



2023-2024

Doctoral Internship in Professional Psychology

**Johns Hopkins All Children's Hospital
Saint Petersburg, Florida**



JOHNS HOPKINS
M E D I C I N E

**JOHNS HOPKINS
ALL CHILDREN'S HOSPITAL**



Johns Hopkins All Children's Hospital

Johns Hopkins All Children's Hospital provides expert pediatric care for infants, children and teens with some of the most challenging medical problems in our community and around the world. Named a top 50 children's hospital by U.S. News & World Report, Johns Hopkins All Children's Hospital provides world-class care in more than 43 pediatric medical and surgical subspecialties. The hospital is divided into four institutes which include the Institute for Brain Protection Sciences, the Cancer & Blood Disorders Institute, the Heart Institute, and the Maternal Fetal & Neonatal Institute. These four institutes of Johns Hopkins All Children's Hospital aim to provide the highest quality educational and research opportunities available.

Vision

Creating healthy tomorrows... for one child, for All Children.

Mission

John Hopkins All Children's Hospital's mission is to provide leadership in child health through treatment, education, advocacy and research. This mission is accomplished by delivering quality services with compassion and commitment to family-centered care, educating patients, families, employees and healthcare professionals, providing leadership in promoting the well-being of children, and developing, supporting and participating in clinical, basic and translational research. The core values of Honesty and Integrity, Inspiration and Hope, Collaboration and Teamwork, Inquiry and Innovation, Compassion and Respect, and Responsibility and Safety ensures the provision of exceptional healthcare to the body, mind, and spirit. The Doctoral Internship in Professional Psychology supports this effort to provide comprehensive, compassionate, and effective clinical care for all children.

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Value Statement

"There is only one child in all the world, and that child's name is All Children"

--Carl Sandburg

Doctoral Internship in Professional Psychology

The Doctoral Internship in Professional Psychology is housed within the Psychology and Neuropsychology department at Johns Hopkins All Children's Hospital. The Psychology and Neuropsychology department is an integral part of the Center for Behavioral Health Division of the Institute for Brain Protection Sciences, and was officially formed in July 2015. The Psychology and Neuropsychology department is uniquely suited to provide broad-based clinical training in assessment and treatment of children, adolescents and their families. At Johns Hopkins All Children's Hospital, the Psychology and Neuropsychology department provides inpatient and outpatient psychological and neuropsychological clinical services to national and international patients ranging in age from infancy through young adulthood.

Clinical, education, and research activities are centered at Johns Hopkins All Children's Hospital. Our internship training program offers students academically challenging, clinically relevant programs tailored to meet their unique needs within a rigorous curriculum.

The Johns Hopkins All Children's internship in professional psychology provides three tracks of emphasis and is fully accredited by the American Psychological Association Commission on Accreditation.

Program Accreditation Status

The Doctoral Internship in Professional Psychology program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC- www.appic.org) and participates in the APPIC match process. The internship program is accredited by the American Psychological Association (APA-apa.org).

Questions related to the program's 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/Email: apaaccred@apa.org

All other questions about the internship program at Johns Hopkins All Children's Hospital may be directed to the Psychology Internship Director, Lauren Gardner Ph.D. ABPP, at ach-psychologyintern@jhmi.edu or 727-767-7124.

Training Philosophy

In keeping with a Scientist-Practitioner model of education, interns are viewed as scholars, active consumers of research, and progressively, highly trained professional practitioners who apply knowledge and techniques in patient care. As such, interns are expected to gain competency in clinical assessment and intervention skills as well as in general research skills, and the ability to apply these skills to investigating problems of interest to child and adolescent psychologists, neuropsychologists, and/or pediatric psychologists. This emphasis on integrating research and clinical skills produces a scientist-practitioner who is able to incorporate these domains. It is the expectation that interns will become leaders and innovators in the field of child and adolescent psychology, neuropsychology, or pediatric psychology in clinical, research, and/or academic settings. Key training elements to achieve this aim include training with psychologists who integrate science and practice, and active learning from the presentation of didactic material that is informed by current research. Interns' participation in practical clinical training, and didactic/seminar experiences will facilitate effective integration of science and practice, with increasing autonomy as the intern progresses, as appropriate to the intern's developmental level.

Aims, Competencies, and Elements of the Training Program

The overall aim of the internship program is to prepare interns for entry level practice in professional psychology/health service psychology. This aim is accomplished by providing training in generalist clinical skills in psychology, diversity, collaborative skills for operating within an interprofessional and interdisciplinary team, and overall professional development as a psychologist. Training in our internship assumes interns have had exposure to and will gain additional experience with the major areas of assessment, intervention, consultation and advocacy in professional psychology. Our training program is designed so that interns gain experience in many areas of psychology, as well as develop some level of expertise in specific topic areas. Ethical, legal, professional, cultural and ethnic issues are addressed as they apply to assessment, intervention, consultation, supervision, and research.

The Doctoral Internship in Professional Psychology at JHACH provides education and training designed to promote intern development in the nine profession-wide competencies according to APA'S required Profession Wide Competencies for internship programs as listed in the Standards of Accreditation for Health Service Psychology. Areas of competencies include:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values and Attitudes
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/Interdisciplinary Skills

The Doctoral Internship in Professional Psychology at JHACH is a full-time, 2000-hour program that is designed to be completed in 12 consecutive months of training. The training program strives to provide interns with the opportunity (in terms of setting, experience, and supervision) to begin assuming the professional role of a psychologist through a structured program of study. This entails the integration of interns' previous training with further development of the knowledge, skills, abilities and attitudes related to the professional practice of psychology.

