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## ***SPRING GROVE HOSPITAL CENTER***

*Established 1797*  
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***Department of Psychology***

***APA- Accredited  
Psychology Internship  
Training Program***

***Internship Training Year  
2019-2020***

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### **MATCH #134911**

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**SPRING GROVE HOSPITAL CENTER**



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Psychology Internship Training Program**

**Training Year 2019-2020**

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## **SPRING GROVE HOSPITAL CENTER**

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

Spring Grove Hospital Center's patient units are currently organized into two main inpatient hospital levels of care. The Admissions Division provides acute, short-term care and treatment. There are approximately 150 beds in the Admissions Division divided into six separate units. A second level of care, Continued Care Division, provides extended hospital-level care and treatment to patients with serious and persistent mental illness and is comprised of approximately 220 beds located in a number of buildings throughout the campus.

Several units in the hospital offer sub-specialized services. These include: an Adolescent Unit; a Treatment Research Unit; and a Medical/Psychiatric Unit designed to provide care and treatment to psychiatric patients who suffer from serious medical illnesses. Further, the hospital's Department of Forensic Services provide both inpatient and outpatient/ambulatory pre-trial evaluations. Forensically-involved patients, both pre-trial and adjudicated, are dispersed throughout the hospital and on all units, with no unit specifically designated for forensic patients. Approximately 80% of our patients are forensically-involved.

The hospital population is roughly 75% male and 25% female. An approximate breakdown of racial demographics surveyed by the hospital demonstrates that the hospital population is roughly 70% African-American, 25% Caucasian, and 5% "Other". In terms of age, 85-90% of the patients are between the ages of 18-64, with adolescent patients <18 years old accounting for approximately 2% of the population, and the >64 years old bracket accounting for approximately 10% of the population. Due to being part of the public mental health system, many of our patients are from economically disadvantaged families. Others have fallen from previously higher socioeconomic levels due to illness or drug use.

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

### **HOSPITAL MISSION, VISION AND GUIDING PRINCIPLES**

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

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

#### **Guiding Principles:**

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

- Promotion of Patient Rights and Responsibilities
- Research and Innovation
- Safe Environments

### **THE PSYCHOLOGY DEPARTMENT**

The Psychology Department's core clinical staff, combined with the psychology staff within the Forensic Department, currently consists of 19 full-time and 3 half-time licensed psychologists, including those with specialty hospital credentials (neuropsychology, forensics, behavioral management and consultation), and one psychology associate. Additional psychology department staff include licensed Addictions Counselors, a full-time chaplain, a peer-support specialist, and a department secretary. Further, Dr. David Essien participates in the internship program as the adjunct leader of the Diversity Training Seminar. The Director of Psychology reports directly to the Clinical Director of the hospital and is included in hospital-wide management committees. All psychology core clinical staff participates in the Internship Training Program in some capacity (e.g., primary and secondary training supervisors, seminar leaders, special topic presenters, intern candidate interviewers) and make suggestions/ recommendations for program modifications. In addition, the Internship Training Committee (ITC) is comprised of key members of the psychology training staff; the committee is directly involved in planning and implementation of the internship training program.

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

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

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

### **PSYCHOLOGY INTERNSHIP TRAINING PROGRAM**

The start date for the 2019-2020 Internship Training year is August 14, 2019. The year-long, 40 hours/week full-time Psychology Internship Training Program in Clinical Psychology at Spring Grove Hospital Center is APA-accredited and a member of APPIC.

### **FINANCIAL COMPENSATION AND BENEFITS**

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

## **ADMINISTRATIVE AND TECHNICAL ASSISTANCE AND SUPPORT**

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

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

### **Philosophy**

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

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

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

### **Overall Program Aims**

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

### **Specific Training Aims and Desired Training Outcomes**

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

#### **Outcomes**

- 1.a. Interns will demonstrate competence in assessing various age, cultural, and diagnostic groups using appropriately chosen procedures and tests with respect to evidence based considerations.
- 1.b. Interns will demonstrate competence in therapy interventions with individuals and groups based on the latest best practices and empirical evidence concerning efficacy while showing sensitivity to individual and cultural diversity issues which may arise.
- 1.c. Interns will demonstrate basic competence in consultation concerning clinical problems which present themselves in context of patient care by relating effectively and meaningfully communicating with various disciplines, groups, colleagues, and peers in the provision of patient care and services.
- 1.d. Interns will demonstrate competence in the application of ethical concepts as well as awareness of implications of legal issues regarding professional activities with individuals, groups and organizations.
- 1.e. Interns will demonstrate the ability to develop short and long range plans for professional growth and ability to respond professionally in increasingly complex situations with increasingly greater degrees of independence.

