



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Van T. Mitchell, Secretary
Department of Health and Mental Hygiene

Barbara Bazron, Ph.D., Executive Director
Behavioral Health Administration

SPRING GROVE HOSPITAL CENTER

Established 1797

55 Wade Avenue, Catonsville, Maryland 21228

(410) 402-6000



Department of Psychology

APA- Accredited Psychology Internship Training Program

Internship Training Year 2017-2018

Andrea A. Braid, MHA, NHA
Chief Executive Officer
Spring Grove Hospital Center

Elizabeth Tomar, MD
Clinical Director
Spring Grove Hospital Center

Jerome Kowalewski, PhD
Director, Department of Psychology
Spring Grove Hospital Center
410-402-7829

Robyn Davidson, PhD
Director, Psychology Internship Training
Spring Grove Hospital Center
410-402-7830

Missie McGreevy
Psychology Department Secretary
410-402-7829

MATCH #134911

Spring Grove Hospital Center, as an agency of the Maryland Department of Health and Mental Hygiene (DHMH) prohibits discrimination on the basis of race, color, sex, national origin, religion or belief, marital status, sexual orientation, genetic testing, political affiliation, and mental and/or physical disability in the operation and administration of its services, facilities, programs, benefits, and employment opportunities. The Department of Psychology does not discriminate on the basis of any factor that is irrelevant to the successful completion of internship training. All qualified applicants from qualified programs are considered.

SPRING GROVE HOSPITAL CENTER



APA- Accredited

Psychology Internship Training Program

Training Year 2017-2018

TABLE OF CONTENTS

	<u>PAGE</u>
Spring Grove Hospital Center	1
Hospital Mission, Vision and Guiding Principles	1
The Psychology Department	2
Psychology Internship Training Program	2
-Financial Compensation and Benefits.....	2
-Administrative and Technical Assistance and Support.....	2
Statement of Philosophy, Aims of the Program, and Desired Training Outcomes	3
-Philosophy.....	3
-Overall Program Aims.....	3
-Specific Training Aims and Desired Training Outcomes.....	3
-Profession-Wide Competencies.....	4
Internship Training Resources	6
Internship General Requirements	6
-Intern Orientation.....	6
-Intern Communication Meetings.....	6
-Clinical Rotations.....	6
-Treatment Team Membership.....	7
-Supervision of Interns.....	7
-Intern Supervision/Mentoring of Psychology Trainees.....	7
-Psychology Externs.....	7
-Undergraduates.....	7
-Research Presentations.....	8
-Didactic Training and Case Presentations.....	8
Enhanced/Specialty Training Opportunities (Elective)	10
Psychology Lecture Series	11
Inservice Training	11
Additional Training Opportunities	11
Performance Improvement Project	11
Internship Training Activities	12
Intern Evaluation Process	12
Related Evaluation Processes	13
Grievance and Due Process Procedures	13
Are We A Good Match?	14
Psychology Staff	16
Application Procedures	20
Selection and Interview Process and Requirements	21
-Diversity and Non-Discrimination Statement.....	21
Additional Information	23
Applicant Checklist	24

SPRING GROVE HOSPITAL CENTER

Spring Grove Hospital Center is a large psychiatric hospital owned and operated by the State of Maryland, and is under the governance of the Behavioral Health Administration of the Department of Health and Mental Hygiene. It is accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). The hospital provides a broad spectrum of inpatient psychiatric services to adults and adolescents. Spring Grove was founded in 1797 and is now the second oldest continuously operating psychiatric hospital in the United States.

Spring Grove Hospital Center's patient units are currently organized into two main inpatient hospital levels of care. The Admissions Division provides acute, short-term care and treatment. There are approximately 150 beds in the Admissions Division divided into six separate units. A second level of care, Continued Care Division, provides extended hospital-level care and treatment to patients with serious and persistent mental illness and is comprised of approximately 220 beds located in a number of buildings throughout the campus. A third, non-hospital level of care is also included within the facility. Specifically, the Secured Post-Evaluation Forensic (SPEF) Unit, is a 24-bed domicile for forensic patients discharged from the hospital and awaiting either placement or resolution of their legal charges.

Several units in the hospital offer sub-specialized services. These include: an Adolescent Unit; a Treatment Research Unit; and a Medical/Psychiatric Unit designed to provide care and treatment to psychiatric patients who suffer from serious medical illnesses. Further, the hospital's Office of Forensic Services provide both inpatient and outpatient/ambulatory pre-trial evaluations. Forensically-involved patients, both pre-trial and adjudicated, are dispersed throughout the hospital and on all units, with no unit specifically designated for forensic patients.

Fully accredited and certified, Spring Grove Hospital Center has an on-going commitment to providing psychiatric care and treatment of the highest quality. The hospital also maintains a number of student training programs and serves as a popular training site for many professional schools and fields of study, including Psychology, Social Work, Psychiatry, and Nursing.

HOSPITAL MISSION, VISION AND GUIDING PRINCIPLES

Mission: To provide quality mental health services to the citizens of Maryland in a progressive and responsible manner, consistent with recognized standards of care.

Vision: Spring Grove Hospital will be recognized as a national leader for excellence in psychiatric care, research and education.

Guiding Principles:

- Best Practices of Clinical Care and Treatment Recovery
- Collaboration and Teamwork
- Communication
- Diversity
- Efficient and Environmentally Sound Use of Resources
- Education and Training
- Empowerment
- An Environment that is Free of Coercion
- Humanistic Attitudes
- Professional Competency and the Highest Ethical Standards
- Promotion of Patient Rights and Responsibilities
- Research and Innovation
- Safe Environments

THE PSYCHOLOGY DEPARTMENT

The Psychology Department staff at Spring Grove Hospital Center currently consists of 19 full-time and 4 half-time licensed psychologists, as well as a department secretary. In addition, Dr. Adanna Johnson, Ph.D., a consultant from Loyola University of Maryland, participates in the internship program as the leader of the Diversity Training Seminar. The Director of Psychology reports directly to the Clinical Director of the hospital and is included in hospital-wide management committees. All psychology staff participates in the Internship Training Program in some capacity (e.g., primary and secondary training supervisors, seminar leaders, special topic presenters, intern candidate interviewers) and make suggestions/ recommendations for program modifications. In addition, the Internship Training Committee (ITC) is comprised of key members of the psychology training staff; the committee is directly involved in planning and implementation of the internship training program.

While the majority of our patients are forensically involved, the role of the unit psychologist is to provide general clinically-based assessment and intervention services to this population. As integral members of interdisciplinary treatment teams, unit psychologists participate in all aspects of patient care, including initial evaluations of new admissions, and treatment and discharge planning. Thus, psychologists engage in patient interviews, Initial Psychological Assessment (IPA), comprehensive psychological evaluations, behavioral consultations, inter-disciplinary treatment team decisions, individual and group psychotherapy, consultation with other staff, and serve as liaisons with outside agencies. Psychologists also participate on various hospital-wide committees and have representation up through the highest levels of administration.

The Psychology Department has the responsibility for developing and setting up behavioral interventions for patients at Spring Grove Hospital Center. The Individual Treatment Team submits a referral to the Psychology Department's Behavioral Specialists for consultative services. Psychology interns will take part in behavioral case consultation over the course of the training year. The Psychology Department's Behavioral Specialists provide education and training within Spring Grove Hospital Center and at other psychiatric hospitals.

The Psychology Department at Spring Grove Hospital Center also provides neuropsychological consultation to treatment teams and comprehensive neuropsychological evaluations to patients. In-service education regarding neuropsychological assessment is available for hospital and Psychology Department staff. Psychology interns attend a monthly Neuropsychology Seminar that is designed specifically for them.

PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

The start date for the 2017-2018 Internship Training year is August 17, 2017. The year-long, 40 hours/week full-time Psychology Internship Training Program in Clinical Psychology at Spring Grove Hospital Center is APA-accredited and a member of APPIC. The program has been continuously APA-accredited since 1971. The next accreditation review is scheduled for 2017.

FINANCIAL COMPENSATION AND BENEFITS

Spring Grove Hospital Center currently offers four (4) fully-funded Psychology Internship positions. The current salary for Psychology Interns is \$28,295 as well as a choice of optional subsidized insurance coverage (health, dental, life, prescription) for a small percentage premium payment for participation. As State of Maryland employees, interns' benefits include 11 paid state holidays, 9 Personal days (3 available during first 3 months of internship and 6 more available starting in January), 10 days of accrued annual leave, and up to 15 days of earned sick leave, as well as various arranged educational leave days. Our internship is designed to be accomplished in 40 hours per week to meet the program's requirement of 1750 total accrued on-site training hours by the end of the training year. However, interns regularly put in extra supplemental hours in order to meet the specific requirement of their individual doctoral program (e.g., some doctoral programs require 2000 hours). Additionally, interns can earn Compensatory time.