Each intern will obtain significant experience, spending approximately 24 hours weekly providing psychological services to children and adolescents with a wide variety of medical conditions. Each training track includes yearlong training opportunities, in addition to specialized training rotations that last 4 months in duration. Specialized training rotations are determined by an individualized training program tailored to meet the training needs and interests of each intern. For the duration of the training year, each intern will participate in the Psychology Intake Clinic and Outpatient Therapy Clinic. Interns will participate in Psychology Didactics weekly, as well as track-specific didactics. Psychology and track-specific didactic topics are selected to be appropriate for interns and cover issues with regard to assessment, treatment, ethics, professionalism, and diversity, equality, and inclusion issues. Interns may also choose to select from additional training experiences, which include a variety of medical

specialty teams within the hospital depending on interest and the feasibility of scheduling. As part of the training requirements, interns will participate in weekly didactics, and may attend Grand Rounds. Research collaboration with a faculty member is possible, depending on mutual interests and feasibility of scheduling.

Clinical Activities

The JHACH internship in professional psychology provides three tracks of emphasis:

- Neuropsychology Track - 1 slot
- Autism Spectrum Disorder/Neurodevelopmental Disabilities (ASD/NDD) Track - 1 slot
- Pediatric Psychology Track - 1 slot

Neuropsychology Track

The Neuropsychology Track aims to prepare interns for postdoctoral specialization in pediatric neuropsychology. Training conforms to Houston Conference Guidelines. Interns will gain competency in completing neuropsychological evaluations for children, adolescents, and young adults.

Interns who match to the Neuropsychology Track complete three major rotations over the course of the training year, with each major rotation lasting 4 months in duration. The major rotations offerings include specialty areas of mTBI, oncology, epilepsy/epilepsy surgery, and neurodevelopment. Interns complete one outpatient clinical evaluation per week for general medical referrals including hematology/stroke, cardiac/congenital heart disease, genetic disorders, and other acquired illness such as encephalitis. There are opportunities to participate in multidisciplinary team meetings, coordinate care with medical providers and provide follow-up and education to school systems and educators. Neuropsychology interns complete yearlong minor rotations focused on initial diagnostic assessment, triaging services, inpatient neuropsychology consultation, and intervention (see full description of each below).

Interns progress from initially shadowing the supervising neuropsychologist to increasing levels of independence in interviewing, test selection, administration of assessment measures, scoring and providing feedback to families and the medical team. Over the course of the year, interns will continue to gain independence while maintaining close supervision on tasks including chart review, conducting clinical interviews, test administration, interpretation of neuropsychological evaluation results, as well as oral and written report of findings. Based on intern training and background, opportunities may be available to participate in ongoing research within the Neuropsychology Clinic in collaboration with other departments throughout JHACH.

Major Rotations (4 months)

Interns will complete three major neuropsychology rotations during their training year. The intern will spend four months obtaining in-depth experience in three of the specialty areas described below.

mTBI

Primary Supervisor: Danielle Ransom, Psy.D., ABPP-CN

Training/Experiential Activities: The mTBI specialty rotation involves inpatient consultation as well as outpatient evaluation and follow-up of patients with acute and remote acquired brain injury such as concussion, accidental trauma, and nonaccidental trauma. The rotation focuses on review of referral information and medical record, clinical interviewing, and neuropsychological evaluations (standard and/or abbreviated) to address concerns related to acquired injury and provide appropriate recommendations (e.g., return to school and/or play).

Epilepsy/ Epilepsy Surgery

Primary Supervisor: Kyle Srnka, Ph.D.

Training/Experiential Activities: This specialty rotation involves inpatient consultation/evaluation within an epilepsy presurgical context, outpatient postsurgical evaluation and follow-up, as well as evaluation of general seizure/epilepsy referral questions. The rotation focuses on reviewing referral information/medical record, clinical interviewing, and comprehensive neuropsychological evaluation for children, adolescents, and young adults. Interns will gain competency in using data from neuropsychological evaluations to inform localization, lateralization and surgical considerations. Rotation experience also includes participation in multidisciplinary epilepsy team meetings where patient surgical candidacy is reviewed and intern will present patients to the team.

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Oncology

Primary Supervisors: Colleen Hess, Ph.D.

Training/Experiential Activities: This specialty rotation involves inpatient consultation/evaluation within a neuro-oncology context as well as outpatient brain tumor evaluation and follow-up. The rotation also involves outpatient evaluation and follow-up for patients treated through the oncology late effects clinic. The rotation focuses on reviewing referral information/medical record, clinical interviewing, and comprehensive neuropsychological evaluation for children, adolescents, and young adults. Interns will gain competency in using data from neuropsychological evaluations to inform surgical considerations as well as educational and treatment planning. Rotation experience also includes participation in multidisciplinary oncology team meetings.

Neurodevelopment

Primary Supervisor: Sakina Butt, Psy.D., ABPP-CN

Training/Experiential Activities: The neurodevelopment specialty rotation involves evaluation and follow-up of children at the younger age of the spectrum (ages 1-5 years) with complex congenital and/or neonatal histories including prematurity, neonatal abstinence syndrome, congenital heart disease and congenital diaphragmatic hernia. Through this rotation, interns will gain competency in completing evaluations and determining risk for developmental challenges

across areas including cognition, language, motor, social-emotional, behavioral, and adaptive development. The rotation focuses on review of referral information and medical record, clinical interviewing, and evaluations to address concerns related to development for early identification and intervention. Interns will also gain experience collaborating with multidisciplinary teams (neonatology, general pediatrics, audiology, speech/language therapy, occupational therapy, and physical therapy).

Minor Rotations (Full Year)

Psychology Intake Clinic

Primary Supervisor: Jennifer Katzenstein, Ph.D., ABPP-CN

Training/Experiential Activities: The Psychology Intake Clinic training experience focuses on initial evaluation of patients to assist with diagnostic clarification, treatment planning, and triaging to the appropriate Center for Behavioral Health service or community referral, as needed. This rotation may also include psychoeducational evaluations. Interns will progress from initially shadowing the supervising psychologist to increasing levels of independence in interviewing and child mental status. Over the course of training, interns will continue to gain independence while maintaining close supervision on tasks including conducting diagnostic interviews, selecting appropriate assessment measures, completion of child mental status examinations, as well as oral and written report of differential diagnosis and treatment plan.

