



Georgia Department of Behavioral Health and Developmental Disabilities

**Georgia Regional Hospital/Atlanta
3073 Panthersville Road, Decatur, Ga. 30034**

**Georgia Regional Hospital/Atlanta
Pre-Doctoral Internship in Clinical Psychology**

Internship Brochure

Revised 9/30/16

Note: This internship brochure provides a summary of the internship program at Georgia Regional Hospital/Atlanta and is subject to change throughout the course of the internship year.

Introduction

Welcome to Georgia Regional Hospital at Atlanta (GRH-A)! GRH-A is a publicly owned facility of the State of Georgia and operated by the Department of Behavioral Health and Developmental Disabilities (DBHDD). GRH-A is located on 174 acres in the city of Decatur, GA, directly adjacent to Atlanta, GA. In Atlanta, fine dining, shopping and rich history combine with inspiration-inducing attractions to create a city with Southern charm and world-class sophistication.

GRH-A operates 306 licensed, accredited inpatient beds for three major program areas: 1) Adult Mental Health, 2) Adult Forensic Services, and 3) Developmental Disabilities/Skilled Nursing. GRH-A offers inpatient adult mental health services, inpatient rehabilitation services, and forensic program services to adult residents of Atlanta and surrounding areas.

Together, GRH-A and community mental health services seek to maximize the continuity of services, thereby helping those hospitalized to retain the gains they make while at GRH-A. GRH-A serves a large number of underserved groups including people who are economically disadvantaged, homeless, from diverse racial or ethnic groups, and/or with severe and persistent mental illness. No one is refused admission to the hospital because of inability to pay for services.

Georgia Regional Hospital is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment. An applicant who has a disability that requires special accommodations should contact the Director of Training. The GRH-A Psychology Internship Program recognizes the significance and value of individual and cultural diversity and provides training and supervision in diversity with regard to increasing awareness and ability to function competently in clinical practice.

The Internship's Mission

Our training program is strongly influenced by the desire to provide high quality psychological services to the underserved individuals described above. Our mission is to deliver experiential, supervised training of psychological assessment, intervention, interdisciplinary consultation, and supervisory skills through the provision of a continuum of psychological services for all people in the Atlanta metropolitan community. Furthermore, the Internship's mission is consistent with the DBHDD Mission: Leading an accountable and effective continuum of care to support Georgians with behavioral health challenges, and intellectual and developmental disabilities in a dynamic health care environment. The internship has been designed to help interns meet the State of Georgia psychology licensure requirements, as set forth by the Georgia Board of Examiners of Psychologists.

Philosophy, Goals, and Training Objectives

It is the philosophy of the GRH-A Psychology Internship program that a psychologist best develops from a combination of self-awareness, knowledge, analytical skills, and communication skills integrated with quality, supervised experiences. It is the goal of GRH-A Psychology Internship to provide quality, supervised experiences specifically in clinical, forensic and behavioral psychology. It is our belief that if a student has progressive, criteria-referenced, supervised experiences with individuals who have numerous life challenges and severe and persistent mental illness, we will increase the future set of clinicians who are equipped to make sound therapeutic decisions in these and other difficult clinical situations. It is also our belief that interns bring with them an increase in the clinical knowledge, enthusiasm, and range of services we can provide in the inpatient setting, making interns a vital part of our therapeutic community.

The internship program follows a practitioner-scholar training model designed to prepare students for professional practice in clinical, forensic, and behavioral psychology. Emphasis is placed on understanding and applying psychological research to the professional practice of clinical psychology.

The internship program strives to prepare interns for professional practice through training as generalist practitioners equipped with knowledge and skills in clinical, forensic, and behavioral psychology. Through learning and application of the theories, methods, and skills in each of these areas, we believe that interns will be equipped with a wide-range of skill sets that will optimally prepare interns for professional independent practice.

