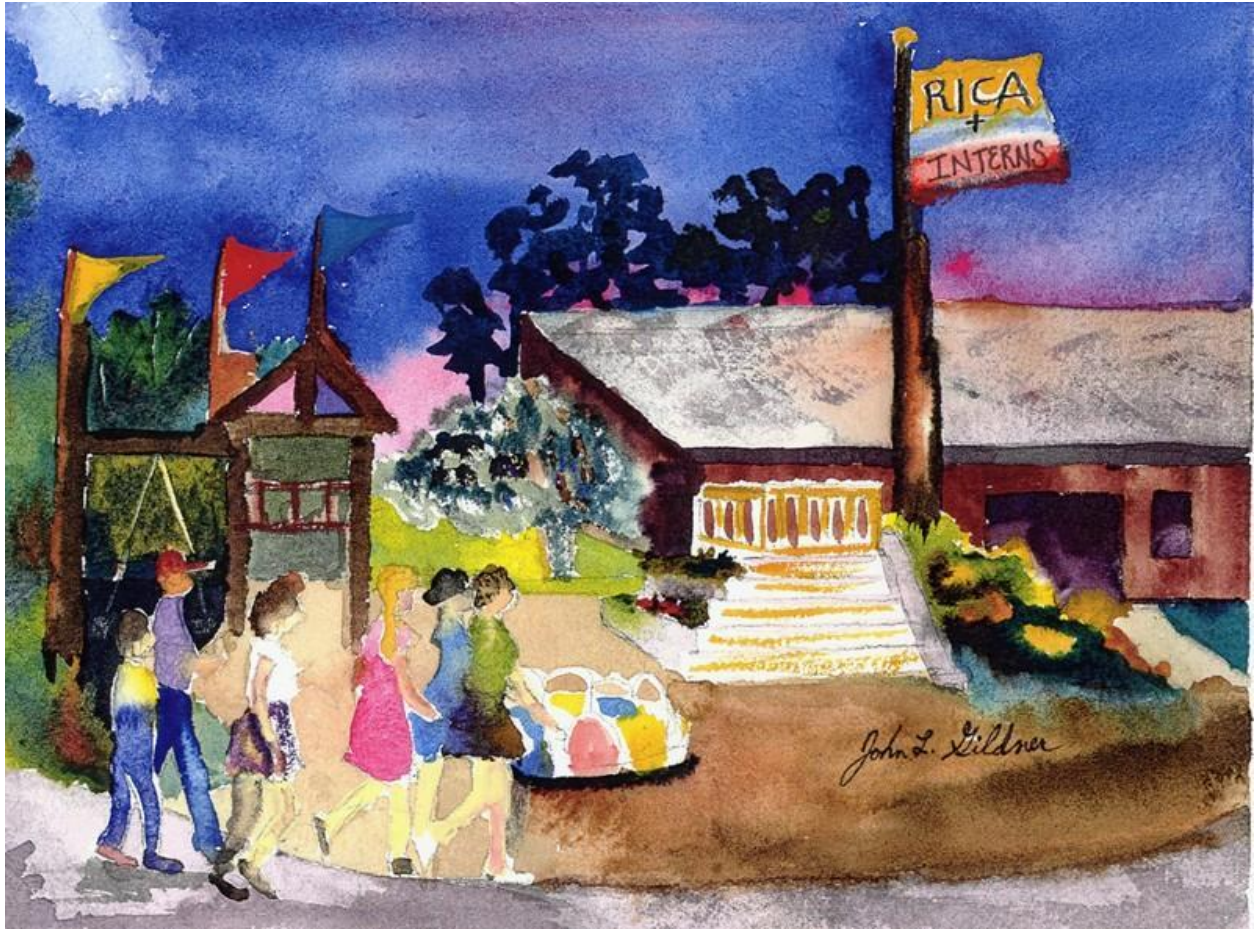


DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY
2027-2028 INTERNSHIP YEAR



The John L. Gildner Regional Institute for Children and Adolescents
Rockville, Maryland

State of Maryland
Maryland Department of Health
APA Accredited¹

¹APA Commission on Accreditation, 750 First Street, NE, Washington, DC 20002-4242 (202) 336-5979



Wes Moore, Governor · Aruna Miller, Lt. Governor · Meena Seshamani, M.D., Ph.D., Secretary

**John L Gildner Regional Institute
for Children and Adolescents**

Heather Mann, PsyD
Internship Training Director
Broschart Road 15000
Rockville, MD, 20850

August 25, 2026

Dear Prospective Applicant for the 2027-2028 Cohort:

Thank you for your interest in the APA-accredited doctoral internship program at John L Gildner Regional Institute for Children and Adolescents (JLG-RICA). JLG-RICA is located in Rockville, Maryland, which is approximately 20 miles north of Washington, DC.

