research Assistant. Ms. Johnson assists in data collection, analysis and program evaluation. She will also help collect and maintain Time2track data. Ms. Johnson received her B.A. in Psychology at Tufts University. She has worked in social and clinical research labs at Cornell College, McLean Hospital, and Tufts University. Percent of effort dedicated to Project: 5.

Vacancies: None

### ***Operations***

Significant Changes: There have been no significant changes to the project in terms of objectives, methodology, or resources, as outlined in the Work Plan submitted as part of the 2015 Non-Competing Continuation Report.

Per the original grant proposal, the HRSA-supported component of the WJC Consortium in Clinical Psychology provides a comprehensive training experience that assures the development of knowledge, skills and attitudes across the basic areas of Professional Child Psychology. In 27 hours of Internship per week over a two year period, the interns receive formal training in the areas of assessment, treatment, consultation, applied clinical research, supervision, administration and culturally competent practice

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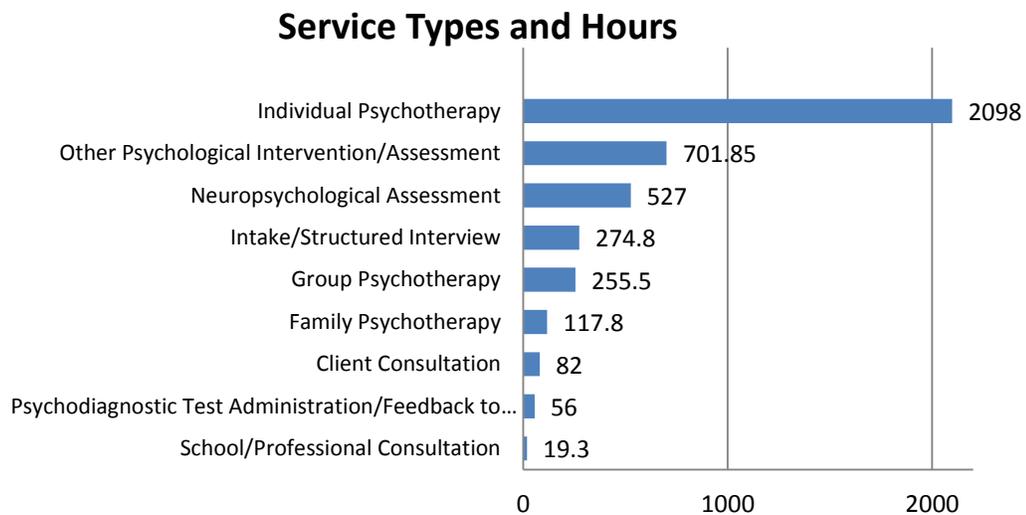
with children, adolescents, and transition age youth and their families from diverse populations. As planned, to date we have placed 16 interns at 7 sites. In their half-time placements, they have provided, in aggregate, 4,133 hours of direct clinical service, received 1,638 hours of supervision, participated in 711 hours of training seminars, and had 8,533 hours of support activities. These data are presented in Table 1. Our Year 3 cohort will be starting on September 30, 2016.

**Table 1: Description of Internship Placement Hours by Site (n=16)**

PLACEMENT	BRENNER CENTER	FREEDMAN CENTER	EDWARD KENNEDY	JOSEPH SMITH	TRAUMA CENTER	WEDIKO	Y.O.U. INC.	TOTAL HOURS
INTERVENTION	813.50	798.50	366.50	439.50	320.50	380.00	364.25	3,482.75
ASSESSMENT	395.25	30.75	16.50	30.50	39.00	90.00	48.00	650.00
SUPPORT	2185.50	1524.25	1140.00	1006.95	1217.50	374.00	1084.50	8,532.70
SUPERVISION	481.50	333.25	180.00	186.75	160.50	103.50	192.50	1,638.00
<b>TOTAL HOURS</b>	3875.75	2686.75	1703.00	1663.70	1737.50	947.50	1689.25	14,303.45

Of the 4,133 hours of direct service provided by HRSA-supported interns to clients to date, approximately half (54%) were for individual or family psychotherapy, 30% for neuropsychological and other psychological assessment, 7% for diagnostic intake sessions, 6% was for group psychotherapy, 2% for consultation, and 1% for feedback to clients. These data are presented in Chart 1.

**Chart 1: Descriptive Breakdown of Clinical Service Hours**



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In all, these services were provided to 666 individual clients of whom 46% were male and 53% female; 1% identified as “other.” Eighty percent of these clients were in the 0-25 target age range. Age data are presented in Table 2.

**Table 2: Client Age Distribution (n=654)**

Age	0-2	3-5	6-12	13-17	18-25	26+
Percentage	0%	3%	28%	26%	24%	19%

More than 50% of the clients served by our interns belong to a racial or ethnic minority. In 2015-16, HRSA-supported interns served nearly three times the Massachusetts population percentage of Latino/a clients (27.6% vs. 10.8%) and 50% more African-American/Black or multi-racial clients (15.8% vs. 10.5%). For details see Table 3 below.

