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**UNIVERSITY BEHAVIORAL MEDICINE AND PSYCHIATRY**

**DOCTORAL INTERNSHIP IN PSYCHOLOGY**

**2020-2021**

**APPIC MATCH NUMBER: 232111**

**APPLICATION DEADLINE: 11:59 PM on NOVEMBER 22, 2020**

**ACCREDITATION STATUS**

The doctoral internship at **WVU Medicine:** **University Healthcare** is fully accredited by the American Psychology Association (APA). 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 20002-4242

(202) 336-5979

[apaaccred@apa.org](mailto:apaaccred@apa.org)

[www.apa.or/ed/accreditation](http://www.apa.or/ed/accreditation)

**INTERNSHIP ADMISSIONS, SUPPORT, AND INITIAL PLACEMENT DATA**

**Internship Program Admissions**

**Date Program Tables are updated: 09/01/2020**

|  |
| --- |
| **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 requirements:** |
| The overarching goal of WVU Medicine: University Healthcare’s internship program is to increase the access of West Virginia residents to highly trained mental health professionals by ensuring that future generations of psychologists receive quality education and training experiences. Specifically, we seek to train entry-level clinicians in how to integrate the discipline and practice of professional psychology within both community and integrated care settings. We do this by employing an empirically informed, competency-based, practitioner-scholar model. In addition to adhering to the profession-wide competencies, this internship has six program-specific goals for each of its interns in ethics/professional behavior, evidence-based psychological assessment evidence-based treatment, intake/crisis intervention, integrated consultation, and group therapy. We assist interns in developing competency in each of these goals through direct service experiences including individual/family therapy, group therapy, psychodiagnostic consultation/crisis intervention, and psychological assessment. Training areas include but are not limited to: learning disability/ADHD assessments, child and family services, integrated primary care, and behavioral medicine. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Does the program require that applicants have received a minimum number of hours of the following at the time of application? If year, indicate how many:** | | | |
| Total Direct Contact Intervention Hours | ■ N | □ Y | Amount: 350 Preferred |
| Total Direct Contact Assessment Hours | ■ N | □ Y | Amount: 50 Preferred |
| **Describe any other required minimum criteria used to screen applicants:** | | | |
| Interns are required to be advanced graduate students currently enrolled in a terminal Ph.D. or Psy.D. program. Intern applicants should have completed a minimum of three years of graduate training. Applicants are also expected to have completed basic required academic coursework, successfully passed their doctoral comprehensive or qualifying examinations by the application deadline, have earned their master’s degree in clinical or counseling psychology by the application deadline, have their dissertation approved by the ranking deadline, and have the endorsement of their graduate program DCT. While the program will base its selection process on the entire application package noted below, applicants who have met the following qualifications will be considered preferred: 1. A minimum of 350 intervention hours; 2. A minimum of 50 assessment hours; 3. Experience or special interest working in rural and/or integrated-care settings; 4. Coursework in abnormal psychology, cognitive assessment, objective assessment, projective assessment, and test construction; 5. Successful dissertation defense by the start of internship.  Of note, there are no minimum direct contact intervention or assessment hours required for this intern, as we understand practicum and training experiences may be limited due to the ongoing COVID-19 pandemic. | | | |

**Financial and Other Benefit Support for Upcoming Training Year\***

|  |  |  |
| --- | --- | --- |
| Annual Stipend/Salary for Full-Time Interns | | 35500 |
| Annual Stipend/Salary for Half-Time Interns | | N/A |
| Program provides access to 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 marriage partner available? | ■ Yes | □ No |
| Coverage of domestic partner available? | □ Yes | ■ No |
| Hours of Annual Paid Personal Time Off (PTO and/or Vacation) | | 184 Hours |
| Hours of Annual Paid Sick Leave | | 0 |
| 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? |  |  |
| Other Benefits (Please describe): PTO is to be used for both vacation and sick leave; Interns also receive seven paid holidays (July 4th, Labor Day, Thanksgiving Day, Lincoln’s Day, Christmas Day, New Year’s Day, and Memorial Day); Short-term disability benefits are covered by WVU Medicine; WVU Medicine: University Healthcare will cover conference and travel expenses for psychology interns to attend the WVPA Fall Conference. | | |