ADMINISTRATIVE AND TECHNICAL ASSISTANCE AND SUPPORT

Interns receive clerical support by the psychology department secretary regarding timekeeping (timesheets), leave requests, etc. Further, interns receive computer accounts to access the hospital network system (and Internet access), as well as receiving individual email accounts. Computers are available and accessible for intern use in multiple locations. This includes a dedicated computer in the Intern Office (Tuerk Building) and in two ancillary locations. All staff psychologists/supervisors have computers in his/her office that can be shared, and many (but not all) have additional computers for intern use. Computers are loaded with basic word and data processing software (Microsoft Word, Excel, and Power Point). Technical support is provided through the hospital Information Technology (IT) department.

**STATEMENT OF PHILOSOPHY, AIMS OF THE PROGRAM,
AND DESIRED TRAINING OUTCOMES**

Philosophy

The philosophy of training in the Psychology Internship Training Program at Spring Grove Hospital Center has emerged as a natural application of our approach to patient care. We believe that every human being is worthy of respect and has the potential for growth and change, regardless of their individual circumstances, age, ethnicity, degree or type of mental illness; that each individual has the right of self-determination which must be honored; we must encourage all individuals that we professionally encounter to identify and work toward their own personal goals to improve their quality of life; and that we as helping professionals have an obligation to assist them in that endeavor.

We encourage interns to develop as an individual professional within the structure of the program by offering a wide variety of learning experiences within which they are encouraged to develop their own abilities and interests as well as to master profession-wide competencies. Just as we believe that interns should not take a rigid and dogmatic approach to working with our patients, we aspire to train them in a thorough manner that is also flexible enough to accommodate their individual goals. Thus, by adopting this approach, we strive to teach interns to assist others in a manner that will maximize their potential for self-efficacy and empowerment. We further believe that the best way to teach interns to help others is to provide them with a strong knowledge base and skill set and to guide them in the judicious application of that knowledge in their work with our patients.

It is our conviction that the science of psychology must be creatively applied to the art of practice to maximize our ability to assist individuals in reaching their potential. We strive to teach interns to be consumers of research and critical thinkers and to apply that knowledge in a practical and creative manner when assisting those with whom they work. We teach our interns to apply the latest of the scientific literature to practical applications with patients under our care. This is accomplished by exposing them to the literature regarding evidence-based treatments while at the same time teaching them to be analytic, critical thinkers, particularly in those instances where the data may be limited or lack quality. Therefore, we advise our interns to be practical in their approach to assessment and treatment in working with our inpatient seriously mentally ill (SMI) population, as well as others served by the hospital.

Overall Program Aims

The Psychology Internship Training Program at Spring Grove Hospital Center is designed to train and prepare competent, health service psychology practitioners who will deliver clinical psychology services and lead mental health providers in the delivery of services to the public in various settings, with a particular focus on service provision to the seriously mentally ill patient population. The Psychology Internship Training Program strongly encourages the integration of the theoretical and empirical literature in all areas of professional decision-making. The program further trains and develops early career psychologists who are able to critically evaluate and use available literature in the field and who will approach assessment, intervention, and consultation from a scholarly, evidence-based approach. At the same time, the program encourages interns to develop a unique identity consistent with the best practices in the field, professional ethics and values, and the individual's own personal therapeutic style with a sensitivity towards diversity and individual differences.

Specific Training Aims and Desired Training Outcomes

Aim 1. To develop early career Health Service Psychologists who are competent in the assessment and treatment of patients with a particular emphasis on the seriously mentally ill.

Outcomes

- 1.a. Interns will demonstrate competence in assessing various age, cultural, and diagnostic groups using appropriately chosen procedures and tests with respect to evidence based considerations.
- 1.b. Interns will demonstrate competence in therapy interventions with individuals and groups based on the latest best practices and empirical evidence concerning efficacy while showing sensitivity to individual and cultural diversity issues which may arise.

- 1.c. Interns will demonstrate basic competence in consultation concerning clinical problems which present themselves in context of patient care by relating effectively and meaningfully communicating with various disciplines, groups, colleagues, and peers in the provision of patient care and services.
- 1.d. Interns will demonstrate competence in the application of ethical concepts as well as awareness of implications of legal issues regarding professional activities with individuals, groups and organizations.
- 1.e. Interns will demonstrate the ability to develop short and long range plans for professional growth and ability to respond professionally in increasingly complex situations with increasingly greater degrees of independence.

Aim 2. To develop psychologists who are competent in the complexities of providing supervision to other professionals

Outcomes

- 2.a. Interns will demonstrate the knowledge, theory, philosophies, and evidence surrounding issues in supervision.
- 2.b. Interns will demonstrate basic skill sets relevant to providing effective and meaningful supervision to psychology trainees.
- 2.c. Interns will demonstrate knowledge and sensitivity to the ethical, contextual issues, and legal considerations that may arise in the supervisory process.
- 2.d. Interns will demonstrate sensitivity to the individual and cultural diversity issues which may be present in the supervisory process.

Aim 3. To develop psychologists with skills in integrating science and practice and effectively disseminating knowledge to a variety of audiences, including psychology trainees, peers, and other professionals

Outcomes

- 3.a. Interns will demonstrate skills in evaluating and integrating current research when disseminating their findings to psychology trainees they supervise and mentor.
- 3.b. Interns will demonstrate skills in evaluating and integrating recent research in case conceptualization and disseminating their findings during seminars.
- 3.c. Interns will demonstrate skills in presenting a psychological topic to a professional group in a scholarly, clear, precise, and meaningful manner.

Profession-Wide Competencies

The interns are systematically guided to move from the role of intern to that of professional psychologist by developing required profession-wide competencies and practicing these competencies under the supervision of licensed psychology staff.

The nine profession-wide competency areas are: 1) *Research*; 2) *Ethical and Legal Standards*; 3) *Individual and Cultural Diversity*; 4) *Professional Values, Attitudes, and Behaviors*; 5) *Communication and Interpersonal Skills*; 6) *Assessment*; 7) *Intervention*; 8) *Supervision*; and 9) *Consultation and Interprofessional/ Interdisciplinary Skills*.

Each profession-wide Competency Area is defined below:

- 1) **Research**: This competency is comprised of the demonstration of the integration of science and practice. This includes critically evaluating and using existing knowledge to solve problems and disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.
- 2) **Ethical and Legal Standard**: This competency is comprised of responding professionally in increasingly complex situations. This includes awareness of and the application of ethical and professional standards, guidelines, and practice and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
- 3) **Individual and Cultural Diversity**: This competency is comprised of the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. This includes demonstrating knowledge, awareness, sensitivity, and skills when working with diverse individuals and /or communities who embody a variety of cultural and personal background and characteristics. “Diversity” includes, but is not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.
- 4) **Professional Values, Attitudes, and Behaviors**: This competency is comprised of the ability to respond professionally in increasingly complex situations with increasingly greater degrees of independence. This includes demonstrating honesty, personal responsibility, professional conduct, organization, and the development of a professional identity. Additionally, this competency reflects the ability to appropriately engage in supervision, including utilizing supervisor guidance/suggestions efficiently.
- 5) **Communication and Interpersonal Skills**: This competency is comprised of the ability to provide expert guidance or professional assistance in response to a patient’s or group’s needs or goals as they relate to provision of service. Additionally, this competency involves the capacity to relate effectively and meaningfully with individuals, groups, and/or communities, including peers. This includes knowledge of key issues and concepts in related disciplines and the ability to interact with the professionals in them.
- 6) **Assessment**: This competency is comprised of the assessment and diagnosis of problems and issues associated with individuals and/or groups with emphasis on the seriously mentally ill. This includes important components such as selecting assessment measures with the application of scientific/critical thinking with attention to issues of reliability and validity, cultural and age specific issues, and also considering testing factors/confounds including cooperation, exaggeration of symptoms, medication, and ability to attend.
- 7) **Intervention**: This competency is comprised of interventions designed to alleviate suffering and to promote health and well being of individuals, and/or groups, particularly with the seriously mentally ill, along with consideration for evidence based/empirical factors, culturally issues, age considerations, or any other factors affecting the success of the intervention.
- 8) **Supervision**: This competency is comprised of the knowledge and application of various supervisory models or philosophies, and the understanding of the complexities of supervision, including the ethical and contextual issues in various supervisory roles. Interns apply this knowledge in direct or simulated practice with psychology trainees and other health professionals.
- 9) **Consultation and Interprofessional/ Interdisciplinary Skills**: This competency is comprised of the skills reflected in the intentional collaboration of psychology professionals with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

These profession-wide competencies are developed through the integration of: 1) a variety of training seminars, didactics and lectures (including a broad-based approach to individual and cultural diversity, evidence-based practices, theories and methods of supervision, professional development issues and topics, and neuropsychology theory and practice); 2) the apprenticeship with practicing, professional psychologists and other credentialed/licensed mental health professional (re.: psychological assessments, individual and group therapy, consultations, etc.); 3) through opportunities to learn to become effective supervisors via peer supervising and mentoring psychology externs; 4) through opportunities to supervise, mentor, teach, and demonstrate effective clinical practice during a brief experiential/

educational program designed, developed, and implemented by the interns (Mini-Mester program) for undergraduate psychology students; and 5) through scholarly professional presentations to department staff on current topics and/or research related to health service psychology.

