

Vanderbilt University Medical Center Internship in Professional Psychology

Information Brochure

2019-2020 Recruitment Cycle

Vanderbilt University School of Medicine

Program At-a-Glance

The Vanderbilt University Medical Center Internship in Professional Psychology (VUMC-IPP) is a cooperative effort between the divisions of the VUMC Department of Psychiatry & Behavioral Sciences, including Adult Psychiatry, Child and Adolescent Psychiatry, and other locations within the Medical Center where psychologists are placed. VUMC-IPP is a member of the Internship and Postdoctoral Programs in Professional Psychology (AAPIC). We were previously part of the Vanderbilt – Veterans Affairs Internship in Professional Psychology Consortium, and as such had been continuously approved by the American Psychological Association (APA) since 1971. Currently, we are transitioning to an independent site and are Accredited on Contingency with a site visit planned for winter of 2019.

TRAINING PERIOD: July 1, 2019 – June 30, 2020

POSITIONS AVAILABLE: We will have 4 full-time positions available in 2019-2020:

Vanderbilt Psychiatry & Behavioral Sciences:

Adult- Generalist-Behavioral Health Track: 1	(NMS #: 245412)
Adult- Psychosis Emphasis Track: 1	(NMS #: 245420)
Child & Adolescent Track: 1	(NMS #: 245414)
Autism and Lifespan Development Track: 1	(NMS #: 245411)

STIPENDS: \$25,000

ELIGIBILITY: Applicants must be enrolled in an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited graduate program and have completed at least three years of graduate academic work. U.S. citizenship is required for a primary placement in the VA Tennessee Valley Healthcare System.

HOW TO APPLY: The Internship follows the policies and procedures of the [Association of Psychology Postdoctoral and Internship Centers](#) (APPIC), including participation in the Match. All application materials are submitted via the APPIC online application system (www.appic.org). Applicants may apply for one or multiple tracks within the VUMC-IPP.

APPLICATION DEADLINE: November 2, 2018

INTERVIEWS: Following initial evaluation of applications, a subset of applicants will be invited to interview. Applicants selected for interview will be notified by December 7th, 2018. Interviews are a half day event and take place at VUMC. We plan to have the interviews occur on the same days for Adult Psychiatry, Child and Adolescent, Psychosis and Autism and Lifespan Development. Interviews may need to be coordinated over 2 days for applicants who applied to and were invited to interview for multiple tracks. Interviews will be conducted on the following dates:

December 5, 2018
December 7, 2018
December 19, 2019
January 9, 2020

ADMINISTRATIVE STRUCTURE

INTERNSHIP DIRECTOR

Blythe Corbett, Ph.D.

ASSISTANT DIRECTOR

Jon Ebert, Psy.D.

TRAINING DIRECTORS

VANDERBILT ADULT GENERALIST ADULT-BEHAVIORAL HEALTH TRACK

Sonia Matwin, Ph.D. (Incoming Training Director)

Kirsten Haman, Ph.D. (Primary Contact for 2018 application cycle)

CHILD & ADOLESCENT PSYCHIATRY TRACK

Jon Ebert, Psy.D.

Tarah Kuhn, Ph.D.

PSYCHOSIS TRACK

Neil Woodward, Ph.D.

AUTISM & LIFESPAN DEVELOPMENT

Blythe Corbett, Ph.D.

This brochure can be downloaded from our website:

<https://www.vumc.org/psychiatry/vumc-internship-professional-psychology>

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OVERVIEW OF THE INTERNSHIP

The Vanderbilt University Medical Center (VUMC) Internship in Professional Psychology (VUMC-IPP) is registered with the National Matching Service as #2454 and consists of the following Emphasis Tracks:

1. Adult- Generalist-Behavioral Health Track: 1 (NMS #: 245412)
2. Adult- Psychosis Emphasis Track: 1 (NMS #: 24520)
3. Child & Adolescent: 1 (NMS #: 245414)
4. Autism & Lifespan Development: 1 (NMS # 245411)

The VUMC-IPP offers a wide variety of clinical training opportunities. Applicants apply to work at one of the four agencies separately (i.e. primary placement). The internship is structured to provide an in-depth, immersive experience at one agency which should be congruent with the intern's primary interest area (i.e., adult psychology, child and adolescent psychiatry, psychosis, autism and lifespan development). The internship also provides a substantive training experience in a secondary placement, which allows for the pursuit of special interests or the strengthening of areas of weakness in the intern's past training experience. Applicants should expect the internship workload to range from 40 to 50 hours a week. You are urged to discuss this issue with the current year's intern's if/when you come to interview, as they will have the current, most accurate sense of workloads in the various placements. Please be aware that workload will vary somewhat from week to week, and from site to site. There is also some variance due to intern-specific factors such as experience in report writing and research interests.

The administrative structure and governance of the training program are described in detail in the "Administrative Structure" and "Governance" sections. The Internship's By-laws are available for download on the webpage.

The VUMC-IPP is located in a large university medical center in Nashville, TN. The VUMC-Internship in Professional Psychology Training Program is a member of the Internship and Postdoctoral Programs in Professional Psychology (AAPIC). As a part of the Vanderbilt – Veterans Affairs Internship in Professional Psychology Consortium, we had been continuously approved by the American Psychological Association (APA) since 1971. Currently, we are transitioning to an independent site, and are Accredited on Contingency with a site visit planned for winter of 2019.

GOALS OF PSYCHOLOGY INTERNSHIP TRAINING

The training program is conceptually grounded in the scientist-practitioner model of the profession. All of the internship agencies share the recognition that the primary focus of the internship year is on the acquisition of clinical experience in a well-supervised environment conducive to learning and professional development. Training in clinical techniques is presented in relation to the framework of science that underpins clinical practice. The internship is located in an academic/medical center setting, offering the opportunity for involvement in research; interns are strongly encouraged to avail themselves of these opportunities.

Interns come into the program as advanced graduate students. Our primary goal is to provide the experience, training, supervision, support, and guidance interns need to make the transition from student to journeyman professional, able to function competently, autonomously, and with confidence in a variety of clinical settings.

Flowing from this goal is the commitment to provide sufficient breadth of training across the traditional areas of psychological practice to allow graduates of the internship to move comfortably into a variety of clinical settings, while at the same time providing the flexibility for interns to pursue specialized interests and to gain experience in more innovative areas of practice. Training experiences and objectives are therefore structured to ensure that each intern will achieve the necessary level of competence in the basic cores of assessment, intervention, and consultative skills expected of all professional psychologists while still allowing room for specialization. The opportunity to work in two or more of the participating sites during the year helps to provide both breadth and depth of experience.

Additional objectives of the internship's training program are to foster professional development, and to foster comfort in working relationships with other professional disciplines. Our location in a major university/medical center complex facilitates progress toward these objectives. Throughout the VUMC-IPP, psychologists interact with a wide range of other clinical disciplines, including dietetics, nursing, education, health care administration, medicine, psychiatry, social work, and surgery. The focus on training and education in the Vanderbilt communities leads to the existence of numerous learning opportunities not directly sponsored by the internship. Participation in professionally relevant seminars, grand rounds, workshops, and meetings on a local, state, regional and national level is encouraged.

INTERNSHIP STRUCTURE

Although a wide variety of training experiences are available within the Internship, any single intern's experience will be limited to a few sites that are congruent with the intern's training objectives. On Uniform Notification Day, applicants are matched with a particular primary placement consisting of a major area of study in one of the agencies described in "Agencies and Rotations" section. Each intern devotes three- and one-half days per week to clinical training and supervision at this primary placement. It is, therefore, very important to review carefully the descriptions of the primary placements to decide which major area of study you would consider based on your training interests.

Each intern will spend one day a week at a secondary emphasis placement, designed to add to and extend the intern's experience and capabilities. Selection of a secondary placement occurs after the beginning of the internship year and plays no role in acceptance decisions (see "Secondary Rotations").

VANDERBILT ADULT PSYCHIATRY: GENERALIST-BEHAVIORAL HEALTH TRACK

Training Director:

Outgoing: Kirsten L. Haman, Ph.D., Assistant Professor of Clinical Psychiatry & Behavioral Sciences (Primary contact for the 2018 interview cycle)

Email: kirsten.haman@vanderbilt.edu

Incoming: Sonia Matwin, Ph.D., Assistant Professor of Psychiatry & Behavioral Sciences

Email: sonia.matwin@vanderbilt.edu

Number of Positions: 1

Salary: \$25,000

Term: July 1, 2019 – June 30, 2020

National Matching Service (NMS) Number: 245412

Overview

Embedded within the Vanderbilt Adult Psychiatric Outpatient Clinic (VAPOC) and working under the supervision of clinical psychologists, the General Adult – Behavioral Health emphasis intern will become competent in the assessment and psychotherapeutic treatment of adults across psychiatric and medical settings. In addition, the intern will engage in teaching and research activities that focus on the provision of evidence-based psychotherapy to adult outpatient psychiatric patients in medical settings. The Vanderbilt Adult Psychiatric Outpatient Clinic is staffed by psychiatrists, psychiatric residents, psychologists, psychiatric social workers, psychiatric nurses and professional trainees, all of whom assess and treat patients who present with diagnoses across the psychiatric spectrum. The clinical focus of the program is on assessment and the provision of evidence-based treatment, primarily individual and group cognitive-behavioral therapies.

Training Objectives

Fostering professional development as an academic clinical psychologist is the primary goal of training. Interns will obtain enhanced competence in the following areas: evidence-based (individual and group) psychological interventions, assessment in neuropsychiatric and behavioral medicine populations, academic teaching, and clinical consultation with multidisciplinary treatment team members. Additional objectives include: proficiency with intake procedures and with electronic medical records; increased familiarity with clinical diagnosis and case conceptualization; development of skills in interacting and consulting with other professionals; understanding and using relevant ethical and legal principles arising in the treatment of adults; and the development of sensitivity and competency in providing services to a racially, culturally, and socio-economically diverse patient population.