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

**Initial Post-Internship Positions**

(Provide an Aggregated Tally for the Preceding Three Cohorts)

|  |  |  |
| --- | --- | --- |
|  | 2016-2020 | |
| Total number of interns who were in the three cohorts: | 8 | |
| Total number of interns who did not seek employment because they returned to their doctoral program/are completing their doctoral degree: | 0 | |
|  | **PD** | **EP** |
| Community Mental Health Center | 1 |  |
| Federally qualified health center |  |  |
| Independent primary care facility/clinic |  |  |
| University counseling center |  |  |
| Veterans Affairs medical center |  |  |
| Academic health center |  |  |
| Other medical center or hospital | 5 | 1 |
| Psychiatric hospital |  |  |
| Academic university/department |  | 1 |
| Community college or other teaching setting |  |  |
| Independent research institution |  |  |
| Correctional facility |  |  |
| School district/system |  |  |
| Independent practice setting |  |  |
| Not currently employed |  |  |
| Changed to another field |  |  |
| Other |  |  |
| Unknown |  |  |

Note: “PD” = Post-doctoral residency programs; “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.

**APPLICATION PROCESS AND SELECTION CRITERIA**

WVU Medicine: University Healthcare’s Psychology Internship offers **three full-time positions** per academic year.

**Applicant Qualifications**

Interns are required to be advanced graduate students currently enrolled in a terminal Ph.D. or PsyD. program. Intern applicants should have completed a minimum of three years of graduate training. Applicants are also expected to have completed basic required academic coursework, successfully passed their doctoral comprehensive or qualifying examinations by the application deadline, have earned their master’s degree in clinical or counseling psychology by the application deadline, have their dissertation approved by the ranking deadline, and have the endorsement of their graduate program Director of Clinical Training.

While the program will base its selection process on the entire application package noted below, applicants who have met the following qualifications will be considered preferred:

1. A minimum of 350 intervention hours\*
2. A minimum of 50 assessment hours\*
3. Experience or special interest working in rural and/or integrated-care settings
4. Coursework in abnormal psychology, cognitive assessment, objective assessment, projective assessment, and test construction
5. Successful dissertation defense by the start of internship

\*Of note, there are no minimum direct contact intervention or assessment hours required for this intern, as we understand practicum and training experiences may be limited due to the ongoing COVID-19 pandemic.

**Application Procedures**

As a member in good standing of APPIC, this internship program maintains compliance with APPIC’s guidelines on recruitment and selection. We participate in the National Match (NMS Match Number # 232111) and follow the APPIC Match Policies. We agree to abide by the APPIC policy that no person at this training site will solicit, accept, or use any ranking-related information from any internship applicant. Internship offers are made exclusively through the APPIC National matching program in compliance with the APPIC policy. WVU Medicine: University Healthcare is an equal opportunity employer and adheres to APPIC’s policies on nondiscrimination.

As an APPIC-member, this program accepts the AAPI common application through the APPIC website ([www.appic.org](http://www.appic.org)). A complete application consists of the following materials:

1. A completed on-line AAPI (APPIC’s standard application)
2. An individualized cover letter that explicitly discusses your internship goals and how BMP is designed to meet those goals
3. A current Curriculum Vitae (as part of the on-line AAPI)
4. A minimum of three-letters of recommendation (at least two of which must be from individuals familiar with your clinical experience)
5. Official transcripts of all graduate coursework
6. One full integrated assessment report (please redact appropriately)

**All application and associated materials must be received by 11:59 pm on November 22th.**

**Selection and Interview Process**

Applicants who meet the basic requirements (see “Applicant Qualifications” section) and appear to be a good match for our program (e.g., training and/or experience in rural mental health, integrated primary care, behavioral medicine, and/or child and family services) will be selected for an on-site interview. If applicants are invited to interview, they will be notified on or before December 11th.

Interview days are a critical part of our selection process and provide a good opportunity for applicants and staff to get to know one another. Four interview days in January will be offered to potential applicants. While we make every effort for interns to interview with as many clinical faculty as possible, interview days will consist of an individual interview with the Training Director and at least one additional interview with a staff psychologist. Applicants will have the opportunity to interact with current interns, whose verbal feedback will *not* be elicited.

Given the ongoing COVID-19 pandemic, our internship program supports APPIC’s recommendation to conduct our interview process for the 2021-2022 internship cohort exclusively through videoconferencing. With that in mind we are actively working to revise our approach to our interview process to retain as many opportunities for potential applicants to continue to witness organic interactions amongst our staff and experience the culture of our community. Our primary goal is for our interview days to provide our training site and our applicants every possibility opportunity to assess our goodness of fit. As such, interview days will be scheduled for at least half a day, and will involve opportunities to meet virtually with members of our training staff, fellows, and interns. We will include opportunities to take virtual tours of our clinic spaces and the community in attempts for our applicants to obtain as much information about what life would be like as an intern at WVU Medicine. If there are additional requests for accommodation, please do not hesitate to reach out to the Training Director.