The training goals and objectives for the GRH-A pre-doctoral psychology internship program are as follows:

1. **Goal 1: ASSESSMENT AND DIAGNOSIS**: Demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the theories and methods of assessment and diagnosis.
 - a. Satisfactory completion of comprehensive, integrative psychological evaluations.
 - b. Participation in the completion of full and brief functional assessments.
 - c. Satisfactory completion of brief, focused psychological assessments/consults.
 - d. Satisfactory completion of assessments of malingering.
 - e. Satisfactory knowledge of, administration of, and interpretation of psychometric instruments to assess various forms of risk to self or others.
 - f. Satisfactory knowledge of the Evaluation of Competency to Stand Trial process.
 - g. Satisfactory completion of Psychology Integrated Psychosocial Assessments.
 - h. Satisfactory completion of a Comprehensive Annual Review.

2. **Goal 2: TREATMENT PLANNING AND INTERVENTION**: Demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the theories and methods of treatment planning and psychological intervention, including empirically supported treatments.

- a. Satisfactory participation in daily or weekly interdisciplinary treatment teams.
 - b. Satisfactory completion of written psychotherapy treatment plans developed for individual therapy clients utilizing an empirically supported treatment.
 - c. Satisfactory maintenance of an individual therapy caseload resulting in a total of at least three weekly hours of individual therapy, including longer-term (8+ sessions); short-term (1-7 sessions); and crisis management cases. The intern is expected to utilize an empirically supported treatment model with the majority of clients.
 - d. Satisfactory completion of on-unit behavioral interventions.
 - e. Satisfactory completion of behavior support plans.
 - f. Satisfactory experience with a Positive Behavior Support Plan.
 - g. Satisfactory facilitation and/or co-facilitation of weekly group therapy sessions, the majority of which will utilize an empirically supported group treatment model.
3. Goal 3: CONSULTATION, EVALUATION, AND SUPERVISION: Demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the theories and/or methods of consultation, evaluation, and supervision.
- a. Satisfactory completion of interdisciplinary team psychological evaluation feedback sessions.
 - b. Satisfactory completion of staff trainings for implementation of behavior support plans.
 - c. Satisfactory completion of a positive behavior support technical assistance report to be delivered to the referring interdisciplinary team through in-person feedback and discussion.
 - d. Satisfactory completion of one literature review of a clinical psychology supervision model.
 - e. Satisfactory participation in supervised supervision of other mental health professionals.
 - f. Direct observation of forensic court testimony delivered by a forensic psychologist.
 - g. Development of one written individualized recovery plan.
4. Goal 4: STRATEGIES OF SCHOLARLY INQUIRY: Demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in strategies of scholarly inquiry.
- a. Completion of literature reviews and presentations of empirically-based therapies.
 - b. Independent literature reviews and presentations/discussions of the psychometric characteristics of psychometric instruments.
5. Goal 5: CULTURAL DIVERSITY: Demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge with issues of cultural and individual diversity.

- a. Satisfactory presentation of written therapy treatment plans incorporating the unique diversity considerations of the client that are pertinent in assessing, planning treatment, and implementing treatment.
 - b. Participation in the cultural and individual diversity didactic seminars.
 - c. Identification and discussion of issues of cultural diversity during individual supervision as they relate to the intern's individual and group therapy interventions.
6. Goal 6: ETHICS AND LAWS: Demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the areas of ethics and laws relevant to the practice of professional psychology.
- a. Satisfactory demonstration of knowledge in the areas of ethics and laws for a psychologist in Georgia.
 - b. Participation in the seminars that focus on laws, rules, and ethics at the state and national level. This includes seminars that focus on forensics in DBHDD hospitals.
 - c. Satisfactory presentation of treatment plans that incorporate relevant ethical and legal considerations in assessing, planning treatment, and implementing treatment.
 - d. Satisfactory discussion and resolution of ethical and legal matters in individual supervision as those matters arise in the course of the intern's daily psychological services.
 - e. Attendance at an inpatient civil commitment hearing.
7. Goal 7: PROFESSIONAL ROLE: Develop an identity and role as a professional psychologist within a practitioner-scholar model while responding to the evolving field of professional psychology.
- a. Development of collegial professional relationships with interdisciplinary treatment teams.
 - b. Development and maintenance of collegial relationships with GRH-A Psychologists.
 - c. Development of a plan for professional growth
 - d. Develop a familiarity with professional organizations.
 - e. Demonstrates a satisfactory level of professionalism and accountability as a developing psychologist.