The supervisors, Training Director and department staff guide the interns within and across rotations in a graded sequence of training experiences towards the goal of producing competent early health service professional practitioners who are capable of functioning independently with minimal supervisory consultation. The overarching aim of the Psychology Internship Training Program at Spring Grove Hospital Center is to produce graduates who are competent early career health service psychologists who reflect a creative scholarly approach to ameliorating psychological problems, with a variety of patients, particularly with the seriously mentally ill, and who are ready to proceed to obtain licensure (e.g., in Maryland) or a final year of supervised experience in preparation for licensure as independent psychologists.

INTERNSHIP TRAINING RESOURCES

Spring Grove Hospital Center has a small staff library to which the Department of Psychology has input regarding journals and texts that are provided. The department also maintains its own extensive and up-to-date library of books, CDs and DVDs related to current evidenced-based treatments and assessment. In addition to these resources, computer searches, and inter-library loans of materials are available. Primary computer access is directly available to interns on the units that they are assigned, in the staff library, and in the Psychology Computer Lab (in Dayhoff Building). Additionally, the intern cohort is provided with an office in the Tuerk Building that they share and use to plan various group projects required during the year. There is a computer and printer in this office that interns may use as well. The Department of Psychology has computerized assessment scoring and report capability for some test instruments with a turn-around time of less than 24 hours. Additionally, through on-unit allocation of testing supplies and the Central Psychology Assessment Center, interns have access to the latest versions of the most commonly used instruments, as well as various specialized neuropsychological, forensic, and child and adolescent assessment tools.

INTERNSHIP GENERAL REQUIREMENTS

Following is a brief list of various requirements and training components provided for interns during their year-long internship at Spring Grove Hospital Center, followed by a more in-depth description of each component. The general requirements and targeted goals of interns are within the context of the nine profession-wide competencies outlined in the Philosophy, Aims of the Program, and Desired Training Outcomes section of the brochure.

1) **Intern Orientation**: Interns arrive for training at the end of August and will spend about the first week in orientation to the hospital, the department, fulfilling mandatory requirements of the Human Resources Department, and the internship program. Training seminar leaders will provide the interns with a course description, syllabus, and learning goals for the year. The orientation period will include a welcoming luncheon in which interns will meet the entire Psychology Department and the incoming psychology externs.

2) **Intern Communication Meetings**: Initially, interns meet bi-weekly then monthly throughout the year as a group with the Internship Training Director. The meeting initially consists of an orientation to Spring Grove Hospital Center, then a discussion of experiences, trouble-shooting, and planning for various aspects of the internship experience. Additionally, throughout the year, there will be special projects that interns will complete with the Training Director in the area of administrative program development and evaluation.

3) **Clinical Rotations**: Following the Orientation Process, interns will meet with their assigned primary/ first rotation supervisor to develop a *Competency Development Plan (CDP)*, which is reviewed at scheduled intervals with the primary supervisor and Training Director. The *CDP* is to assist the intern in successful completion of his/ her training goals throughout the year. The primary rotation supervisor will provide continuous “in vivo” supervision of the intern’s unit-based activities, including assisting them in selecting patients with whom to work. Interns will also receive a minimum of four (4) hours of supervision per week, with at least two (2) of those hours on an individual basis with a licensed psychologist. At this stage of the training year, each intern will become familiar with the aspects of working on an interdisciplinary treatment team, including the various roles and functions of a psychologist in this setting. They will also begin observing, co-facilitating, and eventually, individually implementing various therapeutic groups (with the *possibility* of developing a new group), and individual therapy cases with patients both from their primary rotation as well as on the Treatment Research Unit. Finally, they will plan assessment batteries, which may include specialized testing instruments, depending on the site of the rotation. The interns will chart their progress by following the behavioral elements incorporated within the *Intern Competency Evaluation* form. The interns rotate to another area of

the hospital at the mid-year point and the *CDP* will be updated with input from the Second rotation supervisor with input from the Training Director.

Typically, interns complete the first rotation on one of the available Admission units though there is some flexibility in regards to this. Second rotation sites may include a second Admission unit with a different population (for example, if an intern completed the first rotation with adults, he or she may choose the adolescent unit for the second rotation), or may select one of the continued care units available. If an intern started on a Continued Care unit then he/she would likely rotate to an admission unit for second rotation. Additionally, opportunities for enhanced/specialized training approximately one day per week during the second rotation is possible, such as participation in pre-trial forensic evaluations or substance-abuse treatment.

4) **Treatment Team Membership:** Over the course of the training year, it is anticipated that interns will learn to function on an interdisciplinary treatment team, which involves participation in various clinical and administrative duties. Clinical activities may include interviewing patients and their families, assisting with the development of individual treatment plans, monitoring and documenting patient progress, developing and implementing behavioral treatment plans, assisting patients in planning for discharge, and providing input into aftercare plans. In addition, interns will become familiar with all aspects of professional documentation, attend unit and Patient Care Coordination meetings, and assist the team in their Performance Improvement (P.I.) project. Interns will have an opportunity to function as a team member during each of the two rotations.

As interns begin to feel comfortable with the unit routines and have gotten to know the staff and patients, they will begin to assume more leadership roles. For example, interns may present information to the treatment team about individual and supportive therapy cases or patients' performance in psychotherapy groups. An advantage of our training model is that it provides for each intern to grow into these roles at their own pace, under constant guidance of their primary rotation supervisor.

5) **Supervision of Interns:** In addition to supervision provided by the two primary rotation supervisors and secondary supervisors, interns will receive supervision from one of the several credentialed Cognitive-Behavioral Specialists when completing behavioral consultations. Additionally, any clinical activities performed by interns in the context of the various seminars will be supervised by the staff responsible for the activity. Supervision will be provided in individual sessions as well as in a group format depending on the nature of the clinical activity (i.e., seminars vs. individual psychotherapy, psychological evaluations, etc.). The majority of supervision will be provided by licensed psychologists, though some may be provided by other mental health providers with credentials for their role/contribution to the program, as approved by the Training Director. The supervision will be more than sufficient to meet APA-accreditation guidelines and the psychology licensing laws of the State of Maryland.

6) **Intern Supervision/Mentoring of Psychology Trainees:** As a means to achieve the profession-wide competency on Supervision, interns engage in direct practice acting as a senior peer supervisor with psychology trainees. The goal of these experiential roles is to prepare the interns to become effective clinical supervisors in the future, utilizing a chosen model of supervision, and providing mentoring and monitoring to trainees in the development of competence and skills in professional practice. The interns will implement these roles under the supervision of a licensed psychologist.

- **Psychology Externs:** Interns gain experience in providing peer supervision and mentorship to junior colleagues (externs), both in an individual and group format. Currently four externs are selected each year from Psychology Doctoral programs to pursue practical experience as required by his or her degree. The interns conduct monthly seminars for the extern cohort, where interns have the opportunity to facilitate group supervision and to teach externs about case conceptualization and treatment for individuals with SMI. The externs are then expected to present a case for feedback and guidance from the interns on case conceptualization, treatment planning, and interventions. Interns are also paired with an extern, with whom they work throughout the course of the year, meeting on an individual basis twice a month for 30-60 minutes. The goal of this experience is to provide the intern with direct practice providing peer supervision and mentoring in order to prepare the intern to become an effective clinical supervisor in the future. Accordingly, this Intern/Extern Supervision/Mentoring relationship is supervised by Dr. Jerome Kowalewski and is discussed during the bi-monthly Supervision Training Seminar.
- **Undergraduates:** The Psychology Department offers undergraduate psychology majors from a local college an applied introduction to working in an inpatient hospital, which is referred to as the Mini-Mester program. The interns are responsible for designing and implementing a brief, intense experiential/educational program for

these students. Although there are certain required elements to each Mini-Mester program, such as developing learning objectives, written assignment, and evaluation of student performance, the intern cohort is encouraged to put their particular stamp on the program for that year. Mini-Mester includes an educational component, where the students attend presentations given by the interns and other department staff, and engage in other assignments planned by the intern cohort. Mini-Mester also provides an experiential opportunity for the students, as they will shadow the interns as the intern functions as a psychologist-in-training on his or her unit. Typically, students will observe treatment team meetings, group psychotherapy sessions, and other patient-related activities. The interns provide teaching about SMI, mentoring about graduate school and careers in psychology, and supervision on the students' behavior and performance, including assigning each student a letter grade based on his or her participation and the quality of any required written or oral work. The intern class then produces an evaluation of the Mini-Mester that is presented to the Coordinator at McDaniel College. The entire Mini-Mester program, from development, implementation, and review is supervised by Dr. Heather Adams.

