AT THE FOREFRONT
UChicago Medicine

Department of Psychiatry and Behavioral Neuroscience
The University of Chicago
The Division of the Biological Sciences • The Pritzker School of Medicine

Health Service Psychology Doctoral Internship Program
Training Brochure for 2027-2028

Contents

Message from the Director of Psychology Training 5
Internship Admissions, Support, and Initial Placement Data 8
General Information 11
The University of Chicago Medicine 11
Department of Psychiatry and Behavioral Neuroscience 12
Section of Adult Psychiatry 12
Section of Child and Adolescent Psychiatry 13
Program Overview 13
Program Aims 14
Internship Competencies 15
Internship Tracks 17
Internship Program Structure 19
1. Outpatient Clinical Service 20
2. Rotations 20
3. Supervision 21
4. Research 21
5. Didactics 22
Estimated Distribution of Time 24
Commitment to Diversity and Inclusion 24
Self Care and Resilience 25
Track Descriptions and Rotations 26
Adult/Health Psychology Track 26
Addictions: Daniel Fridberg, PhD (with support from Andrea King, PhD Emma Brett, PhD, & Jon Grant, MD, JD, MPH) 27
Adult Anxiety and Avoidance: Shona Vas, PhD, ABPP 27
Adult Trauma: Devi Jayan, PhD & Shona Vas, PhD, ABPP 28
Eating Disorders: Jennifer Wildes, PhD 28
Obsessive-Compulsive and Related Disorders: Gregory Chasson, PhD, ABPP 28
Psychosocial Oncology: Amy Siston, PhD, CST, CST-S 29
Integrated Primary Care: Fabiana Souza Araújo, PhD 29
Pain Psychology: Nancy Beckman, PhD 30
Health Psychology: Nancy Beckman, PhD 30

Transplant: Daniel Fridberg, PhD 31
Reproductive Behavioral Health: Candice Norcott, PhD & Maggie Collins, PsyD, CST 31
Weight Management Abraham Eastman, PhD ..... **Error! Bookmark not defined.**
Psychogastroenterology: Alyse Bedell, PhD, CST & Jennifer Schmaus, PhD 32
Sex Therapy: Alyse Bedell, PhD, CST & Amy Siston, PhD, CST, CST-S 32
Training and Administration: Shona Vas, PhD, ABPP 32
Healthcare Workers Wellness and Resilience: Fabiana Souza Araújo, PhD 33
Adult/Health Track Research Opportunities 33
Adult Neuropsychology Track 34
Memory Disorders: Cheshire Hardcastle, PhD, Maureen Lacy, PhD, Mary Lee, PsyD, & Chandler Zolliecoffer, PhD 35
Adult Neuropsychology Clinic: Cheshire Hardcastle, PhD, Maureen Lacy, PhD, Joseph Fink, PhD, ABPP, & Chandler Zolliecoffer, PhD 36
Adult Neurodevelopmental Clinic: Mary Lee, PsyD 36
Adult Psychiatry and Inpatient Neuropsychology Consultation-Liaison: Cheshire Hardcastle, PhD 37
Adult Neuropsychology Track Research Opportunities 37
Child/Pediatric Psychology Track 37
Pediatric Consultation-Liaison: Tina Drossos, PhD 39
Diabetes: Tina Drossos, PhD 39
MALS Clinic: Tina Drossos, PhD 39
Pediatric and Adolescent/Young Adult Psychosocial Oncology: Ilayna Mehrtens, PhD 40
Pediatric Psychosocial Gender Program: Ilayna Mehrtens, PhD 40
Parent Child Interaction Therapy (PCIT): Matthew Young, PhD 40
Stress, Trauma, & Resilience: Sonya Mathies Dinizulu, PhD 41
Recovery and Empowerment After Community Trauma (REACT): Sonya Mathies Dinizulu, PhD 41
Adolescent and Young Adult Substance Use: Claudio Rivera, PhD 42
Eating Disorders: Jennifer Wildes, PhD 42
Child/Pediatric Track Research Opportunities 42
Pediatric Neuropsychology Track 43
Pediatric Neuropsychology: Yangfeifei Gao, PhD, Mary Lee, PsyD, & Diana Ohanian, PhD 44
Pediatric Consultation-Liaison: Tina Drossos, PhD 45

Early Childhood Assessment Clinic: Yangfeifei Gao, PhD, Mary Lee, PsyD, & Matthew Young, PhD 45
Pediatric Hematology/Oncology: Yangfeifei Gao, PhD & Diana Ohanian, PhD 45
Pediatric Neurology: Yangfeifei Gao, PhD, Mary Lee, PsyD, & Diana Ohanian, PhD 45
Postdoctoral Fellowship Training 46
Training Faculty 47
Core Faculty 47
Associated Training Faculty 63
Post-Doctoral Fellows 64
Program Trainees 67
Current Interns 67
Intern Outcomes 68
Applications 73
Application Criteria 73
Application Process 75
Application Materials 75
Additional Information 76
Duration 76
Stipend and Benefits 76
Employment Eligibility 77
Due Process and Grievance 77
Non Discrimination Policy 77
More Questions? 78

Message from the Director of Psychology Training

August 26, 2026

Dear Internship Applicants:

Congratulations on being at this point in your graduate training! Thank you for your interest in the **Health Service Psychology Doctoral Internship Program** at the **University of Chicago Medicine (UCM).** We are pleased to provide you with our updated 2027-2028 internship information. We are accredited by the American Psychological Association through 2029.

Our health service 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 socially-responsive, evidence-based approaches to assessment, intervention, and consultation and the integration of science and practice. 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. In addition, our program promotes the development of scholarly interests through the availability of protected research time to work on dissertation completion or collaborative projects with training faculty. We believe that we offer a challenging and supportive setting for obtaining doctoral internship training in Clinical Psychology.

Our Department has grown significantly in the past few years. It has been exciting to welcome new staff and faculty and observe the expansion of our clinical, educational, and research programs. However, adequate work space has emerged as one of our greatest challenges. Clinical care occurs in person and via telehealth. Our program is primarily in person and on site, although we do offer the flexibility of telehealth to patients who request these services. We provide didactics and supervision in person unless video formats are indicated for convenience, flexibility, and/or safety. In our program, we value interprofessional collaboration, socialization among interns and with our faculty, development of a support system for our trainees, and a general sense of community. Our large and dynamic healthcare system recognizes that telehealth, telesupervision, and hybrid work environments will continue to evolve.

The Health Service Psychology Doctoral Internship at the University of Chicago Medicine 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/Pediatric 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. **Applicants who apply to more than one track will be disqualified from both tracks.**

Our application deadline is **Sunday, November 1, 2026** (11:59 pm EST). You will be contacted by email if you are selected for an interview. **We will conduct virtual interviews on the following days in December 2026: Friday 12/4/26, Monday 12/7/27, and Friday 12/11/26.** (*In the interest of equity, interview slots on 12/11/26 will be reserved for applicants who are located in time zones WEST of Central Standard Time as this day's schedule will have a later start time.)* Our annual stipend is $48,548 and is offered as part of a comprehensive package of benefits.

Before deciding to apply to our program, please review our 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 aligned with your professional goals for training and your future career development. 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 materials. 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. Please note that we do not offer informational meetings via phone or video prior to our program's formal interviews later in the season.

Sincerely,

Shona N. Vas, Ph.D., ABPP
Director, Psychology Training
Director, Cognitive-Behavior Therapy Program
Professor, Psychiatry & Behavioral Neuroscience
Contact Information: svas@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

Internship Admissions, Support, and Initial Placement Data
2026-27

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 for the Clinical Psychology Doctoral Internship Program at the University of Chicago Medicine. Data are provided for the internship cohorts that started in 2022, 2023, and 2024.

Date Program Tables are updated: 8/22/2026

Program Disclosures

As articulated in Standard I.B.2, programs may have "admission and employment policies that directly relate to affiliation or purpose that may be faith-based or secular in nature. However, such policies and practices must be disclosed to the public. Therefore, programs are asked to respond to the following question.

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values.	___Yes _x_No
If yes, provide website link (or consent form brochure) where this specific information is presented.	

Internship Program Admissions

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 one 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	**X Yes**	Amount: 600*
Total Direct Contact Assessment Hours	N	**X Yes**	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. Despite the disruption of the COVID-19 pandemic to acquisition of clinical hours in 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, including those recruited during the pandemic. 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 only one variable among many others in determining a candidate's fit for our site.

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	$48,548	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	**Yes**	No
If access to medical insurance is provided:		
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): $500 of financial support towards a conference at which an intern provides an oral presentation or a first author poster presentation.		

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

Initial Post-Internship Positions (Aggregated Tally for the Preceding 3 Cohorts starting in 2022, 2023, & 2024)

	2022-2025	
Total # of interns who were in the 3 cohorts	17	
Total # of interns who remain in training in the internship program	0	
	PD	**EP**
Academic teaching	0	1
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	8	8
Veterans Affairs Health Care System	0	0
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	0	0
Other	0	0

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

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 (UCM) 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, the Division of Biological Sciences of the University of Chicago, and the UChicago Medicine Health System. 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 Biological Sciences Division (BSD) 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. Woodlawn, a neighborhood immediately south of the campus is the home of the new Obama Presidential Center which opened in June, 2026. 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 UCM is easily available through both public transportation and by car. Interns are able to use their UCM ID within Hyde Park for free access to the buses operated by the City of Chicago as well as the University's shuttles which run in continuous loops throughout the day. The University also offers a free inter-campus shuttle which runs from the Hyde Park

campus to the downtown business school campus and to our satellite clinics in Streeterville and the South and West loop.

Department of Psychiatry and Behavioral Neuroscience

The Department of Psychiatry and Behavioral Neuroscience is an integral component of UCM. 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. 2024 marked the beginning of an exciting chapter for the Department—after seven years of interim leadership, Seth Himelhoch, M.D., MPH was appointed as Chair on July 1, 2024. All members of the Department are looking forward to its growth and evolution in the coming years.

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 treatment outcomes, 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, located on the third and fourth floor of the main academic building of UCM. Each section provides a combination of inpatient, outpatient, and specialty programs within the medical center. The Department also has a Research Section that comprises faculty across the Department as well as collaborates actively with programs throughout the Biological Sciences Division (BSD) 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, pharmacological treatment, and neuropsychological assessment services. In addition to general medication clinics, we offer a number of specialty pharmacology outpatient clinics. Inpatient psychiatric services are provided through our affiliate settings, Ingalls Hospital and Northshore University Health System, located across the Chicagoland area. We also have numerous outpatient satellite locations including River East, Orland Park, Tinley Park, and Crown Point (Northwest Indiana). Adult Psychiatry also collaborates with the University's Student Health Service. Additionally, the Department shares psychiatry training responsibilities and collaborates on research with

affiliated faculty at Northshore, located in the suburbs north of Chicago and at Ingalls hospital, located in Harvey, a south Chicago suburb.

