



# THE UNIVERSITY OF CHICAGO MEDICINE

AT THE FOREFRONT OF MEDICINE®

## **The University of Chicago Medicine Department of Psychiatry & Behavioral Neuroscience**



## **Clinical Psychology Doctoral Internship Program Training Brochure for 2021-2022**



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## Message from the Director of Clinical Psychology Training

August 30, 2020

Dear Internship Applicants:

Congratulations on being at this point in your graduate training! Thank you for your interest in the **Clinical Psychology Doctoral Internship Program** at the **University of Chicago Medicine**. We are pleased to provide you with our updated 2021-2022 internship information. We are accredited by the American Psychological Association through 2029.

Our clinical psychology doctoral internship program is based in the **Department of Psychiatry and Behavioral Neuroscience** at the University of Chicago, in the Adult and Child sections. The internship has been an important component of departmental training for many years, and is integrated within the interdisciplinary educational mission of the Department and the larger Medical Center. Our internship is designed to train health service psychologists for entry level practice in academic settings. The hallmarks of our program include evidence-based approaches to assessment, consultation, and intervention and the integration of science and practice that is responsive to cultural differences. We provide training that focuses on breadth through our general Adult and Child clinics, while allowing our interns to develop an area of focus through their tracks. Most importantly, our internship is individualized and can be tailored to meet our interns' specific training goals. Each intern receives at least four hours of individual supervision each week and attends several hours of didactics designed to enhance acquisition of profession-wide competencies in health service psychology. We believe that we offer a challenging and supportive setting for obtaining doctoral internship training in Clinical Psychology.

At this point in time, any description of our program would be incomplete without alluding to the COVID-19 pandemic. In response to the level of risk posed by this disease and with the safety of our trainees, staff, faculty, and patients as our paramount concern, we transitioned to providing services virtually with most employees working from home. Our inpatient and neuropsychology programs were most impacted during this transition, and were therefore necessarily the first services to return to the medical center. We currently provide inpatient care, consultation services, and neuropsychological assessment using hybrid models as much as possible with appropriate safety protocols for when face-to-face contact is necessary. The next group of clinics to return to the medical center will involve those services that are embedded in integrated settings. Outpatient services for psychiatric care and psychotherapy in particular are being conducted remotely via video and phone. We recognize that virtual services for children and families are less than optimal and will therefore prioritize these populations as we return to "normal." We conduct didactics and some supervision virtually in order to support our interns' safety. We have highlighted the importance of flexibility and creativity as we adapted to challenges of COVID-19. However, we have become more aware of some of the losses associated with remote work such as interprofessional collaboration, socialization among interns and with our faculty, development of a support system for our trainees, and a general

sense of community. To facilitate these components, we are currently requiring all faculty and trainees within the Department to be on site at least one day a week. Our training program, department, division, and institution follow infection control procedures and national and state regulations as informed by science and safety. We are committed to maintaining the integrity of our training program and the acquisition of profession-wide competencies while balancing the safety of our trainees, faculty, and patients. Specific COVID-19 adjustments to our program may be found in our brochure. We also acknowledge the uncertain and evolving nature of the pandemic and that additional adaptations to preserve the integrity of our program and safety of our trainees and faculty may need to be made in 2021-22.

The Clinical Psychology Internship at the University of Chicago is comprised of **four tracks: Adult/Health Psychology, Adult Neuropsychology, Child/Pediatric Psychology, and Pediatric Neuropsychology**. We will be recruiting and matching with one intern in the Adult Neuropsychology, Child Psychology and Pediatric Neuropsychology Tracks, and two interns in the Adult/Health track. **You may apply to only one track** which should be specified in your cover letter.

Our application deadline is **Sunday, November 1, 2020 (11:59 EST)**. You will be contacted by email if you are selected for an interview. **We will conduct virtual interviews on the following Fridays in December, 2020 and January, 2021: 12/11/20, 12/18/20, 1/8/2021, and 1/15/2021.** Our annual stipend is \$36,000 and is offered as part of a comprehensive package of benefits.

Before deciding to apply to our program, please review our updated brochure very carefully. We want you to fully appreciate the structure of our program and what we have to offer. We hope that you will apply to our internship program because you believe it is a “great fit” with your professional goals for training and your future career development. We also encourage applications from individuals from underrepresented groups. Should you match with us, we will, in turn, work to provide you with the skills necessary to become a health service psychologist who is able to integrate science and practice in an academic environment serving a diverse population.

Read on for more details about our program! We wish you luck as you navigate this challenging process and complete your degree. We appreciate the time you will invest in completing the application to our program and promise to thoroughly review your credentials. We look forward to learning more about you and possibly “meeting” you. If you have questions that are not answered in our written materials, feel free to contact us by email.

Sincerely,



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Shona N. Vas, Ph.D.  
Director, Clinical Psychology Training  
Director, Cognitive-Behavior Therapy Program  
Associate Professor, Psychiatry & Behavioral Neuroscience  
Contact Information: [svas@yoda.bsd.uchicago.edu](mailto:svas@yoda.bsd.uchicago.edu)

Note: The Commission on Accreditation requires that all APA accredited internship programs provide the standardized tables of admissions, support, and initial placement data. These tables are updated annually for the Clinical Psychology Doctoral Internship Program at the University of Chicago Medicine. Questions about our program's accreditation status may be directed to:  
American Psychological Association  
Office of Program Consultation and Accreditation  
750 First Street NE,  
Washington, DC 20002-4242  
Phone: (202) 336-5979  
Web: <http://www.apa.org/ed/accreditation>



## Internship Admissions, Support, and Initial Placement Data

As of 2017, the Commission on Accreditation requires that all APA accredited internship programs provide the following standardized tables of admissions, support, and initial placement data. These tables are updated annually (revised: 8/14/2020) for the Clinical Psychology Doctoral Internship Program at the University of Chicago Medicine. Data are provided for the internship cohorts that started in 2017, 2018, and 2019.

### Admissions Information

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

Our program is based in an academic medical center and highlights the integration of science and practice in the provision of evidence-based clinical care. Applicants are required to apply to a particular track: Adult/Health Psychology, Adult Neuropsychology, Child/Pediatric Psychology, and Pediatric Neuropsychology. Our training program is tailored to help each intern develop and progress towards professional training goals that may be addressed within the experiences offered in our department. Applicants who are competitive for our program have a combination of both general training and more focused experiences within the particular track, and seek to use internship as an opportunity to hone existing skills while developing new ones that will be consistent with their professional goals. Most of our interns have previous experience in academic medical centers, have operated as part of interdisciplinary teams, are comfortable with the fast-paced environment and the need to function autonomously with appropriate support, and aspire to careers in academic settings.

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

Total Direct Contact Intervention Hours	N	Y	Amount: 600*
Total Direct Contact Assessment Hours	N	Y	Amount: 600*

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

We require 600 total face-to-face assessment and intervention hours **\*combined**. The distribution of these hours between assessment and intervention depends on the track the applicants choose. For our Adult/Health and Child/Pediatric tracks, competitive applicants usually have 400-600 intervention hours. For our neuropsychology tracks, competitive applicants have a greater proportion of assessment hours, although intervention experience is also important. Although we recognize that the COVID-19 pandemic has disrupted acquisition of clinical hours towards preparation for internship, our required minimum number of face-to-face hours remains the same. Most of our interns in recent years have far exceeded this benchmark. However, we encourage applicants whose training was significantly disrupted to



apply to our program if they determine that they are a good fit. In evaluating applications, we consider minimum number of hours to be one variable among many others in determining a candidate's fit for our site.

## Financial and Other Benefit Support

Annual Stipend/Salary for Full-time Interns	\$36,000	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	No
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	Yes	No
Coverage of family member(s) available?	Yes	No
Coverage of legally married partner available?	Yes	No
Coverage of domestic partner available?	Yes	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	20 days	
Hours of Annual Paid Sick Leave	10 days	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	No
Other Benefits (please describe): Full conference support for a first author presentation. However, this benefit may not be available during the upcoming training year due to pandemic-related funding restrictions.		

### Initial Post-Internship Positions (Aggregated Tally for the Preceding 3 Cohorts)

	<b>2017-2020</b>	
Total # of interns who were in the 3 cohorts	15	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	<b>PD</b>	<b>EP</b>
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center	1	
Military health center		
Academic health center	10	
Other medical center or hospital (county hospital)		
Psychiatric hospital		
Academic university/department	1	1
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting	1	

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

## General Information

In order to better understand our internship program, it is important to have a sense of the institutional and departmental contexts within which it resides.

### The University of Chicago Medicine

The University of Chicago Medicine is one of the country's preeminent academic medical centers. It is internationally known for the quality of its health care, medical and scientific training, and research.

The University of Chicago Medicine is comprised of the Pritzker School of Medicine and the Division of Biological Sciences of the University of Chicago. It includes the Bernard Mitchell Hospital, Duchossois Center for Advanced Medicine, Rubloff Intensive Care Tower, the Surgery/Brain Research Pavilion, Chicago Lying-in Hospital, the Center for Care and Discovery, and Comer Children's Hospital. More than 90 specialty outpatient clinics are part of the medical center. It is one of the larger medical systems in the Chicago area, with over 650 beds, and more than 700,000 outpatient visits per year. Many satellite clinics in community hospitals and outpatient practices also exist throughout the Chicagoland area. The Pritzker School of Medicine trains a higher proportion of academically oriented physicians than any other medical school in the country, and is highly ranked for its translational science training programs. The Division of Biological Sciences is composed of faculty-researchers in both basic science and clinical areas, including a collection of Nobel laureates, and receives over \$80 million annually in research grants.

The University of Chicago is in the Hyde Park neighborhood on the South side of the city. The University has an excellent library system, computer services, and many intellectual and social offerings. Hyde Park is a quiet urban residential neighborhood, centered around the University, and is noted for its multicultural flavor, cultural activities, and intellectual opportunities, as well as its historical architecture. Hyde Park and its neighbor community, Kenwood, are also known as the Chicago home of President Barack Obama and his family. The communities the medical center serves are quite diverse: two-thirds identify as racial/ethnic minorities, a quarter of residents are under age 18 and a third of residents are considered older adults; and 20% of families live below the poverty line. The University of Chicago is situated five miles south of Chicago's downtown area and one-half mile from Lake Michigan, affording access to a wide variety of cultural, recreational, and professional opportunities. Affordable housing close to the University is readily available. Interns often choose to live near the campus, as well as across the Chicagoland area. Access to the University of Chicago Medicine is easily available through both public transportation and by car.

### Department of Psychiatry and Behavioral Neuroscience

The Department of Psychiatry and Behavioral Neuroscience is an integral component of The University of Chicago Medicine. It is both a clinical service and training unit within the medical

center, and an academic unit within the Division of Biological Sciences and the Pritzker School of Medicine.

The Department has a long history of distinguished research, integrated with clinical service and mental health training. Current and previous faculty members include prominent psychologists and psychiatrists who have made major research and clinical contributions to behavioral, cognitive, biological, and psychodynamic theories of development and intervention, and their application to assessment, diagnosis, and treatment. Ongoing areas of research include therapy outcome, developmental psychopathology, substance abuse, psychopharmacology, developmental epidemiology, biological psychiatry, medical neuropsychology, neuroimaging, and the identification and treatment of multiple psychiatric and neurodevelopmental concerns.

The Department is comprised of two clinical sections: Adult Psychiatry and Child and Adolescent Psychiatry. Each section provides a combination of inpatient, outpatient, and specialty programs within the medical center. The Department also houses a research section that comprises faculty across the department as well as collaborates actively with programs throughout the Biological Sciences Division and greater University community. Our Department serves an incredibly diverse patient population across many individual difference variables (e.g., race, ethnicity, language, national origin, religion, sexual orientation, SES, etc.) in our general outpatient clinics, on our inpatient services, and in our specialty clinical programs. Our interns are afforded a unique training experience with patients of varying intersecting socially privileged and marginalized identities, one of the biggest strengths of our program.

### **Section of Adult Psychiatry**

The [Adult Psychiatry Section](#) provides outpatient psychotherapy and medication management services. In addition to general medication clinics, we offer a number of specialty pharmacology clinics. The outpatient medication clinics include the Schizophrenia/Chronic Mental Illness Program, Personality Disorders Clinic, Neuropsychiatry Clinic, Adult Anxiety Clinic, Psycho-Oncology and Med Psych Clinics, Consultation-Liaison Service, Addiction, Compulsivity and Impulsivity Disorders Clinic, Women's Health, and the Geropsychiatry Clinic. Inpatient psychiatric services are provided through our affiliate settings, Ingalls Hospital and Northshore University Health System, located across the Chicagoland area. Adult Psychiatry also collaborates on training and service with the University's Student Counseling Service (SCS). Additionally, the Department shares psychiatry training responsibilities and collaborates on research with affiliated faculty at Northshore, located in the suburbs north of Chicago.

Patients of the Adult Section of the Department of Psychiatry & Behavioral Neuroscience present with a wide variety of mental health problems. Interns are likely to be involved in the assessment and treatment of patients with affective, cognitive, or substance use disorders, difficulties in emotional and behavioral regulation, psychophysiological and somatization disorders, relationship problems, sleep disorders, adjustment disorders associated with medical conditions, and personality disorders. Many patients are self-referred from throughout the

Chicago area, while other patients are referred by physicians within the Medical Center and its affiliated services for assessment and treatment. The patient population is comprised of a diverse socioeconomic, racial and ethnic mix, representing the University and greater Chicagoland community.

### **Section of Child and Adolescent Psychiatry**

The [Child and Adolescent Psychiatry Section](#) is comprised of psychologists and psychiatrists who share a primary interest in clinical service, research, and training in child and adolescent mental health and pediatric consultation. Serving both traditional psychiatric and medical populations, the Section collaborates with pediatric specialists from Comer Children's Hospital, including Developmental and Behavioral Pediatrics, Pediatric Hematology-Oncology, Pediatric Infectious Disease, Pediatric Rheumatology, Pediatric Gastroenterology, Pediatric Neurology and Neurosurgery, and General Pediatrics. The section has a long and rich tradition of training child and adolescent mental health professionals, many of whom have gone on to prominent positions in academic medicine, research, and clinical care. Current training and intervention orientations include developmental, interpersonal, cognitive, behavioral, and biological perspectives.

Specialty services within the Section include the Pediatric Consultation-Liaison Service, Neurodevelopmental Disorders Clinic, Mood and Anxiety Disorders Clinic, Child and Adolescent Trauma, PCIT Clinic, and the Pediatric Neuropsychology Service. The Child Psychiatry Outpatient Clinic provides assessment, diagnosis, and treatment services for the Hyde Park and greater Chicagoland community, including pharmacotherapy and psychotherapy. Inpatient care for children and adolescents is provided through our affiliated units at Ingalls Hospital in the south suburbs, and Northshore University Health Systems and Highland Park Hospital, in the northern suburbs. Although the population served by the Child and Adolescent Psychiatry Section is clinically and economically diverse, a substantial number of patients come from disadvantaged and minority backgrounds.

