



Department of Psychiatry

UNIVERSITY OF WISCONSIN

SCHOOL OF MEDICINE AND PUBLIC HEALTH



Doctoral Internship in
Health Service Psychology
Program Brochure
2022-2023

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2023-2024 Training and Recruitment Update

Recruitment. Considering the values of safety, equity, ethics, science, and autonomy, we will engage in virtual interviewing and recruitment for the 2023-2024 intern training class. Our AAPI deadline will be November 1, 2022. We would expect to review applications and offer virtual interviews for December and January. The interview day would be a half day structured around a presentation by track directors, Q&A with current interns, and 3-4 interviews with faculty. To give you a best sense of our program overall, we will also provide materials related to the physical space of our program and what it is like to live in Madison.

Training. The 2023-24 year will likely involve a combination of virtual and in-person clinical care, supervision, and seminars. All interns will be mostly onsite to engage in these training activities, providing a strong sense of our supportive training community. Our program track directors and administrative support staff will be available to assist in carefully crafting a program of clinical activities to meet individualized training goals and objectives. This is a core value of our training program.

Thank you for considering our training program. Our program is committed to provide a safe and secure setting that promotes professional growth. Please do not hesitate to reach out for conversation and questions.

Statement on Vaccinations. University of Wisconsin School of Medicine and Public Health Psychology Interns follow both University of Wisconsin and UW Health requirements and processes related to vaccinations (influenza, COVID, etc.). As such, **all Psychology Interns must complete a COVID-19 vaccination series, including booster vaccination, or submit a waiver and receive an exemption by the start of the internship training year which is July 1. Similarly, all Psychology Interns are required to receive an influenza vaccination or submit a waiver and be granted an exemption during the flu vaccine season (deadline announced by SMPH Human Resources). Psychology Interns may revoke their waiver in the future with proper documentation. Psychology Interns who knowingly provide false information on a waiver may be subjected to discipline up to and including termination.**



Introduction to University of Wisconsin (UW) Health

UW Health is the integrated health system of the University of Wisconsin-Madison, caring for more than 700,000 patients each year with 1,849 employed physicians and 21,000 employees at seven hospitals and 80 outpatient locations. UW Health is governed by the UW Hospital and Clinics Authority and partners with UW School of Medicine and Public Health to fulfill their patient care, research, education and community service missions. The faculty of the University of Wisconsin School of Medicine and Public Health engage in research, education and clinical care at locations throughout the UW Health System.

APA Accreditation

Our internship program has been accredited by American Psychological Association (APA) since 1963. The last APA site visit was completed in 2021 at which time the program was fully reaccredited for ten years.

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, D.C. 20002
Phone: 202-336-5979
Email: apaaccred@apa.org
Website: www.apa.org/ed/accreditation

APCS Membership

Our internship program is a member of the Academy of Psychological Clinical Science (APCS), an alliance of leading, scientifically oriented, doctoral and internship training programs in clinical and health psychology. Our training is integrative and patient-focused; we strive to prepare clinicians to provide quality clinical care informed by psychological clinical science.



Living in Madison

Rich with geographic beauty, world-class education, and entrepreneurial innovation, Madison is repeatedly ranked as a "best" place to live, work, do business, and play. You will find Madison to be a well-maintained capital city situated on an isthmus between lakes Mendota and Monona offering a variety of housing options, a highly rated public transportation system, and that warm and friendly Midwestern feel. Here, you'll find world-class entertainment every night, including the Madison Opera, Overture Center for the Arts, Concerts on the Square, and a variety of music venues featuring up-and-coming international talent. When not catching a show or concert, Madisonians like being outside, enjoying a healthy lifestyle with over 120 shared-use trails and paths, five major lakes, and 29,000 acres of parkland designated for recreational use, including biking, hiking, running, swimming, sailing, skiing, snowshoeing, ice fishing, skating, and hockey. After a full day, you can refuel at one of Madison's wide variety of award-winning restaurants, microbreweries, or ice cream shops, all of which celebrate Wisconsin's local foods, traditions, and cultures. Like to cook? These same local foods are available to buy fresh from the farm at Dane County's award-winning Farmer's Market! If this isn't enough, unwind on the weekends with a college sports game in Madison, often noted as one of the country's best college sports towns. If you currently have children, or look forward to starting a family in Madison, you will find Madison to be an extremely family-friendly city with strong public schools and many activities for parents and children including Henry Vilas Zoo, one of the country's few free zoos, and the Madison Children's Museum, a museum for the whole family.



