Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: 08/25/2026

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	☐ **Yes** ☒ **No**
If yes, provide website link (or content from brochure) where this specific information is presented:	
n/a	

Internship Program Admissions

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:

IMCES seeks doctoral applicants for our APA-accredited doctoral internship training program in Health Service Psychology who have a sound clinical scientific knowledge base from their academic program and practicum. Applicants should have strong entry-level professional skills in assessment, interventions, and research techniques, and have the personal characteristics necessary to function as a clinician in a community clinic environment. IMCES' mission to promote human rights and social justice is demonstrated by the development and implementation of two core components: • direct services to the underserved, unserved, under-resourced, and inappropriately served culturally diverse population and • workforce development/clinical training program. In accordance with IMCES's mission, our selection and training process is designed to engage new and emerging mental health professionals from different cultural backgrounds to motivate their professional commitment and responsiveness to serve the most culturally and linguistically diverse populations with their competencies in best practices. IMCES has been successful in recruiting professionals and doctoral interns from various ethnic communities in order to provide culturally responsive, linguistically appropriate, and mutually beneficial outcomes. IMCES provides comprehensive services from Prevention and Early Intervention (PEI), Moderate Mental Illness (MMI), and Severely Mentally Ill (SMI) clients. Doctoral Interns practice the majority of services (under the supervision of a licensed supervisor) in the following locations: in the field, in schools, family homes, at residential facilities, in the general community, in addition to our clinic offices in Los Angeles County, inclusive of 3 Service Plan Areas. The diversity of clients include age groups ranging from children, TAY (Transition Aged Youth), Adults, older adults, socioeconomic status of low to no income groups, and cultural and ethnic backgrounds representing the Los Angeles County, a microcosm of the world. Our APA- accredited internship training program provides structured, ongoing training and evaluation including the 9 APA required Profession-Wide competencies, including, Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes and Behaviors; Communication/Interpersonal Skills; Assessment; Intervention; Supervision; Consultation and Interprofessional/Interdisciplinary Skills. In addition, IMCES' doctoral intern program has three additional Program-Specific Competencies, including Risk Assessment and Management; Advocacy/Outreach and Engagement; and Leadership in Quality Improvement (QI). Our training is two-fold: 70% direct practice with diverse clients challenged with the diversity of mental health challenges, and the remaining 30% a combination of leadership focused didactic training all within 40 hours weekly schedule and no more than 8 hours/day, inclusive of multiple didactic seminars, research, advocacy projects and Evidence Based Practice (EBP) trainings, e.g., Seeking Safety (SST), Dialectical Behavioral Therapy, as well as the opportunity for other advanced certificated Continuing Education (CE) trainings and workshops. The training program's philosophy follows a practitioner-scholar model of training, committed to the scientific method of inquiry. This paradigm seeks a balance between familiarity with clinical psychological research and practical application of this knowledge, with a focus on the integration of cultural diversity issues. The aim of the doctoral clinical training program is to inspire and prepare interns to become lifelong learners and reflective practitioners. IMCES regards "diversity" as an asset and recognizes the distinctions the "differences" make in our community. IMCES makes a lifelong commitment to acknowledge the complex and varied needs of diverse individuals and families in our community. We recognize the intersectionality of our cultural identity and the inherent social oppression and privilege. We provide ongoing weekly diversity training to promote the principle and practice of cultural humility and cultural inclusion by design. IMCES provides culturally responsive and

linguistically proficient services in diverse languages including but not limited to Arabic, Armenian, English, Farsi, Spanish, and Russian on as-needed basis. IMCES contributes to the wellness of our community by promoting social justice and striving to eliminate stigma and discrimination associated with mental illness through advocacy projects based on identifying disparities in health and mental health services. We assess and identify the power imbalance with effective mitigation in each context to promote human rights and social justice. We develop and maintain a dynamic partnership with the community for the purposes of decreasing stigma and increasing access to mental health services to clients who have traditionally been marginalized and underserved. This is a demonstration of our commitment to equity in the context of diversity. IMCES developed partnerships with scientific communities, universities, and advanced academia, locally, nationally, and internationally, in addition to governmental organizations. For example, our interns have the opportunity to participate in action oriented research projects such as migration, ethnic studies, and most recently participated in collaborative international research with teams from Australia and Canada. Our philosophy is based on humanistic values and approaches. We recognize the value of diversity and operate based on the principle of inclusion by design to prevent disparities. We promote the concept of whole health. Whole health of individuals includes physical, mental, spiritual, social, as well as community health. We believe this goal can be achieved and implemented through the integrative model of service delivery, which provides continuation of care for client and advocacy to motivate change on what is working and what is not working in the context of community. Our clinical training program is designed as an effective and necessary professional workforce development to respond to the diverse needs of social, mental health, and health challenges of our communities. Our philosophy has been implemented and operationalized based on the principle of inclusion by design, commitment to “excellence,” and to be a “lifelong learner” and “reflective practitioner.” Our overarching goal of the doctoral intern clinical training program is to develop a high standard clinical training with a focus on community mental health to preserve and promote the advancement of our profession. IMCES is committed to promote and provide the next leaders in our profession and discipline.

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	Yes		Amount: 250
Total Direct Contact Assessment Hours	Yes		Amount: 250

Describe any other required minimum criteria used to screen applicants:

This clinical training program requires a one-year full-time commitment with a non-negotiable strong emphasis on the start and end dates. Applicants for our APA-accredited Doctoral Intern clinical training program are accepted from individuals who have the following qualifications:

•Attended an APA-accredited graduate program in psychology or other accredited graduate program including clinical, counseling or school psychology. Our training program is accredited for health psychology

•Have a strong interest in and commitment to the community mental health training model and working with underserved populations.