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, 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 UCM 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, Pediatric Endocrinology, 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.

The Child Psychiatry Outpatient Clinic provides assessment, diagnosis, and treatment services for the Hyde Park and greater Chicagoland community, including pharmacotherapy, psychotherapy, and neuropsychological assessment. We also offer numerous outpatient specialty care clinics and services. 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 minoritized 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 health service psychology for all interns with opportunities for specialized training within each individual track. Our belief that internship is a training year serving as a bridge from student to professional is supported by our commitment to mentorship,

supervision, and robust didactic offerings. All interns spend a significant proportion of 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 remainder 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 through the transition from graduate student to professional psychologist. Interns attend didactic seminars conducted by program faculty members addressing their developmental and professional needs. Each of our interns is also provided with four hours of protected research time to be used as an opportunity to complete their dissertation or to work on scholarly projects with our faculty. 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 dedicated scholarship effort. 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 social responsiveness, equity, diversity, and inclusion in alignment with the broader priorities 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 accredited 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 and socially responsive 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, experiential training, and scholarship.

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 to establish and pursue longer-term 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. Each intern is provided with four hours of protected research time to be used to complete their dissertations and/or to collaborate with our faculty on a scholarly project. Interns are expected to develop and present a scholarly product by the end of the training year.
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 identities and the impact on their 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 and identities 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 health service 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 for a range of presenting concerns. 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 all PWCs. Further details are available in our Intern Training Manual which is distributed during orientation. The Training Manual also contains information about remediation, due process, and grievance procedures.

Internship Tracks

The health service 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 be disqualified from further consideration.** 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. Although all the experiences offered in our Department are described in this brochure, the availability of the specific rotation(s) may vary from year to year. Thus, please ensure that the rotations in which you are interested are options for the upcoming training year and that the availability (or lack thereof) of a particular rotation will not significantly impact your interest/experience in our program.

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 are 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 behavioral 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, 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, Health Psychology, Integrated Primary Care, Pain, Reproductive Behavioral Health, Sex Therapy, Gastrointestinal Disorders, and Transplant. In addition, interns may elect to learn more about psychology Training and Administration. All faculty members are involved in scholarly efforts which may offer collaborative opportunities for intern projects. Primary faculty involved in the Adult Psychology track include Drs. Fabiana Araujo, Emma Brett, Nancy Beckman, Alyse Bedell, Gregory Chasson, Margaret Collins, Abraham Eastman, Tory Eisenlohr-Moul, Molly Erickson, Daniel Fridberg, James Griffith, Devi Jayan, Andrea King, Candice Norcott, Amy Siston, Shona Vas, and Jennifer Wildes. We will be welcoming Drs. Gina Belli and Melissa McHugh to our program later this fall. Our program is a member of the Council of Clinical Health and Psychology Training Programs.

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 60% of time conducting neuropsychological evaluations, supervising psychology externs, 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 Adult Neuropsychology rotations available which occur on different days of the week in different locations and provide fundamental training in neuropsychology for various neurologic and medical conditions using a flexible battery approach. Other rotations include the Memory Disorders and Adult Neurodevelopmental Clinics and Inpatient Neuropsychology. The Adult Neuropsychology faculty engage in scholarly activity and welcome collaboration with interns on either an existing project or new short-term project, with a focus on improving knowledge regarding the neurobehavioral profile associated with rare medical and neurologic conditions. Specific research projects examining the neurocognitive abnormalities of psychotic disorders and using EEG and fMRI data are available as well as opportunities to predict neuropsychological outcomes of emerging central nervous system interventions (e.g., laser ablation, shunt). Core faculty in this track include Drs. Joseph Fink, Cheshire Hardcastle, Sarah Keedy, Maureen Lacy, Mary Lee, and Chandler Zolliecoffer.

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), Pediatric Gender Clinic, and Eating Disorders. Core faculty in this track include Drs. Tina Drossos, Sonya Mathies Dinizulu, John Lyons Ilayna Mehrtens, Claudio Rivera, Jill Weissberg-

Benchell, and Matthew Young with some rotations being supervised by our pediatric neuropsychologists, Drs. Yangfeifei Gao, Mary Lee and Diana Ohanian, and our Adult faculty, Drs. Jennifer Wildes, Gregory Chasson, 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 requirements for board certification in clinical neuropsychology. The intern spends a significant proportion 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 at UCM, 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. Yangfeifei Gao, Mary Lee, and Diana Ohanian with additional potential rotations supervised by our other Child and Neuropsychology faculty.

Internship Program Structure

The doctoral 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 rotations and research experiences. 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 five principal components: 1) Outpatient clinical service 2) Rotations 3) Supervision of experience in psychotherapy and other aspects of health service psychology practice, 4) Research, and 5) Didactic education. In order to provide training in the acquisition of the PWC of clinical supervision, all interns will be required to supervise psychology externs in some capacity.

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 of Psychology Training (referred to as the Training Director or TD), 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 on the Adult/Health and Child/Pediatric Tracks are expected to see 6 outpatients per week for which two hours of individual supervision are provided. Interns on the Adult/Pediatric Neuropsychology Track are expected to see 4 outpatients per week for which they receive one hour of individual supervision. Interns may also co-facilitate psychotherapy groups with faculty, staff, and/or other trainees. Outpatient supervisors are assigned for the full duration of the internship year. Our internship emphasizes the importance of both breadth and depth in the training of health service psychologists. Interns obtain further clinical experience and supervision through their choice of rotations, thereby broadening and deepening their expertise. The combination of face-to-face clinical hours afforded by outpatient experiences and rotations allow us to ensure that our interns provide adequate direct clinical service to meet licensure requirements in the state of Illinois.

2. 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 more specialized clinical experiences. 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 Health Service 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 Training Director, 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 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 up to three Adult Neuropsychology Clinic Rotations. In selecting a fourth rotation option, the intern may select 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 available 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 review this brochure carefully to ensure that the particular rotations of interest to you are available for the upcoming training year.

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 year-long primary supervisors for their outpatient cases. Adult/Health and Child/Pediatric Psychology Track interns have two outpatient supervisors and Adult/Pediatric Neuropsychology Track interns have one outpatient supervisor. Further, interns receive supervision from directors of the rotations that they selected. Supervision is conducted primarily on an individual basis, with a licensed clinical psychologist on faculty, although some additional 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. 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. Research

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, each intern is provided with four hours of protected research time. Interns may use this block to work on their dissertations. However, it is our hope that interns 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. By the end of the training year, all interns are required to demonstrate their research efforts in the form of a scholarship product. Examples include a poster, a presentation at a conference or in a departmental setting, a manuscript, a grant, a quality improvement project that includes a final summary, a suggested policy, etc. At the outset of the training year, the intern, their assigned mentor and the Training Director discuss options for the scholarship project.

5. 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 Development 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, 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. **Psychologists in the Medical Setting Seminar,** facilitated by Drs. Nancy Beckman and Ilyana Mehrtens**,** 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 Drs. Sonya Mathies Dinizulu and Claudio Rivera with additional support from all faculty in the program who are committed to diversity, equity, and inclusion. 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. Drs. Shona Vas and Gina Belli direct the Adult CBT course and Drs. Matthew Young & Ilayna Mehrtens direct 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, 5th edition (DSM-5). As many of our interns have already had significant exposure to evidence-based care prior to their year at UCM, these seminars are optional.
f. **Interdisciplinary Case Conference** is attended and facilitated by faculty in our Adult and Child sections. 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 runs weekly between September and June and offers presentations on a wide range of topics in mental health and psychiatric medicine by renowned speakers from within and outside the institution. Clinical presentations by senior trainees also occur in the Grand Rounds series.

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.

Estimated Distribution of Time

Our internship experience is individually tailored for each trainee and therefore, no trainee's experience is exactly the same as another's. Further, estimation of the time spent in each activity is influenced by trainees' previous experiences, skills, strengths, and areas for development. In general, we expect that trainees across our tracks will spend their time with us as distributed below.

Activity	Adult/Health and Child/Pediatric Tracks	Adult/Pediatric Neuropsychology Tracks
Outpatient Clinic	6 hours	4 hours
Outpatient Supervision	2 hours	1 hour
Rotations (including Didactics)	16-18 hours	18-22 hours
Didactics (non-Rotation)	4-6 hours	4-6 hours
Research	4 hours	4 hours
Administration/Documentation	4+ hours	3+ hours
Total Hours	40-45 hours	40-45 hours

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 social responsiveness and values diversity, belongingness, 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 BSD, the Medical Center, the Department and the internship program are mindful of the impact of racial injustice, systemic oppression, and health disparities in the communities we serve. We explicitly affirm our anti-racist identity and are committed to promoting social justice, cultural humility, and inclusion.

The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers and is committed to making decisions using reasonable standards based on each individual's qualifications as they relate to employment action. No person shall be discriminated against because of race, color, religion, sex, sexual orientation, gender, gender identity, national or ethnic origin, age, disability status, veteran or miliary status, citizenship status, genetic information, parental status, ancestry, source of income, credit history, housing status, order of protection status, actual or perceived association with such a person or other classes protected by law. For additional information please see the University's Notice of Nondiscrimination.

Self Care and Resilience

We recognize that internship is an exciting year of transition and new learning that may sometimes feel challenging. Interns often navigate relocation, completing dissertations, acclimating to a new system and supervisors, acquiring additional competencies, expanding support networks, and addressing the next step in their career trajectory. As a program, we appreciate the importance of balancing professional activities during internship with demands from the doctoral program and the desire to have a rich and meaningful personal life. In addition, we are aware that the nature of this balance is highly individualized and shifts over time, making it difficult to offer a "one size fits all" prescription. Getting to know each intern as a whole person is one of our greatest privileges. We believe that it is also important for our interns to experience their supervisors in this manner. We support and encourage ongoing dialogue about work-life integration to which we hope to contribute as role models.

We have several avenues through which we support our interns' efforts to integrate their professional identities with their life outside of work. Examples include and are not limited to the following:

1. The Training Director, mentors, and all supervisors routinely check in on interns' workload, the number of hours they devote to internship responsibilities, and their perception of the manageability of internship-related demands. These conversations occur in supervision, didactics, and regular meetings and are documented on a weekly log of all internship activities. The Professional Development Seminar includes several lectures and discussions on values, sustainable wellness, and professional longevity.
2. Establishing and growing a support network is an important component of resilience. We create opportunities for the interns to spend time together (e.g., monthly intern lunch) as well as to socialize with faculty and other trainees (e.g., monthly happy hours, holiday events, etc.).
3. Our interns have paid time off that includes vacation, sick/wellness time, and professional leave. We encourage all trainees to use this time throughout the year to take care of themselves appropriately.
4. The institution, Department, and program offer formal resilience training opportunities (e.g., cultivating a sense of purpose, mindful self-compassion training, burnout prevention, etc.) that are available to the interns.
5. The Department's Wellness and Diversity Committees include trainee representatives and facilitate connection and belonging via events throughout the year.
6. UCM employees are eligible for numerous benefits including health screenings, discounted gym membership, financial subsidies (e.g., flexible spending accounts for health and dependent care, cell phone plans), free cultural and social events on campus as part of the larger university community, and access to an Employee Assistance Program.