What Makes Us Unique

- **Diversity of experience, allowing for exposure to depth and breadth.** We offer a number of training experiences across three tracks: adult, child, and pediatric psychology. Importantly, we collaborate across these various tracks to offer a full internship experience to all of our interns. Each track allows for deepening areas of interest as well as new opportunities to round out your training. And variety does not just happen throughout the year—trainees often comment on how they appreciate having the opportunity to engage in different types of clinical experiences each day.
- **Flexibility.** One of our program’s core hallmarks is allowing you to *create and choose* your own internship experience. You are given the opportunity to shape your core experiences and select from a number of electives.
- **Exposure to an array of psychotherapeutic frameworks.** Our faculty celebrate a variety of approaches to patient care and offer a respectful environment in which to practice and learn. Frameworks represented in our training program include cognitive-behavioral, dialectical behavioral, acceptance and commitment, psychodynamic, family systems, interpersonal, emotion-focused, cognitive processing, exposure, motivational interviewing, unified protocol, and mindfulness-based. We do not dictate the theoretical orientation from which interns should work, and we greatly value the intern who is willing to consider new perspectives and integrate frameworks.
- **Ample supervision.** With 5 hours or more of supervision a week, we want to make sure you have the space and time you need to reflect on your practice and professional growth. Supervision occurs both through formal individual and group supervision time, as well as through each supervisor’s open-door policy.
- **Respect for your autonomy and independence.** Although we provide ample supervision and feedback, we also respect your individual competence and contributions.
- **Number and quality of seminars.** We dedicate a full morning each week to didactic experiences, in which interns from all three tracks work and learn together. UW Psychiatry residents also share in some of the seminars. The topics covered range widely from in-depth discussions about specific psychotherapy frameworks to matters related to supervision; professional development; diversity, equity, and inclusion; and psychopharmacology basics for psychologists. A collection of specialized seminars is also provided within the adult, child, and pediatric psychology tracks. Seminar leaders

are often our core faculty, as well as adjunct faculty, sharing their expertise and inviting the skills and thoughts of our interns.

- **Multidisciplinary collaboration.** There is no shortage of opportunities to work with multidisciplinary teams. Whether you are part of a psychiatric treatment team (e.g., working as a therapist on a complex case alongside a psychiatrist, nurse, and social worker), working with a large team in a hospital unit (e.g., working as a psychological consultant alongside physicians, nurses, medical assistants, physical therapists, occupational therapists, speech therapists, social workers, and pastoral care), or in other settings offered in our training experiences, you will find many opportunities to collaborate, contribute, and learn from other disciplines.
- **Access to research and program development.** UW-Madison is a large research institution with a robust number of exciting and cutting-edge research programs. Our internship offers the opportunity to connect with some of our core faculty in their research projects, as well as the opportunity to connect with other faculty across UW engaging in research of interest. For those who may be interested in clinical program development, we are also glad to support interns who wish to pursue such endeavors.
- **Promotion of a positive work environment and self-care.** Overall, trainees describe our program as warm and friendly. We find this essential as internship year can be challenging! You are embarking on full-time clinical work for the first time, often in a new city, while balancing the completion of your graduate work and considering the next steps of your career. Our faculty understand these challenges and work to make your experience fun and supportive through supervision, seminars, and dedication of a full day to a self-care workshop designed by the interns for themselves. We also love to have fun outside of work with our interns and have a number of events set up throughout the year to help in promoting self-care and fellowship, including nights at the UW Terrace, our annual departmental holiday party, and a graduation dinner with a bonfire afterward.
- **Opportunities for training after internship.** For those interested in a more clinically-focused post-doctoral fellowship, we have positions in adult, child and adolescent, and pediatric psychology. In addition, there are UW Hospital and Clinics based post-doctoral fellowships in adult health psychology. Postdoctoral clinical training is also offered at Access Community Health Centers focused in primary care behavioral health while the Madison VA has research-focused fellowships in addictions and women's health. For those interested in a more research-focused post-doctoral fellowship, research electives available during your internship experience may offer the opportunity to stay on for fellowship. Moreover, UW offers many training grants and fellowship awards that can be pursued during your internship year. You will find that we are committed to support you in discerning the next steps in your professional development throughout the internship training year.
- **Training tailored to your career goals is prioritized.** This is our main guiding principle, and we support interns in a variety of career paths. This allows all of our interns to explore the best path for them moving forward. We are delighted you are considering us for your internship training.

Training Model and Philosophy

Our internship program follows a clinical science model of training and is intended for those individuals whose training and interests emphasize the application of scientific principles within clinical psychology. Our educational mission emphasizes evidence-informed approaches to clinical care. Our goal is to provide our interns with a comprehensive training experience that will enable them to become highly effective clinicians. The primary training method is experiential with conscientious attention to didactic exposure, mentoring, modeling, and supervisory/consultative guidance. Clinical experiences are structured in order to achieve a balance between ongoing activities throughout the internship year and activities that change according to predictable time frames. All clinical activities are carefully supervised according to the required needs and desires of the individual intern. Special attention is given to training in and provision of evidence-based practice in all training activities. Professional and ethical conduct, as well as the highest standards for quality of care with diversity, equity, and inclusion, are also highly emphasized.

Profession-Wide Competencies

Our program provides clinical and educational activities for all interns to achieve and demonstrate *competency* in the core elements of the professional practice of health service psychology “profession-wide competencies” (PWC). To “be competent” is to possess the knowledge, skills, and abilities to carry out clinical activities well enough to meet a standard of performance. The standard of performance for completion of psychology internship training is “readiness for entry-level practice”. Performance expectations for interns for minimum levels of achievement (MLA) always take into consideration level of training, prior clinical experience, and stage of professional development. In general, interns are expected to demonstrate each PWC with increasing levels of independence and complexity as they progress through the training year so that at completion each intern demonstrates readiness for entry-level practice. The Psychology Trainee Competency Assessment Form (PTCAF) specifies the content of each PWC and associated elements. Supervisors complete the PTCAF quarterly for each intern they oversee and provide performance feedback in a face-to-face conversation. Interns will have met performance expectations for MLA for required profession-wide competencies and successful program progression (i.e., “readiness for entry-level practice”) when they have achieved average ratings of “intermediate- routine supervision required”. In addition, interns will have no specific competency element rated by any supervisor as “Entry Level - Remedial/intensive supervision required”.

