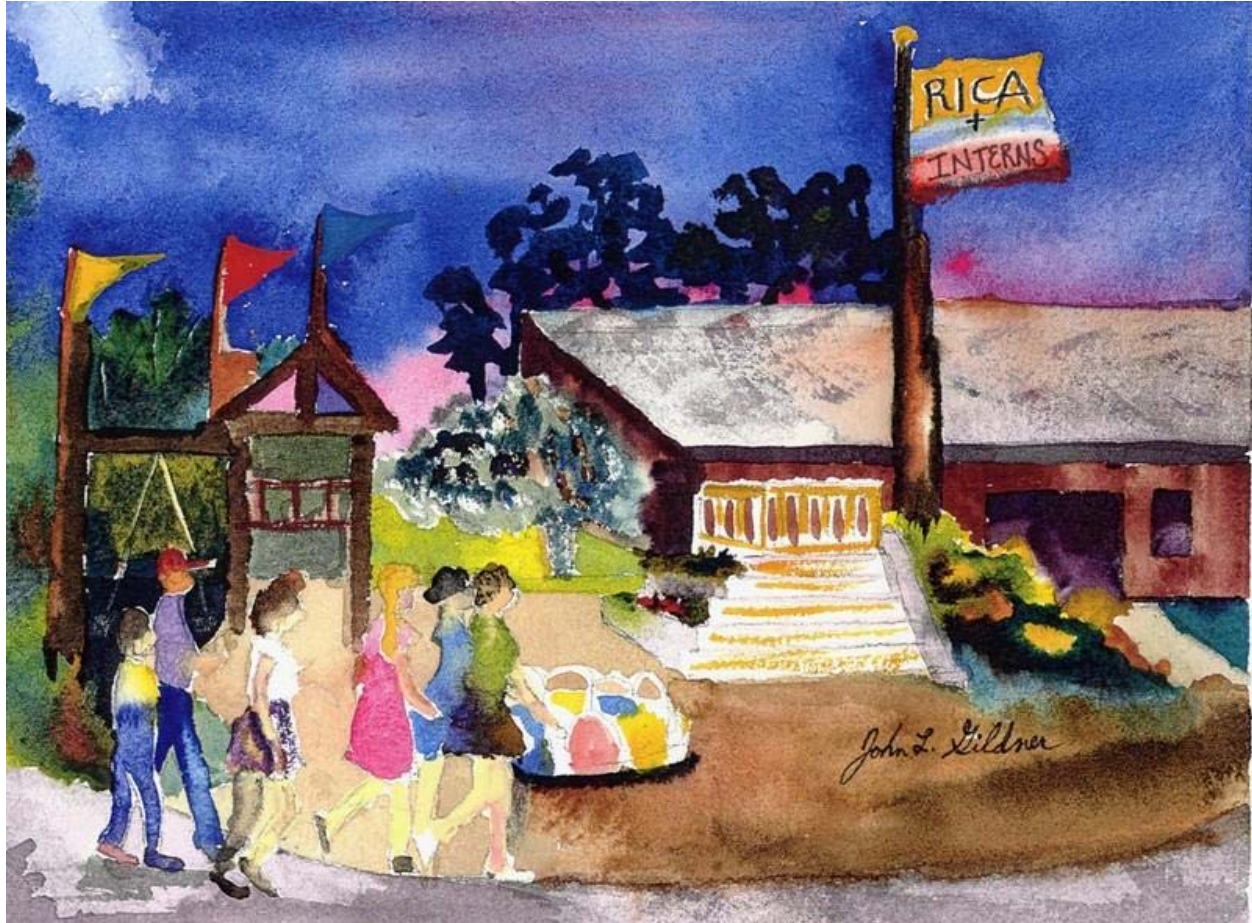


**DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY
2022-2023**



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

State of Maryland
Maryland Department of Health
APA Accredited¹

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



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

**John L Gildner Regional Institute
for Children and Adolescents**
Heather Mann, PsyD
Internship Training Director
15000 Broschart Road
Rockville, MD, 20850

July 14, 2022

Dear Prospective Applicant for the 2022-2023 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). Applications are due no later than 11:59 p.m. EST Friday, November 4, 2022.

The past 2.5 years have 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 *virtually* in December 2022 and January 2023.