We hope that the internship year provides our trainees with exposure to potential future career paths with opportunities to balance personal values and professional aspirations.

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.

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. The name of this track highlights its flexibility in accordance with our program's mission to support interns in their pursuit to obtain an individually tailored clinical experience. The Adult/Health Psychology Track allows interns to build on their skills as generalists as well as to acquire exposure to and expertise in specific areas of health psychology. This track is therefore 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, interdisciplinary, 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 and related disorders, and other disorders of emotional and behavioral dysregulation, including more severe mental illness. These rotations include the Adult Anxiety and Avoidance Clinic, the Trauma Rotation, the Obsessive-Compulsive and Related Disorders Clinic, the Addictions 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, Reproductive Behavioral Health, Psychogastroenterology, Transplant, and Sex Therapy 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 in 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.

Addictions: Daniel Fridberg, PhD (with support from Andrea King, PhD Emma Brett, PhD, & Jon Grant, MD, JD, MPH)

The Addictions Rotation will provide training in evidence-based assessment and psychotherapy for addiction and related disorders at the University of Chicago Medicine. Patients in the 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 will also be trained on a CBT-based smoking cessation protocol (Courage to Quit®) and deliver that intervention to groups of ~4-8 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 addictions faculty (e.g., Drs. King, Brett, or Grant) on ongoing clinical activities or research projects.

Adult Anxiety and Avoidance: Shona Vas, PhD, ABPP

The Adult Anxiety and Avoidance (AAA) 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. Avoidance of negative emotional experiences is a significant transdiagnostic and unifying factor for patients seen in this clinic, regardless of their diagnoses. Treatment is provided from a cognitive-behavioral perspective, using empirically supported approaches including acceptance-based approaches. The intern will conduct diagnostic evaluations, provide individual therapy, and may be able to 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 cognitive-behavioral treatment of emotional disorders, interdisciplinary care, and professional development.

Adult Trauma: Devi Jayan, PhD & Shona Vas, PhD, ABPP

The Trauma Rotation offers focused training in the assessment and treatment of Trauma and Stressor-Related Disorders, complementing broader exposure available through the Adult Anxiety and Avoidance Clinic. Interns will conduct diagnostic evaluations and provide individual psychotherapy aimed at reducing post-trauma psychopathology. Training emphasizes multiple empirically supported trauma treatments including Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), Written Exposure Therapy (WET), STAIR, and CBT for nightmares tailored to the populations served. There is also an opportunity to pursue formal certification in PE. Interns may participate in the multidisciplinary REACT Clinic, which offers targeted support for individuals and families affected by community violence, systemic oppression, and psychological stressors. Through the REACT Clinic, interns are involved in a multidisciplinary service for survivors of gun violence, collaborating with trauma surgeons, physical therapists, social workers, and violence recovery specialists. Interns may cofacilitate trauma psychotherapy groups. The rotation includes one hour of weekly individual supervision and attendance at a weekly Trauma Seminar.

Eating Disorders: Jennifer Wildes, PhD

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 and family based treatment modalities, supplemented with dialectical behavioral and other third wave behavioral therapy interventions. Interns also are expected to attend weekly rounds and didactics meetings and have the option of attending a bi-weekly eating disorders research meeting.

Obsessive-Compulsive and Related Disorders: Gregory Chasson, PhD, ABPP

Interns in this rotation will work within an interdisciplinary clinic (i.e., psychiatrists, psychiatry residents, medical students, clinical psychology externs) to develop skills for delivering cognitive-behavioral therapy to adults with Obsessive-Compulsive and Related Disorders (OCRDs). This includes obsessive-compulsive disorder (OCD); body dysmorphic disorder; hoarding; hair pulling, skin picking, and other body-focused repetitive behaviors (BFRBs); tics/Tourette's; obsessive-compulsive personality disorder; and common clinical correlates (e.g., health anxiety, perfectionism, intolerance of uncertainty). The majority of cases will present with OCD and/or BFRBs. CBT is provided mainly in individual sessions, although there may be a possibility of developing and facilitating group therapy. 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. Opportunities for working with postoperative patients (e.g., cingulotomy) may be available to interns on this rotation. Depending on availability, there may be opportunities to supervise an advanced clinical psychology extern in the provision of evidence-based treatments for OCRDs. Clinical work and supervision will be complemented with weekly didactics.

Psychosocial Oncology: Amy Siston, PhD, CST, CST-S

The intern electing to complete the Psychosocial 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, adjustment to treatment sequelae (e.g., pain, insomnia, nausea, fatigue, cognitive changes), family and dyadic distress, and sexual rehabilitation. Therapeutic modalities emphasized include CBT, ACT, MI, 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. Interns will participate in multidisciplinary supportive oncology monthly team meetings, weekly clinical case discussions, and weekly didactics. Didactics include topics such as cancer 101, assessment and management of psychological issues, sexuality and relationships, and psychosocial oncology specialty areas. Scheduling permitting, the intern also has the opportunity to attend weekly multidisciplinary tumor board meetings

Integrated Primary Care: Fabiana Souza Araújo, PhD

The Integrated Primary Care Rotation 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 10 sessions. Treatments are mainly drawn from cognitive behavioral therapy, acceptance and commitment therapy, mindfulness-based psychotherapies, positive psychology, 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.

Pain Psychology: Nancy Beckman, PhD

The Pain Psychology Rotation can be a full or mini rotation. Interns gain experience working with patients with various chronic pain conditions. Interns will learn more about the biopsychosocial nature of chronic pain, its impact, and treatment, and set goals to improve 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, emotional awareness and expression 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 therapy, interns can also help develop and lead an 8-week pain management group or co-lead the Empowered Relief pain education class. Interns will maintain clear interdisciplinary communication around patient care. Interns will receive live supervision during clinic, one hour of weekly scheduled supervision, and one hour of pain didactics/group supervision weekly. If interested, interns also have the opportunity to conduct research related to pain management.

Health Psychology: Nancy Beckman, PhD

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. Interested 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., nephrology or 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.

Transplant: Daniel Fridberg, PhD

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 patient 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.

Reproductive Behavioral Health: Candice Norcott, PhD & Maggie Collins, PsyD, CST

The Reproductive Behavioral Health Psychology rotation is designed to offer interns comprehensive experience in the assessment and treatment of psychiatric symptoms that occur in the context of reproductive transitions, including pregnancy, postpartum, sexual health concerns, and the transition to menopause. Further, the intern's caseload will be made up of patients referred exclusively from the Department of Obstetrics and Gynecology offering a diverse caseload of patients with a variety of presenting issues (e.g. infertility, grief/loss). Presentation may also be impacted by trauma and other psychosocial stressors that become pertinent to the treatment. This track offers exposure to a diverse range of modalities with the intent of facilitating intern growth in both knowledge of reproductive psychology and delivery of evidence-based interventions. Interns will learn to conduct functional and diagnostic assessment, generate biopsychosocial case conceptualizations, and deliver evidence-based interventions. Interns will also gain increased knowledge of the nature, impact, and treatments for various gynecological and reproductive health conditions. Interns collaborate with patients' referring providers and function as part of an interdisciplinary team. Opportunities for group

psychotherapy (e.g., menopause) and psychoeducational programming (e.g., postpartum workshops) are also available.

Psychogastroenterology: Alyse Bedell, PhD, CST & Jennifer Schmaus, PhD

The Psychogastroenterology rotation is offered as either a full rotation and includes behavioral assessment and treatment of adult patients with gastrointestinal (GI) disorders such as irritable bowel syndrome, inflammatory bowel diseases, and esophageal disorders. Treatment typically includes a combination of behavioral symptom management (reducing GI symptoms using behavioral interventions) and enhancement of coping with GI symptoms and living with a GI condition. 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. There may be opportunities for GI group psychotherapy, dependent on interest. The intern on this rotation will receive one hour of supervision per week and will attend a weekly gastropsych didactic seminar.

Sex Therapy: Alyse Bedell, PhD, CST & Amy Siston, PhD, CST, CST-S

The Sex Therapy Rotation is offered as a full rotation and provides interns with training in biopsychosocial assessment, consultation, and evidence-based treatment for patients with sexual health issues. Common presenting issues include disorders of sexual desire, arousal, orgasm, and pain. Therapeutic modalities emphasized include CBT, ACT, motivational interviewing, relaxation, mindfulness, and sensate focus therapy. Treatment is typically individual although there may be some opportunities for couples therapy. Interns will have the opportunity to observe relevant medical clinics that address biomedical factors impacting sexual function. Interns will receive one hour of individual supervision per week and will attend a weekly sex therapy didactic seminar.

Training and Administration: Shona Vas, PhD, ABPP

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.

Healthcare Workers Wellness and Resilience: Fabiana Souza Araújo, PhD

This rotation, one of the first of its kind in the country, offers clinical psychology interns structured and formal training on individual, group, and institutional level interventions aiming to address work-related distress, burnout, and secondary trauma commonly experienced by professionals in the healthcare community. In this rotation, interns will work closely with UCM Disaster Recovery Program (DRP): a multidisciplinary and interdepartmental group tasked with the development, rapid deployment, and/or dissemination of trauma-sensitive interventions aiming to increase health care workers' (HCW) wellness and resilience. Interns will be trained on a) brief interventions based on cognitive and behavioral therapy, mindfulness- and self-compassion-based psychotherapy, and first psychological aid and b) group interventions such as train-the-trainer compassion fatigue training and trauma-sensitive resilience training for medical residents rotating in the trauma center. In addition, interns will have opportunity to co-lead Self-Compassion for Healthcare Communities (SCHC) groups, a customized protocol for HCWs based on Mindful Self-Compassion (MSC). Interns will engage in interdepartmental collaboration that supports and directs our team's work to areas of the hospital experiencing highest level of distress. Opportunities for research and program development also exist.

Adult/Health Track Research Opportunities

All faculty at UCM are engaged in scholarly activities as part of their academic roles at the institution. Interns may have opportunities to collaborate with faculty supervisors on scholarly projects that are aligned with their interests. Interns are encouraged to discuss options for research collaboration with their mentors and rotation supervisors as many specialty clinics, programs, and services have ongoing data collection, especially geared towards program evaluation and quality improvement. UCM faculty have diverse positions and it may be possible to collaborate with faculty members who do not hold other training roles within the internship program. The following faculty members may be able to engage interns in research efforts.

Cancer Prevention and Substance Use Research: Emma Brett, PhD

Research activities can be tailored to the intern's skill set, interests, and goals. They will have the opportunity to participate in participant screening/data collection, data management and analysis, assisting with manuscript and grant preparation, as well as opportunities for poster and oral presentations. Ongoing projects will include a mHealth intervention for vaping/smoking and an implementation project for increasing access to smoking cessation treatment. Interns who are particularly interested in health disparities will be well-suited for this experience.