Below are our internship program's goals and objectives for each intern participating in our training program:

1. Understands research. Respects scientifically derived knowledge.
2. Applies ethical concepts and is aware of legal issues regarding professional activities. Seeks consultation as needed.
3. Demonstrates awareness, sensitivity, and skills in clinical work with diverse individuals.
4. Displays comportment that reflects the values of integrity and responsibility.
5. Relates effectively and meaningfully. Demonstrates personal and professional self-awareness.
6. Evaluates and identifies diagnosis of problems, issues, and strengths of individuals and groups/communities.
7. Designs and implements treatment plans to alleviate suffering as well as promote health and well-being.
8. Understands supervision. Respects supervisory process and functions.
9. Aware of concepts and issues in related disciplines. Cultivates interactions with professionals in related disciplines. Provides professional assistance and guidance.



Across All Tracks

More specific information about each of our tracks is provided on the following pages. However, below are several components that are consistent across all tracks:

- Supervision. Interns receive a minimum of five hours of supervision each week, at least 2 of which are individual. Each clinical experience has its own supervision structure, and efforts are made to allow each intern to have contact with as many supervisors as possible. We believe that the more people you can interact with, the more you will learn.
- Electives. Interns have 1 day per week to engage in elective activities. There is a broad array of electives to choose from, and your track director will work with you individually to put together a training year that best supports your professional growth. Interns are encouraged to sample electives from *any* track (adult, child, and/or pediatric psychology) to broaden their experience. Please see the section on electives in this brochure for more details.
- Seminars. Each week, a half-day is set aside to engage in didactic learning across all tracks, as well as some shared seminars with UW Psychiatry residents. For a sample of topics covered in this series, please see the section on seminars in this brochure. A variety of faculty are involved in this training.
- Research and Professional Development Time. All interns have a half-day per week protected for research activities and/or other professional development. Your supervisor will work with you to figure out the best use of this time. Some interns use this time to complete their dissertations and/or apply for post-doctoral fellowship. Others work with their graduate school supervisors on continued projects or engage in research at UW. There are also opportunities to expand your research time with a research elective.



The Adult Track

- **Overview of the Adult Track.** The Adult Track emphasizes adult outpatient clinical services. This includes assessment, consultation, and individual, group, and couples/family psychotherapy with an emphasis on psychotherapy practice.
- **Weekly Sample Schedule for the Adult Track** (all components can occur at various times of the week; the below sample schedule just provides an overview of time allotment).

	Mon	Tues	Wed	Thurs	Fri
Morning	Outpatient Clinic	Elective	Outpatient Clinic & Intake Clinic	Seminars & DBT Consultation Team	Outpatient Clinic
Afternoon	Outpatient Clinic & Couples Therapy Training Clinic	Elective	Child Therapy Training Clinic/ Primary Care Behavioral Health	DBT Skills Training Group	Research & Professional Development Time

- **Core Components of the Adult Track.**
 - Outpatient Clinic. Interns participate in the Outpatient Clinic at the Wisconsin Psychiatric Institute and Clinics (WISPIC) for about two days per week. Patients are quite diverse diagnostically ranging from adjustment disorders to severe and complex mood, anxiety, trauma-related, and personality disorders. Interventions offered are consistent with evidence-informed outpatient clinical practice from a variety of theoretical orientations. In addition to individual supervision, our outpatient clinic provides in-session supervision in which a faculty member is present for a small portion of each therapy session. To take a quotation directly from one of our past interns, “I won't deny that I was a little nervous about the in-session supervision and worried about how it might interrupt the flow of a therapy session. I quickly realized how beneficial it was to have direct supervision with every session. ... I believe that this model has significantly helped with my growth as a clinician.” Supervisors: Adult faculty.

- Intake Clinic. Interns complete psychotherapy and DBT intakes on Wednesday mornings. Supervision is provided during the intake and then in a group format with the other adult interns. Group supervision also allows for didactics related to psychiatric diagnosis, formulation and treatment planning, and psychological assessment practices. Each intern has the opportunity to use standardized assessment measures to inform treatment planning and outcomes monitoring. Supervisor: Daniel Dickson, PhD.
- Dialectical Behavior Therapy (DBT) Skills Training Group. Interns co-lead a weekly DBT Skills Training Group for a half-day per week, including the 2-hour group, 1 hour for group preparation, and 1 hour for group DBT consultation. Supervisors: Stephanie Steinman, PhD, Daniel Dickson, PhD, and Maura Grasshoff, LCSW.
- Couples Therapy Training Clinic. Interns participate in this clinical experience with third-year Psychiatry residents. A didactic seminar is provided that emphasizes humanistic, experiential, and emotion-focused interventions for couples as well as a review of relevant special topics for couples. Demonstrations of assessment interviews and clinical interventions are incorporated into the activities of this clinic. Couples interventions are offered in a co-therapy structure and group supervision is provided using a “live supervision” model. Supervisors: Michael Thalasinis, LMFT and Madelyn Esposito-Smith, LPC.
- Wednesday Afternoon Clinic. To gain experience across the lifespan, adult interns have the opportunity to rotate at the Child Therapy Training Clinic or Primary Care Behavioral Health for 12 months or with each training experience for 6 months.
 - Child Therapy Training Clinic. Adult interns treat children and adolescents with diverse presenting issues along with child interns, child psychology post-doctoral fellows, and child psychiatry fellows. During this half-day, interns observe child therapy for 1 hour, receive supervision for 1 hour, and then see 1-2 patients weekly with in-session supervision. Clinical cases are chosen to match an intern's experience in working with children, allowing flexibility to accommodate trainees with either significant or minimal experience with this population. Supervisors: Jason Horowitz, PhD, and Aisha Rosh, PhD, NCSP.
 - Primary Care Behavioral Health (PCBH). Adult interns treat individuals across the life span from children to older adults at a federally-funded clinic, Access Community Health Centers, which uses a PCBH model. The PCBH model is an emerging model of integrated care that places the mental health professional directly alongside the primary care provider to intervene. Interns learn how to perform brief functional consults and communicate recommendations both to the PCP and patient effectively and efficiently. The supervision is immediate as students are paired with a staff member, which means that the trainee works right alongside a psychologist and learns how to present cases efficiently. Supervisor: Meghan Fondow, PhD.