**Background Checks/Drug Screening**

Additionally, WVU Medicine: University Healthcare requires that matched interns meet agency-specific criteria to begin their training year. This includes a background check, physical examination, TB test, and drug screen to be completed as part of the June WVU Medicine orientation process. **Interns must be present for three orientation days in the middle of June to begin their internship by July 1st.** If a matched intern does not meet certain site-level criteria the match agreement will be terminated and the intern will not be allowed to complete this internship.

**Additional Information**

For any additional information that may be required to assist you in this application process, please contact: Stephanie McGraw, Psy.D

[StMcGraw@wvumedicine.org](mailto:StMcGraw@wvumedicine.org)

Training Director

Assistant Professor (Clinical)

University Behavioral Medicine and Psychiatry

2004 Professional Court

Martinsburg, WV 25401

(304) 596-5780

**TRAINING PROGRAM PHILOSOPHY**

University Behavioral Medicine and Psychiatry (BMP) is dedicated to its doctoral internship in psychology. The overarching goal of BMP’s internship program is to increase the access of West Virginia residents to highly trained mental health professionals by ensuring that future generations of psychologists receive quality education and training experiences. Specifically, we seek to train entry-level clinicians in how to integrate the discipline and practice of professional psychology within both community and integrated care settings. We do this by employing an empirically informed, competency-based, practitioner-scholar model.

Our doctoral internship program in psychology is first and foremost a training program that includes planned, programmed sequences of training experiences. The title of “psychology intern” is used to designate trainee status. Training at BMP has been deliberately designed to offer an experience-near, closely supervised, and developmentally appropriate sequence over the course of twelve consecutive months for two interns each academic year. Psychology interns will be exposed to a variety of types of psychological services and consumers. The doctoral internship in psychology is a 2000-hour, full-time appointment, which requires psychology interns to provide no fewer than 500 face-to-face direct service hours.

We work closely with each psychology intern to tailor an individualized plan for his or her internship year. These plans are designed to build upon each trainee’s unique strengths to blend scientific knowledge with increasingly challenging professional experiences. Psychology interns are supported as they further integrate their identities as practitioners and scholars, thus consolidating their unique therapeutic voice and professional identity. We guide psychology interns through this process by providing opportunities for continued growth via regularly scheduled didactics, trainings, supervision, and consultation. It is our goal to support the entire intern through this transitional year by creating a warm and stimulating environment that provides opportunity for both personal and professional growth.

By the end of the internship year, psychology interns at BMP will have received a generalist training and are expected to possess the capacity to function independently as an entry-level professional. They will demonstrate an understanding of the empirical basis for their interventions and possess the skills to intervene with a wide array of presenting problems. They will exhibit respect and appreciation for both visible and invisible diversity factors, including the resilience that is often found in individuals living in underserved areas. In order to also meet the growing need for psychologists who are competent to function in integrated healthcare settings, they will demonstrate capability to effectively work in primary care settings. The totality of training experiences at BMP will provide a capstone training experience.

**AGENCY OVERVIEW**

Introduced on January 1, 2015, WVU Medicine: University Healthcare brings together Berkeley Medical Center, Jefferson Medical Center, and West Virginia University Hospitals to form a new not-for-profit healthcare delivery system for the Eastern Panhandle. University Behavioral Medicine and Psychiatry (BMP) is physically housed on the Berkeley Medical Center campus, in Martinsburg, West Virginia. BMP is a freestanding outpatient clinic and offers services primarily to residents of the tri-state area (West Virginia, Virginia, and Maryland). We are staffed by a team of psychologists, psychiatrists, and support staff who work in conjunction with patient primary care and other medical providers.

BMP provides clinical services at two main locations. Psychology interns and clinical staff are primarily housed in BMP’s outpatient clinic on the Berkeley Medical Center campus in Martinsburg, WV. Each psychology intern has their own office with furnishings, a computer, a tablet, and video recording equipment. Clinical records and schedules are maintained in EPIC electronic records. Training resources, including a training room with literary and electronic resources, are also available at BMP.