7) **Research Presentations:** Each intern will make a 20-30 minute presentation to the psychology department staff, focusing on a research-based topic related to health service psychology. The focus of this presentation is to enable interns to develop, enhance, and demonstrate (1) the ability to critically evaluate current research, and (2) their comfort and skill in preparing and presenting scientifically and clinically relevant information to an audience of their professional peers. Interns are not expected to perform original research specifically for the presentation, but instead can present on their dissertation topic, other research with which they have been involved, or any other current topics that generally relate to the services provided at Spring Grove Hospital Center.

8) **Didactic Training and Case Presentations**

Didactic Training typically occurs on Fridays. Attendance and participation is mandatory.

A. **Continuous:** The following seminars last most of the internship year, across rotations, and include a group supervision component primarily with case presentations.*

****Diversity Training Seminar and Case Presentation (2.0 hrs/ month)***

Interns will meet monthly throughout the training year (typically from September through May/June) with a consultant from Loyola University Maryland, Dr. Adanna Johnson. Dr. Johnson is an Associate Professor in Psychology and Director of the African and African American Studies Program. She has expertise in cultural and individual diversity as it relates to clinical matters, conducting CE Diversity workshops in the community and teaching diversity courses at the doctoral, masters, and undergraduate levels. A major focus is for interns to developmentally increase their cultural competencies particularly in psychological assessment and treatment through addressing their Awareness (Beliefs/Attitudes), increasing Knowledge of cultural issues, and developing competence Skills. The focus on Awareness, Knowledge, and Skills is based on the Multicultural Competency Guidelines adopted by the American Psychological Association. The seminar will be tailored to meet the training levels of the interns per their performance on an assessment of diversity competency at the beginning of the internship. Sessions will meet each month and include a didactic presentation. Interns will also rotate presenting cases and highlighting the diversity issues pertinent to each case – supervision will be provided by the seminar leader. Examples of seminar topics covered include:

Sexual Orientation, Identity Development & Gender Bias
Working with the Materially Poor and Classism
Intersection of Cultural Identities
Cultural Influences and Family Therapy

***Supervision Training Seminar and Case Review (1.5 hrs/ bi-monthly)**

As a means to achieve the profession-wide competency on Supervision, the didactic portion of this seminar places emphasis on preparing interns to become effective clinical supervisors via teaching various supervisory models and skills. Examples of seminar topics covered include:

<i>The Importance of Supervision</i>	<i>Goal-Setting, Planning and Evaluation</i>
<i>The Supervisory Relationship</i>	<i>Administrative Skills</i>
<i>Ethical/Legal Best Practice Issues</i>	<i>Method and Techniques</i>
<i>Qualities of Effective Supervisors</i>	<i>Working with Difficult Supervisees</i>
<i>Models of Supervision</i>	<i>Avoiding Ethical Pitfalls</i>
<i>Fundamental Skills</i>	<i>Supervision Competencies</i>

As an experiential component of this seminar, with focus on skill development and implementation, the interns work with junior colleagues (externs) both individually and in a group format. Regarding the individual relationship, interns are paired with an extern with whom they will work over the course of the training year. The goal of this relationship is to allow interns to practice utilizing various supervisory models, to impart experiential wisdom and guidance on clinical and professional issues as these emerge from their clinical experience at SGHC, and provide mentoring about professional development and/or other relevant issues (i.e., applying for internship). Additionally, the intern cohort meets with the extern cohort on a monthly basis where externs present cases to the group. The goal of this activity is to provide interns the opportunity to provide group supervision and guidance on clinical case conceptualization and treatment. The Intern/Extern Supervision/Mentoring program is intended to provide interns the experience to practice acting as a clinical supervisor but all guidance offered by interns is meant to be adjunctive and supplemental to the externs' primary rotation supervisor. During the bi-monthly Supervision Seminar, interns discuss his or her experience acting in a supervisory role and receive feedback and supervision from the Seminar leader, Dr. Jerome Kowalewski.

***Evidence-Based Training Seminar and Case Supervision (1.5 hrs/bi-monthly)**

The didactic portion of this seminar is meant to overview the scientific literature regarding evidence-based interventions and treatment planning, particularly with the SMI population. The emphasis throughout this seminar is to cultivate the intern's critical thinking skills and clinical decision making to result in treatment plans and clinical practice that is grounded in empirically based information and methods. Accordingly, the second half of this seminar involves presentation of active therapy cases carried by the interns on their assigned units. Emphasis on the appropriate and practical application of specific evidenced-based methods and procedures will be reviewed. This seminar is held bimonthly with Dr. Kowalewski as the seminar leader. Examples of seminar topics covered include:

<i>The Connection of Evidence with Practice</i>	<i>System Evaluation</i>
<i>The Evidence Base, including Efficacy</i>	<i>Defining the Evidence</i>
<i>Transportability</i>	<i>Levels of Evidence</i>
<i>Dissemination</i>	<i>What Evidence Gets Examined</i>
<i>Critical Thinking</i>	<i>Manualized Treatment</i>
<i>Measuring Outcomes & Effectiveness</i>	<i>CBT with SMI</i>

As an experiential component of the Evidence-Based Training Seminar, each intern will also be assigned an individual therapy case from the Treatment Research Unit (TRU) that will be carried throughout the training year. This therapy case will provide interns the experience to implement an evidence-based Cognitive Behavioral model specifically designed for patients with psychosis (CBTp). Education and training on CBTp is presented during the didactic portion of the Evidence-Based Training Seminar. Interns may be required to audio tape these therapy sessions as part of the supervision process. The CBTp therapy case can be reviewed during the second half of the seminar when application of evidence-based interventions is discussed while reviewing current therapy cases.

In addition to discussion of cases during the Evidence-Based Training Seminar, the CBTp therapy cases are discussed during Case Presentation/Group Supervision sessions held 3 to 4 times per month on the TRU. These CBTp Supervision sessions are led by Dr. Kowalewski and Dr. Adams (unit psychologist on the TRU)

and are attended by both unit psychiatrists on the TRU. During these group supervision sessions, interns present their therapy cases and receive supervision and feedback from session leaders, as well as the unit psychiatrists who provide additional information to aid in the development of the case conceptualization and treatment plan. Further, Dr. Kowalewski and Dr. Adams provide additional individual supervision to the interns on these cases outside of the group supervision sessions. The assigned therapy case provides a unique opportunity to apply an evidence-based model (CBTp) to the treatment of individuals with SMI in an inpatient setting from case conceptualization, goal setting, treatment planning, intervention, and termination.

****Neuropsychology Seminar Series and Training (3.0 hrs/month)***

Throughout the internship year, Interns will be exposed to and participate in didactic presentations and learning opportunities under the guidance and supervision of Dr. Robyn Davidson in her role as the hospital's Neuropsychologist. The Seminar Series meets monthly and encompasses a number of activities, including topic presentations, case presentations, introduction of neuropsychological test batteries and measures, and reading assignments. Examples of some topic presentations are as follows:

Overview of Neuropsychology
Neuropsychological Consequences of Schizophrenia
Neuropsychological Consequences of Alcohol
Neuropsychological Consequences of Illicit Drugs
Traumatic Brain Injury
DSM-5 Neurocognitive Disorder/Dementia

In addition to the Seminar Series, and if possible, the interns may have the option of completing one brief/focused assessment and/or one comprehensive neuropsychological evaluation during the internship year which can be used as a substitution for psychological assessments/evaluations. These evaluations will coincide with the intern's current rotation as much as possible. Under direct supervision of Dr. Davidson, interns will administer tests, score data, and write the report. If time allows, additional evaluations can be completed.

**** Professional Development Issues and Topics ("Brown Bags")***

This is continuous across rotations meeting periodically on an informal basis (typically during a lunch hour), covering topics of interest to current interns. Seminar format may be live or via webinars. Topics presented have included:

Preparation for Licensure
Process of obtaining a position post-internship/ employment
Establishing a private practice
Reducing Graduate School Student Loan Debt
Other topics suggested by interns

- B. ***Specific Competency Development and Updates:*** This area is meant to insure basic competency regarding recently updated, revised or new psychological instruments. Previous years included the *WAIS-IV*, *WMS-IV*, *MMPI-2-RF*, *SIRS-2*, *BNCE*, and the *WASI-II*. This area includes didactic, laboratory and application dimensions.