Within this brochure you will find information regarding our doctoral internship program, including who we are, what we do, which populations we serve, and the opportunities available in our internship program. In addition, you will find information regarding eligibility requirements and application materials for our program. All application materials must be submitted via the Association of Psychology Postdoctoral Internship Centers (APPIC) online portal for consideration. (For additional information regarding the online application process, including how to register for the national matching program, please visit www.appic.org). **Applications are due no later than 11:59 p.m. EST Friday, November 6, 2026.** Interviews will be conducted **virtually** on the four Tuesdays in January 2026.

I wish you the best on your upcoming internship application process. Please do not hesitate to contact me if you have any questions or concerns at heather.mann1@maryland.gov.

Sincerely,

Heather Mann, PsyD
Internship Training Director
JLG-RICA Internship Cohort 2015-2016

PHILOSOPHY

Our facility's founder and late Chief Executive Officer, John L. Gildner, articulated the following Mission Statement for the facility: *"To provide the best possible patient care and education to all students and their families."*

JLG-RICA's mission is actualized through the Vision Statement, which strives to make the facility *"a resilient and fully integrated multidisciplinary program, which addresses each realm of functioning for every client in our care."*

In accordance with this mission and vision, the JLG-RICA Psychology Internship Training Mission is: *"To provide the best possible professional psychology training within a multidisciplinary team setting for emotionally disabled children, adolescents and their families."*

PROGRAM OVERVIEW

John L. Gildner Regional Institute for Children and Adolescents (JLG-RICA), which was founded in 1980, is a day treatment and residential facility for children and adolescents ages 9-21 years of age who reside in Maryland. It is a dual agency collaboration between Maryland State and Montgomery County public schools. The children and adolescents in our program, who all possess Individualized Education Plans (IEP), attend a public Montgomery County school located on the JLG-RICA premises. Our clients/residents present with multiple psychiatric diagnoses, complex trauma, and often complicated family systems, as well as a history of unsuccessful academic experiences in less restrictive educational environments. As a multi-disciplinary program, our clients rely on JLG-RICA to provide different avenues of mental health treatment, including but not limited to therapy, assessment, expressive arts therapy, dialectical behavioral therapy (DBT), psychiatry, and medication management, and case management. JLG-RICA also houses an 60-90 day Evaluation Unit, which assesses high-risk children and adolescents who reside in Maryland and provide recommendations for placement and treatment options. JLG-RICA has held full accreditation status by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) since 1981.

JLG-RICA is located about 20 miles north of Washington, DC, and is conveniently located near the Capital beltway and public transportation, including local buses and the DC-Maryland-Virginia (DMV) subway (Metro). JLG-RICA was built on a 15-acre campus and consists of an administrative/clinical building that adjoins the school building, three residential cottages, two outdoor basketball courts, two baseball diamonds, and a large football/soccer field. Within the school, there is a refurbished gymnasium and a small workout room. The facility is handicap accessible and has been upgraded to meet ADA guidelines.

JLG-RICA CLIENT DIVERSITY

The JLG-RICA client population is diverse in terms of age, racial and ethnic backgrounds, gender and psychopathology. Ages range from 9-21 years old, with an overall average age of 16. JLG-RICA clients reflect the diverse racial and cultural communities in Montgomery County and beyond: Black/African-American ($n = 36.9.5\%$); White ($n = 26.9\%$); Latinx ($n = 21.4\%$);

Multi-Racial ($n = 8.3\%$); Asian ($n < 5\%$); and Native Hawaiian or Other Pacific Islander (PI) ($n < 5\%$) and Alaskan Native/American Indian ($n < 5\%$) (MCPS, 2022).

Trauma is one of the most prevalent underlying factors present in our clients. The most common diagnoses our clients have on admission to our program are Major Depressive Disorder, Disruptive Mood Dysregulation Disorder, Bipolar Disorder, Posttraumatic Stress Disorder, Social Anxiety Disorder, Obsessive Compulsive Disorder, Generalized Anxiety Disorder, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Reactive Attachment, and Schizoaffective Disorder. These diagnoses often occur in combination with specific learning disabilities. Other types of psychopathology seen in the JLG-RICA population include traits of personality disorders, Conduct Disorder, Intermittent Explosive Disorder, and Substance Use related disorders.

LEVELS OF CARE

JLG-RICA is a unique collaboration between clinical, residential and educational services within a single facility, which allows for “transitions” between therapeutic levels of care. Depending on their clinical needs, JLG-RICA clients may live at home, in a therapeutic foster care or group home, in JLG-RICA residential cottages, or on the JLG-RICA Evaluation Unit, all while attending JLG-RICA school. For most residential clients, the long-term objective is to transition to home, and progress toward that goal is assessed through behaviors during weekend passes, behaviors in school and in residence, and assessing continuing needs through weekly individual and family therapy.

