

# Doctoral Internship Program in Clinical Psychology

2024–2025

Training in behavioral psychology and  
applied behavior analysis





**JENNIFER ZARCONE, PH.D., BCBA-D**  
**CHIEF CLINICAL OFFICER AND DIRECTOR OF TRAINING**

“With nearly 70 years at the forefront of autism service, training, and research, May Institute provides a depth and breadth of expertise that is unparalleled.”

DR. JENNIFER ZARCONE

As May Institute’s Chief Clinical Officer, Dr. Zarcone oversees the organization’s Clinical Leadership mission which is responsible for developing, implementing, and leading clinical initiatives as well as setting standards and establishing indicators for excellence in service delivery, behavioral support, training, outreach, and research.

Dr. Zarcone served as May Institute’s Senior Vice President for Adult Clinical Services and Director of Training before being named Chief Clinical Officer. Prior to coming to May, she was an Associate Professor at the Johns Hopkins School of Medicine and the Kennedy Krieger Institute. There, she served as a clinical supervisor and co-Director of Training in the Department of Behavioral Psychology. Dr. Zarcone was also a faculty member of the University Center of Excellence in Developmental Disabilities (UCEDD). Prior to her time at Kennedy Krieger, she was on the faculty in the Department of Pediatrics at the University of Rochester, and the Department of Psychiatry at the University of Kansas.

A Fellow of the Association of Behavior Analysis (ABAI), Dr. Zarcone has held leadership positions on the Association’s Practice Board and Science Board. She has also served as conference coordinator for ABAI’s annual Autism Conference. Dr. Zarcone is currently on the executive board of Women in Behavior Analysis and the International Association for Scientific Study of Intellectual and Developmental Disabilities.

Dr. Zarcone is a doctoral-level Board Certified Behavior Analyst and a licensed psychologist. She earned her Ph.D. from the Experimental Analysis of Behavior program at the University of Florida, Department of Psychology.

**TRAINING FACULTY**

**Cynthia Anderson, Ph.D., BCBA-D**

**Jessica Cohenour, Ph.D., BCBA**

**Erik Maki, Ph.D.**

**Robert F. Putnam, Ph.D., LABA, BCBA-D**

**Joseph Ricciardi, Psy.D., ABPP, BCBA-D, CBIST**

**Lauren C. Solotar, Ph.D., ABPP**

**Sarah Weddle, Ph.D., BCBA-D**

## PROGRAM AND CLINICAL PHILOSOPHY

The internship training program is based on a scientist-practitioner model which holds that a psychologist selects clinical strategies based on research findings, references research literature while developing an intervention plan, collects treatment data using a valid methodology, shares findings at professional conferences or through publications, and understands the scientific limitations of the field at this time.

This model supports an integrated approach to science and practice with the ultimate goal of developing a set of interlocking skills which foster a career-long process of assessment, intervention, investigation, and dissemination. Furthermore, our program is committed to broad-based training and supervised experiences in matters of diversity and multiculturalism that impact clinical practice.

Training in this model is through directly supervised clinical field training experiences (at least 700 hours) in direct service. Issues of research and practice are applied and directly instructed during the following training experiences:

- individual and group clinical supervision;
- didactic seminars covering consultation, supervision, diversity, ethics, clinical disorders, and professional development;
- regular presentation of clinical work to faculty and peers, with faculty and peer feedback;
- participation in “Research Seminar,” a year-long seminar sequence covering the application of the scientific model for evaluating treatment outcome and the conduct of scientifically valid research;
- mentored completion of a clinical case or a program evaluation study applying principles of behavioral psychology and that uses established research methodologies.

Consistent with the scientist-practitioner model, our clinical philosophy holds that psychologists should use the empirically supported methods and strategies most suitable for the individual presentation and clinical population at hand. Our clinical approach is founded on behavioral psychology. Accordingly, interns learn how to apply the behavioral paradigm to address a variety of clinical problems and presentations. Strategies are drawn from the field of applied behavior analysis (ABA) and may include behavior assessment, function-based intervention, applied verbal behavior, and skill acquisition. Any proposed treatment strategy that can be empirically supported, has its efficacy measured, and has representation in peer-reviewed professional literature may also be considered, depending on the individual, the setting, and the experience of the intern’s supervisor.

## TRAINING MODEL

The field training component of our program is designed to capitalize on the diverse training opportunities available at May Institute. Interns divide their time between two placement sites four days per week, and a fifth day per week is devoted to didactic seminars, peer and group supervision, and scholarly activities.