Psychology interns will also spend one day a week for approximately 10 months of their internship dividing their time between BMP’s clinic and Harpers Ferry Family Medicine (HFFM). HFFM is a family practice office within the WVU Medicine system, located in Harpers Ferry, WV housed in a 10,000 square foot state-of-the-art facility that current accommodates more than 30,000 patient visits per year. The staff includes full and part-time family medicine and pediatric faculty physicians, psychologists, resident physicians, physicians’ assistants, pharmacists, medical students, clinical nursing staff, and administrative support staff. A clinical psychologist from BMP will be on-site with the psychology interns during their time at HFFM to provide formal supervision and consultation, as necessary. Interns will have access to all of the resources available to clinical staff and family medicine residents, including a training room, computer lounge, electronics, and consultation rooms.

WVU Medicine: University Healthcare’s overarching mission is to improve the health status of Eastern Panhandle residents by providing excellence in health and wellness services, expanding access to care, and participating in the education of healthcare professionals. The WVU Medicine: University Healthcare values of respect, teamwork, integrity, excellence, quality, and stewardship are reflected in the internship training program offered through BMP. These values form the foundation of the services that we provide to the residents of the Eastern Panhandle and inform not only our work with patients but also with our interactions with trainees, staff, and the larger community.

Martinsburg, with a population of 17,000 residents, is one of the fastest growing cities in the state of West Virginia. Located in the heart of the Eastern Panhandle, Martinsburg is often referred to as the “gateway to the Shenandoah Valley.” Approximately 75 miles outside of Washington, DC and 90 miles outside of Baltimore, MD, Martinsburg balances the proximal benefits of being close to a major metropolitan area with the relaxed nature and beauty of a small town. It offers breathtaking views and beautiful scenery. Martinsburg is conveniently located between Maryland and Virginia, offering the ability to travel into all three states within 30 minutes. The Eastern Panhandle of WV is located in a rich historical area, with easy access to the C&O Canal, Appalachian Trail, and Antietam National Battlefield. Further, the area is home to several recreational, cultural, and arts festivals each year, including the Apple Harvest Festival and the Leitersburg Peach Festival.

**DOCTORAL INTERNSHIP DIVERSITY STATEMENT**

WVU Medicine: University Healthcare’s Doctoral Internship in Psychology strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. Every effort is made by the program to create a climate in which all staff and interns feel respected, comfortable, and in which success is possible and obtainable. The program strives to make every effort to dispel ignorance or anxiety associated with multicultural experiences.The training program includes expected competencies in diversity, and multiple experiences are provided to be sure that interns are both personally supported and well-trained in this area.

The WVU Medicine: University Healthcare Doctoral Internship welcomes applicants from diverse backgrounds. The program believes that a diverse training environment contributes to the overall quality of the program. The internship provides equal opportunity to all prospective interns and does not discriminate because of a person’s race, color, religion, sex, national origin, age, disability, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship.

**PROGRAM OVERVIEW**

WVU Medicine: University Healthcare University Behavioral Medicine and Psychiatry trains entry-level clinicians how to integrate the discipline and practice of professional psychology by employing an empirically informed, competency-based, practitioner-scholar model. The program provides experiences in clinical learning environments that are responsive to the diverse and changing needs of the rural West Virginia community. Training at BMP has been deliberately designed to offer an experience-near, closely supervised, and developmentally appropriate sequence over the course of twelve consecutive months for two interns each academic year. The internship year begins with a week-long orientation, which focuses on acquainting the interns with the procedures and policies of this office, assessing their current abilities, and developing an individualized plan for their internship year. In order to accomplish these goals, interns will meet individually with the Training Director to discuss their areas of interest and goals for internship. This information will be combined with data obtained through self-evaluation of competencies outlined in the Fouad et al. (2009) article as well as through in-room observation of direct intervention. Once interns have been approved by the Training Committee to begin individual work, co-therapy will no longer be required as the primary model of service provision. Interns will then be allowed to provide direct clinical services, which is reviewed via videotape. Interns are provided feedback on their direct services during weekly individual and group supervision.

Training staff review all new patient intake paperwork and recommend assignment based on presenting problem, treatment needs, case complexity, and level of risk. As interns demonstrate competence in a variety of areas, they are awarded the opportunity to see increasingly complex therapy and assessment cases.