RICA SCHOOL/DAY PROGRAM. The JLG-RICA educational program strives to provide a rigorous instructional program while focusing on clients’ social/emotional skills development. It is a county-run Special school within Montgomery County Public Schools (MCPS). JLG-RICA school staff are employed by MCPS and include certified special education teachers and instructional assistants (paraeducators). There is a small staff to client ratio in order to provide as much individualized and personalized instruction as possible. A variety of specialized services are offered in a highly structured classroom setting which stresses the consistent implementation of each client’s goals on their IEP. The homeroom teacher serves as the educational case manager for the school year and is responsible for creating the client’s IEP. Instruction follows the MCPS curriculum and is based on Common Core State Standards. The expectation is that all clients will graduate with a high school diploma. Academic and special course offerings include, but are not limited to: English/Language Arts/Reading, Math, (Quantitative Literature through Pre-Calculus), Foreign language, Social Studies/History/Government, Sciences, Art, Music, Physical Education, Technology, Career Awareness, Site-Based Work Experience, and select AP classes. Breakfast and lunch is provided by the State dietary team.

The majority of the clients at JLG-RICA reside at home and attend the JLG-RICA therapeutic day program for school. All students of the JLG-RICA therapeutic day program also utilize the psychiatric services provided by the JLG-RICA state psychiatrists and clinicians. The school employs a strong behavior management system (RISE program) and helps clients build their resilience, perseverance, self-awareness, and growth mindset skills, all while learning how their behaviors impact others through restorative justice practices. When clients demonstrate

social-emotional readiness, they have the opportunity to mainstream part-time into Montgomery County's comprehensive school programs, including Thomas Edison School of Technology, with the goal of eventually returning full-time to a less restrictive environment.

RESIDENTIAL TREATMENT. The state-run residential program provides a 24-hour living environment for clients who are unable to function in the community or at school without intensive structure and supervision. The Residential Program is led by the Director of Nursing, Assistant Director of Nursing, and Residential Coordinators. Residents are placed on one of five residential units on one of two residential cottages. Each unit is comprised of a Unit Coordinator, registered nurses, residential counselors, child and adolescent mental health specialists (CAMHS), and security staff. Rooms are single-occupied currently, though they have the capacity for double occupancy. Some of the units are same-gendered units and some are co-ed units. Residents participate in daily activities led by the Activity's Director. Residents receive psychiatric care from JLG-RICA psychiatrists and clinicians, somatic care from the staff pediatrician, and nutritional care from our dietary staff. They also have access to our staff nutritionist. Most residents attend JLG-RICA therapeutic day program for school. Residential staff foster personal and social growth, independent living, goal setting and group cohesiveness for the residents, based on each client's developmental needs. Residential staff foster personal and social growth, independent living, goal setting and group cohesiveness for the residents, based on each client's developmental needs.

The goal of residential treatment is for residents to return home to their families/caregivers, or when clinically indicated, to be placed in an alternate living arrangement (e.g., youth in transition program, group home, therapeutic foster care, etc.). Most of our residents will step down to our therapeutic day program once they have completed the residential treatment program.

EVALUATION UNIT. The Evaluation Unit (EU) is a 90-day placement for high-risk youth in Maryland. Clients are referred to the EU by the public health sector or by the Department of Juvenile Services (DJS). Many of the clients referred to the EU have not received special education services and have struggled in their home environments for some time. While placed in the EU, clients undergo a comprehensive evaluation including psychosocial, psychiatric, psychological and educational testing and direct observation by the EU staff. The EU team finalizes diagnoses and makes treatment and/or placement recommendations for the client.

CLINICAL PHILOSOPHY

The clinical staff consists of Maryland employees, which includes eight board certified psychiatrists, nine licensed psychologists, two psychology associates, seven clinical social workers, and two expressive arts therapists. The clinicians at RICA are divided into three teams: **Team 2**, which primarily works with adolescent females; **Team 31**, which primarily works with adolescent males and on the two adolescent male units, and **Team 4**, which primarily works with elementary and middle clients. These teams serve as primary support for the clinical staff, and include weekly meetings, monthly lunches, and an annual team retreat.

Upon admission into the program, each client is assigned a therapist and a psychiatrist. For most cases, the assigned therapist and psychiatrist teams remain with the clients for the entirety of

their treatment. A clinical therapist is at the core of each child's treatment team and serves as both primary therapist (providing individual and family therapy) and case manager. Therapists typically conduct individual and family therapy; all families are encouraged to participate in family therapy. Sessions may be held during the day or evenings, as the case demands.

Clinicians are free to practice theoretical interventions they feel appropriate, provided that they are evidenced-based practice. Besides individual and family therapy, clients and caregivers also have the opportunity to participate in group therapy, expressive arts therapy, and parent coaching.

JLG-RICA is proud to have two Expressive Arts Therapists. Expressive arts therapy offers a variety of process-oriented therapies based on each client's emotional needs and developmental skill level. These therapies currently include art and music modalities. The Expressive Arts Therapy team contributes to RICA in many positive ways, including being an integral member of a client's treatment team, creating and maintaining the community garden, adding mosaic and painted murals to the building, and Art Jam, client-led performances, occurring two to three times a year, for clients who participate expressive arts therapy to share their growth.

JLG-RICA also boasts a comprehensive Dialectical Behavioral Therapy (DBT) program. For clinicians who are interested in joining the DBT team, they attend weekly Consultation Team meetings, and have the option of conducting DBT-informed individual and family therapy and skills groups. Many staff psychologists on the DBT team also offer coaching calls to their clients.