Outpatient Therapy Clinic

Primary Supervisor: Alyssa Fritz, Ph.D.

Training/Experiential Activities: The Outpatient Therapy Clinic rotation focuses on providing evidence-based interventions appropriate for young children presenting with significant behavioral and social difficulties. Interns will conduct therapy and receive live supervision in Brief Behavior Intervention (BBI), an evidence-based parent management intervention for preschoolers aged 2-7-years-old.

Autism Spectrum Disorder/Neurodevelopmental Disabilities Track

The Autism Spectrum Disorder/Neurodevelopmental Disabilities (ASD/NDD) Track aims to train interns to provide high-quality, family-centered care with a specialization in autism/neurodevelopmental disabilities. Interns will be well positioned for a career providing evidence-based assessment and intervention services for children and adolescents with ASD/NDD.

Interns who match to the ASD/NDD Track will complete yearlong training experiences in interdisciplinary assessment for young children, diagnostic intake clinic, and outpatient therapy. In addition, the training year is divided into three 4-month minor rotations. The minor-rotations include parent training for behavior management, gender affirming care, and psychological assessment. The ASD/NDD intern will also participate in an integrated care clinic providing assessment and solution-focused therapy services. Based on intern training and background, opportunities may be available for participation in ongoing research within the Autism Program.

Interns will progress from initially shadowing the supervising psychologist to increasing levels of independence in test selection, administration, and scoring. Over the course of the rotation, interns will continue to gain independence while maintaining close supervision on tasks including reviewing referral/intake documents, conducting diagnostic interviews, test administration, interpretation of evaluation results, as well as oral and written report of findings.

Major Rotations (12 months)

Autism Program Interdisciplinary Clinics

Primary Supervisors: Lauren Gardner, Ph.D., ABPP & Callie Gilchrest, Ph.D.

Training/Experiential Activities: The intern will participate in interdisciplinary evaluations for children aged 4 years, 11 months and younger through the Autism Program. These evaluations include Psychology, Speech/Language Pathology and Developmental Medicine. Interns will gain competency in completing diagnostic evaluations as a member of an interdisciplinary team by conducting evidence-based assessments of cognition, language, social-emotional, behavioral, and adaptive development. The rotation focuses on review of referral information and medical record, clinical interviewing, and comprehensive diagnostic evaluations with same-day feedback for caregivers.

Integrated Care Clinic

Primary Supervisor: Callie Gilchrest, Ph.D.

Training/Experiential Activities: The Integrated Care Clinic is located within the Primary Care/Child and Adolescent Medicine Clinic at the JHACH Outpatient Care Center location. The intern will learn to function as part of an interdisciplinary team and collaborate effectively with other professionals to benefit a patient's total wellness and increase their overall quality of care in the primary care setting. There is a strong focus on short term, solution-focused psychology interventions, as well as opportunities for longer term interventions. Interns will also participate in screening and assessment of neurodevelopmental, behavioral, and mental health concerns within the context of a pediatric primary care setting. Interns have opportunities to contribute to the training experiences of other disciplines through informal consultations and formal lectures. To prepare our interns to become leaders in integrated care settings, we also provide training experiences that address program development and evaluation.

Psychology Intake Clinic

Primary Supervisor: Aja Meyer, Ph.D., Lauren Gardner, Ph.D., ABPP

Training/Experiential Activities: The Psychology Intake Clinic training experience focuses on initial evaluation of patients to assist with diagnostic clarification, treatment planning, and triaging to the appropriate Center for Behavioral Health service or community referral, as needed. Interns will progress from initially shadowing the supervising psychologist to increasing levels of independence in interviewing and child mental status. Over the course of the rotation, interns will continue to gain independence while maintaining close supervision on tasks including conducting diagnostic interviews, selecting appropriate assessment measures,

completion of child mental status examinations, as well as oral and written report of differential diagnosis and treatment plan.

Child/Adolescent Therapy Clinic

Primary Supervisor: Aja Meyer, Ph.D.

Training/Experiential Activities: The Child/Adolescent Therapy Clinic focuses on providing evidence-based interventions for children and adolescents presenting with a wide variety of concerns including eating disorders, adjustment disorders, ADHD, depressive disorders and anxiety disorders. Upon completion of the rotation, interns will gain competency as a generalist practitioner and be able to assess, diagnose, and treat a wide range of psychological problems among children and/or adolescents. Rotation experiences include conducting clinical interviews, individual therapy, consultation, and outreach as available. Interns will be expected to carry an approximate caseload of 3-4 patients to be seen weekly in clinic.

Minor Rotations (4 months)

Consultation-Liaison Service

Primary Supervisor: Marissa Feldman, Ph.D., ABPP

Training/Experiential Activities: Interns receive breadth of experience working with a variety of medical diagnoses on the consultation and liaison service. Patients seen range in age from newborns to young adults (early twenties) and are located in the Intensive Care Units (PICU/CVICU), 7N (Neurology/Surgery), 8N, and 8S (General Pediatrics). Referrals come from physicians, nurse practitioners or other hospital care providers and cover a wide range of psychological and medical conditions. Close communication and collaboration with the medical team and supportive services (e.g., Child Life, Social Work, and Rehabilitation Services) is imperative, and the intern will have the opportunity to participate in medical and discharge rounds to facilitate family-centered care. The intern will learn to conduct brief evaluations, formulate clinical impressions and recommendations, and communicate findings effectively to families and medical providers. Interns will also participate in care conference meetings and have the opportunity provide formal (or informal) teaching on the biopsychosocial model and psychosocial concomitants through collaborative learning experiences with our medical colleagues.

Psychology Evaluation

Primary Supervisor: Callie Gilchrest, Ph.D.