**Table 3: Client Ethnicity Data compared with 2014 Massachusetts Census Data (n=511)**

Race/Ethnicity	African American/ Black	Asian/Pacific Islander	Latino-a/ Hispanic	European/ White	Biracial/ Multiracial	American Indian	Other
WJC Client Percentage	11.5%	6.8%	27.6%	46.2%	4.3%	0%	3.5%
Massachusetts Population 2014 Census	8.3%	6.4%	10.8%	82.6%	2.2%	0.5%	N/A

Finally, five of our initial Year 1 cohort of six interns will graduate in June of this year; the sixth intern’s graduation will be delayed, pending completion of his doctoral research. All five graduating interns have obtained post-doctoral fellowships in which they will continue their HRSA-supported work, i.e., with children, adolescents, and transition age youth. Details of their post-doctoral positions are provided in Attachment 6.

Plans for the time remaining in the current budget period.

Plans for the time remaining from the point of data collection for this this report (4/30/16) until the end of the current budget year (9/29/16) are as follows:

1) The 2014-2015 Year 1 cohort of interns will complete the second of their part-time 27 hour per week years, totaling at least 2,000 hours each, on 6/30/16. All training and patient care activities for the Year 1 cohort will continue until 6/30/16. These include direct care hours, supervision sessions, and both intra- and inter-professional training seminars. A count of these activities to date as well as the estimated number of events for each of these activities for both the Year 1 and Year 2 (see #2 below) cohorts for the remainder of the current grant year are represented in Table 4.

2) The 2015-2016 Year 2 interns will complete the first of their part-time 27 hour per week years, totaling at least 1,000 hours each, on 6/30/16. All training and patient care activities for the Year 2 cohort will continue until 6/30/16. These include direct care hours, supervision sessions, and both intra- and inter-professional training seminars. A count of these activities to date as well as the estimated

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number of events for each of these activities for both the Year 1 and Year 2 cohorts for the remainder of the current grant year are represented in Table 4.

**Table 4: Activities to date and estimated number of events per activity for time remaining (n=16)**

	# Hours On-site	# Direct Care Hours	# Supervision Hours	# Seminar Hours	# Public Continuing Education Conferences	Funds Expended
<u>9/30/15-4/30/16</u>	14,303	4,133	1,638	555	9	179,483*
4/30/16-9/29/16 (estimated)	4,034	1,166	360	157	2	95,168
<u>9/30/15-9/29/16 (estimated)</u>	18,337	5,299	1,998	712	11	274,651

\*These funds were expended through 5/17/16.

3) The 6 interns in the 2016-2017 Year 3 cohort will begin the orientation of their first year part-time internship in September, 2016. These interns will be placed at the Brenner Center for Psychological Assessment and Consultation (4) and the Freedman Center for Child and Family Development (2).

4) Two relevant public continuing education conferences will be held between 4/30/16 and 9/29/16: “The Contentious Health Care System: Is there a Place for Community Mental Health?” and “The Treatment of Trauma and the Internal Family Systems Model.”

5) All Year2 HRSA funds will be expended; we anticipate no unobligated balance at the end of the year.

6) We do not anticipate any substantive changes during the remainder of the budget year.

Plans for upcoming budget year

We anticipate that our third and final budget year will proceed as described in our original June, 2014 grant proposal without any substantive changes to objectives, resources, methodology, milestones, or personnel. Specifically, we present the following objectives, process objectives/activities, resources and milestones: for the period 9/30/16-9/29/17.

Objective	Process Objectives/Activities	Resources	Milestones	Outcome
1) Year 2 Interns in the 10 half-time placements begin and complete their second half-time year placement.	Staff at field sites prepare for return of Year 2 interns: schedule supervision, plan training seminars, arrange for client referrals.	WJC Director of Training (DOT), Director of Diversity Education and Associate VP for Research oversee overall performance and evaluation of initiative	Sept. 30: Internship year begins.	Year 2 interns return to field sites in September, 2016.