The Child Track

- **Overview of the Child Track.** The Child Track emphasizes child and adolescent outpatient clinical services. This includes diagnostic assessment, consultation, and individual, group, and family psychotherapy with an emphasis on psychotherapy practice.
- **Weekly Sample Schedules for the Child Track** (all components can occur at various times of the week; the below sample schedule just provides an overview of time allotment for A (one six month period) and B (another six month period)).

A	Mon	Tues	Wed	Thurs	Fri
Morning	Outpatient Clinic	Elective	Outpatient Clinic & Intake Clinic	Seminars & DBT Consultation Team	Family Therapy Clinic
Afternoon	Outpatient Clinic/ Assessment Clinic	Elective	Child Therapy Training Clinic	DBT Skills Training Group	Research & Professional Development Time
B	Mon	Tues	Wed	Thurs	Fri
Morning	Primary Care Behavioral Health	Elective	Outpatient Clinic & Intake Clinic	Seminars & DBT Consultation Team	Family Therapy Clinic
Afternoon	Primary Care Behavioral Health	Research & Professional Development Time	Child Therapy Training Clinic	Outpatient Clinic	Elective

- **Core Components of the Child Track**

- Outpatient Clinic. The largest portion of clinical work for child track interns occurs in the outpatient clinic at the Wisconsin Psychiatric Institute and Clinics (WISPIC). WISPIC serves a diagnostically diverse population, including those with behavioral disorders, anxiety, depression, ADHD, and OCD. Interns provide ongoing therapy for children, adolescents, and families throughout the year. In addition to individual supervision, our outpatient clinic provides in-session supervision in which a faculty member is present for a small portion of each therapy session. To take a quotation directly from one of our past interns, "I won't deny that I was a little nervous about the in-session supervision and worried about how it might interrupt the flow of a therapy session. I quickly realized how beneficial it was to have direct supervision with every session. ... I believe that this model has significantly helped with my growth as a clinician." Supervisors: Child faculty.
- Intake Clinic. Interns complete a mental health intake on a new child patient to the clinic once a week. A parent or family member is required to be a part of the intake process. Interns then determine what measures to include as part of the intake process and get supervision both during and after the intake to assist in this process. Weekly group supervision offers an opportunity to discuss the intake, diagnosis, and treatment plan. Interns are responsible for writing up a mental health diagnostic evaluation each week. Supervisor: Stephanie Steinman, PhD.
- Assessment Clinic: Child track interns will complete one assessment a month for six months in tandem with a staff psychologist. They will have the opportunity to select instruments, collaborate on the assessment, and complete a report. Referrals are diverse but include autism spectrum evaluations and the opportunity to learn the ADOS. Supervisor: Katie Watermolen, Psy.D.
- Primary Care Behavioral Health. Each child track intern spends six months working in a primary care behavioral health setting. The rotation is one day per week and occurs at a UW Health Pediatric Clinic. The clinical experience involves collaboration with physicians, nurses, and staff psychologists. It is a faster-paced setting than the outpatient clinic, with warm handoffs on a daily basis and a focus on consultation and brief interventions. Supervisor: Shanda Wells, PhD, and Kelsey Dillon, LPC.
- Family Therapy Clinic. Child track interns spend a half-day per week in the Family Therapy Clinic. A didactic seminar is provided that emphasizes modern and post-modern conceptualizations of family dynamics, structural, experiential, and emotion-focused interventions, and a range of other topics related to families. Demonstrations of assessment interviews and clinical interventions are incorporated into the activities of this clinic. Family interventions are offered in a co-therapy structure, and group supervision is provided before and after sessions. Supervisor: Mike Thalasinis, LMFT.
- Adolescent DBT Group. Child track interns spend 6 months co-leading a DBT skills group for adolescents and their families. Group occurs once per week, and adolescents participate in multiple modules with their parents. Supervisors: Hannah Koerten, PhD, and Stephanie Steinman, PhD.
- Child Therapy Training Clinic. Led by child psychologists, this experience also includes child and adult track interns, child psychology post-doctoral fellows, and child psychiatry fellows. Therapy demonstrations are presented behind a one-way mirror by child therapists in the department, and group supervision of cases is conducted. The group has diverse training backgrounds and expertise, and this is often an opportunity for child track interns to take leadership roles and provide peer supervision to other trainees with less child therapy experience. Supervisors: Jason Horowitz, PhD, and Aisha Rosh, PhD, NCSP.