Training/Experiential Activities: The intern will complete comprehensive psychological evaluations for patients with neurodevelopmental disorders ranging from early childhood through adolescence. The Psychology Evaluation training experience focuses on comprehensive diagnostic evaluations assessing for a wide range of neurodevelopmental as well as co-occurring behavioral and emotional disorders using validated assessment measures. Over the course of the rotation, interns will gain increasing independence completing all necessary steps of a comprehensive psychological evaluation including diagnostic interview, selection of assessment

measures, administering and scoring, completing child/adolescent individual interview, mental status examination, and conducting a feedback session with customized recommendations for the child/adolescent based on assessment findings and individual areas of need. Interns will gain experience in the preparation of written reports conceptualizing the overall assessment process and findings with individualized treatment recommendations.

Helping Our Toddlers, Developing Our Children's Skills (HOTDOCS©)

Primary Supervisor: Jason Hangauer, Ph.D.

Training/Experiential Activities: Interns will co-facilitate a group-based behavioral parent training program entitled Helping Our Toddlers, Developing our Children's Skills (HOTDOCS©). HOTDOCS is a 6-session behavioral parent training program designed to teach parents/caregivers evidence-based strategies for common early childhood behavioral and developmental problems in a supportive group-based format where participants are encouraged to share ideas, process successes, and support one another. Participants also learn to identify the function of a child's behavior and then implement preventions or teach new skills to decrease disruptive behaviors across home, school, and community settings. There may also be an opportunity for interns to provide individualized caregiver coaching for caregivers of children with autism spectrum disorder in order to facilitate language and functional play acquisition. Trainees who complete this rotation may also be eligible for certification as a HOTDOCS trainer.

LGBTQIA+ Rotation

Primary Supervisor: Callie King, Ph.D.

Training/Experiential Activities: This rotation focuses on providing training in evaluation and intervention of individuals who identify as LGBTQ+. Interns will gain specific training in conducting diagnostic interviews to assess gender history and gender dysphoria. Additionally, interns gain specific training in case conceptualization within a gender minority stress framework and how to adapt evidence-based interventions with an outpatient caseload with LGBTQ+ youth. Interns may have opportunities to shadow and participate in multidisciplinary gender clinic, as well as to co-lead groups.

Pediatric Psychology Internship Track

The pediatric psychology track provides interns the opportunity to gain competencies working with patients with diverse medical conditions, as well as more in-depth training with specific illness populations to help facilitate specialization. The training year is comprised of several core clinical activities/learning experiences that are year-long; including participation on the consultation-liaison service (major rotation) and engagement in Psychology Intake Clinic and Pediatric Psychology Outpatient Therapy. Additionally, interns will identify three minor rotations (spanning 4 months each) for specialized training within several multidisciplinary medical clinics. Finally, the training year is rounded out by monthly opportunities for psychological and/or neuropsychological assessment. These core training opportunities help interns solidify skills in evidence-based practice addressing the psychological aspects of illness,

while also gaining crucial experience with interdisciplinary collaboration and coordination for enhanced patient- and family-centered care.

Supervision follows a developmental model whereby interns will progress from shadowing the attending psychologist to increasing levels of independence in review of the electronic medical record, communication with primary and supporting services, direct clinical interview, delivery of feedback and recommendations, and identification and implementation of evidence-based intervention over the course of the rotation. Research and program development opportunities are available within each area for the prepared intern.

Major Rotation (12 months)

Consultation-Liaison Service

Primary Supervisor: Marissa Feldman, Ph.D., ABPP

Training/Experiential Activities: Interns will receive breadth of experience working with a variety of medical diagnoses from the year-long rotation on the consultation and liaison service. Patients seen range in age from newborns to the mid-twenties and are located in the Intensive Care Units (PICU, CVICU), 7N (Neurology/Surgery), 8N, and 8S (General Pediatrics). Referrals come from physicians, nurse practitioners or other hospital care providers and cover a wide range of psychological and medical conditions. Close communication and collaboration with the medical team and supportive services (e.g., Child Life, Social Work, and Rehabilitation Services) is imperative, and the intern will have the opportunity to participate in medical and discharge rounds to facilitate family-centered care. The intern will learn to conduct brief evaluations, formulate clinical impressions and recommendations, and communicate findings effectively to families and medical providers. Ongoing evidence-based intervention may be indicated, with the frequency of services determined by clinical need. Interns will also participate in care conference meetings and have the opportunity provide formal (or informal) teaching on the biopsychosocial model and psychosocial concomitants through collaborative learning experiences with our medical colleagues. Based on intern training and background, opportunities may be available for participation in ongoing research projects and program development. Interns dedicate three half-days per week to the major rotation.

Psychology Intake Clinic

Primary Supervisor: Alyssa Fritz, Ph.D.

Training/Experiential Activities: The Psychology Intake Clinic is a year-long training experience that focuses on initial evaluation of patients to assist with diagnostic clarification, treatment planning, and triaging to the appropriate Center for Behavioral Health service or community referral, as needed. Interns will progress from initially shadowing the supervising psychologist to increasing levels of independence in interviewing and child mental status. Over the course of the rotation, interns will continue to gain independence while maintaining close supervision on tasks including conducting diagnostic interviews, selecting appropriate

assessment measures, completion of child mental status examinations, as well as oral and written report of differential diagnosis and treatment plan. This clinical experience is currently designed to fulfil one half-day of the intern's time in an effort to protect time for writing up the diagnostic assessment report.

Pediatric Psychology Outpatient Clinic

Primary Supervisor: Sarah Sobalvarro, Ph.D., ABPP/Marissa Feldman, PhD, ABPP

Training/Experiential Activities: The Pediatric Psychology Outpatient Clinic focuses on providing evidence-based assessment and interventions for children and adolescents experiencing psychological, social, and/or family functioning problems as they relate to a child's medical illness (e.g., cancer/blood disorders, diabetes, obesity, GI disorders, seizure disorders, cranio-facial conditions, transplant). The intern will be expected to carry an approximate caseload of 3-4 pediatric psychology patients to be seen in the psychology clinic. Referral reasons for outpatient therapy include adjustment/coping with illness, pain, anxiety related to illness/medical procedures, treatment adherence, somatic complaints, or family functioning in the context of medical illness/trauma. Interns will see cases with a range of diagnoses and presenting concerns, and work with two supervisors to achieve breadth, and specialization, of experience working with pediatric chronic illness.

