

**Vanderbilt University Medical Center  
Internship in Professional Psychology  
(VUMC-IPP)**

Information Brochure  
2023-2024 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. In August 2017, the Vanderbilt – Veterans Affairs Internship in Professional Psychology Consortium began a disbanding process and the Vanderbilt University Medical Center Internship in Professional Psychology (VUMC-IPP) was established as an independent internship training program in July of 2018. In compliance with the Commission on Accreditation (CoA), the VUMC-IPP participated in the accreditation self-study and site visit and was granted full accreditation as an independent site in 2019. Given the long-standing history as an accredited consortium, the 2019 accreditation maintained the initial accreditation start date in 1971.

**TRAINING PERIOD:** July 1, 2023 – June 30, 2024

**POSITIONS AVAILABLE:** We will have 5 full-time positions available in 2023-2024:

**VANDERBILT PSYCHIATRY & BEHAVIORAL SCIENCES:**

Adult Psychiatry - Health Psychology Track: 1	(NMS #: 245412)
Adult Psychiatry - Psychosis Track: 1	(NMS #: 245420)
Child & Adolescent Psychology Track: 1	(NMS #: 245414)
Autism and Lifespan Development Track: 1	(NMS #: 245411)
Forensic Psychology Track 1	(NMS #: 245413)

**STIPENDS:** \$31,200

**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.

**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](http://www.appic.org)). Applicants may apply for one or multiple tracks within the VUMC-IPP.

**APPLICATION DEADLINE:** November 4, 2022

**INTERVIEWS:** Following initial evaluation of applications, a subset of applicants will be invited to interview. Applicants selected for interview will be notified by December 9<sup>th</sup>, 2022. Interviews are a half day event and will take place via videoconferencing. We plan to have the interviews occur on the same days for Adult Psychiatry Health Psychology, Child & Adolescent Psychology, Adult Psychiatry Psychosis, Autism and Lifespan Development, and Forensic Psychology. 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 via videoconference:

December 9, 2022  
December 12, 2022  
December 16, 2022

# **ADMINISTRATIVE STRUCTURE**

## **INTERNSHIP DIRECTOR**

Jon Ebert, Psy.D.

## **ASSOCIATE DIRECTOR**

Blythe Corbett, Ph.D.

## **TRAINING DIRECTORS**

### **ADULT PSYCHIATRY HEALTH PSYCHOLOGY TRACK**

Lindsey McKernan, Ph.D.

### **CHILD & ADOLESCENT PSYCHOLOGY TRACK**

Jon Ebert, Psy.D.

Tarah Kuhn, Ph.D.

### **ADULT PSYCHIATRY PSYCHOSIS TRACK**

Neil Woodward, PhD

Julia Sheffield, Ph.D.

### **AUTISM & LIFESPAN DEVELOPMENT TRACK**

Blythe Corbett, Ph.D.

### **FORENSIC PSYCHOLOGY TRACK**

Kimberly Brown, Ph.D., ABPP

This brochure can be downloaded from our website:

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

# TABLE OF CONTENTS

PROGRAM AT-A-GLANCE.....	2
ADMINISTRATIVE STRUCTURE .....	3
OVERVIEW OF THE INTERNSHIP .....	5
GOALS OF PSYCHOLOGY INTERNSHIP TRAINING .....	6
INTERNSHIP STRUCTURE .....	7
VANDERBILT ADULT PSYCHIATRY HEALTH PSYCHOLOGY .....	8
VANDERBILT ADULT PSYCHIATRY PSYCHOSIS EMPHASIS TRACK.....	12
VANDERBILT CHILD AND ADOLESCENT PSYCHOLOGY .....	17
VANDERBILT AUTISM AND LIFESPAN DEVELOPMENT.....	20
VANDERBILT FORENSIC PSYCHOLOGY.....	26
ELECTIVE OPPORTUNITIES.....	30
DIDACTICS .....	31
SUPERVISION .....	32
RESEARCH.....	33
EVALUATION PROCESS .....	34
SUCCESSFUL COMPLETION.....	35
SALARY AND BENEFITS .....	37
REQUIREMENTS .....	38
APPLICATION PROCESS.....	39
ACCREDITATION.....	42
NASHVILLE AREA INFORMATION .....	43
APPENDIX A: LOG OF TRAINING ACTIVITIES.....	44