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

#### **Outcomes**

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

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

#### **Outcomes**

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

### Profession-Wide Competencies

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

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

Each profession-wide Competency Area is defined below:

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

- 9) **Consultation and Interprofessional/ Interdisciplinary Skills:** This competency is comprised of the skills reflected in the intentional collaboration of psychology professionals with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

These profession-wide competencies are developed through the integration of: 1) a variety of training seminars, didactics and lectures (including a broad-based approach to individual and cultural diversity, evidence-based practices, theories and methods of supervision, professional development issues and topics, and neuropsychology theory and practice); 2) the apprenticeship with practicing, professional psychologists and other credentialed/licensed mental health professional (re:, psychological assessments, individual and group therapy, consultations, etc.); 3) through opportunities to learn to become effective supervisors via peer supervising and mentoring psychology externs; 4) through opportunities to supervise, mentor, teach, and demonstrate effective clinical practice during a brief experiential/ educational program designed, developed, and implemented by the interns (Mini-Mester program) for undergraduate psychology students; and 5) through scholarly professional presentations to department staff on current topics and/or research related to health service psychology.

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

### **INTERNSHIP TRAINING RESOURCES**

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

### **INTERNSHIP GENERAL REQUIREMENTS**

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

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

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



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

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

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

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

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

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

Specifically, interns gain experience in providing peer supervision and mentorship to junior colleagues (externs), both

in an individual and group format. Currently three externs are selected for the training year from APA-accredited Psychology Doctoral programs to pursue practical experience as required by his or her degree. The interns participate in a number of activities with externs:

- Interns are paired with an extern, with whom they work throughout the course of the year, meeting on an individual basis once or twice a month for 30-60 minutes. Further, at least once per rotation/semester, the intern will directly observe the extern conducting a clinical activity.
- Interns also conduct monthly seminars for the extern cohort, where interns have the opportunity to facilitate group supervision and to teach externs about case conceptualization and treatment for individuals with SMI. The externs are then expected to present a case for feedback and guidance from the interns on case conceptualization, treatment planning, and interventions.

The goal of this experience is to provide the intern with direct practice providing peer supervision and mentoring in order to prepare the intern to become an effective clinical supervisor in the future. Accordingly, this Intern/Extern Supervision/Mentoring relationship is supervised by Dr. Jerome Kowalewski and is discussed during the monthly Supervision Training Seminar. Audio tapes are provided of intern-extern sessions for review during the monthly seminar as well as direct observation of selected intern-extern sessions by the Dr. Kowalewski or designee.

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

8) **Didactic Training and Case Presentations**

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

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

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

Interns will meet monthly throughout the training year (typically from September through May/June) with a consultant from Clifton T. Perkins Hospital Center. Dr. David Essien is an Affiliate Professor of Multicultural Issues in Psychology for graduate students at Loyola University Maryland, as well as the admissions ward psychologist at Clifton T. Perkins Hospital Center. He has expertise in cultural and individual diversity as it relates to clinical matters, conducting processing groups for cultural diversity courses for graduate students, and teaching courses on multicultural issues for undergraduate and graduate students at Loyola University Maryland. A major focus is for interns to developmentally increase their cultural competencies particularly in psychological assessment and treatment through addressing their Awareness (Beliefs/Attitudes), increasing Knowledge of cultural issues, and developing competence Skills. The focus on Awareness, Knowledge, and Skills is based on the Multicultural Competency Guidelines adopted by the American Psychological Association. The focus of the seminar will be to, first, develop a clear understanding of the role that socio-historical context plays on biases and then to practically apply this understanding along with theoretical knowledge to clinical work within the current setting. Sessions will meet each month and include a didactic presentation. Interns will also rotate presenting cases and highlighting the diversity issues pertinent to each case – supervision will be provided by the seminar leader. Examples of seminar topics covered include:

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

- **Clinical Supervision Training Seminar and Case Review (2.0 hrs/ month)**

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

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

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

- **Evidence-Based Treatment Seminar and Case Supervision (2.5 hrs/month)**

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

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

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

In addition to discussion of cases during the Evidence-Based Training Seminar, the CBTp therapy cases are discussed during Case Presentation/Group Supervision sessions held 3 to 4 times per month on the TRU.

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

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

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

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

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

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

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

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

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

**ENHANCED/ SPECIALTY TRAINING OPPORTUNITIES (ELECTIVE)**

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

### **PSYCHOLOGY LECTURE SERIES**

The Department of Psychology offers a *Psychology Lecture Series*, sponsoring speakers in various topic areas throughout the training year (see sample Schedule below). This continuing education *Psychology Lecture Series* typically takes place six times per year, with three lectures in the fall/winter and three in the spring/summer. Local and sometimes nationally known experts present and cover timely topics of professional interest to psychologists. The lectures typically take place on the first Friday of the scheduled months and interns are required to attend. Examples of lectures presented during the fall 2017/spring 2018 lecture series include:

- November 3, 2017      *Ethics and the Supervision of Psychotherapy*  
Presenter: George Stricker, Ph.D.,  
American School of Professional Psychology at Argosy University, N. VA
- May 4, 2018              *Closing the Mental Health Disparity and Cultural Competency in Delivering  
Mental Health Service to Asian Americans*  
Presenter: Young Hoang, Ph.D., LPC,  
Office of Employee Consultation Services, U.S. Department of State (DC)

### **INSERVICE TRAINING**

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

### **ADDITIONAL TRAINING OPPORTUNITIES**

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

Annually, as part of the Evidenced-Based Treatment Seminar and Case Supervision, the interns, accompanied by the seminar leader, attend a two-day intensive off-site workshop on an evidenced-based intervention/treatment by a national figure. This is to further provide the interns with some of the latest information and findings regarding the topic area. Additionally, the workshop exposes the interns to a broad based discussion by other professionals on a topic area in a forum designed for learning and professional development. The workshop materials and presentation are further discussed in the seminar in terms of applicability to the current clinical setting, limitations, and areas of concerns. One of the recent workshops has been: *Acceptance and Commitment Therapy (2-day intensive ACT training), Timothy Gordon, MSW, RSW.*

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

### **PERFORMANCE IMPROVEMENT PROJECT**

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

## **INTERNSHIP TRAINING ACTIVITIES- TARGET GOALS AND REQUIREMENTS**

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

- Two Major Rotations (admissions and one other)
- Initial Psychological Assessments – **9-10**
- Focused/Brief Psychological Assessments –**4-5**
  - Focused/Brief Neuropsychological Assessments – **1 (optional)**  
[1 can substitute for 1 Focused/Brief Psychological Assessment]
- Comprehensive Psychological Assessment Batteries – **3-4**
  - Comprehensive Neuropsychological Assessments – **1 (optional)**  
[1 can substitute for 1 Comprehensive Psychological Assessment]
- Annual Psychological Assessments – at least **2**
- Individual Psychotherapy – at least **2** cases at all times
- Group Psychotherapy - **1** on-going group at all times (beginning at six-week point)
- Behavioral Consultation –**1 (optional but encouraged)**
- Extern Peer Supervision/Mentoring 1 extern (part of Supervision Seminar)
- Case Presentations Diversity; Evidenced-Base; Supervision; Neuropsychology
- Group Supervision/Case Presentations- CBT for psychosis (part of Evidenced-Based Practice Seminar)
- Research presentation (20 to 30-minute presentation to professional audience)
- Performance Improvement Project (with treatment team)
- Departmental Administrative Projects/Assignments – Assist with administrative or other programmatic tasks

## **INTERN EVALUATION PROCESS**

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

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

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

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

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

Formal evaluations will proceed on the following timetable:

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

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

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

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

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

### **RELATED EVALUATION PROCESSES**

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

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

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

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

### **GRIEVANCE AND DUE PROCESS PROCEDURES**

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

(via Department of Human Resources, Department of Budget and Management) regulations regarding problem resolution as well. Students are given a copy of these policies and procedures upon their arrival at the hospital.