### **Program Overview**

Our internship program is grounded in the scientist-practitioner philosophy with an emphasis on empirically-supported assessment, treatment, and consultation approaches. We provide general training in clinical psychology for all interns with opportunities for specialized training within each individual track. Our belief that internship is a training year that serves as a bridge from student to professional is supported by our commitment to supervision and robust didactic offerings. All interns spend up to half their time in our general Adult or Child outpatient clinics where they follow cases for assessment and psychotherapy. Further, each intern applies to and is matched within one of our four tracks (Adult/Health, Adult Neuropsychology, Child, and Pediatric Neuropsychology). Within their tracks, interns obtain more focused training through rotations that account for the other half of their time. These rotations are carefully selected to facilitate the accomplishment of interns' learning goals and preparation for

postdoctoral training and future employment. In addition to developing broad competencies across the major areas of health service psychology, our program is dedicated to our interns' professional development through mentorship, supervision, availability of role models, interdisciplinary collaboration, and didactics; and is highly customizable to optimize achievement of training goals. Each intern is assigned a primary mentor who will help them in clarifying training goals, making rotation choices, monitoring their progress through the program, and assisting with career development and decision-making about the transition from graduate student to professional psychologist. Interns attend didactic seminars conducted by senior and junior faculty members addressing their developmental and professional needs. Our ultimate focus as a faculty is on facilitating our interns' development as health service psychologists who will function effectively in academic environments. We accomplish this goal through general training, specialty rotations, intensive supervision and mentorship, didactics, and research opportunities. Interns interact with supervisors from diverse backgrounds and orientations, and develop the communication skills, expertise, and confidence required to provide expert services to patients and families, physicians and other providers, to become educators and supervisors in clinical and academic settings, and to share their knowledge in lectures and more formally, in peer-reviewed venues. Moreover, our internship program and our faculty are committed to diversity and inclusion which is aligned with the broader efforts within the institution. We believe that we have developed an enriching, exciting, and challenging program that can be customized towards helping you achieve your training goals.

## Program Aims

In sum, our program's specific aims are anchored in the profession-wide competencies expected of all health service psychologists and around which training programs are structured. Our aims align with these competencies which in turn guide the development and implementation of our program, the expectations for our interns, and evaluation of our program's outcomes. Our program aims to:

1. To recruit and train ethical, skilled, and culturally sensitive health service psychologists who will be prepared for entry level practice and postdoctoral fellowships in academic settings.
2. To provide training in evidence-based approaches to assessment, intervention, and consultation with diverse populations through the integration of science and practice in an interdisciplinary environment. Our program addresses the development of general clinical skills while providing opportunities to develop an area of focus within designated tracks (Adult/Health, Adult Neuropsychology, Child, Pediatric Neuropsychology).
3. To facilitate interns' professional identity as health service psychologists by customizing each intern's experience to be consistent with their training goals and career aspirations through mentorship, supervision, didactic education, and experiential training.

## Internship Competencies

Our internship program is consistent with the American Psychological Association's (APA) updated Standards of Accreditation ([SoA](#)) in health service psychology as reflected in the acquisition of the profession-wide competencies (PWCs). We believe that the internship year should be focused on the broadening and further development of an intern's general clinical psychology skills. Across all tracks, our interns' outpatient experiences will provide opportunities for development of the PWCs, in addition to the experiences they obtain within their specific track. Through their outpatient experiences, interns are required to spend approximately 50% of their time (40% for Neuropsychology tracks) conducting evaluations and providing brief and longer-term individual psychotherapy with adults, children, adolescents, and families, under the supervision of departmental faculty. Our supervisors represent various orientations, including developmental, systems, cognitive-behavioral, interpersonal, and acceptance-based models. Our program is also designed to offer more specialized experiences to enable interns to identify a focus for postdoctoral training and to establish career and professional goals.

Per the SoA, we expect that all interns will acquire the following PWCs over the course of the training year.

1. **Science, research and evaluation:** We expect our interns to engage in professional activities informed by the integration of science and clinical practice. As such, interns are exposed to empirically supported treatments, learn to turn to the literature to answer clinical and research questions, become involved in different aspects of clinical research, and generally demonstrate dedication to expanding their knowledge and skills in this domain. Further, interns will recognize the importance of outcome and program evaluation within their clinical activities and its value in professional practice.
2. **Ethical and legal standards:** We expect our interns to become proficient in the knowledge and application of appropriate ethical and legal guidelines, and to be consistent with professional ethical guidelines and federal and state law.
3. **Individual and cultural diversity:** Our interns are expected to be thoughtful about their own cultural and ethnic background and its impact on their own approach to assessment, treatment, consultation, and research. Our program offers a unique setting to develop competence in working with a range of individual difference variables including but not limited to, race, ethnicity, language, nationality, religion, socioeconomic and educational status, geographical location, sexual orientation, and gender identity. We believe that self-reflection in this regard is an essential component in creating a culture that values diversity and inclusion. Diversity competence is woven into all aspects of our training program.
4. **Professional values, attitudes, and behaviors:** We value the interns as members of our Department. We expect that they will engage in appropriate professional behavior, act ethically and responsibly in all professional settings, and become familiar with the operation of a medical center in terms of administration, billing, documentation, and time management. Through professional practice, supervision, and didactics, interns will



be exposed to the process of developing their own identities as emerging clinical psychologists. We encourage ongoing self-reflection and refinement of personal and professional goals.

5. **Communication and interpersonal skills:** We expect our interns to appropriately utilize supervision and consultation to accomplish their training goals while providing appropriate clinical care. Training is also focused on enhancing communication in multiple settings and roles.
6. **Psychological assessment and diagnosis:** Clinical activities will facilitate the acquisition of diagnostic knowledge and assessment skills. Interns will become develop a thorough working knowledge of psychopathology and psychiatric diagnosis per the DSM and ICD systems. They will learn to use interview, historical, collateral, and psychometric data to diagnose appropriately, develop a case formulation, and provide treatment recommendations as necessary.
7. **Psychotherapeutic intervention:** Interns will be expected to become familiar with empirically supported treatments. Goals in this regard include being able to develop and maintain patient rapport, engage in case conceptualization that guides treatment planning, provide evidence-based treatment to individuals, couples, families, and groups, and mobilize case management services as necessary.
8. **Supervision, education, and training:** We prepare interns for careers in academic settings. To this end, they acquire competencies in the provision of clinical supervision and are also offered opportunities to provide other forms of teaching and training.
9. **Consultation:** Our program provides interns with the opportunity to work in interdisciplinary settings with different types of medical and mental health providers such as psychiatrists, social workers, residents, fellows, nurses, medical students, and physicians. By the end of internship, we expect our trainees to be competent in providing consultation, to work collaboratively as members of a treatment team, and to interact effectively with professionals from different disciplines.

Formal written evaluations of interns are conducted at the 6 and 12-month mark. More informal but also written evaluations are conducted at the 3-month mark, with rotation evaluations being conducted at 9 months if necessary. Our evaluation form is developmentally anchored in terms of the PWCs. In order to graduate from the program, interns are expected to meet the minimal levels of achievement (MLAs) described on the evaluation form for outpatient and rotation experiences. Prior to completion of internship, we expect trainees to be at the intermediate level for all PWCs. On completion of internship, we expect trainees to be at the high intermediate or advanced level on 80% of PWCs. Further details are available in our Intern Training Manual which is distributed during orientation. The Training Manual also contains information about remediation and due process.

## **Commitment to Diversity and Inclusion**

Consistent with missions of the University of Chicago, the Biological Sciences Division, and the University of Chicago Medical Center, the internship is committed to diversity and inclusion in

all facets of our program. Our diverse patient population and community provide the varying voices and perspectives that are central to the pursuit of new knowledge. Our culture is enriched by the different backgrounds of our students, trainees, faculty, staff, alumni, and patients. As such, we welcome applications from members of diverse and underrepresented groups.

The University of Chicago is an Affirmative Action/Equal Opportunity/Disabled/Veterans Employer and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law. For additional information please see the [University's Notice of Nondiscrimination](#).

Given the widespread recent social unrest coupled with the COVID-19 pandemic, we are acutely aware of the impact of these racial injustices and disparities on our community. The BSD, the Medical Center, the Department, and the internship program have all developed and implemented additional programming to effectively respond to the evolving needs of our trainees, employees, and the patients we serve. We explicitly affirm our anti-racist identity and are committed to dismantling racism and oppression, and promoting social justice, cultural humility, equity, and inclusion.

## Internship Tracks

The clinical psychology doctoral internship program at the University of Chicago is comprised of four tracks:

1. Adult Health Psychology (APPIC Match Number 126612): 2 positions
2. Adult Neuropsychology (APPIC Match Number 126614): 1 position
3. Child Psychology (APPIC Match Number 126613): 1 position
4. Pediatric Neuropsychology (APPIC Match Number 126615): 1 position

We are a member of the Association for Psychology Postdoctoral and Internship Centers (APPIC) and participate in the national match. You must register with National Matching Service (NMS) in order to apply to our [program](#). We are compliant with APPIC membership criteria and also abide by all APA guidelines and principles. All applicants must indicate which track they are applying to and may apply to only one track. Applicants who apply to more than one track will not be considered further. Interns will be matched to specific tracks and expected to obtain most of their experience within their track. Cross track rotations are possible to round out experience and skills. A summary of the four tracks is provided below, with more detailed information about rotations available later in the brochure, along with descriptions of faculty interests. If you are considering a particular track for internship, carefully read the description about potential experiences and review each faculty member's clinical and research interests.

1. The **Adult/Health Psychology track** is appropriate for individuals whose interests lie in more traditional areas of psychopathology and intervention, candidates who are aspiring health psychologists, and applicants who consider themselves to be

generalists and want to acquire basic competencies in health psychology. This track emphasizes training in assessment, diagnosis, and treatment of emotional and behavior disorders, and psychosocial contributors to medical and psychiatric problems in adults. Core clinical rotations highlight the development of competencies in the treatment of individuals with Addictive Disorders, Anxiety Disorders, Severe Mental Illness, Obsessive-Compulsive and Related Disorders, Trauma and Stressor-Related Disorders, Eating Disorders, and emotional and behavioral dysregulation using empirically supported treatments, as well as emphases in different areas of health and psychosocial functioning through Psychosocial Oncology, Consultation-Liaison, Diabetes, Surgical and Behavioral Treatment of Obesity, Health Psychology, Integrated Primary Care, Pain, Reproductive Behavioral Health, Gastrointestinal Disorders, and Transplant. Research rotations in the areas of addictive disorders, compulsive behaviors, eating disorders, and the treatment of mood and emotion regulation disorders are available. In addition, interns may elect to learn more about psychology Training and Administration. Primary faculty involved in the Adult Psychology track include Drs. Andrea King, Amy Siston, Shona Vas, Lindsay Brauer, Nancy Beckman, Daniel Fridberg, Jennifer Wildes, Fabiana Araujo, Candice Norcott, Molly Erickson, and Alyse Bedell.

2. **The Adult Neuropsychology track** adheres to APA Division 40 and Houston Conference guidelines for training and meets requirement for board certification in clinical neuropsychology. The intern spends at least 50 percent of time conducting neuropsychological evaluations and attending weekly didactics related to this area of focus. Adults across the age range are evaluated, with a significant geriatric population. There are several clinical rotations available. The Adult Neuropsychology Clinic rotations (which occur on different days of the week) involve evaluations of primarily outpatient referrals presenting with various neurologic and medical conditions, using a flexible battery approach. The Memory Disorders rotation involves working with a multidisciplinary medical team and conducting neurocognitive assessments of individuals presenting with memory complaints. The Adult Neuropsychology Research Rotation involves working closely with a faculty member on either an existing project or new short term project, with a focus on improving knowledge regarding cultural issues and/or geriatrics. A research rotation examining the neurocognitive abnormalities of psychotic disorders and using EEG and fMRI data is also available. Faculty on the Adult Neuropsychology track are Drs. Joseph Fink, Maureen Lacy and Sarah Keedy.
3. **The Child/Pediatric Psychology track** is oriented towards candidates seeking to focus on the interface between hospital-based clinical child psychology and pediatric psychology practice. Emphasis is on diagnostic evaluation, intervention, management of health and psychopathology related difficulties, consultation/liaison, and working with referring medical and psychiatric teams. Core rotations in this track include Pediatric Consultation/Liaison, Kovler Diabetes Center, MALS (Median Arcuate Ligament Syndrome), Hematology-Oncology and Survivorship Clinics, Parent-Child Interaction Therapy (PCIT), Trauma and Resilience Treatment (U-STAR and REACT clinics) and Eating Disorders. Core faculty in this track include Drs. Tina Drossos, Sonya Mathies-Dinizulu,

and Matthew Young with some rotations being supervised by our pediatric neuropsychologists, Drs. Scott Hunter and new faculty member, and our adult faculty, Drs. Jennifer Wildes and Candice Norcott. We are a member of the Clinical Child and Pediatric Psychology Training Council.

4. The **Pediatric Neuropsychology track** is also consistent with APA Division 40 and Houston Conference guidelines for training and meets requirement for board certification in clinical neuropsychology. The intern spends at least 50 percent of time conducting neuropsychological evaluations and attending weekly didactics related to this area of focus. This track emphasizes competencies in the assessment, diagnosis, and treatment of neurodevelopmental, mood, and behavioral concerns in children and adolescents. The intern on this track divides time between conducting neuropsychological evaluations of outpatient referrals from the broad spectrum of pediatric specialties in the Medical Center, with an emphasis on children with neurological, learning, and developmental disorders; and on developing skill in pediatric consultation-liaison, pediatric psychology, and individual and family psychotherapies. All interns in the Child Section become expert in the application of empirically supported interventions for mood, behavior, developmental difficulties, and pediatric psychology. Primary faculty on this track are Drs. Scott Hunter and our new pediatric neuropsychologist with additional rotations supervised by Dr. Tina Drossos and Sonya Dinizulu. Dr. Gross will be joining our faculty in January 2020.

## Internship Program Structure

The internship is a year-long, full-time experience devoted to supervised training in the provision of clinical services and continued development of skills in research and consultation. Interns participate in weekly seminars addressing professional identity and practice as well as more focused didactics associated with their clinical and research rotations. Individual supervision is provided across the areas of psychological assessment, treatment, and consultation. The emphasis of the internship is on developing core skills in these areas and on fostering the development of the intern's professional identity as a health service psychologist. The program has four principal components: 1) Outpatient clinical service 2) Clinical and research rotations 3) Supervised experience in psychotherapy and other aspects of general clinical psychology practice, and 4) Didactic education.

In keeping with our focus on professional development, at the beginning of the internship, each intern is assigned a primary faculty mentor. In consultation with their mentors and the Director, interns formulate a plan for identifying and meeting their training goals. Collaboration with other faculty members across tracks, including clinical supervisors will also be considered in designing an individualized training program. Individually determined combinations of rotations, clinical supervisors, patient populations, seminars and other opportunities across the hospital system are selected to optimally meet each intern's training needs and interests. We consider this flexibility to be one of the highlights of our program as it allows the intern to

maximize the value of the internship year by making unique choices from among the diverse educational opportunities our site offers.

## 1. Outpatient Clinical Service

Both our Adult and Child Sections have robust outpatient clinical programs. These outpatient opportunities provide the generalist clinical training and broad exposure to the practice of health service psychology within an academic medical center. Diagnoses of patients in these clinics span the DSM-5 and offer experience with a range of individual difference variables across multiple dimensions. Patients present for assessment, intervention, consultation, and pharmacological maintenance. Interns are integral providers in our clinics and work closely with faculty psychiatrists, psychiatry residents and fellows, and other staff (e.g., social workers, nurse practitioners) to serve the needs of this population. Interns carry between 7 and 12 patients per week, depending on their track and the particular composition of their caseload, for which two hours of individual supervision are provided. Our internship emphasizes the importance of both breadth and depth in the training of clinical psychologists. In this capacity, Adult/Health and Child interns are expected to provide a minimum of **360 hours of direct service (diagnostic assessment and treatment) in the outpatient clinics** by the end of the training year. As the Adult and Pediatric Neuropsychology Tracks are more time-intensive for rotations, these interns are expected to provide a minimum of **300 hours of direct service in the outpatient clinics**. These numbers represent adequate direct clinical service to meet licensure requirements in the state of Illinois. Interns obtain further clinical experience and supervision through their choice of rotations, thereby broadening and deepening their expertise.