ENHANCED/ SPECIALTY TRAINING OPPORTUNITIES (ELECTIVE)

For those interns who are interested in further development of specific or specialized skill sets, opportunities are made available in the second rotation on an approximate one-day per week basis (or equivalent) to enhance their knowledge and skill base in several possible areas currently available to psychology interns. Over the past several years, enhanced training opportunities that have been elected included Forensic Psychology (focusing on pretrial evaluations), Substance Abuse, and Group Therapy, though other opportunities can be created depending on the availability of resources and supervisors. This enhanced training is accomplished by increased clinical applications in that skill set/specialized area, more intense supervision, guided readings and/or didactics in the skill set area.

PSYCHOLOGY LECTURE SERIES

In the mid 1980's, the Department of Psychology established the Psychology Foundation whose primary mission is to provide training for our staff and professional community at large. The vehicle of the Foundation is the *Psychology Lecture Series* that sponsors speakers in various topic areas throughout the training year (see sample Schedule below). This continuing education Psychology Lecture Series is approved by the American Psychological Association Education Directorate and typically takes place six times per year, with three lectures in the fall/winter and three in the spring/summer. Local and sometimes nationally known experts present and cover timely topics of professional interest to psychologists. The lectures take place on the first Friday of the scheduled months and interns are required to attend free of charge. Examples of lectures presented during the fall 2015/spring 2016 lecture series include:

- | | |
|-----------------|---|
| October 3, 2014 | <i>Digesting the Alphabet Soup: Providing Care to LGBTQ</i>
<u>Presenters:</u> Daniel K. Phillips, Psy.D. and David Goode-Cross, Ph.D.
Chase Brexton Health Care |
| May 6, 2015 | <i>Cultural, Context, and Psychopathology: Cultural Perspective in DSM-5</i>
<u>Presenter:</u> Nahid Aziz, Psy.D.
American School of Professional Psychology at Argosy University, D.C. |

INSERVICE TRAINING

Inservice training includes workshops and lectures designed to keep the psychology staff current with essential psychological information, research and skills necessary to carry out their responsibilities as staff psychologists at Spring Grove Hospital Center and to maintain current competencies. Interns are expected to attend these training. Some recent topics have included: *Outcome Measures; Clinical Supervision (APA Guidelines and Mentorship); Trauma Informed Care;* and, *Cultural Diversity in Clinical Practice.*

ADDITIONAL TRAINING OPPORTUNITIES

In addition to those training seminars listed above, the Behavioral Health Administration (BHA), Department of Health and Mental Hygiene (DHMH,) co-sponsors an Annual Psychology Conference held on the grounds of Spring Grove Hospital Center (typically in June). The conference speakers are often nationally known experts in their areas who focus on topics pertinent to the work of psychologists employed by the State of Maryland. Example of a recent speaker/topic: Nicole Wright, Ph.D., CPsych, *Treating Psychosis and Co-Occurring Problems of Trauma and Substance Abuse: Integrating Acceptance and Commitment Therapy and Mindfulness Approaches within the Cognitive Behavioral Therapy Tradition.*

Annually, as part of the Evidenced-Based Treatment Seminar and Case Supervision, the interns, accompanied by the seminar leader, attend a two-day intensive off-site workshop on an evidenced-based intervention/treatment by a national figure. This is to further provide the interns with some of the latest information and findings regarding the topic area. Additionally, the workshop exposes the interns to a broad based discussion by other professionals on a topic area in a forum designed for learning and professional development. The workshop materials and presentation are further discussed in the seminar in terms of applicability to the current clinical setting, limitations, and areas of concerns. Some of the recent workshops have been: *Mindfulness Approaches to Anxiety* (with Susan Orsillo, Ph.D.) and *Treating Complex Trauma* (with John Briere, Ph.D).

There are a number of additional training opportunities at Spring Grove Hospital Center that are provided by other disciplines, including the Continuing Medical Education Committee's Grand Rounds presentations. Interns are encouraged to attend these programs.

PERFORMANCE IMPROVEMENT PROJECT

Each treatment team is required to participate in an annual Performance Improvement (P.I.) project. Because of the field's rather extensive background in research design and implementation, psychologists often play a pivotal leadership role in this team effort. Interns work with their Primary Rotation Supervisors to assist the treatment team in identifying the area to be improved, defining the variable to be manipulated, designing the process, implementing the proposed change, analyzing the results, and reporting the findings. Each team is required to present their project to the hospital community at the Annual P.I. Fair (typically held in November), and interns participate in this activity.

INTERNSHIP TRAINING ACTIVITIES- TARGET GOALS AND REQUIREMENTS

Below reflects the targeted goals and requirements of the year-long psychology internship training program. These goals/ requirements are individualized and equivalent for interns within the context of their individual training plans/ goals and rotation placement. While the program does not anticipate any major shifts in these goals and requirements, it reserves the right to modify as deemed necessary based on individual, department and/or hospital need, training opportunities and/or availability of referrals.

- Two Major Rotations (admissions and one other)
- Initial Psychological Assessments – **10**
- Focused/Brief Psychological Assessments – **3-4 ***
- Comprehensive Psychological Assessment Batteries – **5-6 ****
- *Focused/Brief Neuropsychological Assessments – **(optional)** [1 can substitute for 1 Focused/Brief Psychological Assessments]
- **Comprehensive Neuropsychological Assessment -1 (optional) [1 can substitute for 1 Comprehensive Psychological Assessment]
- Annual Psychological Assessments – at least **2**
- Individual Psychotherapy – at least **2** cases at all times
- Group Psychotherapy - **1** on-going group at all times (beginning at six-week point)
- Behavioral Consultation – at least **1**
- Extern Peer Supervision/Mentoring 1 student (part of Supervision Seminar)
- Experiential/Education Project (“Mini-Mester”- undergraduate students in psychology)
- Case Presentations Diversity; Evidenced-Base; Supervision; Neuropsychology
- Group Supervision/Case Presentations- CBT for psychosis (part of Evidenced-Based Practice Seminar)
- Research presentation (15 to 30-minute presentation to professional audience)
- Performance Improvement Project (with treatment team)
- Departmental Administrative Projects/Assignments – Assist with administrative or other programmatic tasks

INTERN EVALUATION PROCESS

Each intern will be evaluated on the nine profession-wide Competency areas throughout the training year. Successful completion of the internship program requires demonstration of expected competencies as well as meeting the minimum specific internship targeted goals/ requirements. Upon successful completion of the internship program, the intern receives a Certificate of Completion.

At six weeks a brief evaluation is completed by the Primary Supervisor. This evaluation assesses the appropriateness of the training plan put together for the intern to ensure progress in each of the Competency areas and whether adjustments to the plan are required. The main intern evaluation periods are at 3, 6, 9 and 12 months and utilize the *Intern Competency Rating Form*. Each profession-wide competency area is comprised of a number of Behavioral Elements. Each Behavioral Element will be evaluated individually, as will the entire Competency area. As the internship training year progresses, the number and complexity of Behavioral Elements increases for each Competency area evaluated.

The internship training program in general, and the nine profession-wide competencies specifically, are developmentally conceptualized and sequential as well as progressive in requirements and complexity. In other words, the earlier Behavioral Elements comprising a given Competency area (i.e., 3 and 6 month rating period) are essentially fundamental and provide the foundation for the subsequent rating periods. At the 9-month and 12-month rating periods, the Behavioral Elements and the Competency Ratings reflects more quantity and quality as indicated in the increasing complexity of the individual Behavioral Element required for a given Competency area.

At all four rating periods individual Behavioral Elements ratings and the overall Competency Rating categories are as follows: *Not making adequate progress; Making adequate progress but requires some additional assistance/guidance/ attention; At expected level of progress; and Exceeds expected level of progress.*

From the initial meeting between each intern and his or her Primary Supervisor, with additional guidance of the Training Director as well as input from other staff directly involved with intern training, efforts will be coordinated to insure that there will be a logical progression from one rotation to the next while maximizing the probability of successfully meeting the core competencies and program training goals and objectives.

Formal evaluations will proceed on the following timetable:

-Initial Evaluation - After the first six-week period of training, an initial review of the intern's training plan and progress will be conducted with the Primary Rotation Supervisor utilizing the *Six-Week Evaluation Form*.

-Mid-Rotation Evaluation (1st Rotation) – At the mid-point of the first rotation (3-months), the Primary Rotation Supervisor will complete the *Intern Competency Evaluation*.

