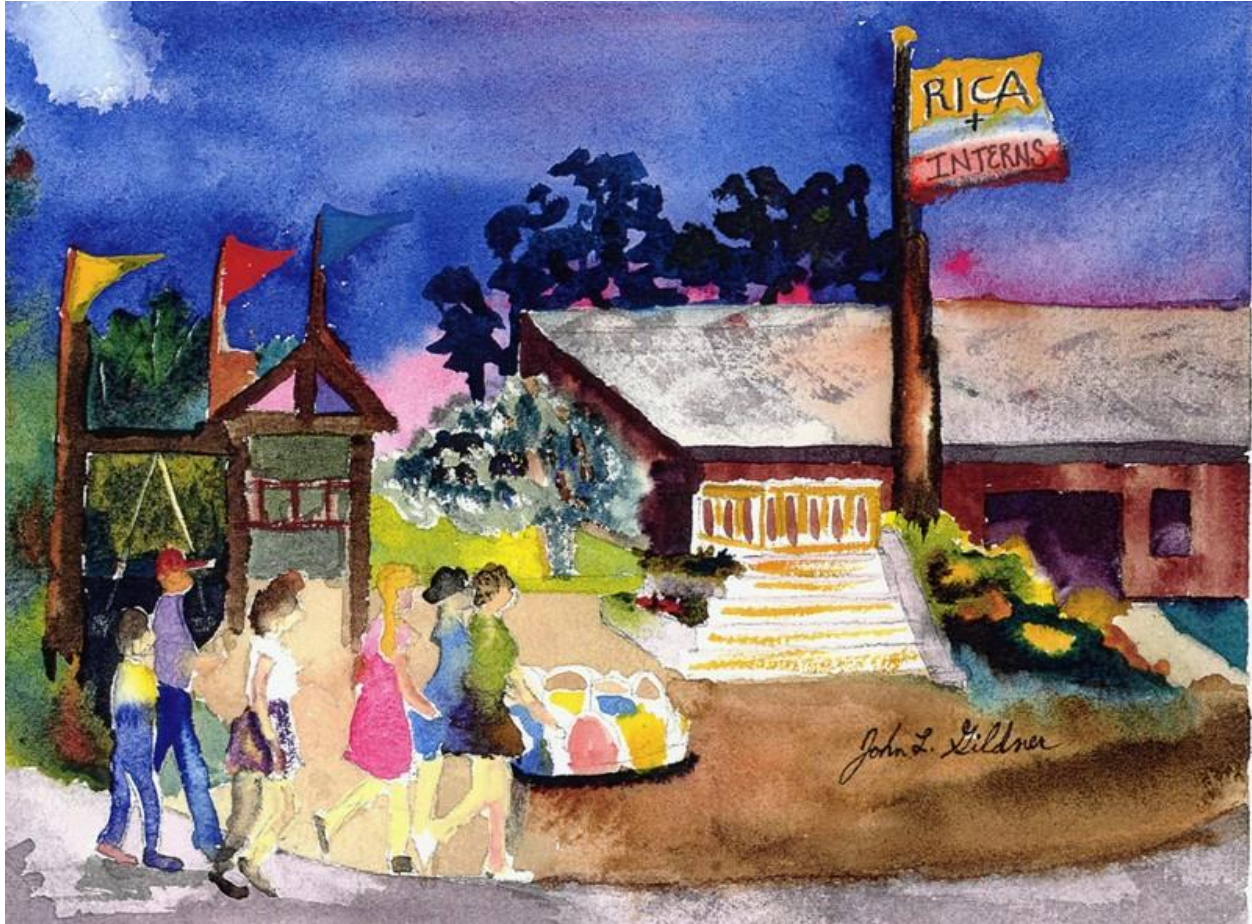


# DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY 2019-2020



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

State of Maryland  
Maryland Department of Health  
**APA Accredited<sup>1</sup>**

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<sup>1</sup>APA Committee on Accreditation, 750 First Street, NE, Washington, DC 20002-4242 (202) 336-5979



John L. Gildner  
Regional Institute for Children and Adolescents  
15000 Broschart Road  
Rockville, MD 20850  
301-251-6800 • Fax 301-309-9004



Dear Prospective Applicant,

Thank you for your interest in the APA-Accredited Doctoral Clinical Psychology Internship at the John L. Gildner Regional Institute for Children and Adolescents (JLG-RICA) in Rockville, Maryland. This brochure describes our internship training program, the eligibility requirements and the application procedures. All application materials should be submitted using the online process and national match developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Information regarding the online application process and registration for the national matching program can be found on the APPIC website ([www.appic.org](http://www.appic.org)). All application materials for our program must be submitted by Midnight (EST) on Friday November 9<sup>th</sup> for consideration.

