

**DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY  
2021-2022**



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

# THE JOHN L. GILDNER-RICA 2021-2022 CLINICAL PSYCHOLOGY INTERNSHIP



Larry Hogan, Governor · Boyd K. Rutherford, Lt. Governor · Dennis R. Schrader, Acting Secretary

July 8, 2021

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

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

Dear Prospective Applicant for the 2021-2022 Cohort:

Thank you for your interest in the APA-accredited predoctoral internship program at John L. Gildner Regional Institute for Children and Adolescents (JLG-RICA). JLG-RICA is located in Rockville, Maryland, which is approximately 20 miles north of Washington, DC. Within this brochure you will find information regarding our predoctoral internship program, including who we are, what we do, which populations we serve, and the opportunities available in our internship program. In addition, you will find information regarding eligibility requirements and application materials for our program. All application materials must be submitted via the Association of Psychology Postdoctoral Internship Centers (APPIC) online portal for consideration. (For additional information regarding the online application process, including how to register for the national matching program, please visit [www.appic.org](http://www.appic.org)). Applications are due no later than 11:59 p.m. EST Friday, November 5, 2021.

This past 1.5 years has presented with extraordinary challenges. As we have learned to navigate obstacles throughout the pandemic, we have all learned that flexibility is key. At this time, we are planning to conduct the interviews *in-person* in December 2021 and January 2022. However, should it be deemed unsafe to be in-person during that time, we will change our format to virtual.

The health and safety of our staff, students, residents, and families remain paramount. For the 2020-2021 internship year, JLG-RICA adopted policies in line with maintaining the health and safety of others by requiring everyone to wear face masks while indoors, maintain social distancing, stay home if someone feels ill, encourage frequent hand washing, conduct temperature checks, take mandatory weekly COVID-19 tests onsite, and allow therapy and large meetings to be conducted virtually. These policies are ever-evolving based on the available evidence in conjunction with the health and safety of everyone. Thus, it is expected that future internship years, including the upcoming 2021-2022, will return to in-person.

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

Sincerely,

A handwritten signature in black ink that reads "Heather Mann, PsyD".

Heather Mann, PsyD  
*Internship Training Director*

## **THE JOHN L. GILDNER-RICA 2021-2022 CLINICAL PSYCHOLOGY INTERNSHIP**

### **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 100 students ages 9-21; currently 40 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 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**

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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 one or more of 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 using 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.

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### **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.

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### **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 37% female and 63% male. Ages range from 9-21 years old, with an overall average age of 16.

JLG-RICA students are drawn from the racial and cultural communities represented in surrounding Maryland counties; minority groups comprise the largest portion of the RICA student population ( $N = 70\%$ ). The JLG-RICA demographics are as follows: Black/African-American ( $n = 35.5\%$ ); Caucasian ( $n = 30\%$ ); Latino ( $n = 21.8\%$ ); Multi-Racial ( $n = 10.0\%$ ); Asian ( $n = 2.7\%$ )

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

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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 was scheduled for 2020 but has been postponed until 2021. 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

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“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.

### **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 and the JLG-RICA, 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.



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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 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 participate in peer supervision, and they will demonstrate knowledge of supervision models and practices and understand the ethical, legal, and contextual issues of the supervisor role. In addition, interns will participate in direct or simulated practice examples of supervision and actively participate in readings, lectures and seminars related to supervision.

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.

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**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. Co-lead a group/groups for a total of 12 weeks, which can be completed through DBT skills groups, expressive therapy groups and/or other groups.
  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.

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9. A one and half-hour presentation to RICA staff during Clinical 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**

#### **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.

#### **Clinical Seminar**

The JLG-RICA psychology staff offers a weekly Clinical 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.

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### **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. Most 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.

### **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.

### **Directors Meeting**

The Director of Internship Training holds a bi-monthly meeting (in addition to daily/weekly check-ins) 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.

### **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

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attending court hearings, participating in County IEP meetings and coordinating directly with community providers.

### **Group Therapy**

The interns are responsible for completing 12 weeks of group therapy, which can be completed through DBT skills groups, expressive therapy groups and/or other groups.

### **Group Supervision/Peer Supervision**

Interns will participate in group supervision weekly. This supervision will be run by two licensed clinicians-at least one of which will be psychologist-and different weekly topics will be address in relation to cases. In addition, during this supervision interns will participate in peer 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.