Psychology Evaluations

Interns will complete approximately 10 neuropsychology or psychology evaluations during the course of the training year. The opportunity for both inpatient brief neuropsychological evaluations, as well as outpatient general psychological assessment exists.

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Minor Rotations (4 months each)

Each intern will be able to select three minor rotations for their training year. The intern will spend four months obtaining in-depth experience in three of the specialty areas below. Interns will dedicate two half-days (or 1 day) a week to their minor rotation. Supervision for these minor rotations follows a developmental model whereby interns will progress from shadowing the attending psychologist to increasing levels of independence in direct service delivery and interprofessional/interdisciplinary communication/collaboration over the course of the rotations.

Pain Rotation

Supervisor: Will Frye, Ph.D., ABPP

Training/Experiential Activities: Interns in the pain rotation have the opportunity to work with patients presenting with a variety of chronic pain conditions including amplified musculoskeletal pain, chronic daily headaches, juvenile idiopathic arthritis, disorders of the brain-gut interaction, and complex regional pain syndrome. Patients with chronic pain seen by an intern during clinic or consultation/liaison services may be followed by the intern for outpatient therapy services, using an evidence-based approach. Interns will be able to conduct diagnostic assessments of youth with chronic pain within outpatient psychology or multidisciplinary pain clinics. Interns may also choose the option of becoming involved in our inpatient rehabilitation program for

Complex Regional Pain syndrome or outpatient pain programming. Interns rotating with pain will receive training in biofeedback with multiple biofeedback systems.

Hematology/Oncology/Bone Marrow Transplant Rotation

Supervisor: Melissa Faith, Ph.D., ABPP

Training/Experiential Activities: The hematology/oncology/bone marrow transplant (“hem/Onc/BMT”) rotation offers a unique experience of multidisciplinary clinics as well as the potential for evidence-based outpatient therapy and inpatient consultation/liaison shadowing. Multidisciplinary clinics in which the intern may participate include long-term cancer survivorship clinic, sickle cell disease clinic, hemophilia clinic, brain tumor clinic, or other specialty hematology/oncology clinics as available. During multidisciplinary clinics, if time permits between patients, interns will be encouraged to accompany the attending psychologist or a postdoctoral fellow for Hem/Onc/BMT inpatient consultation/liaison work. Inpatient work in Hem/Onc/BMT can include meeting with patients, medical team members, and psychosocial team members for routine consultation requests (e.g., for new oncology diagnoses) or can reflect consultations to address acute concerns. Interns on this rotation will be expected to attend Hem/Onc/BMT Family Support Team rounds once per month, as the intern’s schedule allows, with the option of six multidisciplinary oncology board meetings (e.g., Brain Tumor Board).

Diabetes Rotation

Primary Supervisor: Marissa Feldman, Ph.D., ABPP

Training/Experiential Activities: Interns electing to complete a diabetes rotation will have the opportunity to be integrated into a multidisciplinary team consisting of physicians, nurses, diabetes educators, dietitians and social workers who work closely with patients and families to provide state of the art care. The intern will participate in routine psychosocial screening and provide brief evidence-based behavioral interventions targeting diabetes-related management issues (including concerns for adherence and coping). The intern will be able to follow some patients for outpatient psychotherapy, when appropriate. Additionally, interns on this rotation will be able to follow-up with patients seen on C/L for new onset diabetes during the first post discharge clinic visit. This provides the unique opportunity to assess adaptation to newly diagnosed diabetes following return home and engage in collaborative problem-solving with patients and families to promote positive coping and adherence behaviors. Rotation offering is dependent on appropriate staffing of this multidisciplinary clinic.

Eating Disorders Rotation

Primary Supervisor: Sarah Sobalvarro, Ph.D., ABPP

Training/Experiential Activities: The Eating Disorder rotation focuses on providing evidence-based interventions for children and adolescents with eating disorders (e.g., anorexia nervosa, atypical anorexia nervosa, bulimia nervosa, avoidant/restrictive food intake disorder, binge eating disorder). Our multidisciplinary eating disorder team includes a physician, dietitian, social worker, and psychologist. Interns will have an opportunity to provide assessment and brief

interventions within the multidisciplinary clinic). Family Based Treatment (FBT) and Radically Open Dialectical Behavior Therapy (RO DBT), a treatment targeting maladaptive overcontrol, will be the primary evidence-based interventions used during this rotation. The rotation may include outpatient therapy focused on using evidence-based interventions to treat patients with eating disorders. Interns will have significant opportunity to learn individual and group skills related to RO DBT and FBT.

LGBTQIA+ Rotation

Primary Supervisor: Callie King, Ph.D.

Training/Experiential Activities: This rotation focuses on providing training in evaluation and intervention of individuals who identify as LGBTQ+. Interns will gain specific training in conducting diagnostic interviews to assess gender history and gender dysphoria. Additionally, interns gain specific training in case conceptualization within a gender minority stress framework and how to adapt evidence-based interventions with an outpatient caseload with LGBTQIA+ youth. Interns may have opportunities to shadow and participate in multidisciplinary gender clinic, as well as to co-lead groups.