We look forward to receiving your application. Please contact me if you have any questions or need additional information about our program.

Sincerely,

A handwritten signature in cursive script that reads "Monya Cohen, Psy.D.".

Monya Cohen, Psy.D.  
Licensed Psychologist  
Director of Internship Training  
JLG-RICA

[monya.cohen@maryland.gov](mailto:monya.cohen@maryland.gov)  
301-251-6882

## **The John L. Gildner-RICA 2019-2020 CLINICAL PSYCHOLOGY INTERNSHIP**

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### **Program**

The John L. Gildner Regional Institute for Children and Adolescents (JLG-RICA) is a collaboration between the State of Maryland Department of Health (clinical and residential staff) and Montgomery County Public Schools (school staff). We are a public therapeutic day school and residential treatment center for children and adolescents in Maryland. RICA serves approximately 115 students ages 9-21; currently 50 of those students are in residential treatment. We are a multi-disciplinary program; a “one stop shop” for mental health treatment. All our students have an Individual Educational Plan (IEP). Our students present with multiple psychiatric diagnoses, complicated family systems, complex trauma and often a history of unsuccessful treatment attempts at other schools and /or with other mental health providers.

JLG-RICA began admitting students in 1980 and has held full accreditation status by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) since 1981. Day treatment students are accepted from Montgomery County, Maryland. Residential students are admitted from Montgomery and surrounding Maryland Counties (Carroll, Frederick, Howard, Prince Georges and Washington). JLG-RICA is built on a 15-acre campus and consists of an administrative/clinical building that adjoins the school building. There is also an indoor pool, an exercise room and a refurbished gymnasium. Basketball courts, two baseball diamonds and a large football/soccer field surround the school building. The facility is handicap accessible and has been upgraded to meet ADA guidelines. JLG-RICA is in close proximity of the Capital beltway and public transportation, including the Metro, an efficient subway serving the metropolitan Washington area.

JLG-RICA offers a full range of services: Day and residential treatment; milieu therapy; psychopharmacology; recreational and expressive therapies; individual, family and group therapy; Dialectical Behavioral Therapy (DBT), summer enrichment for residential students, and a fully accredited Montgomery County Public Schools with academic and vocational programming, as well as extended school year (ESY).

The psychology internship is an integral part of the JLG-RICA clinical program. Other members of the clinical, administrative, school and residential staff are always eager to work with the interns because they bring new ideas, different treatment approaches, and a fresh perspective to the facility.

## **MULTIDISCIPLINARY TEAM APPROACH**

One of the benefits of working at RICA is that you are a part of a large, multi-disciplinary team; the foundation of the JLG-RICA treatment program. This means lots of support, lots of consultation and lots of meetings. The clinical, residential and educational programs are integrated through the **team concept** and the coordination of the individual treatment plan (ITP) and the individual education plan (IEP). 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. An expressive therapist, residential staff and school staff are assigned to each child and his/her family throughout their stay at JLG-RICA. Expressive therapy services offer a variety of process-oriented therapies based on each student's emotional needs and developmental skill level. These therapies currently include art, music and movement modalities. Interns often choose to co-lead these groups as a way to develop an appreciation for these alternative treatment modalities. The Expressive Therapy team contributes to RICA in many positive ways including the community garden, adding mosaic and painted murals to the building and Art Jam (a talent show).

In addition, a consulting psychiatrist works closely with each treatment team, which includes the child and family. The team develops, implements and monitors the student's treatment plan. Students are involved in individual and group therapy, with the frequency determined by each student's needs. All families are encouraged to participate in family therapy. Therapists are available to see families during day and/or evening hours. A student's behavioral progress is monitored through the use of a "phase system;" a structured behavior modification program involving both short and long-term goals for increasingly appropriate behavior.

The clinical staff is comprised of five board certified psychiatrists, nine licensed psychologists, two psychology associates, seven clinical social workers, and three expressive therapists. The clinicians at RICA are divided into three teams. As an intern, you will be part of one of three teams that serve as primary support, including weekly meetings, monthly lunches and an annual team retreat. The team also serves as your back-up for therapy cases when you are out of the office or busy with other students. In addition, JLG-RICA has a large staff of registered nurses and residential counselors.

RICA school staff are employed by Montgomery County Public Schools (MCPS) and include certified special education teachers and instructional assistants. During the school day medical coverage is provided by the health suite staff, comprised of a registered nurse and a part-time pediatrician.

