



OUHSC Clinical Psychology Internship

Thank you for your interest in our Internship. Our internship program has four positions and begins July 1 of each year, and continues one calendar year through June 30. Applicants to the internship must be in good standing in an APA-approved doctoral program in clinical or counseling psychology and must have completed at least two years of graduate study leading to a doctoral degree. We do not accept applicants from school psychology, social psychology, or industrial/organizational programs. The internship also considers postdoctoral applicants who qualify for a one-year internship.

The internship applicant's training must conform to the guidelines established by the APA Council of Representatives, in that the applicant must be enrolled in a university APA-approved program of graduate education for training in clinical or counseling psychology. In addition to our internship, we also have two separately APA-accredited postdoctoral psychology training programs, which can be found at the following links:

[Residency in Clinical Psychology \(approximately 4 residents\)](#)

[Residency in Clinical Neuropsychology \(2 residents\)](#)

Diversity Statement

Diversity, equity and inclusion are critical to the healthcare systems and training programs at the University of Oklahoma Health Sciences Center (OUHSC). Therefore, we strive to create a learning community where interns and faculty of all backgrounds feel welcome and supported.

Interns are provided with exposure to training opportunities within a diverse patient population and settings. The internship emphasizes cultural diversity in all aspects of the training program. In addition to the focus on diversity within clinical, research, didactic, and supervisory experiences within the internship, a Cultural Diversity Committee offers additional input into this crucial area of training. Opportunities exist for trainees to participate on this committee with faculty, which allows for direct input on the goals of diversity-informed programming, didactics, and other training experiences that may be offered during the year.

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Internship Admissions, Support, and Initial Placement Data

For more information about Internships you can use the following link: <https://www.apa.org/ed/accreditation/about/policies/templates.aspx>

Additional Information

Questions related to the program's accreditation status should be directed to the commission on accreditation at the following address:

American Psychological Association

750 First Street N.E.

Washington, D.C. 20002-4242

Telephone: (202) 336-5979

Fax: (202) 336-5978

E-mail: apaaccred@apa.org

<http://www.apa.org/ed/accreditation>

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

STATEMENTS

The University of Oklahoma, in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sexual orientation, genetic information, sex, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, employment, financial aid, and educational services.

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Application Information

Our program participates in the selection procedure as suggested by the Association of Psychology Internship Centers (APPIC). The internship site agrees to abide by the **APPIC policies**. No person at this training facility will solicit, accept or use any ranking-related information from any intern applicant. All interviews are on an invitation-only basis.

As an APPIC member, we use the standard AAPI (APPIC Application for Psychology Internship) on-line application process. *When searching for our program on the AAPI, please use the **program code 1519** or the abbreviated program name (**OUHSC Clinical Psychology Internship**)*. Each applicant is to submit a complete set of application materials to AAPI online. The application deadline is **November 3**.

A fully completed application set includes

Standard On-line APPIC Application

1. Letter of Interest
2. Three letters of recommendation
3. Official transcripts

Please indicate **your funding source preference(s)** out of those that we offer, in your letter of interest, which is part of the Standard Online Application. Put this information in **bold print** near the top of your interest letter. During the interview day, candidates will have a general program orientation, meet with faculty from their funding source preference, and have an opportunity to learn more about the other emphasis areas. Having the exposure to the other emphasis areas will give the candidate the opportunity to learn more about non-preferred rotations, since all trainees are required to have assessment and therapy for adults and children.

Note that we have 2 different funding sources. These funding sources are as follows

1. Clinical Neuropsychology - **Match #151914 -2 positions**
2. Child Clinical Psychology (Center for Child Abuse and Neglect/ Child Study Center) - **Match #151915 -1 position.**
3. Pediatric Psychology/ Children's Hospital of Oklahoma - **Match #151917-1 position**

You can apply to any combination of the above funding sources. List **your desired funding source(s) in bold print near the top of your interest letter. You will only be considered for the funding source(s) that you list in your letter of interest.**

The name and address of the Intern Training Director:

Jim Scott, Ph.D., ABPP-CN

Director of Internship

The University of Oklahoma Health Sciences Center

Department of Psychiatry and Behavioral Sciences

P. O. Box 26901, WP 3440

Oklahoma City, Oklahoma 73190-0901

A selection committee will be reviewing each application. As we must limit the number of applicants who interview, all interviews are on an invitation-only basis. We normally notify all applicants selected for an interview by the second Friday in December. We normally complete all interviews before February 1. We have Christmas holidays from December 22 through January 1st during which time we do not schedule visits. We normally schedule site visits at least two weeks in advance.

**** IMPORTANT, REGARDING NOTIFICATION****

Due to issues with the notification process, it is highly encouraged for all applicants to check their spam and trash folders *daily*. Those applicants that have a Gmail email account are known to have the most issue with the email notification. If you have an email account that is not Gmail or Gmail contracted, please submit that account so that we may have an alternate email account in which you may receive your notification of status from us.

The program will use the NMS Interview for notification and scheduling of interviews. Please make sure you have notifications for the Match turned on.

Interviews- The dates listed below are for Interviews for 2024-2025 academic year recruitment.