The Pediatric Psychology Track

- Overview of the Pediatric Psychology Track.** The Pediatric Psychology Track emphasizes the application of the principles of psychology to the understanding of health and illness, through assessment, intervention and consultation within a medical setting. Over the course of the year, interns will spend the majority of their time on the pediatric inpatient consultation liaison service.
- Weekly Sample Schedule for the Pediatric Psychology Track** (all components can occur at various times of the week; the below sample schedule just provides an overview of time allotment).

	Mon	Tues	Wed	Thurs	Fri
Morning	Inpatient C & L	Elective	Inpatient C & L	Seminars	Inpatient C & L
Afternoon	Inpatient C & L	Inpatient C & L	Elective	Research & Professional Development Time	Inpatient C & L

- **Core Components of the Pediatric Psychology Track**
 - Inpatient Consultation-Liaison Service. Interns provide psychological assessment, intervention, and consultation to children and families hospitalized in the American Family Children's Hospital (AFCH). Routine consults are seen for the following services: Hematology/Oncology, Rehabilitation, Pulmonary, Endocrine, NICU, Trauma, BMT, and a wide variety of other medical populations. Interns will have the opportunity to participate in multidisciplinary team meetings, including medical rounds and family conferences, as well as medical specialty rounds, such as hematology/oncology, rehabilitation, pulmonary and Neonatal ICU. Supervisors: Stephanie Farrell, PhD, Emily Schweigert, PhD, and Julia Benjamin, PhD.

Electives

- Acceptance and Commitment Therapy Group (adult-focused). The ACT Group involves assessment and treatment of anxiety and depression using ACT-based principles for adults. Specific clinical activities include evaluating appropriateness for group, coordinating care with referring providers, leading of group sessions, and providing individualized skills coaching. Interns will have the opportunity to learn functional-based assessments and case conceptualization from the ACT framework. Previous experience with ACT is not required. Supervisor: Daniel Dickson, PhD.
- ACT-Intensive Transdiagnostic Group (child-focused). Participation in this rotation will involve 10 weeks of group therapy with high school students experiencing anxiety, depression, dysthymia, panic, trauma/PTSD, and/or OCD. The intern and facilitator will work collaboratively using Acceptance and Commitment (ACT) approaches coupled with Motivational Interviewing, CBT, DBT, and mindfulness skills. Sessions are structured to be experiential using multimedia approaches to support engagement, participation, and fun! Interns will have the opportunity to conduct group intakes using ACT case conceptualization and measures on psychological flexibility, learn and implement ACT approaches with adolescents, and lead and participate in experiential exercises and group discussions. Previous work with ACT is not required. Supervisor: Aisha Rosh, PhD, NCSP.
- Behavioral Sleep Medicine (adult-focused). Interns have the opportunity to assess and treat adults with sleep disorders who are appropriate for cognitive-behavioral interventions. Depending on the interest and experience level of the intern, the rotation includes opportunities for behavior sleep medicine consultation and cognitive-behavior therapy for insomnia, light therapy for delayed sleep phase disorder, and other evidence-based cognitive-behavioral interventions for sleep disorders. Prior experience in sleep disorders is not needed. Supervisors: Meredith Rumble, PhD, and Daniel Dickson, PhD.
- Cancer Psychology (adult-focused). Interns have the opportunity to assess and treat adults with cancer and their families across the cancer continuum, including diagnosis, treatment, survivorship, and end of life, and to provide care as part of a multidisciplinary health care team. Specific clinical activities are based on the intern's interest and availability and may include outpatient psychotherapy, co-facilitating a group for cancer patients, providing assessment of candidates for blood and marrow transplantation (BMT), and consultation on the BMT inpatient unit, among other possibilities. Interns have opportunities for shadowing both psychologists and other health care providers. Supervisors: Erin Costanzo, PhD, and Lori DuBenske, PhD.
- Child Therapy Training Clinic (child-focused). This is a core rotation option for interns on the child and adult tracks as well as an elective opportunity for interns on the pediatric track. Led by child psychologists, this opportunity also includes child psychology post-doctoral fellows and child psychiatry fellows. Therapy demonstrations are presented behind a one-way mirror by child therapists in the department, and group supervision of cases is conducted. The group has diverse training backgrounds and expertise. Supervisors: Jason Horowitz, PhD, and Aisha Rosh, PhD, NCSP.
- Collaborative Care (adult-focused). Collaborative Care is a fully integrated care model in the primary care setting at UW Health. In this setting, interns will have the opportunity to see patients in a fast-paced brief therapy model while working as a team with the primary care team and a team psychiatrist. Work will focus on brief, evidence-based intervention for primary anxiety and depression diagnoses in addition to effective care management. Supervisor: Kathleen McCraw, PhD.