## 2. Clinical and Research Rotations

Rotations are an important component of the structure of the internship. The Department of Psychiatry and Behavioral Neuroscience specifically, and the University of Chicago Medicine more generally, serve as training settings for these rotations. These clinics, programs, and services provide interns with the opportunity to work alongside skilled psychologists; psychiatrists; other pediatric and adult physician specialists, such as neurologists, oncologists, or geriatricians; and clinical social workers and Child Life professionals, in a variety of diverse settings, across various areas of Clinical Psychology and Psychiatry. Rotations in the specialty clinics and services introduce interns to the differing areas of practice that exist within the profession, and help them refine their own specialty interests.

In consultation with their primary mentor and the Director of Psychology Training, interns choose a total of **four full-time rotations: two rotations are completed each six-month period of the training year**. One rotation is equivalent to one full-day of clinical (or research) commitment, each week, approximately 8-10 hours. An intern may elect to take the same rotation again (i.e., a depth of training approach) or may choose another, different track rotation, to gain a wider training experience (i.e., a breadth of training approach). Interns must **participate in at least three clinical rotations related to their designated track**. For example,

the Adult Neuropsychology Intern will typically complete the Memory Disorders Rotation, and two Adult Neuropsychology Clinic Rotations. In selecting a fourth rotation option, the intern may elect to complete a research rotation or opt for a rotation from one of the Adult or Child track offerings. Over the years, popular “outside” track rotations taken by Adult Neuropsychology interns have been the Anxiety Disorders Clinic and the Consultation/Liaison Service on the Adult Psychology track. In order to provide interns with maximum opportunity to sample the program’s many clinical and research offerings, some rotations are offered as a “mini” rotation (half day; 5-6 hours). No more than two mini rotations may be pursued at any given time.

Each rotation involves clinical work and supervision, and most rotations also include a seminar or case conference. The various specialty clinics that are currently available to interns are described for each track, in the relevant track sections. It is important to note, however, that rotations may change over time, with some options being added, and others possibly becoming unavailable for the training year an intern enters the program. Please feel free to inquire about the availability of particular clinical rotations that may be of specific interest.

While the internship year is primarily devoted to clinical training, our program encourages the continued development and refinement of an intern’s skills in research, scientific inquiry, and program evaluation as integration of science and practice. As such, interns may become formally or informally involved in ongoing faculty research both within the Department or in collaboration with other services across UCM. Interns may also develop their own research questions and projects within the Department or with a collaborating service in the medical center.

Research rotations are commonly pursued by interns, and are more typically completed during the second half of the year. **We require that interns have defended their dissertations prior to embarking on a research rotation.** The research rotation is usually developed within the context of ongoing programs and projects across the tracks, and most interns complete their research in conjunction with one of their track supervisors or mentor. Time for this rotation is negotiated with the investigator and the Director of Clinical Psychology Training. To fulfill the rotation requirements, interns may assist faculty in grant preparation and submission, running existing projects, analyzing data and presenting results, writing manuscripts, or developing an independent, program- related project.

### 3. Supervision

The core of our internship’s training philosophy is supervised clinical experience that challenges interns to expand their conceptual and practical skills in the assessment, diagnosis, and treatment of psychological and behavioral disorders. Each intern is matched with a primary mentor, who serves as the principal track-specific advisor overseeing the intern's program and progress. All interns are assigned two year-long primary supervisors for their outpatient cases. Further, interns receive supervision from directors of the rotations that they selected. Supervision is done primarily on an individual basis, with a licensed clinical psychologist on

faculty, although some supervision is also conducted in group format and through seminars and case conferences. Close attention is paid to balancing the intern's core training goals, their rotation demands, their psychotherapy caseload, and their supervision needs. Interns typically receive two hours of weekly outpatient psychotherapy supervision and at least one hour of rotation based supervision each week, per rotation. For most rotations, group supervision also occurs and often involves trainees at different levels including psychiatry residents, child fellows, psychology externs, and postdoctoral fellows.

#### 4. Didactics

All interns attend several core seminars as part of their internship training, in accordance with APA requirements and recommendations. Interns also have the opportunity to attend any elective seminars offered through the Psychiatry Residency Program or the University of Chicago Medicine. In addition, each track presents its own specific seminar(s) that interns attend as part of their rotations and mentoring; these offerings are explained in the detailed descriptions for each of the tracks. Core seminars for interns are described below:

- a. **Professional Issues Seminar**, facilitated by Dr. Shona Vas, provides the opportunity for interns and psychology training faculty to discuss important issues central to our work and identity as health service psychologists, including: ethics and standards of practice, psychology as a profession, legal and political issues, diversity issues, and sensitivity to individual differences, the integration of research and clinical work, career development, and socialization into the profession of psychology. This seminar is designed to prepare interns for the transition from student to health service psychologist.
- b. **Health Psychology Seminar**, facilitated by Dr. Tina Drossos and Dr. Nancy Beckman, consists of readings, didactic lectures, case presentations, and open discussion intended to familiarize interns with the medical center setting and its professional demands. This seminar emphasizes the application of clinical psychology principles to modify biological and psychosocial functioning and adjustment to illness, as well as surveys different disorders common to psychiatric and medical settings, and their treatment. As part of this seminar, members of the training faculty and outside guest lecturers present their work, with the intention of exposing interns to the myriad roles that psychologists may have as part of an academic medical center. Further, interns receive specific instruction about assessment and intervention for several different medical conditions.
- c. **Diversity Seminar** is facilitated by Dr. Sonya Mathies Dinizulu. Didactic presentations, case examples, and journal club discussions are used to enhance interns' intercultural knowledge of and competence with individual differences in several contexts within and beyond the medical center environment. Interns are exposed to various levels of activism and are encouraged to engage in these efforts to promote social justice in the areas of their choice. As diversity is woven into all aspects of our training program, this seminar provides an opportunity to discuss interns' integration of didactic knowledge, experiential training, and supervision in this regard.



- d. **Supervision Seminar** is facilitated by Drs. Matthew Young and Shona Vas. Didactic presentations, group discussion, and in-session activities are utilized in providing interns with foundational knowledge for developing competency in the provision of clinical supervision. Further, all interns are required to provide clinical supervision to psychology externs for which they receive individual supervision from a faculty member. This seminar serves as another avenue for interns to collaboratively discuss their experiences and explore their emerging identity as clinical supervisors.
- e. **Advanced Cognitive-Behavior Therapy** is offered for both adult and child interns, in tandem with departmental externs who are completing advanced clinical placements. Dr. Shona Vas directs the adult CBT course and Dr. Matthew Young directs the child CBT course. The lectures in these series are designed to provide training in empirically-supported assessment and treatment for most disorders classified in the Diagnostic and Statistical Manual (DSM) of Mental Disorders, 5<sup>th</sup> edition (DSM-5).
- f. **Multidisciplinary Case Conference** is facilitated by Dr. Lindsay Brauer in the Adult Section and Dr. Tina Drossos in the Child Section. Cases involving multiple providers are presented. This seminar encourages inter-disciplinary dialogue and contributes to the supportive and collaborative learning environment in the Department.
- g. **Grand Rounds:** The Department's Grand Rounds series takes place weekly between September and June and offers presentations on a wide range of topics in mental health and psychiatric medicine by renowned speakers from around the country. This seminar alternates between a monthly Clinical Grand Rounds, where trainees and faculty present on current clinical cases of note, and research presentations by faculty from within the Department and the larger medical center, as well as researchers from outside the Chicago area. All psychology interns and senior residents in the Department present during the year as part of the Grand Rounds training series.
- h. **Morbidity and Mortality (M&M) Conference:** This meeting reviews, in a supportive and interdisciplinary environment, recent cases seen by faculty and trainees in the Department, both individually and across disciplines, where concerns regarding ethics, communication, and/or treatment efficacy have occurred. This is a required meeting in line with Departmental and medical center Quality Assurance guidelines.

In addition to these core seminars, interns attend track and rotation specific didactics. Additionally, the Department, Medical Center, and University each offer a plethora of seminars, lectures and varied educational experiences throughout the year, which interns may choose to attend. For example, interns may attend Grand Rounds in other Departments including Neurology, Medicine, and Pediatrics, lectures offered through the Department of Psychology and the Committee on Human Development, weekly lectures and case conferences with the psychiatry residents, and interdisciplinary conferences and courses on conducting research.

## Track Descriptions and Rotations

Our clinical psychology doctoral internship program is organized into four tracks. Each track offers unique experiences that may be tailored to meet the intern's professional goals. In this section, we describe the four tracks and available rotations within each track. When possible, we have described COVID-19 adaptations to our program.

### Adult/Health Psychology Track

We will recruit two interns for the Adult/Health Psychology Track which emphasizes training in general clinical work with medical and psychiatric populations. This track is an appropriate fit for interns who have interests in general and specific areas of emotional and behavioral dysregulation, interns who are aspiring health psychologists, and for interns who seek to integrate these areas by becoming familiar with the varied clinical presentations seen in a rich academic environment. Interns on this track will have the opportunity to develop competency in working with patients with and without primary psychopathology, who range in age from early adulthood to older adults, and who represent diverse social, economic, cultural, and ethnic backgrounds. Opportunities for psychological and neuropsychological assessment exist within this track. Although track faculty endorse a variety of evidence-based theoretical orientations, cognitive-behavioral and acceptance-based therapies, both brief and long-term, are emphasized.

The Adult/Health Psychology track has particular strengths in clinical service using cognitive-behavioral and pharmacological approaches to treating substance use disorders, depression, anxiety, trauma, obsessive-compulsive spectrum, and other disorders of emotional and behavioral dysregulation, including more severe mental illness. These rotations include the Adult Anxiety Clinic, the Addictive, Compulsivity, and Impulsivity Disorders Clinic, Severe Mental Illness, Obsessive-Compulsive and Related Disorders Clinic, and the Eating Disorders Program. The program offers an opportunity to gain experience providing supportive and therapeutic interventions to individuals with medical concerns, through the Psychosocial Oncology, Consultation-Liaison, Health Psychology, Pain, Integrated Primary Care, Women's Behavioral Health, Psychogastroenterology, Transplant, and Surgical Treatment of Obesity rotations. We also offer a Training and Administration rotation to afford our interns more focused exposure to clinical supervision and to developing an understanding of the administration involved in psychology training. Interns may also elect to do an outside rotation from one of the other tracks in order to obtain breadth in their training experience, although this is certainly not necessary given the diverse array of options within the Adult/Health track.

Adult psychology services are also provided to traditional psychiatric outpatients, and patients who require support and rehabilitation for neuropsychological and chronic psychiatric conditions. Services are provided to patients adjusting to acute medical crises as well as those managing chronic medical conditions. Many of these patients are referred by other members of the Department, UCM providers outside the department, or are self-referred and specifically

seeking treatment from a University of Chicago specialty clinic. Interns are embedded in the Adult section of the department and will interact with other providers with multiple contexts. Services offered by psychology interns include assessment, psychotherapy, consultation, and provider education. The Adult/Health Psychology Track has a number of elective seminars and treatment team activities that are typically required depending on the intern's particular rotation choices.

Rotations within the Adult/Health track may be offered as “full” rotations (8-10 hours per week) or “mini” rotations (5-6 hours per week) unless otherwise specified. Descriptions for each rotation are provided below.

*COVID-19 Adaptations: At this point, most outpatient assessment and psychotherapy in the Adult Section are being provided virtually. Further, interprofessional collaboration has been negatively impacted as many providers are not on site. Interns and faculty strive to find alternative methods to connect with other members of the treatment team.*

#### **Addictions: Daniel Fridberg, Ph.D. (with support from Andrea King, Ph.D. & Jon Grant, M.D., J.D., M.P.H.)**

The Addictions Rotation will provide the intern training in evidence-based assessment and psychotherapy for addiction and related disorders in the Addictive, Compulsive, and Impulsive Disorders (ACID) clinic at the University of Chicago Medicine. Patients in this clinic present primarily with substance use or impulse control disorders (i.e., “behavioral addictions”). The majority meet criteria for a comorbid mood or anxiety disorder. Interns in this rotation will gain experience with semi-structured diagnostic evaluations for patients with addiction through their participation in Dr. Grant's resident addiction clinic. Interns will be trained on a CBT-based smoking cessation protocol (Courage to Quit®) and deliver that intervention to groups of ~4-12 patients weekly as part of the smoking cessation clinic. Interns will also provide empirically supported psychotherapeutic interventions including motivational enhancement therapy/motivational interviewing and cognitive-behavioral therapy for a caseload of approximately 4-5 individual psychotherapy patients. Supervision will consist of 1 hour of weekly individual supervision with Dr. Fridberg. In addition, there may be opportunities to supervise junior trainees (e.g., psychology externs) and to collaborate with Dr. Fridberg or other ACID faculty (Drs. Grant and King) on ongoing research projects.

#### **Adult Anxiety: Shona Vas, Ph.D.**

The Adult Anxiety Clinic Rotation provides outpatient individual and group assessment and psychotherapy for adults experiencing anxiety, obsessive-compulsive, and trauma/stressor and-related disorders. Presenting diagnoses in the clinic include Panic Disorder, Agoraphobia, Generalized Anxiety Disorder, Social Anxiety Disorder, Specific Phobia, Obsessive-Compulsive Disorder, Hoarding Disorder, Body Dysmorphic Disorder, Disorders involving Body-Focused Repetitive Behaviors, Posttraumatic Stress Disorder, Acute Stress Disorder, and Adjustment Disorders. Treatment is provided from a cognitive-behavioral perspective, using empirically supported approaches. However, patients may also learn skills taught as part of acceptance-based approaches, for example, dialectical behavior therapy (DBT) in a group format. The intern

will conduct diagnostic evaluations, provide individual therapy, and co-facilitate one or more time-limited psychotherapy groups for different disorders. In addition, the intern will have the opportunity to gain experience in providing clinical supervision for advanced graduate students who are also training in the clinic. The intern on this rotation will receive one hour of individual supervision each week, and will carry a caseload of 3-4 individual patients. This rotation requires participation in a weekly team meeting that addresses components of psychological assessment and treatment of anxiety disorders, interdisciplinary care, and professional development.

#### **Eating Disorders: Jennifer Wildes, Ph.D.**

The Eating Disorders Program Rotation provides evidence-based assessment and treatment services to patients with anorexia nervosa, bulimia nervosa, binge eating disorder, and other feeding and eating problems (e.g., avoidant restrictive food intake disorder, purging disorder, atypical anorexia nervosa). Interns are embedded in an interdisciplinary treatment team that includes psychologists, psychiatrists, and social workers with expertise in the outpatient management of feeding and eating disorders. Responsibilities include conducting initial intake assessments and providing psychotherapy utilizing cognitive behavioral, dialectical behavioral, and family based treatment modalities. Interns also are expected to attend weekly rounds and didactics meetings and have the option of attending a weekly eating disorders research meeting. A separate eating disorders research rotation is available, if desired and if the intern has defended the dissertation.