December 4, 2023	December 7, 2023	December 13, 2023	January 4, 2024
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Life in Oklahoma City

The University of Oklahoma Health Sciences Center campus is one of only a few comprehensive health centers in the nation with seven health professional Colleges – Allied Health, Dentistry, Medicine, Nursing, Pharmacy, Public Health and Graduate Studies – right in the heart of the state capitol, Oklahoma City. **The Oklahoma City metro area** has great educational opportunities, professional sports, a strong economy, a commitment to the arts, and one of the lowest costs of living in the United States.

Campus

The University of Oklahoma Health Sciences Center in Oklahoma City serves as the State's principal educational and research facility for health care professionals. The campus is located one mile south of the state Capital and approximately two miles from the business and financial center of the city, the OU Health Sciences Center is easily accessible from anywhere in the metropolitan area.

The Colleges of Medicine, Dentistry, Nursing, Pharmacy, Public Health, Allied Health, and Graduate College are all located on the 200-acre Health Sciences complex. Also, on campus are three hospitals; Veteran's Affairs Medical Center, the Oklahoma Children's Hospital and OU Health Hospital; a medical library; and other federal, state, and private health care and research institutions. The campus' mission is three-fold: teaching, research, and patient care. The OU Health Sciences Center continues to expand its educational and treatment programs. With this growth has come the challenge and excitement of a growing medical center, committed to excellence in education, patient care, and biomedical research.

The Setting

Accreditation Status

The University of Oklahoma Health Sciences Center, Department of Psychiatry and Behavioral Sciences currently has three training programs: Internship in Clinical Psychology, Postdoctoral Residency in Clinical Psychology and a Postdoctoral Residency in Clinical Neuropsychology. The Internship is not accredited at this time but has completed a Site Visit and is in the process of awaiting CoA review and Board approval.

The Clinical Psychology Internship is offered through the University of Oklahoma Health Sciences Center (OUHSC) Department of Psychiatry and Behavioral Sciences. The program is accredited by APA. The program coordination is housed in the Department of Psychiatry. The OUHSC Department of Psychiatry and Behavioral Sciences and affiliated training agencies are located together in a large medical complex.

In addition to the Clinical Psychology Internship, the educational programs of the department of Psychiatry and Behavioral Sciences include a neuropsychology residency, psychiatric residency, a clinical psychology residency, a pediatric psychiatry fellowship, and undergraduate medical education. The department offers all students, whether they be psychology interns, psychology residents, psychiatric residents, or medical students, many opportunities and interactions with other professionals in mental health service and other interdisciplinary providers across all settings.

Philosophy, Goals and Objectives

Our program subscribes to the scientist-practitioner model. Although we believe the Internship should be devoted primarily to clinical activities, science provides the basis for much of our clinical practice. Many of our faculty are involved in research and scholarly projects and all practice evidence-based assessments and treatments. The core of the Intern's training is the clinical activities on the various rotations and each Intern will be active in a wide range of clinical activities.

Our program is a Generalist Internship, and as such, Interns gain experience working with both adults and children. We define the term Generalist Internship to mean Interns have experiences in intervention, consultation and assessment during the Internship year. We also define Generalist Internship as having experience with a range of clients across ages, genders and socio-economic/cultural groups. Our major aim is to prepare students for the practice of professional psychology. The rotation choices an Intern makes allow for a concentrated emphasis in Pediatric Psychology, Child Clinical Psychology or Clinical Neuropsychology while maintaining a Generalist Internship philosophy.

Clinical Orientation

The theoretical orientation of the clinical training program is as diverse as the various contributing faculty members. This diversity is reflected in the specific rotations, which comprise the training program. It is the goal of the Internship to provide a number of therapeutic and professional models for you to aid in your search for a professionally meaningful orientation or framework. To that end, the clinical psychology faculty utilizes a variety of techniques and approaches for understanding and effecting behavior (e.g., cognitive, behavioral, family, group, etc.). Interns are encouraged to gain experience in these varied approaches from which we expect each Intern will achieve some integration of theory and practice over the course of the Internship year.

Our Internship is designed to accomplish the following Aims and Competencies:

To prepare student for the practice of professional psychology. To accomplish the above-mentioned goal the Intern will:

- Integrate science and practice (Competency 1)
- Practice high ethical and legal professional standards (Competency 2)
- Be sensitive to cultural diversity and individual difference issues (Competency 3)
- Develop professional values, attitudes and behaviors (Competency 4)
- Develop communication and interpersonal professional skills (Competency 5)
- Administer and interpret psychological assessment tools (Competency 6)
- Apply therapeutic/intervention approaches (Competency 7)
- Understand and apply supervisory processes (Competency 8)
- Apply consultation and interprofessional/interdisciplinary skills (Competency 9)

Program Experiences

To accomplish the above-mentioned goals the program is designed to provide the following experiences:

1. To provide the necessary professional experience, didactics, and supervision necessary for internship training to qualify the intern for licensure in any state the intern chooses.
2. To provide interns general internship training experiences. We specifically define general internship experiences as: (1) clinical experience working with patients in multiple settings, (2) clinical experience working with both adults and children, and (3) clinical experiences in psychotherapy/intervention and in assessment with both children and adults.
3. Interns do not receive identical training. We provide interns the opportunity to make major and minor rotation choices depending on their training needs and areas of interest. The rotations cluster on three tracks: pediatric psychology, child psychology, and clinical neuropsychology (which meet the INS/APA Division 40 Guidelines, and the Houston Conference Guidelines).