GENERAL DESCRIPTION OF THE JLG-RICA INTERNSHIP

JLG-RICA is committed to training **interns** in clinical psychology, and the psychology internship program is an integral part of the JLG-RICA clinical program. Our one-year, 2000 hour internship training program is designed to meet the internship requirements needed to obtain a Doctorate of Philosophy (Ph.D) or Doctorate of Clinical Psychology (PsyD). We strive to build our training opportunities on the core professional-wide competencies, while creating challenging training experiences for our **interns**. From our didactics, to seminars, to supervisions, to professional development, our program aims to provide the foundation needed for our **interns** to feel confident as they enter their next professional phase as an entry-level psychologist.

APA ACCREDITATION

JLG-RICA's doctoral internship program was granted its first full APA-accreditation status in October 1996 after successfully earning a provisional accreditation in June 1991, as is traditional for a new internship program. We have successfully maintained full accreditation status in May 2001 and June 2013. In May 2022, we were awarded a 10-year re-accreditation through 2032.

INTERNSHIP PHILOSOPHY

Our internship is based on the Practitioner-Scholar model, with an emphasis on clinical practice and service delivery, as well as learning by doing. Consistent with the Practitioner-Scholar model, **interns** are treated as professional colleagues who are expected to function as "primary" clinical therapists and fully integrated members of their respective treatment teams. They are

guided and supported throughout their internship year by intensive supervision, mentoring, and a planned sequence of relevant training activities.

INTERNSHIP COMPETENCIES AND GOALS

Upon completion of the JLG-RICA Internship, **interns** will possess the skills and competencies to administer, score, interpret and write psychological assessment reports; engage in individual, group and family therapies; provide consultation at an entry level of specialization and conduct themselves in a professional manner, reflecting the values and attitudes of psychology. The training goals/competencies are as follows:

APA PROFESSIONAL-WIDE COMPETENCIES

1. **Assessment:** **Interns** will develop and strengthen psychological assessment skills and techniques appropriate to children and adolescents with special educational and emotional needs. **Interns** will demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client's strengths and psychopathology.
2. **Communication and Interpersonal Skills:** **Interns** will develop, demonstrate and maintain effective relationships with a wide range of individuals and systems, including colleagues, communities, organizations, supervisors, administrators and those receiving professional services.
3. **Consultation and Interprofessional/Interdisciplinary Skills:** **Interns** will develop and maintain consultation and interprofessional/interdisciplinary skills that are reflected in the intentional collaboration with professionals in clinical psychology and with other individuals or groups in an effort to seek consultation, problem solve, and/or seek or share knowledge.
4. **Ethical and Legal Standards:** **Interns** will be knowledgeable of and conduct themselves in a manner that is consistent with the current version of the APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules and policies governing health service psychology, relevant professional standards, and policies and procedures within JLG-RICA.
5. **Individual and Cultural Diversity:** **Interns** will develop the ability and skills to conduct all professional activities with knowledge and sensitivity when working with diverse individuals and communities, as well as demonstrate an understanding of how their own personal/cultural history, attitudes and biases affect how they understand and interact with those different from themselves.
6. **Intervention:** **Interns** will demonstrate competence in evidence-based interventions consistent with the scope of clinical psychology. Interventions may be derived from a variety of theoretical orientation and approaches. The level of intervention includes those directed in providing individual, family and group therapy, as well as case management responsibilities with a child/adolescent population.

7. **Professional Values: Interns** are expected to conduct themselves in ways that reflect the values and attitudes of psychology and the JLG-RICA system, including integrity, demeanor, professional identity, accountability, lifelong learning, and concern for the welfare of others.
8. **Research: Interns** will gain an understanding of the knowledge, skills and competence to produce new knowledge, critically evaluate and use existing knowledge to conduct original research or complete a program evaluation within a mental health agency.
9. **Supervision: Interns** will utilize supervision and collaboration in the accomplishment of the above goals. **Interns** will participate in peer supervision, and they will demonstrate knowledge of supervision models and practices and understand the ethical, legal, and contextual issues of the supervisor role. In addition, **interns** will participate in direct or simulated practice examples of supervision and actively participate in readings, lectures and seminars related to supervision

JLG-RICA SITE COMPETENCIES

10. **Administrative, Competency/Organization, Time Management, Documentation.** **Interns** will demonstrate strong time management and organizational skills, attend scheduled meetings and appointments on-time, inform supervisors of important updates, prioritize tasks, and write well-organized written documents in a timely manner.
11. **Evaluation Unit: Interns** will accurately assess the individual and family system, conceptualize presenting problems within an appropriate framework, incorporate data from multiple sources, and integrate these interpretations with other behavioral and qualitative information into a written report in a timely fashion. **Interns** will also demonstrate competency in an evaluative role, as evidenced by ability to balance relationship skills with assessment/evaluation goals.
12. **Group Intervention: Interns** will use and describe the current body of knowledge in group practice and theory that serves as a foundation for clinical group practice. Basic tasks include creation and maintenance of the group, selection of group members, and shaping group norms and culture. **Interns** demonstrate competency in a broad range of therapeutic techniques and exhibit an understanding of alternative group therapies.