## 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 Psychiatry Health Psychology: 1 (NMS #: 245412)
2. Adult Psychiatry Psychosis Emphasis Track: 1 (NMS #: 245420)
3. Child & Adolescent Psychology: 1 (NMS #: 245414 )
4. Autism & Lifespan Development: 1 (NMS #: 245411)
5. Forensic Psychology: 1 (NMS #: 245413)

The VUMC-IPP offers a wide variety of clinical training opportunities. Applicants apply to work at one of the five tracks separately (i.e. primary placement). The internship is structured to provide an in-depth, immersive experience at one of the above tracks which should be congruent with the intern's primary interest area (i.e., adult psychology, child and adolescent psychiatry, psychosis, autism and lifespan development, forensic psychology). The internship also provides a substantive training experience in an elective 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). The internship site has been accredited by the American Psychological Association (APA) since 1971.

## 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 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.

# ADULT PSYCHIATRY HEALTH PSYCHOLOGY

**Training Director:** Lindsey C. McKernan, PhD MPH, Associate Professor of Psychiatry and Behavioral Sciences

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**Number of Positions:** 1

**Salary:** \$31,200

**Term:** July 1, 2023 – June 30, 2024

**National Matching Service (NMS) Number:** 245412

## Overview

The Adult Psychiatry/Health Psychology track provides interns training in clinical psychology with an emphasis on clinical intervention and research across academic medical center settings. This training experience is ideal for anyone interested in pursuing a career as a psychologist in an academic medical center setting. Interns will have the opportunity to engage in adult outpatient intervention across multiple sites, ranging from outpatient integrative medicine to a fast-paced, interdisciplinary surgical subspecialty clinic. Core training in integrative health psychology, mindfulness-based interventions, and cognitive-behavioral therapy is provided. Interns will also have the opportunity to participate in ongoing research and cultivate scholarly activity throughout the year. In this manner, the program is designed to prepare individuals for dynamic careers in academic medical settings.

## Training Objectives

Consistent with the overall purpose of a clinical psychology internship, the primary goal of the Adult Psychiatry/Health Psychology track is on the acquisition of clinical skills and further development of scientist-practitioners. Specific training objectives of the Adult Psychiatry/Health Psychology program include:

- Provide interns with a core knowledge base of psychological interventions as applied to adult outpatient populations in both individual and group contexts.
- Enhance knowledge and skills in interventions that facilitate self-management of chronic medical conditions, such as mindfulness and acceptance-based interventions, self-compassion-based interventions, hypnosis, behavioral sleep management, and cognitive-behavioral strategies for pain and illness management.
- Enhance knowledge and skills in psychological interventions delivered in brief consultation and single-time interventions, such as periprocedural intervention.



- Gain experience in interdisciplinary care teams, both in direct participation and consultation and indirectly via attendance at multidisciplinary team meetings and participation in multidisciplinary case conference discussions.
- Gain training and experience in outpatient diagnosis and (both individual and group) cognitive behavioral therapy as applied to diverse psychiatric disorders and their co-occurrence with medical conditions.
- Further develop research skills and expertise.

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. The intern will be well-prepared to apply for health psychology specialty postdoctoral training experiences.

### **Training Experiences/Structure**

The Adult Psychiatry/Health Psychology intern will spend approximately 3.5 days per week engaged in activities related to core training in psychotherapy, one-half day of didactic training, and one day at a secondary placement that is selected by the intern from a number of offerings to best suit the intern's individual interests. Specifically, the Adult Psychiatry/Health Psychology track will include 2.5 days of provision of individual and group psychotherapy in an outpatient integrative medicine clinic, 1 day in a separate subspecialty health clinic (e.g. urologic surgery), one half day of didactics, and 1 day per week at a secondary placement. Details regarding the Adult Psychiatry/Health Psychology emphasis training and complementary training experiences are described in detail below.