### **Levels of Care**

JLG-RICA is a unique collaboration between clinical, residential and educational services within a single facility. This allows for “transitions” between therapeutic levels of care. Depending on their clinical needs, RICA students may live at home, therapeutic foster care or group home, residential cottage or on the RICA Evaluation Unit, while the RICA school remains constant. For most residential students, the long-term objective is to transition to their home environment, by way of weekend passes while processing progress and assessing continuing needs through weekly family therapy meetings.

### **Residential Treatment**

The residential program provides a 24-hour living environment for students who are unable to function in the community or at school without intensive structure and supervision. Within the residential program, the staff fosters personal and social growth, independent living, goal setting and group cohesiveness, based on each student’s developmental needs. The goal of treatment for residential students is their return to their family or, when clinically indicated, placement in a group home or therapeutic foster care.

### **Evaluation Unit**

The Evaluation Unit (EU) is a 90-day placement for high-risk youth in Maryland. Students are referred to the EU by the public health sector or by the Department of Juvenile Services (DJS). Many of the students referred to the EU have not received special education services and have struggled in their home environments for some time. While placed on the EU, students 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 student.

As an intern, you will complete two diagnostic evaluations under the direction and supervision of a licensed psychologist. Your role as your student’s therapist involves gathering historical information, making recommendations for treatment and education and coordinating directly with community providers. In addition, you may attend (with your supervisor) a Central IEP meeting (CIEP) and/or court hearing

to make placement recommendations. The EU is the only public 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.

### **RICA School**

The RICA educational program strives to provide a rigorous instructional program while focusing on students' social/emotional skill development. The school employs a strong behavior management system and helps students build their resilience, perseverance, self-awareness, and growth mindset skills. There is a small staff to student 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 student's goals on their IEP. Instruction follows the MCPS curriculum and is based on Common Core State Standards. Academic and special course offerings include English/language arts/reading, math through pre-calculus, foreign language, social studies/history/government, sciences, art, music, physical education, technology, career awareness and site-based work experience. When students demonstrate social-emotional readiness they have the opportunity to mainstream 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.

### **JLG-RICA STUDENT DIVERSITY**

The JLG-RICA student population is diverse in terms of age, racial and ethnic backgrounds, gender and psychopathology. Current demographic statistics are as follows: Gender distribution is currently 36% female and 64% male. Ages range from 9-21 years old, with an overall average age of 15.

JLG-RICA students are drawn from the racial and cultural communities represented in surrounding Maryland counties. Currently 64% come from minority groups, the largest of which is African-American (30% of all students). Other percentages of students are Latino (25%), Asian (8%) and biracial (2%). Caucasians represent 36% of the population.

Some of our students are either court ordered to JLG-RICA or court involved. Many of our students are involved with Montgomery County Department of Child Welfare or the Maryland Department of Juvenile Services.

The most common diagnoses our students have on admission to our program are Depressive Disorders (including Major Depressive Disorder, Mood Disorder, NOS,

Disruptive Mood Dysregulation Disorder, Bi-polar Disorder), Anxiety Disorders (including Post-traumatic stress disorder, Social Anxiety Disorder, Obsessive Compulsive Disorder and 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, Impulse Control Disorder, Obsessive and Substance Use related disorders.

## **GENERAL DESCRIPTION OF THE JLG-RICA INTERNSHIP**

JLG-RICA is highly committed to the training of interns in clinical psychology. Our psychology internship training program is designed to meet the one-year requirement for obtaining the degree of Doctor of Philosophy (Ph.D.) or Doctor of Clinical Psychology (Psy.D.). In June 1991, the APA granted the JLG-RICA internship program provisional accreditation as a Clinical Psychology Pre-doctoral Internship (as is traditional at a program's onset). We have successfully maintained full accreditation status through three APA site visits, the first in October 1996, the second in May 2001, and most recently in June 2013. Our next APA site visit is scheduled for 2020. 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. Only applicants from Clinical Psychology and combination Clinical and School Psychology programs are considered.

## **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 student 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.”*

The training model used to achieve these our internship goals most closely fits the Practitioner-Scholar model, with the 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. Interns are exposed to the role of psychologist as Scientist-Practitioner through their involvement in a yearlong clinical research or program evaluation project.