Specific training objectives of the General Adult Psychiatry program include:

- Providing interns with a core knowledge base of cognitive behavioral therapy (and related evidence-based practices) as applied to an adult outpatient population;
- Providing comprehensive training and experience in outpatient diagnosis and (both individual and group) cognitive behavioral therapy as applied to diverse psychiatric disorders;
- Providing comprehensive training and supervision in the provision of academic teaching in a medical setting;
- Further developing the intern's research skills and expertise;
- Providing assessment of adults presenting for obesity treatment and group therapy to engage and support related behavior change, with special emphasis on disordered eating;
- Providing comprehensive training in neuropsychological assessment of adults with psychiatric and neurological disorders.

At the end of the internship, the intern should be able to function competently, autonomously, and with confidence in a variety of adult outpatient clinical settings as a scientist-practitioner.

Training Experiences/Structure

The structure for this placement includes three and one-half days in the primary placement – General Adult Psychiatry and Behavioral Health outpatient settings - engaged in activities related to core training in evidence-based psychotherapies and assessment; one day of placement at a secondary site, selected by the intern from a number of offerings to best suit the intern's individual interests; and one-half day of didactic training with all interns.

Specifically, the primary placement will include one day of provision of adult outpatient cognitive behavioral and mindfulness-based therapies, one day of bariatric assessments and related group therapy, one half day of training in education and the teaching of evidence-based psychotherapy, and one day of neuropsychological assessment.

The internship experience takes place in a clinical setting. The intern will gain valuable experience with a diverse patient population, electronic medical record keeping, and aspects of working within the organizational and administrative structure of a busy mental health center.

Generalist-Behavioral Health: Treatment, Assessment, and Teaching

The Adult Psychiatric Outpatient Clinic is staffed by psychiatrists, psychiatric residents, psychologists, psychiatric social workers, psychiatric nurses and professional trainees, all of whom assess and treat patients who present with diagnoses across the psychiatric spectrum. The Surgical Weight Loss Clinic is staffed by two psychologists and dietitians, surgeons, and

exercise therapists. The SWL Clinic provides assessment and treatment of individuals presenting for bariatric surgery or other interventions for obesity.

The clinical focus of both sites is on assessment and the provision of evidence-based treatment, primarily individual and group cognitive-behavioral therapies. The Generalist-Behavioral Health intern will become competent in the assessment and evidence-based psychotherapeutic treatment of adults in psychiatric and outpatient medical settings.

Psychotherapy: Interns are required to provide cognitive-behavioral psychotherapy in both group and individual formats.

- *Individual Psychotherapy.* Individual psychotherapy focuses on cognitive-behavioral therapy (CBT) and related evidence-based practices. Clinical interventions are empirically driven and involve the collection of treatment data using valid measures and methodology. The diversity of patient presentations and related empirical treatment models allows the intern to tailor their training experiences to meet their specific goals.
- *Group Therapy.* The Generalist-Behavioral Health intern will receive training in providing group psychotherapy for emotional eating. The intern will have the opportunity to lead a four-week dialectical behavior therapy-based “Food and Mood” group. The Generalist-Behavioral Health intern also has the opportunity to engage and co-lead existing groups within VAPOC, which in the past have included a DBT skills group, a Young Adults group, and a CBT for Insomnia group.

Assessment: The intern will become competent in the diagnostic assessment of adults (presenting in outpatient settings) across the psychiatric spectrum. Specific training opportunities include training in the administration and interpretation of:

- Semi-structured diagnostic interviews and clinical symptom rating scales commonly used in evaluating and tracking outcomes.
- Comprehensive diagnostic and clinical assessment of patients presenting for weight loss treatment. In addition to interview and objective testing, interns will learn to incorporate records from mental health providers, nutritionists, nurses, and physicians in developing a comprehensive biopsychosocial conceptualization of each patient.
- Clinical neuropsychological tests commonly used to assess individuals with psychotic or neurological disorders.

Teaching: As a required component of the Generalist-Behavioral Health position, the intern will be expected to engage in teaching activities that focus on training others in evidence-based psychotherapy.

- This will include the observation, development, and provision of lectures on CBT and related evidence-based clinical practices.
- The intern will have the opportunity to develop a teaching portfolio.

- The intern will receive individual supervision from a licensed psychologist to guide their development as a lecturer.

Within VAPOC, the intern will receive supervision from multiple sources, including: weekly individual supervision with the primary therapy supervisor (Dr. Sonia Matwin, focusing on psychotherapy cases as well as training in teaching); weekly supervision for group therapy experiences, with the supervisor varying according to the group the intern chooses to co-lead; individual supervision with the neuropsychological assessment supervisors (Drs. Neil Woodward and/or Monica Jacobs); individual supervision with Dr. Karen Stewart for the Surgical Weight Loss Clinic assessment and intervention experience; and additional weekly individual supervision from the supervisor of his or her secondary placement site.

Didactic training occurs weekly with all interns throughout the internship. Half of the weekly meeting is spent participating in a case conference that is facilitated by a Vanderbilt, VA, or community psychologist. Each week a different intern presents a case and a different facilitator is present. The second half of the meeting consists of a guest speaker or intern who presents on topics pertinent to the science and practice of psychology. There is also an open invitation for interns to attend additional training opportunities throughout the year, such as psychiatry and general medical center Grand Rounds, psychiatric resident psychotherapy trainings, and a neuropsychological assessment seminar held at the Nashville VAMC.

Research Possibilities

There are active research programs ongoing in the Department of Psychiatry & Behavioral Sciences. Involvement in clinical research is an option for the intern; however, research participation will require a commitment of additional time on the part of the intern. Before accepting any invitations to conduct research, the intern is expected to discuss the matter with the primary supervisor (Dr. Matwin) and the Director of the Internship (Dr. Blythe Corbett). However, we encourage involvement in a research project.

We have an internship-wide Research Day presentation at the end of the year. Each intern will present a topic of scholarly and scientific research in an interest area of their choosing. This requirement can be met in several ways: by completing a unique research or quality improvement project in collaboration with a faculty member on-site during the training year; by presenting their previous or ongoing research, with emphasis on demonstrating the clinical relevance of their findings (this may include work related to the dissertation); or by presenting a case study highlighting and incorporating the relevant research literature.

Secondary Placement Selection

Interns will also select a secondary placement. Given the emphasis on adult outpatient interventions in the primary placements, interns will select a secondary placement that adds to

the breadth of their training, rather than duplicating training experiences included in their primary placement. The secondary training experiences include various assessment and related research options that are determined each year based on supervisor availability, but include experiences in child and adolescent ASD assessment, forensic assessment, behavioral medicine, and neuropsychological assessment. Applicants interested in learning more about forensic psychology training experiences offered at Vanderbilt Psychiatry are encouraged to visit the websites for Vanderbilt Forensic Psychiatry and the Vanderbilt Comprehensive Assessment Program.

Additional Criteria for Acceptance

Successful candidates will have experience conducting evidence-based therapy and psychological assessment as well as having an attitude of cooperation and motivation. Consistent with the overall requirements of the Internship, applicants should have a minimum of 550 total intervention and assessment hours as defined by AAPIC. While not required, it is recommended that applicants have at least 150 hours of assessment experience.

Note: All interns with primary placements in the Vanderbilt Department of Psychiatry & Behavioral Sciences must pass a background check. This will be performed after match day. Match results and selection decisions are contingent on passing the background check.

Affiliated Faculty and Staff

Kimberly Brown, Ph.D., ABPP

Associate Professor of Clinical Psychiatry and Behavioral Sciences

Interests: Forensic psychology and competency evaluations including competency to stand trial; competency to waive Miranda rights; insanity defense; risk assessment of violence and sexual violence; fitness for duty evaluations; pre-employment psychological evaluations; personality disorders; psychopathy; malingering

Karen Stewart, Ph.D.

Assistant Professor of Psychiatry and Behavioral Sciences

Interests: Therapy, research, training and supervision of Surgical and Medical Weight Loss and related Behavioral Medicine interventions

Monica Jacobs, Psy.D., ABPP

Assistant Professor of Clinical Psychiatry and Behavioral Sciences

Interests: Neuropsychological assessment

Sonia Beck, Ph.D.

Assistant Professor of Clinical Psychiatry and Behavioral Sciences

Interests: Training and supervision of DBT; group psychotherapy

Sonia Matwin, Ph.D.

Assistant Professor of Psychiatry and Behavioral Sciences

Interests: Training and supervision of CBT; mindfulness & acceptance-based interventions for anxiety and depressive disorders

Neil Woodward, Ph.D.

Associate Professor of Psychiatry and Psychology

Interests: Neuropsychological assessment; psychotic disorders; neuroimaging

VANDERBILT ADULT PSYCHIATRY: PSYCHOSIS EMPHASIS TRACK

Primary Supervisor: Neil D. Woodward, Ph.D., Assistant Professor of Psychiatry

Email: neil.woodward@vanderbilt.edu

Number of Positions: 1

Salary: \$25,000

Term: July 1, 2019 – June 30, 2020

National Matching Service (NMS) Number: 245420

Overview

The Psychosis track is designed to provide interns generalist training in adult clinical psychology with an emphasis on clinical assessment, intervention, and research on psychotic disorders, particularly early-stage psychosis. The program is geared towards individuals with a background in research, assessment, and treatment of psychotic disorders that plan on pursuing academic clinical and/or research careers. Core training in psychotic disorders is complemented by training in adult clinical neuropsychology. Training is conducted through the Vanderbilt Psychotic Disorders and Early Psychosis Programs (<https://medschool.vanderbilt.edu/early-psychosis-program/>).

Training Objectives

Consistent with the overall purpose of the clinical psychology internship, the primary goal of the Adult Psychiatry-Psychosis Emphasis track is on the acquisition of clinical skills. Specific training objectives of the Adult Psychiatry- Psychosis Emphasis program include:

- Provide interns with a core knowledge base of the clinical features, treatment, neurobiology, and psychosocial factors involved in psychotic disorders;
- Provide comprehensive training and experience in the assessment and psychotherapeutic treatment of psychotic disorders;
- Further develop the intern's research skills and expertise in the area of psychotic disorders;
- Provide comprehensive training in neuropsychological assessment of adults with psychiatric and neurological disorders.

At the end of the internship, the intern should be able to function competently, autonomously, and with confidence in a variety of clinical settings.

Training Experiences/Structure

The Psychosis track intern will spend approximately 2.5 days per week engaged in activities related to core training in psychosis and 1 day per week in adult clinical neuropsychology. The remainder of their time will be spent at their secondary placement (1 day per week) and didactics (one half day per week). Psychosis training and complementary neuropsychology training experiences are described in detail below.