### **Training Experiences Available**

**Health and Behavior Assessment and Intervention:** The intern will become competent in the assessment of adults (presenting in outpatient settings) across the psychiatric spectrum presenting with co-occurring medical conditions. This specific type of assessment is referred to as "Health and Behavior" Assessment. Assessment is conducted through health-focused clinical interviews, and an evaluation of a patient's response to disease/illness, outlook, coping strategies, and motivation and adherence to medical treatment (APA, 2002). Health and behavior interventions are conducted with individuals, groups, and occasionally families to include promotion of functional improvement, minimization of psychological factors that influence illness and recovery, and promotion of self-management and improved coping with medical conditions. These skills will be emphasized throughout the year in all health-focused clinical settings.

**Outpatient Integrative Medicine:** [The Osher Center for Integrative Medicine at Vanderbilt \(OCIM\)](#) provides advanced training to psychology interns and fellows who wish to build a career that emphasizes a balance of clinical service and consultation within a dynamic, interdisciplinary integrative medical setting. OCIM is a large and well utilized integrative medical center that provides services to adolescents and adults with a broad spectrum of

complex illnesses. One of only seven Osher Centers for Integrative Medicine in the world, OCIM is committed to improving lives through clinical care, education, and research in integrative medicine and health psychology. The clinic has strong foundations in mindfulness-based and clinical hypnosis services and focuses on a relationship-centered care model with patients, who are often engaged with multiple practitioners from different disciplines simultaneously. The relational care model emphasizes the role of trauma in the expression of illness. Services include individual and group therapy, mindfulness-based interventions, and hypnosis for patients with chronic medical conditions.

Under the supervision of licensed psychologists, psychology interns assume many of the functions and responsibilities of center staff and are afforded ongoing opportunities, both formal and informal, for collaboration and consultation with a wide range of providers. The Adult Psychiatry/Health Psychology intern can also receive formal training in mindfulness facilitation and clinical hypnosis as a part of their training year, as these trainings are offered.

**Outpatient Urology:** The Adult Psychiatry/Health Psychology intern will have the opportunity to participate in a multidisciplinary outpatient clinic in the [Division of Reconstructive Urology and Pelvic Health](#). Training experiences include brief psychotherapy to support treatment, pre/post-procedural intervention to facilitate medical procedures in-vivo, and multidisciplinary consultations with medical providers and patients. Further, specific group services for Lower Urinary Tract Symptoms are currently being developed and may be available as an additional training experiences in the coming year. For further reading about clinical innovations in this area please click [here](#).

**Additional Health Focus Areas:** Depending on availability, additional health-focused training opportunities may become available. One example is potential training in Women's Mental Health. This involves direct participation in an outpatient clinic conducting gender-affirming assessments and peri/postpartum intervention. Additional opportunities available will be discussed at the time of interview and decisions will be made based on availability and the interests of the Intern.

**Psychotherapy:** Interns are required to provide psychotherapy in both group and individual formats. Specific approaches include cognitive-behavioral, mindfulness-based interventions, skills-based training (e.g. self-hypnosis), and psychoeducational groups. Participation in other specialized groups is also possible based on availability and scheduling. Additional potential groups examples include Seeking Safety (a trauma-focused group) or a Relational Process Group.

- Outpatient psychotherapy. Individual psychotherapy focuses on integrative approaches that combine cognitive-behavioral therapy (CBT) and related evidence-based practices to best meet the needs and clinical conceptualization of the patient. The diversity of patient presentations and related empirical treatment models allows the intern to tailor their training experiences to meet their specific goals. There is an high proportion of trauma survivors in chronic pain populations, and thus the intern

will gain ample experience working with this specific co-morbidity throughout the year.

- Group Therapy. The General Adult intern will receive training in providing group psychotherapy across a range of interventions and conditions.