### **PSYCHOLOGY SEMINAR**

The Scholarship-Practitioner model is manifested through Psychology Seminars, a weekly series of clinical case conferences/educational presentations focusing on current research and best practice treatment interventions that meet the current mental health needs of our students and families. Seminar topics offered during the 2017-2018 internship year included:

- Psychiatric Medications for Children and Adolescents
- Yoga and Mindfulness: Parts 1 & 2
- DBT with Adolescents: Techniques for Effectively Supporting DBT Treatment
- Emotionally Focused Family Therapy – Parts 1 and 2
- Treatment and Intervention for LGBTQ Youth
- Understanding and Treating Complicated Problems with Self-Control and Attention Regulation
- Testing for LD and ADHD
- Decoding Dyslexia
- Knowing your Leadership Style
- Individual and Cultural Competency

### **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:

1. **Intervention:** Interns will demonstrate competence in evidence-based interventions consistent with the scope of clinical psychology. Interventions include and are not limited to psychotherapy and 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.
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. **Professional Values:** Interns are expected to conduct themselves in ways that reflect the values and attitudes of psychology, including integrity, demeanor, professional identity, accountability, lifelong learning and concern for the welfare of others.
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 guidelines customary to 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. **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 to seek consultation, problem solve and/or seek or share knowledge.

7. **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 student's strengths and psychopathology.
8. **Research:** Interns will gain an understanding of the knowledge, skills and competence sufficient to produce new knowledge, critically evaluate and use existing knowledge to solve programs and disseminate research and program evaluation main within a mental health agency.
9. **Supervision:** Interns will utilize supervision and collaboration in the accomplishment of the above goals. Interns 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.

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 intervention (Individual, family and group therapies), case management, psychological assessment and professional development under the supervision of licensed clinical psychologists.

#### **INTERN RESPONSIBILITIES INCLUDE:**

Functioning as part of a multi-disciplinary team in managing an assigned caseload, which includes the following duties to be completed under supervision:

- a. Providing individual and family psychotherapy.
  - b. Consulting and communicating with all components of the internal treatment system including but not limited to clinical, school and residence.
  - c. Consulting and communicating with appropriate external systems as applicable, including but not limited to the Department of Juvenile Services, the Department of Health and Human Services and the Juvenile Court.
  - d. Maintaining the appropriate records associated with all assigned cases.
1. **Group Therapy:** The interns are responsible for completing one rotation of DBT or two rotations of an alternative group therapy, including expressive therapy (movement, art or music) and/or Huddle Up and Cope (HUAC).

2. Administration scoring and interpretation of a minimum of eight comprehensive psychological assessment batteries, as well as in-depth report writing and feedback sessions with parents and students, as well as participation in the IEP meetings.
3. Participation in weekly research meetings and completion of a research project under the direction and supervision of the Director of Research and Program Evaluation.
4. Participation in weekly individual, family and assessment supervision.
5. Interns will integrate academically acquired information and apply this knowledge to the practice of psychology through participation in psychology seminars, clinical case conferences, workshops, and staff meetings.
6. Participation in monthly meetings (and as needed) with the Director of Psychology Internship Training to assess intern goals and progress, needs for professional growth and post internship development.
7. Participation in a confidential weekly intern process group.
8. Complete two diagnostic evaluations on the Evaluation Unit.
9. Presentation of a 1.5-hour presentation to RICA staff at Psychology Seminar.
10. Participation in weekly meetings with your clinical team, a weekly residential staff meeting, a weekly student talk meeting (with school and clinical staff) and a weekly meeting with your student's psychiatrist.

Interns are expected to abide by the rules and guidelines provided by the JLG-RICA staff and to perform in a competent and professional manner. Interns will act in accordance with professional standards and ethics as prescribed by APA and as is customary at JLG-RICA. 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. Intern applicants may also ask to see this information during interviews.

## **CLINICAL SKILL DEVELOPMENT**

### **Comprehensive Psychological Assessment**

Psychological assessment is a primary focus of the JLG-RICA Psychology Internship Program. You will complete a minimum of eight comprehensive evaluations at RICA; approximately one psychological assessment per month. The majority of these cases will be part of our student's' triennial IEP re-evaluations. At 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. As an intern, you will have the opportunity to present test findings to the student and parents during the feedback sessions and to the educational team at IEP meetings. As part of the internship program, the intern 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.

### **Psychotherapy**

A primary focus of the psychology internship program is the continuing development of psychotherapy skills. As a psychology intern, you will be assigned 4-5 therapy cases. You will have a mix of day and residential students. In your role as the primary therapist, you will provide individual and family therapy, crisis intervention and case management. While cases vary, many of our students are long-term and you can expect to work with most of your students throughout your year-long internship at RICA. As case manager for your students and their families, you will serve as the point person between clinical, school, residence and all other members of your student's treatment team. Other treatment team members may include and are not limited to Child Welfare, Juvenile Services, Cornerstone Montgomery, County Wraparound Services, etc. Psychology interns are expected to demonstrate professional, entry level competence in the following areas: Interviewing skills, critical thinking skills, report writing skills, observational skills, intervention and interpretation skills, the ability to formulate appropriate treatment goals, the ability to conceptualize cases theoretically, and a thorough understanding of major theories of personality and psychotherapy.