Didactics and Additional Opportunities

- A. **Didactics and Training Seminars.** Interns from all three tracks take part in didactic seminars. As a group, all interns meet weekly for internship seminar. Topics are selected to be appropriate for interns in all tracks and cover a broad variety of issues with regard to assessment, treatment, ethics, professionalism and multi-cultural issues. In addition, separate tracks have their own seminars focused on that track's specialty area. A required weekly didactic seminar conducted by psychology, psychiatry, and other professionals addresses a variety of professional, ethical, and social issues. Other required training seminars include the weekly track specific Peds Psych Consults Table Rounds and Neuropsychology seminar. Interns also have the opportunity to attend seminars and colloquia presented by faculty and guests in various departments at the hospital.
- B. **Pediatric Grand Rounds and Additional Didactics.** The Johns Hopkins All Children's Hospital Pediatric Grand Rounds are held on a weekly basis and open to all trainees. Interns are also encouraged to participate in additional hospital wide training opportunities (clinical forum, lunch and learn, pediatric sub-specialty presentations and workshops). Multi-disciplinary opportunities include Neuro-Onc Tumor Boards, Hem-Onc Tumor Boards, Leukemia Boards, Epilepsy Surgery Meeting, and Cochlear Implant Meeting, among others.
- C. **Conferences.** Interns are encouraged to participate in workshops and conferences.

Ongoing Evaluation and Mentoring

The intern's work is supervised by licensed psychologists. Close and intensive supervision is provided throughout the training year. Interns receive a minimum of two hours a week of individual supervision, often more, and participate in weekly group supervision. Interns have the opportunity to observe and to be observed by the supervising psychologist in clinical activities either in the same room or via a one-way mirror or video. Demonstrations also are provided by

the supervising psychologist with regard to assessment, outpatient therapy and consultation-liaison techniques. Patients and their families will be notified with verbal documentation that they will be receiving services from a pre-doctoral psychology intern who is practicing under the license and direct supervision of the licensed psychologist.

The Internship Training Committee meets on a monthly basis to discuss interns' current level of functioning and to evaluate progress toward training competencies. While interns receive ongoing verbal feedback from supervisors, formal written evaluative feedback is provided four times during the training year first at 3 months, and again at 6 and 9 months. Final formal written evaluative feedback occurs at the 11-12-month time point. As part of the formal written evaluation, the supervisor completes the internship program's competency evaluation, rating the intern on professional competencies. The intern receives the completed evaluations, reviewing and discussing them with the supervisor and with the Psychology Internship Director. Any rating below the expected minimum is reviewed by the internship training committee. In the event that an intern is not meeting the expectations of the program, the internship training committee will develop a performance improvement/remedial plan and the Psychology Internship Director will contact the Director of Clinical Training at the intern's university. At mid-year, the Psychology Internship Director summarizes the intern's progress for the Training Committee, to ensure that the intern is meeting the program's competency criteria. The Psychology Internship Director also completes a final evaluation letter at the end of the internship year. Copies of both the mid-year and final evaluations are forwarded to the intern and to the Director of Clinical Training at the intern's university. At each formal written evaluative feedback session during the training year, the interns will have the opportunity to provide their supervisors and the Psychology Internship Director formal written feedback on the training program and supervision.

Once exiting the program, intern graduates will be contacted at six months, 18 months, and an ongoing annual basis following the internship in order to provide feedback on the effectiveness of the training program and updates on professional practice. The Doctoral Internship in Professional Psychology will be revised based on the intern's response regarding his/her preparation for the practice of psychology.

Psychology and Neuropsychology Faculty

Members of the psychology faculty are listed below with a brief statement of their academic background and current areas of special interest.

Sakina Butt, Psy.D., ABPP-CN Florida School of Professional Psychology, Argosy University-Tampa, 2008; Pediatric Neuropsychologist, Neuropsychology Fellowship Director. Specializes in evidence-based assessment of cognition and neurodevelopment in pediatric populations with complex medical conditions. Focus on neurodevelopmental evaluations of children having perinatal insult such as neonatal abstinence syndrome, hypoxic-ischemic encephalopathy and neonatal stroke. Research interests include examining effective practices for neonatal follow-up programs, examining the impact of environmental trauma on neurocognitive outcomes, and examining longitudinal trends in neurodevelopment.

Melissa Faith, Ph.D., ABPP University of Arkansas, 2012; Pediatric Psychologist, Hematology/Oncology. Specializes in evidence-based interventions to improve patient and family adjustment and adherence to pediatric cancer and blood disorder regimens. Research interests include emotion socialization, parent coping and parenting, sibling adjustment, peer victimization, and disseminating evidence-based interventions (e.g., motivational interviewing, using sexual and gender minority inclusive language) among healthcare providers.

Marissa Feldman, Ph.D., ABPP University of South Florida, 2011; Pediatric Psychologist, Clinical Director of Consultation-Liaison service, Psychology Fellowship Director. Specializes in the evaluation and treatment of children and adolescents with acute and/or chronic medical conditions to promote psychological health and well-being. Focus on adaptation and coping with illness, treatment adherence, and emotional and behavioral functioning. Proponent of evidence-based practice and multidisciplinary care. Research interests include improvements in health, family, and psychological outcomes of youth diagnosed with type 1 diabetes, risk and resilience in child/adolescent development, and treatment outcomes.

Alyssa Fritz, Ph.D. University of Florida, 2017; Pediatric Psychologist. Specializes in evidence-based interventions for pre-school and early childhood disruptive behavior disorders, including AD/HD and ODD. Additional specialization in the evaluation and treatment of children and adolescents diagnosed with chronic and/or acute medical conditions in interdisciplinary, inpatient, and outpatient settings (e.g., cleft lip and palate, palliative care, cystic fibrosis). Research interests include impact of parent mental health on child health outcomes, promoting family adjustment, and disseminating evidence-based interventions.

William Frye, Ph.D., ABPP Auburn University, 2017; Pediatric Psychologist, Chronic Pain. Specializes in the evidence-based treatment and assessment of youth with acute and chronic pain conditions to assist with non-pharmacological pain management and psychosocial comorbidities. Clinical interests also include biofeedback and program development. Research interests include the role of parents in chronic pain management, opioid use, and qualitative methodology regarding the experience of living with chronic pain.