## ADULT PSYCHIATRY PSYCHOSIS EMPHASIS TRACK

**Training Directors:** Neil Woodward, PhD Associate Professor Psychiatry and Behavioral Sciences & Julia Sheffield, PhD Assistant Professor Psychiatry and Behavioral Sciences

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**Number of Positions:** 1

**Salary:** \$31,200

**Term:** July 1, 2023 - June 30, 2024

**National Matching Service (NMS) Number:** 245420

### Overview

The Psychosis track provides a full year of generalist training in adult clinical psychology with an emphasis on assessment and clinical phenotyping; neuropsychological assessment; intervention; and research of psychotic disorders. The program is intended for individuals with an interest and background in psychotic disorders that plan on pursuing academic clinical and/or research careers. While training experiences cover each of the core areas listed above; the flexible structure of the internship allows interns to emphasize one or more specific areas. For example, interns intending to pursue research-oriented careers may elect to spend up to 25% of their time (approx. 1.5 days/week) engaged in research-related activities.

The Psychosis Emphasis intern will join a multidisciplinary team of clinicians and researchers who assess, treat, and study patients with a psychotic disorder. Training is conducted through the Vanderbilt Early Psychosis Program within the Vanderbilt Psychiatric Hospital (VPH). The Vanderbilt Early Psychosis Program provides a comprehensive set of services, including stabilization of acutely ill patients on dedicated inpatient units, intensive group therapy in partial hospital and intensive outpatient programs, and follow-up in multi-specialty outpatient clinics. Embedded in these services is an active translational research program, focusing on cognitive function and neural substrates of psychosis.

### Training Objectives

Training is designed to establish competency in the following areas as they relate to psychosis:

- Assessment and clinical phenotyping
- Intervention
- Neuropsychology
- Research

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

## **Training Experiences/Structure**

The Psychosis Emphasis intern will spend 4.5 days/week engaged in the following:

**Inpatient Rounding and Assessment.** Working as part of a treatment team on the VPH inpatient units, interns participate in the daily assessment of acutely ill patients (rounds on inpatient units). This unique experience emphasizes detailed clinical phenotyping of psychosis and building case conceptualization skills. Interns gain exposure to a variety of clinical presentations including affective disorders, catatonia, substance abuse, and intellectual and neurodevelopmental disabilities. Interns also participate in detailed and structured assessment of psychopathology, cognition, temperament and personality. The purposes of the assessments include: 1) assisting the treatment team in clarifying diagnosis and treatment planning in difficult/complicated cases (testing includes personality, psychopathology and/or cognitive/intellectual assessment); 2) aftercare/placement following discharge (e.g., IQ assessment); 3) assessment of potential symptom exaggeration/distortion including with effort/malingering tests; 4) determining therapeutic needs; and 5) assessing violence and suicide risk.

Interns seeking to further hone their assessment and diagnostic skills may participate in an on-going NIMH study of general psychopathology in serious mental illness and psychotic disorders. This includes administration of comprehensive structured clinical interviews and diagnostic rating scales commonly used to assess psychotic symptoms (e.g. Positive and Negative Syndrome Scale).

Faculty Supervisor(s): Kristan Armstrong, LMSW; Kimberly Brown, PhD; Stephan Heckers, MD

**Neuropsychological Assessment.** Interns obtain experience conducting neuropsychological evaluations of adults with a variety of psychiatric and neurological disorders. Under direct supervision of a clinical psychologist, interns 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 from a variety of sources within Vanderbilt, including the Early Psychosis Program, the Vanderbilt Psychiatry Memory and Aging Clinic, Neurology, and Primary Care. Consequently, interns are exposed to wide range of patient populations in addition to psychotic disorders, including mild cognitive impairment, neurodegenerative disorders, and traumatic brain injury.

Faculty Supervisor(s): Monica Jacobs, PsyD; Neil Woodward, PhD

**Intervention.** Interns gain experience providing psychotherapeutic interventions to individuals with a psychotic disorder through the following services.

Individual Psychotherapy: Embedded within the Vanderbilt Early Psychosis Program NAVIGATE and EPINET teams, and working under the supervision of a team of clinical psychologists, the intern provides outpatient individual psychotherapy. Training emphasizes development of engagement skills, with a focus on cognitive-behavioral therapy for psychosis (CBTp) for symptom reduction. Psychotherapy is recovery-oriented and planning for transition back to college/work as soon as symptoms are stabilized.