The program has two possible rotations that encompass ABA, autism, and brain injury (see “Training Rotations” on page 7 for a complete description of training settings). All internship placement sites train interns to function independently as psychologists. Thus, all interns are trained in the same clinical competencies regardless of training site. However, because each site may differ in service model and population, the site may have other requirements for meeting the competency standard.

## GOALS AND OBJECTIVES OF THE INTERNSHIP PROGRAM

Research and experience show that training is more likely to result in skill acquisition and use when it is focused on specific competencies. The more specific the training program is, the more likely that its goals will be attained.

The Doctoral Internship Program in Clinical Psychology is focused on helping interns attain competency in the following domains: Clinical Assessment, Intervention, Research, Diversity, Professional Skills and Ethics, Supervision, and Consultation.

### PROFICIENCY IN CLINICAL ASSESSMENT

A psychologist is proficient in the most appropriate and valuable assessment strategies for the individual being served and the clinical situation being addressed.

### PROFICIENCY IN CLINICAL INTERVENTION

A psychologist is proficient in planning and implementation of empirically supported interventions appropriate for the individual being served and the setting where services are provided.

### PROFICIENCY IN CLINICAL RESEARCH AND PRACTICAL APPLICATION

A psychologist is proficient in the application of research knowledge and analytic skills to clinical services and clinical service delivery systems.

### PROFICIENCY IN CLINICAL ISSUES OF DIVERSITY

A psychologist is sensitive to the influence of culture, ethnicity, and other individual differences (such as gender, age, education, economics, etc.) in clinical service delivery and is proficient at incorporating knowledge of individual difference and diversity into her/his/their practice.

### PROFICIENCY IN PROFESSIONAL SKILLS AND ETHICS

A psychologist is proficient in the knowledge and application of the principles of the ethical practice of psychology. A psychologist is professional in conduct and demeanor while functioning as a psychologist. A psychologist is aware of standard paths to professional licensure and board certification.

### PROFICIENCY IN SUPERVISION

A psychologist understands the standards for clinical supervision, ethical issues inherent in supervision, and the basic principles of effective supervision and management.

### PROFICIENCY IN CONSULTATION

A psychologist is proficient in the knowledge and application of consultation models and methods within diverse clinical settings and diverse clinical populations.

In each of the above domains, specific, measurable outcomes have been identified. There are over 30 such outcomes. Throughout the internship year, interns are exposed to clinical situations or given specific assignments



## ACCREDITATION

The program is accredited by the American Psychological Association\*. The program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). As an APPIC member program, May Institute 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.

\* This program is fully accredited by: the American Psychological Association, Commission on Accreditation (CoA); 750 First Street, NE; Washington, DC 20002-4242; (202) 336-5979



which will allow them to practice and refine the skills associated with each competency domain. Supervisors and other faculty observe interns at work, review their work during supervision, or review permanent products (such as reports or research projects) to continuously evaluate the intern's progress in each competency domain. This training strategy helps guide supervision and feedback most effectively—as interns achieve outcomes, they attain competence. More information about intern competencies and training outcomes may be obtained by contacting the Director of Training.

## SEMINARS

Seminars are an opportunity for interns to increase depth of knowledge in areas directly related to their clinical work.

There is a year-long seminar series that addresses the application of evidence-based methods to clinical and systems problems, issues of professional and career development, and critical topics related to assessment, treatment, and research. In addition to didactic training, seminars enable interns to receive guidance and advice from practicing psychologists, peers, and recognized experts within and outside May Institute.

## STIPEND AND BENEFITS

Interns receive a competitive salary while participating in the program. May Institute offers health and dental insurance, basic life insurance, a 403(b) plan, and short-term disability. Interns also receive 15 days paid leave and 10 paid holidays.

## ADMISSIONS REQUIREMENTS AND APPLICATION PROCESS

The program is designed for advanced-level doctoral students in accordance with the specific standards set by the American Psychological Association (APA). Applicants from APA-accredited programs in clinical or school psychology are most competitive.

### ADMISSIONS REQUIREMENTS

Applicants must be in the process of completing a doctoral degree in professional psychology from an APA-accredited, degree-granting institution in the United States. Applicants must have completed appropriate practicum training (700 - 1000 hours) which included delivery of professional psychological services appropriate for their targeted placement

sites. Applicants must demonstrate ethical conduct and interpersonal skills appropriate to the professional practice of psychology. Applicants' interests and aptitudes must be in concert with our program's goals and objectives. Applicants should have an understanding of our program's philosophy and model of training. If an applicant's doctoral degree is in a field other than professional psychology, the applicant must be certified by a director of graduate professional psychology training as having participated in an organized program in which the equivalent of pre-internship training has been acquired at an APA-accredited, degree-granting institution in the United States.