Psychosis Assessment, Treatment, and Research

Embedded within the Vanderbilt Psychotic Disorders Program and working under the supervision of clinical psychologists, the psychosis emphasis intern will become competent in the assessment, psychotherapeutic treatment, and research of psychotic disorders. The Psychotic Disorders Program is a multidisciplinary team comprised of clinical psychologists, psychiatrists, counsellors, and social workers who assess, treat, and study patients with a psychotic disorder. The clinical focus of the program is on the acute stabilization of psychotic inpatients at VPH and the implementation of long-term treatment plans through outpatient services affiliated with the Department of Psychiatry.

While interns are required to perform clinical activities in both assessment and psychotherapy, the breadth of opportunities available allows the intern to tailor their training to place greater emphasis on specific areas.

Assessment: The intern will become competent in the diagnostic and neuropsychological assessment of individuals with a psychotic disorder. Specific training opportunities include training in the administration and interpretation of:

- Semi-structured diagnostic interviews and clinical symptom rating scales commonly used in evaluating and tracking outcomes in individuals with psychotic disorders;
- Clinical neuropsychological tests commonly used to assess individuals with a psychotic disorder.

Psychotherapy: Interns are required to provide outpatient psychotherapy and lead a weekly first episode psychosis group. The intern may select an additional, elective psychotherapy training experience in the Partial Hospitalization Program (PHP).

- *Outpatient psychotherapy.* Individual psychotherapy places a strong emphasis on engagement skills, with a focus on cognitive-behavioral therapy (CBT) for symptom reduction. Psychotherapy is recovery focused and plans for transition back to college/work as soon as symptoms are stabilized. Depending on their prior training, interns may also participate in family therapy to address issues including communication/roles/boundaries, and development and utilization of crisis planning. The diversity of psychotherapy training experiences offered allows the intern to tailor their training experiences to meet their specific goals.

- *Group Therapy.* The First Episode Group serves young adults (age 17-30) recently discharged from the inpatient setting that are experiencing psychotic symptoms including delusions, hallucinations, disorganization, cognitive deficits, and social withdrawal. The goal of the group is to focus on recovery by identifying personal goals and tailoring the goals to highlight meaning and purpose to their young lives. The group also provides psychoeducation, a supportive community, coping and stress management skills, anti-stigma discussions, and opportunities to share personal lived experience of psychosis.
- *Partial Hospitalization Program (PHP).* Rotation through the PHP allows the intern experience with designing and leading group therapy and skills training with adolescents or adult patients struggling from an array of symptomatology including depression, anxiety, and psychosis. The PHP also provides opportunities for collaboration with the patient and multi-disciplinary team in formulation of treatment plans and delivery of patient care.

Research: As a required component of the psychosis emphasis position, the intern will be expected to become involved in on-going programs of research and complete an individual research project. At the beginning of the internship year, the intern, working in collaboration with the intern's primary supervisor, will select a research project that is aligned with the intern's research interests and graduate training, and is feasible within the constraints of the internship year and resources of the program. Interns will have access to several repositories of clinical, cognitive, and neuroimaging data collected on individuals with a psychotic disorder and healthy subjects. A significant focus of on-going research projects is on the neurobiology, neuropsychology, and trajectory of early stage psychotic disorders.

Adult Clinical Neuropsychology

Interns will obtain experience conducting neuropsychological evaluations of adults with a variety of psychiatric and neurological disorders. Under direct supervision of a clinical psychologist, interns will conduct clinical interviews; administer, score, and interpret neuropsychological tests; prepare neuropsychological reports; and provide feedback to patients and families. It is expected that interns will have some experience with the administration of neuropsychological batteries and report writing. Referrals come mainly from the following sources:

- *Vanderbilt Psychiatry Memory and Aging Clinic (VMAC):* an outpatient clinic focused on assessment and treatment of older individuals with a wide array of psychological and neurological disorders. These include depression, mild cognitive impairment, Alzheimer's disease, fronto-temporal dementia, stroke, vascular dementia, and dementia with Lewy bodies.
- *Vanderbilt Epilepsy Program:* including patients with intractable epilepsy referred as part of their pre- and post-surgical workups, patients with cognitive impairment related to epilepsy, and patients with non-epileptic spells. Interns may also have the

opportunity to observe Wada testing and participate in multidisciplinary case conferences.

Secondary Emphasis Selection

Consistent with the overall structure of the VUMC-IPP, interns will be required to select a secondary placement. Given the emphasis on psychosis, neuropsychology, and research, interns will select a secondary placement that adds to the breadth of their training, rather than duplicating training experiences included in their primary placement.

Additional Criteria for Acceptance

Given the goals of the Psychosis Emphasis track, applications from interns whose achievements reflect a strong commitment to pursue careers emphasizing research and training in academic/research settings will be viewed favorably. Prior graduate training/experience and research in psychotic disorders is essential. Consistent with the overall requirements of the Internship, applicants should have a minimum of 550 Total Intervention and Assessment Hours as defined by the AAPI. While not required, it is recommended that applicants have at least 150 hours of assessment experience.

Affiliated Faculty and Staff

Jennifer Urbano Blackford, Ph.D.

Director- Division of Psychology

Associate Professor of Psychiatry and Behavioral Sciences, and Psychology

Interests: Neurobiological basis of anxiety vulnerability; anxiety disorders and PTSD; comorbid anxiety and schizophrenia; amygdala; BNST

Emma Finan, LMFT

Associate in Psychiatry

Interests: First break/early-stage psychosis; CBT; family therapy

Stephan Heckers, MD.

Chair of the Department of Psychiatry & Behavioral Sciences

Professor in Psychiatry

Interests: Psychotic disorders; neuroimaging; neuroanatomy

Ellen Margaret House, MD.

Assistant Professor of Psychiatry

Interests: Child and adolescent psychiatry; college mental health; first episode psychosis

Monica Jacobs, Psy.D.

Assistant Professor of Clinical Psychiatry

Interests: Neuropsychological assessment

Max Schiff, MD, Ph.D.

Assistant Professor of Psychiatry and Behavioral Sciences

Interests: Psychosis; psychodynamic therapy; computational modeling

Jeffrey G. Stovall, MD

Associate Professor of Psychiatry

Interests: Schizophrenia; community psychiatry

Neil D. Woodward, Ph.D.

Associate Professor of Psychiatry and Psychology

Interests: Neuropsychological assessment; psychotic disorders; neuroimaging

VANDERBILT CHILD & ADOLESCENT PSYCHIATRY

Training Director: Jon Ebert, Psy.D. and Tarah Kuhn, Ph.D., Assistant Professors of Clinical Psychiatry

Email: jon.ebert@vanderbilt.edu

Phone: (615) 322-8701

Number of Positions: 1

Salary: \$25,000

Term: July 1, 2019 – June 30, 2020

National Matching Service (NMS) Number: 245414

Overview

The Child and Adolescent Psychiatry group in the Department of Psychiatry & Behavioral Sciences at Vanderbilt School of Medicine has offered an APA-approved Psychology Internship for more than 20 years. Child and Adolescent Psychiatry consists of child and adolescent psychiatrists, psychologists, and trainees from several mental health disciplines. We provide inpatient psychiatric hospital services, partial hospitalization services, and a broad range of outpatient services, and are both a major mental health services provider for Middle Tennessee and a regional training center. Psychology Interns with a primary placement in Child and Adolescent Psychiatry will provide outpatient mental health services to vulnerable children and families served by the Mental Health Center (MHC) and the Center of Excellence for Children in State Custody (COE).

Children and families present to these clinics with a range of psychiatric problems, including conduct and behavioral disturbances, adjustment problems, traumatic stress, depression and anxiety, and symptoms of psychotic disturbances. As such, Psychology Interns will gain experience with patients ranging in age from early childhood to late adolescence and from diverse racial and ethnic groups. Patients are often involved in multiple child-serving systems (e.g., the child welfare system); have been exposed to a variety of adverse childhood experiences, including but not limited to abuse, neglect, family stress, and environmental stress; and experience developmental, physical, and psychiatric disabilities.

Training Objectives

The goal of the internship experience in Child and Adolescent Psychiatry is to provide supervised clinical training, as well as didactic teaching, so that graduates are prepared to assume roles as child and adolescent-oriented clinical psychologists. Objectives for this placement include development of basic skills in child and adolescent clinical psychology: psychological evaluation, psychotherapy with children and teenagers, work with parents, family therapy, and clinical case consultation with multiple child-serving systems. At the end of the training year, we expect Interns to be familiar with the operation of a child and adolescent outpatient service in a

community mental health center and specialty clinic. We also expect Interns to develop skill interacting productively with other disciplines, recognize when patient problems call for consultation with other professionals, understand relevant ethical and legal principles arising in the treatment of children and adolescents, and develop sensitivity and competency in providing services to a racially, culturally, and socio-economically diverse patient population. Interns will gain familiarity and competence delivering a range of evidence-based treatment approaches to address child, adolescent and parenting issues.

Training Program/Experiences

The structure of this placement includes assessment with child and adolescent psychiatric populations, clinical case consultation with multiple child-serving systems, psychotherapy with children, teenagers and parents, consultation with trainees and staff from varied disciplines, and professional development opportunities. The Community Mental Health Center and Center of Excellence for Children in State Custody both emphasize the provision of evidence-based treatment protocols (e.g., cognitive behavioral therapy, trauma-focused CBT, family therapy, parent training protocols) and other best practices. Training and supervision for interns, fellows, students and staff in evidence-based treatments are incorporated into the program. In addition to two individual supervision hours per week, interns participate in weekly group supervision with staff therapists and trainees from multiple disciplines. Further didactic offerings include weekly child and adolescent grand rounds, a psychiatry fellows' seminar series, and various trainings and lectures offered through the Psychiatry Department and affiliated Medical School and University departments. In addition to direct service provision, trainees will have the opportunity to participate in local and statewide dissemination projects that train community mental health providers across the State to deliver evidence-based treatments and other best practices with fidelity.

This training experience does not provide opportunities for extensive work with individuals with mental retardation and autism spectrum disorders, clinical work with infants, or eating disorders. Although we see parents as an adjunct to our work with their children or adolescents, we do not normally work with adult patients.