-End First Rotation Evaluation - Interns will again be formally evaluated using the *Intern Competency Evaluation* form, rated against the 6-month Behavioral Anchors.

-Mid-Rotation Evaluation (2nd Rotation) – The same procedure described above for the Mid-Rotation (1st Rotation) will be followed for the Mid-Rotation (2nd rotation) evaluation, rating the intern against the 9-month Behavioral Anchors.

-End Second Rotation Evaluation - Shortly before the end of the training year, the training supervisors will complete the final *Intern Competency Evaluation* using the 12-month Behavioral Anchors.

RELATED EVALUATION PROCESSES

Intern's Self-Assessments - Prior to beginning the training year at SGHC, interns are asked to rate themselves on a number of knowledge-based continuums closely aligned with the profession-wide competencies. At the end of the first rotation and the end of the training year, each intern will again rate their current perception of where they are on the same variables to assess the degree of growth that they have experienced. This is done in the spirit of assisting interns to develop a self-reflective approach to their learning.

Intern Evaluation of Supervisors - At the end of each rotation, interns will evaluate their supervisory experience. This is an additional factor in the internship's program evaluation process.

Program Evaluations - At the end of the first rotation, interns will be asked to complete an evaluation of their intern experience up to this point. This information is used to plan or make adjustments in the training program for the remaining 6 months. At the end of the training year, a more comprehensive program evaluation will be completed for future planning and program development. In addition, graduates/alumni will be requested to complete a Post-Internship survey on a yearly basis. The aggregate data generated will be used to evaluate the efficacy of the program aims, outcomes, and competencies in the professional development of program graduates.

State of Maryland Evaluations: As State of Maryland employees, Psychology Interns are also required to be evaluated using certain State of Maryland Performance Evaluation forms. The *Probationary Evaluation Form*, which is applied to all new state employees, is completed twice during the initial probationary period, at 90 days and 180 days. Additionally, *State of Maryland Performance Evaluation for Non-Supervisory Employees* is completed on each intern at mid- and end-year. Both of these evaluations are completed by the Training Director.

GRIEVANCE AND DUE PROCESS PROCEDURES

The Internship Program has intern grievance and due process policies and procedures that will be followed should a difficulty arise during the training year, providing an intra-discipline resolution if one is possible. Additionally, the program /department participate in the *Interdisciplinary Student Training Advisory Group (ISTAG)* that is an umbrella organization for students across all disciplines. The *ISTAG* has its own grievance and due process procedures that are available to all students in training at the hospital in the event that disputes arise which cannot be resolved at the

discipline level. Finally, as State of Maryland employees, interns have access to the State of Maryland Merit System's (via Department of Human Resources, Department of Budget and Management) regulations regarding problem resolution as well. Students are given a copy of these policies and procedures upon their arrival at the hospital.

The sequence of proceeding through the different grievance options of the Internship Program, *ISTAG*, and the Human Resource Department, is considered the optimum way to assure each intern that they will be heard and will hopefully allow for the quick resolution of concerns at the lowest level of intervention. However, as state employees, interns have the right to skip the first two avenues of recourse open to them and to proceed directly to the hospital's Department of Human Resources for resolution.

ARE WE A GOOD MATCH?

It is important that both intern candidates and internship training sites carefully evaluate each other to make a good training match. To guide you in deciding whether Spring Grove Hospital Center is a potential site for you to apply to, we are providing this description of what this internship program is looking for in candidates for our internship positions to assure success. This profile is based on our experience over time with individuals we have matched with in the past and the type of student we are best equipped to train. This is meant as a guideline only; if you do not fit all of these parameters, but still feel as though Spring Grove Hospital Center could offer you a valuable training experience, we will gladly receive and review your application.

Spring Grove Hospital Center is an applied setting with a diverse inpatient population. We provide a sound generalist clinical training experience to provide future psychologists the skills and competencies for working particularly with people with serious and persistent mental illness. While the majority of our patients are forensically involved and a background/ prior experience with forensic population is valued, the role of the unit psychologist (and therefore the psychology intern) is to provide general clinically-based assessment and intervention services to this population. Opportunity to be directly involved in the forensic aspects of the patients is available but limited. Therefore, we seek candidates with an interest in a general training experience and who have had some prior experience and/or current interest in servicing a seriously and persistently mentally ill population.

Additionally, we seek candidates who display a serious commitment to developing a suitable professional identity and competencies, which include the aptitudes, resourcefulness, and flexibility necessary for active participation in the profession. Psychology interns from diverse backgrounds are strongly encouraged to apply to our program. We are looking for interns who have a desire to understand cultural and individual diversity and how this influences interventions, assessment, and behavioral consultation.

An important part of our program is the Evidence-Based Practice Seminar, which provides psychology interns an understanding of the ethical implementations of evidenced based treatment and interventions. We expect our interns to have a commitment to understand evidenced based treatment and its ethical use with an inpatient, seriously mentally ill population.

Psychological assessment is mandatory and valued at Spring Grove Hospital Center, therefore we seek candidates who have taken courses in testing fundamentals and have produced a number of integrated, comprehensive psychological reports based on test results, especially with adult clients/patients. Psychological testing experience includes not only interpretation of tests, but also organization and integration of interview and historical/ background data.

The Spring Grove Hospital Center Psychology Internship Program provides a multitude of professional training opportunities for our interns. Interns participate in treatment team meetings as well as Performance Improvement projects that involve the design, implementation, and statistical evaluation of patient care initiatives. Annually, interns develop, administer and evaluate a comprehensive educational program. They are also an integral part of the interview selection process for future interns. Flexibility, adaptability, and a teamwork philosophy are ideals and qualities that coincide with the many training opportunities provided by the internship.

The highly diverse patient population at Spring Grove Hospital Center includes adult and adolescent inpatients. While we also provide pre-trial forensic evaluations (via Office of Forensic Services) as well neuropsychological services; as mentioned above, the program takes a generalist approach and is not suited for interns who wish to specialize in any one population or area during their training year. There are opportunities to participate in enhanced/specialty training,

such as pre-trial forensic evaluations or substance abuse treatment, during the second rotation on an approximate one-day per week basis. Further all psychology interns are afforded the opportunity to participate in neuropsychological evaluations if available.

Finally, in the interest in being able to take advantage of all of the training opportunities available at Spring Grove Hospital Center during internship, as well as completing the requirements in a timely and less harried manner, we strongly recommend and encourage incoming interns to have completed (or be close to completing) his/her Clinical Research Projects/Dissertations *prior* to the start of the program. We have found that attempting to complete CRPs/dissertations during the internship year is highly stressful and a significant distraction to the internship program, especially since interns are also developing plans for life after internship (i.e., post-doctoral programs, employment).

PSYCHOLOGY DEPARTMENT CLINICAL STAFF

HEATHER ADAMS, Psy.D.

Staff Psychologist (Tawes A – Treatment Research Unit); Cognitive-Behavioral Therapy Specialist

American School of Professional Psychology at Argosy University, D.C., 2011

Internship: Spring Grove Hospital Center

Theoretical Orientation: CBT; Integrative

Interests: Schizophrenia; Individual and Group CBT; Evidence-Based Interventions for SMI;

Schizophrenia Research (including psychosocial intervention, pharmacology, and women's issues)

DANIEL ARNHEIM, Ph.D.

Assistant Director of Psychology; Staff Psychologist (White C – Continuing Care Unit); Cognitive-Behavioral Specialist

Florida State University, 1974

Internship: Spring Grove Hospital Center

Theoretical Orientation: Behavioral

Interests: Geriatric Psychology; Parenting

JUSTINE BRADSHAW, Psy.D.

Forensic Evaluator

American School of Professional Psychology at Argosy University, D.C., 2012

Internship: Superior Court of the District of Columbia, Child Guidance Clinic

Theoretical Orientation: Integrative

Interests: Forensic Psychology; Psychological Assessment; Trauma

KEVIN BUDNEY, Psy.D.

Addiction Group Therapist; Hospital Representative at Administrative Law Judge Hearings

Forest Institute of Professional Psychology, 2001

Internship: Spring Grove Hospital Center

Theoretical Orientation: Interpersonal

Interests: Forensic Evaluation; Group Dynamics

MATTHEW CELOZZI, Ph.D.

Staff Psychologist (Smith – Medical Stabilization Unit)

University of Southern Mississippi, 1977

Internship: University of Maryland Medical School

Theoretical Orientation: Cognitive, Behavioral, Eclectic

Interests: Psychological Assessment; Geriatric Psychology

ROBYN DAVIDSON, Ph.D.