The health and safety of our staff, students, residents, and families remain paramount. While our site is conducting our main services in person, JLG-RICA have 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 when directed by administration, and allow family therapy and large meetings to be conducted virtually when needed. These policies are ever-evolving based on the available evidence in conjunction with the health and safety of everyone.

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

Sincerely,


Heather Mann, PsyD
Internship Training Director

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."*

PROGRAM OVERVIEW

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

JLG-RICA is located about 20 miles north of Washington, DC, and is conveniently located near the Capital beltway and public transportation, including local buses and the DC-Maryland-Virginia (DMV) subway (Metro). JLG-RICA was built on a 15-acre campus and consists of an administrative/clinical building that adjoins the school building, three residential cottages, two outdoor basketball courts, two baseball diamonds, and a large football/soccer field. Within the school, there is a

refurbished gymnasium and a small workout room. The facility is handicap accessible and has been upgraded to meet ADA guidelines.

JLG-RICA STUDENT DIVERSITY

The JLG-RICA student population is diverse in terms of age, racial and ethnic backgrounds, gender and psychopathology. Ages range from 9-21 years old, with an overall average age of 16. JLG-RICA students reflect the diverse racial and cultural communities in Montgomery County and beyond: Black/African-American ($n = 35.5\%$); Caucasian ($n = 30\%$); Latinx ($n = 21.8\%$); 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.

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

LEVELS OF CARE

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

RICA SCHOOL/DAY PROGRAM

The 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 (RISE program) and helps students build their resilience, perseverance, self-awareness, and growth mindset skills, all while learning how their behaviors impact others through restorative justice practices. 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. The expectation is that all students will graduate with a high school diploma. Academic and special course offerings include English/language arts/reading, math quantitative literature 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.

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. Residence employs the same behavior management system as school, with small modifications to reflect the different expectations in school versus residence. 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.

MULTIDISCIPLINARY TEAM APPROACH

One of the benefits of working at JLG-RICA is that you are a part of a large, multi-disciplinary team, which is the foundation of the JLG-RICA treatment program. For interns, this team approach equates to significant support from staff, consistent opportunities to consult with internal and external systems, and attending multiple weekly weekends. The clinical staff includes eight board certified psychiatrists, nine licensed psychologists, one psychology associates, seven clinical social workers, and two expressive therapists. RICA school staff are employed by Montgomery County Public Schools (MCPS) and include certified special education teachers and instructional assistants (paraeducators.)

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. The clinicians at RICA are divided into three teams. Therapists work on one of three teams: Team 2, which primarily works with adolescent females and on the two adolescent female residential units; Team 31, which primarily works with adolescent males and on the two adolescent male units, and Team 4, which primarily works with elementary and middle students, including the younger boys residential unit. 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. Therapists are available to conduct individual and family therapy during day and/or evening hours. All families are encouraged to participate in family therapy.

Upon admission into the program, each student/resident is assigned a therapist and a psychiatrist, and these assignments follow the student/resident and their family/caregivers throughout their stay at JLG-RIA. The homeroom teacher serves as the educational case manager for the school year and is responsible for creating the student's IEP. The residential staff includes registered nurses, residential counselors, child and adolescent mental health specialists (CAMHS), and an activities director. In addition, a pediatrician and nutritionist are also part of the residential team. The clinical, educational, and when applicable residential staff, with the student/resident and student's/resident's parent(s) and/or caregiver(s), comprise the student's treatment team. The treatment team focuses on the coordination of the individual treatment plan (ITP), the individual education plan (IEP), discharge criteria, and discharge placement.

Students/residents also have the opportunity to participate in other modes of therapy including group therapy, Dialectical Behavioral Therapy (DBT), and expressive

therapy. Depending on the availability, different groups have been offered including process groups, Huddle Up and Cope, and skills groups. In addition, we have an active DBT program, which includes individual and family DBT therapy, skills groups, parent groups, a consultation team, coaching, and trainings throughout the year. More information is provided below.

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 performance that occurs two to three times a year from students/residents who participate in expressive therapy.