#### **Severe Mental Illness: Lindsay Brauer, Ph.D.**

Interns in the Severe Mental Illness (SMI) rotation will work within an interdisciplinary clinic (psychiatrists, psychiatry residents, medical students, clinical psychology externs) to develop skills providing evidence-based treatment to adults with severe mood, anxiety, and psychotic disorders. Psychotherapy is provided in individual format, though opportunities to develop group therapies are possible. Interested interns do not have to have a background in SMI to participate in the rotation, and training in evidence-based treatment for SMI will be provided through weekly seminars and supervision. Interns will also have the opportunity to supervise an advanced clinical psychology extern in the provision of evidence-based treatments for SMI.

#### **Obsessive-Compulsive and Related Disorders (OCD): Lindsay Brauer, Ph.D.**

Interns in this rotation will work within an interdisciplinary clinic (psychiatrists, psychiatry residents, medical students, clinical psychology externs) to develop skills providing cognitive-behavioral therapy to Obsessive-Compulsive and Related Disorders (OCDs). Psychotherapy is provided mainly in individual sessions, though there is a possibility of providing group therapy. The most common clinical presentations are Obsessive-Compulsive Disorder, Trichotillomania, and Skin-Picking. Treatment intensity varies based on the needs of the patient, and can range from weekly treatment to twice daily treatment. The intern in this rotation will participate as a member of the treatment team as intensive (daily treatment) cases present. There is also an opportunity to supervise an advanced clinical psychology extern in the provision of evidence-based treatments for OCDs, and devise individualized treatment programs, based on level of experience.

### **Psycho-Oncology: Amy Siston, Ph.D.**

The intern electing to complete the Psycho-Oncology Rotation will provide assessment, consultation and treatment for individuals with newly diagnosed cancer, individuals in active treatment, cancer survivors and individuals at genetic risk for cancer. The intern may also have the opportunity to work with patient caregivers, families and partners/spouses. Psychology services are available for cancer patients in the outpatient oncology clinics, utilizing a co-located care model. Cancer patients may also be seen during inpatient hospitalization. The intern will also provide consultation to oncology staff regarding issues important to the care of cancer patients. Primary presenting problems will include both **Sexual Health** and/or **Behavioral Symptom Management** of cancer patients and survivors. Referral questions are varied and may include (but are not limited to): coping with a new diagnosis, management of psychiatric concerns (e.g., depression, anxiety, adjustment disorder) co-morbid with medical illness, coping with psychosocial stressors impacting the management of cancer, behavioral management of symptoms associated with cancer treatment (e.g., pain, insomnia, nausea, fatigue), treatment of sexual difficulties when basic sexual response is disrupted, evaluation and management of cognitive changes after chemotherapy and coping with end of life. Therapeutic modalities emphasized include CBT, ACT, relaxation and mindfulness skills training. Interns will see a variety of cancer patients with diverse presenting problems, but can focus on a particular area of interest. Supervision will take place weekly and the intern will participate in multidisciplinary supportive oncology team meeting weekly. Monthly didactics are provided and include topics such as end of life issues, sexuality and relationships, and evidence-based interventions used in oncology (e.g., CBT, ACT, Meaning-centered psychotherapy). Scheduling permitting, the intern also has the opportunity to attend weekly multidisciplinary tumor board meetings.

### **Integrated Primary Care: Fabiana Souza Araújo, Ph.D.**

The Integrated Primary Care Rotation can be either a full or mini rotation and provides interns with experience working in the fast-paced, multidisciplinary, primary care setting. Interns will see scheduled patients for assessment and brief intervention and receive warm hand-offs for same day consultations. Through this experience, interns will learn to conduct a rapid, focused assessment to identify relevant behavioral health concerns and clarify the presenting problem. Interns will learn to collaboratively identify short-term behavioral goals to target prioritized problem areas and deliver evidence-based treatment, up to 5 sessions. Treatments are mainly drawn from cognitive behavioral therapy, acceptance and commitment therapy, and motivational interviewing. Interventions may include psychoeducation, motivational enhancement, problem-solving, behavioral activation, cognitive restructuring, brief exposures, relaxation training, assertive communication, etc. Should longer-term psychological care be necessary, interns provide feedback to the patient and primary care physician and facilitate referrals as needed. Interns are expected to provide the treatment team with verbal feedback and recommendations after screening same day patients. They also complete written reports following all patient encounters. Interns will also learn about administrative, physician education, and other implementation issues related to behavioral health integration. In collaboration with other health professionals, interns may also have the opportunity to be involved in research related to behavioral health integration. Interns on this rotation receive

live supervision during clinic and one hour of scheduled, weekly supervision. They also attend one weekly primary care didactic and team meeting. The intern on this rotation has the opportunity to provide precepting for internal medicine residents with regard to the development of their behavioral health skills (*COVID-19 adaptation: While services to patients are currently provided remotely, the precepting clinic requires the intern to be physically present in the clinical encounter*).

#### **Pain: Nancy Beckman, Ph.D.**

The Pain Clinic can be either a full or mini rotation. Interns gain experience working with patients with varied chronic pain conditions in a multidisciplinary setting. Interns will learn more about chronic pain, its impact, and treatment, as well as goals of improving functional outcomes. Interns will see patients for evaluations and deliver evidence-based, time-limited treatment. Interns will learn to adapt cognitive behavioral therapy, motivational enhancement, acceptance and commitment therapy, and mindfulness techniques to best suit the needs of our diverse patient population. Evaluations can involve pre-surgical psychological assessments (e.g., spinal cord stimulators) or comprehensive psychological pain evaluations. In addition to individual evaluations and time-limited therapy, interns will also help develop and lead a 6-8 week pain management group. Interns will work with pain clinic staff and maintain clear communication around patient care. Interns will receive live supervision in clinic, as well as one hour of weekly scheduled supervision. If interested, interns also have the opportunity to conduct research related to pain management and participate in interdisciplinary pain management meetings.

#### **Adult Psychiatry Consultation-Liaison: Marie Tobin, M.D.**

The Adult Psychiatry C/L Service Rotation provides consultation and acute management services to University of Chicago Medicine inpatients across the varied medical, surgical, and obstetrical care services. Delirium, depression, adaptation to illness, and co-occurring psychiatric disorders are the most common reasons for referral. The intern on this rotation can participate in biopsychosocial evaluations of referred patients and have the opportunity to offer psychotherapeutic services at the bedside with acutely ill patients. The intern will typically see a broad array of cases from general medical or surgical services, but can focus on particular areas of interest, such as burns, organ transplants, cancer, neurological conditions, or cardiac disease. The Director of the Adult C-L Service is Marie Tobin, M.D., and supported by Michael Marcangelo, M.D., and Zehra Aftab, M.D. Supervision is generally provided by Dr. Tobin for psychotherapeutic services for oncology patients although Dr. Marcangelo may supervise the care of patients who are seen through the inpatient Transplant Service.

#### **Reproductive Behavioral Health: Candice Norcott, Ph.D.**

The Reproductive Behavioral Health Rotation emphasizes training in assessment, diagnosis, and treatment of mood and behavior disorders, and psychosocial contributors to reproductive health risks and disorders. The intern will provide assessment, consultation, and brief treatment for patients presenting for a variety of issues related to reproductive health. Interns will provide consult and liaison services to the Ryan Center on Mondays, and have the opportunity to provide patients seen in the Ryan Center (<https://familyplanning.uchicago.edu/page/ryan-center>) with outpatient services. The intern

will also carry a small caseload of patients referred from OBG to address issues related to postpartum depression and/or anxiety, trauma, contraception and family planning, and fertility issues. The intern provides ongoing consultation to obstetrics and gynecology providers about shared patients and the psychosocial contributors to their reproductive health and wellness. The intern will receive weekly individual supervision and participate in multidisciplinary team meeting three times a month. Monthly didactics are provided and include topics such as trauma-informed care, gender-responsive services, psychosocial aspects of abortion, abortion ethics, end of life issues, sexuality and relationships, and cognitive-behavioral methods used in oncology. The intern is also expected to attend weekly OBG Grand Rounds. This rotation may also be appropriate for Child interns who are interested in obtaining experience with adolescents and emerging adults.

#### **Surgical Treatment of Obesity: Jennifer Wildes, Ph.D.**

The Center for the Surgical Treatment of Obesity (CTSO) provides psychological services to adults seeking bariatric surgery at the University of Chicago Medical Center. Interns on this rotation develop skills in conducting brief psychological evaluations of potential surgery candidates and in the follow-up of patients who undergo bariatric surgery. Interns also may elect to co-lead a monthly surgery support group, or provide psychotherapy to bariatric surgery candidates through the Eating Disorders Program. Interns work closely with a multidisciplinary team of surgeons, dietitians, nurses, and mental health professionals. This rotation also is supported by staff social workers who are present in clinic.

#### **Psychogastroenterology: Alyse Bedell, Ph.D.**

The Psychogastroenterology rotation, which may be offered as either a full or mini rotation, includes behavioral assessment and treatment of adult patients with gastrointestinal (GI) disorders such as irritable bowel syndrome, inflammatory bowel diseases, and esophageal disorders. Interns will gain experience developing biopsychosocial conceptualizations and implementing evidence-based interventions for GI disorders, including cognitive behavioral therapy and relaxation training. Interns will be able to observe gut-directed hypnotherapy, but direct provision of these services will only be possible for interns who have completed an externally offered clinical hypnotherapy basic training. In addition, interns will be able to participate in interdisciplinary assessment of patients pursuing non-surgical/endoscopic weight loss treatment. As the psychogastroenterology service and intern rotation is new, interns on this rotation may also have opportunities to assist with program development. The intern on this rotation will receive one hour of supervision per week.

#### **Training and Administration: Shona Vas, Ph.D.**

The Training and Administration Rotation is designed to help interns develop foundational skills in the provision of supervision, medical education, and activities relevant to clinical psychology training in an academic medical center. Interns will provide weekly supervision to a psychology extern involving videotape review of sessions. Interns will then receive supervision of their supervision experiences that may include watching videos of supervision sessions. Supervision training in this rotation is largely influenced by a developmental model of supervision, and interns will become proficient in identifying levels of development of a supervisee and adapting supervisory behaviors as appropriate to each level of development. Interns will be introduced



to the responsibilities and roles maintained by the Director of Clinical Training and will develop an understanding of relevant regulatory requirements of an accredited psychology training program. Interns will learn about policies and procedures related to intern recruitment and selection, trainee and supervisor evaluation, budgeting, and program coordination in an academic medical center setting. The intern will also be involved in the development and implementation of at least one quality improvement project to gain skills in needs assessment, operationalization, relevant data collection/analysis, and final implementation. Finally, interns may have the opportunity to provide lectures/seminars to medical students, residents, and other medical professionals, allowing them to develop skills in education across medical disciplines.

The following rotations are offered as mini-rotations only (5-6 hours):

#### **Transplant: Daniel Fridberg, Ph.D.**

Interns on the Transplant Clinic Rotation will have the opportunity to work with a multidisciplinary team (surgeons, hepatologists, nephrologists, gastroenterologists, nurses, social workers, psychologists, and psychiatrists) to develop knowledge and skills pertaining to the psychosocial evaluation of medically complex candidates for kidney or liver transplantation. Interns will see transplant candidates for psychological evaluations and will assist the team in determining eligibility for transplant. Transplant candidates at the University of Chicago are diverse in terms of race, sex, socioeconomic background, and sexual orientation. Candidates present with kidney or liver disease for which transplantation may be indicated, and vary considerably in terms of the progression of their illness. Patients may experience a number of complications attributed to their illness which may warrant hospitalization and contribute to the medical complexity of this population. In addition, confusion or altered mental status due to encephalopathy, depression, anxiety, and substance abuse concerns are common in this population. Interns will learn to conduct semi-structured psychological interviews (approximately 1-2 per week) to identify psychosocial barriers to transplantation which would benefit from further assessment or intervention. Opportunities to provide time-limited brief interventions to address these issues may exist depending on candidate need and eligibility. Interns will provide feedback to transplant candidates regarding psychosocial barriers to transplantation and will facilitate referrals to other providers as needed. As part of this rotation, interns will attend the weekly liver transplant multidisciplinary meeting (3:30-5:00 pm, Thursdays). Interns will be expected to provide the treatment team with verbal feedback and recommendations after evaluating a transplant candidate, as well as complete a written evaluation which will be entered into the candidate's medical record. There may be opportunities to supervise junior trainees (e.g., psychology externs) as part of this rotation as well.

#### **Health Psychology: Nancy Beckman, Ph.D.**

During this rotation, interns provide outpatient assessment and therapy to patients with comorbid medical and mental health conditions within the Psychiatry clinic. Therapy is focused on helping patients make positive health behavior changes and navigate changing identity and relationship issues for improved symptom management and quality of life. This rotation will

emphasize the application of cognitive behavioral therapy, as well as motivational enhancement, acceptance and commitment therapy, and mindfulness. It will require consultation and communication with other members of the patient's medical team. Interns will also have the opportunity to help design and implement group therapy for patients with chronic illness. The Health Psychology rotation is designed to provide broad exposure to various presentations of comorbid medical and mental health conditions, though it can be shaped toward a particular patient population (e.g., GI disorders or chronic pain), depending on an intern's interest and patient availability. In contrast to brief treatments often provided in health psychology settings, this rotation is designed to provide therapeutic depth allowing interns to expand their knowledge and ability to apply evidence-based treatments for mood, anxiety, and other disorders while incorporating treatment for medically-oriented concerns. Dr. Beckman provides at least one hour of weekly supervision for interns on this rotation. Opportunities for research in collaboration with other health professionals, brief screening, and brief therapy within other outpatient medical clinics may also be available.

## Adult Neuropsychology Track

The Adult Neuropsychology Track is designed to provide training experiences in adult neuropsychological assessment and treatment for individuals interested in pursuing a career in Clinical Neuropsychology. While the Adult Neuropsychology track intern will also participate in the other aspects of the general internship including supervised psychotherapy training and attendance at required seminars, a yearlong experience in Adult Neuropsychology is the hallmark of this track. The track adheres to APA Division 40 and Houston Conference guidelines for training in Clinical Neuropsychology, and is designed to prepare the intern for pursuing an advanced postdoctoral residency in the field. Completion of an internship in this track also meets criteria for board certification in clinical neuropsychology.

The Adult Neuropsychology Service typically receives requests for assessment and treatment from the Adult Psychiatry, Neurology, Neurosurgery, Neuropsychiatry, Geriatrics, Oncology, and General Medicine services in the Medical Center, as well as from private referral sources across the Chicagoland region. These referrals span the entire range of neuropathological entities, including aphasia, epilepsy, degenerative disorders, tumors, learning disabilities, and traumatic brain injury. Neuropsychology-related treatment experiences are available through the Memory Disorders Clinic and the Adult Outpatient Psychiatry Clinic.

The Adult Neuropsychology intern devotes part of the full year training experience to the various programs within the Adult Neuropsychology Service in addition to the time spent in the general internship program, although these percentages can vary based on the experience and interest of the intern. As part of the general training in neuropsychology, the intern participates in an assessment clinic, working independently in collaboration with supervisors and the technician, while in turn also having the chance to provide supervision to the externs on the service.