Achieving Competencies. To achieve these competencies, **interns** will be available to JLG-RICA at a minimum of 40 hours per week for 12 months (2,000 hours). Training will primarily focus on clinical interventions (individual, family and group therapies), case management, psychological assessment, research and professional development under the supervision of licensed clinical psychologists.

CLINICAL SKILLS DEVELOPMENT/INTERN RESPONSIBILITIES

Interns function as primary therapist and as part of a multi-disciplinary team in managing an assigned caseload. The following duties are to be completed under supervision. They include, but are not limited to, the following areas of responsibility:

Assessment: Psychological assessment is a primary focus of the JLG-RICA Psychology Internship Program. As an **intern**, you will complete a minimum of **8** comprehensive evaluations at RICA; approximately one psychological assessment per month. Most of these cases will be part of our clients' triennial IEP re-evaluations. At JLG-RICA, we pride ourselves on offering comprehensive, in-depth reports that may include assessment of cognitive functioning, learning/memory, language, executive and social/emotional functioning. You will also have the opportunity to present test findings to the client and parents during the feedback sessions and to the educational team at IEP meetings. As part of the internship program, you will be closely supervised by a licensed clinical psychologist who will evaluate the intern on their administration, scoring, interpretation, written and oral feedback, and openness to supervision. You, as an **intern**, are expected to administer, score, interpret, and write a minimum of **8** comprehensive psychological assessments, provide feedback sessions with parents and clients, and participate in the IEP meetings .

Case Management: You, as an **intern**, will serve as a case manager for your clients and family. You will build consultation skills through collaboration with the school and residential staff and community resources. You are also expected to maintain all paperwork for the case. As case manager for your clients and their families, you will serve as the point person between clinical, school, residence and all other members of your client's treatment team, and may include and are not limited to, Child Welfare, Juvenile Services, Cornerstone Montgomery, County Wraparound Services, etc. you are expected to attend and participate in all school, unit, psychiatrist and other treatment team meetings

Clinical Seminar: You, as an **intern**, are expected to attend all of the **1.5 hour** didactic seminars throughout the year. The JLG-RICA psychology staff offers a weekly Wednesday Clinical Seminar focused on clinical, ethical and professional issues. Workshops and seminars are offered by professionals within the psychology field and are approved for continuing education units by the Maryland Board of Examiners of Psychologists and the Maryland Board of Examiners for Social Work.

Collaboration and Multidisciplinary Teamwork: One of the benefits of working at JLG-RICA is that you, as an **intern**, would be a part of a *large, multi-disciplinary team*, which is the foundation of the JLG-RICA treatment program. The treatment team includes the primary therapist, the team coordinator, the psychiatrist, school staff, and residential staff, when applicable, the client, and the client's parents/caregivers. The treatment team focuses on the coordination of the individual treatment plan (ITP), the individual education plan (IEP), discharge criteria, and discharge placement. This team approach means that you would have opportunities to consult with internal and external systems all while receiving consistent support from your supervisors, and the clinical department at large.

Crisis Management: You, as an **intern**, are the first response for clients who are “in crisis” during the school day. Throughout the year, you will learn how to assess for safety, conduct suicide/risk assessments, mental status assessments, and complete emergency evaluation petitions, when needed.

Directors Meeting: The Internship Training Director will meet with you, as an **intern**, throughout the training year to explore the areas that are going well in internship and the areas that you need more support in, as well as process through the dynamics of the system at large and how it intersects with the internship program.

Evaluation Unit: The EU is the only public evaluation unit of its kind in Maryland and offers a unique training opportunity. Many previous interns have cited the EU as the favorite component of their internship. You, as an **intern**, will complete two comprehensive diagnostic evaluations on the Evaluation Unit under the guidance and supervision of a licensed psychologist for two cases. Your role as your client’s therapist involves gathering historical information, making recommendations for treatment and education and coordinating directly with community providers, and writing a diagnostic evaluation of your findings under the direction and supervision of a licensed psychologist. (Assessment for your case is completed by another psychologist/**intern**). In addition, you may attend (with your supervisor) a Central IEP meeting (CIEP) and/or court hearing to make placement recommendations, and/or coordinating directly with community providers. In addition, depending on the availability of cases, **you** might have the opportunity to conduct a comprehensive psychological evaluation with other clients.

Group Therapy: You, as an **intern**, are expected to co-lead a minimum of **12 weeks** of group therapy, which can be completed through DBT skills groups, Expressive Arts Therapy groups, and/or other groups.

- a. **Dialectical Behavioral Therapy (DBT):** You will have the option of co-leading a DBT skills group and joining the Consultation Team. Consultation Team provides a supportive group supervision format. Additionally, we may offer DBT skills training for **interns** and other interested staff who want to build DBT skills.
- b. **Expressive Arts Therapy:** You have the opportunity to participate in expressive arts therapy groups during the school year and the summer. These groups include music therapy, art therapy, or a combination of art and music therapy. **Interns** often choose to co-lead one or more of these groups as a way to develop an appreciation for these alternative treatment modalities.
- c. **Other groups:** Depending on the need, you might be able to co-lead other groups including process groups, other skill groups (e.g., Huddle Up and Cope, Social Skills, Games, etc), or help design a group with a clinician.