GENERAL DESCRIPTION OF THE JLG-RICA INTERNSHIP

JLG-RICA is committed to the training of interns in clinical psychology, and the psychology internship program is an integral part of the JLG-RICA clinical program. Our one-year, 2000 hour internship training program is designed to meet the internship requirements needed to obtain a Doctorate of Philosophy (Ph.D) or Doctorate of Clinical Psychology (PsyD). We strive to build our training opportunities on the core professional-wide competencies, while creating challenging training experiences for our interns. From our didactic trainings, to seminars, to director's meetings, our program aims to provide the foundation needed for our interns to feel confident about entering into their next professional phase.

APA ACCREDITATION

In June 1991, the APA granted the JLG-RICA internship program provisional accreditation as a Clinical Psychology 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 due to the pandemic, was held in May 2022.

INTERNSHIP PHILOSOPHY

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

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

INTERNSHIP COMPETENCIES AND GOALS

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

§

APA PROFESSIONAL-WIDE COMPETENCIES

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

6. **Intervention:** Interns will demonstrate competence in evidence-based interventions consistent with the scope of clinical psychology. Interventions may be derived from a variety of theoretical orientation and approaches. The level of intervention includes those directed in providing individual, family and group therapy, as well as case management responsibilities with a child/adolescent population.
7. **Professional Values:** Interns are expected to conduct themselves in ways that reflect the values and attitudes of psychology and the JLG-RICA system, including integrity, demeanor, professional identity, accountability, lifelong learning, and concern for the welfare of others.
8. **Research:** Interns will gain an understanding of the knowledge, skills and competence to produce new knowledge, critically evaluate and use existing knowledge to conduct original research or complete a program evaluation within a mental health agency.
9. **Supervision:** Interns will utilize supervision and collaboration in the accomplishment of the above goals. Interns will participate in peer supervision, and they will demonstrate knowledge of supervision models and practices and understand the ethical, legal, and contextual issues of the supervisor role. In addition, interns will participate in direct or simulated practice examples of supervision and actively participate in readings, lectures and seminars related to supervision

JLG-RICA SITE COMPETENCIES

10. **Administrative, Competency/Organization, Time Management, Documentation.** Interns will demonstrate strong time management and organizational skills, attend scheduled meetings and appointments on-time, inform supervisors of important updates, prioritize tasks, and write well-organized written documents in a timely manner.
11. **Evaluation Unit:** Interns will accurately assess the individual and family system, conceptualize presenting problems within an appropriate framework, incorporate data from multiple sources, and integrate these interpretations with other behavioral and qualitative information into a written report in a timely fashion. Interns will also demonstrate competency in an evaluative role, as evidenced by ability to balance relationship skills with assessment/evaluation goals.

- Group Intervention:** Interns will use and describe the current body of knowledge in group practice and theory that serves as a foundation for clinical group practice. Basic tasks include creation and maintenance of the group, selection of group members, and shaping group norms and culture. The intern demonstrates competency in a broad range of therapeutic techniques and exhibits an understanding of alternative group therapies.

Achieving Competencies

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

CLINICAL SKILLS DEVELOPMENT/INTERN RESPONSIBILITIES

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

Assessment: Psychological assessment is a primary focus of the JLG-RICA Psychology Internship Program. You will complete a minimum of **8** comprehensive evaluations at RICA; approximately one psychological assessment per month. Most of these cases will be part of our students' triennial IEP re-evaluations. At JLG-RICA, we pride ourselves on offering comprehensive, in-depth reports that may include assessment of cognitive functioning, learning/memory, language, executive and social/emotional functioning. 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. **Responsibilities:** Interns are expected to administer, score, interpret, and write a minimum of **8** comprehensive psychological assessments, providing feedback sessions with parents and students, and participating in the IEP meetings.

Case Management: Interns serve as a case manager for his/her students and family. The interns build consultation skills through collaboration with the school and residential staff and community resources. Skills in crisis intervention and mental status assessment are also developed over the internship year. Interns are

also expected to maintain all paperwork for the case. 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. Interns are expected to attend and participate in all school, unit, psychiatrist and other treatment team meetings

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

Crisis Management: Interns are the first response for students who are "in crisis" during the school day. Throughout the year, interns will learn how to assess for safety, conduct suicide/risk assessments, and complete emergency evaluation petitions, when needed.