Secondary Placement

A secondary placement through the Division of Child and Adolescent Psychiatry is available for Interns with primary placements at other sites in the internship. This placement is focused on pediatric neuropsychological assessment through a research study and involves seeing children and adolescents with Autism Spectrum Disorders for various assessments. Additional secondary placements may be added from year to year. However, beyond the pediatric neuropsychology placement, we cannot guarantee the availability of any further placements for the 2019-20 training year within the Division of Child and Adolescent Psychiatry.

Additional Criteria for Acceptance

Enrollment in an APA accredited program is required. Consistent with the overall requirements of the internship, applicants should have a minimum of 550 total intervention and assessment hours as defined by the AAPI. While not required, it is recommended that applicants have at least 150 hours of assessment experience. All interns with primary placements in the Vanderbilt Department of Psychiatry & Behavioral Sciences must pass a background check. This will be performed after match day. Match results and selection decisions are contingent on passing the background check. No prospective intern has ever been refused employment as a result of the background check, but it is a possibility. Several have had difficulty, in all cases because of past legal problems they chose not to reveal during the application process. Department of Psychiatry & Behavioral Sciences Interns performing a secondary placement in the VA must also complete a VA background check.

Affiliated Faculty

Timothy J. Cooper, Psy.D. (Spaulding University)

Assistant Professor of Psychiatry

Interests: Assessment in children; impact of trauma

Blythe Corbett, Ph.D. (California School of Psychology)

Associate Professor of Psychiatry

Interests: Autism; Tourette syndrome; ADHD

Jon Ebert, Psy.D. (Wheaton College)

Assistant Professor of Clinical Psychiatry

Interests: Marriage and family therapy; juvenile justice; trauma and attachment

Tarah Kuhn, Ph.D. (Adelphia University)

Assistant Professor of Clinical Psychiatry

Interests: Adolescent treatment outcomes; complex trauma; juvenile sexual behavior problems

VANDERBILT AUTISM AND LIFESPAN DEVELOPMENT EMPHASIS

Primary Supervisor: Blythe A. Corbett, Ph.D., Associate Professor of Psychiatry

Email: blythe.corbett@vanderbilt.edu, blythe.corbett@vumc.org

Number of Positions Available: 1

Salary: \$25,000

Term: July 1, 2019 – June 30, 2020

Overview

The Autism and Lifespan Development Emphasis Track is designed to provide interns generalist training in clinical psychology with an emphasis on clinical assessment, intervention, and research on autism spectrum disorder (ASD) and related neurodevelopmental disorders. The program is aimed for individuals with a background in assessment, research, and treatment of ASD that plan to pursue a career in clinical research. Core training in ASD is supplemented by training in diagnostic assessment, psychological testing, neuropsychological assessment, and elective experience in individual and group intervention. Training is conducted through the Social Emotional Neuroscience Endocrinology (SENSE) program clinical research program (<http://kc.vanderbilt.edu/senselab/>).

Training

Consistent with the overall aims of the Vanderbilt University Medical Center Internship in Professional Psychology (VUMC-IPP), the Autism Emphasis is conceptually grounded in the scientist-practitioner model of the profession. Training in clinical techniques is presented in a framework of science that underlies clinical practice. Competencies are acquired during service delivery, supervision, and participation in research. The intern will spend 2.5 days per week at their primary placement in Child and Adolescent Psychiatry, which will include 2 days focused on clinical assessment and research on ASD in children and adolescents and .5 day working on an individual research project (Corbett). One day will be spent on assessment and treatment in older adolescents and adults with an emphasis on co-morbid psychiatric features (Gotham). The intern will spend 1 day per week in a secondary emphasis rotation (currently on Thursdays), and .5 days of didactic training and case presentation (held on Friday mornings). Details of the training experiences are described in detail below.

- Provide interns with a core knowledge base of the clinical features, treatment, biobehavioral, psychosocial, and physiological features of ASD;
- Provide comprehensive training and experience in the assessment and treatment of the

- social, emotional, and behavioral features of ASD;
- Provide comprehensive training in diagnostic assessment of ASD and co-morbid psychiatric conditions;
- Expand the intern’s research repertoire and expertise.

Competency Goals:

By the end of the Internship the intern year of the Autism Emphasis, the intern will achieve the following specific competencies:

- Assessment of individuals with ASD diagnosis as demonstrated by:
 - The ability to independently select, implement, and interpret diagnostic and neuropsychological measures commonly used to diagnose and assess individuals with ASD, including semi-structured diagnostic protocols and interviews, clinical symptom rating scales, and neuropsychological tests;
 - An understanding of the strengths and limitations of diagnostic approaches and neuropsychological measures to aide in the diagnosis and treatment planning of individuals with ASD;
 - Independent case formulation and diagnosis for intervention planning in the context of child development, social functioning, and diversity;
 - Effective communication of assessment findings in written and oral reports, and recommendations to various stakeholders, including patients/clients/participants, family members, and multidisciplinary members of the treatment team.
- Intervention: Implementation of interventions for individuals with ASD as demonstrated by:
 - The ability to independently plan interventions specific to the case and context;
 - Evaluation of treatment progress and the ability to modify implementation of treatment plans appropriately.
 - Implement a manualized treatment protocol while individualizing the specific approaches to best meet the needs of the patient/research participant.
- Consultation and Inter-professional/interdisciplinary skills: The intern will achieve an understanding of the role of consultation in the context of assessment and treatment of individuals with ASD and the ability to effectively communicate and foster interpersonal relationships in an interdisciplinary treatment team setting. This includes:
 - Demonstrating knowledge of and ability to select appropriate and contextually sensitive assessment information to answer consultation referral question;
 - The ability to apply knowledge to provide effective assessment feedback and articulate recommendations to other professionals and disciplines;
 - Development and maintenance of effective relationships with patients, family members, school personnel, colleagues, organizations, and communities;

- Application of professional language and concepts, including verbal, non-verbal, and written communication skills.
- Research: To use scientific knowledge and methods to understand the biobehavioral profile and treatment of social competence and stress in children, youth, and young adults with ASD, including:
 - Demonstrable understanding of the psychological, biological, and social factors involved in the clinical features, development, and treatment of ASD;
 - The ability to independently apply scientific methods to the practice of diagnostic, psychological and neuropsychological assessment, and treatment of individuals with ASD;
 - Independently conduct research on the phenomenology and treatment of ASD.
- Professional values, attitudes, and behaviors and legal and ethical standards, as demonstrated by:
 - Conduct self in a professional and respectful manner;
 - Display professional identity as a psychologist;
 - Apply APA Ethical Principles and Code of Conduct, Institutional Review Board policies and procedures, and other relevant ethical, legal, and professional standards and guidelines;
 - Independently utilize an ethical decision-making model in professional work; and integrate ethical and legal standards with all competencies
- Individual and cultural diversity: The SENSE program is fundamentally multidisciplinary by combining students and scholars with diverse academic backgrounds in psychology, neuroscience, child development, psychiatry and quantitative methods. The patient and research participants provide an opportunity for interns to gain knowledge of individual and cultural competency, including:
 - Independently monitor and apply knowledge of self and others as cultural beings in assessment and consultation of individuals with ASD;
 - Apply knowledge, skills, and attitudes regarding dimensions of diversity to professional work with persons with ASD and their families, especially as it pertains to issues of age, gender, gender identity, race, ethnicity and socioeconomic status.

Core Training Experience: Autism Assessment, Treatment, and Research

Supervisor: Blythe Corbett, Ph.D.

Location: Vanderbilt Child and Adolescent Psychiatry

The Social Emotional NeuroScience Endocrinology (SENSE) clinical research program focuses on the assessment and treatment of children and adolescents with autism spectrum disorder (ASD) and those with typical development. The training is multidisciplinary by combining students and

scholars with diverse academic backgrounds in psychology, neuroscience, child development, psychiatry and quantitative methods.

The intern will receive training in:

Diagnostic Assessment of Clinical Assessment of Autism Spectrum Disorder: The primary focus of this emphasis is the assessment of social, cognitive, emotional, adaptive, and behavioral functioning in children and adolescents with ASD especially as it relates to engagement with typically developing peers. The SENSE program embraces a multidisciplinary team approach; thus, the intern will receive training in differential diagnostic and neuropsychological assessment of autism and related neurodevelopmental disorders. The majority of patients include children and adolescents between 7-17 years of age with and without ASD. The intern will become competent in the administration of gold standard diagnostic measures to include the Autism Diagnostic Observation Schedule (ADOS). Interns will receive training in psychological and neuropsychological assessment of children, adolescents and young adults with ASD.

Research: Research is a core competency and an essential component of the Autism Lifespan training experience. The intern will have the opportunity to be involved in on-going federally funded research protocols focused on pubertal development, social competence, and social stress. Adolescence is the critical transition between childhood and adulthood, a pivotal period in cognition, social, physical, and physiological development, which will gain experience in understanding symptom profiles within a developmental and biopsychosocial framework. The intern will be expected to complete an individual research project over the course of the internship year. The translational research program focuses on characterizing pubertal development and enhancing social competence in youth with ASD by utilizing several tools including neuropsychological measures, neuroimaging, physiological indices of stress and arousal and sophisticated behavioral observation tools.

Treatment: As part of the Autism Emphasis, interns will participate in randomized control trials for children and adolescent on the autism spectrum. Current federally funded projects include an intervention that utilizes peer-mediation and theatre techniques to improve social competence, and another manualized intervention instructs psychosexual development in youth with ASD.

Elective Training Experience:

Supervisor: Katherine Gotham, Ph.D.

Location: Vanderbilt Child and Adolescent Psychiatry

The primary focus of this elective training experience is to gain experience in thorough and accurate diagnosis of autism spectrum disorder across the lifespan and the role of affect and reward in autism spectrum disorder (ASD).

The intern will receive training in:

Diagnostic Assessment of Clinical Assessment of Autism Spectrum Disorder: The primary focus of this elective is assessment of ASD in older adolescents and young adults. The intern will become competent in the administration of gold standard diagnostic measures, including the Autism Diagnostic Observation Schedule (ADOS-2) and the Autism Diagnostic Interview-Revised (ADI-R). The intern also will receive training in broader assessment of older adolescents and adults between approximately 17 and 50 years of age. This includes using the Structured Clinical Interview for DSM Disorders (SCID-5) and other standardized instruments to assess comorbid depression and anxiety, which are the leading sources of clinical impairment in adolescents and adults on the autism spectrum.