The Adult Neuropsychology intern will develop broad skills in the assessment and treatment of psychological disorders stemming from cognitive, psychiatric, and medical disability. Through neuropsychology rotations, the intern will become familiar with the selection, administration, scoring, and interpretation of commonly used assessments; develop appropriate case conceptualizations through integration of history, test data, and behavioral observation; and communicate test results in oral and written formats to patients, families, and other providers. The intern will develop a working knowledge and experiential base in neurological diagnosis, neurosurgery, and psychiatry and be able to provide neuropsychological consultation to neurology, neurosurgery, pediatrics, and other referral sources.

The Adult Neuropsychology intern attends a number of specialty seminars including the Clinical Neuroscience Series, a weekly meeting addressing special topics and clinical case presentations in adult neuropsychology and neuropsychiatry; Neuropathology Rounds (“Brain Cutting”), devoted to the examination of gross brain anatomy, and geared towards understanding the neuropathology of neurological diseases; and Neurology Teaching Rounds, which provides the intern with the opportunity to participate in bedside evaluations conducted by neurologists on their inpatient service.

We recognize that the rotations on the Adult Neuropsychology track are more demanding and involve several more didactic hours than rotations in our other tracks. Therefore, our neuropsychology interns are expected to see fewer outpatient cases as part of the general requirements of the internship.

Specific clinic rotations offered within the Adult Neuropsychology Track are detailed below:

#### **Memory Disorders: Maureen Lacy, Ph.D. & Joseph Fink, Ph.D., ABPP**

The Memory Disorders Rotation exposes the intern to patients for whom memory impairment is a major complaint or feature of their cognitive impairment profile. The etiology of the deficits seen can vary widely and includes patients with primary progressive dementias, vascular dementia, or amnesic syndromes (e.g., alcohol-related illness, traumatic head injury, brain tumor resection). On the Memory Disorders rotation, the intern learns to administer a brief, focused neuropsychological evaluation, with an emphasis on differential diagnosis and treatment recommendations. The intern will learn to gather relevant information in a timely manner, yet remain sensitive to individual patient concerns and needs. The intern learns to integrate multiple sources of information including physician, laboratory, neuroimaging, and genetics reports into case conceptualizations. The intern will also learn the basics of clinical neuroimaging techniques utilized in dementia and will be able to identify structural brain abnormalities associated with aging. They will also develop a working understanding of psychiatric and psychopharmacologic aspects of dementia. Finally, the intern will also develop supervision skills. This rotation is required for interns on the Adult Neuropsychology track.

#### **Adult Neuropsychology Clinic: Maureen Lacy, Ph.D. & Joseph Fink, Ph.D., ABPP**

These rotations are geared towards refining and extending an intern’s skills in the neuropsychological assessment of adult patients drawn from Neurology, Neurosurgery,

Neuropsychiatry, Geriatrics, Oncology, and General Medicine clinics, as well as from private referral sources. Referrals include adult ADHD, aphasia, epilepsy, degenerative disorders, tumors, learning disabilities, and traumatic brain injury. The experience focuses on the selection, administration, and scoring of neuropsychological tests, as well as in formulating interpretations and communicating results through written reports and oral presentations. Outpatient evaluations are typically conducted in day-long (seven hour) sessions. The intensive nature of these assessment sessions provides an opportunity to learn in-depth about different types of neuropsychological syndromes, as well as to participate in case formulation, plan test selection, conduct interviews, and provide feedback to patients, families, and referral sources. The rotation also allows for opportunities to receive training in providing supervision. Clinics take place either on site at the University of Chicago Medical Center or at the satellite clinic at St. Mary's Hospital in Hobart, IN, located approximately one-half hour south of Hyde Park. These rotations are in line with the Houston Conference guidelines for Neuropsychology training.

*COVID-19 adaptations: Our Adult Neuropsychology rotations currently require the intern to be on site during the Neuropsychology clinic day. Some components of the evaluation may be conducted virtually (e.g., neurobehavioral interview, feedback), and some testing may be administered in face-to-face formats. Interns also have the opportunity to develop competency in teleneuropsychology for those batteries which are administered entirely virtually. In order to protect our older patients, our Memory Disorders clinic is being conducted in our department instead of at the interdisciplinary South Shore Center and currently also includes other general neuropsychology cases. All decisions regarding the nature of services are made on a case-to-case basis determined by patient need, capacity, and risk factors. All in-person contact occurs per appropriate safety protocols including the use of personal protective equipment (PPE).*

As with all research rotations in our program, the intern's dissertation defense must be completed before a research rotation will be approved.

#### **Adult Neuropsychology Research: Maureen Lacy, Ph.D. & Joseph Fink, Ph.D., ABPP**

The Adult Neuropsychology Research Rotation provides the intern with the opportunity to collaborate with faculty on either ongoing programmatic research projects, or to develop a question of their own associated with already in place research. Data collection and analysis, preparation of posters and papers, and presentations of research findings are emphasized elements of the rotation.

#### **Neurocognition and Psychosis Research: Sarah Keedy, Ph.D.**

The Neurocognition and Psychosis Research Rotation involves specific activities that will be customized to the intern's interests and skill level. They may include participating in data collection with study participants (e.g., research clinical interviewing and symptom rating, EEG, fMRI, cognitive testing), analysis projects with existing data, grant preparation experience, and poster or paper presentations as appropriate.

### EEG and Psychosis Research: Molly Erickson, Ph.D.

The EEG & Psychosis Research rotation provides interns with an opportunity to learn how to collect and analyze EEG data to answer research questions about neural mechanisms of cognitive impairment in people with psychosis. Specific activities will be customized to the intern's interests and skill level; however, all interns can expect to participate in data collection, data analysis, and the administration of structured clinical interviews and neuropsychological assessments. Poster presentations and assistance with manuscript preparation are emphasized.

### Child/Pediatric Psychology Track

The Child/Pediatric Psychology track is oriented towards candidates seeking an internship focused on the interface between hospital-based clinical child psychology and pediatric psychology practice. Emphasis is on diagnostic interviewing and intervention, management of health and psychopathology related difficulties, consultation/liaison, and working with referring medical and psychiatric teams.

The Child/Pediatric intern will provide outpatient assessment and psychotherapy services to children, adolescents, and their families. Our outpatient clinics offer a range of medication management services as well as psychological assessment and intervention including individual, family, and group therapies. Presenting concerns range from more traditional psychiatric problems such as internalizing and externalizing disorders to coping with complex chronic medical illness. Patients are referred by other members of the Department, the general medical center and faculty physicians outside the Department, or self-referred from the surrounding community. Through specialty rotations, the intern also has the opportunity to develop competency in pediatric psychology in both inpatient and outpatient settings. Interns will learn skills related to assessment, intervention, and consultation for children with comorbid medical and psychological conditions. Thus, our interns have access to diverse patient populations, the full developmental spectrum, a variety of psychiatric and medical conditions, and a wide range of clinical and research settings that emphasize multidisciplinary assessment, consultation, treatment, and research. Supervision is provided by faculty psychologists and psychiatrists representing different orientations including developmental, systems-based, interpersonal, cognitive-behavioral, and attachment-related perspectives. *(COVID-19 adaptation: Although less than ideal, most of our services to children and families in outpatient and rotation opportunities are being provided virtually. Efforts are being made to safely and gradually transition these patients to on-site care given difficulties with access, engagement, and appropriateness of virtual platforms.)*

By the end of the internship year, the Child/Pediatric intern will be able to utilize a broad range of evidence-based assessment and intervention skills with children and youth with developmental, psychiatric, and medical disorders. The intern will learn to communicate effectively with members of the interdisciplinary treatment team, families, schools, and other

providers. Further, the intern serves patients by applying an understanding of psychological principles to promote effective adjustment and reintegration to daily life.

The Child/Pediatric intern participates in weekly interdisciplinary clinical case conference, where patients are discussed from the perspective of psychiatry, psychology, and other specialties involved in the treatment of children and families. Additional didactics include a series of child mental health seminars, held at the beginning of the academic year; a seminar on Cognitive-Behavioral Therapy with Children and Adolescents; Peds C/L case conference and rounds, and attendance at the relevant rotation-based seminars throughout the year (e.g., the Pediatric Clinical Neuroscience Seminar); in addition to departmental grand rounds, colloquia, and other didactics for the internship program as a whole.

The Child/Pediatric intern will be expected to complete the Pediatric Consultation/Liaison rotation in the first half of the year. Interns obtain assessment experience in our outpatient clinics, but are also required to hone these skills in either the Pediatric Neuropsychology or Neurodevelopmental Clinics by minimally completing a half rotation in these areas, described under the Pediatric Neuropsychology Track. In addition, all the rotation experiences involve some combination of assessment, intervention and consultation. Rotations for the Child Track are described in more detail below.

#### **Pediatric Consultation-Liaison: Tina Drossos, Ph.D.**

The Pediatric C/L Rotation is required and provides the intern with opportunities to participate actively in the assessment and intervention of psychological concerns that accompany medical illness and treatments. Both inpatient and outpatient experiences will be available with this rotation, with an emphasis placed on assessment, diagnosis, consultation, and brief intervention. The intern will attend weekly Consultation-Liaison Rounds while on this rotation. Additional supervision may be provided by psychiatrists who also staff the C/L service, Drs. Khalid Afzal, and Stephanie Lichtor. *(COVID-19 adaptation: The Pediatric C/L rotation was one of the first services to return to in-person care and currently requires the intern to be on site. However, given the level of risk to patients and providers, some components of the evaluation may occur virtually, such as consultation with the care team.)*

#### **Diabetes: Tina Drossos, Ph.D.**

The Kovler Diabetes Center Rotation focuses on providing health and wellness psychological screening for patients with diabetes. Interns on this rotation will have the opportunity to work in a multi-disciplinary (endocrinologists, diabetes educators, residents, medical students, nurses) clinic setting within which they are embedded. They will work collaboratively with endocrinologists and receive referrals to see patients (children through adults with Type I and Type II diabetes) during their endocrinology clinic visit. Interns then conduct a brief psychological screening for the purpose of identification of any mental health problems that may need further psychological assessment, and helping patients identify potential problems and assisting them with appropriate recommendations and referrals. Interns are expected to provide the endocrinologists with verbal feedback after screening a patient as well as complete a brief written report. There is also an opportunity to provide very brief psychological treatment for patients. This treatment is time-limited for 3-4 sessions in clinic and for very



specific problems (e.g., behavioral activation for depression, relaxation for anxiety, exposure for anxiety or specific phobia, psychoeducation). Patients may still need to be referred after these brief sessions. Interns will also be required to attend 2-3 multi-disciplinary case presentations and present one during their rotation.

### **Pediatric Hematology/Oncology: Tina Drossos, Ph.D.**

On the Pediatric Hematology/Oncology rotation, interns will have the opportunity to work within a multi-disciplinary hematology-oncology clinic along with oncologists, advance practice nurses, social workers, residents, child life specialists and medical students. Interns on this rotation are embedded within the hematology-oncology clinic. This clinic will expose interns to a breadth of hematologic (i.e. aplastic anemia, sickle cell disease etc.) and oncologic (i.e. leukemia, neuroblastoma, solid organ tumors etc.) conditions. The role of the intern will be to provide psychosocial assessments for the purpose of identifying any psychosocial needs as patients are undergoing treatment. Patients are seen frequently in this clinic and thus, there will be opportunities for interns to follow and provide brief treatment with patients as they undergo treatment. Specific training opportunities include: provide verbal and written feedback to the members of the treatment team regarding the presence of such issues and recommendations for treatment; provide families with psychoeducation regarding diagnosis and treatment options; administer instruments including behavior rating scales in the context of clinical interviews to gain information and diagnostic clarity; facilitate the provision of treatment services to families; integrate information from previous assessments or treatments within the Department of Psychiatry (i.e., inpatient treatment, prior neuropsychological evaluation, etc.) into the current case conceptualization. There may also be opportunities for these patients become a part of the intern's outpatient caseload.

### **Childhood Cancer Survivorship: Tina Drossos, Ph.D.**

Survivors of childhood cancer are at risk for complex and long-term health care issues, many of which occur as a consequence of past treatment. The University of Chicago Cancer Survivors Center is an interdisciplinary program for pediatric and adult survivors of childhood cancer, (diagnosed before age 21). The purpose of the Long-Term Cancer Care Clinic (LTCC) is to engage in assessment, treatment and prevention of long-term issues associated with childhood cancer. The clinic is also focused on providing patients and families with education regarding these potential health issues. The trainee's role as a member of the LTCC team is to screen for the presence of behavioral, emotional, or neurocognitive issues within the context of a yearly outpatient visit. Specific training opportunities include: provide verbal and written feedback to the LTCC team regarding the presence of such issues and recommendations for treatment; provide families with psychoeducation regarding diagnosis and treatment options; administer instruments including behavior rating scales and brief neurocognitive screeners in the context of clinical interviews to gain information and diagnostic clarity; facilitate the provision of treatment services to families; integrate information from previous assessments or treatments within the Department of Psychiatry (i.e., inpatient treatment, prior neuropsychological evaluation, etc.) into the current case conceptualization. Interns will need to be available on Tuesdays if interested in this rotation.



### **Median Arcuate Ligament Syndrome (MALS): Tina Drossos, Ph.D.**

The MALS Clinic Rotation involves conducting pre-surgical evaluations. Median Arcuate Ligament Syndrome (MALS) is a condition that is thought to arise from an increased proximity of the diaphragmatic crura to the celiac vessels. Individuals with MALS often exhibit post-prandial abdominal pain, nausea, and diarrhea. These symptoms can become chronic and may lead to significant weight loss. Treatment of MALS involves the surgical release of the median arcuate ligament. To our knowledge, our medical center is the only hospital in the country that employs a multidisciplinary treatment approach for this population that includes pre and post-surgical psychological evaluations. The intern working with the MALS team will be responsible for weekly assessments of adolescent and adult candidates for Median Arcuate Ligament Syndrome surgery. This 1.5 hour-long evaluation will consist of a psychosocial interview, including questions related to quality of life and coping strategies as well as an assessment of DSM-5 diagnoses (e.g. depression, anxiety, eating disorders), and questionnaires. Interns will also complete weekly follow-up assessments each of approximately 60 minutes duration. This assessment is also part of an IRB approved protocol and thus, there are research opportunities available to interested trainees. Interns will be required to write up reports summarizing these assessments and present cases at bi-weekly multi-disciplinary rounds with the surgical team (surgeons, nurse practitioners, pain service and psychology). In order to be eligible to participate in this rotation, interns must be available on Tuesday mornings.

### **Parent Child Interaction Therapy (PCIT): Matthew Young, Ph.D.**

The PCIT rotation provides intensive training in the assessment and treatment of early-onset externalizing behavior problems in children. Interns will develop knowledge about the development of early-onset disruptive behavior problems and receive comprehensive training in delivery of effective family-based intervention. Clinical experience includes didactic instruction, live observation, co-therapy, and individual/group supervision in PCIT, an evidence-based behavioral treatment for children ages 2-6 and their parents/caregivers. Interns will develop knowledge about the etiology and development of disruptive behavior disorders and common comorbidities in youth. Family, developmental, and environmental factors will be reviewed as they relate to treatment response and long-term outcome. Observation plays an important role in this rotation. Interns have the opportunity to: observe live sessions in the PCIT Clinic; receive live/video supervision of sessions; and utilize behavioral observation/tracking systems during sessions. Interns who commit to following some PCIT cases over the entire training year will have the opportunity to participate in additional mentoring, didactics, and treatment delivery, with the goal of meeting the requirements necessary to apply for therapist certification with PCIT International. Interns will also gain experience in consultation with schools which may include: phone consultations with parents, teachers, counseling staff, and/or administrators, obtaining behavioral data from schools, making recommendations to the school about academic and behavioral accommodations, or applying components from the outpatient treatment plan in the educational setting (e.g., daily report card).