### **Supervision**

Psychology interns at RICA receive a high degree of supervision from a variety of supervisors, providing the opportunity to learn from a range of styles and intervention techniques. Interns meet weekly with two therapy supervisors, an assessment supervisor, the EU supervisor (only while on the EU), group therapy

supervisor, and team coordinator. This allows for ample time to receive feedback and support for each case in detail.

Aside from your weekly supervision times, all clinicians at 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.

### **Case Management**

In addition to the basic core skills described above, the intern serves as a case manager for his/her students and family, thus building his/her consultation skills through collaboration with the school and residential staff regarding behavior management and clinical issues, as well as consultation with community resources. Skills in crisis intervention and mental status assessment are also developed over the internship year.

### **Clinical Research and Treatment Evaluation**

In keeping with the model of Scientist-Practitioner, the psychology internship program participates in an active program of clinical research and evaluation of treatment effectiveness. Interns may find opportunities for dissertation research as well. All interns attend weekly research meetings 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.

### **Evaluation Unit**

Interns complete two comprehensive diagnostic evaluations on the Evaluation Unit under the guidance and supervision of a licensed psychologist. As part of their testing requirement, interns may also conduct psychological and educational evaluations on the EU. Additional opportunities while on the EU may include attending court hearings, participating in County IEP meetings and coordinating directly with community providers.

### **Dialectical Behavioral Therapy (DBT)**

RICA clinicians have been trained in DBT through Behavioral Tech. Currently, we offer a comprehensive DBT program to approximately 20 students. This includes weekly skills groups (student, parent and graduate groups), weekly individual coaching calls and a weekly Consultation Team meeting for DBT therapists. Interns have the option of co-leading a DBT skills group and joining the Consultation Team. Consultation Team provides a supportive group supervision format. Depending on your experience and familiarity with DBT, you may have the option of taking on an

individual DBT case as well. Additionally, we offer DBT skills training for interns and other interested staff who want to build DBT skills.

### **Group Therapy**

Interns are expected to complete one rotation of DBT or two rotations of another group, including Expressive Therapy and Huddle Up and Cope (HUAC). Group supervision for expressive therapies is led by the expressive therapists and Huddle Up and Cope provides weekly supervision.

### **Process Group**

A crucial part of internship training is personal growth. Interns share information and experiences with one another through participation in the intern process group one day per week with a RICA employee not affiliated with a clinical team.

### **Psychology Seminar**

The JLG-RICA psychology staff offers a weekly Psychology Seminar focused on clinical, ethical and professional issues. Workshops and seminars offered by professionals in the DC Metro area are approved for continuing education units by the Maryland Board of Examiners of Psychologists and the Maryland Board of Examiners for Social Work.

### **Directors Meeting**

The Director of Internship Training holds a monthly meeting with the interns to promote professional growth and development, as well as facilitate discussions regarding systemic issues and ethical concerns. Guidance is provided in applying for post-doctoral and psychology associate positions and for preparing for licensure.

## **OTHER BENEFITS**

Current training facilities available at JLG-RICA include private offices, voicemail, personal desktop computers, video and audio taping, group meeting rooms, and test administration and scoring equipment for cognitive and personality assessment, as well as neuropsychological screening. Computer scoring programs are available for the ABAS-3, ASRS, BASC-3, RIAP (Exner Scoring System) MMPI-A, Jesness Inventory, BRIEF, Conner's 3, WISC-5, MASC2, MPACI, MACI, Wisconsin Card Sort and Woodcock Johnson IV.

### **State of Maryland Benefits**

As a psychology intern at 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. RICA offers a wide range of excellent health and dental insurances plans as well as other benefits. The current stipend is \$28,295.00. The internship begins August 15, 2018 and ends on August 14, 2019 for one calendar year (2,000 hours required).

### **JLG-RICA PSYCHOLOGY STAFF**

#### **Monya Cohen, Psy.D. – Director of Psychology Internship Training**

Doctorate in Clinical Psychology, Argosy University Washington, DC Campus 2001. Maryland License. Primary Therapist, Team 2. DBT Team Member. Coordinator of Psychology Seminars. Clinical Interests: Complex trauma, intergenerational trauma, Dialectical Behavioral Therapy, and integration of yoga, mindfulness and psychotherapy.