Obstetrics and Gynecology Clinical Research: James Griffith, PhD

Interns will have the opportunity to participate in clinical research within the Department of Obstetrics and Gynecology including topics such as randomized controlled trials, patient-reported outcomes, intervention development, clinical decision-making, epidemiology, and

patient phenotyping. Dr Griffith is the Director of Research within the Section of Urogynecology and Reconstructive Pelvic Surgery, which is a multidisciplinary team focused on care of women with pelvic floor disorders. Topics within the Section include projects focused on the urinary and gut microbiome, birth trauma, and clinical decision making. Other opportunities include the Pelvic Pain program, which includes multidisciplinary clinical research, as well as group and individual psychotherapy. The Department of Obstetrics and Gynecology also includes active research in the sections of Reproductive Endocrinology & Infertility, Family Planning, Maternal-Fetal Medicine, Gynecologic Oncology, Minimally Invasive Gynecologic Surgery, and General Obstetrics and Gynecology.

CLEAR Lab: Tory Eisenlohr-Moul, PhD

The CLEAR Lab studies why cycling hormones worsen mood, suicidality, and substance use in some people (and not others) using a combination of mechanistic hormone clinical trials and novel nonlinear modeling approaches. Interns typically assist with day-to-day suicide risk management in these trials, with independent participant contact supervised by two clinical psychologists and a reproductive psychiatrist. Depending on interest, interns may also learn structured interviews for diagnosis (NETSCID/SCID-5) or lifetime suicidality (C-SSRS, SITB-R), learn prospective daily-diary diagnosis of DSM-5 PMDD (CPASS), or learn rigorous methods for measuring and scaling the menstrual cycle using daily surveys, LH testing, Oura ring (wearable with temperature), and E2/P4 assays. Analytically, trainees often learn to model cycle effects on symptoms in R using our open-source menstrualcycleR package, testing a new question in our archival clinical-trials datasets or bringing their own data.

Adult Neuropsychology Track

The Adult Neuropsychology Track is designed to provide training 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. Additionally, the Adult Neuropsychology intern provides tiered supervision for psychology externs on the service. Although the exact hours vary from year to year, the intern typically supervises 1-2 extern cases per week and may hold weekly office hours. Attending neuropsychologists work closely with interns to help them develop their own supervision style in preparation for a career as a board-certified neuropsychologist with both clinical and educational roles.

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. Limited participation in Neurology Teaching Rounds is also available and 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 and time spent reviewing extern reports 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: Cheshire Hardcastle, PhD, Maureen Lacy, PhD, Mary Lee, PsyD, & Chandler Zolliecoffer, PhD

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 amnestic 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.

Adult Neuropsychology Clinic: Cheshire Hardcastle, PhD, Maureen Lacy, PhD, Joseph Fink, PhD, ABPP, & Chandler Zolliecoffer, PhD

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 but are not limited to adult ADHD, aphasia, epilepsy, degenerative disorders (e.g., Alzheimer's disease, frontotemporal dementia, Lewy body disease), 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 include a clinical interview and testing that may range from 2-5 hours depending on the nature of the referral. Patient feedback sessions are conducted at subsequent return appointments. 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. Inpatient assessments are also conducted on a less predictable basis and are usually time-sensitive, briefer, and involve active collaboration with the referring provider and the patient's medical care team. Our neuropsychology rotations also allow for opportunities to receive training in providing supervision. Clinics take place either on site at the University of Chicago Medical Center or the UChicago Northwest Indiana (NWI) clinic in located approximately 45 minutes south of Hyde Park. These rotations are in line with the Houston Conference guidelines for Neuropsychology training.

Adult Neurodevelopmental Clinic: Mary Lee, PsyD

On this rotation, the intern will gain experience in assessment of adults with concerns for or a history of autism, ADHD, intellectual disability, or learning disorders. They may also evaluate adults with a history of medical conditions that began in childhood who are being followed over time (e.g., late effects of chemotherapy following ALL, hydrocephalus, NF1/TS, epilepsy, etc.). These full-day evaluations include cognitive testing, a clinical interview with the patient and an informant (as available), and diagnostic evaluation with the Autism Diagnostic Observation Schedule – Second Edition (ADOS-2; as necessary). Supervision will be provided during live observation and during individual supervision with Dr. Lee.

Adult Psychiatry and Inpatient Neuropsychology Consultation-Liaison: Cheshire Hardcastle, PhD

The Adult Psychiatry and Inpatient Neuropsychology Consultation-Liaison rotation provides consultation and acute management services, and bedside neuropsychological assessments, to University of Chicago Medicine inpatients across the varied medical, surgical, and obstetrical care services. Delirium, depression, acute anxiety, adaptation to illness/adjustment, and co-occurring psychiatric disorders are the most common reasons for bedside psychotherapy referral. This service also provides targeted and brief bedside assessments for patients where neurocognitive deficits are a concern or could impact their immediate care. The intern on this rotation can participate in multidisciplinary care in completing biopsychosocial evaluations of referred patients, have the opportunity to offer psychotherapeutic services at the bedside with acutely ill patients, and be involved in inpatient neuropsychological assessments. 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, cardiac disease, are complex psychiatric presentations.

Adult Neuropsychology Track Research Opportunities

In addition to research with the Department's clinical neuropsychologists, interns may collaborate with faculty who have primarily research roles. The following faculty members may be able to engage Adult Neuropsychology interns in research efforts.

Neurocognition and Psychosis Research: Sarah Keedy, PhD

Specific activities can 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, PhD

This research experience 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; possible activities include participation in data collection, data analysis, administration of structured clinical interviews and neuropsychological testing. Poster presentations and assistance with manuscript preparation are encouraged.

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.

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/Pediatric Track are described in more detail below.

Pediatric Consultation-Liaison: Tina Drossos, PhD

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 other attendings who also staff the C/L service, specifically, Dr. Khalid Afzal, Dr. Claudio Rivera and Dr. Dena Oaklander.

Diabetes: Tina Drossos, PhD

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. Interns may also have the opportunity to develop and implement approved empirical research in collaboration with other health professionals and to investigate questions related to diabetes, adherence, mood, etc. as they relate to various psychological outcomes. There is also existing data from this project that interns can utilize to answer pertinent research questions.

MALS Clinic: Tina Drossos, PhD

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. The MALS Clinic Rotation involves conducting pre-surgical evaluations. 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 MALS 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.

Pediatric and Adolescent/Young Adult Psychosocial Oncology: Ilayna Mehrtens, PhD

The interdisciplinary Pediatric and Adolescent/Young Adult (AYA) Program is designed to meet the unique psychosocial needs of pediatric (ages 0-15) and AYA patients (ages 15-39) receiving hematological or oncological care. Interns in this rotation are embedded within the Pediatric and AYA Oncology Programs that are housed within the pediatric hematology-oncology clinic in Comer Children's Hospital. Interns will have the opportunity to work within an interdisciplinary hematology-oncology clinic alongside oncologists, advanced practice nurses, social workers, residents, child life specialists, and medical students. This clinic will expose interns to a variety of hematologic (e.g., sickle cell disease, aplastic anemia, etc.) and oncologic (e.g., leukemia, lymphoma, neuroblastoma, etc.) conditions and treatments. The role of the intern will include providing brief, targeted psychosocial assessments to identify psychosocial needs for patients undergoing treatment or presenting to clinic for long-term survivorship care. Interns also follow with and provide brief intervention services for patients as they undergo treatment. Opportunities to participate in the AYA Psychosocial Oncology Inpatient Consult service, co-facilitate therapeutic groups, and engage in research may also be available to interns.

Pediatric Psychosocial Gender Program: Ilayna Mehrtens, PhD

The Pediatric Psychosocial Gender rotation is designed to provide training in gender-responsive and identity-affirming care with a specialization in providing psychosocial care to gender-diverse pediatric populations. Interns participating in this rotation will provide diagnostic assessment and therapy services for pediatric patients who are exploring their gender identities or sexual orientations. Interns participating in this rotation may also have the opportunity to work within an interdisciplinary gender clinic for pediatric patients ages 19+ alongside the attending psychologist, endocrinologist, social workers, residents, and medical students. Specific training opportunities include shadowing and co-interviewing with the attending psychologist and/or endocrinologist, conducting diagnostic assessments and readiness assessments for gender affirming medical treatment, and providing evidence-based, gender affirming psychosocial interventions. Opportunities to co-facilitate therapeutic groups for gender patients and engage in research may also be available to interns.

Parent Child Interaction Therapy (PCIT): Matthew Young, PhD

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, PhD

In the University of Chicago Stress, Trauma, and Resilience (U-STAR) Program, interns will receive training in assessment, diagnosis, and treatment of children, adolescents and young adults (18-25) exposed to various traumatic experiences, ranging from natural disasters to violence in the home or community. Interns will use evidence-based protocols, (e.g., Trauma-Focused Cognitive Behavioral Therapy) and empirically supported treatments with this population. Interns will also complement these treatments by providing trauma-informed and trauma responsive services through a structurally competent, socio-ecological and social justice lens, e.g., promote positive youth development, provide crisis intervention, consultation, and/or case management services. Interns will service patients with a history of a single trauma as well as those with a history of developmental or complex trauma (e.g., sexual or physical abuse), and/or continuous traumatic stress (e.g., on-going community violence exposures). Interns will also have opportunities (time permitting) to participate in local and/or national trauma coalitions 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 institutional (e.g., Trauma Interest Workgroup), citywide or statewide policy (e.g., Illinois Childhood Trauma Coalition), or (4) network and establish professional relationships.

Recovery and Empowerment After Community Trauma (REACT): Sonya Mathies Dinizulu, PhD

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. Interns will also complement these assessments by providing trauma-informed and trauma responsive services through a structurally competent, socio-ecological and social justice lens. 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 on-going research projects.

Adolescent and Young Adult Substance Use: Claudio Rivera, PhD

The purpose of this rotation is to provide training in the field of adolescent and young adult (ages 12-25) substance use. Interns will work within an interdisciplinary clinic to develop skills for providing evaluations of and delivering interventions to young people with history of substance use and mental health concerns. Interns work with patients with substance use and co-occurring disorders (e.g., depression, anxiety, trauma). Interns conduct semi-structured diagnostic evaluations (e.g., CRAFFT, BSTAD) and will provide empirically supported psychotherapeutic interventions including motivational interviewing, CBT, DBT, and contingency management. Additionally, training on hard reduction strategies for young people and their adults will be provided and promoted (e.g., fentanyl testing, naloxone kits). Interns will also be trained on incorporating theoretical frameworks for understanding and identifying paths towards addressing structural factors contributing and maintaining health inequities among communities. Interns will carry a caseload of approximately 4-5 cases and receive one hour of weekly individual supervision with additional opportunities for group supervision and didactics. Spanish language supervision is available for cases that benefit from care provided in Spanish.