Director of Internship Training; Hospital Neuropsychologist

University of Maryland, College Park, 1990

Internship: Spring Grove Hospital Center

Post-Doctoral Residency: National Institute of Neurological Disorders and Stroke, Clinical Epilepsy Branch, National Institutes of Health (Neuropsychology)

Theoretical Orientation: Integrative

Interests: Neuropsychology; Neurocognitive Disorders; Severe Mental Illness

MICHELLE ESTIS, Ph.D.

Staff Psychologist (Dayhoff A – Adult Admission Unit); Psychology Testing Coordinator

University of Kentucky, 2009

Internship: Spring Grove Hospital Center

Theoretical Orientation: Integrative

Interests: Psychological Assessment; Forensic Psychology

ERIC FIELDING, PH.D.

Staff Psychologist (Noyes – Continuing Care Unit)

Graduate School of Psychology, Fuller Theological Seminary, 2004

Internship: The Allendale Association

Post-Doctoral Residency: The Allendale Association, Child and Adolescent Residential and Therapeutic Day School (Child and Adolescent Psychology)

Theoretical Orientation: Psychodynamic

Interests: Psychoanalysis; Child and Adolescent Psychology; Personality

LEILA FORD, PH.D.

Staff Psychologist (White D – Adult Admission Unit); Coordinator of Externship Training

Howard University, 2001

Internship: Devereux Foundation

Theoretical Orientation: Integrative

Interests: Multicultural Counseling; Severe Mental Illness

SUZANNE GUERZON, PSY.D.

Forensic Evaluator

Rutgers University, 1999

Internship: Springfield Hospital Center

Theoretical Orientation: Integrative

Interests: Forensic Psychology

PATRICIA JONES, PSY.D.

Staff Psychologist (Dayhoff C – Adult Admission Unit)

Argosy University, Washington D.C., School of Professional Psychology, 2010

Internship: Community Counseling & Mentoring Services

Theoretical Orientation: CBT, Integrative

Interests: Individual and Group Psychotherapy with Adults

ARYEH KANAL, PSY.D.

Staff Psychologist (Dayhoff B- Adolescent Admission Unit)

American School of Professional Psychology at Argosy University, D.C., 2014

Internship: Spring Grove Hospital Center

Theoretical Orientation: Integrative

Interests: Forensic Psychology; Adolescent Psychology; Psychological Assessment

STEVEN KELLOGG, PSY.D.

Staff Psychologist (Red Brick Cottage 4 – Continuing Care Unit)

Argosy University / Illinois School of Professional Psychology, 1987

Internship: Crownsville Hospital Center

Theoretical Orientation: Integrative

Interests: Psychological Assessment; Severe Mental Disorders

JEROME KOWALEWSKI, PH.D.

Director of Psychology; Cognitive-Behavioral Therapy Specialist

Loyola University; University of Maryland, 1976

Internship: Crownsville Hospital Center

Post-Doctoral Residency: Temple University, Behavioral Therapy Unit; Center for Cognitive Therapy

Theoretical Orientation: CBT

Interests: Application of CBT for Adolescents; Application of CBT for Severe Mental Illness

LYNETTE MALLOCH, PH.D.

**Staff Psychologist (Red Brick Cottage 2 – Continuing Care Unit); Psychology Department
Continuing Education Coordinator**

University of Toronto, 1979

Internship: Prince George's County Public Schools

Theoretical Orientation: CBT

Interests: Forensic Psychology; Child and Adolescent Psychology; Geriatric Psychology

BEVIN MERLES, PSY.D.

Assistant Director of the Department of Forensic Services; Forensic Evaluator

Nova Southeastern University, 2011

Internship: Superior Court of the District of Columbia, Child Guidance Clinic

Post-Doctoral Residency: Springfield Hospital Center, Office of Forensic Services (Forensic Psychology)

Theoretical Orientation: Integrative

Interests: Forensic Psychology (Adult and Juvenile); Malingering; Violence Risk Assessment; Sexual
Violence Risk Assessment; Psychological Assessment

ANNE MICHAELS, PH.D.

Staff Psychologist (Dayhoff B – Adolescent Admission Unit)

University of Maryland, College Park, 1999

Internship: Crownsville Hospital Center

Theoretical Orientation: CBT

Interests: Adolescent Psychology; Psychological Assessment

THOMAS NEAL, PH.D.

Staff Psychologist (Red Brick Cottage 1 – Continuing Care Unit); Forensic Evaluator

University of Maryland, College Park, 1987

Internship: Regional Institute for Children and Adolescents (Child and Adolescent Psychology)

Johns Hopkins University Hospital (Adult Medical Psychology)

Theoretical Orientation: Integrative

Interests: Serious Mental Illness; Forensic Evaluation; Treatment of Sexual Disorders and Sex Offenders

SARAH RIGGS, M.A., L.C.P.C.

Alcohol/Drug Professional Counselor (Co-Occurring Disorders – Hospital-wide)

Bowie State University, 1993

Theoretical Orientation: CBT

Interests: Psychological Research

JUDITH RYAN, PH.D.

Staff Psychologist (White B – Adult Admission Unit)

University of Michigan, 1975

Internship: Wayne County

Theoretical Orientation: Integrative, Behavioral

Interests: Psychological Assessment

JENNIFER SCHNEYER, PSY.D.

Forensic Evaluator

American School of Professional Psychology at Argosy University, D.C., 2011

Internship: Saint Elizabeths Hospital, Forensic Track

Post-Doctoral Residency: Saint Elizabeths Hospital (Forensic Psychology)

Theoretical Orientation: Integrative

Interests: Forensic Psychology (Pretrial Evaluations, Formal Risk Assessments (violence and sexual
violence), Malingering, Psychopathy; Severe Mental Illness; Trauma; Addictions; DBT

ANITA SOLOMON, PH.D.

Staff Psychologist (Red Brick Cottage 3 – Continuing Care Unit)

American University, D.C., 1968

Internship: B'nai Brith Career and Counseling Center

Theoretical Orientation: CBT

Interests: Anger Management; Diversity; Conflict Resolution; Relaxation through Music, Poetry, and Other Arts

KATHLEEN TALL, PH.D.

Staff Psychologist (SPEF – Continuing Care Unit)

St. Louis University, 1990

Internship: Spring Grove Hospital Center

Post-Doctoral Residency: Kennedy Institute for Children and Adolescents (Child and Adolescent Psychology)

Theoretical Orientation: Integrative-Eclectic

Interests: Trauma Informed Care; Psychological Assessment

CARMELLA WALSH, ED.D.

Coordinator of Co-Occurring Disorders Program; Alcohol/Drug Professional Counselor (Hospital-wide)

Morgan State University, 2002

Theoretical Orientation: Glasser-Reality Therapy

Interests: Substance Dependence

KRISTEN ZYGALA, PSY.D.

Staff Psychologist (Dayhoff C – Adult Admission Unit)

Loyola University, 2004

Internship: Crownsville Hospital Center

Theoretical Orientation: Integrative

Interests: Forensic Psychology; Adolescent Psychology; Psychological Assessment

ADJUNCT PSYCHOLOGY STAFF

ADANNA JOHNSON, PH.D.

Diversity Seminar Instructor

Marquette University, 2005

Internship: Salesmanship Club Youth and Family Centers

Post-Doctoral Residency: Salesmanship Club Youth and Family Centers (Child and Adolescent Family Therapy)

Theoretical Orientation: Family Systems

Interests: Diversity Issues in Psychology

ADMINISTRATIVE SUPPORT STAFF

MISSIE MCGREEVY

Secretary, Psychology Department

Provides secretarial support to the administrative functions of the Director of Psychology

Provides administrative support to the Psychology Internship Training Director, Coordinator of Externship Training, Psychology Training Supervisors, and Psychology Faculty Staff;

Assists interns in the completion of computerized timesheets and payroll, and general inquiry

APPLICATION PROCEDURES

All application materials for our program must be submitted by Midnight (EST) on November 1st 2016.

Prerequisites (*MUST be met for consideration):

1. Current enrollment in an *APA-accredited Ph.D. or Psy.D. program in Clinical or Counseling Psychology.
2. Completion of ***1000** Total Hours of practicum work by **application deadline (November 1, 2016)**.
3. ***550** of the combined Total Practicum Hours must be related to direct interventions and assessment, preferably with at least 50% of those combined hours with adult patients and/or clients. Further, of the 550 combined Intervention/ Assessment hours:
 - a) At least ***300** face-to-face Intervention Hours
 - b) At least ***100** direct Assessment hours

PLEASE NOTE: for Terminal Master Hours to count, these hours **MUST** be **verified** by your current Training Director (as indicated on the AAPI application).

4. Comprehensive exams passed by application deadline.
5. Dissertation or Clinical Research Project-- proposal accepted/approved by committee by application deadline.
6. Experience working with a serious and persistent mentally ill population, particularly adults, is highly desirable / preferred, as is prior psychiatric inpatient experience.