Group and individual supervision is the primary vehicle used to monitor the intern’s progress towards their individual goals as well as the overarching internship goals, competencies, and objectives. Throughout the course of this training year, interns will receive supervision from several staff psychologists. As the program firmly believes that competent, evidence-based practice of psychology requires an integration of both scientific and professional knowledge, skills and attitudes, interns will be provided a minimum of 3-hours of individual, face-to-face supervision, 1-hour of group supervision of assessment, and 2- to 3-hours of didactic activities each week of their internship year. Interns will be provided additional individual supervision, as necessary. Additionally, interns will be encouraged to participate in Grand Rounds and didactic trainings with medical students and medical residents throughout the academic year.

With regard to direct service delivery, interns are expected to have 19 hours each week devoted to intervention and consultation, which includes individual/family psychotherapy, psychodiagnostic consultations, crisis interventions, and behavioral health consultations.

## **Required Direct Service Experiences**

*Individual/Family Therapy*

Interns will work in an outpatient setting to provide individual, family and/or couples therapy to people from a diverse range of age groups (children, adolescents and adults), sociocultural groups, and socioeconomic levels. Interns will conduct approximately 19 hours weekly of therapy with variety patients who are experiencing presenting problems that span from developmental issues to serious mental illness and comorbid medical diagnoses. Interns may have to schedule more hours of therapy in some weeks to ensure they meet the 500-hour requirement for internship completion.

*Group Therapy*

In addition to individual therapy, interns will also be expected to participate in BMP’s growing group therapy program. For half of the training year interns will take turns co-leading the Dialectical Behavior Therapy Group for Adolescents. During the other half of their training year, they will develop, recruit, plan, and run at least one group that runs for a minimum of 8-weeks. While not actively conducting a group session, interns will use this time to learn about the other areas involved in developing, recruiting, and planning psychotherapy groups. Groups include both process oriented to structured modalities, with topics ranging from substance abuse to mindfulness. Group topics are based on patient needs and intern interests. Interns usually co-lead a group with a more experienced staff member, who provides supervision for the intern’s work.

*Psychodiagnostic Consultation/Crisis Intervention*

Throughout the year, interns will have the opportunity to conduct brief, initial assessments with patients, form and document clinical impressions, and then route patients to the appropriate services (e.g. individual therapy, psychiatric consultation, follow-up with PCP). Further, throughout the year interns will have increasing opportunities to manage crises that may be encountered while conducting intake assessments or through their work with ongoing patients. Interns are provided close support and supervision throughout all crises.

*Psychological Assessment*

Interns will be expected to administer, interpret, and provide written synthesis of psychological test batteries. Interns will be expected to engage in a minimum of six-hours of assessment related activities weekly throughout the course of the year. Psychological assessments may include intellectual, achievement, and personality measures. Interns will also have opportunities to write reports and make recommendations that convey meaningful information to patients and referring agencies. Therapeutic feedback skills will be taught, modeled, and honed over the course of the internship.

## **Training Areas**

The internship program ascribes to a longitudinal and developmental model. Over the course of their internship year, interns will receive first-and-foremost a generalist training. In addition, there are four areas of emphasis, which we believe provide an understanding of the breadth of training experience offered at BMP. Interns will be expected to engage in shadowing and other learning activities, and may engage in clinical service provision in the following areas of emphasis. These areas are intended to provide exposure to special populations and/or treatment modalities. Each intern will receive supervision and training in the following four areas over the course of their internship year:

1. **Learning Disability/ADHD Assessment** – While interns will administer assessment throughout the year, our most popular assessment referral question is for LD/ADHD assessments. Initially, assessments are scheduled across two days, totaling approximately 12-14-hours bi-weekly, with every other week being reserved for report writing. Once interns acclimate to the fast-pace nature of this work and are able to demonstrate the fundamental skills underlying LD/ADHD assessments, they will be scheduled one assessment case per week. Training will be provided in every aspect of the assessment process, from designing a battery to recommendations and therapeutic feedback.
2. **Child and Family Services** – Interns will gain experience working directly with children/adolescents and their families. Patients will present with a variety of chief complaints including, but not limited to, behavioral concerns, attentional impairment, trauma, anxiety, OCD, and mood disorders. Activities may include individual psychotherapy, family therapy, parent-child interaction therapy, parenting consultations, and community/school advocacy. Emphasis is placed on the development of diagnostic and treatment skills, service delivery, and conceptualization.
3. **Integrated Primary Care** – One day per week, interns will be providing a range of direct and support services to patients and providers at Harpers Ferry Family Medicine (HFFM). Activities may include conducting psychodiagnostic consultations, short-term behavioral medicine interventions, crisis interventions, curbside consultations, and warm-handoffs. At least one member of the training staff will accompany interns to HFFM to provide onsite supervision and consultation. Interns are also welcome to participate in in-service programs hosted at HFFM.
4. **Behavioral Medicine** – Interns will also receive training in several areas within the umbrella of behavioral medicine. Typical behavioral medicine referrals may include behavioral sleep medicine, postpartum mood and anxiety disorder, smoking cessation, weight loss, chronic pain, and managing chronic medical conditions. This area of emphasis will consist of a combination of self-directed learning, didactics, co-therapy, individual therapy, and assessment.