Eating Disorders: Jennifer Wildes, PhD

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 to a half 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 and family-based treatment modalities, supplemented with dialectical behavioral and other third wave behavioral therapy interventions. Interns also are expected to attend weekly rounds and didactics meetings and have the option of attending a bi-weekly eating disorders research meeting.

Child/Pediatric Track Research Opportunities

In addition to research with the Department's child and pediatric psychologists, interns may collaborate with faculty who have primarily research roles. The following faculty members may be able to engage Child/Pediatric interns in research efforts.

Psychosocial Aspects of Diabetes: Jill Weissberg-Benchell, PhD, CDCES

Interns are invited to engage in research with Dr. Weissberg-Benchell through the range of ongoing research projects in her lab. Current studies involve assessing the psychosocial impact

of diabetes technologies in adults with Type 1 diabetes, as well as in studies assessing interventions aimed at meeting the needs of: families newly diagnosed; reducing diabetes distress in teens; facilitating readiness to transition to adult care.

Innovation in Population Health Center: John Lyons, PhD

The IPH Center has a substantial amount of data reflecting populations in child welfare and public behavioral health systems. These datasets include robust and comprehensive clinical and functional metrics and service utilization data allowing researchers to explore person-centered mental health services and policy research opportunities.

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. Opportunities for developing neuropsychological assessment skills across the lifespan are available to those who have such an interest, and therefore rotations from the Adult Neuropsychology Track may also be options. 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, parent management, behavioral, and cognitive-behavioral therapies.

Our Pediatric Neuropsychology and Child/Pediatric Track interns share a common core of experiences as they both spend a significant proportion of their time in the outpatient child psychiatry clinics providing assessment and psychotherapy with some differences 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/Pediatric Track or the Adult Neuropsychology Track. 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: Yangfeifei Gao, PhD, Mary Lee, PsyD, & Diana Ohanian, PhD

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, PhD

The Pediatric C/L Rotation is required and provides the Pediatric Neuropsychology 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 other attendings who also staff the C/L service, specifically, Dr. Khalid Afzal, Dr. Claudio Rivera, and Dr. Dena Oaklander.

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

Early Childhood Assessment Clinic: Yangfeifei Gao, PhD, Mary Lee, PsyD, & Matthew Young, PhD

The Early Childhood Assessment Clinic is a mini rotation that will allow trainees to gain experience in assessment of preschool age children (ages 3-6) with developmental delays, cognitive concerns, behavioral problems, and/or suspected autism spectrum disorder. These half-day evaluations include cognitive (e.g., WPPSI-IV or DAS-II) and pre-academic testing (e.g., Bracken), a clinical diagnostic assessment, and often diagnostic evaluation with the Autism Diagnostic Observation Schedule – Second Edition (ADOS-2). The performance-based assessment is approximately 2 hours long. Supervision would be provided during live observation and during individual supervision with Dr. Gao/Lee. The interns are also welcomed to attend weekly group supervision with Dr. Young, Dr. Gao/Lee, and practicum students within the clinic on. This rotation provides an exposure to this population (per the taxonomy for education and training guidelines).

Pediatric Hematology/Oncology: Yangfeifei Gao, PhD & Diana Ohanian, PhD

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 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 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: Yangfeifei Gao, PhD, Mary Lee, PsyD, & Diana Ohanian, PhD

The Pediatric Neurology Rotation is available as either a full or mini rotation. The intern will have the opportunity to work with patients with a avariety of neurological conditions, including those who are referred for surgical candidacy, pre- and/or post-operative evaluations. 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 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. 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.

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. For interns seeking lifespan experience in Neuropsychology, Adult Neuropsychology rotations are also options.

Postdoctoral Fellowship Training

UCM offers a number of clinical and research postdoctoral fellowship opportunities across our Adult and Child Sections. We encourage candidates to review our website and the postdoctoral fellowship brochure to see if the postdoctoral training we offer is aligned with their longer-term professional interests. Please note that these offerings may shift annually depending on funding. Each year, a couple of our interns choose to stay on for fellowship training at UCM. We also encourage our interns to cast a wide net during the fellowship application process and to consider other programs which may offer different opportunities and experiences. Intern outcomes are described later in this document. In the interest of equity, we follow the APPIC Postdoctoral Selection Standards to advertise and recruit postdoctoral fellows. Although our current interns are known to us, they follow the same processes for application as other candidates. Only positions which are broadly available are posted in the APPIC Directory, the Universal Postdoctoral Directory, and in our brochure. If we offer a fellowship in Clinical Neuropsychology in a given year, we participate in the APPCN Match.

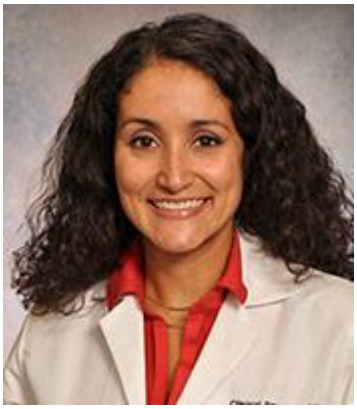
Training Faculty

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, PhD (Illinois Institute of Technology)
Associate Professor, Psychiatry & Behavioral Neuroscience
Director, Behavioral Medicine in Primary Care
Director of Wellness and Peer Support, Disaster Recovery Program
Rotations: Integrated Primary Care, Healthcare Workers Wellness and Resilience

Dr. Araujo is a health psychologist who specializes in integrated behavioral medicine, mindfulness and self-compassion based psychotherapy, and healthcare professionals resilience. The majority of her clinical practice which is integrated in UCM Primary Care focuses on the provision of evidence-based psychological services to patients with chronic medical conditions. She is also a key member of UCM's Disaster Recovery Program and is involved in a number of initiatives throughout the institution addressing burnout and secondary trauma among healthcare workers. Relying on her HCWs wellness expertise and her experience as a UCM clinical psychology alumnus, she developed and implements the Resilience Program for the clinical psychology interns.



Nancy Beckman, PhD (Rosalind Franklin University of Medicine and Science)
Associate Professor, Psychiatry & Behavioral Neuroscience
Director, Adult Health Psychology
Rotations: Pain and Health Psychology

Dr. Beckman is a licensed clinical health 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 promoting access to behavioral health treatment and in interventions to promote improved symptom management and quality of life among people with conditions such as chronic pain and cancer. She also co-leads the Psychologists in the Medical Setting Seminar and provides supervision for departmental trainees on outpatient therapy and health psychology cases.

Alyse Bedell, PhD, CST (Northwestern University Feinberg School of Medicine)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Director, Psychogastroenterology
Rotations: Psychogastroenterology & Sex Therapy

Dr. Bedell is a clinical health psychologist specializing in psychogastroenterology and she is certified in sex therapy. 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 and clinical interests include the integration of mental health assessment in GI clinical practice, and assessment and treatment of sexual dysfunction in patients with GI disorders. Dr. Bedell provides psychogastroenterology training and supervision to clinical psychology interns and externs.

Emma Brett, PhD (Oklahoma State University)
Assistant Professor, Psychiatry & Behavioral Neuroscience

Dr. Brett is a licensed clinical psychologist who specializes in substance use disorders and cancer prevention. Her research focuses on factors that influence addictive behaviors with a focus on nicotine/tobacco products and health disparities. Dr. Brett is particularly interested in developing, testing, and tailoring behavioral, pharmacological, and mobile health interventions for cancer risk behaviors and co-morbid concerns in priority populations. She provides research training and supervision for interns interested in substance use, cancer disparities, and mobile health.

Gregory Chasson, PhD, ABPP (University of Houston)
Professor, Psychiatry & Behavioral Neuroscience
Director of Behavioral Interventions, OCRD Clinic
Rotation: OCRD Clinic

Dr. Chasson is a licensed clinical psychologist and board certified in Behavioral and Cognitive Psychology (ABPP). He specializes in cognitive-behavioral therapy for OCRDs (e.g., OCD; BDD; hoarding; hair pulling, skin picking, and other body-focused repetitive behaviors; tics/Tourette's; and OCPD) and anxiety disorders. He also specializes in OCRDs and anxiety in individuals with high-functioning autism spectrum disorder. His research focuses on the nature and treatment of OCRDs, with an emphasis on OCD proper and hoarding disorder. His recent research aims to facilitate treatment motivation in adults with hoarding by leveraging innovative strategies (e.g., virtual reality, family training).

Margaret Collins, PsyD, CST (Roosevelt University)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotation: Reproductive Behavioral Health

Dr. Collins (she/her) is a licensed clinical psychologist and AASECT certified sex therapist specializing in OB/GYN mental health, trauma-responsive care, and sexual health. She works with young adults, adults, and couples referred by OB/GYN providers at UChicago Medicine. Dr. Collins provides evidence-based assessment and treatment for a range of concerns, including perinatal mood and anxiety disorders, fertility-related challenges, grief, premenstrual dysphoric disorder (PMDD), adjustment to perimenopause and menopause (CBT for Menopause Group), PTSD (sexual/relational/medical trauma), and sexual functioning concerns among women and vulva-owners. Dr. Collins is passionate about education and clinical supervision. She enjoys teaching psychology trainees through the Reproductive Behavioral Health (RBH) didactic series and guest lecturing in interdisciplinary training programs at UCM.

Tina Drossos, PhD (Illinois Institute of Technology)
Professor, Psychiatry & Behavioral Neuroscience
Rotations: Pediatric C/L, MALS, & Diabetes

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 Psychologists in the Medical Setting Seminar and the Child Interdisciplinary Case Conference.

Molly Erickson, PhD (Indiana University)
Assistant Professor, Psychiatry & Behavioral Neuroscience

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.

Tory Eisenlohr-Moul, PhD (University of Kentucky)
Professor, Psychiatry & Behavioral Neuroscience
Director, CLEAR Lab

Dr. Eisenlohr-Moul is a licensed clinical psychologist who was previously on faculty at the University of Illinois Chicago (2018-26). Dr. Eisenlohr-Moul directs the CLEAR Lab (Clarifying the Endocrinology of Acute Risk), where her team studies why the monthly hormone cycle destabilizes mood, substance use, and suicidality for some individuals but not others. Her research integrates randomized hormone trials, neuroimaging, passive sensing, and development of open-source menstrual cycle modeling tools with the goal of identifying targetable biological pathways. Dr. Eisenlohr-Moul's clinical expertise lies in full-model dialectical behavior therapy, management of premenstrual disorders, and chronic suicidality.

Joseph Fink, PhD, ABPP (University of Notre Dame)
Professor, Psychiatry & Behavioral Neuroscience
Director, Neuropsychology
Rotation: Adult Neuropsychology

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. In addition to being the Department's Director of Neuropsychology, Dr. Fink is the director of the Department's satellite neuropsychology clinic in Merrillville, IN. He co-facilitates the Adult Neuropsychology clinical neuroscience didactic series.