Research: The intern will have the opportunity to be involved in ongoing research protocols focused on cognitive-affective processing of emotional stimuli and its relation to repetitive thinking and mood dysregulation in adolescents and adults with ASD. Dr. Gotham uses behavioral and psychophysiological measures and methods (including eyetracking, pupillometry, structured interviews and observations, and experience sampling) to understand pathways along which affect dysregulation and depressed mood develop within ASD. Distal goals of this research are to develop screening, assessment, and intervention protocols tailored to the emotional health needs of adolescent and adult ASD populations.

Treatment: Interns likely will have the opportunity to offer individual and/or group therapy to older adolescents or young adults with ASD who have comorbid mood or anxiety disorders. This therapy will be rooted in cognitive-behavioral principles and Behavioral Activation approaches to depression intervention.

Secondary Placement Selection:

Consistent with the overall structure of the VUMC-IPP, interns will be required to select a secondary placement outside their primary placement in Child and Adolescent Psychiatry. Given the emphasis on autism, assessment, and neuropsychology, interns will select a secondary rotation placement that adds to the breadth of their training, rather than duplicating training experiences included in their primary placement.

Additional Criteria for Acceptance

Given the goals of the Autism Emphasis, application from interns whose achievements reflect a strong commitment to pursue careers emphasizing research and training in academic/research setting will be viewed favorably. Prior graduate training/experience and research in ASD is essential. Consistent with the overall requirements of the internship, applicants should have a minimum of 550 Total Intervention and Assessment Hours as defined by the AAPI. While not required, it is recommended that applicants have at least 150 hours of assessment experience.

Autism and Lifespan Development Emphasis Affiliated Faculty and Staff

Blythe A. Corbett, Ph.D. (see above)

Associate Professor of Psychiatry and Behavioral Sciences and Psychology

Interests: Autism spectrum disorder, neuropsychology, intervention, neuroscience

Katherine Gotham, Ph.D. (see above)

Assistant Professor of Psychiatry and Behavioral Sciences

Interests: autism spectrum disorder, mood disorders

Carissa Cascio, Ph.D.

Assistant Professor of Psychiatry and Behavioral Sciences and Psychology

Interests: Autism spectrum disorder, sensory processing, neuroimaging, neuroscience.

Research opportunities exist in the Cascio Lab for interns interested in using a combination of behavioral and neuroscience methods to learn more about sensation, perception, emotion, and special interests in children and adults with autism. The lab also studies infants who have a sibling with an autism spectrum disorder and thus are at a higher risk of developing autism. Methods include functional magnetic resonance imaging (fMRI), diffusion tensor imaging (DTI), psychophysics, observational measures, and electroencephalography (EEG).

<http://www.casciolab.com>

Yasas Tanguturi, MD.

Assistant Clinical Professor Child and Adolescent Psychiatry

Interests: Autism spectrum disorder, randomized clinical trials, pharmaceutical intervention, child and adolescent psychiatry

Dr. Tanguturi is a child and adolescent psychiatrist and co-PI on several randomized clinical trials. He also collaborates with Dr. Corbett on the pubertal development study. Interns will have the opportunity to gain experience in consultation and working in an interdisciplinary treatment team setting.

SECONDARY PLACEMENT

Each intern must receive training for the equivalent of at least one day per week at a site other than his/her primary placement. Interns are expected to select a secondary placement that complements the training opportunities available at the primary placement, broadens the overall training experience, and provides experiences congruent with the intern's needs/objectives for professional development. The complete list of secondary placements is finalized in spring of the upcoming training year (i.e. March/April for interns entering that summer). A list of secondary placements available in the 2018-2019 internship year is presented in Appendix A. The roster of secondary placements changes yearly due to faculty availability; thus, we cannot make any guarantees about the availability of secondary placements in future years. However, we anticipate that many of these placements will also be available for the 2019-2020 internship year.

To aid in the secondary placement selection process, a faculty member at the intern's primary placement, in conjunction with the intern, will complete a needs assessment, reviewing the intern's overall training background in relation to the intern's and the internship's training objectives. Interns will receive an orientation to secondary placement opportunities throughout the VUMC-IPP Orientation Day. The Training Directors at the interns' primary placements, and the Internship Director (on an as needed basis), will provide individual guidance to interns during the secondary placement selection process using information gathered through the needs assessment. After narrowing their secondary placement choices, interns are expected to contact the appropriate staff at the sites in which they remain interested for the purposes of exploring available experiences in more detail and working out the practical arrangements for a placement. Interns will submit a hierarchically ranked list of their secondary placement preferences to the Director by a date to be designated each year by the Internship Training Committee.

DIDACTICS

Didactics

All interns attend regularly scheduled case conferences and didactic seminars that are organized as part of the internship experience. The didactics are conducted in collaboration with the VA TVHS internship, which has been conducted for many years as part of the previous VU-VA Consortium. These mandatory training activities occupy approximately one-half day each week, currently on Friday mornings. In addition to the presentation of clinically or professionally relevant content, a major objective of these collaborative training activities is to provide a structure within which members of the intern class may interact and learn from one another. There is also an abundance of conferences, colloquia, workshops, and research opportunities open to interns in the collaborative settings, in the larger university community, and the Nashville area. Participation in some of these activities can be arranged through negotiation with your training site, and will serve to enrich the internship year and provide a setting for valuable interaction with other professionals.

As part of the didactics, each intern must present at least three (3) clinical cases in the course of the training year. In addition, each intern must present to the intern class during the general seminar series at least one review of the current scientific and clinical literature on a clinical topic. The format of the presentation is flexible. Interns may present an in-depth case report (i.e. case conference with literature of review of clinically relevant topic), practice job talk, practice dissertation defense, or a conventional research talk.

Attendance Policy: Attendance at the scheduled didactic training activities throughout the year is mandatory. With the exception of approved absences due to illness, professional development, and vacation time, interns are expected to attend all scheduled Friday morning seminars and case conferences. Excessive unexcused absences may jeopardize successful completion of the internship. All absences must be confirmed with the intern's respective Training Director and Internship Directors.

SUPERVISION

1. Each intern will receive a total of at least four (4) hours of supervision per week by psychologists and therapists who have primary clinical responsibility for the cases on which they provide supervision and are appropriately credentialed to practice psychology in the jurisdiction in which the supervision is rendered. This will include a minimum two hours of scheduled individual supervision. Scheduled group supervision or individual supervision may provide the additional two hours.
2. Faculty who serve as principal supervisors at any site and provide individual supervision for interns must be psychologists who are appropriately credentialed. They must also be employed by one of the training sites in the internship which supports an intern and/or be clinically and administratively supervised through one of the agencies signatory to our by-laws.
3. Supervisors are expected to be knowledgeable of the scientific base of psychological practice and to remain knowledgeable of relevant scientific developments. This scientific knowledge base will be incorporated into the process of clinical supervision.
4. Interns will receive regular and timely feedback from their supervisors regarding the quality of their performance in the program.

RESEARCH

All interns are required to participate in Research Symposium Day, which takes place in late June near the end of the training year. The overall goal of this requirement is grounded in the Internship's scientist-practitioner model of training, and provides an alternative avenue to analyze, synthesize and present the science that underpins clinical practice. With that in mind, the expectation is that each intern will present a topic of scholarly and scientific research in an interest area of their choosing. This requirement can be met in several ways. Interns can choose to complete a unique research or quality improvement project in collaboration with a faculty member on-site during the training year. Interns can also choose to present their previous or ongoing research, with emphasis on demonstrating the clinical relevance of their findings. This may include work related to their dissertation. A case study highlighting and incorporating the relevant research literature would also suffice. Presentations are 10-15 minutes in length; audio-visual aids such as handouts and/or power point slides are typically utilized to supplement the oral presentation.

EVALUATION PROCESS

1. Each supervisor will provide a written evaluation of the interns with whom he/she works at the beginning of the training year (Needs Assessment) and a minimum of three times thereafter. These evaluations will be reviewed with the intern before being sent to the internship Director.
2. A mid-year and end-of-year letter of evaluation will be sent by the Internship Director on behalf of the Training Committee to each intern's academic Training Director. Interns will be provided copies of these letters on request.
3. Each intern will complete a written evaluation of his/her supervisors and training sites to the internship Director every time supervisors submit evaluations of the intern's performance. This will be a minimum of three times a year.
4. It is the responsibility of the internship faculty to identify as early as possible during the training year any intern exhibiting serious problems or deficiencies. Feedback should be given in a timely manner to the intern. If the problem is of such severity as to call into question the intern's successful completion of the program, the Training Committee will be informed, and a written plan developed, in collaboration with the intern, to attempt to remedy the deficiencies.

SUCCESSFUL COMPLETION

1. In order to successfully complete the VUMC-IPP's program, the intern must complete the equivalent of one (1) year of full-time training in a period of no less than twelve (12) months and no more than twenty-four (24) months. Every intern will complete at least 500 hours of face to face service delivery time; the majority of the time remaining will be spent in supervised documentation of service delivery and supervision. Interns will be expected to review their face to face hours on a regular basis with their respective supervisors and/or Training Director.
2. Interns are expected to maintain an on-going log of training activities throughout the internship. The relevant portions of this log will be reviewed with supervisors at the time of each formal, written evaluation. Interns will be expected to turn in a summary of this log to the Internship Director at the completion of the internship. A copy of the "Log of Training Activities" is available in Appendix A of this document. The log will be used thereafter in responding to requests for information about your training from Licensing Boards, hospital credentialing committees, third party payers, etc.
3. In order to successfully complete the program, an intern must demonstrate, through the mechanism of supervised clinical practice, an intermediate to advanced level of professional function in all of the professional competencies rated by the internship. In practice this will be indicated by supervisor ratings on the Final Intern Performance Evaluation Instrument. For successful completion of the program, all competencies must be rated at a skill level of "needs regular supervision" or higher, and at least 80% of all competencies must be rated as "needs occasional supervision" or "ready for autonomous practice."
4. Interns must demonstrate, through the process of clinical supervision, an adequate understanding of professional ethics in application to practice and of the relationship between the science and practice of psychology.
5. Interns must demonstrate an understanding of issues of cultural and individual diversity as they relate to the science and practice of psychology.
6. The intern must attend at least 80% of the internship's scheduled didactic training activities throughout the year. The exact standard herein may be modified by majority vote of the Internship Training Committee.
7. The intern must present at least three (3) clinical cases in case conference in the course of the training year.
8. The intern must present to the intern class during the seminar series at least one review of the current scientific and clinical literature on a clinical topic.