• Letter of qualification and good standing from the Graduate School Director of Clinical Training (DCT)
•Demonstrate a long-term commitment to professional development beyond doctoral clinical training in the discipline of psychology.
• Status of Residency: U.S. Citizenship, Permanent Resident, current Work Visa or Student Visa.
• International Doctoral Interns are accepted with Student Visa with Work Permit.
• No felony conviction within the past six years.
• Must be able to pass a Department of Justice (DOJ) and FBI background check.
• Have the ability to manage highly stressful situations, as stress is inherent in working with clients with health or complex and varying degrees of mental health challenges.
• As a prerequisite, must be familiar with the following theoretical orientations: Psychodynamic, Developmental, Cognitive Behavioral (CBT), Dialectical Behavioral (DBT), Recovery-oriented, and many other humanistic-based theoretical perspectives.
• Have an interest in developing leadership, administrative, and supervisory skills.
• Be willing to acquire skills in developing and utilizing outcome measures to evaluate treatment effectiveness.
• Have an ability to be flexible and adaptable to change with a commitment to self-evaluation and being a reflective practitioner.
• Must have advanced to candidacy status (dissertation either completed or proposal approved).
• Have a valid driver's license in the United States.
• Have reliable transportation, e.g., dependable vehicle with proper insurance and safe driving record.
• Must have a 3 years clean driving record (e.g., no record of a DUI).
• All applicants must commit to a 40 hours per week flexible schedule to be proactively responsive to self, client, and be compliant with clinical training requirements.
• Intern must not have outside work or other commitments that would compete with the nature of the training and its full-time engagement. Doctoral Interns' responsibilities throughout the training process include diverse assignments and activities in relation to the scope and depth of competencies development.
• Must have strong organizational and time management skills with flexible and "can do" attitude. • Adopt and agree to comply with IMCES transparent Principle of Error Policy and Due Process as a safety measure of our profession.
• Prerequisite and preferred knowledge/ experience includes: evidence-based practices, law and ethics, research methodology, cultural competency, clinical assessment and diagnosis, and advocacy projects

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	$70,720	
Annual Stipend/Salary for Half-time Interns	n/a	
Program provides access to medical insurance for intern?	☒ Yes	☐ No
If access to medical insurance is provided:		
Trainee contribution to cost required?	☐ Yes	☒ No
Coverage of family member(s) available?	☒ Yes	☐ No
Coverage of legally married partner available?	☒ Yes	☐ No
Coverage of domestic partner available?	☒ Yes	☐ No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	160*	
Hours of Annual Paid Sick Leave	Inclusive of the above	
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	☐ No

Other Benefits (please describe): Other Benefits (please describe): Doctoral Intern will be provided with comprehensive clinical training program in many domains of professional practices, including but not limited to the following: Direct client related activities, integrated assessment, diagnosis, treatment planning, psychological interventions, legal and ethics, interventions, supervision seminars, both Community Designed Practices (CDP) and Evidence Based Practice (EBP) Training, individual and group supervision, multidisciplinary group consultation, cross-cultural research and evaluation, advocacy/outreach and engagement programs, ongoing cultural/diversity training program, and periodic CE workshops on various related topics. Supervised Professional Experience (SPE): Based on the State of California Board of Psychology (BOP), Doctoral Interns may earn 1500–1920 hours of supervised professional experience (SPE) based on 40 hours per week for 48 working weeks of the year. The hours must be verified by actual clinical work, supporting documentation through EHR (electronic health record), co-signed by supervisor, and logged on a daily and weekly basis. The 40 hours of Supervised Professional Experience (SPE) credit is structured in the main calendar of activity with fluidity for the breakdown of the following activities: • 4 hours of individual and group supervision

- Mandatory competency training and didactic seminars
- 3 hours of Multidisciplinary Group Consultation
- Direct practice under supervision with diverse age groups (children, TAY, adults, and older adults) from culturally diverse ethnic groups with the spectrum of mental health challenges ranging from low, moderate, to high intensity of care
    - On seminar and meeting days, morning and afternoon breaks are provided. o On a daily basis, interns take 30-minute unpaid lunch
    - The 40 hours of activity is monitored through our electronic health record and attendance records. Interns are required to maintain a calendar of activity reflecting the fixed seminar schedule, practice under supervision, and self-care time (breaks/ lunch). Interns are instructed to maintain this calendar and are not allowed to schedule anything beyond 7-8 hours/ day. Any unforeseeable plan for adjustment must be authorized by supervisors.

* 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)

	2022-2025	
Total # of interns who were in the 3 cohorts	7	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	**EP**
Academic teaching	**PD** = 0	**EP** = 0
Community mental health center	**PD** = 1	**EP** = 1
Consortium	**PD** = 0	**EP** = 0
University Counseling Center	**PD** = 0	**EP** = 0
Hospital/Medical Center	**PD** = 1	**EP** = 0
Veterans Affairs Health Care System	**PD** = 0	**EP** = 0
Psychiatric facility	**PD** = 0	**EP** = 1
Correctional facility	**PD** = 0	**EP** = 0
Health maintenance organization	**PD** = 0	**EP** = 0
School district/system	**PD** = 0	**EP** = 0
Independent practice setting	**PD** = 0	**EP** = 1
Other	**PD** = 0	**EP** = 2

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.