Design of Program

The internship is a generalist model, designed to provide practical training in clinical or counseling psychology. An emphasis area in clinical neuropsychology, which meets the INS/APA Division 40 Guidelines, and the Houston Conference Guidelines, is available.

Adult Neuropsychology

Two interns in the neuropsychology emphasis track, which meets the INS/APA Division 40 Guidelines, and the Houston Conference Guidelines. Interns on the neuropsychology track will have exposure to both child/adolescent and adult populations. For a detailed description of the experiences available on adult neuropsychology track, please see the Adult Neuropsychology Laboratory section.

Clinical Child

One intern is accepted each year from applicants who are Ph.D. or Psy.D. candidates currently enrolled in or just completing a doctoral program in clinical or counseling psychology to pursue a general internship program with an emphasis track in pediatric and child clinical psychology.

Opportunities in the clinical child track include evidenced-based behavioral medicine, clinical child assessment and therapy, and child trauma, including child abuse and neglect. Adult experiences are also a part of this track.

Pediatric Psychology

One intern is accepted each year from applicants who are Ph.D. or Psy.D. candidates currently enrolled in or just completing a doctoral program in clinical or counseling psychology to pursue a general internship program with an emphasis track in pediatric psychology. Opportunities in the pediatric psychology/behavioral medicine track include rotations in Pediatric Integrated Primary Care, Hematology/Oncology, Inpatient Consultation/Liaison, Gastroenterology/Liver, Endocrine, Weight Management, Nephrology, and Pulmonology. Additional clinical child and adult experiences are also a part of this track.

Scope of the Program

The form of the internship program reflects the program's current resolution of several dichotomies. *One dichotomy is depth versus breadth of training.* For many of you this will be your last major clinical experience before you receive your doctorate and begin functioning in the profession as a clinical psychologist. Although we offer you many learning experiences, including several types of clinical experiences, educational seminars, and opportunities to work with numerous faculty members, the year is not long enough to take advantage of all that is available. Even if it were possible to experience all that is available within the single year, it would not serve the goal of preparing you to operate as qualified professionals by simply offering a taste of many skills.

Currently, our program has both a rotational (breadth) and a longitudinal (depth) component. Each intern has three major rotations and 3 minor rotations with each rotation being of four months duration. Each major rotation involves 24 hours per week of clinical experience, while each minor rotation involves 12 hours per week. Each major and minor rotation is offered through OU Medical Center either at the Oklahoma Children's Hospital, OU Physician's, or through numerous clinics on the OUHSC campus.

In addition, we ask interns to devote some of their time **throughout** the year to (a) didactic/educational activities (6 hours/week) and (b) supervised psychotherapy with children and adults (5 hours/week). The didactic/educational activities include three required seminars and various elective seminars in emphasis areas of psychology, psychiatry, and medicine. *Each intern receives at least three hours a week of individual supervision.*

The supervised psychotherapy is in addition to other psychotherapy cases, which are part of the major and minor rotations. The intern selects one primary supervisor for the entire year. This long-term supervisory relationship provides you with the opportunity to develop long-term therapy skills across the entire year. The type of cases an intern may select for supervision cover a broad range of psychopathology. This primary supervisor also serves as a mentor for the

intern, helping the intern with professional and personal issues as they might arise during the course of the year.

An intern may pursue training in one of four emphasis areas of interest (e.g., neuropsychology, child clinical psychology, pediatric psychology, or integrated behavioral health).

The second dichotomy addressed by the form of this internship is that of *faculty-planned versus intern-planned programs*. The question about who will plan the intern's year and who will decide what the intern will do is answered by providing a program which is general in its requirements, allowing the intern to participate in designing his/her individual program.

We offer approximately **20** major and minor rotational settings from which the intern may choose. The intern's funding source partly affects the choice of rotation. That is, interns funded by University Hospital spend their three major rotations at their respective funding agency. We give major rotation consideration to intern preference with regard to rotation selection. We make every attempt to give priority to your training needs. Most interns are able to get the 3 major and 3 minor rotations of their personal choice. We do not determine minor rotations by funding source, so minor rotations can be taken anywhere the intern chooses with a few exceptions mentioned later.

How Interns spend their time

A question interns frequently ask is "Well, this sounds like a wonderful program with many opportunities, but how would I spend my time if I came to Oklahoma?" In order to summarize this information visually, we have presented below a diagram.