9. The intern must complete and/or participate in any other activities or assignments required as a part of the internship's educational program.

10. An internship in professional psychology is an organized and structured sequence of training experiences. The internship program is either successfully completed, or not successfully completed. No partial internship "credit" will be certified by the VUMC-IPP for any intern who voluntarily leaves or is terminated from the internship's program.

SALARY & BENEFITS

Salaries & Benefits

The stipend for the 2019-2020 internship year is \$25,000.

Health Insurance

Vanderbilt offers health insurance as a benefit of employment.

Vacation and Sick Time

All interns are allowed a minimum of two weeks (i.e. 10 working days) annual leave (vacation), two weeks of sick leave (i.e. 10 working days), and seven professional days (to be used for professional meetings and workshops, dissertation related activities, job interviews, etc.). Arrangements for leave should be negotiated in advance with the relevant training sites except in cases of emergency. Extended periods of absence due to serious illness, illness of a family member, etc., will need to be made up by extending the period of the internship in order to complete training requirements.

Parking

Parking arrangements are the responsibility of each primary placement. You may be required to pay for parking at either or both your primary and secondary placements.

Additional Resources

All interns have access to Vanderbilt University library resources, as well as the library and computer resources available at their training sites.

REQUIREMENTS

The following are the minimum requirements an applicant must fulfill to be considered for an internship in the Internship:

- 1) The applicant must be actively enrolled in an academic program leading to a doctoral degree in professional psychology or have completed a doctoral degree in a non-professional field of psychology and be certified by an appropriate official as being enrolled in an organized re-specialization program requiring the completion of the equivalent of pre-internship training in professional psychology.
- 2) If in the United States, the academic program must be housed in a regionally accredited, degree-granting institution. If in Canada, the institution must be publicly recognized as a member in good standing by the Association of Universities and Colleges of Canada.
- 3) Applicants must be enrolled in an APA or CPA accredited graduate program. The applicant must have completed at least three years of graduate academic work in a program meeting the requirements described above.
- 4) The applicant must have a minimum of 550 Total Intervention and Assessment Hours as defined by the AAPI. This training must be of such a nature and amount as to provide the applicant with the experience needed to have a reasonable opportunity to succeed in the Internship placement for which the applicant is being considered. Given the breadth of training opportunities available, the breakdown between assessment and intervention hours varies across the agencies and training tracks within the Internship. Applicants should read the description of each agency carefully to determine the minimum number of assessment and intervention hours required for each site and training track. As a general rule, applicants with at least 400 Intervention hours and at least 150 Assessment hours will meet the requirements for every agency within the Internship.
- 5) The applicant must be certified by the program's Director of Clinical Training as being ready for internship.
- 6) The applicant must pass a criminal background check, including fingerprinting.

Please review the descriptions of the Internship agencies in which you are most interested for additional criteria specific to these agencies.

APPLICATION PROCESS

The VUMC-IPP's application and selection process follows the policies and procedures developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC), including participation in the Match. All applicants must register for the Match using the online registration system on the Match website at www.natmatch.com/psychint. If you apply for this internship, you are expected to submit all your application materials via the APPIC online application system. Go to the APPIC website at www.appic.org and click on the AAPI Application Portal Online link. This year the due date for applications is November 2, 2018. All application materials must be submitted and received by us on or before this date.

All application elements (#1-6 below) should be submitted using the AAPI Online system. Follow all instructions accompanying the AAPI Online to either enter your information directly, or upload your documents (#1-3). As per AAPI instructions, all CVs should be uploaded as Microsoft Word or Adobe Acrobat files. Only the transcript (#4) should be mailed in hard copy form to the AAPI Online application address.

Please note that, due to the high volume of e-mails sent during the application season, you will not receive a confirmation e-mail from us that your application materials have been received. You can check on the AAPI Online system if your application is complete and if your DCT and letter writers have completed their parts (#5-6). We will notify you by email on or before December 15th, 2018 of your interview status.

Application Requirements List

- 1) Cover letter: In a separate line above the body of your cover letter please list the VUMC-IPP agencies to which you are applying. The VUMC-IPP has three programs to which you may apply. These are listed below along with the accompanying NMS match numbers. Do not rank order your choices. Your cover letter should indicate how these choices fit with your training interests and goals. The match numbers for the Internship Agencies (Emphasis Tracks) are as follows:

VUMC Adult Psychiatry- Generalist Track:	245412
VUMC Adult Psychiatry- Psychosis Emphasis Track:	245420
VUMC Child and Adolescent Psychiatry:	245414
VUMC Autism and Lifespan Development:	245411

- 2) All elements of the AAPI Online general application.
- 3) Curriculum Vita.

- 4) Transcripts of graduate work. The transcripts should cover all post baccalaureate course work. You should mail one official copy of all graduate transcripts to the AAPI Online application address at:

AAPI Online Transcription Department
PO Box 9117
Watertown, MA 02471

- 5) Verification of AAPI by your doctoral program through the DCT Portal of the AAPI Online System.
- 6) Submit at least three and no more than four letters of recommendation from faculty members or practicum supervisors who know your clinical as well as your research work well. At least one must be from an academic faculty member, and at least one from a clinical supervisor. Letter writers should upload an electronic copy to the Reference Portal of the AAPI Online system.

Selection Process and Interviews

Representatives from the internship sites will review the completed internship applications looking for applicants whose interests and training objectives are compatible with the training experiences each site has available. The selection process is coordinated by the VUMC-IPP Training Committee. Applicants are accepted into a particular primary placement at a site that is deemed congruent with the applicant's training interests. It is, therefore, important that applicants delineate their training goals and objectives clearly on the application or in the cover letter and indicate in the cover letter which internship site(s) are of interest to them and how the experiences offered at that site fit into their training goals.

After screening the application materials, the internship faculty will contact, by phone, letter or e-mail, applicants to be invited for interviews. It is the faculty's intention to inform all applicants of their interview status by December 15th, 2018. If you are strongly interested in our program, and have not received an invitation for an interview, you may contact by phone or email the designated contact person for the site in which you are the most interested and request information about your status.

The Internship has established the following interview dates for this year:

December 5, 2018
December 7, 2018
December 19, 2019
January 9, 2020

The faculty member who contacts you will work with you to schedule an interview on one of these dates. Depending upon your expressed interests you may be invited to interview at more than one internship agency, in which case we will work to arrange the interviews within the same period and schedule them so they do not conflict. You are welcome to interview at more than one agency, as long as you are genuinely interested in each of the agencies as a potential primary placement. Do not accept an invitation to interview and do not schedule an interview with a site that interests you only as a secondary placement. Be aware that choosing to interview at more than one site may require an overnight stay depending upon the scheduling discussed above. If you are interested in an interview at only one site, faculty may choose, at their discretion, to schedule the interview on a date different from those listed. If you cannot be here on any of the scheduled dates, you may be able to arrange an interview on an individual basis with a site in which you are interested; however, the faculty cannot guarantee to be available at other times.

A personal or phone interview is not a required part of the application process; however, an interview is beneficial in that it brings you to the attention of the internship faculty and provides you with more information about the VUMC-IPP's program than can be gleaned from this website alone. A review of our selection process showed that since the computer match has been in effect, only two applicants who did not interview in person were on the ranked lists submitted by the internship to National Matching Services. Those applicants initially scheduled interviews but subsequently withdrew for pressing personal reasons.

Secondary placement selection takes place after the beginning of the internship year and plays no role in decisions about acceptance as an intern. During the first week of the internship, interns are provided an orientation to the VUMC-IPP and its component agencies, including all available secondary placement training experiences. Secondary placement assignments are made by the Internship Training Committee after a careful consideration of the intern's expressed preferences, the intern's overall training needs and objectives as developed jointly by the intern and faculty, and the availability of supervisory resources and workload.

The Vanderbilt University Medical Center Internship in Professional Psychology is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and adheres to the Association's policies (which may be found on the web at www.appic.org) regarding internship offers and acceptances. It is our intention to be in full compliance with both the letter and the spirit of the APPIC policy. The internship will abide by the APPIC policy that no person involved with the internship will solicit, accept or use any ranking-related information from any intern applicant.

Each primary placement within the internship is listed in the match as a program within the internship and has a separate match number. In ranking your choices for the match, you are encouraged to include more than one agency on the ordered list you submit to National Matching Services if that is a true reflection of your interests. If you have indicated an interest in more than one internship agency, and more than one agency believes you would fit well with their program, you may be included on more than one of the rank order lists the internship sends to NMS.

AAPIC MATCHING POLICY

The VUMC-IPP adheres to the APPIC Match Policies, which can be found here <http://www.appic.org/Match/Match-Policies>.

ACCREDITATION

The VUMC-IPP has been a primary site of the Vanderbilt – Veteran Affairs Internship in Professional Psychology (Consortium), which has been continuously accredited by the American Psychological Association (APA) since 1971. The most recent site visit by APA occurred in 2013 and the Consortium received accreditation for seven years. The VUMC-IPP will become an independent site July 1, 2018 with accreditation with contingency based on a site visit in the fall of 2018. Questions related to the program accreditation program should be directed to the Commission on Accreditation using the contact information below.

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5979
apaacred@apa.org

www.apa.org/ed/accreditation

NASHVILLE AREA INFORMATION

Nashville is the largest city and the economic center of middle Tennessee. The population of Nashville itself is over five hundred thousand, of the Nashville Metropolitan area, over one million. The economic base is sound and varied the rate of unemployment low, and the cost of living near the national average. Industries important to the economy of the region include government (Nashville is the state capital), insurance, publishing, banking, tourism, and of course music. Nashville is rich in talent across a wide range of musical styles; outstanding musicians will be found playing regularly in local venues. The city is also a major academic and health care center, with two medical schools, Vanderbilt and Meharry, an unusual number of excellent hospitals (including Vanderbilt, St. Thomas, and Centennial), the corporate headquarters of HCA Healthcare Systems, and an unusual number of colleges and universities (including Vanderbilt, Belmont, Fisk, Tennessee State, and David Lipscomb). This concentration of academics has earned Nashville the title "Athens of the South."