#### **Erica Moran Etter, Ph.D. - Psychologist**

Ph.D. in Child Clinical Psychology, University of Denver, 2013. BA in Psychology and Neurobiology, Cornell University, 2005. Maryland License. Psychologist, Team 31. DBT Team Member. Self-Development Committee Member. Clinical Interests: Trauma, Trauma Focused-Cognitive Behavioral Therapy (TF-CBT), Dialectical Behavior Therapy (DBT), family systems, diversity and social justice issues, child and adolescent development and supervision.

#### **Ann Kimball, Psy.D. – Group Therapy Supervisor**

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.

#### **Justin Leak, Psy.D.**

Doctorate in Clinical Psychology, ASPP Argosy University, 2016. Psychology Associate. Primary Therapist Team 31. Clinical Interests: Assessment, Family Therapy, Parent Training, Cognitive Behavioral Therapy, Developmental Psychology, Learning Disorders.

#### **Prabha Menon, Psy.D. – Director of Clinical Services & Chief Psychologist**

Doctorate in Clinical Psychology, American School of Professional Psychology Argosy University, Washington, DC 2004. Maryland License. Clinical Interests:

Clinical Child Psychology, Psychological Assessments, Play Therapy, Forensic Psychology.

**Maya Spernoga, Psy.D. - Director of the Evaluation Unit**

Doctorate in Clinical Psychology, Argosy University (2014). Maryland License. MA in Forensic Psychology from Marymount University, Team 31. Clinical Interests: Assessment, especially neuropsychological assessment; anxiety disorders, family systems, and juvenile justice issues.

**Elissa Stieglitz, Ph.D. – Team 4 Team Coordinator**

Doctorate in Clinical Psychology, Yeshiva University 1991. Washington School of Psychiatry in Advanced Child and Adolescent Psychotherapy, 1995. Maryland License. Team Leader and Primary Therapist, Team 4. DBT Team Member. Clinical Interests: Child Development and Play therapy, Psychodynamic and interpersonal approaches with children, adolescents and families, Dialectical Behavior Therapy (DBT) and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT).

**Tammy Villines, Psy.D. – Evaluation Unit**

Argosy University Washington, DC (2004). Maryland License. Lead evaluator on the Evaluation Unit. Specialization: Child and adolescent neuropsychological and forensic assessment.

**Kerstin Youman, Ph.D. – Director of Research & Program Evaluation**

Doctorate in Clinical Psychology, George Mason University 2010. Maryland License. Primary Therapist Team 31. DBT Team Member. Clinical Interests: Culturally Competent Treatment, Trauma Treatment and Integrative Therapy.

**Deborah Zlotnik, Ph.D. – Team 2 Team Coordinator**

Doctorate in Clinical Psychology, St. John's University, 2013. Maryland and Washington, D.C. License. Primary Therapist, Team Coordinator, Team 2 and primary therapist, DBT Team Member, assessment and therapy supervisor. Clinical Interests: Child and Adolescent Psychology, Trauma, Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy, Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), and Assessment.



## **OTHER JLG-RICA CLINICAL STAFF**

### **Clinical Administrators**

- Kenneth Basler, Chief Executive Officer
- James Polimadei, Chief Operating Officer
- Claudette Bernstein, M.D., Medical Director
- Prabha Menon, Psy.D., Director of Clinical Services

### **Child Psychiatrists**

- Rebecca Edelson, M.D.
- Diana Mata, M.D.
- Uchenwa Okoli, M.D.
- Hector Parada, M.D.
- Shira Rubinstein, M.D.

### **Clinical Social Workers:**

- Shannon Barrett, LMSW (Team 4)
- Kelly Bedell, LCSW-C (Team Coordinator Team 31)
- Trish Muth, LCSW-C (Team 31)
- Sharon Nayfak, LCSW-C (Team 31)
- Amanda Pezzanite, LCSW-C (Team 2)
- Drew Rosenzweig, LCSW-C (Team 4)
- Shannon Wilson, LMSW (Team 2)

### **Expressive Therapists:**

- Kelli Bechtel, M.A., MT-BC (Music Therapist)
- Suzannah Dichter, M.A. (Art Therapist)
- Andréé Schillesci, M.A., ADTR (Dance/Movement Therapist)

### **RICA School**

- Joshua H. Munsey, RICA Principal
- Gabriel Bellagamba, RICA Assistant Principal
- Cynthia McGlone, RICA High School Program Specialist
- John Arianna, RICA Middle School Program Specialist

### **RICA Residence**

- Lauren Niswander, RN, Manager
- Linwood Powell, RN, RC

- Matt Miller, RC, Coordinator Special Programs
- Andrew Beach, UC 1A
- Sarah Mitchell, UC 3B
- Stephanie O'Brien, UC 1C
- Chalya Temlong, UC EU
- Laura Vickers, UC 3C
- Mark Ward, UC 3A