Lauren Gardner, Ph.D., ABPP Indiana University, 2011; Psychology Internship Director; Administrative Director, Autism Program. Specializes in evidence-based assessment of neurodevelopmental disabilities and best practices in early interventions. Director of the Doctoral Internship in Professional Psychology program. Research interests in evidence based practices in differential diagnosis of neurodevelopmental disabilities, assessing knowledge and experience related to ASD in law enforcement officers, and evidence based treatment for children with developmental disabilities.

Callie Gilchrest, Ph.D. University of Florida, 2020; Clinical Psychologist, Autism Program. Specializes in evidence-based assessment and treatment of autism spectrum disorder (ASD) and other neurodevelopmental and behavioral disorders. Clinical and research interests include screening and assessment of neurodevelopmental disabilities in early childhood, interdisciplinary assessment of ASD, behavior management and parent training interventions (e.g., Parent-Child Interaction Therapy), and psychological evaluations for children/adolescents with learning difficulties.

Jason Hangauer, Ph.D., NCSP University of South Florida, 2012; Clinical Psychologist, Autism Program. Specializes in the evaluation and treatment of autism spectrum disorder (ASD) as well as other neurodevelopmental and behavioral disorders. Research interests include evidence-based interventions for ASD including treatment of co-occurring disorders, behavioral parent training, and assisting allied providers serving children with ASD and other disorders in the utilization of current research supported best practices. Dr. Hangauer leads a behavioral parent training program entitled Helping Our Toddlers, Developing Our Children's Skills (HOT DOCS) which is offered both live in person as well as via a telehealth platform.

Colleen Hess, Ph.D. Florida State University, 2018; Pediatric Neuropsychologist. Specializes in neuropsychological evaluations for patients with diverse and complex medical conditions, with expertise in assessment and intervention planning for pediatric Hematology/Oncology patients including children and adolescents with history of cancer, tumor, or blood disorders. Research interests include tracking neurocognitive outcomes related to specific medical treatments such as exposure to chemotherapy and radiation, bone marrow transplant, and CAR T-cell therapy.

Jennifer Katzenstein, Ph.D., ABPP-CN Indiana University Purdue University Indianapolis, 2008; Director, Psychology, Neuropsychology, and Social Work, Co-Director Center for Behavioral Health, Board Certified in Clinical Neuropsychology and Subspecialist Pediatric Neuropsychology by ABPP. Specializes in the evaluation of neurocognitive functioning and coordination of education and intervention planning. Research interests in neuropsychology and concussion, long-term neurocognitive outcomes of pediatric cancer, and neurocognitive impact of early orphanage care.

Callie King, Ph.D. University of Northern Colorado, 2021; Pediatric Psychologist; Specializes in evidence-based assessment and treatment of children and adolescents with a range of behavioral health conditions. Primary clinical and research interests include LGBTQIA+ issues, pediatric chronic pain, and other pediatric health conditions.

Aja Meyer, Ph.D. University of South Florida, 2008; Pediatric Psychologist. Specializes in cognitive-behavioral therapy, including Acceptance and Commitment Therapy (ACT) and Mindfulness-Based Cognitive Therapy. Research interests in the efficacy of Acceptance and Commitment Therapy for adolescents with anxiety and mood disorders.

Danielle Ransom, Psy.D., ABPP-CN Virginia Consortium Program in Clinical Psychology, 2012; Board Certified in Clinical Neuropsychology by ABPP. Specializes in the assessment of neuropsychological functioning and intervention planning across a range of medical and neurologic conditions, with expertise in interdisciplinary management of sport-related concussion and mild traumatic brain injury. Research interests include return to school models and application of evidence-based assessment in predicting adverse outcomes during brain injury recovery.

Sarah Sobalvarro, Ph.D., ABPP University of Florida, 2018; Pediatric Psychologist, Eating Disorders. Specializes in evidence-based treatment for patients with eating disorders (anorexia nervosa, bulimia nervosa, avoidant/restrictive food intake disorder, binge eating disorder). Works

closely with multidisciplinary eating disorder team and provides evidence-based outpatient care for patients with eating disorders. Research interests include family-based treatment related to disordered eating, over controlled personality styles in relation to eating disorders, and treatment outcomes across different eating disorders.

Kyle Srnka, Ph.D. Rosalind Franklin University of Medicine and Science, 2020; Pediatric Neuropsychologist; Specializes in assessment of pediatric epilepsy including pre-/postsurgical evaluations. Research interests include attentional functioning and contributions to broader neurocognitive domains.

Valerie Valle, Psy.D., CMPC Arizona School of Professional Psychology, 2008; Clinical Psychologist, specializing in sport and performance psychology. Primary duties include providing individual and group therapy, crisis intervention, program development, and consultation services to IMG Academy. Research interests include the efficacy of peer wellness groups for developing resiliency among student-athletes.

Financial Support and Benefits

A stipend of \$31,200 is provided. Health insurance, with a nominal monthly fee, is also provided as a benefit for interns. The health insurance options available to interns include medical, dental, and vision benefits, as well as short-term and long-term disability insurance. Interns receive Paid Time Off (PTO) as accrued by the hospital's policy on PTO accrual. These days are in addition to the Johns Hopkins All Children's Hospital official holidays. PTO is used for personal time, sickness, vacation, conference, and interviews.

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Interns are provided with appropriate office space, computer access, private telephone line and administrative support. Access to electronic medical records and Welch Library at Johns Hopkins University provides access to vast catalog of electronic journals. Up-to-date immunizations and annual influenza vaccination are required. Availability of an automobile is a necessity.