Directors Meeting: The Internship Training Director holds a weekly 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: The EU is the only public evaluation unit of its kind in Maryland and offers a unique training opportunity. Many previous interns have cited the EU as the favorite component of their internship. Interns complete two comprehensive diagnostic evaluations on the Evaluation Unit under the guidance and supervision of a licensed psychologist. As an intern, you will complete **2 cases** on the EU. Your role as your student's therapist involves gathering historical information, making recommendations for treatment and education and coordinating directly with community providers, and writing a diagnostic evaluation of your findings under the direction and supervision of a licensed psychologist. (Assessment for your case is completed by another psychologist/intern). In addition, you may attend (with your supervisor) a Central IEP meeting (CIEP) and/or court hearing to make placement recommendations, and/or coordinating directly with community providers. In addition, depending on the availability of cases, interns might have the

opportunity to conduct psychological and educational evaluations with students on the EU as part of their assessment requirement.

Group Therapy: Interns are expected to co-lead a minimum of **12 weeks** of group therapy, which can be completed through DBT skills groups, expressive therapy groups and/or other groups. Co-leading groups for a total of **12 weeks**, which can be completed through DBT skills groups, expressive therapy groups and/or other groups.

- a. **Dialectical Behavioral Therapy (DBT):** JLG-RICA clinicians have been trained in DBT. Currently, we offer a comprehensive DBT program. This includes weekly skills groups (student, parent and graduate groups), weekly individual coaching calls, and a weekly Consultation Team (CT) 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.
- b. **Expressive Therapy:** Expressive therapy services offer a variety of process-oriented therapies based on each student's emotional needs and developmental skill level. Interns have the opportunity to participate in expressive therapy groups during the school year and the summer. These groups include music therapy, art therapy, and movement therapy.

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 **1 hour** a week with a JLG-RICA employee who does not evaluate the intern. Everything discussed in this group is confidential, and the interns' participation in the group is not evaluated.

Professional Development: Interns will present **1** individual clinical seminar of a topic of their choosing to the JLG-RICA staff.

Research and Program Evaluation: Interns participate in a group clinical research project or program evaluation. Interns attend biweekly 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. Completion of the research project is under the direction and supervision of the Director of Research and

Program Evaluation. Interns will present their research during a Wednesday didactic seminar at the end of the training year.

Supervision: Psychology interns receive supervision from a variety of supervisors, providing the opportunity to learn from a range of styles and intervention techniques. Interns meet weekly with their primary supervisor, assessment supervisor, EU supervisor, and team coordinator, as well as for group supervision. This allows for ample time to receive feedback and support for each case in detail. Aside from your weekly supervision times, all clinicians at JLG-RICA have an open-door policy; if you need support or guidance, don't hesitate to ask! We understand this is challenging work, and we pride ourselves on maintaining a supportive, collaborative and passionate team environment.

- c. **Group Supervision:** Interns will participate in group supervision **1.5 hours** a week. This supervision is run by two licensed clinicians-at least one of which will be a psychologist. This supervision is semi-structured and pre-set weekly topics are scheduled. You will be given the chance to work with different clinical staff and explore your cases based on the weekly topics. Some activities during this supervision include interns playing sessions tapes for one another, presenting a formal case conceptualization for one another, and introducing an intervention to the group.

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

ADDITIONAL INFORMATION

ADMINISTRATIVE MATTERS

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.

BENEFITS

As a psychology intern at JLG-RICA, you are a State of Maryland employee with full benefits, including six personal days, annual leave, sick leave, State of Maryland holidays, and the opportunity to earn comp time when you work more than 40 hours per week. JLG-RICA offers a wide range of excellent health and dental insurance plans, as well as other benefits. The current stipend is \$32,304. **The internship begins August 9, 2023 and ends on August 07, 2024 for one calendar year (2,000 hours required).**

FACILITIES

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

INTERNSHIP EXPECTATIONS AND GRIEVANCE PROCEDURE

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.

APPLYING

ELIGIBILITY

Applicants must be enrolled in an APA accredited Doctoral Program in Clinical Psychology. *Only applicants from Clinical Psychology and combination Clinical and School Psychology programs are considered. (Individuals in School Psychology only programs are not eligible.)* All formal course work, dissertation proposal, and comprehensive examinations for the doctorate must be completed prior to the start of internship. 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.