Process Group: A crucial part of internship training is personal growth. You, as an **intern**, will participate in the **intern** process group. For **1** hour a week, you and your cohort will meet with a JLG-RICA employee who does not evaluate you and discuss your thoughts and feelings about the program and life in general. This group is meant to give you support

during your internship year and hopefully stave off burnout. Everything discussed in this group is confidential, and your participation in the group is not evaluated.

Professional Development: You, as an **intern**, will meet with staff psychologists to explore various professional development topics that will apply both within RICA and the intern's career at large. Topics include, but are not limited to, work/life balance, professionalism, and the process of obtaining postdoctoral training.

Research and Program Evaluation: You, as an **intern**, will participate in a group clinical research project or program evaluation. You will meet weekly to learn about program evaluation and to conduct a focused program evaluation/research project with expectations of a completed project presentation, report, and/or possible publication. Completion of the research project is supervision of a staff psychologist and the Director of Research and Program Evaluation. You and your cohort will present your research results during a Wednesday didactic seminar toward the end of the training year.

Supervision: You, as an **intern**, will receive supervision from a variety of supervisors, providing the opportunity to learn from a range of styles and intervention techniques. You will meet weekly with your primary supervisor, assessment supervisor, EU supervisor, and group supervisors. This allows for ample time to receive feedback and support for each case in detail. Individual, assessment, and EU supervision will focus on the clinical work you are doing with your individual clients. Group supervision introduces pre-planned topics and combines didactics on these topics with application of the topics with your caseload. You will also meet weekly with your Team Coordinators to discuss administrative-related issues. Aside from your weekly supervision times, all clinicians at JLG-RICA have an open-door policy; if you need support or guidance, don't hesitate to ask! We understand this is challenging work, and we pride ourselves on maintaining a supportive, collaborative and passionate team environment.

Therapy: A primary focus of the psychology internship program is the continuing development of psychotherapy skills. As a psychology **intern**, you will be assigned **5-6** therapy cases. You will have a mix of day and residential clients on your caseload. In your role as the primary therapist, you will provide weekly individual and family therapy, and crisis intervention. While it varies, many of our clients are long-term cases, and you can expect to work with most of your clients throughout your year-long internship at JLG-RICA. By the end of your internship, you will be expected to demonstrate professional, entry-level competence in the following areas: conducting interviews, thinking critically, writing reports, conducting therapy interventions, formulating appropriate treatment goals, conceptualizing cases theoretically, and having some understanding of major theories of personality and psychotherapy.

ADDITIONAL INFORMATION

ADMINISTRATIVE MATTERS. You, as an **intern**, will receive a thorough orientation upon employment in mid-August that will cover procedures for **intern** performance evaluation and JLG-RICA's policies regarding advising, retention, termination and reporting of intern grievances. These administrative matters are also included in the JLG-RICA Psychology Internship Handbook, which is available online to all **interns**. These matters are covered in accordance with the APA Guidelines and Principles for Accreditation in Professional Psychology.

BENEFITS. As a psychology **intern** at JLG-RICA, you are a State of Maryland employee with full benefits, including six personal days, annual leave, sick leave, State of Maryland holidays, and the opportunity to earn comp time when you work more than 40 hours per week. JLG-RICA offers a wide range of excellent health and dental insurance plans, as well as other benefits. The current stipend is \$40,098. *The internship begins on Wednesday, August 04, 2027 and ends on Tuesday, August 02, 2028 (2,000 hours required).*

FACILITIES. Current training facilities available at JLG-RICA include private offices, voicemail, personal desktop/laptop computers, video and audio taping, group meeting rooms, and test administration and scoring equipment for assessments.

INTERNSHIP EXPECTATIONS AND GRIEVANCE PROCEDURE. You, as an **intern**, are expected to abide by the rules and guidelines provided to the JLG-RICA staff and to perform in a competent and professional manner. You are expected to act in accordance with professional standards and ethics as prescribed by APA, and as is customary at JLG-RICA, following the policies and procedures for the doctoral internship, JLG-RICA, and the State of Maryland. Should a problem or conflict arise, a procedure is in place to address **intern** grievances both within the psychology internship program, and as a part of JLG-RICA's routine personnel counseling. This information (per APA standards) is made available to **interns** during their orientation in August and will be provided copies, as well. Applicants for the internship may ask about this information during interviews.

APPLYING

ELIGIBILITY

Applicants must be enrolled in an APA accredited Doctoral Program in Clinical Psychology. Only applicants from Clinical Psychology and combination Clinical and School Psychology programs are considered. (Individuals in School Psychology-only programs are not eligible.) All formal course work and comprehensive examinations for the doctorate must be completed. Applicants must have a minimum of **one year of practicum experience** (100 hours), including psychological testing and psychotherapy. Preference is given to applicants who have practicum/work experience with children and adolescents (Outpatient, Inpatient, Residential, Special Education) and experience in psychological assessment, individual and family therapy, group therapy and crisis intervention.