Weekly Activity				
	Major Rotation	Minor Rotation	Seminar	Total Hours
Hours per week	24	12	6	42

Note: Major and Minor Rotations will change every 4 months (July-Oct; Nov-Feb; March-June)

Please note, for all three rotations, an intern has major rotation experiences for 24 hours a week and a different minor rotation experience for 12 hours a week. Also note, throughout the whole year, approximately five hours a week are spent in psychotherapy experiences beyond what is obtained on major or minor rotations. The intern will spend approximately six hours a week in seminars. The total amount of time formally scheduled each week is roughly 42 hours; however, our time studies revealed the interns typically work between 42 to 44 hours per week. These hours also include time spent in clinical activities, preparation, supervision, report writing/charting and reading. With so many opportunities, interns find it hard to pass up valuable learning experiences. Approximately three hours of individual supervision per week is included within the hours allotted to major rotation, minor rotation, and psychotherapy.

Major and Minor Rotations

We try to give interns as much flexibility as possible in choosing which rotations they want. However, in any system there must be certain constraints. Although it is not possible to list all the constraints here, we will list the more important ones.

Following a description of the available rotations during orientation week, the interns will have the option to select rotations. In the majority of cases, the intern class opts to meet together to work through desired rotation choices. At this meeting, the interns would discuss their preferences for the 3 major and minor rotations. Subsequent to this meeting, the first rotation is officially determined. Although the interns have discussed their preferred options for 2nd and 3rd rotations, these will not be officially determined until just prior to the start of these rotations (October for 2nd rotation & February for 3rd rotation). In this way, the interns reserve the right to make changes to their original selections due to new information obtained, feedback from other interns or faculty, or personal preference changes. On most rotations only one intern is present at any given time, although a few rotations can take more than one intern simultaneously.

As mentioned previously, an intern's training emphasis determines where the three major rotations will be. For example, if your interest is Pediatric and Child Clinical Psychology, your three major rotations will be in the pediatric/child area. Minor rotations are not determined by your training emphasis. You can choose minor rotations anywhere in our system.

You will make a request for a particular program code on selection day when you make your computer match request. You could request, for example, that you only be considered for one particular program code. You may say, "I only wish to be considered for a Neuropsychology position." You could also request to be considered for two program codes. You might indicate for example, "I want to be considered for Pediatric and Child Clinical Psychology." Obviously, an intern's choice of a program code is an extremely important decision and is done when you submit your ranking list to the National Matching Service. Our program has 3 different program codes corresponding to the two funding sources (Pediatric Psychology, Child Clinical Psychology, and Adult Neuropsychology,). You could rank any combination of the three program codes depending on your interest.

Notice again you have 12 hours per week for minor rotation experiences. These minor rotation experiences can be taken anywhere within our consortium. Thus, if you are a Neuropsychology intern and you want experiences in Pediatric and Child Clinical Psychology, you could obtain this during the 12-hour minor rotations.

We consider ourselves a general internship and think interns should have both adult and child experiences. Remember we specifically define a general internship as one that has therapy/intervention and assessment activities with both adult and children. To receive both adult and child experience, each adult neuropsychology intern will have to take sufficient minor rotations to meet the criteria of having child assessment and therapy/intervention experience. Similarly, each pediatric and child intern will have to meet the criteria of having adult assessment and therapy/intervention experience.

Major Rotations

The internship consists of (a) clinical rotation settings; (b) the required seminars in clinical psychology; (c) the Departmental Grand Rounds and other departmental or related clinical activities. The specific major clinical rotations (24 hours per week of activities) are as follows:

1. Adult Neuropsychology Assessment Laboratory (OU Health)
2. Clinical Child Assessment and Therapy (Child Study Center)
3. Pediatric Psychology (Oklahoma Children's Hospital/OU Health)
 - I. Diabetes & Endocrinology
 - II. Hematology/Oncology
 - III. Hepatology and Liver Transplant
 - IV. Primary Care

Minor Rotations

Any of the above-mentioned major rotations (24 hours per week) can be taken as a minor rotation (12 hours per week). In addition to the above the following minor rotations are offered:

1. A Better Chance Clinic (CSC)
2. Child Trauma Services (CSC)
3. Jump Start Developmental Clinic (CSC)
4. Child Psychology Assessment Clinic (CSC)
5. OUH Adult Metabolic and Bariatric Surgery Behavioral Health (Harold Hamm Diabetes Clinic)
6. OUH Adult Oncology Distress Management Service Rotation (Stephenson Cancer Center)
7. OUH Adult Substance Use Disorder/Transplant
8. OUH Pediatric Assessment/Outpatient Treatment Training Clinic
9. OUH Pediatric Neuropsychology
10. Pediatric Administration (Oklahoma Children's Hospital)
11. Pediatric Assessment Clinic (Oklahoma Children's Hospital)
12. Pediatric Diabetes and Endocrinology (Oklahoma Children's Hospital)
13. Pediatric Hematology/Oncology (Jimmy Everest Center/Oklahoma Children's Hospital)
14. Pediatric Hepatology and Liver Transplant (Oklahoma Children's Hospital)
15. Pediatric Primary Care (Oklahoma Children's Hospital)
16. Pediatric Primary Care at OU Latino Clinic (Oklahoma Children's Hospital)
17. Pediatric Multi-Disciplinary Weight Management Healthy Futures Clinic (Oklahoma Children's Hospital)
18. Pediatric Nephrology (Oklahoma Children's Hospital)
19. Treatment Program for Children with Problematic Sexual Behavior Adolescent Age (CSC)
20. Treatment Program for Children with Problematic Sexual Behavior School Age (CSC)
21. Treatment Program for Children with Problematic Sexual Behavior Preschool Age (CSC)

Additional Training Opportunities

** Interdisciplinary Training Program on Child Abuse and Neglect (ITP)

** Parent Child Interaction Therapy (PCIT)

The above services do not comprise a full rotation.