APPLICATION DEADLINE

Applications must be submitted through the APPIC portal by **11:59 p.m. EST on Friday, November 4, 2022.**

APPLICATIONS ARE TO INCLUDE

APPIC applications are to include:

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

INTERVIEWS

All applications will be reviewed. Those selected by the committee for invitation for interviews will be contacted in December 2022. Interviews are typically conducted in December and January. It is expected that interviews will be conducted virtually this year.

DISCLOSURE

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

For further information, you can reach Heather Mann, PsyD via email at heather.mann1@maryland.gov or telephone at **(301) 251-6942**.

JLG-RICA PSYCHOLOGIST STAFF

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

Doctorate in Clinical Psychology, American School of Professional Psychology Argosy University, Washington, DC 2004. Maryland License. Clinical Interests: Clinical Child Psychology, Psychological Assessments, Play Therapy, Forensic Psychology.

Heather Mann, Psy.D. -Internship Training Director

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

Jessica Cavuoto, Psy.D.-Director of Research and Program Evaluation

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

Jennifer L. Carter, Psy.D. - Psychologist

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

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

Shorrelle S Kennedy Ph. D, - Psychologist

Doctorate in Clinical Psychologist, Walden University, Minneapolis, Minn. (2019). Primary Therapist Team 2. Clinical Interests: Ecological System Therapy, Cognitive

Behavioral Therapy, Group Therapy, Functional Family Therapy, Hopelessness Theory of Depression, and Multisystemic Therapy

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.

Julie Mudryj, Psy.D. – Psychologist

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.

ADDITIONAL JLG-RICA 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.
- Ana San Martin, 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)
- Trish Muth, LCSW-C (Team 31)
- Keli Thomas, LMSW (Team 31)
- Amanda Pezzanite, LCSW-C (Team 2-DBT Specialist)

EXPRESSIVE THERAPISTS

- Adele Gleixner, MT BC (Music Therapist)
- Marie Morrison, MA, LGPAT (Art Therapist)

RICA SCHOOL

- Jada Langston, JLG-RICA Principal
- Arinze Nwosu, JLG-RICA Assistant Principal
- John Arianna, JLG-RICA High School Program Specialist
- Kristen Millios, JLG-RICA Middle School Program Specialist

RICA RESIDENCE

- Suba Serry, Director of Nursing and Residential Treatment
- Lawrence Ayuk, Assistant Director of Nursing and Residential Treatment
- Odette Beadle (RC)
- Linwood Powell (RC)
- Ella Polius (UC for 1A)
- Uche Nwasoria (UC for 1C)
- Mark Ward (UC for 3A)
- Stephanie O'Brien (UC for 3B)
- Mabi Ntumazah (UC for 3C)
- Chalya Temlong (UC for EU)

*UC: Unit Coordinator. *RC: Residential Coordinator

INTERN COHORT LIST FOR THE PREVIOUS 10 YEARS

2022-2023 (CURRENT YEAR)

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

2021-2022

- Susan Hardman – James Madison University
- Rachel Ladysh – The Chicago School
- Hannah Tucker – Adler University

2020-2021

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

2019-2020

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

2018-2019

- Ronald Love – The Chicago School of Professional Psychology
- 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
- 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

Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: April 27, 2022

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:

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

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:			
Total Direct Contact Intervention Hours	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	Amount: Minimum 100 hours
Total Direct Contact Assessment Hours	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	Amount: Minimum hours not required

Describe any other required minimum criteria used to screen applicants:

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

FINANCIAL AND OTHER BENEFIT SUPPORT FOR THE UPCOMING TRAINING YEAR*

Annual Stipend/Salary for Full-time Interns	\$32,628.00	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If access to medical insurance is provided:		
Trainee contribution to cost required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of domestic partner available?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	A=80 P=72	
Hours of Annual Paid Sick Leave	12 days per year	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other Benefits (please describe): Please contact the Internship Training Director		

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

INITIAL POST-INTERNSHIP POSITIONS

(provide an aggregated tally for the preceding 3 cohorts)

	2018-2021	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center	0	2
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	0	0
Psychiatric hospital	0	0
Academic university/department	1	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	1
Independent practice setting	0	5
Not currently employed	0	0
Changed to another field	0	0
Other	0	0
Unknown	0	0

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.