In addition to the required experiences, interns will have the opportunity to help shape their training year to emphasize and further develop areas of particular interest beginning roughly in January of their internship year. While the majority of areas of special emphasis include clinical activities, interns will also be afforded the opportunity to engage in non-clinical activities, such as designing a research project or developing a grant application. Examples of areas of minor emphasis are included below:

* **Acute/Chronic Trauma** – Emphasizing treatment of Acute/Chronic Trauma involves opportunities to work with survivors of traumatic experiences as well as their families and loved ones. Emphasis is placed on the development of diagnostic and treatment skills, delivery of psychoeduational information, self-monitoring, and case conceptualization from a range of evidence-based treatment models.
* **Diversity** – Training specifically targeting Diversity allows interns the opportunity to emphasize cultural competency with diverse populations in a traditionally rural and impoverished setting. Changes to the demographics of Martinsburg and the surrounding areas have and continue to broaden the sociocultural and socioeconomic diversity of this area. Areas of emphasis can include clinical work (individual/group therapy, assessment), outreach, research, and training.
* **Parent-Child Interaction Therapy** – Training in Parent-Child Interaction Therapy (PCIT) will expose interns to the empirical basis of PCIT and provide an opportunity to gain experience with the clinical application of this treatment modality. PCIT strives to improve the quality of parent-child interactions and support parents as they provide consistent, predictable consequences in the home environment. Training methods will include a combination of self-directed learning, didactics, live observation of parents and children, coding of specific parenting behaviors, co-therapy, and family therapy.
* **Other Specialization Opportunities** – BMP is inspired by the many areas of expertise within the much larger field of clinical psychology. As a result, we acknowledge and are excited by the individual areas of specialty and interest our interns bring with them. As we strive to be as accommodating as possible to an intern’s specific training needs, if an intern has an idea for an alternative area of additional emphasis, they are encouraged to work alongside the Training Director to customize their training experience.

## **Training Activities**

*Individual Supervision*

Interns receive a minimum of three hours of individual supervision each week from their psychology supervisors. Additional individual supervision is provided as necessary and especially when an intern is actively running their group(s).

Supervision methods may include co-therapy, video/audio recording, live observation, and review of process notes. Supervision will focus on review of the intern’s clinical work and emphasize conceptualization, service provision, professional standards, and ethics. All individuals served by interns are the clinical responsibility of the doctoral-level psychologist who is providing supervision on the case.

*Group Supervision*

Additionally, one-hour of group supervision of assessment cases will be provided three weeks each month. Group supervision may focus on all aspects of the assessment process, including but not limited to designing a battery, administration, scoring, interpretation, report writing, and providing feedback. Additionally, interns will be provided additional information regarding test design and a range of assessment instruments to increase their ability to choose an assessment battery tailored to the individual referral question. Psychology interns will have the opportunity to not only receive feedback on their work but to also practice providing this feedback to others.

*Intern Training Seminars*

Interns attend weekly two- to three-hour training seminars that focus on various aspects of service provision, specialized topics, and professional development. Topics pertaining to mental health and behavioral medicine are held three weeks a month, one hour each. The fourth week of each month will include three one-hour didactics in the following areas: professional development, diversity, and supervision.

*Clinical Case Conferences/Journal Club*

Interns will meet with BMP for one-hour every month for clinical case conference/journal club. Interns and staff will take turns presenting clinical material to the group for consultation, support, and feedback. BMP will set aside at least 20 minutes of each monthly case conference/journal club for diversity peer supervision. During this time, faculty members and interns will present current cases in which diversity plays a large role. The presenter will then ask the group for help in problem-solving diagnostic or therapeutic questions with the group. Diversity within selected cases can center on race, ethnicity, sexual orientation, gender, religion, socio-economic status, and any other form of diversity that may be present. Interns will be required to complete two formal, hour-long presentations over the course of the training year as well as present two articles for group review and discussion.

*Staff Meetings*

Interns are required to attend regularly scheduled, monthly staff meetings. These meetings involve updates on WVU policies, updates on developments at WVU, and professional development topics.