APPLICATION DEADLINE

Applications must be submitted through the APPIC portal by **11:59 p.m. EST on Friday, November 6, 2026.**

APPLICATIONS ARE TO INCLUDE

APPIC applications are to include:

1. APPIC application completed in full
2. Current curriculum vita
3. Official transcripts of all graduate credits,
4. Letters of recommendation: 3 letters of recommendation (at least *one* of these letters must be from a clinical supervisor who knows the candidate's clinical skills)
5. Assessment Report: Signed copy (both by applicant and supervisor) of a one full psychological test battery/report that is representative of the candidate's integration of several sources of testing information – **preference is given to child or adolescent psychological reports**. All identifiable information is to be redacted or changed. (If identifiable information is changed, please indicate on the report that the identifying information has been changed to preserve confidentiality.)

INTERVIEWS

All applications will be reviewed. Those selected by the committee for invitation for interviews will be contacted by December 18, 2026. Interviews will be held virtually on Tuesdays in January 2026.

DISCLOSURE

The psychology internship program adheres to the standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC), as well as those of the National Register of Health Providers in Psychology. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-rated information from any intern applicant.

For further information, you can contact Heather Mann, PsyD via email at heather.mann1@maryland.gov or via telephone at (301) 251-6847.

JLG-RICA PSYCHOLOGIST STAFF

Christopher Robert, Ph.D. - Director of Clinical Services & Chief Psychologist

Doctorate in School Psychology, University of Florida (2021). Licensed Psychologist in Maryland and Washington, DC. Clinical Interests: Cognitive Behavioral Therapy, applications of Exposure and Response-Prevention and Parent-Child Interaction Therapy, Motivational Interviewing, behavior consultation, and school systems.

Heather Mann, Psy.D. -Internship Training Director

Doctorate in Clinical Psychology, Roosevelt University, Chicago, IL (2018). Maryland License. Primary Therapist Team 2, DBT Team Member. Clinical Interests: Family Therapy, Complex Trauma, Group Therapy, Disruptive Behaviors, and integrating learning theory and humanistic theory.

Jessica Cavuoto, Psy.D. - Psychologist

Doctorate in Clinical Psychology, ISPP at Argosy University, Schaumburg (2016). Maryland License. Primary Therapist Team 31. Clinical Interests: Cognitive Behavioral Therapy, Family Systems, Disruptive Behavior Disorders, Group Therapy.

Jennifer L. Carter, Psy.D. - Psychologist, Evaluation Unit Director

Doctorate in Clinical Psychology, The Virginia Consortium Program in Clinical Psychology, (2000). Maryland/District of Columbia License. Primary Therapist Team 31. Clinical Interests: Interpersonal Psychotherapy, Dialectical Behavior Therapy, Assessment, Neurodevelopmental Disorders, Parent Education/Training

Briana Cerami-Guarino, PsyD - Psychology Associate

Doctorate in Clinical Psychology, Adler University, Chicago, IL (2023). Primary Therapist Team 4. Clinical Interests: Complex Trauma, Grief, Psychological Assessments, Child Psychopathology, expressive arts arts Arts Therapies, and the integration of cognitive-behavioral, dialectical, and humanistic therapies.

Jolene Drblik, PsyD - Psychologist

Doctorate in Clinical Psychology, The Chicago School of Professional Psychology, Chicago, IL (2023). Primary Therapist Team 2. Clinical Interests: Complex Trauma, Group Therapy, Cognitive Processing Therapy, and the integration of Psychodynamic and Dialectical Behavior Therapy.

Sara Franklin-Gillette, - School Psychologist

Sarah Ilk, Psy.D., - Psychologist

Doctorate in Clinical Psychology, William James College (2018). Maryland License. Primary Therapist Team 4. Clinical Interests: Complex Trauma, Group Therapy, Dialectical Behavioral Therapy, Cognitive Behavioral Therapy, Play Therapy, expressive arts arts arts therapies.

Ann Kimball, Psy.D. – Team Coordinator (Team 2)

Doctorate in Clinical Psychology, Chicago School of Professional Psychology, Chicago, IL (2012). Maryland License. Primary Therapist Team 2, DBT Team Member. Clinical Interests: family and community systems, complex trauma, disruptive behavior disorders, group therapy, integration of humanistic therapy and cognitive-behavioral interventions.

Julie Mudryj, Psy.D. – Team Coordinator (Team 4)

Doctorate in Clinical Psychology, Midwestern University, Downers Grove, IL (2018). Maryland License. Primary Therapist Team II, DBT Team Member. Clinical Interests: Assessment, Complex Trauma, Body-Focused Repetitive Disorders, and the integration of cognitive-behavioral, dialectical, and humanistic therapies.