### **Stress, Trauma, & Resilience: Sonya Mathies Dinizulu, Ph.D.**

In the University of Chicago Stress, Trauma, and Resilience (U-STAR) Program, interns will receive training in assessment, diagnosis and treatment of children and adolescents exposed to various traumatic experiences. Interns will be trained to use evidence-based protocols (e.g., Trauma-Focused Cognitive Behavioral Therapy) and promote positive youth development, provide crisis intervention, consultation, and/or case management services. Interns will have opportunities to participate in local and/or national trauma coalitions/networks to (1) receive advanced training in trauma assessment and treatment for youth, (2) access additional resources to support trauma-informed care, (3) participate on committees that influence policy, and (4) network and establish professional relationships.

### **Recovery and Empowerment After Community Trauma (REACT): Sonya Mathies Dinizulu, Ph.D.**

The REACT Clinic is a weekly trauma-informed interdisciplinary assessment clinic for youth and families affected by community violence. Youth are identified by clinicians and staff within UCM Comer Children's Hospital, and are referred to the REACT clinic to receive trauma-informed psychiatric and psychological assessments, which are used to inform treatment recommendations. Youth and families served in this clinic must have at least a history of community violence. Interns will: (1) administer brief trauma-informed assessments to assess the impact of community violence on youth and families, (2) collaborate with psychiatry and pediatrics to provide trauma-informed case conceptualization and treatment recommendations, (3) provide feedback to youth and their family, (4) assist with developing best practices for REACT screening and assessment. Interns can also elect to participate in ongoing research projects.

### **Eating Disorders: Jennifer Wildes, Ph.D.**

The Eating Disorders Program Rotation provides evidence-based assessment and treatment services to patients with anorexia nervosa, bulimia nervosa, binge eating disorder, and other feeding and eating problems (e.g., avoidant restrictive food intake disorder, purging disorder). Approximately a third of the patients served on this service are children and adolescents. Interns are embedded in an interdisciplinary treatment team that includes psychologists, psychiatrists, social workers, and medical staff with expertise in the outpatient management of feeding and eating disorders. Responsibilities include conducting initial intake assessments and providing psychotherapy utilizing cognitive behavioral, dialectical behavioral, and family based treatment modalities. Interns also are expected to attend weekly rounds and didactics meetings and have the option of attending a weekly eating disorders research meeting. If desired, a separate eating disorders research rotation is available, providing that the intern's dissertation has been defended.

### **Developmental and Behavioral Pediatrics (DBP): Scott Hunter, Ph.D.**

The DBP Rotation occurs in the clinic of Michael Msall, M.D., a developmental pediatrician and is supported by Dr. Hunter and our child psychiatrists. The intern joins the DBP clinical care team on a clinic day, as a consultant on behavioral and adaptive concerns that may present during the evaluation. The intern will learn the scope of DBP practice and will come to serve as a liaison to Child Psychiatry and Child Psychology, providing diagnostic screenings, integrating

findings with the DBP evaluation, and referring for, and in some cases conducting brief neuropsychological evaluations. Feedback to families and short-term intervention are common components of this rotation.

## **Pediatric Neuropsychology Track**

The Pediatric Neuropsychology Track is oriented towards the intern who is seeking to specialize in the assessment and treatment of neurodevelopmental disorders, and the cognitive and behavioral sequelae of medical illness in children and adolescents. Through completion of rotations that emphasize consultation to pediatric health services, professional practice and research in pediatric neuropsychology, and the development of expertise in working with complex neurodevelopmental and medical conditions, the intern will be prepared for advanced postdoctoral training in Pediatric Neuropsychology, consistent with Houston Conference and Society for Clinical Neuropsychology (Division 40 of the APA) guidelines. The Pediatric Neuropsychology intern will have the opportunity to develop and refine clinical skills with both inpatients, as part of the consultation-liaison rotation, and outpatients, through rotations within Child Psychiatry and its specialty clinics, as well as any rotations that are offered through the Child Track. Patients assessed and treated by the intern may or may not present with primary psychopathology; some cases will be more medically based, with co-occurring psychosocial or educational concerns. Typically, patients will range in age from early childhood through late adolescence, and represent diverse cultural, ethnic, racial, and socio-economic backgrounds. Interns will provide psychological and neuropsychological assessment across the rotations. Intervention approaches will emphasize interpersonal, family systems, behavioral, and cognitive-behavioral therapies.

Our Pediatric Neuropsychology and Child/Pediatric Track interns share a common core of experiences as they both spend half their time in the outpatient child psychiatry clinics providing assessment and psychotherapy. The training experiences differ primarily in terms of rotation selection. As part of their outpatient work, interns will carry a caseload of outpatient psychotherapy patients; these cases will be varied and may concern both internalizing and externalizing difficulties, as well as issues of adjustment to medical and psychiatric illness. Interns will be primarily supervised by child psychology faculty, with additional supervision provided by child psychiatrists within the Department. We recognize that the rotations on the Pediatric Neuropsychology track are more demanding and involve several more didactic hours than rotations in our other tracks. Therefore, our neuropsychology interns are expected to see fewer outpatient cases as part of the general requirements of the internship.

In addition to two required Pediatric Neuropsychology rotations, the intern must also complete a rotation in Pediatric Consultation-Liaison. The final rotation may be selected from among the variety of opportunities that exist within Child and Adolescent Psychiatry, Adult Psychiatry, or the broader medical center. By the end of the training year, the Pediatric Neuropsychology intern will develop comprehensive skills in the neuropsychological assessment and psychological treatment of medical, psychiatric, and neurodevelopmental disorders. Through

the pediatric neuropsychology rotations, the intern will become familiar with the selection, administration, scoring, and interpretation of commonly used assessments; develop appropriate case conceptualizations through integration of history, test data, and behavioral observation; and communicate test results in oral and written formats to patients, families, schools, and other providers. The intern will develop a working knowledge and experiential base in neurological diagnosis, neurosurgery, and psychiatry, and be able to provide neuropsychological consultation to Pediatric Neurology, Neurosurgery, Developmental and Behavioral Pediatrics, General Pediatrics, Hematology/Oncology, and other referral sources. Further, the intern will effectively collaborate with schools, families, and other professionals concerning appropriate strategies for learning and behavior development.

The Pediatric Neuropsychology intern participates in the section's weekly interdisciplinary clinical case conference, where patients are discussed from the perspective of psychiatry, psychology, and other specialties involved in the treatment of the child. Additional required didactics include a series of child mental health seminars, held at the beginning of the academic year; a seminar on Cognitive-Behavioral Therapy with Children and Adolescents; and attendance at the relevant clinic-based seminars throughout the year (i.e., the Pediatric Clinical Neuroscience Seminar or the Eating Disorders Seminar); in addition to departmental grand rounds and colloquia. Rotations for the Pediatric Neuropsychology Track are described in more detail below.

### **Pediatric Neuropsychology: Scott Hunter, Ph.D. and Pediatric Neuropsychology Faculty**

The general Pediatric Neuropsychology Rotation is required for the Pediatric Neuropsychology track. This rotation, supervised by one of our pediatric neuropsychologists, offers training in conducting brief and comprehensive evaluations of children and adolescents with suspected or known neurocognitive dysfunction. Referrals are received from inpatient and outpatient pediatrics services, including Psychiatry, Neurosurgery, Oncology, Neurology, Infectious Disease, Rheumatology, and General Pediatrics, and from schools and professionals across the Chicagoland community. The intern will learn to address referral questions through guidance in test selection, administration, and interpretation. Experience in the communication of results, diagnosis, and recommendations for intervention to families and other professionals is also obtained. In terms of collaboration with the medical and psychiatry services, experience in differential diagnosis, comprehensive assessment of comorbid concerns, and the use of appropriate pharmacological and behavioral interventions is provided. Additionally, collaboration with school districts and outside agencies around intervention programming is an opportunity included on this rotation.

### **Pediatric Consultation-Liaison: Tina Drossos, Ph.D.**

The Pediatric C/L Rotation is a required rotation for the Pediatric Neuropsychology track and provides the intern with opportunities to participate actively in the assessment and intervention of psychological concerns that accompany medical illness and treatments. Both inpatient and outpatient experiences will be available with this rotation, with an emphasis placed on assessment, diagnosis, consultation, and brief intervention. The intern will attend

weekly Consultation-Liaison Rounds while on this rotation. Additional supervision may be provided by psychiatrists who also staff the C/L service, Drs. Khalid Afzal, and Stephanie Lichtor. *(COVID-19 adaptation: The Pediatric C/L rotation was one of the first services to return to in-person care and currently requires the intern to be on site. However, given the level of risk to patients and providers, some components of the evaluation, such as consultation with the care team may occur virtually).*

In addition to the above two required rotations, the intern will complete the equivalent of two additional full rotations. These elective rotations include:

#### **Pediatric Hematology/Oncology: Scott Hunter, Ph.D.**

The Pediatric Hematology/Oncology Assessment Clinic may be selected as either a full or a mini rotation. This experience provides the intern with the opportunity to develop competency as a consultant working directly within a specialty medical clinic team (e.g., the attending Hematologist/Oncologist, residents and fellows, nurse practitioners, and social workers) and to receive specialized training in neuropsychological evaluation for a specific medical population. The intern will, while under supervision, serve as the principal consultant-liaison regarding neuropsychological functioning for both the team and the clinic's patients. The intern will spend a portion of their time in the HEM/ONC clinic embedded with the medical team, first becoming familiar with the medical evaluation and management of a variety of presenting concerns, and then taking on a greater role within the team regarding behavioral, neurocognitive, and educational needs. The intern will provide brief and full neuropsychological evaluations with this patient population. While participating in this rotation, the intern will take the lead with regard to test selection, administration, and interpretation, and provide results and recommendations to families as well as consult with the treatment team regarding results and recommendations.

#### **Pediatric Neurology: Scott Hunter, Ph.D.**

The Pediatric Neurology Rotation, available as either a full or mini rotation, provides the intern with the opportunity to develop competency as a consultant working directly within a specialty medical clinic, as a member of the treatment team (e.g., the attending Neurologist, residents and fellows, and nurse practitioners). The intern will, while under supervision, serve as the principle consultant-liaison regarding neuropsychological and pediatric psychological functioning, for both the team and the clinic's patients. The intern will spend their clinic day embedded with the Neurology team, first becoming familiar with the medical evaluation and management of a variety of presenting concerns, and then taking on a greater role within the team regarding behavioral, neurocognitive, and educational needs. The intern will provide brief and full neuropsychological evaluations with this patient population. While participating in this rotation, the intern will take the lead with regard to test selection, administration, and interpretation, and provide results and recommendations directly within a clinic consultation framework. Extended experience in differential diagnosis, brief assessment of comorbid concerns and referrals for more extended psychological and neuropsychological consultation, and the provision of behavioral interventions, is all provided.

### **Pediatric Neuropsychology Research: Scott Hunter, Ph.D.**

A research rotation within the Pediatric Neuropsychology program is an available full or mini option for the internship year. The Pediatric Neuropsychology Service is actively engaged in a series of collaborative clinical studies addressing neurocognitive and behavioral development and functioning in children and adolescents undergoing interventions for intractable epilepsy, childhood cancers, and HIV/AIDS, and in understanding the relationship between executive function development and risk in youth and emerging adults who are homeless and experiencing marginalization socioeconomically. Research on the neuropsychological aspects of Obstructive Sleep Apnea continues to occur as well. Additionally, studies addressing the efficacy of pharmacological interventions for learning and attentional difficulties associated with Neurofibromatosis and complex partial epilepsy are often underway. The intern can work on already established projects, or alternatively, develop a specific question concerning patient populations evaluated by the Pediatric Neuropsychology Service, in conjunction with program faculty. Data analysis, presentation preparation, and manuscript writing are all opportunities available as part of this rotation.

Note: The intern on the Pediatric Neuropsychology Track may select any of the Child track rotations which focus on clinical child or pediatric psychology as a fourth rotation.

*COVID-19 adaptation: Our Pediatric Neuropsychology rotations currently require the intern to be on site during the Neuropsychology clinic day. Some components of the evaluation may be conducted virtually (e.g., neurobehavioral interview, feedback), and some testing may be administered in face-to-face formats. Interns also have the opportunity to develop competency in teleneuropsychology for those batteries which are administered entirely virtually. In general, we are attempting to provide in-person assessments for youth ages 11 and under and hybrid assessments for youth ages 12 and over. All decisions regarding the nature of services are made on a case-to-case basis determined by patient developmental level, need, capacity, and risk factors. All in-person contact occurs per appropriate safety protocols including the use of personal protective equipment (PPE).*



## Training Faculty

Our internship program is an essential component of the Education Mission of the Department of Psychiatry. Our psychologists serve as core faculty for the internship program. However, we and our trainees work closely with other faculty members in the Department and our postdoctoral fellows who are also involved in our training program.

## Core Faculty

**Fabiana Souza Araujo, Ph.D.** (Illinois Institute of Technology)

Assistant Professor, Psychiatry & Behavioral Neuroscience

Rotation: Integrated Primary Care

[Dr. Araujo](#) is a health psychologist who specializes in the provision of evidence-based psychological services to patients with chronic medical conditions. A majority of her clinical work is embedded in the Primary Care service offered through the Department of Medicine. Dr. Araujo's additional interests include mindfulness, resilience, self-compassion and provider wellness. She coordinates the intern Resilience Program.



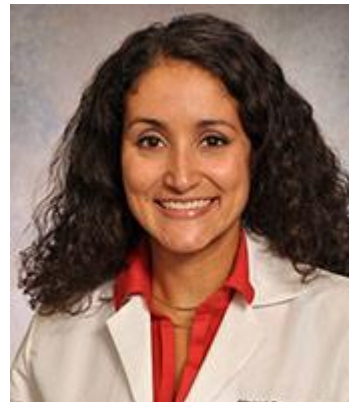
**Nancy Beckman, Ph.D.** (Rosalind Franklin University of Medicine and Science)

Assistant Professor of Psychiatry & Behavioral Neuroscience

Director, Adult Health Psychology

Rotations: Pain, and Health Psychology

[Dr. Beckman](#) is a licensed clinical psychologist who provides cognitive behavioral therapy and other evidence-based psychological treatments to adults with comorbid mental health and medical conditions. She has particular interest in interventions to promote improved symptom management and quality of life among people with conditions such as chronic pain, cancer, obesity, and gastrointestinal disorders. She also co-leads the Health Psychology Seminar and provides supervision for departmental trainees on outpatient therapy and health psychology cases.



**Alyse Bedell, Ph.D.** (Northwestern University Feinberg School of Medicine)

Assistant Professor of Psychiatry & Behavioral Neuroscience

Rotation: Psychogastroenterology

Dr. Bedell is a clinical health psychologist specializing in psychogastroenterology. Her clinical work includes providing cognitive behavioral therapy and gut-directed hypnotherapy to adults with gastrointestinal disorders, including disorders of gut-brain interaction, inflammatory bowel diseases, and esophageal disorders. Her research focuses on identifying cognitive-affective factors impacting gastrointestinal disorders. Dr. Bedell provides didactic education to interns.