*Medical School Trainings*

Once a month, interns will join medical students in interdisciplinary didactics on a range of topics including working with difficult patients, end of life issues, and child abuse.

*WVU Grand Rounds*

Additionally, several times a semester the hospital will host Grand Rounds, which interns are invited to attend.

*West Virginia Psychological Associated (WVPA)*

Interns will be encouraged to participate in training, research, and professional development by regular interactions with WVPA members and required attendance at the fall conference. WVU Medicine: University Healthcare will cover travel expenses for the interns to attend the fall WVPA conference.

**The Training Committee**

The Training Committee, chaired by the Training Director, consists of clinical faculty and benefits from input from interns, as needed. The goal of the Training Committee is to support the doctoral internship program at BMP. The Training Committee is tasked with the following responsibilities:

1. To aid in the coordination of the training program
2. To recommend policy provisions of the training program
3. To monitor the training program
4. To participate in the ongoing planning and evaluation of the training program

## **Statement Regarding the Training Director**

The Training Director is an experienced, licensed, doctoral-level psychologist who chairs The Training Committee. The Training Director bears overall responsibility for selecting interns, monitoring and evaluating intern performance, and maintaining documentation of intern records.

## **The Training Staff**

*Brian Creasy, Ph.D.*

*Clinic Director, Assistant Professor (Clinical), Psychology Intern Supervisor*

Education: Ph.D. in Clinical Psychology, West Virginia University (2012); Postdoctoral Fellowship, University of Texas Health Science Center at San Antonio (2012-2014)

Licensure Status: Licensed Psychologist in Texas (#36616) and West Virginia (#1123)

Orientation: Cognitive-Behavioral; Behavioral; Family Systems

Emphasis: Children and adults, Individual and families; Behavioral concerns, Parent-Child Interaction Therapy, Post-Traumatic Stress Disorder

*Jon Deiches, Ph.D.*

*Assistant Professor (Clinical), Psychology Intern Supervisor*

Education: Ph.D. in Rehabilitation Psychology, University of Wisconsin (2017)

Licensure Status: Licensed Psychologist in West Virginia (#1212)

Orientation: Integrated, primarily cognitive-behavioral and behavioral

Emphasis: Health psychology including diabetes management and bariatrics; adults and adolescents

*Stephanie McGraw, Psy.D.*

*Training Director, Assistant Professor (Clinical), Psychology Intern Supervisor*

Education: Psy.D. in Clinical Psychology, George Washington University, Professional Psychology Program (2014)

Licensure Status: Licensed Psychologist West Virginia (#1117)

Orientation: Integrated with a foundation in psychodynamic and interpersonal theories within a developmental context  
Emphasis: Children, adolescents and adults; Individuals, couples, and groups; Anxiety/depression; Interpersonal conflict; Personality disorders; Developmental issues; LGBTQ topics; Grief

*Brian J. Shields, Ph.D.*

*Assistant Professor (Clinical), Pediatric Neuropsychologist, Psychology Intern Supervisor*

Education: Ph.D. in Clinical Psychology, Temple University (2016); Clinical Psychology Doctoral Internship, Child Psychology emphasis, University of Chicago Medicine (2015-2016); Postdoctoral Fellowship in Clinical Neuropsychology, Child Neuropsychology emphasis, Medical College of Wisconsin (2016-2018)

Licensure Status: Licensed Psychologist, West Virginia (#1217)

Orientation: Flexible and integrated approach in understanding and assessing cognitive, emotional, and behavioral functioning in children, with a foundation in developmental, cognitive-behavioral, and family-based theories

Emphasis: Comprehensive neuropsychological evaluations for children and adolescents with a history of complex medical or neurodevelopmental conditions

*Jocelyn Stokes, Ph.D., B.C.B.A.*

*Assistant Professor (Clinical), Psychology Intern Supervisor*

Education: Ph.D. in Clinical Psychology, West Virginia University (2012); Postdoctoral Fellowship, University of Miami Miller School of Medicine/Mailman Center for Child Development (2014)

Licensure Status: Licensed Psychologist in West Virginia (#1130)

Orientation: Cognitive-Behavioral; Behavioral; Family Systems

Emphasis: Children and adolescents, Individual and families; Behavioral concerns, Parent-Child Interaction Therapy, Dialectical Behavioral Therapy