\*RC: Residential Coordinator

\*UC: Unit Coordinator

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## **PREVIOUS PSYCHOLOGY INTERNS**

### **2017-2018**

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

### **2016-2017**

- Isaac Friedman – Argosy University, Washington, DC
- Sana Gaitonde – Argosy University, Washington, DC
- Robert Haxter – University of Virginia, Charlottesville

### **2015-2016**

- Sasha Hileman - Adler University
- Justin Leak - Argosy University, Washington, DC
- Heather Mann - Roosevelt University

### **2014-2015**

- Keelin Brady – University of Hartford
- Tarik Djamil – Florida School of Professional Psychology
- Shira Gottlieb – George Washington University

### **2013-2014**

- Adrienne Jett – Argosy University, Washington, DC
- Maya Spernoga – Argosy University, Washington, DC
- Megan Strause – Argosy University, Washington, DC

### **2012-2013**

- Allison Gottfried - Chicago School of Professional Psychology
- Allison Rallo - University of Hartford

### **2011-2012**

- Lauren Christopher - Wright Institute
- Ann Kimball - Chicago School of Professional Psychology, Chicago
- Kathleen McDonald - University of Hartford

### **2009-2010**

- Amberlyn Kelleher - American School of Professional Psychology at Argosy
- Hillary Roscoe - George Washington University
- Amanda Sovik-Johnson - University of Virginia

### **2008-2009**

- Tanisha Bracey: Loyola College – Maryland
- Sukeshi Gosh: American School of Professional Psychology at Argosy
- Kerstin Rose: Spalding University

### **2008-2009**

- Molly Barnett - Alliant International California School of Professional Psychology
- Chelsea Weyand - Indiana State University
- Kerstin Youman - George Mason University

### **2007-2008**

- Charles Curtis – University of Virginia
- Kacie Fisher – American School of Professional Psychology at Argosy
- Kimberly Kruse – Florida School of Professional Psychology at Argosy, Tampa

### **2006-2007**

- Shira Benhorin – DePaul University
- Lynn Maciolek – American School of Professional Psychology at Argosy
- Maisley Paxton – Catholic University

### **2005-2006**

- Nicole Beadles – University of Virginia
- Erica Fener – George Washington University

### **2004-2005**

- Steven Harner – American School of Professional Psychology at Argosy
- Barbra Kay – Massachusetts School of Professional Psychology
- Beth Silver – American School of Professional Psychology at Argosy

### **2003-2004**

- Peréte Arrington – George Washington University
- Elspeth Bell – Fordham University
- Prabha Menon – American School of Professional Psychology Argosy University

### **2002-2003**

- Kristie McGurk – Texas Tech University
- Adrienne Mitchell – George Washington University
- James Venza – Long Island University

### **APPLICATION PROCEDURE:**

**Applicants must be enrolled in an APA accredited Doctoral Program in Clinical Psychology.** All formal course work and comprehensive examinations for the doctorate must be complete. Applicants must have a minimum of **one year of practicum experience** (1,000 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.

Applications must be submitted through the APPIC site by **Friday, November 9, 2018.**

### **APPLICATIONS ARE TO INCLUDE:**

AAPIC Application for Psychology Internship (AAPI), with applicant's original signature to include: Current curriculum vita, Official transcripts of all graduate credits, 3 letters of recommendation (at least *one* of these letters must be from a clinical supervisor who knows the candidate's clinical skills), copy of one full battery psychological test report that is representative of the candidate's integration

of several sources of testing information – **preference is given for child or adolescent psychological reports.** The report should be reasonable in length, and signed by the applicant and his/her testing supervisor. Names must be blacked out for confidentiality. In addition, personal interviews are required of those applicants who pass the first phase of the screening process. For further information, you can reach Dr. Monya Cohen via email at [monya.cohen@maryland.gov](mailto:monya.cohen@maryland.gov) or telephone at **(301) 251-6882.**

### **ADMINISTRATIVE MATTERS**

Interns 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 made available to interns upon request. These matters are covered in accordance with the APA Guidelines and Principles for Accreditation in Professional 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.