- Eating Disorders (child- and young adult-focused). Interns will have the opportunity to assess and treat adolescent and young adult clients with eating concerns. The intern will learn about multidisciplinary approaches to care for the complex psychological and physical health issues that individuals with eating disorders may face and will work to coordinate care with nutrition, physician, and psychiatric providers. Focus will be on application of behavior therapy for eating disorders, including family-based treatment and acceptance and commitment therapy. Prior experience with eating disorder treatment is not necessary. Supervisor: Katherine Schaumberg, PhD.
- Inpatient Pediatric Consultation Liaison (pediatric-focused). Interns provide psychological assessment, intervention and consultation to children and families hospitalized in the American Family Children's Hospital (AFCH). Routine consults are seen for the following services: Hematology/Oncology, Rehabilitation, Pulmonary, Endocrine, NICU, Trauma, BMT, and a wide variety of other medical populations. Interns will have the opportunity to participate in multidisciplinary team meetings, including medical rounds and family conferences, as well as medical specialty rounds, such as hematology/oncology, rehabilitation, pulmonary and Neonatal ICU. Supervisors: Stephanie Farrell, PhD, Emily Schweigert, PhD, and Julia Benjamin, PhD.
- Mindfulness for Anxiety (child-focused). The mindfulness for anxiety elective involves assessment and treatment using mindfulness-based cognitive therapy for anxiety disorders in children ages 9-12. The assessment process includes interviews with the child and parents, administration of questionnaires and rating scales, and consultation with UW Psychiatry child clinic staff. Patients who meet specified criteria may then participate in an 8-week mindfulness-based group. Interns would have the opportunity to participate in the assessment and serve as co-facilitator of the group that involves both children and parents. Supervisor: Stephanie Steinman, PhD.
- Neuropsychology (adult- or pediatric-focused). Clinical experience includes learning about neuropsychological assessment measures and approaches to assessment with a focus in an adult and/or pediatric population. Interns will staff cases in the clinic with faculty, participate in medical record review and clinical interview, and review and interpret test results with faculty and relate to pertinent literature. Patients are referred from throughout the medical center. Supervisors: Alanna Kessler-Jones, PsyD, and Martha Walter, PhD.
- Primary Care Behavioral Health (adult-focused). Interns complete this rotation at a federally-funded clinic, which uses a Primary Care Behavioral Health (PCBH) model. The PCBH model is an emerging model of integrated care that places the mental health professional directly alongside the primary care provider to intervene. Cases are varied, including smoke cessation, depression, ADHD, or a range of medical issues. Interns learn how to perform brief functional consults and communicate recommendations both to the PCP and patient effectively and efficiently. The supervision is immediate as students are paired with a staff member, which means that the trainee works right alongside a psychologist and learns how to present cases efficiently. Supervisor: Meghan Fondow, PhD.
- Research Elective (adult- or child-focused). Interns may choose to engage in additional research time through an elective either with one of our core training faculty in their research or another researcher of interest at UW. Our core training faculty offer research in areas such as psychosocial oncology (Erin Costanzo, PhD), understanding and treating trauma-related mental illness in youth (Ryan Herringa, MD), and neurobiological basis of fear, anxiety, and depression (Ned Kalin, MD).

- School-based Psychotherapy (child-focused). Interns who participate in the Madison Metropolitan School District rotation will spend one day a week at Sandburg Elementary School on Madison's northeast side or at Madison East High School. Sandburg serves a diverse and high-need population and provides dual-language immersion programming for children from 4K to 5th grade. Madison East High School is a large public high school serving a diverse community with multiple mental health needs. Supervisors: Jason Horowitz, PhD, and Rene Staskal, PhD.
- Sex Therapy (adult-focused). Sex therapy is a specialization that addresses sexual health conditions and the impact of these conditions on mental health. In this elective, interns will improve comfort talking about sex and challenge biases to promote diversity, equity, and inclusion. Interns will learn how to appropriately assess, diagnosis, and treat psychogenic conditions, which might include erectile disorders, low sexual desire, and out-of-control sexual behavior. Interns will also increase understanding of paraphilias, polyamory, and BDSM/kink and how to maintain a sex positive approach when presented in psychotherapy. Collaboration is an essential component of sex therapy and interns will learn when to refer to other specialties, such as urology, gynecology, and pelvic floor physical therapy. There will be opportunities to observe sex therapy sessions and depending on interest, provide sex therapy under supervision. Supervisor: Madelyn Esposito-Smith, LPC, AASECT Certified Sex Therapist.
- Unified Protocol Group (adult-focused). The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders Group provides CBT based interventions including mindfulness and exposure-based interventions in a group format. Interns will have the opportunity to complete assessments for appropriateness for group, lead group sessions, and review skills practice. Assessments include a diagnostic interview and administration of questionnaires and rating scales. Interns will learn to apply the transdiagnostic approach to therapy including case conceptualization, skills coaching, and evaluation of emotional disorders. Supervisor: Daniel Dickson, PhD.
- VA PTSD (adult-focused). The PTSD Clinical Team (PCT) at the Madison VA Hospital provides outpatient treatment to Veterans with PTSD, regardless of whether the trauma originated during military service (e.g., combat, sexual trauma) or prior to service (e.g., childhood abuse). Both group and individual treatments are offered. Interns will receive didactic training in Cognitive Processing Therapy (CPT) and Prolonged Exposure (PE) therapy. Interns will also have the opportunity to learn a number of other treatments for PTSD such as Anger Management, Behavior Activation for PTSD, and PTSD Class for Couples. Interns on this rotation will receive individual and group supervision within the interdisciplinary PCT setting. Prior experience with exposure-based treatments is preferred but not required. Supervisor: VA faculty.