**Lindsay Brauer, Ph.D.** (University of South Florida)

Assistant Professor of Psychiatry & Behavioral Neuroscience

Director of Behavioral Interventions, OCRD Clinic

Rotations: Severe Mental Illness & OCRD

[Dr. Brauer](#) is a licensed clinical psychologist, specializing in the provision of cognitive-behavioral therapy to adults with mood, anxiety, and psychotic disorders. Her research examines cognitive, affective, and motivational deficits underlying psychopathology, and the development of cognitive-behavioral interventions to address these deficits. Dr. Brauer leads the Adult Multidisciplinary Case Conference and coordinates CBT training for the psychiatry residents.



**Tina Drossos, Ph.D.** (Illinois Institute of Technology)

Associate Professor, Psychiatry & Behavioral Neuroscience

Rotations: Pediatric C/L, MALS, Diabetes, Pediatric Hem/Onc

[Dr. Drossos](#) is a pediatric psychologist who specializes in the provision of evidence-based psychological services to patients with chronic medical conditions. Her primary clinical and research interests include health behavior change, behavior change maintenance, and coping with chronic medical conditions. Dr. Drossos co-facilitates the Health Psychology Seminar and the Child Interdisciplinary Case Conference.



**Molly Erickson, Ph.D.** (Indiana University)

Assistant Professor, Psychiatry & Behavioral Neuroscience

Rotation: EEG and Psychosis Research

Dr. Erickson is a licensed clinical psychologist who specializes in the use of electroencephalography (EEG) to study neural mechanisms of cognitive impairment in people with psychosis. In particular, her research involves measuring neural markers of visual working memory disruption in people with schizophrenia, and using neurofeedback to remediate these neural processes to restore cognitive function. Dr. Erickson provides training in EEG data collection and analysis, and serves as a research mentor to trainees at the undergraduate, graduate, and postdoctoral levels.



**Joseph Fink, Ph.D., ABPP** (University of Notre Dame)

Associate Professor, Psychiatry & Behavioral Neuroscience

Rotations: Adult Neuropsychology, Memory Disorders, and

Neuropsychology Research

[Dr. Fink](#) is a board-certified clinical neuropsychologist with interests in medical neuropsychology, the neurocognitive sequelae of electrical trauma, neuropsychological detection and characterization of neurodegenerative conditions, and investigation of various classes of memory disruption and their neural substrates. Dr. Fink is the director of the Department's satellite neuropsychology clinic at St. Mary's Hospital in Hobart, IN. He co-facilitates the Adult Neuropsychology clinical neuroscience didactic series.

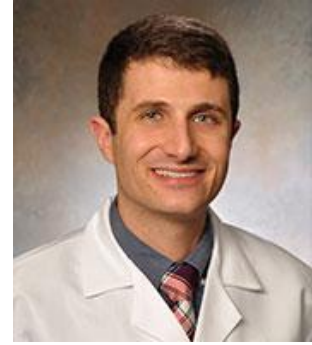


**Daniel Fridberg, Ph.D.** (Indiana University)

Assistant Professor, Psychiatry & Behavioral Neuroscience

Rotations: Addictions & Transplant

[Dr. Fridberg](#) is a licensed clinical psychologist specializing in the assessment and treatment of chemical and behavioral addictions. Dr. Fridberg's research focuses on personality and neurocognitive mechanisms in substance use disorders and how they can inform novel intervention strategies. Dr. Fridberg provides training and supervision to medical residents and psychology interns in the provision of empirically supported treatments for addiction and comorbid psychopathology.



**Scott Hunter, Ph.D.** (University of Illinois at Chicago)

Professor, Psychiatry & Behavioral Neuroscience and Pediatrics

Director, Neuropsychology

Coordinator, Child Clinical Training

Rotations: Pediatric Neuropsychology, Pediatric Neurology

[Dr. Hunter](#) is a pediatric neuropsychologist whose clinical practice emphasizes the assessment and treatment of neuropsychological sequelae of developmental, medical, and behavioral disorders in children, adolescents, and emerging adults, specifically neurodevelopmental and genetic disorders, pediatric movement disorders, cancer, epilepsy, neurofibromatosis, and HIV/AIDS. His research addresses the impact of intersectional socioeconomic and contextual factors on risk and resilience in neurodevelopment. He consults on neurocognitive issues relevant to Peds C/L, and provides individual and family based interventions for pediatric behavioral and mood disorders, utilizing cognitive-behavioral, systems, and interpersonal modalities. Dr. Hunter facilitates the Pediatric Neuropsychology clinical neuroscience didactic series.



**Sarah Keedy, Ph.D.** (Rosalind Franklin University of Medicine & Science)

Associate Professor, Psychiatry & Behavioral Neuroscience

Chief, Research Section

Director, Cognition Emotion Neuroscience Laboratory

Rotation: Psychosis Research

[Dr. Keedy](#) is a licensed clinical psychologist who is primarily engaged in research activities on the cognitive neuroscience, biology, and genetics of major psychotic disorders. She also has a specific interest in the neurobiology and phenomenology of hallucinations and the acute psychotic state, inflammation and stress. Dr. Keedy is involved with the training of undergraduates through postdoctoral levels and provides support to other faculty working on EET or MRI clinical research studies. Current projects include working with populations ranging from psychosis, aggression, substance use and addiction, diabetes, HIV, conduct disorder, and trauma.



**Andrea King, Ph.D.** (University of Oklahoma)  
Professor, Psychiatry & Behavioral Neuroscience  
Director, Clinical Addictions Research Laboratory  
Rotation: Addictions Research

[Dr. King](#) is a licensed clinical psychologist specializing in the treatment of addictions. She is also the Director of the Department's Research Section. Her research focuses on the biological and psychosocial factors involved in the predisposition to substance abuse, and in mechanisms of alcohol and drug reinforcement. Dr. King provides training and supervision in the use of empirically supported approaches to treating addictive behaviors.



**Maureen Lacy, Ph.D.** (Illinois Institute of Technology)  
Professor, Psychiatry & Behavioral Neuroscience  
Rotation: Adult Neuropsychology, Memory Disorders, and  
Neuropsychology Research

[Dr. Lacy](#) is a clinical neuropsychologist with interests in the cognitive aspects of neurologic diseases, with a special interest in caring for individuals with Hydrocephalus, brain tumors, Movement Disorders, and Epilepsy. Dr. Lacy is primarily based at the Medical Center, where she sees referrals from Neurology, Psychiatry, Oncology, Primary Care, and Surgery. Dr. Lacy co-facilitates the Adult Neuropsychology clinical neuroscience didactic series.



**Sonya Mathies Dinizulu, Ph.D.** (DePaul University)  
Assistant Professor, Psychiatry & Behavioral Neuroscience  
Rotations: USTAR & REACT

[Dr. Dinizulu](#) is a licensed clinical psychologist within the section of Child and Adolescent Psychiatry. She provides evidence-based individual and family interventions for youth from diverse racial/ethnic and socio-economic backgrounds presenting with depression, anxiety, and disruptive behaviors. Dr. Dinizulu specializes in the assessment and treatment of children and adolescents exposed to traumatic experiences, ranging from natural disasters to violence in the home or community. Her research is an extension of her clinical interests, which emphasizes developing and implementing community-based service delivery models to promote mental health and positive youth development for urban children and adolescents exposed to violence. She leads the intern Diversity seminar.

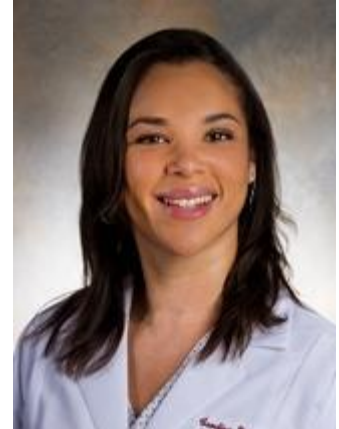


**Candice Norcott, Ph.D.** (University of Connecticut)

Assistant Professor, Psychiatry & Behavioral Neuroscience

Rotation: Women's Behavioral Health

[Dr. Norcott](#) is a licensed clinical psychologist who primarily provides assessment, intervention, consultation, and patient and provider education within the Department of Obstetrics and Gynecology, and specifically within the Ryan Center of the Section of Family Planning. Dr. Norcott's clinical interests include adolescent mental health and wellness, gender responsive and trauma-informed services, reproductive health and justice, and behavioral medicine integration. Dr. Norcott is involved in a national advocacy program, Voices, focused on self-discovery and empowerment for girls.



**Amy Siston, Ph.D.** (Illinois Institute of Technology)

Clinical Associate, Psychiatry & Behavioral Neuroscience

Rotation: Psycho-Oncology

[Dr. Siston](#) is a licensed clinical health psychologist specializing in psychosocial oncology and sexual dysfunction. She holds a certificate in sexual health within the sex therapy track at the University of Michigan. Her primary clinical interests include quality of life, adjustment to advanced cancer diagnosis and treatment, cancer survivorship and sexual health evaluation and therapy to cancer patients. She provides clinical services in conjunction with the Department of Medicine's Section of Hematology and Oncology and also collaborates with providers in Obstetrics and Gynecology.



**Shona Vas, Ph.D.** (Loyola University Chicago)

Associate Professor, Psychiatry & Behavioral Neuroscience

Director, Clinical Psychology Training and Cognitive Behavior Therapy Program

Rotations: Adult Anxiety Clinic and Training/Administration

[Dr. Vas](#) is a licensed clinical psychologist who specializes in the diagnosis and treatment of disorders of mood and emotional dysregulation using cognitive-behavioral and dialectical behavior therapy modalities. Additional interests involve multicultural competence and the provision of culturally sensitive services in socially and ethnically diverse populations, clinical supervision, and the development and administration of psychology training programs. Dr. Vas facilitates the interns' Professional Issues and Advanced CBT Seminars and co-leads the Supervision seminar.





**Jennifer Wildes, Ph.D.** (University of Oregon)

Associate Professor, Psychiatry & Behavioral Neuroscience  
Director, Eating Disorders Program

Rotations: Eating Disorders and Surgical Treatment of Obesity

[Dr. Wildes](#) is a licensed clinical psychologist and Director of the Eating Disorders Program. Her clinical interests include the diagnosis and treatment of adolescents and adults with eating disorders, with an emphasis on evidence-based psychotherapeutic interventions. She also conducts research to elucidate mechanisms underlying the expression and maintenance of eating disorder symptoms, with the overall goals of refining diagnostic classification and developing more effective treatments. Dr. Wildes provides training and supervision in eating disorders assessment, treatment, and research.

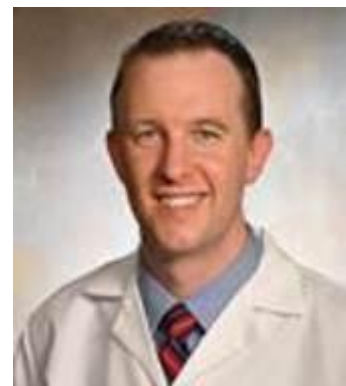


**Matthew Young, Ph.D.** (Ohio State University)

Assistant Professor, Psychiatry & Behavioral Neuroscience  
Director, Parent Child Interaction Therapy (PCIT) Program

Rotation: PCIT Clinic

[Dr. Young](#) is a licensed child clinical psychologist who provides evidence-based diagnostic and intervention services in the Child and Adolescent Psychiatry Outpatient Clinic. Dr. Young's clinical practice is focused on individual and family-based interventions for mood and anxiety disorders from a cognitive-behavioral approach. In addition, he provides specialized intensive treatments for childhood disruptive behavior problems including behavioral parent management and PCIT. His research interests are focused on the implementation of evidence-based therapy and assessment models for children and adolescents. Dr. Young teaches the Child CBT Seminar and co-facilitates the Supervision seminar.



## Associated Training Faculty

In addition to the core psychology training faculty other psychologists, psychiatrists, physicians, and clinical social workers are affiliated with the internship program, and provide additional multidisciplinary training and supervision to our interns. Clinical psychology postdoctoral fellows may also provide guidance and supervision during the internship year. The supervisory psychologists and psychiatrists associated with the internship are all faculty of the Department of Psychiatry and Behavioral Neuroscience, with adjunct faculty across Chicago providing lectures and didactic training. Interns do have the opportunity to train with faculty across the University of Chicago Medicine, as well, through collaborative clinical and research projects and experiences.

**Khalid Afzal, M.D.** (Associate Professor of Psychiatry & Behavioral Neuroscience; M.D., Army Medical College of Pakistan) is the Director of the Pediatric Consultation-Liaison Service. [Dr. Afzal](#) provides some supervision for this rotation on the Child Psychology track.

**Jon Grant, M.D., J.D., MPH.** (Professor of Psychiatry & Behavioral Neuroscience; M.D., Brown University) supervises an outpatient clinic for addictive-impulsive-compulsive disorders. [Dr. Grant's](#) research focuses on the neurobiology, neurocognition, and treatment (psychopharmacologic and psychosocial) of impulse control disorders (e.g., gambling, stealing, shopping, sex), obsessive compulsive disorder, and drug addictions.

**Kate Keenan, Ph.D.** (Professor of Psychiatry & Behavioral Neuroscience; Ph.D., University of Pittsburgh) is a research clinical psychologist with expertise in early developmental markers of depression and disruptive behavior disorders. [Dr. Keenan](#) provides lectures during the internship year on her research, and professional development and identity, and she is available for consultation regarding research career development.

**Royce Lee, M.D.,** (Associate Professor of Psychiatry & Behavioral Neuroscience; M.D., Northwestern University) is the Associate Director of the CNPRU and an expert on the neurobiology of personality disorders. [Dr. Lee](#) conducts research on the effects of early life trauma on emotion regulation and personality, using multimethod approaches. He provides lectures to our interns on suicidality and its identification and treatment.

**Michael Marcangelo, M.D.** (Associate Professor of Psychiatry & Behavioral Neuroscience; M.D., University of Illinois at Chicago) is the Director of Medical Student Education for the Department and Associate Dean of Admissions at Pritzker. [Dr. Marcangelo](#) also serves as the associate director for the adult consultation-liaison program, and provides supervision for interns who elect that rotation and work with organ transplant patients.

**Marie Tobin, M.D.** (Professor of Psychiatry & Behavioral Neuroscience; M.D., National University of Ireland) is the Adult Section Chief and Director of the Adult Psychiatry Consultation-Liaison Service. [Dr. Tobin](#) provides training and supervision in Psychosocial Oncology and Consultation Psychiatry/Psychology.

## Post-Doctoral Fellows

Postdoctoral clinical psychology fellows in the Department (see below) are involved in our training program supervising interns within our interdisciplinary settings, providing lectures in didactics, and serving as role models as they have usually had similar professional paths in academic settings.

**Emma Brett, Ph.D.** (Oklahoma State University) is a fellow in the Clinical Addictions and Research Laboratory and completed her internship at the Seattle VA. She is interested in factors that influence initiation and maintenance of substance use with a focus on nicotine/tobacco products, in particular, novel products such as e-cigarettes. Additionally, she is interested in motivational interventions for health behaviors and the impact of psychiatric disorders on substance use.

**Heather Davis, Ph.D.** (University of Kentucky) completed her internship at UCM and is a postdoctoral fellow in the Eating Disorders Research T32 fellowship. Dr. Davis studies emotion-based, transdiagnostic mechanisms that underlie comorbidity between eating disorders and other psychiatric problems including substance use, depression, and anxiety.