Adult Neuropsychological Assessment Laboratory

The Neuropsychological Assessment Laboratory is located on the third floor of the Williams Pavilion building. We have on faculty five clinical neuropsychologists, three that hold Diplomate status in ABPP-CN, two psychology technicians, and two neuropsychology residents staff the laboratory. Practicum students and psychiatry residents also frequently work in the lab. Referrals to this laboratory consist of two major types: (1) neuropsychological referrals from neurologists, neurosurgeons, psychiatrists, attorneys, judges, workers compensation court, and Independent Medical Evaluations (IME) (their referrals comprise approximately 90 percent of the referrals) and (2) psycho diagnostic pain and psychological assessment referrals primarily from psychiatrists and other medical specialists (10 percent).

Interns assigned to the laboratory will gain experience administering, scoring, and interpreting neuropsychological tests. The psychometricians however, complete the majority of test administration which gives interns time to develop other skills. Interns normally test only 4 hours per week. Face-to-face feedback with referral sources as well as patients and family members is encouraged. Opportunity to combine formal neuropsychological test results with mental status interviews, history data, and medical laboratory data are available. Interns also interview a significant other person of most patients to gain additional information.

The lab sees primarily adult cases however child and adolescent cases are seen predominantly from pediatric neurologists, neurosurgeons and hematologists/oncologists. The patients seen in the laboratory have a variety of neurological disorders (head injury, dementia of many types {Vascular, Lewy Body, Alzheimer's, and fronto-temporal} intracranial neoplasm, cerebral vascular accidents, etc.). We see epilepsy patients before temporal lobe resection for control of partial complex seizures. Wada testing is completed on complex partial seizure patients. Deep Brain Stimulation candidates are seen pre and post neurosurgery. The lab also sees a large number of forensic cases, including personal injury and worker's compensation cases. Interns have the opportunity to perform evaluations of chronic pain patients undergoing dorsal column stimulator placement, or pain patients in the Workers' Compensation system.

Interns attend neurology and neurosurgery rounds and teaching conferences as time allows. A particularly interesting weekly activity is the Neurology Morning Report in which neurological cases are presented. All interns on this rotation attend the weekly neuropsychological case conference and present cases at the conference several times a year. During this conference, participants present on various neurologic disorders and individual cases in detail followed by discussion by faculty, interns, residents and others attending the conference.

We have a library of literally hundreds of patient interviews of neurologically impaired patients of all types. Since the lab sees a large number of forensic cases, the intern has some opportunity to work with the referring attorney or judge. The supervising neuropsychologist frequently gives depositions or appears in court on the cases seen in the laboratory. Interns are usually welcome to view this legal testimony.

Clinical Child Psychology

The child psychology track offers experiences in child abuse and neglect and clinical child assessment and therapy. All interns can participate in child psychology activities as part of a major or minor rotation. The training opportunities are described below.

With the guidance of their primary supervisors, the interns will make choices about their experiences due to time and scheduling constraints. We expect all child interns to have experience in clinical child assessment and therapy, and child abuse and neglect. However, due to considerable flexibility, interns can easily meet these requirements through a variety of experiences.

Interns should be aware that some experiences require a longer time commitment than others. Interns in the child psychology track will work closely with faculty to develop a plan that meets their individual needs and interests and fulfills the requirements for a broad training experience in child psychology. Thirteen licensed, doctoral level psychologists are available to provide consultation and supervision to interns. The child psychology faculty are recognized leaders at state, national, and international levels. Interns may have the opportunity to co-author articles or chapters with members of the faculty and to co-present at state, regional, and national professional conferences. The Child Psychology track is comprised of clinics that are part of the Center on Child Abuse and Neglect (CCAN) or the Child Study Center (CSC). All clinical activities take place at the Child Study Center.

The mission of the CCAN and CSC is to maximize the development and well-being of children by strengthening the child, family, and community through interdisciplinary care, advancement of evidence-based practices, professional education, advocacy, and research. Children of all racial and ethnic backgrounds are seen at the Child Study Center. Notably, Oklahoma has one of the largest American Indian populations in the United States. American Indian children comprise a large ethnic minority group of children in Oklahoma and represent a significant portion of the CSC patient population. Interns have the opportunity to interview, evaluate, and consult with families and children from the more than 39 Federally Recognized Tribes across the state. Acknowledging the impacts of systemic racism on our children and families of diverse heritage, fairness, equity, and social justice are overarching principles that guide all of our activities, practices, and policies. Within our centers, we commit to:

- Including and encouraging open discussions of (in)equity in all meetings and spaces.
- Educating ourselves on inequalities and seeking feedback from the BIPOC communities, including from our own team members, our clients, and experts from the community.
- Conducting ongoing program evaluation that intentionally assesses racial (in)equity via
 - Feedback from our own students, staff, and faculty
 - Feedback from clients and community (e.g. Parent Partnership Boards)
 - Analysis of service participation and outcome data
- Challenging ourselves to understand and correct any inequities we may discover in our program evaluation.
- Expanding our services to underserved, BIPOC communities through increased cultural congruence and engagement, collaboration with BIPOC communities/organizations, and outreach.
- Addressing microaggressions, prejudice, and racist actions by creating a brave space where we can identify when they occur and provide feedback to individuals that encourages self-reflection and corrective action.
- Supporting and encouraging volunteer activities with underserved, BIPOC communities.