Seminars

Below is a sample of diverse topics discussed in our shared seminar series on Thursday mornings with adult, child, and pediatric psychology interns. UW Psychiatry residents also participate in some of the below seminars.

- **Longer Series:**

- Acceptance and Commitment Therapy
- Behavioral Therapy for Sleep Disorders
- Dialectical Behavioral Therapy
- Interpersonal Psychotherapy
- Mindfulness-Based Cognitive Therapy
- Process-Based Cognitive Behavioral Therapy
- Psychodynamic Therapy
- Unified Protocol

- Alcohol and Other Drug Abuse
- Diversity, Equity, and Inclusion
- Ethics Discussions
- Pediatric Psychology
- Professional Development
- Psychopharmacology
- Psychotherapy Demonstrations
- Research: Faculty and Interns
- Supervision

- **Shorter Series:**

- Autism Assessment and Treatment
- Behavioral Activation
- Cancer Psychology
- Crisis Management
- Eating Disorders
- Family Therapy
- Gender Transitions
- Geriatric Psychology
- Interpersonal and Social Rhythm Therapy
- Motivational Interviewing
- Normative Human Development
- Postdoctoral Training
- Practical Uses of Our Electronic Medical Record
- Primary Care Behavioral Health
- School Psychology
- Sleep Assessment
- Sports Psychology

- **Workshops:**

- Cognitive Processing Therapy
- Diversity, Equity, and Inclusion
- Prolonged Exposure Therapy
- Self-Care

Intern Benefits

FINANCIAL AND OTHER BENEFIT SUPPORT FOR UPCOMING TRAINING YEAR*

Annual Stipend/Salary for Full-time Interns	\$30,000	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes	
Coverage of family member(s) available?	Yes	
Coverage of legally married partner available?	Yes	
Coverage of domestic partner available?	No	
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	Yes*	*unused time is not paid.
Hours of Annual Paid Sick Leave	Yes*	*unused time is not paid.
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	

Other benefits (please describe):

\$400 professional expense allowance

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

Interns receive three weeks (15 days) of vacation and 9 legal holidays. Attendance at local, regional, and national professional meetings is encouraged. Additional leave days may be negotiated for professional activities (e.g., presentations at meetings, postdoctoral fellowship and/or job interviews).

Intern Resources

Interns have offices with computers, telephones, photocopy privileges, and clerical support. Pagers are also issued to interns with the expectation that interns will be on call during regular business hours (i.e., non-holidays, Monday through Friday 8am-5pm). Educational resources available to interns include the University of Wisconsin library and computer systems, a departmental library, and audiovisual equipment for viewing and recording clinical work. Our internship is also supported by an internship coordinator.

Feedback to Interns

We regularly provide informal feedback in each intern's daily practice and each supervisor observes each supervisee at least once per evaluation period either through live supervision or reviewing audio- or video-recordings. Additionally, for more formal feedback, each of your supervisors completes the Psychology Trainee Competency Assessment Form (PTCAF) every quarter. The PTCAF is designed to guide psychology trainees in the development of profession-wide competencies as well as provide constructive feedback regarding professional development. Supervisors provide ratings of knowledge, skills, and values observed during training activities. In addition to these ratings, supervisors are encouraged to provide narrative comments highlighting individualized training goals and objectives. Trainees receive copies of the PTCAF at the time of orientation to internship training. At the beginning of the training year, interns are also given copies of all the relevant policies that address expectations for performance, feedback, retention, terminations, and their rights as trainees.

Eligibility for Application

INTERNSHIP PROGRAM ADMISSIONS

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

Our program "holistically" considers types of clinical experiences (e.g., DBT, mindfulness, diverse populations, special interests), achievements (e.g., leadership positions in program, community service, research record), personal qualities (e.g., foreign language, character, interpersonal skills, resilience/adversity, self-care), and unique/outstanding characteristics (e.g., diversity/multicultural background, awards). Practicum experiences will be evaluated for type of setting and clinical experiences commensurate with the respective training tracks of Adult, Child, and Pediatric Psychology.

Does the program require that applicants have received a minimum number of hours of the following at time of application?

No: Hours listed are "guidelines" ONLY; they are not mandatory requirements.

Total Direct Contact Intervention Hours No Minimum. Amount suggested: 500

Total Direct Contact Assessment Hours No Minimum. Amount suggested: 100

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

Applicants must be enrolled in an accredited doctoral program in clinical, counseling, or school psychology (APA or APCS). Applicants from graduate programs adhering to a clinical science model of training are preferred as the UW SMPH Psychology Internship Training Program is a member of the Academy of Psychological Clinical Science. Clinician-scientist trained Psy.D. applicants may be considered on a case by case basis. Applicants from school psychology programs may also be considered on a case by case basis for the child and pediatric tracks. All applicants must have completed the third year of their graduate program by the beginning of the internship year.

Application Procedure

To apply to our program, our site requires a completed APPIC application form (APP), which is available on <https://aapicas.liaisoncas.com>. In addition to the completed APPI form, the following must be included:

1. A cover letter indicating how our Program will meet your training goals and interests, and specifying which Track you are applying to (Adult (APPIC Code: 162813, 3 positions), Child (APPIC Code: 162814, 2 positions), or Pediatric Psychology (APPIC Code: 162812, 2 positions). Note: It is important that applicants apply to only one Track).
2. A current curriculum vitae.
3. Official graduate transcript(s).
4. Letters of recommendation (please note that we require 3 letters of recommendation; however, applicants will not be penalized if they chose to provide more than three).