Overview of Internship

The pre-doctoral psychology internship at GRH-A aims to provide a wide array of meaningful experiential training experiences. The internship lasts 12 months and includes training with an adult, inpatient, individually and culturally diverse patient population. During the course of the training year, interns rotate between a six-month Forensic Psychology rotation and a six-month

Adult Mental Health Clinical Psychology rotation. In addition, interns participate in a Positive Behavior Support minor rotation (eight hours per week) focused on studying and implementing principles of applied behavior analysis through staff training and consultation.

Interns work between 40 and 45 hours per week. Sequentially, interns shadow a psychologist on the unit, work under close supervision of their supervisors, and increasingly assume an independent role in providing psychological services to patients and in their consultations with treatment teams.

The internship program at GRH-A is designed to help interns meet the licensure requirements set forth by the Georgia Board of Examiners of Psychologists. Efforts are made to provide interns with didactic training regarding licensure preparation and prerequisites.

Orientation

During the first two weeks of internship, interns are required to attend and successfully complete a general, hospital-wide orientation program through the DBHDD University. It is imperative that interns successfully complete all components of the hospital-wide orientation, or they will not be permitted to engage in the necessary clinical components of the internship. Additional hospital-wide online and in-person trainings must also be successfully completed as those training requirements emerge throughout the internship year. Following the two-week hospital-wide orientation, interns will orient with their direct supervisor and gradually assume clinical responsibilities in coordination with their supervisors.

All interns must meet all requirements to be employed by the State of Georgia. This includes having a pre-employment physical examination, which will be arranged through the hospital medical services. The Hepatitis B series and flu shots are offered at no or low cost to interns. As are all employees for the State of Georgia, interns are required to successfully complete mandatory random drug screenings, criminal background checks, reference verification, and other Human Resources requirements. The internship program has no jurisdiction over employment-related decisions, and interns should be aware of this as they apply.

Intern Schedule and Requirements

Eligibility

Minimum qualifications

Interns must be currently enrolled in a doctoral program in clinical or counseling psychology which grants a degree of Ph.D. or Psy.D. Interns are expected to have passed their clinical competency exam, or equivalent, and must have completed at least 60 semester hours of graduate-level course work (excluding internship and dissertation hours) at their graduate institution prior to inception of the internship. Interns are expected to have completed, or be in the process of completing, multiple practica experiences under the direct supervision of a licensed psychologist. Because the GRH-A internship aims to prepare interns for licensure in the state of Georgia, it is strongly preferred that interns' graduate institutions be APA accredited at

the time of the internship year. Completion of the dissertation prior to the inception of the internship is recommended but not a requirement. It is also expected that interns demonstrate knowledge and behavior that make evident a commitment to adhering to the APA Ethical Principles of Psychologists and Code of Conduct.

In addition to these requirements, interns must meet all requirements to be employed by the State of Georgia, including but not limited to those listed in the previous section.

Preferred qualifications

In addition to the above minimum qualifications, the ideal candidate will demonstrate the following:

- Prior clinical psychology experience in an inpatient setting
- Coursework and/or clinical training in a forensic psychology setting
- Coursework and/or clinical training in applied behavior analysis
- An interest in working in inpatient settings, with underserved populations, and with people with severe and persistent mental illness.
- Well-developed report-writing skills
- Professional presentation and demeanor

Intern Selection

Focused efforts are made during the interviewing and selection process to ensure that the intern's educational and practicum experiences are consistent with the GRH-A Internship Program's philosophy and training objectives and are appropriate for doctoral training in professional psychology. The intern's experience is evaluated through review of the AAPI, internship eligibility verification statement/letter, curriculum vitae, written work sample, graduate transcripts, and letters of reference. There is an emphasis on selecting interns who are evaluated to have the highest likelihood of successful participation and completion of the internship training program based on previous experience, acquired skill sets, and interest in working with GRH-A's population.