- Applying these principles and action steps for promoting equity across all forms of group membership.

The clinical child rotation offers clinical child psychology experiences to the interns including: 1) evidence-based and empirically supported treatment; 2) clinical child psychological evaluations from birth to 18.

Theoretical orientations of the supervisors include a combination of behavioral, cognitive-behavioral, family systems, and developmental approaches. Training facilities include use of recording and/or one-way observation windows for teaching purposes. Supervision is an integral part of the program and involves direct or recorded observations of treatment, co-therapy with staff therapists, and frequent individual supervision sessions to facilitate the intern's growth and competence in working with children and families. Clinical Child faculty members place special emphasis on understanding and integrating information regarding the effects of developmental disabilities on the therapy process with children. Below are the rotations offered through the clinical child track.

Center on Child Abuse and Neglect

The mission for the Center of Child Abuse and Neglect (CCAN) is to provide national leadership in the prevention and treatment of child abuse and neglect through exemplary research, clinical care, interdisciplinary education and training of professionals, administrative services, and program development. CCAN includes fifteen faculty members, eleven of whom are licensed psychologists who provide direct supervision for the Center's many clinical activities. At CCAN, interns will train in assessment and therapy for maltreated and traumatized children and their caregivers. Interns can also have training opportunities in general assessment and treatment of children without a history of maltreatment.

Clinical training experiences available through CCAN include:

Child Trauma Services

Through CCAN, interns have the opportunity to conduct assessment and treatment of childhood trauma. The Child Trauma Services (CTS) clinic provides evidence-based treatment for children 3 to 18 who have experienced maltreatment or trauma. Our primary treatment model is Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT). TF-CBT is a short-term, empirically supported treatment of PTSD in trauma-exposed children. TF-CBT is designated as a Model Program by SAMHSA and the National Child Traumatic Stress Network and has received the highest scientific rating as a Well-Supported Effective Practice by the California Evidence-Based Clearinghouse for Child Welfare. Within CCAN are several faculty with specialized expertise in TF-CBT, including three national TF-CBT trainers (Drs. Elizabeth Risch, Susan Schmidt & Dolores Subia BigFoot). The Child Trauma Services program is responsible for implementation of the Oklahoma statewide TF-CBT training program (www.oklahomatfcbt.org). This provides interns with the opportunity for participation in Introductory and Advanced TF-CBT trainings and to gain experience in TF-CBT model dissemination activities, if interested. Training and supervision in TF-CBT are available to all interns and can be provided as part of major or minor child rotations.

Assessment and treatment of children affected by child maltreatment and other forms of trauma, with associated symptoms of depression, anxiety, and/or behavioral problems. Individual therapy cases actively involve parents/caregivers in treatment sessions. Cases are supervised during group supervision or with individual supervisors by arrangement. Session recordings are reviewed to enhance supervisory support. CCAN faculty members rotate through group supervision with the intern rotation schedule in order to provide interns with multiple clinical perspectives. Interns interested in working toward national TF-CBT certification will be supported with advanced supervision opportunities.

TF-CBT Group Treatment for children ages 5 to 12 and their caregivers. This is a manualized 11-week group treatment program that offers interns the opportunity to provide co-therapy with faculty and clinicians with expertise in the TF-CBT model. Each session includes children's groups, caregivers groups, and combined group time. (Director: Dr. Elizabeth Risch, Ms. Amanda Mitten, LPC, and Dr. Susan Schmidt)

Children and Adolescents with Problematic Sexual Behavior These programs offer opportunities to:

- Develop an understanding of the needs of children and adolescents with problematic sexual behavior.
- Increase skills in working with children, adolescents, and families in group therapy.
- Conduct a cognitive-behavioral based therapy group with preschoolers, grade school children, or adolescents.
- Complete individual, family-based treatment for children, adolescents, and families.
- Conduct cognitive behavioral groups for caregivers.
- Conduct intake evaluations of the children and adolescents, including interviewing the caregivers and children.
- Participate in specialized group supervision for each age group.

There are three programs within the Problematic Sexual Behavior clinic:

Treatment Program for Adolescents with Problematic and Illegal Sexual Behavior

The PSB-A group treatment is open-ended group program designed for adolescent males who are adjudicated for illegal sexual behavior. Separate groups for the adolescents and their caregivers are conducted. The families involved in treatment come from all across Oklahoma and surrounding states. The treatment program is manualized, and interns will participate as co-therapists in the groups. Interns can also see adolescents for intakes and individual or family therapy. It is not expected that interns have an understanding or previous experience working with youth with illegal sexual behavior; as part of the rotation, trainees will receive didactic support for understanding and treating this population of adolescents. (Director: Dr. Susan Schmidt)

Treatment Program for Children with Problematic Sexual Behavior School Age

This clinic provides treatment to school-age children (approximately ages 7 to 14) who exhibit problematic sexual behavior. The treatment model, Cognitive-Behavioral Therapy for Problematic Sexual Behavior (PSB-CBT), uses concurrent groups for youth and their caregivers.