Application Deadline for the 2023-2024 UW SMPH Psychology Internship Program: November 1, 2022. Considering the values of safety, equity, ethics, science, and autonomy, we will engage in virtual interviewing and recruitment for the 2023-2024 intern training class.

Applicants may be invited for an interview after a review of application materials submitted through APPIC. The UW SMPH Psychology Internship Training Program interview days typically take place in December and January. We invite all applicants to identify special needs that might require an accommodation during the interview process. Our program is committed to providing access for all people with disabilities and will provide accommodations for interviewees if notified within two weeks of interview day. The training program adheres to APPIC policies regarding applicants with special needs. For more information about assistance to individuals with special needs please refer to the APPIC web site (www.appic.org) - "Interviewing Applicants with Disabilities for Doctoral and Postdoctoral Internship Positions".

The UW SMPH Psychology Internship Program participates in the APPIC Internship Matching Program (www.appic.org). Our program 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.

UW SMPH internship training faculty and interns participate in the selection process by involvement in reviewing applicant materials and interviews. After all applicant interviews have been completed, a meeting is convened in which the applicants are discussed and ranked for submission to the APPIC match process. An offer of employment is conditional pending the results of a criminal and/or caregiver background check. If the results of the background check are unacceptable, the offer will be withdrawn or, if you have started employment, your employment will be terminated. Please be sure to disclose all misdemeanors and felonies when completing your background check. Undisclosed convictions found in a criminal and/or caregiver background check may be grounds for withdrawal of offer.

We are an Equal Opportunity Employer with a Strict Non Discrimination Policy.

Statement of Nondiscrimination

The University of Wisconsin is an equal opportunity employer (see the Affirmative Action and Equal Opportunity Policy at the following url - <http://www.wisc.edu/policies/aaeo/>). As such, the UW SMPH Psychology Internship Training Program does not discriminate on the basis of sex, age, race, color, national origin, religion, sexual orientation or disability or any other applicable legally protected status in appointments to, or conduct of, our psychology training program. We encourage applicants from diverse backgrounds to apply and we endeavor to foster an atmosphere that supports diversity of experiences as well as opinions. All eligible candidates are invited to apply for position vacancies as appropriate. Furthermore, our program strives to avoid any actions that would restrict access or completion on grounds that are irrelevant to success in graduate training or the profession.

Statement on Anti-Racism

Our training program recognizes that racism is a pervasive health crisis that affects all institutions in our society, including mental health care. We believe that all people have an equal right to health, well-being, and safety, and that the current racial disparities in health outcomes and access to health care are unacceptable. We believe that psychologists should fight against this systematic oppression in their personal and professional lives. It is an integral part of our mission to train psychologists who will embody the anti-racist values that are an aspiration of our profession.

Our program seeks to put these values into practice in multiple ways. Our trainings include workshops on cultural humility and self-identity, implicit bias, cultural formulation and inclusive language, as well as a two-day diversity forum. We also work with community partners to provide our interns opportunities to work in different parts of our community with a diverse array of clients. These opportunities include primary care clinics, community mental health centers, and public schools. Our department has an ongoing effort to increase diversity in hiring, and we strongly encourage Black, Indigenous, and People of Color to apply to our program.

Statement on Vaccinations

University of Wisconsin School of Medicine and Public Health Psychology Interns follow both University of Wisconsin and UW Health requirements and processes related to vaccinations (influenza, COVID, etc.). As such, **all Psychology Interns must complete a COVID-19 vaccination series, including booster vaccination, or submit a waiver and receive an exemption by the start of the internship training year which is July 1. Similarly, all Psychology Interns are required to receive an influenza vaccination or submit a waiver and be granted an exemption during the flu vaccine season (deadline announced by SMPH Human Resources). Psychology Interns may revoke their waiver in the future with proper documentation. Psychology Interns who knowingly provide false information on a waiver may be subjected to discipline up to and including termination.**

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, or retention policies, and/or requirements for completion that express mission or values.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, provide a website link (or content from brochure) where this specific information is presented: Not applicable	

Where Do Our Interns Go After Training?

Our interns are successful in finding a good fit for their next step in their career. The majority of our graduates' next step is a post-doctoral fellowship in an academic medical center setting, although we invite and support the career path that feels like a best fit for you. Please see the table below for information on our graduates over approximately the last 3 years.

INITIAL POST-INTERNSHIP POSITIONS

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

2018 – 2020

Total number of interns who were in the 3 cohorts	21	
Total number of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	1	
	PD	EP
Academic teaching	0	0
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	7	0
Veterans Affairs Health Care System	1	0
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	1	0
Independent practice setting	2	0
Other: Academic university/department	8	0
Other: Federally qualified health center	1	0

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

Contact Information

If you have any questions about the program, please contact our program coordinator, Jennifer Noll (she/her/hers), at jnoll3@wisc.edu.

Mailing address:

UW SMPH Psychology Internship Training Program
Department of Psychiatry
Wisconsin Psychiatric Institute & Clinics
6001 Research Park Blvd.
Madison, WI 53719