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	Staff at field sites provide sufficient intern training infrastructure, supply interns with client referrals, provide sufficient ongoing supervision.	Co-Principal Investigators and DOT coordinate and track evaluations of students by Site Supervisors	Jan 2017: 6-month student evaluation; 6 mo. evaluation of site	Year 2 interns will complete their second half-time 1,000 hour training commitment
	DOT and Co-Principal Investigators collaborate with site supervisors to ensure that all project components are in place through regularly-scheduled meetings and ongoing electronic communication.	Co-Principal Investigators and DOT, along with site supervisors, coordinate and track weekly submission of performance data by interns.	June 2017: Interns finish 2 <sup>nd</sup> half-time year of internship	Year 2 interns will provide 2500 hours of direct client care in aggregate, predominantly to high need children, adolescents, and transitional age youth.
		DOT coordinates regular meetings of WJC Consortium sites	June, 2016: end-of-year final student and site evaluations due	Consortium and site specific supervisors provide no fewer than two hours of supervision to each intern weekly.
		Resources maintained for intern performance monitoring system (Time2Track)		
2) Graduating Year 2 HRSA-supported interns will secure post-doctoral fellowships or employment in positions that continue to serve high need children, adolescents, and transition age youth.	Co-Principal Investigators will meet with Dean of Students and Director of Alumni Relations to plan for post-doctoral placement support.	Collaborative work between Co-Principal Investigators, Dean of Students, and Director of Alumni Relations.	October, 2016 First post-doctoral planning meeting occurs.	No less than 67% of Year 2 cohort interns who graduate in June, 2017 will have post-doctoral placements that involve clinical service to children, adolescents, and transition age youth.
	Placement support staff will be identified and then meet with interns to facilitate their post-doctoral activities.		December, 2016 Post-doctoral placement support activities begin with interns.	
	Co-Principal Investigators will monitor and support placement activities.		May, 2017 Tracking of post-doctoral placements begins.	
3) Six interns begin and complete their first of two year-long part-time placements at: The Brenner Center for Psychological Assessment and Consultation and the Freedman Center for Child and Family Development.	Staff at field sites prepare for entry of interns: arrange orientation, schedule supervision, plan training seminars, arrange for client referrals.	WJC Director of Training (DOT), Director of Diversity Education and Associate VP for Research oversee overall performance and evaluation of initiative;	Sept. 30: Internship year begins.	Year 3 interns begin their training experiences in September, 2016.
	Staff at field sites provide sufficient intern training infrastructure, supply interns with	DOT coordinates and tracks evaluations of	Jan 2017: 6-month student	Year 3 interns will complete their first year half-time 1,000

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	client referrals, provide sufficient ongoing supervision.	students by Site Supervisors	evaluation; 6 mo. evaluation of site	hour training commitment
	DOT and Co-Principal Investigators collaborate with site supervisors to ensure that all project components are in place through regularly-scheduled meetings and ongoing electronic communication.	Co-Principal Investigators and DOT, along with site supervisors, coordinate and track weekly submission of performance data by interns.	June 2017: Interns finish 2 <sup>nd</sup> half-time year of internship	The six Year 3 interns will provide 1500 hours of direct client care in aggregate, predominantly to high need children, adolescents, and transitional age youth.
		DOT coordinates regular meetings of WJC Consortium sites	June, 2017: end-of-year final student and site evaluations due	Consortium and site specific supervisors provide no fewer than two hours of supervision to each intern weekly.
	Resources maintained for intern performance monitoring system (Time2Track)			
4) Plans are made for second part-time no-cost extension year for Year 3 interns.	Project Director and DOT collaborate with site supervisors to ensure that all project components are in place for no-cost extension year through regularly-scheduled meetings and ongoing electronic communication.	Project Director, Co-Principal Investigator, DOT, all other project staff maintain HRSA-related Consortium positions through no-cost extension year.	Sept. 30, 2017: Second of two-year part-time internship begins; this is no-cost extension year. Note that contract signed in September, 2016 extends through no-cost extension year.	Interns sign contract which extends through no-cost extension year.
5) Training sites will provide both intra- and inter-professional mental health training, particularly in the provision of services to high need high demand clients.	Consortium seminar series will be planned.	DOT, with support from Consortium faculty and Co-Principal Investigators, will plan the Consortium seminar series.	September 30: Supervision and seminar series begin.	Weekly seminars will be provided at both the Consortium and site-specific levels involve no less than 25% inter-professional training.
	Site-specific seminar series will be planned.	DOT, and Co-Principal Investigators will consult with site-specific faculty to aid in planning the site-specific seminar series.	December 30: Evaluation data collected on first semester seminar series.	Weekly training seminars will be provided at both the Consortium and site specific levels and involve no less than 50% content on working with children, adolescents and transition aged youth.
	Consortium and site-specific seminar series		May 30: Evaluation data collected on	Weekly training seminars will be

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	will be commence and conclude.		second semester seminar series.	provided at both the Consortium and site-specific levels involve no less than 25% topics on multi-culturalism.
6) WJC will provide a minimum of five inter-disciplinary continuing education programs, open to the public, focusing on the needs of underserved populations including children, veterans, and Latinos.	Inter-disciplinary continuing education seminars will be planned and take place.	Co-Principal Investigators will coordinate with Director of Continuing Education to design and market continuing education series	July, 2016: Continuing Education series planned.	Five inter-disciplinary continuing education workshops held.
	Evaluation data will be collected and analyzed.	Co-principal Investigators will work with Director of Continuing Education to plan and monitor evaluation efforts.	October, 2016 – September, 2017: Continuing Education Program offered.	Evaluation ratings for five inter-disciplinary workshops at least 4.0 on a 5-point scale.

**Changes in Direction or Personnel:** Please note that we do not anticipate any changes in direction, personnel, or budget during the coming grant year.