Group Psychotherapy: The outpatient Psychosis Recovery Group serves young adults 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.

Faculty Supervisor(s): Aaron Brinen, PsyD; Kimberly Brown, PhD; Emma Finan, LMFT, RN-BC; Julia Sheffield, PhD

**Research.** Interns are required to engage in research during the internship year. Depending on the intern's career goals, research-related activities may vary from directed readings and participating in program development/evaluation to carrying out an independent research project.

Interns wishing to emphasize research during internship may spend up to 25% of their time (1.5 days/week) engaged in research and will be expected to complete a 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. Research projects typically span one or more core areas of training: assessment and clinical phenotyping; intervention; and neuropsychology/neuroscience. Current research areas and topics include:

- Neuroimaging brain structure, function, and connectivity. Areas of focus include the hippocampus, thalamus, insula, and BNST.
- Neuropsychology/cognitive neuroscience of psychosis symptoms and associated features. Current areas of focus include memory, attention, and delusions.
- Dimensional and categorical approaches to psychosis.
- Anxiety, inhibited temperament, and personality in psychosis.
- General psychopathology in severe mental illness and psychotic disorders.

Recent intern research projects are listed below:

Dean DJ, Woodward ND, Walther S, McHugo M, Armstrong K, Heckers S. (in press) Cognitive motor impairments and brain structure in schizophrenia spectrum disorder patients with a history of catatonia. *Schizophrenia Research*.

Sheffield JM, Rogers BP, Blackford JU, Heckers S, Woodward ND. (2019) Accelerated aging of functional brain networks supporting cognitive function in psychotic disorders. *Biological Psychiatry*, 86(3):240-248.

Karcher NR, Rogers BP, Woodward ND. (2019) Functional connectivity of the striatum in schizophrenia and psychotic bipolar disorder. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*, 4(11):956-965.

Faculty Supervisor(s): PhD; Stephan Heckers, MD; Julia Sheffield, PhD; Neil Woodward, PhD

### Example Intern Schedule

		Mo	Tue	Wed	Thu	Fri
<b>AM</b>	8	Supervision	Supervision	Supervision	Supervision	Didactics
	9	Neuropsychology	Inpatient Rounds and Assessment	Inpatient Rounds and Assessment	Inpatient Rounds and Assessment	Didactics
	10	Neuropsychology	Inpatient Rounds and Assessment	Inpatient Rounds and Assessment	Inpatient Rounds and Assessment	Didactics
	11	Neuropsychology	Outpatient Psychotherapy	Inpatient Rounds and Assessment	Research	Didactics
<b>PM</b>	13	Neuropsychology	Outpatient Psychotherapy	Research	Research	Research
	14	Neuropsychology	Outpatient Psychotherapy	Research	Psychosis Team Meeting	Research
	15	Neuropsychology	Outpatient Psychotherapy	Research	Navigate Team Meeting	Research
	16	Neuropsychology	Outpatient Psychotherapy	Research	Group Psychotherapy	Research

### **Additional Criteria for Selection**

*Given the goals of the Psychosis track, applications from candidates whose achievements reflect a strong commitment to pursue careers in academic clinical and/or research settings will be viewed favorably. Prior graduate training/experience and research in psychotic disorders is essential.*

### **Alumni**

2019-2020: Beshaun Davis | Postdoctoral Fellow, Harvard Medical School at BIDMC

2018-2019: Derek Dean | Postdoctoral Research Fellow, Psychology, Vanderbilt University

2017-2018: Julia Sheffield, PhD | Assistant Professor of Psychiatry and Behavioral Sciences, VUMC

2016-2017: Nicole Karcher, PhD | Postdoctoral Research Scholar, NIMH Clinical Sciences Fellowship Training Program in the Department of Psychiatry at WUSTL School of Medicine



## **CHILD & ADOLESCENT PSYCHOLOGY**

**Training Director(s):** Jon Ebert, Psy.D., Associate Professor of Clinical Psychiatry & Tarah Kuhn, Ph.D., Associate Professor of Clinical Psychiatry

**Email:** jon.ebert@vumc.org

**Phone:** (615) 322-8701

**Number of Positions:** 1

**Salary:** \$31,200

**Term:** July 1, 2023 – June 30, 2024

**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-accredited Psychology Internship for more than 20 years. Child and Adolescent Psychiatry consists of child and adolescent psychiatrists, psychologists, social workers, psychiatric nurses 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 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 monthly group supervision with staff therapists and trainees from multiple disciplines. Further didactic offerings include weekly child and adolescent grand rounds 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.