Schedule

Each intern keeps a weekly hours log of internship activities, which records the number of hours spent in individual and group supervision, direct clinical contact, seminars/didactic training, additional support activities, and other important clinical facets. Each intern's daily and weekly schedules may vary somewhat. However, given 10 days of hospital orientation, 12 state holidays, and 10 days of annual/sick leave, interns must average the following weekly and annual requirements to adequately meet the standards for internship training set forth by the Georgia Board of Examiners of Psychologists:

Weekly Requirements (Hours in parentheses are not calculated in the Total)

Individual Supervision with Primary Supervisor	2 hours
Group supervision	1 hour
Supervision with Secondary Supervisor	0.5 hours
Didactic Training / Seminars	2.5 hours
Direct, face-to-face clinical services	13 hours
	Group therapy (3 hours)
	Individual therapy (3 hours)
	Assessment (Clinical Interviewing, Mental Status Examinations, and Test Administration) (6 hours)
Non-direct contact assessment activities (e.g. test scoring and report-writing)	6 hours
Behavior focused interventions (Direct and non-direct)	(8 hours)
Treatment team meetings/Morning rounds	8 hours
Administrative/progress notes/records review	10 hours
Intern consultation hour	1 hour
Internship-related home study	1 hour
	Total: 45 hours/week

Annual Requirements

Direct, face-to-face patient contact	500 hours
Total internship hours	2000 hours

Sample Daily Schedule

Morning rounds	8:00 am – 8:30 am
Treatment Team Meeting	8:30 am – 9:30 am
Chart Review	9:30 am – 10:00 am
Group Therapy	10:00 am – 11:00 am
Individual Therapy	11:00 am – 12:00 pm
Lunch	12:00 pm – 12:30 pm
Chart Review	12:30 pm – 1:00 pm
Psychological Testing	1:00 pm – 2:30 pm
Didactic Training/Group	2:30 pm – 3:30 pm
Supervision	
Progress Notes/Report writing	3:30 pm – 4:30 pm

Expectations of Interns and Evaluation of Intern Performance and Progress

Formal evaluation of intern performance is a vital aspect of the GRH-A psychology internship program. Primary supervisors conduct written evaluations in the middle of the rotation (at the three-month mark) and at the end of the rotation (at the six-month mark). Evaluations are completed in order to provide the intern with professional observations and constructive feedback as the rotation progresses. Evaluations focus on interns' areas of strength and areas that need improvement. Interns are expected to be open and receptive to feedback from supervisors, and the evaluations are designed to be supportive of the intern's strengths and facilitate the intern's professional growth as they progress through the training year. The evaluations align very closely with the goals and objectives listed on pages three through five of this brochure, and interns are expected to demonstrate satisfactory progress with these goals and objectives as the training year progresses. Interns also complete self-assessments of their skills and progress towards these objectives as well as their own identified professional goals.

Due process and grievance procedures to address intern or staff concerns related to the intern or internship are consistent with DBHDD policy and established ethical and legal standards for the practice of psychology in Georgia. These procedures are outlined in the interns' training binder and discussed with interns during the orientation process.

Supervision

Each intern will have a primary supervisor who provides at least two hours of individual supervision per week. Six months into the internship, interns will switch major rotations and switch primary supervisors. While participating in the Positive Behavior Support minor rotation, interns will also have one or more secondary supervisors who will be responsible for overseeing the intern's clinical services on that minor rotation. Interns will receive at least 30 minutes per week of individual supervision from the Positive Behavior Support minor rotation supervisor(s). Interns will also participate in one hour of group supervision per week conducted by one or more psychologist members of the Internship Committee.

Seminars and Additional Training Opportunities

In addition to weekly individual and group supervision, interns will have the opportunity to participate in a wide range of didactic training activities. These activities include one hour per week of: 1) Intern-focused Seminars, where a member of the psychology department or another discipline engages the interns in a didactic presentation related to delivery of clinical services; legal/ethical issues; knowledge, skills, and awareness with issues related to diversity and multiculturalism; and professional development issues; 2) Psychology Peer Consultation, where a member of the psychology department discusses a case study or informational presentation related to the professional practice of clinical psychology in a group format, or 3) Other didactic learning opportunities such as hospital-wide grand rounds and continuing education events, clinical review meetings, a licensing board meeting, internship and post-doctoral events in the Atlanta area, continuing education presentations sponsored by the Georgia Psychological Association, and/or regular ongoing discussions with interdisciplinary treatment team members.