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



## INTERNSHIP PROGRAM TABLES

Date Program Tables are updated: 07/18/2018

### TABLE 1 Internship Program Admissions

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#### ARE WE A GOOD MATCH?

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

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

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

An important part of our program is the Evidence-Based Practice Seminar, which provides psychology interns an understanding of the ethical implementations of evidenced based treatment and interventions. We expect our interns to have a commitment to understand evidenced based treatment and its ethical use with an inpatient, seriously mentally ill population. While we incorporate many evidence-based treatments with patients throughout the hospital, our training program emphasizes Cognitive-Behavioral Therapy for Psychosis (CBTp) as part of our training model.

Psychological assessment is required and valued at Spring Grove Hospital Center. All newly admitted patients participate in brief initial psychological assessments as well as annual psychological assessments (if they have been at the hospital over a year). While the opportunity has become less available over the past five years (due to the forensic nature of the majority of the patients), broad comprehensive evaluations are completed on some patients for diagnostic purposes, as well as shorter focused evaluations (e.g., just trauma-related assessment). Therefore we seek candidates who have taken courses in testing fundamentals and have produced a number of integrated, comprehensive psychological reports based on test results, especially with adult clients/patients. Psychological testing experience includes not only interpretation of tests, but also organization and integration of interview and historical/ background data.

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

The highly diverse patient population at Spring Grove Hospital Center includes adult and adolescent inpatients. While we also provide pre-trial forensic evaluations (via Office of Forensic Services) as well neuropsychological services; as mentioned above, the program takes a generalist approach and is not suited for interns who wish to specialize in any one population or area during their training year. There are opportunities to participate in enhanced/specialty training, such as pre-trial forensic evaluations or substance abuse treatment, during the second rotation on an approximate one-day per week basis. Further all psychology interns are afforded the opportunity to participate in neuropsychological evaluations if available.

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

**Does the program require that applicant have received a minimum number of hours of the following at time of application? If Yes, indicate how many.**

Total Direct Contact <b>Intervention</b> Hours	<b>Yes</b>	Minimum: <b>*300</b>
Total Direct Contact <b>Assessment</b> Hours	<b>Yes</b>	Minimum: <b>*100</b>

**Describe any other required minimum criteria used to screen applicants:**

- Current enrollment in an **\*APA-accredited Ph.D. or Psy.D.** program in **Clinical or Counseling Psychology**
- Completion of **\*1000** Total Hours of practicum work by application deadline
- Completion of combined total of **\*550 direct intervention and assessment**, preferably at least 50% of those combined hours with adult patients and/or clients (with separate minimums as described above)
- Comprehensive exams passed by application deadline
- Dissertation or Clinical Research Project proposal accepted/approved by committee by application deadline
- Experience working with a serious and persistent mentally ill population, particularly adults is highly desirable/preferred, as is prior inpatient psychiatric experience
- Experience and/or strong interest in the application of Cognitive Behavioral Therapy interventions/techniques is desirable/preferred

***\*If you do not meet the above minimum pre-requisite criteria by November 1<sup>st</sup> 2018 (as listed on your AAPI application) we strongly recommend that you do not apply as your application will not be considered.***

**TABLE 2**  
**Financial and Other Benefit Support for Upcoming Training Year\***

Annual Stipend/Salary for Full-time interns	\$28,295
Annual Stipend/Salary for Half-time interns	N/A
Program provides access to medical insurance for intern?	<b>Yes</b>
If access to medical insurance provided:	
Trainee contribution to cost required?	<b>Yes</b>
Coverage of family member(s) available?	<b>Yes</b>
^Coverage of legally married partner available?	<b>Yes</b>
Coverage of domestic partner available?	No
^includes same-sex married partners	
Hours/ Days of Annual Paid Personal Time Off	
Personal Leave	72 hours/ 9 days (24 hours/ 3 days available through 2018, 48 hours/ 6 days available in 2019)
Annual Leave	80 hours/10 days of accrued time (can be used after completion of 6 months of mandatory State of Maryland probation)
Hours of Annual Paid Sick Leave	120 hours/ 15 days accrued time
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave?	<b>Yes</b>
Other Benefits:	
Paid State Holidays	11 days
Educational Leave Days	5 days