Daniel Fridberg, PhD (Indiana University)
Associate 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 using mobile technology (smartphones, wearable biosensors) to assess factors contributing to alcohol and tobacco use. He is also interested in leveraging mobile technology to inform novel intervention approaches or substance use disorders. Dr. Fridberg provides training and supervision to medical residents and psychology interns in the provision of empirically supported treatments for addiction and comorbid psychopathology.

Yangfeifei Gao, PhD (San Diego State University/University of California, San Diego)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotations: Pediatric Neuropsychology, Neurology, and Hematology/Oncology, Early Childhood Assessment

Dr. Gao is a licensed clinical psychologist within the section of Child and Adolescent Psychiatry. She specializes in pediatric neuropsychological assessment with a focus on co-occurrence of autism spectrum disorder in medical populations (e.g., neurofibromatosis, epilepsy, congenital heart disease) and gender diverse youth. Her research interests include examining behavioral and neural endophenotypes within heterogeneous developmental disorders using multimodal neuroimaging and data-driven analytical approaches.

James Griffith, PhD (SUNY, Binghamton)
Professor, Obstetrics & Gynecology

Dr. Griffith is a clinical psychologist and professor in the Department of Obstetrics and Gynecology. Within the department, he serves as the Director of Research in the Division of Urogynecology and Reconstructive Pelvic Surgery. He is interested in novel approaches to clinical assessment, as well as behavioral interventions, and randomized controlled trials. His current research portfolio includes biopsychosocial phenotyping of patients with lower urinary tract symptoms, prevention of bladder symptoms in women, self-management in women with pelvic floor disorders, supportive interventions for job seekers, human-computer interaction approaches to clinical assessment, and brain-based phenotyping of patients with chronic pain. Many of his research activities draw upon his experience as a research methodologist and data analyst, including expertise in psychometrics.

Cheshire Hardcastle, PhD (University of Florida)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotations: Adult Neuropsychology, Memory Disorders, & CL Psychiatry

Dr. Hardcastle is a clinical neuropsychologist with special interests in medically complex neuropsychology, inpatient neuropsychological assessments, and assessment of neurodegenerative disorders and disorders of aging. Her research focuses on cognitive changes that accompany aging and methods to strengthen cognitive functioning in older adults. She is located at the Hyde Park location and satellite clinic in Merrillville, Indiana. Dr Hardcastle co-facilitates the Adult Neuropsychology clinical neuroscience didactic series.

Sarah Keedy, PhD (Rosalind Franklin University of Medicine & Science)
Associate Professor, Psychiatry & Behavioral Neuroscience
Chief, Research Section
Director, Cognition Emotion Neuroscience Laboratory

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. Another major focus for the lab is through Dr. Keedy's collaborations centered on effects of substances of abuse. Dr. Keedy is involved with the training of undergraduates through postdoctoral levels and provides support to other faculty working on EEG or MRI clinical research studies.

Andrea King, PhD (University of Oklahoma)
Professor, Psychiatry & Behavioral Neuroscience
Director, Clinical Addictions Research Laboratory

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.

Devi Jayan, PhD (Marquette University)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotation: Adult Trauma

Dr. Jayan is a licensed clinical psychologist who specializes in complex post-trauma psychopathology and provides evidence-based assessment and intervention for post-trauma conditional including Post Traumatic Stress Disorder, Acute Stress Disorder, and post trauma dysphoria. Dr. Jayan's primary clinical interests are in working with patients exposed to community violence especially those injured by gunshot wound and living in high-risk social conditions. Dr. Jayan collaborates with the pediatric REACT Program and the institution's Violence Recovery Program to provide interdisciplinary mental health support to adults exposed to trauma. Dr. Jayan's research interests include examining the role of psychophysical stress responses in the development of post trauma psychopathology.

Maureen Lacy, PhD (Illinois Institute of Technology)
Professor, Psychiatry & Behavioral Neuroscience
Rotations: Adult Neuropsychology and Memory Disorders

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's Hyde Park location, where she sees referrals from Neurology, Psychiatry, Oncology, Primary Care, and Surgery. Dr. Lacy co-facilitates the Adult Neuropsychology clinical neuroscience didactic series. Dr. Lacy offers potential involvement in a range of research activities including predicting neuropsychological outcomes following CNS-based interventions.

Mary Lee, PsyD (Wheaton College)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotations: Memory Disorders, Adult Neurodevelopmental Clinic, Pediatric Neuropsychology, Pediatric Neurology, Early Childhood Assessment

Dr. Lee is a lifespan neuropsychologist with primary clinical interests in neurodevelopmental and neurocognitive effects of medical and genetic conditions from early childhood through adulthood. She also has extensive training in diagnosis of neurodegenerative conditions and other dementias. Her current research focuses on attention and executive functioning in children with exposure to trauma and/or significant stressors, as well as in children and adolescents with monogenic diabetes. Dr. Lee co-facilitates the Pediatric Neuropsychology clinical neuroscience didactic series.

John Lyons, PhD (University of Illinois at Chicago)
Professor, Psychiatry & Behavioral Neuroscience
Director, Innovation in Population Health Center

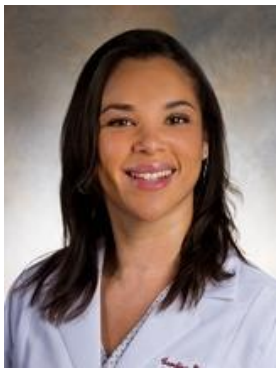
Dr. Lyons is a health services researcher whose work focuses on using consensus-based assessment person-centered system transformation. The IPH Center supports organizations and systems that service children, adults, and families by advancing the use of Transformational Collaborative Outcomes Management (TCOM), a framework that helps human-serving systems use meaningful clinical and functional data to guide decision-making, improve care, and monitor outcomes. Interns are encouraged to engage in research projects with faculty and staff who function as team scientists.

Sonya Mathies Dinizulu, PhD (DePaul University)
Associate Professor, Psychiatry & Behavioral Neuroscience
Rotations: USTAR & REACT

Dr. Dinizulu is a licensed clinical psychologist who 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 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 co-facilitates the intern Diversity and Activism seminar.

Ilayna Mehrtens, PhD (Louisiana State University)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotations: Pediatric & Adolescent/Young Adult Psychosocial Oncology and Pediatric Psychosocial Gender Program

Dr. Mehrtens is a pediatric psychologist specializing in the provision of evidence-based psychological intervention and assessment services to patients with chronic medical conditions.Her clinical practice is integrated in the multidisciplinary UCM AYA Hematology & Oncology program. She is also a member of the multidisciplinary UCM Trans CARE (Center for Affirmation and Reproductive Equity) program. Her research focuses on risk and resiliency among AYAs receiving cancer care, promoting access to equitable medical and mental health care, and addressing health disparities in underserved populations, particularly LGBTQ+ adolescents and young adults. Dr. Mehrtens co-facilitates the Child CBT seminar series.



Candice Norcott, PhD (University of Connecticut)
Associate Professor, Psychiatry & Behavioral Neuroscience
Director, Graduate Medical Education Wellness
Rotation: Reproductive 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.

Diana Ohanian, PhD (Loyola University Chicago)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotations: Pediatric Neuropsychology, Neurology, and Hematology/Oncology

Dr. Ohanian is a licensed clinical psychologist within the section of Child and Adolescent Psychiatry. She specializes in pediatric neuropsychological assessment with a focus on acquired brain injury (TBI, stroke) and oncology. Her research interests include identifying protective factors that support psychosocial adjustment in children with neurologic conditions, as well as the impact of executive dysfunction on coping skills

Claudio Rivera, PhD (DePaul University)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotation: Adolescent & Young Adult Substance Use Disorders

Dr. Rivera is a bilingual clinical and community psychologist providing treatment and training in evidence-based mental health for children, adolescents, and adults in community, hospital, and school settings. He partners with young people on participatory action research to examine ways systems of care can be held accountable for improving the mental health needs of communities who are pushed to the margins. Dr. Rivera espouses an anti-oppression/liberation framework, recognizing that local efforts towards health and equity are most effective when in solidarity with global efforts towards liberation. Dr. Rivera co-facilitates the Diversity and Activation Seminar series.

Jennifer Schmaus, PhD (University of Miami)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotation: Psychogastroenterology

Dr. Schmaus is a licensed clinical health psychologist specializing in evidence-based intervention and assessment for adults with gastrointestinal disorders, including inflammatory bowel diseases, disorders of gut-brain interaction, and esophageal disorders. Her clinical and research interests include psychosocial risk factors in gastrointestinal conditions and supporting young adults with gastrointestinal conditions. Dr. Schmaus provides training and supervision in psychogastroenterology.

Amy Siston, PhD, CST, CST-S (Illinois Institute of Technology)
Associate Professor, Psychiatry & Behavioral Neuroscience
Director, Psychosocial Oncology Service
Rotations: Psychosocial Oncology and Sex Therapy

Dr. Siston is a licensed clinical health psychologist specializing in psychosocial oncology and sexual health. She is also a AASECT certified sex therapist. Her primary clinical interests include quality of life, adjustment to advanced cancer diagnosis and treatment, cancer survivorship and sexual health. She provides clinical services in conjunction with the Department of Medicine's Section of Hematology and Oncology and also collaborates with providers in Urology and Gynecology.

Shona Vas, PhD, ABPP (Loyola University Chicago)
Professor, Psychiatry & Behavioral Neuroscience
Director, Clinical Psychology Training and Cognitive Behavior Therapy Program
Rotations: Adult Anxiety and Avoidance Clinic, PTSD Clinic, and Training/Administration

Dr. Vas is a licensed clinical psychologist who specializes in the diagnosis and treatment of mood, anxiety, obsessive-compulsive, and trauma and stressor related disorders using cognitive-behavioral and acceptance-based approaches. Dr. Vas is certified in Behavioral and Cognitive Psychology (BCP) by the American Board of Professional Psychology and is a Beck Institute CBT Certified Clinician. Further, she is certified as a provider and consultant for the provision of Prolonged Exposure therapy. Dr. Vas' additional interests involve 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 Development and Advanced CBT Seminars and co-leads the Supervision seminar.

Jill Weissberg-Benchell, PhD (Case Western Reserve University)
Professor, Psychiatry & Behavioral Neuroscience

Jill Weissberg-Benchell, PhD, is a pediatric psychologist, who has experience building clinical programs in consultation-liaison and in diabetes. She is also a Certified Diabetes Care and Education Specialist. She has over 35 years of research experience, scholarship, and clinical work with children, adolescents and families with diabetes and their families. She offers workshops and lectures to colleagues and to families living with diabetes that address issues related to family adaptation and coping, building adolescent resilience, the psychosocial impact of diabetes technology (CGM, Pumps and Automated Insulin Delivery systems), and transitioning from pediatric to adult care.