Middle Tennessee also offers a wealth of recreational opportunities. Among the more tourist oriented are the Grand Ole Opry, the Opryland Hotel (one of the nation's largest and magnificent), Historic Second Avenue, Riverfront Park, the Hermitage (home of President Andrew Jackson), the Belle Meade Mansion, the Hard Rock Cafe, and the Wild Horse Saloon. There are good public radio and TV stations, the Tennessee Performing Arts Center with year-round offerings at each of its three theaters, the Cheekwood Museum and Botanical Gardens, the Tennessee State Museum, the Cumberland Museum and Science Center, the Frist Center for the Visual Arts, the Nashville Symphony Orchestra with its magnificent Schermerhorn Symphony Center, the Nashville Opera, and the Nashville City Ballet. In addition, Vanderbilt brings Southeastern Conference athletic competition to the city. The Tennessee Titans have brought NFL football and the Nashville Predators NHL hockey. Nashville's international airport terminal is among the most modern in the United States and provides easy access to the area from throughout the country.

The climate offers four definite seasons with relatively mild winters. Fall brings colorful foliage. Spring with its floral display rivals Fall as the most pleasant and beautiful time of the year. For those with outdoor interests, TVA lakes suitable for recreational use are scattered throughout the region. There are rivers suitable for kayaking or canoeing, with white water to be found to the east on the Cumberland Plateau or in the mountains. There are numerous attractive and interesting state parks, while within Nashville itself there are 6650 acres of city park land. In addition, the Great Smoky Mountains National Park and other areas in the Southern Appalachians are a three-1/2 to four-hour drive to the east.

As can be seen from the above, the middle Tennessee area offers something to fit just about everyone's tastes and interests. Most of us who have lived here for some time find it an interesting, pleasant, and comfortable place.

APPENDIX A: LOG OF TRAINING ACTIVITIES

Name _____

Class of 20XX-20XX

VANDERBILT UNIVERSITY MEDICAL CENTER - INTERNSHIP IN PROFESSIONAL PSYCHOLOGY

LOG OF TRAINING ACTIVITIES

Each of you is expected to maintain an on-going log of your training activities throughout your internship. The relevant portions of this log will be reviewed with your supervisors at the time of each formal, written evaluation. You will be expected to turn in a summary of this log to the Internship Director at the completion of the internship. The log will be used thereafter in responding to requests for information about your training from Licensing Boards, hospital credentialing committees, third party payers, etc.

Below is an outline of the minimal information which should be maintained in your log. Feel free to include any other information you deem important. You may collect and format this information in any format you wish as long as you do collect the information and it is presented in a readily understandable and useable fashion. Your primary and secondary placements should be named and the information presented separately for each placement.

ASSESSMENT

<u>TYPE</u>	<u>NUMBER</u>	<u>POPULATION</u>
Personality		
Intellectual		
Neuropsychology		
Other (Describe)		

Name and number given of frequently used assessment instruments.

INTERVENTION

<u>TYPE</u>	<u>NUMBER OF CASES</u>	<u>NUMBER OF SESSIONS</u>	<u>POPULATION</u>
Individual			
Couple			
Group			
Family			
Other (Describe)			

POPULATION DEMOGRAPHICS

Assessment and Intervention Clients by Significant Diversity Factors

	FEMALE	MALE
African American		
Asian/Pacific Islander		
Caucasian/Not Hispanic		
Hispanic		
Native American		
Multi-Ethnic		
Gay/Lesbian/Bi-Sexual		
Physically Disabled		

CONSULTATION

Describe the training situations (and their frequency) which provided the opportunity for consultation with other healthcare professionals, or individuals or organizations in the community.

SUPERVISION

Did you have the opportunity to engage in supervised supervision of less experienced psychology students/trainees? If so, describe.

Hours Providing Supervision _____

SELECTED HOURS

Total Number of Direct Patient Care Hours _____

Total Number of Supervision Hours: Individual _____

Group _____

Total Internship Hours: (This will not be the sum of the above) _____

**APPENDIX B: SECONDARY PLACEMENTS AVAILABLE IN 2017-2018
TRAINING YEAR**

Name of Secondary Placement: Vanderbilt Psychiatry- Epilepsy Neuropsychology

Supervisor(s): Monica Jacobs, Psy.D., ABPP-CN

Location: Vanderbilt Psychiatric Hospital
1601 23rd Ave. S.
Nashville, TN 37212

Clinical or Research Placement: Clinical

Number of Positions Available: 1

Anticipated Number of Face-to-Face Clinical Hours per Week: 3-4

Description: This is an outpatient adult neuropsychological placement at the Vanderbilt Psychiatric Hospital. Interns will see patients referred from the Vanderbilt Epilepsy Program, including patients with intractable epilepsy referred as part of their pre- and post-surgical workups, patients with cognitive impairment related to epilepsy, and patients with non-epileptic spells. Interns may also have the opportunity to observe Wada testing and participate in multidisciplinary case conferences. Interns will see one patient per week and will be responsible for interviewing, testing scoring, and report writing. Turnaround time for reports is one week. Interns will also be expected to set up times to provide feedback to patients regarding test results. It is expected that interns will have some experience with the administration of neuropsychological batteries and report writing. By the end of internship, it is expected that interns will be able to discuss lateralization and localization of deficits in patients with epilepsy, be able to make pertinent recommendations for patients with epilepsy related cognitive impairment, and differentiate between psychogenic and neurologically based cognitive impairment. It is also expected that interns will be proficient at writing reports that integrate information obtained from the clinical interview and medical records with the test findings, and will be able to convey this information to patients and their families in feedback sessions.

Competency Goals: Interns selecting this training experience will develop the following competencies:

- Proficient in the administration and interpretation of clinical neuropsychological measures commonly used in the evaluation of individuals with a seizure disorder;
- Demonstrable understanding of the neuropathology, differential diagnosis, and treatment of seizure disorders;
- Communicating results of psychological/neuropsychological assessments and subsequent recommendations to patients and their families, and other healthcare professionals in the context of a multidisciplinary team setting;

Prerequisites: Graduate level coursework and practicum experience in neuropsychological assessment.

Contact Information: For more information, please contact Dr. Monica Jacobs at monica.jacobs@vanderbilt.edu.

Name of Secondary Placement: Social Emotional NeuroScience Endocrinology (SENSE) Lab.

Supervisor(s): Blythe A. Corbett, Ph.D.

Location: Village at Vanderbilt
Child and Adolescent Psychiatry
SENSE Lab
Nashville, TN 37203

Clinical or Research Placement: Clinical Research

Number of Positions Available: 1

Anticipated Number of Face-to-Face Clinical Hours per Week: 3-4

Description: The SENSE research program (funded by NIMH) focuses on the assessment and treatment of reciprocal social interaction and stress responsivity of children with autism spectrum disorder (ASD) and typical development. The SENSE Lab is fundamentally multidisciplinary by combining students and scholars with diverse academic backgrounds in psychology, neuroscience, child development, psychiatry and quantitative methods. Our translational research program focuses on characterizing biobehavioral profiles of ASD by utilizing several tools including neuropsychological measures, neuroimaging, physiological indices of stress and arousal and sophisticated behavioral observation tools.

Specific Activities: The primary focus of this placement is the assessment of social cognition, behavior and functioning in children and adolescents with ASD especially as it relates to engagement with typically developing peers. As part of the placement, students will also be invited to participate in a novel intervention program that utilizes theatre techniques and classic operant conditioning principles.

Assessment: training in diagnostic and neuropsychological assessment of children with ASD and other neurodevelopmental disorders. The majority of participants include children and adolescents between 7-17 years of age with and without ASD. Diagnostic measures include the Autism Diagnostic Observation Schedule (ADOS) and the Social Communication Questionnaire (as well as structured parent interview).

Intervention: SENSE Theatre® intervention research program for youth with ASD that incorporates classic behavioral intervention strategies with theatre techniques in a peer-mediated, community-based treatment model.

Time commitment: Thursdays, 8:00 am- 4:30 pm. If interns choose to participate in the SENSE Theatre® program, they are expected to attend all sessions, which are conducted on Saturdays 1:00-5:00 pm during the Winter or consecutive afternoons for two weeks in June for the summer session.

The intern will gain training and experience in several areas designed to develop competencies in the following areas:

Research: The SENSE research program focuses on the assessment and treatment of reciprocal social interaction and stress responsivity of children with autism spectrum disorder (ASD) and typical development. The translational research program focuses on characterizing biobehavioral profiles of ASD by utilizing several tools including neuropsychological measures, neuroimaging, physiological indices of stress and arousal and sophisticated behavioral observation tools. As part of the rotation, students will also be invited to participate in studies examining pubertal development, social stress, and a novel intervention program that utilizes theatre techniques and classic operant conditioning principles.

Assessment: The primary focus of this rotation is the assessment of social cognition, behavior and functioning in children and adolescents with ASD especially as it relates to engagement with typically developing peers. The SENSE program embraces a multidisciplinary team approach, the intern will receive training in diagnostic and neuropsychological assessment of children with ASD and other neurodevelopmental disorders. The majority of patients include children and adolescents between 7-17 years of age with and without ASD. Diagnostic measures include the Autism Diagnostic Observation Schedule (ADOS) and the Social Communication Questionnaire. Interns will receive training in neuropsychological assessment of children, adolescents and young adults with ASD.

Treatment: SENSE Theatre® intervention research program for youth with ASD incorporates behavioral intervention strategies with theatre techniques in a peer-mediated, community-based treatment model. The randomized clinical trial (RCT) delivers winter and summer treatment over 10 sessions each of which are 4 hours in length. Interns will have the opportunity to work directly with the participants with ASD implementing the intervention.

Supervision: the SENSE Theatre® intervention is a peer-mediated treatment in which trained typically developing peers implement the treatment under the supervision of Dr. Corbett and the clinical research team. Thus, the intern will also have the opportunity to supervise the peers via implementation science by conducting fidelity checks over the course of the treatment. The intern will also conduct booster training sessions with the peers if fidelity drops below 80%.