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

**TABLE 3**  
**Initial Post-Internship Positions**

	<b>2014- 2017</b>	
Total # of interns who were in the 3 preceding cohorts	<b>11</b>	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	<b>POST-DOCTORAL POSITION</b>	<b>EMPLOYED POSITION</b>
Community mental health center	<b>1</b>	0
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	<b>1</b>
Other medical center or hospital	0	0
Psychiatric hospital	<b>5</b>	<b>1</b>
Academic university/department	<b>1</b>	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	<b>1</b>	0
School district/system	0	0
Independent practice setting	0	0
Not currently employed	0	<b>1</b>
Changed to another field	0	0
Other	0	0
Unknown	0	0

**PSYCHOLOGY STAFF**

**PSYCHOLOGY DEPARTMENT CORE CLINICAL STAFF**

**HEATHER ADAMS, Psy.D.** [heathera.adams@maryland.gov]

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

American School of Professional Psychology at Argosy University, N. Va., 2011

*Internship:* Spring Grove Hospital Center

*Theoretical Orientation:* CBT; Integrative

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

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

**OMEGA BRODERICK, PSY.D.** [omega.broderick@maryland.gov]

**Psychology Associate (Dayhoff B- Adolescent Admission Unit)**

American School of Professional Psychology at Argosy University, N.Va, 2015

*Internship:* Spring Grove Hospital Center

*Theoretical Orientation:* Integrative

*Interests:* Severe Mental Illness; Trauma; Women's Issues; Multicultural Treatment

**KEVIN BUDNEY, PSY.D.** [kevin.budney@maryland.gov]

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

Forest Institute of Professional Psychology, 2001

*Internship:* Spring Grove Hospital Center

*Theoretical Orientation:* Interpersonal

*Interests:* Forensic Evaluation; Group Dynamics

**MATTHEW CELOZZI, PH.D.** [matthew.celozzi@maryland.gov]

**Staff Psychologist (Smith – Medical Stabilization Unit)**

University of Southern Mississippi, 1977

*Internship:* University of Maryland Medical School

*Theoretical Orientation:* Cognitive, Behavioral, Eclectic

*Interests:* Psychological Assessment; Geriatric Psychology

**ROBYN DAVIDSON, PH.D.** [robyn.davidson@maryland.gov]

**Director of Internship Training; Hospital Neuropsychologist**

University of Maryland, College Park, 1990

*Internship:* Spring Grove Hospital Center

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

*Theoretical Orientation:* Integrative

*Interests:* Neuropsychology; Neurocognitive Disorders; Severe Mental Illness

**MICHELLE ESTIS, PH.D.** [michelle.estis@maryland.gov]

**Staff Psychologist (Dayhoff A – Adult Admission Unit); Forensic Evaluator (part-time);**

**Psychology Testing Coordinator**

University of Kentucky, 2009

*Internship:* Spring Grove Hospital Center

*Theoretical Orientation:* Integrative

*Interests:* Psychological Assessment; Forensic Psychology

**ERIC FIELDING, PH.D.** [eric.fielding@maryland.gov]

**Staff Psychologist - half-time (Noyes – Continuing Care Unit)**

Graduate School of Psychology, Fuller Theological Seminary, 2004

*Internship:* The Allendale Association

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

*Theoretical Orientation:* Psychodynamic

*Interests:* Psychoanalysis; Child and Adolescent Psychology; Personality

**LEILA FORD, PH.D.** [leila.ford@maryland.gov]

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

Howard University, 2001

*Internship:* Devereux Foundation

*Theoretical Orientation:* Integrative

*Interests:* Multicultural Counseling; Severe Mental Illness

**ARYEH KANAL, PSY.D.** [aryeh.kanal@maryland.gov]

**Assistant Director of Psychology Internship; Staff Psychologist (Dayhoff B- Adolescent Unit)**

American School of Professional Psychology at Argosy University, N.Va. 2014

*Internship:* Spring Grove Hospital Center

*Theoretical Orientation:* Integrative

*Interests:* Forensic Psychology; Adolescent Psychology; Psychological Assessment