Jennifer Wildes, PhD (University of Oregon)
Professor, Psychiatry & Behavioral Neuroscience
Director, Eating Disorders Program
Rotations: Adult and Adolescent Eating Disorders

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, PhD (Ohio State University)
Associate Professor, Psychiatry & Behavioral Neuroscience
Director, Parent Child Interaction Therapy (PCIT) Program

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.

Chandler J. Zolliecoffer, PhD (University of Wisconsin-Milwaukee)
Assistant Professor, Psychiatry & Behavioral Neuroscience
Rotations: Adult Neuropsychology & Memory Disorders

Dr. Zolliecoffer is a clinical neuropsychologist with interests in the assessment and characterization of cognitive sequelae secondary to neurodegenerative, neurologic, medical, and psychiatric conditions. She has particular interests in the detection and treatment of early and late-onset dementias and in pre-/post-surgical transplant neuropsychological evaluation. Dr. Zolliecoffer's research investigates healthy and pathological aging, and she frequently collaborates with the Healthy Aging and Alzheimer's Research Care (HAARC) Center. Dr. Zolliecoffer co-facilitates the Adult Neuropsychology clinical neuroscience didactic series.

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. Health service 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, MD (Professor of Psychiatry & Behavioral Neuroscience; MD, 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, MD, JD, MPH. (Professor of Psychiatry & Behavioral Neuroscience; MD, 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, PhD (Professor of Psychiatry & Behavioral Neuroscience; PhD, 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 she is available for consultation regarding research career development.

Royce Lee, MD, (Associate Professor of Psychiatry & Behavioral Neuroscience; MD, 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.

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

We look forward to welcoming more psychology faculty members to our Department this fall. Drs. Gina Belli and Melissa McHugh join us in November.

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.

Carolina Anaya Maldonado, PhD (Michigan State University) completed her internship in the Adult/Health Track at the University of Chicago Medicine. She is currently a NIMH T32 postdoctoral fellow in the Midwest Eating Disorders Research Program. Her primary research interests focus on the etiology of disordered eating by examining interactions between biological, social, and broader contextual factors during critical developmental periods and subsequent impacts on disordered eating. She is particularly interested in further expanding the understanding of eating disorder risk in racially and ethnically minoritized individuals. She also provides clinical services in the Eating Disorders Program using evidence-based approaches.

Sam Battalio, PhD (Northwestern University Feinberg School of Medicine) completed his internship in the Adult/Health Track at the University of Chicago Medicine. He is a postdoctoral fellow working in the outpatient CBT program, the REACT trauma clinic, and the primary care behavioral health program. Dr. Battalio's clinical and research interests focus primarily on post-traumatic stress disorder, community violence, community-engaged research and implementation science.

Emily Fu, PhD (Northwestern University Feinberg School of Medicine) completed her internship in the Health Psychology/Behavioral Medicine track at the Warren Alpert Medical School of

Brown University, where she also completed a postdoctoral fellowship in implementation science. She is now a HRSA T32 postdoctoral fellow in the Primary Care Investigators Training in Chronic Disease and Health Disparities program. Dr. Fu's research focuses on tailored behavioral prevention approaches and implementing interventions for mental and physical health comorbidities in integrated care settings. She provides clinical services in the primary care behavioral medicine clinic.

Kelly Garrett, PhD (Howard University) completed her clinical internship in the Child, Adolescent, and Pediatric Psychology track at Rush University Medical Center. She currently serves as the Child Trauma postdoctoral scholar. Dr. Garrett's clinical interests center on underserved youth and families who have experienced trauma, with particular attention to those exposed to community and structural violence. Her research broadly examines how neighborhood and environmental contexts shape mental health outcomes, with an emphasis on identifying protective factors that can inform community-based interventions aimed at promoting resilience and mitigating the impact of adverse environmental exposures among marginalized communities.

Francesca Gomez, PhD (Arizona State University) completed her clinical internship at the University of North Carolina at Chapel Hill School of Medicine's Center of Excellence for Eating Disorders. She is currently a NIMH T32 postdoctoral fellow in the Midwest Eating Disorders Research Program. Her research aims to understand risk for eating disorders among individuals from minoritized populations and identify points of intervention to reduce healthcare disparities.

Caitlin Hamilton, PsyD (Adler University) completed her internship at Northwest Neurobehavioral Health, LLC in Meridian, ID. Dr. Hamilton is currently a postdoctoral fellow in the Obsessive Compulsive and Related Disorders (OCRD) Program. Her clinical activities involve assessment and treatment of adolescents and adults with OCRD spectrum disorders as well as comorbid presentations. Dr. Hamilton has a special interest in the role of perfectionism for athletes and other high achieving performers.

Sarah Hassan, PsyD (Chicago School of Professional Psychology) completed her internship at the St. Louis Psychology Internship Consortium. She is currently a Postdoctoral Fellow in the Psychosocial Oncology Program, where she provides psychological care to individuals navigating cancer and its impact on emotional well-being, relationships, and quality of life. Her research interests focus on the psychological effects of fertility treatment, particularly the emotional and psychological experiences of women undergoing in vitro fertilization.

Caroline Harrison, PhD (University of Colorado) is a Pediatric Psychology Fellow, with her clinical efforts being distributed across Pediatric Endocrinology, Hematology/Oncology, Allergy, Gastroenterology, and the Consultation Liaison Service. Dr. Kannout completed her internship at Denver Health.

Chris Perriello, PhD (University of Illinois at Urbana-Champaign) is an Adult Neuropsychology fellow who completed their internship at the Minneapolis VA Medical Center. Dr. Perriello aspires to be a board-certified clinical neuropsychologist in an academic medical center and has

broad interests in socially and cultural responsive care to complex medical and neurological populations.

Katherine Sadek, PhD (University of Texas at Austin) completed her internship at University of Pennsylvania Department of Psychiatry. She is currently a psychology postdoctoral fellow in the Psychogastroenterology Program. Her clinical interests are in clinical health psychology, with a specific interest in psychogastroenterology. Her research areas include understanding mental health help-seeking behaviors among marginalized communities and social determinants of health that may influence somatic symptoms.

Michelle Williams, PhD (Indiana University, Indianapolis) completed her internship at the University of Chicago Medicine. She is currently a clinical research fellow in the Department of Obstetrics and Gynecology and her research focuses on the intersection of mental health conditions and cardiometabolic diseases as well as the potential for digital health interventions to improve mental and physical health outcomes in marginalized groups

Program Trainees

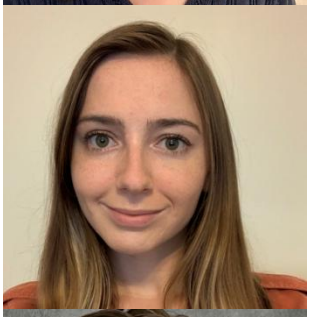
Information is provided below for our past few cohorts of interns. We are excited to be a part of their academic histories and take pride in following their careers after they graduate from our training program.

Current Interns

Our current doctoral psychology 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 2026-2027 includes:

Anna Wiese, MS
Adult/Health Track

Virginia Commonwealth University

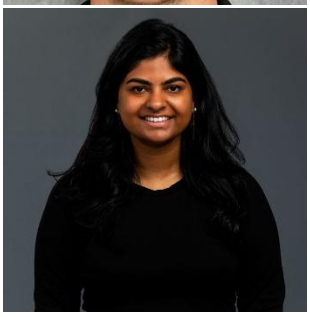


Kendall Poovey MA
Adult/Health Track

University of South Florida

Matthew Pilgrim, MSc
Adult Neuropsychology Track

University of Southern California



Mitra Kumareswaran, MS
Pediatric Neuropsychology Track

Northwestern University Feinberg School of Medicine

Elizabeth Martinez-Charleston, MA
Child/Pediatric Track

DePaul University

Intern Outcomes

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 or 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, University of Illinois at Chicago, Loyola University Chicago, University of California Health System, University of Michigan, Johns Hopkins 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.

Some of our interns choose to remain at UCM for postdoctoral fellowship training as we have several clinical fellowship opportunities available within the institution including those in the areas of Adult/Clinical Health Psychology, Pediatric Psychology, Trauma, and Neuropsychology. We also have T-32 fellowship positions available in Eating Disorders and Substance Abuse research (depending on the year and the recruitment cycle). In the coming years, the Department hopes to expand its postdoctoral fellowship offerings. In determining whether to apply for and/or accept fellowship training positions at UCM, we encourage interns to consider their future training and career goals in consultation with their mentors.

Class of 2025-2026

Intern	Postdoctoral Fellowship	Employment
Northwestern University Feinberg School of Medicine (Adult/Health)	UCM	
Michigan State University (Adult/Health)	UCM	
University of Miami (Adult Neuropsychology)	Johns Hopkins University	

University of Notre Dame (Child/Pediatric)	Harvard Medical School/Boston University School of Medicine	
Florida State University (Pediatric Neuropsychology)	Children's National Medical Center	

Class of 2024-2025

Intern	Postdoctoral Fellowship	Employment
University of Florida (Adult/Health)	University of Florida	University of Florida
Northwestern University Feinberg School of Medicine (Adult/Health)	UCM	University of California, San Francisco
Indiana University, Indianapolis (Adult/Health)	UCM	
East Carolina University (Adult Neuropsychology)	Johns Hopkins University	
University of Georgia (Child/Pediatric)	University of North Carolina at Chapel Hill	University of Illinois at Chicago
University of Houston (Pediatric Neuropsychology)	Endeavor Health/Northshore University Health System	

Class of 2023-2024

Intern	Postdoctoral Fellowship	Employment
University of Kentucky (Adult/Health)	UCM	University of Toledo
University of Virginia (Adult/Health)	Northwestern University/Family Institute	Endeavor/Northshore University Health System
Illinois Institute of Technology (Adult/Health)	Baylor College of Medicine	Baylor College of Medicine
Loyola University Chicago (Adult Neuropsychology)	Hines VA	
University at Buffalo/SUNY (Child/Pediatric)	UCM	Kennedy Krieger Institute/Johns Hopkins School of Medicine
University of Illinois at Chicago (Pediatric Neuropsychology)	University of Wisconsin Madison	SSM Health Dean Medical Group

Class of 2022-2023

Intern	Postdoctoral Fellowship	Employment
University of Kansas (Adult/Health)	California Pacific Medical Center	UCLA
Vanderbilt University (Adult/Health)	Montefiore Medical Center; Albert Einstein College of Medicine	Yale University School of Medicine
University of Florida (Adult Neuropsychology)	Northwestern University Medical Center	University of Chicago
Oklahoma State University (Child/Pediatric)	Rush University Medical Center	Rush University Medical Center
University of Maryland Baltimore County (Pediatric Neuropsychology)	Children's National Medical Center	Children's National Medical Center