### **Psychotherapy**

A primary focus of the psychology internship program is the continuing development of psychotherapy skills. As a psychology intern, you will be assigned five 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.

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### **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 a primary supervisor, group supervision, an assessment supervisor, the EU supervisor (only while on the EU), 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.

### **OTHER INFORMATION**

#### **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.

#### **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 \$32,304. The internship begins August 10, 2022 and ends on August 08, 2023 for one calendar year (2,000 hours required).

#### **Facilities**

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, Rorschach (R-PAS Scoring), MMPI-A, Jesness

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Inventory, BRIEF, Conner's 3, WISC-5, MASC2, MPACI, MACI, Wisconsin Card Sort and Woodcock Johnson IV.

**JLG-RICA PSYCHOLOGY STAFF**

**Jessica Cavuoto, Psy.D.-Research Coordinator**

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

**Sarah Ilk, Psy.D. - Psychologist**

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

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

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

**Justin Leak, Psy.D. – Director of Evaluation Unit**

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

**Heather Mann, Psy.D. -Internship Training Director**

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

**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:

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

### **Julie Mudryj, Psy.D. – Assessment**

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

### **Elissa Stieglitz, Ph.D. – Team Coordinator (Team 4)**

Doctorate in Clinical Psychology, Yeshiva University 1991. Maryland License. Team 4 Coordinator since 1996, Supervisor and Primary Therapist. DBT Team Member. DBT Private Practice. Clinical Interests: Child Development and Psychopathology, Play Therapy, DBT Skills Groups, Parenting Skills Training and Psychodynamic Psychotherapy.

## **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.
- Ana Jaramillo, M.D.
- Diana Mata, M.D.
- Uchenwa Okoli, M.D.
- Hector Parada, M.D.
- Shira Rubinstein, M.D.
- Layan Zhang, M.D.

### **Clinical Social Workers:**

- Kelly Bedell, LCSW-C (Team Coordinator Team 31)
- Bobby Kearse, LMSW (Team 2)
- Stefani Jackson, LMSW (Team 31)
- Lise Mafodong, LCSW-C (Team 4)



## **THE JOHN L. GILDNER-RICA 2021-2022 CLINICAL PSYCHOLOGY INTERNSHIP**

- Trish Muth, LCSW-C (Team 31)
- Sharon Nayfack, LCSW-C (Team 31)
- Amanda Pezzanite, LCSW-C (Team 2)
- Hannah Seen, LMSW (Team 2)

### **Expressive Therapists:**

- Adele Gleixner, MT BC (Music Therapist)
- Andréé Schillesci, M.A., ADTR (Dance/Movement Therapist)

### **RICA School**

- Jada Langston, Acting RICA Principal
- Nadia Kline-Taylor, RICA Assistant Principal
- John Arianna, RICA High School Program Specialist
- Kristen Millios, RICA Middle School Program Specialist

### **RICA Residence**

- Suba Serry, Director of Nursing and Residential Treatment
- Odette Beadle (RN, RC)
- Linwood Powell (RN, RC)
- Ella Polius (1A; UC RN-Charge)
- Lawrence Ayuk (1B; UC RN -Charge)
- Chalya Temlong (EU; UC)
- Mark Ward (3A; UC)
- Stephanie O'Brien (3B; UC)
- Kemah Gbolokai (3C; UC)

\*UC: Unit Coordinator. \*RC: Residential Coordinator

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## **PREVIOUS PSYCHOLOGY INTERNS**

### **2020-2021**

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

### **2019-2020**

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

# **THE JOHN L. GILDNER-RICA 2021-2022 CLINICAL PSYCHOLOGY INTERNSHIP**

## **2018-2019**

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

## **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

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- Kathleen McDonald - University of Hartford

### 2010-2011

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

### 2009-2010

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

### 2008-2009

- Tanisha Bracey: Loyola College – Maryland
- Sukeshi Gosh: American School of Professional Psychology at Argosy
- Kerstin Rose: Spalding 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 11:59 p.m. EST on **Friday, November 5, 2021.**

### **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 psychological test battery/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

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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 Heather Mann, PsyD via email at [heather.mann1@maryland.gov](mailto:heather.mann1@maryland.gov) or telephone at **(301) 251-6942**.