**JEROME KOWALEWSKI, PH.D.** [jerome.kowalewski@maryland.gov]

**Director of Psychology; Cognitive-Behavioral Therapy Specialist**

Loyola University; University of Maryland, 1976

*Internship:* Crownsville Hospital Center

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

*Theoretical Orientation:* CBT

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

**LYNETTE MALLOCH, PH.D.** [lynette.malloch@maryland.gov]

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

University of Toronto, 1979

*Internship:* Prince George's County Public Schools

*Theoretical Orientation:* CBT

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

**THOMAS NEAL, PH.D.** [thomas.neal@maryland.gov]

**Staff Psychologist (Red Brick Cottage 1 – Continuing Care Unit); Forensic Evaluator (part-time)**

University of Maryland, College Park, 1987

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

Johns Hopkins University Hospital (Adult Medical Psychology)

*Theoretical Orientation:* Integrative

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

**ADA G.C. RODRIGUEZ, PSY.D.** [ada.rodriguez@maryland.gov]

**Staff Psychologist - half-time (White B – Adult Admission Unit)**

George Washington University

*Internship:* Walter Reed Medical Center, Washington D.C.

*Theoretical Orientation:* Psychodynamic

*Interests:* Adult individual and group therapy

**JUDITH RYAN, PH.D.** [judith.ryan@maryland.gov]  
**Staff Psychologist (White C – Adult Admission Unit)**  
University of Michigan, 1975  
*Internship:* Wayne County  
*Theoretical Orientation:* Integrative, Behavioral  
*Interests:* Psychological Assessment

**ANITA SOLOMON, PH.D.** [anita.solomon@maryland.gov]  
**Staff Psychologist (Red Brick Cottage 3 – Continuing Care Unit)**  
American University, D.C., 1968  
*Internship:* B'nai Brith Career and Counseling Center  
*Theoretical Orientation:* CBT  
*Interests:* Anger Management; Diversity; Conflict Resolution; Relaxation through Music, Poetry, and Other Arts

**KATHLEEN TALL, PH.D.** [kathleen.tall@maryland.gov]  
**Staff Psychologist (Dayhoff C- Adult Admissions; Noyes Unit- Continuing Care Unit)**  
St. Louis University, 1990  
*Internship:* Spring Grove Hospital Center  
*Post-Doctoral Residency:* Kennedy Institute for Children and Adolescents (Child and Adolescent Psychology)  
*Theoretical Orientation:* Integrative-Eclectic  
*Interests:* Trauma Informed Care; Psychological Assessment

**KRISTEN ZYGALA, PSY.D.** [kristen.zygala@maryland.gov]  
**Staff Psychologist - half-time (Dayhoff C – Adult Admission Unit)**  
Loyola University Maryland, 2004  
*Internship:* Crownsville Hospital Center  
*Theoretical Orientation:* Integrative  
*Interests:* Forensic Psychology; Adolescent Psychology; Psychological Assessment

**FORENSIC DEPARTMENT PSYCHOLOGY STAFF**

**JUSTINE BRADSHAW, PSY.D.** [justine.bradshaw@maryland.gov]  
**Forensic Evaluator**  
American School of Professional Psychology at Argosy University, N. Va., 2012  
*Internship:* Superior Court of the District of Columbia, Child Guidance Clinic  
*Theoretical Orientation:* Integrative  
*Interests:* Forensic Psychology; Psychological Assessment; Trauma

**MARK D. LANDIS, PSY.D.** [mark.landis@maryland.gov]  
**Forensic Evaluator**  
Nova Southeastern University, 1997  
*Internship:* Crownsville Hospital Center  
*Theoretical Orientation:* CBT  
*Interests:* Violence Risk Assessment; Neuropsychology; Dementia