Class of 2021-2022

Intern	Postdoctoral Fellowship	Employment
Wayne State University (Adult/Health)	Harvard/Beth Israel Deaconess Medical Center	
Rosalind Franklin University of Medicine & Science (Adult/Health)	Rush University Medical Center, Division of Behavioral Sciences	Rush University Medical Center
SDSU/UC-San Diego Joint Doctoral Program (Adult Neuropsychology)	University of California, San Francisco	University of California, San Francisco
Northwestern University Feinberg School of Medicine (Child/Pediatric)	UCM	University of Michigan Medical School
American University (Pediatric Neuropsychology)	Children's Hospital of Philadelphia/University of Pennsylvania	Children's National Medical Center

Class of 2020-2021

Intern	Postdoctoral Fellowship	Employment
Washington University in St. Louis University (Adult/Health)	Center for Anxiety and Related Disorders, Boston University	Harvard/Massachusetts General Hospital
University of Louisville (Adult/Health)	Johns Hopkins University, Eating Disorders Program	University of Louisville

University of Massachusetts Amherst (Adult Neuropsychology)	Northwestern University, Department of Neurology	Northwestern University Feinberg School of Medicine
University of Illinois at Chicago (Child/Pediatric)	Rush University, Department of Family and Community Medicine	University of Illinois at Chicago
Drexel University (Pediatric Neuropsychology)	Harvard/Boston Children's Hospital, Pediatric Neuropsychology	NYU Langone Health

Class of 2019-2020

Intern	Postdoctoral Fellowship	Employment
East Tennessee State University (Adult/Health)	UCM	University of Illinois at Chicago
University of Kentucky (Adult/Health)	UCM	Virginia Tech University
University of Wisconsin—Milwaukee (Adult Neuropsychology)	University of Illinois at Chicago, Adult Neuropsychology	University of Illinois at Chicago
Virginia Commonwealth University (Child/Pediatric)	Loyola University Chicago	University of Denver
Northwestern University, Feinberg School of Medicine (Pediatric Neuropsychology)	Rush University, AARTS Center; Pediatric Neuropsychology	Rush University Medical Center

Class of 2018-2019

Intern	Postdoctoral Fellowship	Employment
Northwestern University Feinberg School of Medicine (Adult/Health)	Northwestern University, Department of Gastroenterology	University of Chicago
University of Illinois at Chicago Adult/Health)	Depression and Anxiety Specialty Clinics (DASC) Chicago (DASC)	DASC Chicago
University of Alabama at Birmingham (Adult Neuropsychology)	Baylor College of Medicine, Adult Neuropsychology	Baylor College of Medicine
DePaul University (Child/Pediatric)	University of California San Francisco, Clinical Services Research	University of California, San Francisco

University of Houston (Pediatric Neuropsychology)	Kennedy Krieger/Johns Hopkins, Pediatric Neuropsychology	University of Texas Health Center

Class of 2017-2018

Intern	Postdoctoral Fellowship	Employment
Florida State University (Adult/Health)	N/A	Ohio University; Department of Psychology
Washington University in St. Louis (Adult/Health)	University of Chicago Medicine, Clinical Health Psychology	Northwestern University Medical School
University of Virginia (Adult/Neuropsychology)	Harvard Partners/Massachusetts General Hospital (MGH), Adult Neuropsychology	Mayo Clinic
Vanderbilt University (Child/Pediatric)	Harvard/Boston Children's, Pediatric C/L	Northwestern/Lurie Children's Hospital
University of Connecticut (Pediatric Neuropsychology)	Harvard/Boston Children's, Pediatric Neuropsychology	Harvard/Boston Children's Hospital

Class of 2016-2017

Intern	Postdoctoral Fellowship	Employment
Florida State University (Adult/Health)	University of Chicago, Clinical Addictions Research Program	Western University, Ontario, Canada
University of Alabama at Birmingham (Adult/Health)	University of Michigan, Psychogastroenterology	University of Michigan, Section of Gastroenterology
Drexel University (Adult Neuropsychology)	Northwestern University, Feinberg School of Medicine, Adult Neuropsychology	University of California, San Francisco
Northwestern University, Feinberg School of Medicine (Child/Pediatric)	Loyola University Chicago	University of Illinois at Chicago
University of Wisconsin—Milwaukee (Pediatric Neuropsychology)	Children's National, Pediatric Neuropsychology	Kaiser Permanente—Portland, OR

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 a university-based doctoral program in Clinical or Counseling Psychology accredited by the American Psychological Association (APA), the Canadian Psychological Association (CPA), or the Psychological Clinical Science Accreditation System (PCSAS). **We will not consider candidates whose programs are not accredited at the time of application, regardless of whether your doctoral program has been approved to participate in the Match.**
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. We do recognize that the number of clinical hours is sometimes a less than accurate proxy for clinical experience. Most of our interns in recent years have far exceeded this benchmark (see data from our past 11 cohorts). In evaluating applications, we consider the minimum number of hours to be only one variable among many others in determining a candidate's fit for our site.

Historically, our program has matched with interns from scientist-practitioner or clinical scientist PhD programs in clinical psychology. These candidates have very strong clinical and research qualifications and aspire to careers in a variety of settings that involve scholarly, clinical and educational roles. Individuals whose long-term career goals are exclusively clinical may find our program less well aligned with their own interests. Although internship is primarily a clinical year, our interns engage in scholarly activities with faculty and refine their teaching/training/supervision skills in multiple contexts. We believe that our program provides socialization into the environment of academic medicine and the diverse roles that faculty hold. 95% of our interns secure postdoctoral fellowships at academic health centers. Data regarding

our interns' placements immediately after internship and their first professional position are available in the Intern Outcomes section of this document.

We have provided data on AAPI variables below (*n*=57) summarized across our last 11 internship cohorts to help you learn more about the profiles of our interns. Please note variance in the data within and across tracks. We hope that this information will help you assess your own qualifications for our site and encourage you to apply if we are a good fit for your career aspirations. Ultimately, if you were to match at our site, we would want you to be satisfied and to experience the internship year as an opportunity to be aligned with your values and to support your progress towards your own long-term personal and professional goals. The APPIC website will provide AAPI data across the entire population of applicants from the past 3 Match cycles, although these values are not linked to Match outcomes.

ALL (*n*=57)	**Intervention Hours**	**Assessment Hours**	**# Integrated Reports**	**Pubs + Chapters**	**Presentations**
Mean	610	316	36	8.5	17.5
Median	577	301	23	7	16
SD	249.5	201.67	30.39	5.88	10.9
Adult/Health (*n*=24)	**Intervention Hours**	**Assessment Hours**	**# Integrated Reports**	**Pubs + Chapters**	**Presentations**
Mean	700	199	15.6	9.6	17
Median	630	164	14	8.5	16
SD	239.37	98.46	10.12	5.88	11.57
Adult Neuro (*n*=11)	**Intervention Hours**	**Assessment Hours**	**# Integrated Reports**	**Pubs + Chapters**	**Presentations**
Mean	364	426.73	64.1	8.5	17.46
Median	328	377	62	6	16
SD	106.6	172.43	25.23	6.92	10.46
Child/Peds (*n*=11)	**Intervention Hours**	**Assessment Hours**	**# Integrated Reports**	**Pubs + Chapters**	**Presentations**
Mean	791.1	254.91	24	8.64	17.73
Median	727	234	18	7	21
SD	208.28	124.93	19.68	6.34	8.83
Peds Neuro (*n*=11)	**Intervention Hours**	**Assessment Hours**	**# Integrated Reports**	**Pubs + Chapters**	**Presentations**
Mean	480.55	521.82	66.82	5.91	18.36
Median	449	486	54	5	13
SD	147.01	250.79	30.15	3.96	12.97

Application Process

As an APPIC member program, we will accept applications through the APPIC electronic 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). A Match number is required in order to submit your AAPI.

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, 2026 after which the portal will automatically close for submissions.

You will be notified via email by December 1, 2026 if you are selected for an interview. We will use NMS Interview, the scheduling system offered by National Matching Services, Inc. (NMS). You will be notified via email about the specific date/time that interview slots will be released for scheduling.

We will conduct virtual interviews on the following days in December: Friday, 12/4; Monday, 12/7; and Friday, 12/11 (reserved for applicants from time zones west of Central Standard Time). The interview day (8 am to 3 pm CST; 10 am to 5 pm CST on 12/11) will involve a group presentation and meetings with the Director of Psychology Training, individual interviews with faculty members and postdoctoral fellows, lunch with the interns, and a virtual tour of our facilities. During your interview, we will attempt to help you gather information to determine the quality of your fit with our program. We recognize that is hard to obtain this experience via virtual methods and encourage you to ask questions of our faculty and trainees. 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 Outcomes 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 references submitted online using the AAPI's Standardized Reference Form (SRF), with one from your academic advisor/dissertation Chair and two others from clinical supervisors. Traditional letters of recommendation in addition to or outside of the SRF portal are not required and will not be accepted. Do not submit more than three references.
5. One de-identified neuropsychological, diagnostic, psychological assessment, initial evaluation or treatment summary report is required if you are applying to either the Adult or Pediatric Neuropsychology tracks**.** If you are applying to the Adult/Health or Child/Pediatric tracks, a work sample is not required.
6. Completion of the APPIC Application for Psychology Internship (AAPI) – link: https://aapicas.liaisoncas.com/applicant-ux/#/login

We hope that you have read our brochure carefully and 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.

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 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Additional Information

Duration

The Clinical Psychology Doctoral Internship Program's training year will begin on July 1, 2027 and run through June 30, 2028.

Stipend and Benefits

The current yearly stipend is $48,548, plus subsidized medical benefits. Dental benefits are also available for an additional fee.

Paid time off includes 15 days of vacation, 10 days of sick/wellness leave and 5 days for professional development which may be used for conferences, dissertation defenses, and job interviews. Further, the University of Chicago Medicine has eight holidays each year (New Year's Day, Martin Luther King, Jr. Day, Memorial Day, Juneteenth, 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, or a valid Employment Authorization Document (EAD) obtained through various pathways. Applicants are responsible for obtaining their own authorizations including permission to enter the United States 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 and are subject to regulations addressing employee benefits, diversity training, the Medical Center termination policy, non-discrimination policy, and employee/labor relations. Applicants who are matched to the internship will be required to successfully pass a pre-employment health screening including vaccination titers, drug testing 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. All employees are required to be vaccinated annually for influenza although medical or religious exemptions may be possible. This information is available to the public at the following link: http://www.uchospitals.edu/

Due Process and Grievance

Due Process and Grievance policies have been developed in collaboration with Human Resources, the medical center's Office of General Counsel, and the Office of Graduate Medical Education. The policies are in compliance with APPIC internship membership criteria and are specific to the Internship Program. Policies can be obtained in advance by emailing Dr. Shona Vas at svas@bsd.uchicago.edu. These policies will be presented and discussed with interns during orientation 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 Psychology Training, Dr. Shona Vas, at svas@bsd.uchicago.edu.