## **Elective Placement**

A sample list of elective placements available in the 2023-2024 internship year is presented in Appendix B. The roster of placements changes yearly due to faculty availability; thus, we cannot make guarantees about the availability of elective placements in future years. However, we anticipate that many of these placements will also be available for the 2023-2024 internship year.

## **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.

## **Affiliated Faculty**

**Jon Ebert**, Psy.D. (Wheaton Graduate School)

Associate Professor of Clinical Psychiatry

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

**Tarah Kuhn**, Ph.D. (Adelphia University)

Associate Professor of Clinical Psychiatry

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

**Melissa Cyperski**, Ph.D. (Auburn University)

Assistant Professor of Clinical Psychiatry

Interests: trauma, child welfare system, sexual behavior problems, LGBTQIA youth, transgender/gender non-conforming children and adolescents

**Karisa Smith**, Psy.D. (Wheaton Graduate

School) Assistant Professor of Clinical

Psychiatry

Interests: Trauma Informed Care, Child Welfare, Infant Mental Health

# VANDERBILT AUTISM AND LIFESPAN DEVELOPMENT EMPHASIS

**Primary Supervisor:** Blythe A. Corbett, Ph.D., Professor of Psychiatry & Behavioral Sciences and Psychology

**Email:** [blythe.corbett@vanderbilt.edu](mailto:blythe.corbett@vanderbilt.edu), [blythe.corbett@vumc.org](mailto:blythe.corbett@vumc.org)

**Number of Positions Available:** 1

**Salary:** \$31,200

**Term:** July 1, 2023 – June 30, 2024

**National Matching Service (NMS) Number:** 245411

## 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 an elective 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.

Neuropsychological Assessment Across the Lifespan: The primary focus of this portion of the emphasis is on outpatient neuropsychological assessment of children, adolescents and young adults with autism and other neurological and medical conditions. The intern will become proficient in the administration and interpretation of clinical neuropsychological measures commonly used in the evaluations. The intern will learn about neuropathology, differential diagnosis, and treatment of various neurodevelopmental and medical disorders impacting youth. Additionally, the intern will gain experience in 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.

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:**

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.

### **Elective Placement Selection:**

Consistent with the overall structure of the VUMC-IPP, interns will be required to select an elective placement outside their primary placement in Child and Adolescent Psychiatry. Given the emphasis on autism, assessment, and neuropsychology, interns will select an elective 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

**Andrew Molnar, Ph.D.**

Assistant Professor of Psychiatry and Behavioral Sciences and Psychology

Interests: Neuropsychological outcomes in pediatric medical populations, Early childhood and preschool age development, Executive function

**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.

**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.

## FORENSIC PSYCHOLOGY

**Primary Supervisor(s):** Kimberly Brown, Ph.D., ABPP, Associate Professor of Clinical Psychiatry, Mary Elizabeth Wood, Ph.D., ABPP, Assistant Professor of Psychiatry and Behavioral Sciences, Amanda Bitting, Ph.D. Assistant Professor of Psychiatry and Behavioral Sciences

**Email:** [Kimberly.p.brown@vumc.org](mailto:Kimberly.p.brown@vumc.org), [Mary.e.wood@vumc.org](mailto:Mary.e.wood@vumc.org), [Amanda.r.bitting@vumc.org](mailto:Amanda.r.bitting@vumc.org),

**Number of Positions Available:** 1

**Salary:** \$31,200

**Term:** July 1, 2023 – June 30, 2024

**National Matching Service (NMS) Number:** 245413

The Forensic Psychology track provides interns with generalist training in clinical psychology with an emphasis on training in the specialty area of forensic psychology. The program is designed for individuals with a background in the assessment, treatment, and research of individuals involved in legal matters (criminal, civil, and administrative law). Core clinical training in forensic psychology is supplemented by elective experiences, didactics, intervention, and research.