Eligibility

Applicants should be from APA- or CPA-accredited programs in clinical, school, or counseling psychology. Applicants with strong backgrounds in child clinical or pediatric psychology are preferred. Applicants should have completed at least three years of practicum/field placement in both psychological or neuropsychological assessment as well as intervention; have accumulated a minimum of 300 hours in intervention and a minimum of 300 hours in assessment; and have written at least six integrated testing reports. Applicants should be accepted into doctoral candidacy, and their dissertation proposal must be defended before the start date of the internship training year. Immediately prior to the start of the internship year, drug testing and a criminal and background check will be completed for each intern. In order to start the internship, the results from the drug test and criminal and background check must meet Johns Hopkins All Children's Hospital requirements for working with patients. Applicants who are not U.S. citizens must be eligible for and receive a U.S. visa for the internship year. The internship program abides by Johns Hopkins All Children's Hospital policy as an Equal Opportunity Employer.

Starting Date

The starting date is August 14, 2023. Finishing date is August 9, 2024. All faculty members will be on hand to help orient the new trainees and facilitate a smooth transition.

Application and Interview Process

Johns Hopkins All Children's Hospital internship program abides by all APPIC policies regarding application and notification procedures, including APPIC policy that no person in this training facility will solicit, accept, or use any ranking-related information from any intern applicant. All applicants must complete the on-line APPIC Application for Psychology Internship.

All matched interns must meet the hiring requirements as set forth by Johns Hopkins All Children's Hospital in order to engage in the internship. More information is available at <https://www.hopkinsallchildrens.org/Careers/Hiring-Process>. Interns may be released from the match if they are unable to meet the basic hiring requirements set forth by the hospital.

Individuals requesting reasonable accommodations for individuals with disabilities can do so via JHACH Human Resources and JHACH Occupational Health.

The formal on-line application must be completed by **November 15** and should include:

1. APPIC Application for Psychology Internship (APPI), available at the APPIC website: <http://appic.org>.
2. Cover letter
3. Curriculum Vitae
4. Three letters of recommendation. Note: All letters of recommendation must utilize the APPIC standardized reference form
5. A de-identified, integrated report of a child or adolescent. ***Please delete all identifying information from the report, and upload as supplemental materials.***
6. Official transcripts of all graduate coursework

The Training Faculty will review each application and indicate whether the applicant should be extended an invitation for an interview. We will notify any applicant no longer being considered as soon as possible. Applicants will be contacted no later than December 15. **Applicants are requested not to contact the training office regarding interviews prior to that date. We will make every effort to inform applicants of their status as early as possible.** Interviewing is a prerequisite for further consideration for the training program. During the half day virtual interview, applicants have the opportunity to engage in a group introduction to the program with other applicants and the training director, interview individually with three faculty members, and meet with current trainees in the program. A video tour of the facility will be provided as well. If applicants wish to meet with additional staff given a specific area of interest, this can be arranged following the interview day. After all applicants are interviewed, the faculty meet as a group to develop the rank order list. Applicants are ranked according to the faculty's assessment of the candidate's "fit" with the program.

This training program observes the guidelines regarding timing of internship and offers and acceptances adopted by the Association of Psychology Postdoctoral and Internship Centers and the Councils of the University Director of Clinical and Counseling Programs, as well as JHACH Policies and Procedures. In applying to this internship program, applicants are also agreeing to adhere to these guidelines.

This internship site agrees to 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 prior to Uniform Notification Day.

Cover letters should be addressed to:

Lauren Gardner, PhD, ABPP
Psychology Internship Director
Johns Hopkins All Children's Hospital
Child Development and Rehabilitation Center
880 Sixth Street South
Suite 460
Saint Petersburg, FL 33701

Phone: (727)767-7124

Email: ach-psychologyintern@jhmi.edu

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Diversity and Inclusion

JHACH is committed to diversity and inclusion as important parts of caring for patients and fostering lasting employee relationships. More information is available at <https://www.hopkinsallchildrens.org/About-Us/Diversity-and-Inclusion>.

Location

Johns Hopkins All Children's Hospital campus is located in Saint Petersburg, Florida. Downtown Saint Petersburg is the heart of the Tampa Bay area. The city, which glimmers between the Gulf of Mexico and Tampa Bay, is known for its warm weather and having the most consecutive days of sunshine. Downtown is home to great shopping, restaurants, and attractions, including the world-renowned Salvador Dali Museum and Chihuly collection. Downtown is thriving, with new restaurants and entertainment venues opening nearly weekly. The cost of living is affordable, and Florida does not have a state income tax.

Saint Petersburg/Clearwater is known for its white sandy beaches, with two of the top ten beaches in the United States located in the region. With 35 miles of Florida beaches within a 10-15-minute drive from downtown, the area is known as a top tourist destination. Saint Petersburg has full access to water sports and cultural activities in the Tampa Bay area.

Along with award-winning beautiful beaches, the area is known for professional sports, including football (NFL Tampa Bay Buccaneers), baseball (Tampa Bay Rays), and ice hockey (Tampa Bay Lightning), as well as professional soccer (Tampa Bay Rowdies). Within 20-25 minutes to Tampa International Airport, domestic and international travel is easily accessible.

Facilities

The Psychology Internship Program is housed within Psychology and Neuropsychology at Johns Hopkins All Children's Hospital. The Psychology and Neuropsychology department is an integral part of the Center for Behavioral Health within the Institute for Brain Protection Sciences. The Psychology and Neuropsychology department provides inpatient and outpatient psychological and neuropsychological clinical services at Johns Hopkins All Children's Hospital to national and international patients ranging in age from infancy through young adulthood. The hospital consists of 259 beds, with more than half devoted to intensive care level services. In addition to the inpatient facilities Johns Hopkins All Children's Hospital's outpatient facilities provide specialty care and include:

- Outpatient Dialysis Unit
- Outpatient Infusion Center
- Child Development & Rehabilitation Center (this building houses the Center for Behavioral Health which includes Psychology, Neuropsychology, and Psychiatry), Physical Medicine and Rehabilitation, Speech/language Therapy, Occupational Therapy, Physical Therapy, Audiology, and Developmental Pediatrics
- Outpatient Care Center - St. Petersburg