*Kristen Whitmore, Psy.D.*

*Post-doctoral Fellow, Psychology Intern Supervisor (Assessment)*

Education: Psy.D. in Clinical Psychology University of Hartford, Doctoral Internship, WVU Medicine: University Healthcare (2018)

Licensure Status: Licensed Psychologist in West Virginia (#1229)

Orientation: Cognitive-Behavioral; Dialectical Behavioral; Behavioral

Emphasis: Comprehensive psychological and neuropsychological evaluations; Individual and family therapy

**INTERN WEEKLY SCHEDULE**

Interns are expected to work no fewer than 40-hours per week in order to obtain enough hours in 12 consecutive months to obtain the required 2,000 for successfully completion of internship. Interns keep the same schedule as BMP staff, working from 8:00 am to 5:00 pm, with an hour lunch, from Monday to Friday.

Interns meet with the Training Director monthly to discuss training goals, progress, and scheduling changes. In addition to constructing the ongoing training goals, the Training Director assists interns in monitoring their progress toward meeting the requirement of 2,000 hours of on-site activities, including 500 hours of direct services, for successful completion of internship.

Interns will be expected to travel to Harpers Ferry Family Medicine (HFFM) one day per week. While at HFFM, a significant portion of their intervention will take the form of consultations, crisis interventions, and psychodiagnostic interviews. They will also receive training in participating in warm handoffs with physicians and providing curbside consultations to other providers.

**Training/Supervision**

Individual Supervision 3 hours

Supervision of Group Therapy 0.5 hours

Group Supervision of Assessment 1 hour

Didactics 2-3 hours

**6.5-7.5 hours**

**Direct Service Delivery**

Intervention/Consultation 19 hours

Psychological Assessment 3 hours

Group Therapy 1.5 hours

**23.5 hours**

**Documentation/Other**

Assessment Report Writing 3 hours

Notes/Tape Review/Supervision Prep 5 hours

**9 hours**

**Total Number of Hours: 40 hours**

**SAMPLE WEEKLY SCHEDULE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mon | Tues | Wens | Thurs | Fri |
| 800 | Support & Prep | Support & Prep | Support & Prep | Support & Prep | Case Conference (1x/month) or Diversity Didactic (1x/month) |
| 830 | Intervention | Intervention | Intervention |
| 900 | Psychological Assessment | Behavioral Health (3x/month) or Supervision Didactics (1x/month) |
| 930 | Intervention | Intervention | Intervention |
| 1000 | Mental Health (3x/month) or Professional Development Didactics (1x/month) |
| 1030 | Intervention | Intervention | Feedback Session |
| 1100 | Assessment Group Supervision |
| 1130 | Support & Prep | Support & Prep | Support & Prep |
| 1200 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1230 |
| 100 | Support & Prep | Intervention | Individual  Supervision | Individual  Supervision | Individual  Supervision |
| 130 | Intervention |
| 200 | Intervention | Intervention | Intervention | Support & Prep: Report Writing |
| 230 | Intervention |
| 300 | Group Therapy Individual Supervision | Intervention | Intervention |
| 330 | Intervention | Group |
| 400 | Intervention | Intervention |
| 430 | Support & Prep |

**INTERN BENEFITS**

**Stipend**

The annual salary for interns during the 2021-2022 academic year will be a $35,500.00 stipend paid in 26 biweekly payments.

**Insurance and Retirement Plan Benefits**

Interns are eligible for health and other benefits as an employee of WVU Medicine: University Healthcare – Berkeley Medical Center. They are offered the same plan that is made available to all full-time employees.

**Vacation and Leave**

Interns will accrue 23 personal days (which equates to 184 hours) of leave over the course of the academic year. In addition, interns also receive seven paid holidays (July 4th, Labor Day, Thanksgiving Day, Lincoln’s Day, Christmas Day, New Year’s Day, and Memorial Day).

**West Virginia Psychological Association (WVPA) Fall Conference**

University Healthcare will cover conference and travel expenses for psychology interns to attend the WVPA Fall Conference.

**Professional Liability**

While interns are covered for their internship training activities under WVU Medicine: University Healthcare’s professional liability insurance, we recommend that interns also begin to explore the costs and benefits of purchasing their own professional liability insurance ([www.trustinsurance.com](http://www.trustinsurance.com)).

**PROGRAM CONTACT INFORMATION**

Should you have any questions or require more information regarding our internship training program, please feel free to reach out to Stephanie McGraw, PsyD, Training Director, at (304) 596-5780 or [StMcGraw@wvumedicine.org](mailto:StMcGraw@wvumedicine.org)