### **Training Objectives:**

Consistent with the overall aims of the VUMC-IPP, the primary goal for the forensic internship position is to continue to develop and hone clinical and research skills in keeping with the scientist-practitioner model. Clinical training is presented in a framework of scientific research that underlies practice. Specific training objectives of the Forensic Psychology track include:

1. Increase knowledge of the specialty field of forensic psychology and how it differs from general clinical work (e.g., increased emphasis on examiner neutrality, informed consent, allegiance to the data rather than the individual, decreased emphasis on empathic therapeutic manner, and transparency and thoroughness in documentation).
2. Hone awareness and decision-making abilities related to issues of ethics and diversity specific to forensic psychology (e.g., forensic specialty guidelines), including tension between ethical guidelines and the law.
3. Integrate multiple sources of data: records, collateral sources, psychological testing, and interview in writing forensic reports. Explain the basis for opinions and back opinions with data from multiple sources in language appropriate for a legal audience. Identify weakness and limitations of one's opinions and consider alternative hypotheses.
4. Increase knowledge of the assessment of distortion and bias in forensic assessment (including malingering and defensiveness)
5. Identify the strengths and weaknesses and increase experience with forensic relevant instruments (FRI) and forensic assessment instruments (FAI)
6. Consult with attorneys about findings and testify in court when available.

## **Training Experiences/Structure**

The forensic psychology intern will spend 2.5 days per week related to core training in forensic psychology, which includes 2.0 days of forensic assessment and report writing and 0.5 day auditing a class at the Vanderbilt Law School (either forensic mental health law seminar or introduction to criminal law). The remaining time will be spent as follows:

- 1.0 day elective rotation
- 0.5 day engaged in outpatient psychotherapy
- 0.5 day engaged in a forensic research project
- 0.5 day in didactic training and case presentation

## **Forensic Evaluations**

*Faculty Supervisor(s): Amanda Bitting, Ph.D., Kimberly Brown, Ph.D., ABPP, Mary Elizabeth Wood, Ph.D., ABPP*

There are three types of forensic assessments available to interns. These are:

1) *Criminal pretrial forensic evaluations* – Evaluations of individuals who are charged with a criminal offense who have been court ordered to receive a forensic mental health evaluation. Evaluations entail assessing competency to stand trial and mental state at the time of the alleged offense (insanity). There are opportunities for evaluations both with juveniles (which focus more on treatment issues and placement) and with adults. Evaluations are typically done in a criminal justice setting (e.g., jail or detention). These evaluations provide exposure to severe and acute forms of psychopathology (e.g., psychosis, mood disorders, personality disorders), often in an untreated condition in combination with substance use disorders. The focus of the evaluation is on review and integration of records as well as a semi-structured interview including competency to stand trial assessment measures and at times also malingering assessment or brief neurocognitive assessment. There is also opportunity to provide competency training for defendants found incompetent to stand trial, but potentially restorable to competency on an outpatient basis.

2) *Fitness for duty evaluations* – Evaluation of individuals (mostly physicians) referred to the Vanderbilt Comprehensive Program (VCAP) for evaluation of their fitness to practice. Referrals are based on issues related to disruptive behavior, substance use, prescribing problems, boundary violations, mental illness, and sexual issues. Personality disorders or traits are commonly diagnosed in this otherwise high functioning population. Assessments include a standard battery of personality tests, including MoCA, MMPI-3, PAI, and MCMI.

3) *Pre-employment psychological evaluations* – Evaluation of applicants for a 911 dispatch/operator position at the Department of Emergency Communications in Nashville.

As a condition of their employment, such individuals are required to participate in a psychological evaluation to rule out psychopathology or personality issues that would compromise their ability to carry out the job duties safely and effectively.

The interns are involved in all stages of the evaluation, including the opportunity to testify in court in some instances. The involvement is gradual, with interns first mostly observing the supervisor and ending with the intern conducting most of the evaluation. The supervisor is present for the duration of the evaluations and supervision is hands on.