Setting: The SENSE lab is located at the Vanderbilt Kennedy Center and the Village at Vanderbilt, which contains Dr. Corbett's office, the behavioral lab, and a dedicated room for trainees to conduct their work. Clinical evaluations are conducted at the Village at Vanderbilt.

By the end of the Internship the intern year of this secondary rotation, the intern will achieve the following specific competencies:

Assessment of individuals with ASD diagnosis as demonstrated by:

- The ability to independently select, implement, and interpret diagnostic and neuropsychological measures commonly used to diagnose and assess individuals with ASD, including semi-structured diagnostic protocols and interviews, clinical symptom rating scales, and neuropsychological tests;
- An understanding of the strengths and limitations of diagnostic approaches and neuropsychological measures to aid in the diagnosis and treatment planning of individuals with ASD;
- Independent case formulation and diagnosis for intervention planning in the context of child development, social functioning, and diversity;
- Effective communication of assessment findings in written and oral reports, and recommendations to various stakeholders, including patients/clients/participants, family members, and multidisciplinary members of the treatment team.

Intervention: Implementation of interventions for individuals with ASD as demonstrated by:

- The ability to independently plan interventions specific to the case and context;
- Evaluation of treatment progress and the ability to modify implementation of treatment plans appropriately.
- Implement a manualized treatment protocol while individualizing the specific approaches to best meet the needs of the patient/research participant.

Consultation and Inter-professional/interdisciplinary skills: The intern will achieve an understanding of the role of consultation in the context of assessment and treatment of individuals with ASD and the ability to effectively communicate and foster interpersonal relationships in an interdisciplinary treatment team setting. This includes:

- Demonstrating knowledge of and ability to select appropriate and contextually sensitive assessment information to answer consultation referral question;
- The ability to apply knowledge to provide effective assessment feedback and articulate recommendations to other professionals and disciplines;
- Development and maintenance of effective relationships with patients, family members, school personnel, colleagues, organizations, and communities;
- Application of professional language and concepts, including verbal, non-verbal, and written communication skills.

Research: To use scientific knowledge and methods to understand the biobehavioral profile and treatment of social competence and stress in youth with ASD, including:

- Demonstrable understanding of the psychological, biological, and social factors involved in the clinical features, development, and treatment of ASD;
- The ability to independently apply scientific methods to the practice of diagnostic, psychological and neuropsychological assessment, and treatment of individuals with ASD;
- Independently conduct research on the phenomenology and treatment of ASD.

Professional values, attitudes, and behaviors and legal and ethical standards, as demonstrated by:

- Conduct self in a professional and respectful manner;
- Display professional identity as a psychologist;
- Apply APA Ethical Principles and Code of Conduct, Institutional Review Board policies and procedures, and other relevant ethical, legal, and professional standards and guidelines;
- Independently utilize an ethical decision-making model in professional work; and integrate ethical and legal standards with all competencies

Individual and cultural diversity: The SENSE Lab is fundamentally multidisciplinary by combining students and scholars with diverse academic backgrounds in psychology, neuroscience, child development, psychiatry and quantitative methods. The patient and research participants provide an opportunity for interns to gain knowledge of individual and cultural competency, including:

- Independently monitor and apply knowledge of self and others as cultural beings in assessment and consultation of individuals with ASD;
- Apply knowledge, skills, and attitudes regarding dimensions of diversity to professional work with persons with ASD and their families, especially as it pertains to issues of age, gender, gender identity, race, ethnicity and socioeconomic status.

Prerequisites: Prior graduate level coursework and practicum experience in psychological/neuropsychological/cognitive assessment.

Contact Information: For more information, please contact Dr. Blythe Corbett (blythe.corbett@vanderbilt.edu).

Name of Secondary Placement: Adult Clinical Neuropsychology at One Hundred Oaks

Supervisor(s): Holly Westervelt, PhD, ABPP

Location: Neuropsychology clinic at One Hundred Oaks Outpatient Neurology Clinic

Clinical or Research Placement: Clinical

Number of Positions Available: 1

Anticipated Number of Face-to-Face Clinical Hours per Week: 4-5 hours of face-to-face time for interview, testing, feedback; 4 hours for scoring, report writing, supervision/instruction

Description: The One Hundred Oaks (OHO) neuropsychology clinic offers a secondary placement for interns interested in gaining experience in neuropsychological assessment in a general adult outpatient practice. **Expected duties of the intern:** Interns will gain experience in clinical interview with the patient and their loved ones, test administration and scoring of a wide variety of neuropsychological assessment tools, case conceptualization focused on brain-behavior relationships, report writing, generation of meaningful recommendations, and feedback to family and patients. The placement is held Thursdays, 8:00am – 5:00pm. The intern is expected to see one patient per week. **Setting:** The clinical experience is based at the neurology suite at Vanderbilt Health at the One Hundred Oaks mall, located at 719 Thompson Lane in Nashville. **Patient population:** Interns will be exposed to patients with a variety of neuropsychological disorders, which may include various degenerative conditions (e.g., Alzheimer’s disease, dementia with Lewy bodies, frontotemporal dementias), movement disorders, cerebrovascular insults, endocrine/metabolic disorders, brain tumors, sleep disorders, and multiple sclerosis, among other disorders. The majority of the referrals come from Vanderbilt’s Neurology department, though referrals come from a variety of disciplines within and outside of Vanderbilt. **Therapeutic Orientation:** The OHO neuropsychology group uses a flexible battery approach. Assessments typically include a set core of neuropsychological instruments, supplemented as needed to address the presenting concerns or issues that arise during testing. The intern will gain experience in test selection and appropriate modification of batteries for the patient.

Competency Goals: Interns will receive supervision and experience in clinical interviewing, test selection, administration and scoring, case conceptualization, generation of recommendations, and feedback to patients and family members.

Prerequisites: Prior graduate-level coursework and practicum experience in test administration is highly desired.

Contact Information: holly.westervelt@vanderbilt.edu.

Name of Secondary Placement: Vanderbilt Athletics

Supervisor(s): Vickie Woosley, Psy.D., HSP

Location: Vanderbilt University, 2601 Jess Neely Dr., Nashville, TN 37212

Clinical or Research Placement: Clinical

Number of Positions Available: 1

Anticipated Number of Face-to-Face Clinical Hours per Week: 3-4

Description: The Vanderbilt Athletics Department provides individual therapy for collegiate athletes, and psychological/sports interventions to enhance the athletic and academic performance of all student-athletes. Services are provided in the athletic facility and on occasion outside when working with an entire team. Aspects of the position are physical in nature. This placement provides interns with experience in the range of issues that typically exist in a collegiate athletic setting. These include taking a biopsychosocial intake of an individual with a long history of sport participation, student athletes dealing with depression, anxiety, concussion, injury, and ADHD/AD/LD issues.

This placement emphasizes the role of the clinical psychologist in the context of an athletic setting which may include a multi-disciplinary team of the coach, the athletic trainer, academic advisors, nutritionist, and an administrator. Also, this placement includes the opportunity to develop outreach programs for student athletes/teams, participate in the Health Enhancement Committee for student athletes and provide consults to coaches. Under direct supervision, interns will conduct clinical interviews, provide individual therapy, administer screening assessment tools for ADHD/ADD/LD, and provide feedback to the student athlete.

Competency Goals: By the end of training, interns will be expected to demonstrate knowledge of communication and interpersonal skills that facilitate positive and therapeutic relationships. The intern will have demonstrated the ability to work cooperatively with other professionals (both mental health and others) as part of a health care team. Upon completion the intern will have an understanding of the practice of clinical psychology within a sport/athletic community that will facilitate their ability to compete in a broader range of job opportunities. The intern will have gained the knowledge and skills in the areas of sports psychology pertinent to a university setting, including sensitivity and responsiveness to a student athlete's culture, age, and gender. The intern will develop a commitment to ethical principles pertaining to providing care, confidentiality of information, and informed consent.

Prerequisites: Prior graduate level coursework and practicum experience in sports psychology or in working with athletes in some capacity would be helpful.

Contact Information: Dr. Vickie Woosley (vickie.woosley@vanderbilt.edu).

Name of Secondary Placement: Vanderbilt Clinical Research – ICU Delirium

Supervisor(s): Jim Jackson, Psy.D.

Location: Center for Health Services Research, 6th Floor Med Center East
Suite 6100, Vanderbilt Medical Center

Clinical or Research Placement: Clinically oriented research

Number of Positions Available: 1

Anticipated Number of Face-to-Face Clinical Hours per Week: 3-4

Description: This placement takes place within the Vanderbilt ICU Delirium Group (www.icudelirium.org), a large and productive research group that focuses on long term outcomes in survivors of critical illness. Specifically, we study the impact of medical conditions and surgical events on the development of conditions such as depression, anxiety, PTSD, and acquired brain injuries. To accomplish these goals, we perform a wide array of clinical assessments on patients including assessments of cognitive, mental health, and quality of life related functioning. These assessments are done in the intensive care unit, in patient homes, by telephone, and at the office. We also engage in research on cognitive rehabilitation. In addition to assessment duties (administering and scoring evaluations), responsibilities include consenting patients, performing bedside delirium evaluations, performing literature reviews, assisting in writing manuscripts, and learning to functioning as part of a multidisciplinary team.

Competency Goals: Interns will learn wide ranging aspects of clinical research. They will learn how to develop research related assessment batteries and to design research protocols that will assess specific research questions. They will become adept at administering a wide array of neuropsychological tests as well as screening tools that evaluate depression, PTSD, quality of life, frailty, and daily functioning. They will learn what an ethical approach to research involves including the particular unique challenges of working with vulnerable research populations such as individuals with cognitive impairment. They will learn how to write more succinctly and more effectively, particularly in the context of scientific writing. They will learn how to take ideas and use these to create focused manuscripts. They will learn how psychologists can function in large research teams of professionals from other disciplines and, in particular, how to take complex psychological concepts and distill them into easily understood concepts to share with non-psychology colleagues.

Prerequisites: Prerequisites include some familiarity with neuropsychology, rehabilitation psychology, or health psychology. More importantly, interns most have a willingness to learn and openness to trying new things.

Contact Information: Jim Jackson at 615-936-2822 or at james.c.jackson@vanderbilt.edu.