Application Process

The GRH-A Pre-Doctoral Psychology Internship Program has approval for two (2) internship positions for the 2016-2017 training year. To obtain a copy of the internship training brochure, send direct inquiries to Dr. Cochran at Mark.Cochran@dbhdd.ga.gov.

A completed application should consist of:

1. Cover letter
2. Completed AAPI
3. Updated Curriculum Vitae (include contact email address and phone number)
4. Copies of unofficial transcripts from the current graduate institution (official transcripts not necessary)
5. Three letters of reference
6. Verification of internship eligibility from the director of clinical training at the intern's graduate institution
7. De-identified psychological evaluation report completed during a supervised training experience (i.e. practicum)

This program will be participating in the 2017 APPIC Phase I match. Instructions for applying to the internship program are found on APPIC's website at www.appic.org. The GRH-A program code is 2259. This internship site has agreed to abide by all APPIC policies, including the policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

Psychology Internship Committee Biographies

Elizabeth Bradshaw-Livingston, Ph.D.

GRH-A Position: AMH psychologist

Graduate Institution: Western Michigan University

Areas of specialization/training: social justice issues, identity development, Acceptance and Commitment Therapy, mindfulness approaches, anxiety disorders

Mark Cochran, Psy.D.

GRH-A Position: Director of Internship Training, Chief of Psychology

Graduate Institution: Loyola University Maryland; The University of Texas at Austin

Areas of specialty/training: Clinical Psychology; Cognitive assessment, Geropsychology, ADHD, Memory, Cognitive Behavior Therapy

Audrey Owens Day, Ph.D.

GRH-A Position: PBS Psychologist

Graduate Institution: The Graduate School of the City University of New York

Areas of specialty/training: Clinical Psychology; Psychological Assessment

Ashley N. Douroux, Psy.D.

GRH-A Position: Inpatient Forensic Psychologist

Graduate Institution: University of LaVerne, LaVerne, CA

Areas of specialty/training: Forensic Assessment (Competency, Malingering, and Risk)

Vincent Grieco Ph.D

GRH-A Position: AMH Psychologist

Graduate Institution: Georgia State University

Areas of Specialty/training: Object Relations; Cognitive Behavioral Therapy; Psychological and Neuropsychological Testing

Don Hughey, Ph.D.

GRH-A Position: Forensic Program Director

Graduate Institution: Saybrook University

Areas of specialty/training: Clinical, Forensic Psychology

Wendy Magnoli, Ph.D.

GRH-A Position: AMH psychologist

Graduate Institution: Auburn University

Areas of specialization/training: Clinical psychology, trauma issues and treatment, individual therapy

Adam J. McTighe, Psy.D., MBA

GRH-A Position: Forensic Psychologist

Graduate Institution: Philadelphia College of Osteopathic Medicine

Areas of specialty/training: Clinical, Forensic Psychology; Cognitive-Behavioral Therapy; Medical Administration

Shenell S. Myrie, Psy.D.

GRH-A Position: Forensic Psychologist

Graduate Institution: The Illinois School of Professional Psychology at Argosy University Chicago

Areas of specialty/training: Clinical Psychology; Forensic Assessment; Psychological Testing

Dawn Clark-Plowman, Psy.D.

GRH-A Position: Forensic Psychologist

Graduate Institution: Pacific University

Areas of specialty/training: Competency Evaluation; Malingering; Risk Assessment

Karl Whitlock, Psy.D.

GRH-A Position: Forensic Program Assistant Director

Graduate Institution: Georgia School of Professional Psychology, Johns Hopkins School of Public Health

Areas of specialty/training: Clinical/Forensic Psychology, Chronic Persistent Mental Disorder Treatment, Mental Health Administration

Mark A. Wise, Psy.D.

GRH-A Position: AMH Psychologist

Graduate Institution: Wright State University School of Professional Psychology

Areas of specialty/training: Transactional Analysis; Redecision Therapy; Multiculturalism/Diversity