THE BAKER CENTER
FOR CHILDREN AND FAMILIES

Advanced Clinical Practicum in Evidence-Based Youth Psychotherapy

Summary

The Baker Center for Children and Families (previously Judge Baker Children's Center), a Harvard Medical School Affiliate, is accepting applications for an advanced clinical practicum position at the Center for Effective Therapy (CET), the outpatient mental health service program at The Baker Center for Children and Families. CET serves children and adolescents ages 2-22. Therapists utilize evidence-based treatments for some of the most common presenting problems, including anxiety, depression, traumatic stress, and disruptive behavior. Professional training at CET focuses on assisting trainees in the use of effective, sustainable treatments that have withstood rigorous clinical testing (e.g., Cognitive Behavioral Therapy, Behavioral Parent Training) as well as measuring patient progress during treatment to inform therapeutic decisions. Our focus on data and quantifiable measures gives trainees unique insight into the best ways to help children and families and assists trainees in developing necessary intervention skills.

The practicum experience is between 16-24 hours (two to three days) per week and focuses primarily on the delivery of short-term psychotherapy to children and adolescents ages 2-22 as well as their families.

Trainees can expect to gain experience with a wide range of psychopathology, with a focus on anxiety disorders, depression, and disruptive behavior disorders. Treatments center on cognitive-behavioral therapy for anxiety and depression as well as behavioral parent training techniques for disruptive behavior disorders. All practicum students will receive training in the Modular Approach to Therapy for Children with anxiety, depression, trauma, or conduct problems (MATCH-ADTC) and gain sufficient clinical experience to become certification eligible in this treatment approach. Practicum students will also receive training and supervision in the K-SADS diagnostic interview to guide their diagnostic formulation skills. Additionally, practicum students will gain didactic and observational exposure to Parent-Child Interaction Therapy (PCIT) as well as additional evidence-based practices (e.g., TF-CBT, HRT).

Students must be available to come in-person on Tuesdays or Wednesdays to conduct diagnostic assessments and must be available virtually Thursday mornings (i.e., 9am-12pm) to attend seminars as part of the practicum experience, as well as evening hours (until 7pm) to facilitate seeing clients. Students who complete a 16-hour placement are required to have one evening per week in person until 7pm. Students who complete a 24-hour placement are required to have two evenings per week, with one of those in person. To facilitate a comprehensive onboarding experience, practicum students are required to attend a weeklong MATCH therapist training in September.

Essential Duties and Responsibilities

- Provide time-limited psychotherapy interventions to 8-12 clients per week using cognitive- behavioral and behavioral strategies on a weekly individual outpatient basis.
- Participate in specific training and supervision in the Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC).
- Participate in diagnostic evaluations with staff psychologists using the semi-structured Kiddie- Schedule for Affective Disorders and Schizophrenia (K-SADS). Once practicum students become proficient and reliable in the administration of the K-SADS, they will conduct these assessments on a twice monthly basis and will write up corresponding comprehensive diagnostic reports.
- Participate in at least two hours of individual supervision per week. A licensed psychologist will supervise cases for two hours per week. Additional supervision hours will be provided by postdoctoral fellows, overseen by a licensed psychologist.

- Participate in direct and/or videotaped observation of and by clinical supervisors.
- Participate in additional research and didactic activities as appropriate.

Qualifications and Skills

- Enrolled in an APA accredited doctoral graduate program in clinical, counseling, or school psychology.
- Completion of a minimum of two full years of a core graduate program in clinical, counseling, or school psychology by the start of the practicum.
- Completion of a master's degree either independent of or through a core graduate program.
- Completion of basic psychopathology coursework.
- Completion of one full year of prior practicum experience.
- Previous or concurrent coursework in evidence-based treatments is preferred.

Compensation

No compensation is provided for this training position.

Competencies Developed

Through the completion of this practicum, students should demonstrate intermediate skill level in all of the following competencies:

i) *Assessment & Clinical Interviewing*
- Knowledge regarding psychopathology related to the population(s) served by the practicum sites.
- Training in the models and techniques of clinical interviewing.

ii) *Intervention*
- Knowledge of scientific, theoretical, empirical and contextual bases of intervention.
  - Training in basic clinical skills, such as empathic listening, framing problems, etc.
  - Training in assessment of treatment progress and outcome.
  - Ability to formulate and conceptualize cases.
- Ability to plan treatments.
- Ability to implement intervention skills, covering a wide range of developmental and preventive interventions, including psychotherapy, psychoeducational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of patients.
- Knowledge regarding psychotherapy theory, research, and practice.
- Knowledge regarding the concept of empirically supported practice methods and relationships.
- Knowledge regarding specific empirically supported treatment methods and activities.
- Ability to apply specific empirically supported treatment methods (e.g., CBT).
- Assessment of treatment progress and outcomes.
- Linking concepts of therapeutic process and change to intervention strategies and tactics.
- Effective use of supervision to implement and enhance skills.

iii) *Ethical & Legal*
- Principles of ethical practice and decision making.
- Legal knowledge related to the practice of psychology (e.g., HIPAA, Federal and State laws).

iv) *Individual and Cultural Difference (ICD)*
- Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.

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- Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability, etc.).
- Understanding of the need to consider ICD issues in aspects of professional psychology work.

Our Organization

Founded in 1917, The Baker Center for Children and Families is a Harvard Medical School affiliate with proven leadership in children's behavioral health. The Baker Center's mission is to promote the best possible mental health of children through the integration of research, intervention, training, and advocacy. For nearly 100 years, The Baker Center has been instrumental in creating a continuum of care that supports children's healthy development at the policy, systems, and practice levels. Our research, direct programs and services, training, and advocacy make The Baker Center a preeminent voice and active resource on issues of children's mental health. At The Baker Center, the practices created and tested today will become the best practices of tomorrow. Our programs help children and families chart their own best course for developmental, emotional, and intellectual well-being in community-based settings.

The Baker Center for Children and Families is dedicated to the achievement of equality of opportunity for all its employees and applicants for employment without regard to race, color, religion, sex, sexual orientation, marital status, age, national origin, disability, veteran status, or any other protected group status under federal, state, or local law. The Baker Center for Children and Families is an Equal Opportunity/Affirmative Action Employer.

Applications

Interested candidates should send:

- A cover letter describing your professional development goals and how CET might fit in with those goals
- A current CV
- Two (2) letters of recommendation emailed directly from your writer to training@bakercenter.org
- A de-identified assessment report (e.g., psychodiagnostic report, neuropsychological report)
- A de-identified treatment report (e.g., treatment plan, treatment summary)
- The name and contact information for your practicum coordinator to: training@bakercenter.org

Center for Effective Therapy
The Baker Center for Children and Families 53 Parker Hill Avenue
Boston, MA 02120 training@bakercenter.org

Application Due Date: January 4th, 2027 at 5:00 PM EST
Notification Date: February 8, 2027
Start Date: September 2027
*The Baker Center for Children and Families has committed to following the MPA Practicum Training Collaborative program policies for the 2027-2028 training year.