The underlying approach is strengths-based, focusing on the youth as children first with capacity to learn and implement appropriate behavior, make safe decisions, and develop healthy relationships. Using cognitive-behavioral approaches, the youth are taught rules about sexual behavior and specific skills of coping, self-control, and decision-making. Core treatment

components with caregivers address managing child behavior, supporting healthy development, sex education, abuse prevention, and rules about sexual behavior. Trainees may participate in the intakes, groups, or both. There are also opportunities to see PSB-CBT family therapy cases if interns choose to do more than one rotation. (Director: Drs. Elizabeth Bard and Silovsky)

Treatment Program for Children with Problematic Sexual Behavior Preschool

The PSB-CBT-Preschool program is a 13-week group treatment that includes concurrent groups for preschool-aged children and their caregivers. The program teaches children about private part rules, relaxation strategies, coping strategies, and problem solving skills. Caregivers are taught about normal and problematic sexual behavior of children and strategies to prevent and manage problematic sexual behavior, as well as other behavior problems. Family therapy cases may also be available. Trainees may participate in the intakes, groups, family treatment, or any combination of those. (Director: Drs. Erin Taylor and Jane Silovsky)

See www.NCSBY.org for more information on this population and <https://psbcbt.ouhsc.edu/> for more information on the PSB-CBT training program.

Interdisciplinary Training Program in Child Abuse and Neglect (ITP)

The ITP is designed to provide advanced academic and clinical training in child abuse and neglect. Academic credit is available on request. Established in 1987, the ITP provides specialized training in clinical practice, prevention, policy formation, child advocacy, research, and administration in the field of child abuse and neglect. The ITP is two-semester interdisciplinary training for advanced students in medicine, dentistry, psychology, law, social work, education, public health, nursing, and related disciplines. To date, approximately 500 students have completed the training program. The goal of the program is to train professionals to become leaders in the field of child abuse and neglect in clinical practice, research, administration, and prevention. All interns are eligible to participate, independent of a rotation. Dr. Erin Taylor serves as the psychology support faculty for the ITP.

Child Study Center

The Child Study Center (CSC) provides broad clinical child psychology experiences in assessment and therapy with children of diverse cultural/racial backgrounds. The CSC faculty and staff include a range of disciplines, including clinical and school psychology, developmental pediatrics, social work, occupational therapy, and speech/language pathology. The patient population ranges in age from birth through older adolescence. Common presenting problems include behavior disorders, learning disabilities, attention deficit/hyperactivity disorder, oppositional defiant or conduct disorders, anxiety and mood disorders, autism spectrum disorder and other pervasive developmental disorders, neurological disorders (including seizures, tumors, head injuries, etc.), developmental disabilities, and various medical and genetic disorders.

A Better Chance Clinic

The A Better Chance (ABC) Clinic is a program for infants and children with prenatal substance exposure and/or whose mothers are in substance abuse treatment. These children are at increased risk for developmental, learning, and behavioral problems, and the program is based on the premise that early intervention can improve outcomes for these children. The ABC clinic provides longitudinal comprehensive evaluations of infants and children with prenatal substance exposure from birth through age 7 years. Following the assessment, assistance is provided to families in obtaining any related services their infant/child may need. To further assist with environmental problems, a behavior management group, based on the Parent-Child Interaction Therapy model is offered. Trainees in the clinic will work as part of an interdisciplinary

assessment team including medical staff, speech-language pathologists, and physical and/or occupational therapists. Trainees will learn to administer and interpret measures of cognitive and language functioning, as well as screening measures for trauma, autism, and other issues on an as needed basis. Finally, interns have the opportunity to accompany ABC personnel to community-based substance abuse treatment centers serving women and their children where they would be involved in developmental screenings with the children and case consultations with treatment center staff. (Directors: Dr. Elizabeth Bard and Ms. Vicki Cook, LPC)

Child Psychology Assessment Clinic

This clinic will provide interns training in conducting comprehensive psychological evaluations, including report writing and feedback. This clinic serves children and adolescents between the ages of 5-18 years who are referred for psychological testing to assist in diagnosis, treatment planning, and educational planning. The types of evaluations vary, but typically include concerns about emotional and behavioral disorders, ADHD, learning disorders, autism spectrum disorder, and occasionally other forms of more severe psychopathology (Psychology Faculty: Dr. Melissa Hakman).