**BEVIN MERLES, PSY.D.** [bmerles@maryland.gov]

**Assistant Director, Department of Forensic Services; Forensic Evaluator**

Nova Southeastern University, 2011

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

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

*Theoretical Orientation:* Integrative

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

**JENNIFER SCHNEYER, PSY.D.** [jennifer.schneyer@maryland.gov]

**Forensic Evaluator**

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

*Internship:* Saint Elizabeth's Hospital, Forensic Track

*Post-Doctoral Residency:* Saint Elizabeth's Hospital (Forensic Psychology)

*Theoretical Orientation:* Integrative

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

**AMY WEVODAU, PSY.D.** [amy.wevodau@maryland.gov]

**Forensic Evaluator**

Sam Houston State University, 2014

*Internship:* University of Massachusetts Medical School/Worcester Recovery Center and Hospital- (Forensic Track)

*Post-Doctoral Residency:* University of Massachusetts Medical School/Worcester Recovery Center and Hospital (Forensic)

*Theoretical Orientation:* N/A

*Interests:* Forensic Psychology, Malingering, Psychological and Violence Risk

### **ADJUNCT PSYCHOLOGY STAFF**

**DAVID ESSIEN, PSY.D.** [david.essien@maryland.gov]

**Diversity Seminar Instructor**

Loyola University Maryland, 2016

*Internship:* Federal Correctional Institution at Terminal Island

*Theoretical Orientation:* Integrative Interpersonal Process

*Interests:* Implicit Bias; Antisocial Personality Disorder; Acculturation/Immigrant Mental Issues

### **ADMINISTRATIVE PSYCHOLOGY SUPPORT STAFF**

**MISSIE MCGREEVY** [delana.mcgreevy@maryland.gov]

**Secretary, Psychology Department**



## APPLICATION PROCEDURES

All application materials for our program must be submitted by Midnight (EST) on November 1<sup>st</sup> 2018.

### Prerequisites (\*MUST be met for consideration):

1. Current enrollment in an \*APA-accredited Ph.D. or Psy.D. program in Clinical or Counseling Psychology.
2. Completion of \***1000** Total Hours of practicum work by **application deadline (November 1, 2018)**.
3. \***550** of the combined Total Practicum Hours must be related to direct interventions and assessment, preferably with at least 50% of those combined hours with adult patients and/or clients. Further, of the 550 combined Intervention/ Assessment hours:
  - a) At least \***300** face-to-face Intervention Hours
  - b) At least \***100** direct Assessment hours

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

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

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

### Required Materials:

Your application packet should include:

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

## **SELECTION/ INTERVIEW PROCESS AND REQUIREMENTS**

### **Diversity and Non-Discrimination Statement**

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

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

### **Interview Process**

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

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

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

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

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

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

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



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

**FOR INTERNSHIP TRAINING YEAR 2019-2020**

**THE FOLLOWING DATES HAVE BEEN SELECTED FOR INTERVIEWS.**

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

- \_\_\_\_\_ **December 3, 2018 (Monday)**
- \_\_\_\_\_ **December 5, 2018 (Wednesday)**
- \_\_\_\_\_ **December 10, 2018 (Monday)**
- \_\_\_\_\_ **December 12, 2018 (Wednesday)**

**SPECIAL REQUIREMENTS – STATE OF MARYLAND**

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

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

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

**For additional information or assistance, please contact:**

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

or

Aryeh Kanal, Psy.D.  
Psychology Internship Training Assistant Director  
Phone: (410) 402-7734  
Email: [aryeh.kanal@maryland.gov](mailto:aryeh.kanal@maryland.gov)

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

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

*The APA- Accredited Psychology Internship site at Spring Grove Hospital Center agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant*

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

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

**APPIC Match Number: 134911**

***Internship Training Year 2019-2020***

*(Start Date: August 14, 2019)*

**APPLICANT CHECKLIST**

Please submit the following materials by **November 1, 2018** to be considered for internship training at Spring Grove Hospital Center.

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

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

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

***Monday, December 3, 2018***  
***Wednesday, December 5, 2018***  
***Monday, December 10, 2018***  
***Wednesday, December 12, 2018***

***The APA- Accredited Psychology Internship site at Spring Grove Hospital Center agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.***