<b>Name of Assessment</b>	<b>Domain</b>
<b>Clinician-Administered</b>	
WISC-5	Cognitive
WAIS-IV	Cognitive
WASI	Cognitive (brief)
WJ-IV Cognitive	Cognitive
KBIT-2	Cognitive
TONI-3	Cognitive- Nonverbal Intelligence
Vineland Adaptive Behavior Scales-II	Adaptive Functioning
WJ-IV Achievement	Academic Achievement
Nelson-Denny Reading Tests	Language/ Reading
OWLS-II	Language
PPVT-4	Language
GORT-5	Language
NEPSY-II	Neuropsych
Reitan-Indiana Aphasia Screening Test	Neuropsych/ Language
D-KEFS	Neuropsych/ Executive Functioning
Wisconsin Card Sorting Test (WCST)	Neuropsych/ Executive Functioning
Wide Range Assessment of Memory and Learning (WRAML)	Neuropsych/ Memory
Wechsler Memory Scale- III (WMS-III)	Neuropsych/ Memory
Rey-Osterrieth Complex Figure Test (RCTF)	Neuropsych/ VMI
Beery VMI	VMI
Koppitz-2 Bender-Gestalt Test	VMI
Grooved Pegboard Test	VMI
Trail Making Test	Visual Attention
Rorschach Inkblot Test	Personality - Projective
Roberts-2	Personality - Projective
Thematic Apperception Test (TAT)	Personality - Projective
Child Apperception Test (CAT)	Personality - Projective
<b>Self-Report</b>	
Personality Assessment Inventory- Adolescent (PAI-A)	Personality
Millon Adolescent Clinical Inventory (Ages 13-19)	Personality
Millon Preadolescent Clinical Inventory (Ages 9-12)	Personality
Minnesota Multiphasic Personality Inventory- Adolescent (MMPI-A)	Personality
Rotter Incomplete Sentences Blank (RISB)	Personality- Projective
BRIEF	Executive Functioning
Conners-3 (Self, Parent, Teacher)	Executive Functioning/ ADHD
Conners ADHD Scales (CADS)	Executive Functioning/ ADHD
Autism Spectrum Rating Scales (ASRS)	Autism Spectrum Disorders
Jesness Inventory	Disruptive/Violent Behavior
Antisocial Process Screening Device (APSD)	Antisocial Personality/Behavior
Problem Oriented Screening Instrument for Teenagers (POSIT)	Behavior & Emotional Problems
BASC-3 (Self, Parent, Teacher; English & Spanish)	Behavior & Emotional Problems
Beck Combined Inventory	Behavior & Emotional Problems
Adolescent Anger Rating Scale (AARS)	Anger
Adolescent Coping Scale	Coping
Coping Responses Inventory (CRI)	Coping

Child Depression Inventory (CDI)	Depression
Reynolds Adolescent Depression Scale-2 (RADSD-2)	Depression
ABAS-3	Adaptive Functioning Scale
BDI-II	Depression
BAI-II	Anxiety
Multidimensional Anxiety Scale for Children-2 (MASC-2; Self & Parent)	Anxiety
Revised Children's Manifest Anxiety Scale (RCMAS)	Anxiety
Beck Hopelessness Scale (BHS)	Hopelessness
Beck Scale for Suicidal Ideation (BSS)	Suicidal Ideation
Suicidal Ideation Questionnaire (SIQ)	Suicidal Ideation
Trauma Symptom Checklist for Children (TSCC; Ages 8-16)	Trauma
Trauma Symptom Inventory-2 (TSI-2; Ages 16+)	Trauma
Trauma Symptom Inventory-2-Abbreviated (TSI-2-A; Ages 16+)	Trauma
Trauma Event Screening Inventory for Children (Self & Parent)	Trauma
Child Dissociative Checklist (CDC)	Dissociation
Adolescent Dissociative Experiences Scale-II (ADES-II)	Dissociation
Substance Abuse Subtle Screening Inventory- Adolescent (SASSI-2-A)	Substance Abuse

## Computer Scored Protocols

ABAS-3  
ASRS  
BASC-3  
BRIEF  
Conner's 3  
JESNESS  
MACI/MPACI  
MASC2  
MMPI-A  
RIAP (Exner System)  
WISC-5  
WISCONSIN CARD SORT  
WOODCOCK JOHNSON IV



**Internship Program Admissions**

**Date Program Tables are updated: July 25, 2018**

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 Education (Ed.D.) All formal course work and comprehensive examinations for the doctorate must be complete 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	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	Amount: Minimum 100 hours
Total Direct Contact Assessment Hours	<input checked="" type="checkbox"/> N	<input type="checkbox"/> 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 Upcoming Training Year\***

Annual Stipend/Salary for Full-time Interns	28,295.00	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of domestic partner available?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2014-2017	
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	5
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	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	0	0
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	1
Not currently employed	0	0
Changed to another field	0	0
Other	0	3
Unknown	0	0

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.