For additional information please see:

<https://www.vumc.org/forensic-psychiatry/>

<https://www.vanderbilthealth.com/program/behavioral-health-assessment-professionals>

## **Intervention**

*Faculty Supervisor(s):* Amanda Bitting, Ph.D.

Individual adult outpatient psychotherapy (approximately 3 patients, ½ day a week) in the department clinic focused on evidence-based practices. The diversity of patient presentations and related empirical treatment models allows the intern to tailor their training experiences to meet their specific goals, although the emphasis will be on treating patients with severe mental illness (SMI), using Cognitive Behavior Therapy for Psychosis (CBTp), ACT for Psychosis, and third-wave cognitive-behavioral modalities (e.g., DBT, ACT).

## **Research**

*Faculty Supervisor(s):* Mary Elizabeth Wood, Ph.D.

Interns are required to engage in a research project during the internship year. At the beginning of the internship year, the intern, working in collaboration with the research 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. The research project will culminate in a presentation at the end of the year for Academic Psychiatry Symposium in the Department of Psychiatry and Behavioral Sciences, where both trainees and faculty members present on their research.

Current research areas and topics include: Insanity Defense Typology, Sex Offender Risk Assessment, Intellectual Disability and Competency to Stand Trial Evaluation and Training.

## **Didactic Training and Case Presentation**

The intern will attend the regularly scheduled case conferences and didactic seminars that are organized as part of the internship experience, to round out their clinical knowledge and experience. They also will have the opportunity to attend Grand Rounds, conferences, and workshops on a variety of topics within psychology.

### **Additional Criteria for Selection**

Prior graduate training/experience in forensic psychology is required. Interns should have experience and comfort with severe psychopathology (e.g., psychotic disorders), as well as psychological assessment instruments, including forensic relevant instruments. They should be comfortable conducting assessments in a jail or prison setting (with supervisor present).

## **ELECTIVE OPPORTUNITIES**

Depending on the VUMC-IPP training track, there may or may not be opportunities to participate in an elective training placement.

When offered, elective placements are designed to complement the training opportunities available at the primary placement, broadening the overall training experience, and providing experiences that are congruent with the intern's needs/objectives for professional development. Training Directors will work in conjunction with the intern, completing an initial needs assessment, reviewing the intern's overall training background in relation to the intern's and the internship's training objectives. Once these interests have been identified, the Training Director and Intern will explore programs within the Department of Psychiatry to see if an elective placement is viable and work through the practical arrangements for a placement.

## 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 2023-2024 internship year is \$31,200

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### **Health Insurance**

Vanderbilt offers health insurance as a benefit of employment.

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### **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.

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### **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 elective placements.

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### **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](http://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](http://www.appic.org) and click on the AAPI Application Portal Online link. This year the due date for applications is November 4, 2022. 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 9<sup>th</sup>, 2022 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 Health Psychology:	245412
VUMC Adult Psychiatry Psychosis:	245420
VUMC Child and Adolescent Psychiatry:	245414
VUMC Autism and Lifespan Development:	245411
VUMC Forensic Psychology	245413

- 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 9<sup>th</sup>, 2022. 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 9, 2022

December 12, 2022

December 16, 2022



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 an elective 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.

During the first week of the internship, interns are provided an orientation to the VUMC-IPP and its component agencies, including all available elective placement training experiences. Elective 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](http://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 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. In August 2017, the Vanderbilt – Veterans Affairs Internship in Professional Psychology Consortium began a disbanding process and the Vanderbilt University Medical Center Internship in Professional Psychology (VUMC-IPP) was established as an independent internship training program in July of 2018. In compliance with the Commission on Accreditation (CoA), the VUMC-IPP participated in the accreditation self-study and site visit and was granted full accreditation as an independent site 2019. Given the long-standing history as an accredited consortium, the 2019 accreditation maintained the initial accreditation start date in 1971.

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## 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, a number of excellent hospitals (including Vanderbilt, St. Thomas, and Centennial), the corporate headquarters of HCA Healthcare Systems, and 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 elective 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**

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

**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) \_\_\_\_\_