ADDITIONAL JLG-RICA STAFF

CLINICAL ADMINISTRATORS

- Kenneth Basler, Chief Executive Officer
- James Polimadei, Chief Operating Officer
- Claudette Bernstein, M.D., Medical Director

CHILD PSYCHIATRISTS

- Rebecca Edelson, M.D. (DBT Coordinator)
- Ana Jaramillo, M.D.
- Diana Mata, M.D.
- Uchenwa Okoli, M.D.
- Hector Parada, M.D.
- Ana San Martin, M.D.
- Layan Zhang, M.D.

CLINICAL SOCIAL WORKERS

- Trish Muth, LCSW-C (Team Coordinator Team 31 and Lead Social Worker)
- Bobby Kearse, LCSW-C (Team 2)
- Ornela Lekaj, LMSW (Team 4)
- Kwame McCall, LMSW (Team 31)
-
- Keli Thomas, LMSW (Team 31)
- Anise Williams, LMSW (Team 31)
- Dustin Windon, LMSW (Team 4)
- Leisha Winley, LMSW (Team 2)

EXPRESSIVE ARTS THERAPISTS

- Adele Gleixner, MT BC (Music Therapist, Team 31)
- Becky Miller, LCPC, REAT, M.Ed. (Expressive Arts Therapist, Team 2)

RICA SCHOOL

- Khadija Mitchell, Acting JLG-RICA Principal
- Alyssa Cunneen, JLG-RICA Assistant Principal
- Krystal Mora, JLG-RICA High School Program Specialist
- Emily Benish, JLG-RICA Middle School Program specialist
- Jaelyn Teisch, Staff Development Teacher
- Jeremy Tousley, Dean of Students

RICA RESIDENCE

- Suba Serry, Director of Nursing and Residential Treatment

INTERN COHORT LIST FOR THE PREVIOUS 10 YEARS

2026-2027 (CURRENT YEAR)

- Hernan Alvarez Cordano – Divine Mercy University
- Courtney Franklin – Chestnut Hill College
- Jessica Goldstein – Chicago School of Professional Psych-DC Campus

2025-2026

- Jessica Balter – Carlos Albizu University-Miami Campus
- Katherine Barry – Spalding University
- Erica Ruchlicki – William James College

2024-2025

- Allison Curwin – Loyola University Maryland
- Nadiya Ferdinand – Howard University
- David Rodriguez – Chicago School of Professional Psych-DC Campus

2023-2024

- Ryan Kazar – Loyola University Maryland
- Gilian Moloney – Fairleigh Dickinson University
- Mariam Shafik – Chicago School of Professional Psych-DC Campus

2022-2023

- Briana Cerami-Guarino – Adler University
- Jolene Drblik – The Chicago School
- Gabrielle Green-Oakes – Chestnut Hill College

2021-2022

- Susan Hardman – James Madison University
- Rachel Ladysh – Chicago School of Professional Psych-DC Campus
- Hannah Tucker – Adler University

2020-2021

- Gregory Farber – Gallaudet University
- Miyah Grant – The University of Indianapolis
- Adriana Sgroi – William James College

2019-2020

- Bryce Gold – The George Washington University
- Anna Pozzatti – Indiana University Bloomington
- Dorothy White – The George Washington University

2018-2019

- Ronald Love – The Chicago School of Professional Psychology-DC Campus,
- Jonathan Musman – George Washington University
- Sherley Simon – The Chicago School of Professional Psychology- DC Campus

2017-2018

- Julie Mudryj – Midwestern University
- Zheila Omanni - University of LaVerne
- Lauren Overhage – Adler University

2016-2017

- Isaac Friedman – Argosy University
- Sana Gaitonde – Argosy University
- Robert Haxter – University of Virginia

Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: August 25, 2026

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:

Internship applicants must be enrolled in an APA accredited doctoral program in clinical psychology (Psy.D., Ph.D) or a clinical/school combined program Education (Ed.D.) All formal course work and comprehensive examinations for the doctorate must be completed by the start of internship. Preference is given to applicants who have practicum/work/volunteer experience with children and adolescents including and not limited to outpatient, inpatient, residential and/or special education settings.

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	☐ N	X Y	Amount: Minimum 100 hours
Total Direct Contact Assessment Hours	X N	☐ Y	Amount: Minimum hours not required

Describe any other required minimum criteria used to screen applicants:

Preference is also given to applicants who have administered, interpreted and written comprehensive psychological reports for children and adolescents, as well as demonstrated some level of competence.

FINANCIAL AND OTHER BENEFIT SUPPORT FOR THE UPCOMING TRAINING YEAR*

Date Program Tables are updated: June 4, 2025

Annual Stipend/Salary for Full-time Interns	\$39,113	
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)	A=80 P=72	
Hours of Annual Paid Sick Leave	12 days per year	
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): Please contact the Director of Internship Training		

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

INITIAL POST-INTERNSHIP POSITIONS

	2023-2026 (an aggregated tally for the preceding 3 cohorts)	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center	0	0
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	1	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	0	0
Psychiatric hospital	4	1
Academic university/department	0	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	0	2
Not currently employed	0	0
Changed to another field	0	0
Other	0	0
Unknown	0	1

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.