**If you do not meet the above minimum pre-requisite criteria by November 1st (as listed on the AAPI application) we strongly suggest you do not apply as your application will not be considered.*

Required Materials:

Your application packet should include:

1. The latest version of the APPIC Application for Psychology Internship (AAPI).
2. Curriculum Vitae.
3. **Cover Letter, which should address applicant's experience (including anticipated experience) with Serious and Mentally Ill populations (i.e., diagnoses, treatment modalities utilized, assessments completed, etc.)**
4. Two (2) letters of reference from **licensed psychologists** familiar with applicant's **clinical** work.
5. Copy of Graduate Transcripts - Master's Degree (if obtained at a different university than your doctoral program university) and Doctoral Degree.
6. A copy of a **comprehensive, integrated psychological** report with an **adult** patient/client; report should include at minimum **cognitive/intellectual** and **personality** testing (please **do not** send a Neuropsychological or Forensic Report).
7. Please be advised that an **interview** is **Mandatory**. *An in-person interview is required, however, a telephone interview may be acceptable but only under certain circumstances.*

SELECTION/ INTERVIEW PROCESS AND REQUIREMENTS

Diversity and Non-Discrimination Statement

The Psychology Internship Training Program at Spring Grove Hospital Center (SGHC) is committed to maintaining and enhancing diversity in ideas, orientation, culture, ethnicity and experience. To that end the program encourages and solicits qualified applications from all localities, schools, minorities and diverse backgrounds to apply.

As an agency of the Maryland Department of Health and Mental Hygiene (DHMH), SGHC prohibits discrimination on the basis of race, color, sex, national origin, religion or belief, marital status, sexual orientation, genetic testing, political affiliation, and mental and/or physical disability in the operation and administration of its services, facilities, programs, benefits, and employment opportunities. The Psychology Internship Training Program at SGHC recruits qualified doctoral interns based upon the individual merits and achievements of applicants. All selection decisions including, but not limited to, recruitment, selection, graduation, and termination are made without regard to the race, color, religion, national origin, veteran's status, sex, age, physical or mental disability, and/or any other characteristics protected by law. The Psychology Internship Training Program does not discriminate on the basis of any factor that is irrelevant to the successful completion of internship training.

Interview Process

Based on review of applicants' credentials and application materials, selected candidates will be invited for an interview. If you are invited to interview for an internship positions, please be advised that we consider the mandatory on-site interview essential for intern candidates and our staff and current interns to get to meet and talk with each applicant individually. We devote considerable time and effort to the interview process with the anticipated result that candidates will know us and what we have to offer them, as well as giving us an opportunity to put a face to all the paperwork. We will, of course, make every effort to accommodate candidates. For example, we have several proposed dates that we give to candidates to rank-order in terms of preference (see below). We will make every effort to reschedule if an unplanned/ unexpected event occurs that causes you to have to make a change though, due to the programmed nature of the process, we cannot guarantee that a reschedule would provide you with all of the same experiences as the original date (such as a tour), or that we will be able to provide you with an on-site interview.

All interviewees must complete certain State of Maryland forms **PRIOR** to being interviewed. The most critical to complete is the **online MS-100 state application**. The application is time sensitive- if the candidate does not complete it by the deadline he/she is prohibited by state rules from being interviewed at our facility. Other required forms include a Criminal Conviction Report and Authority for Release of Information Form. Specific and detailed information about these additional materials, including instructions and deadlines, will be sent to candidates by the Training Director once interview selections are made and the candidate confirms acceptance of the interview.

Our interview process will require your presence at our facility from **about 8:00 a.m. to 2:00 p.m. on the appointed day**. The interview process includes: 1) a formal, structured interview with two staff psychologists followed by informal time; 2) a brief interview with the Internship Training Director; 3) informal time with one of the current interns; 4) Completion of a short testing vignette (written); and 5) a Hospital Tour. A continental breakfast and a deli lunch are included. We typically interview 24 applicants, 6 per day (though this is subject to change).

If selected for an interview, you will be notified via email. The internship program is committed to providing access for all people with disabilities or special / individual needs and will provide reasonable accommodations with advance notice. If invited for an interview, the program will solicit information from candidates regarding need for accommodations.

Further, you will be asked to rank all of the possible interview dates from *1 = most preferred to 4 = least preferred*.

****We will require your interview date preferences within 24 hours of notification in order to develop the interview schedule- this is absolutely critical as the time between notification and first interview date is quite short****

If you are absolutely unable to attend on one of the dates, you will cross through the date(s) and rank-order the remaining dates. While we will make every effort to accommodate candidates' requests, we cannot guarantee that you will receive your first choice of date. In addition, should you need to change your date, we cannot guarantee that there will be an available opening on another day.



**SPRING GROVE HOSPITAL CENTER - DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY INTERNSHIP TRAINING PROGRAM**

FOR INTERNSHIP TRAINING YEAR 2017-2018

THE FOLLOWING DATES HAVE BEEN SELECTED FOR INTERVIEWS.

**PLEASE TAKE INTO CONSIDERATION THESE DATES WHEN APPLYING,
AS AN ON-SITE INTERVIEW IS MANDATORY.**

_____ **December 5, 2016 (Monday)**

_____ **December 7, 2016 (Wednesday)**

_____ **December 12, 2016 (Monday)**

_____ **December 14, 2016 (Wednesday)**

SPECIAL REQUIREMENTS – STATE OF MARYLAND

If you are invited for an interview at Spring Grove Hospital Center, you will need to complete and submit additional application materials required by the State of Maryland **PRIOR** to your interview. These include the MS-100 State Application, Criminal Conviction Report, and Authority for Release of Information Form. Professional Liability insurance coverage (by start date of internship in August) is also a requirement of the facility.

If you are selected /matched as an intern, you will be required have a pre-employment physical and TB testing as a newly hired employee. Further, your State of Maryland employment is contingent upon undergoing and passing a criminal background check. Please note- a record of conviction is not an automatic bar to State of Maryland employment and each case is considered on its own merits. Factors such as job-relatedness, age at the time of conviction, nature of the offense, success of rehabilitation, the number of convictions and the recentness of convictions are taken into consideration to determine whether a criminal record disqualifies a candidate for employment. Background and criminal record checks are a requirement for all new appointments.

If you, as an applicant, have any concerns or questions about eligibility as a State of Maryland Employee, please contact the Training Director so she may confer with Human Resources to discuss your particular circumstances.

For additional information or assistance, please contact:

Robyn Davidson, Ph.D.
Psychology Internship Training Director
Phone: (410) 402-7830
Email: Robyn.Davidson@maryland.gov

**Questions related to the program's accreditation status
should be directed to the Commission on Accreditation:**

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
Phone: (202) 336-5979, TDD: (202) 336-6123
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The APA- Accredited Psychology Internship site at Spring Grove Hospital Center 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

The Internship Training Program at Spring Grove Hospital Center is committed to maintaining and enhancing diversity in ideas, orientation, culture, ethnicity and experience. To that end we encourage and solicit applications from all localities, schools, minorities and diverse backgrounds who might qualify. Furthermore, we contact the various educational institutions via email and written correspondence to emphasize that sentiment.

Ψ
SPRING GROVE HOSPITAL CENTER - DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

APPIC Match Number: 134911

Internship Training Year 2017-2018

(Start Date: August 23, 2017)

APPLICANT CHECKLIST

Please submit the following materials by **November 1, 2016** to be considered for internship training at Spring Grove Hospital Center.

- _____ The online APPIC Application for Psychology Internship (AAPI);
- _____ Cover letter, **which addresses applicant's experience (including anticipated experience) with Serious and Persistent Mentally Ill populations** (i.e., diagnoses, treatment modalities utilized, assessments completed, settings, etc.)
- _____ Curriculum Vitae;
- _____ Two (2) letters of reference from **licensed psychologists** familiar with applicant's clinical work;
- _____ Graduate Transcripts - Master's Degree (if different from doctoral university) and Doctoral Degree;
- _____ A comprehensive, integrated **psychological report (adult patient/client, including at minimal intellectual/cognitive and personality testing)**- please do not send a Neuropsychological or Forensic report
- _____ Include **your Match Number** on all application materials

Please be advised that an on-site interview is Mandatory
Your presence will be required from approximately 8 am to 2 pm

The following dates have been selected for interviews- please keep these in mind;
if you are invited for an interview you will be asked to rank order these dates:

Monday, December 5, 2016
Wednesday, December 7, 2016
Monday, December 12, 2016
Wednesday, December 14, 2016

The APA- Accredited Psychology Internship site at Spring Grove Hospital Center 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.