**Lynda Gibson, Ph.D.** (Illinois Institute of Technology) is a clinical fellow in the Trauma Program and completed her internship with the Dallas Independent School District's Department of Psychological and Social Services. Dr. Gibson has extensive experience providing trauma-informed care and interventions with diverse child, adolescent, and family populations in medical, community, and school-based settings. She is particularly interested in examining the relationship between community violence exposure and internalizing and externalizing symptoms in children and adolescents.

**Ilayna Mehrtens, Ph.D.** (Louisiana State University) is a fellow in pediatric psychology and completed her internship at Rush University Medical Center. Dr. Mehrtens currently works with youth and young adults with chronic medical conditions including cancer, diabetes, and sickle cell disease. Her clinical/research interests include identity-affirming psychotherapy services for gender variant youth; child and adolescent health disparities in underserved populations; and promotive factors among youth with chronic medical illnesses.

**Lauren Smith, Ph.D.** (University of Texas at Austin; School Psychology) is a clinical fellow in the Trauma Program and completed her internship at the University of California Davis Medical Center. Dr. Smith is committed to providing empirically supported clinical services to historically disenfranchised populations, especially those exposed to trauma and violence. She also has extensive experience providing outpatient services to patients with psychosis and uses a culturally sensitive trauma-informed lens. Dr. Smith's broader research focus has been examining cultural and systemic barriers to mental health care in Black and Latinx youth to inform intervention adaptations and to explore the use of mHealth platforms to further promote parental engagement in child mental health care.



## Program Trainees

Information is provided below for our past few cohorts of interns. We are excited to be a part of their academic histories and take pride in following their careers after they graduate from our training program.

### Current Interns

Our current interns will be available to discuss their experiences in the program during the interview process. Remember that each intern's experience is customized to assist in accomplishing individual professional goals and as such, their training experiences may differ. Our class of 2020-2021 includes:

**Natasha Bailen, M.A.**

Adult/Health Psychology

Washington University in St. Louis



**Irina Vanzhula, M.S.**

Adult/Health Psychology

University of Louisville



**Molly Mather, M.A.**

Adult Neuropsychology

University of Massachusetts - Amherst



**Erika Gustafson, M.A.**  
 Child/Pediatric Psychology  
 University of Illinois at Chicago



**Moshe Maiman, M.A.**  
 Pediatric Neuropsychology  
 Drexel University



## Former Interns

Interns who complete our training program typically pursue careers in academic medical centers and academic departments of psychology. Most graduating interns first complete a one to two year postdoctoral fellowship that further prepares them for the professional roles to which they aspire. Some of our interns have been able to move directly into faculty positions in academic institutions.

In the past few years, our interns have been successful at obtaining fellowships at other institutions including Northwestern University, Harvard University Health System, Brown University, University of Illinois at Chicago, Loyola University Chicago, Medical College of Wisconsin, University of Minnesota, University of Michigan, Johns Hopkins University, Stanford University, and Rush University Medical Center. On completion of these fellowships, most interns have obtained faculty positions at either academic medical centers or academic departments of psychology.

Class of 2019-2020:

Intern	Postdoctoral Fellowship	Employment
Byron Brooks. (East Tennessee State University)	Hines VA	
Heather Davis (University of Kentucky)	University of Chicago Medical Center	
Kyle Jennette (University of	University of Illinois at Chicago,	

Wisconsin—Milwaukee)	Adult Neuropsychology	
Zoe Smith (Virginia Commonwealth University)	Loyola University Chicago	
Lauren Bush (Northwestern University, Feinberg School of Medicine)	Rush University, AARTS Center; Pediatric Neuropsychology	

Class of 2018-2019:

<b>Intern</b>	<b>Postdoctoral Fellowship</b>	<b>Employment</b>
Alyse Bedell (Northwestern University, Feinberg School of Medicine)	Northwestern University, Department of Gastroenterology	University of Chicago
Sophie DelDonno (University of Illinois at Chicago)	Depression and Anxiety Specialty Clinics (DASC) Chicago (DASC)	DASC Chicago
Samantha Henry (University of Alabama at Birmingham)	Baylor College of Medicine, Adult Neuropsychology	
Jessica Arizaga (DePaul University)	Completing dissertation	
Amanda Child (University of Houston)	Kennedy Krieger/Johns Hopkins, Pediatric Neuropsychology	

Class of 2017-2018

<b>Intern</b>	<b>Postdoctoral Fellowship</b>	<b>Employment</b>
Katherine Jean Forney (Florida State University)	N/A	Ohio University; Department of Psychology
Jaclyn Weisman (Washington University in St. Louis)	University of Chicago Medicine, Clinical Health Psychology	University of Illinois at Chicago
Paula Aduen (University of Virginia)	Harvard Partners/Massachusetts General Hospital (MGH), Adult Neuropsychology	Harvard Partners/MGH
Janet Yarboi (Vanderbilt University)	Harvard/Boston Children's, Pediatric C/L	Rush University Medical Center
Rachel So (University of Connecticut)	Harvard/Boston Children's, Pediatric Neuropsychology	Children's Neuropsychological Services, Boston, MA

Class of 2016-2017

<b>Intern</b>	<b>Postdoctoral Fellowship</b>	<b>Employment</b>
Jesse Chavarria (Florida State University)	University of Chicago, Clinical Addictions Research Program	Centre for Addiction and Mental Health, Ontario, Canada
Christina Jagielski (University of Alabama at Birmingham)	University of Michigan, Gastrointestinal Psychology	University of Michigan,
Caterina Mosti (Drexel University)	Northwestern University, Feinberg School of Medicine, Adult Neuropsychology	University of California San Francisco, Fresno
Colleen Stiles-Shields (Northwestern University, Feinberg School of Medicine)	Loyola University Chicago, Chicago Healthy Adolescent Transitions Study	Rush University Medical Center
Christina Casnar (University of Wisconsin—Milwaukee)	Children’s National, Pediatric Neuropsychology	Medical College of Wisconsin

Class of 2015-2016

<b>Intern</b>	<b>Postdoctoral Fellowship</b>	<b>Employment</b>
Fabiana Souza Araújo (Illinois Institute of Technology)	Harbor/UCLA & UCM, Women’s Health & Primary Care	University of Chicago
Joyce Tam (Washington State University)	Indiana University, Adult Neuropsychology	Rush University Medical Center
Brian Shields (Temple University)	Medical College of Wisconsin, Pediatric Neuropsychology	West Virginia University
Helen Tam (Pennsylvania State University)	New York University, Pediatric Neuropsychology	Private Practice, NY

Class of 2014-2015

<b>Intern</b>	<b>Postdoctoral Fellowship</b>	<b>Employment</b>
Pooja Dave (Illinois Institute of Technology)	University of Chicago Medicine, Clinical Health Psychology	Atrius Health/Harvard Partners
Andrea Kass Graham (Washington University in St. Louis)	University of Chicago, Eating Disorders Program	Northwestern University, Feinberg School of Medicine
Mandy Fong (Illinois Institute of Technology)	Washington University in St. Louis, Adult Neuropsychology	Washington University in St. Louis
Israel Gross (Loyola University Chicago)	Stroger Hospital of Cook County, Pediatric Neuropsychology	Stroger Hospital of Cook County

## Class of 2013-2014

Intern	Postdoctoral Fellowship	Employment
Bethany Gee (Ryerson University)	Boston University, Center for Anxiety and Related Disorders	Boston University
Ellen Fitzsimmons-Craft (University of North Carolina at Chapel Hill)	Washington University in St. Louis, Eating Disorders Program	Washington University in St. Louis
Laura Benson (Illinois Institute of Technology)	Northshore University Health System, Adult Neuropsychology	Northshore University Health System
Mary Iampietro (Temple University)	Kennedy Krieger/Johns Hopkins, Pediatric Neuropsychology	Children's Hospital of Philadelphia

## Class of 2012-2013

Intern	Postdoctoral Fellowship	Employment
Yasmin Asvat (University of South Florida)	Rush University Medical Center, Psycho-Oncology	Rush University Medical Center
Anna Ciao (University of Hawai'i)	University of Chicago, Eating Disorders Program	Western Washington University
Jana Wingo (Loyola University Chicago)	Medical College of Wisconsin, Adult Neuropsychology	Northwestern University, Feinberg School of Medicine
Matthew Lerner (University of Virginia)	N/A	Stonybrook University

## Applications

Thank you for reviewing the information about our internship program. The following sections will help you further determine if you are a good fit for our site and will help you prepare your application for submission.

### Application Criteria

1. Accreditation: Applicants for the Clinical Psychology Internship Program at the University of Chicago **must be from an American Psychological Association (APA) accredited university-based doctoral program in Clinical or Counseling Psychology**. Applicants from Canadian Psychological Association (CPA) accredited Clinical and Counseling Psychology programs are also eligible. We will not consider candidates whose programs are not accredited at the time of application.
2. Educational requirements: You must have a Master's degree, have finished your core clinical coursework, be admitted to doctoral candidacy, and have proposed your

dissertation by the time you apply to our program. The requirement of a Master's degree is non-negotiable as one is required for credentialing on our insurance panels. No exceptions are possible.

3. Clinical experience: You should have completed a minimum of three years of graduate-level practicum training and have at least 1000 hours of supervised clinical experience by the start of internship. Further, we expect interns to have a minimum of 600 face-to-face assessment and intervention hours (combined) in order to be competitive applicants and adequately prepared for the rigors of our training program. The ratio of assessment to intervention hours is differentially important, depending on the particular track. Applicants to our Adult and Pediatric Neuropsychology tracks typically have more assessment hours than applicants to our Adult/Health and Child tracks who have a greater proportion of intervention hours. *(COVID-19 Adaptation: Although we recognize that the COVID-19 pandemic has disrupted acquisition of clinical hours towards preparation for internship, our required minimum number of face-to-face hours remains the same. Most of our interns in recent years have far exceeded this benchmark. However, we encourage applicants whose training was significantly disrupted to apply to our program if they determine that they are a good fit. In evaluating applications, we consider minimum number of hours to be one variable among many others in determining a candidate's fit for our site.)*

## Application Process

As an APPIC member program, we will accept applications through the APPIC online portal only. You must register with APPIC and then complete the AAPI Online. We participate in the match and you must also register with National Matching Service (NMS).

You may apply to only one track of our internship program. Applicants who apply to more than one track will be disqualified from further consideration. Please specify which track you are applying for in your cover letter:

1. Adult Health Psychology (APPIC Match Number 126612): 2 positions
2. Adult Neuropsychology (APPIC Match Number 126614): 1 position
3. Child Psychology (APPIC Match Number 126613): 1 position
4. Pediatric Neuropsychology (APPIC Match Number 126615): 1 position

Applications are due by 11:59 pm EST on Sunday, November 1, 2020 after which the portal will be closed for submissions.

You will be notified via email by December 15, 2020 if you are selected for an interview.

We will conduct virtual interviews on Fridays in December and January (12/11/20, 12/18/20, 1/8/20 and 1/15/20). The interview day (8.30 am to 3.30 pm) will involve a group presentation and meetings with the Director of Clinical Psychology Training, individual interviews with faculty members and postdoctoral fellows, lunch with the interns, and a tour of our facilities. Because we believe that an in-person visit is very important in helping you (and us) determine the

quality of your fit with our program, we will strive to recreate our in-person experience for this year. Applicants who do not interview with our program will not be ranked.

## Application Materials

In order to apply to our program, please submit the following materials through the APPIC online application portal:

1. Cover letter including statement of career goals and interests in our program. Specify the name of your graduate program, which year you are, and what track you are applying to in the first paragraph of your cover letter. Include your contact information (email and phone number).
2. Current curriculum vita
3. Official school transcript
4. Three letters of recommendation, with one preferably from your academic advisor and two others from clinical supervisors. Do not submit more than three letters of recommendation.
5. One de-identified neuropsychological, diagnostic, psychological assessment, initial evaluation or treatment summary report. A neuropsychological report is required if you are applying to either the Adult or Pediatric Neuropsychology tracks.
6. Completion of the Online APPIC Application for Psychology Internship (AAPI) – link: <https://aapicas.liaisoncas.com/applicant-ux/#/login>

We appreciate the time and effort you will invest in completing an application to our site. Each application is carefully reviewed by our training faculty and staff. We request that all interviewees email an electronic picture of themselves to Rachel Myszak ([rmyszak@bsd.uchicago.edu](mailto:rmyszak@bsd.uchicago.edu)) following their interview. These photographs are only used to help us keep better track of names, faces, and application materials rather than for any discriminatory purposes. If the notion of providing a photograph makes you uncomfortable, feel free to decline.

As an APPIC member program participating in the match, we will abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

We are accredited by the American Psychological Association through 2029. Questions related to our accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1<sup>st</sup> Street, NE, Washington, DC 20002  
Phone: (202) 336-5979  
E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)



## **Additional Information**

### **Duration**

The Clinical Psychology Doctoral Internship Program's training year will begin on July 1, 2021 and run through June 30, 2022.

### **Stipend and Benefits**

The current yearly stipend is \$36,000, plus subsidized medical benefits. Dental benefits are also available for an additional fee.

Paid time off includes three weeks (15 days) of vacation, two weeks (10 days) of sick time, and one week (5 days) of professional development time for conferences, dissertation defenses, and job interviews. Further, the University of Chicago Medicine has six holidays each year (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas). Interns have individual offices with telephones, computers, printer/scanners, voice mail, video cameras, photocopy privileges, and clerical support.

Educational resources available to interns include the extensive University of Chicago library and computer systems, and a separate departmental library.

### **Employment Eligibility**

Although we welcome applications from candidates who are not US citizens, we are not able to sponsor visas of any kind. Acceptable non-citizen status may include permanent residency, an international student (F-1 visa) on curricular or optional practical training as determined by their home institution, a valid Employment Authorization Document (EAD) obtained through various pathways, or a TN visa for Canadian citizens. Applicants are responsible for obtaining their own authorizations in order to work at UCM. Inability to produce these documents and authorizations may result in inability to be employed at UCM.

Interns are employees of the University of Chicago Medicine are subject to regulations addressing employee benefits, diversity training, the Medical Center termination policy, discrimination policy, and employee/labor relations forms. Applicants who are matched to the internship will be required to successfully pass a pre-employment health screening, which includes a drug test and a background check. Please note that although marijuana is now legal in Illinois, the use of marijuana in any form is not exempt from the drug test. This information is available to the public at the following link: <http://www.uchospitals.edu/>.

### **Due Process**

Grievance and due process policies specific to the Internship Program can be obtained by emailing Dr. Shona Vas at [svas@bsd.uchicago.edu](mailto:svas@bsd.uchicago.edu). These policies will be presented and

discussed with interns during orientation week as part of the Intern Training Manual and are available on a shared drive to all interns and faculty members upon acceptance to the program.

## **Non Discrimination Policy**

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago's Policy on Harassment, Discrimination, and Sexual Misconduct, please see:

<http://harassmentpolicy.uchicago.edu/page/policy>

## **More Questions?**

If you have questions about our program and the application process that have not been addressed in our written materials, please call 773-702-0529 to speak with our Administrative Assistant, Rachel Myszak. Alternatively, you may email the Director of Clinical Psychology Training, Dr. Shona Vas, at [svas@bsd.uchicago.edu](mailto:svas@bsd.uchicago.edu).