Applicants are evaluated on the basis of academic preparation, practicum experience, letters of recommendation, and degree of fit between the applicant's goals and the goals of the program. May Institute considers applicants for all positions without regard to race, color, religion, ancestry, national origin, age, disability, mental illness, sex/gender, gender identity, pregnancy, pregnancy-related conditions, marital status, sexual orientation, veteran or military status, genetic information, or any other category protected under applicable law.

## APPLICATION PROCESS

Applicants must submit the following through the APPIC online application process:

- Appropriate APPIC Program Code on the letter of application
- Three letters of recommendation
- A copy of their most recent Curriculum Vitae
- All official graduate transcripts

NOTE: Once an individual has matched to this program, May Institute will conduct a criminal record check (CORI), as required by Massachusetts Law. A final match is contingent upon the successful completion of the CORI and driving record check with the Department of Motor Vehicles.

Typically, select applicants participate in a series of interviews with program faculty, usually conducted on one of three days in January, along with other applicants. This format allows applicants the opportunity to meet several faculty, current and former interns, and clarify their understanding of the program model and requirements.

## COMPLETION REQUIREMENTS

2000 hours of training includes:

- At least 700 hours of direct service
- Four hours per week of supervision (two of which are individual supervision)
- Satisfactory completion of a research project
- Rated as "Fully Competent" by supervisors and faculty on all training outcomes (competencies)
- Completion of the above requirements within 12 months of start date



## 2024–2025 EXPECTED TRAINING ROTATIONS

### APPLIED BEHAVIORAL EDUCATION SERVICES

#### May Center School for Autism and Developmental Disabilities | 41 Pacella Park Drive, Randolph, MA

Interns in this rotation participate in ABA assessment and intervention with students (ages 5–22) who have autism and related developmental disabilities. Each intern maintains a clinical caseload, consults to classrooms, and contributes to research and peer review teams. Interns also work with senior clinical and educational staff to assist in the development of instructional programming and staff training. Depending on their interests, interns are able to participate in projects related to applied verbal behavior, skill acquisition, and treatment of interfering behavior.

#### May Center School for Brain Injury and Neurodevelopmental Disorders | One Commerce Way, Norwood, MA

Interns in this rotation participate in assessment and intervention with students (ages 5–22) with brain injury and other genetic and neurodevelopmental conditions. Each intern maintains a caseload and consults to classroom teachers to assist in the development of instructional programming and behavioral support. Interns will also support staff training with clinical and educational staff. Depending on their interests, they are able to participate in research projects related to clinical/educational intervention and/or program evaluation.



## FOR MORE INFORMATION:

Jennifer Zarcone, Ph.D., BCBA-D

Director of Training

*Doctoral Internship and Postdoctoral Fellowship Programs*

Tel: 781.437.1251



**The deadline for application  
is November 4, 2023.**

**Please follow the instructions on  
the APPIC website ([www.appic.org](http://www.appic.org))  
to submit application materials.**

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**E-MAIL INQUIRIES INVITED TO:  
[psychinternship@mayinstitute.org](mailto:psychinternship@mayinstitute.org)**

### About May Institute

May Institute is a national leader in the field of applied behavior analysis, proudly serving individuals with autism spectrum disorder and other developmental disabilities, brain injury and neurobehavioral disorders, and other special needs. Since its founding more than 65 years ago, May Institute has evolved into a national network that serves thousands of individuals and their families annually through more than 140 service locations.

The organization is an active center of research and training, maintaining affiliations with universities, hospitals, and human service agencies worldwide. In response to the tremendous increase in the prevalence of ASD, May Institute founded the National Autism Center

in 2005. This May Institute Center is dedicated to serving children and adolescents with ASD by promoting best practices and offering comprehensive and reliable information to families, practitioners, and communities.

Now in its seventh decade, May Institute continues to take a leadership role in providing applied behavior analytic services in schools, clinics, centers, group homes, and other community-based service settings. Drawing on its many established service models, May continues to develop new programs to meet the needs of individuals and families across the country and worldwide.

**MayInstitute**  
*Shaping Futures. Changing Lives.*

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