JumpStart Autism Evaluation Clinic

The JumpStart Clinic provides comprehensive, half-day interprofessional Autism Spectrum Disorder (ASD) and developmental evaluations to children under six from across Oklahoma and surrounding states. Trainees in the clinic will work as part of an interdisciplinary assessment team including developmental-behavioral physicians, a child psychologist, a speech-language pathologist, an occupational therapist, and a family partner. Trainees will learn to administer and interpret measures of cognitive, language, motor and adaptive functioning, and they will also participate in administration of autism-specific measures, including the Autism Diagnostic Observation Schedule (ADOS-2) (Psychology Faculty: Dr. Kathryn Moore).

Parent Child Interaction Therapy (PCIT)

Interns have the opportunity to conduct treatment for children with disruptive behavior. Our primary treatment model is Parent-Child Interaction Therapy (PCIT), which is an empirically based behavioral management program developed primarily for young children (2-6:11 years) with externalizing behavior problems. PCIT has been shown to be successful in improving positive behaviors and enhancing parental relationships. Although PCIT has been effectively applied to various populations (e.g., children with ODD, ADHD, abuse/neglect), it is an individualized treatment approach. Within CCAN are several faculty with specialized expertise in PCIT, including a Global Trainer (Beverly Funderburk, Ph.D., who is president of PCIT International as well as the co-author of the PCIT protocol) and three Regional Trainers (Drs. Elizabeth Bard, PhD., Carisa Wilsie, PhD., and Ms. Vicki Cook, LPC). There are additional faculty that are also agency trainers, including Tabitha Fleming, PhD. Interns have the opportunity for participation in PCIT seminar, which is a co-therapy training model. Additional co-therapy training opportunities are available to interns who wish to pursue PCIT certification. Additionally, PCIT research is being conducted and interns are welcome to be a part of the research team. All interns are eligible to participate, whether or not on rotation at the Child Study Center.

Other Clinical Child Activities

Research Opportunities in Clinical Child Psychology

CCAN and CSC have active, productive clinical research programs, and interns can be involved in research, including involvement in treatment outcome studies.

Ongoing research projects include:

- Dissemination and implementation of evidence-based interventions and prevention programs (PCIT, PSB-CBT, TF-CBT).
- Cultural adaptations of evidence-based treatments
- Prevention of child maltreatment in high risk families
- Children with problematic sexual behavior
- Clinical interventions for children who experienced trauma and maltreatment
- Many others

Pediatric Psychology

Pediatric Psychology/Behavioral Medicine

The pediatric psychology track offers a variety of experiences in areas of primary and specialty care. Interns may provide inpatient and outpatient services during their training and receive supervision in working with children with chronic or acute medical conditions and their families.

All rotations involve participation with multidisciplinary teams to provide comprehensive health services to families served by OU Health outpatient clinics and Oklahoma Children's Hospital. Interns are encouraged to interact with all members of the team, including attending physicians, social workers, nurses, clinical research associates, administrative staff, and medical students, residents, and fellows. Liaison with other agencies, such as mental health providers, schools, and childcare providers may be necessary at times. Interventions provided will be based on evidence-based practice parameters whenever feasible.

Pediatric Primary Care

Training opportunities are available across two pediatric primary care clinics.

Sooner Pediatrics Clinic

This rotation will include training in an integrated model of primary care psychology. The General Pediatrics Clinic provides primary care services to children and adolescents. Trainees on this rotation will provide services including brief screening and assessment as well as ongoing treatment services. This rotation also involves participation with multidisciplinary teams to provide comprehensive health services to families served by Oklahoma Children's Hospital Clinics. Common presentations include ADHD, behavioral management/parenting issues, internalizing symptoms, headaches, and elimination disorders. Interventions provided will be based on evidence-based practice parameters.

Super Niño's Clinic

This primary care clinic in south Oklahoma City provides services to children and adolescents from primarily Spanish-speaking families. Interns will have the opportunity to develop knowledge and skill for using screening and brief assessment and interventions in an integrated health care setting. Common presentations include ADHD, oppositional behavior, internalizing

symptoms, acute and chronic health conditions, school difficulties and family conflict. Super Niño's Clinic serves children from birth to 18 years old. ***Spanish proficiency is required for a rotation at this clinic.***

Pediatric Specialty Services

Diabetes & Endocrinology Clinic

The Pediatric Diabetes & Endocrinology psychology service provides consultation and ongoing follow-up services for patients with diabetes and endocrine-related disorders. This service is predominately based in an outpatient specialty clinic, but opportunities to provide inpatient services are available based on trainee interest. Additionally, training opportunities are available within three subspecialty clinics that provide comprehensive, multidisciplinary care for youth with Type 2 diabetes, Turner Syndrome, and Differences/Disorders of Sexual Development. During the Diabetes & Endocrinology rotation, trainees can expect to frequently work with pediatric patients with Type 1 and Type 2 diabetes.

Trainees are also likely to gain exposure to pediatric patients with a wide range of endocrine disorders, including but not limited to hypothyroidism, Turner Syndrome, and disorders of sexual development. This rotation provides frequent opportunities to utilize motivational interviewing skills to address adherence concerns with both patients and family members. Trainees will obtain experience in implementing brief consultation and intervention with pediatric patients and their families. Intervention experience will be provided in numerous areas, including, but not limited to adherence, adjustment to diagnosis, procedural anxiety, behavior management, emotional problems, school accommodations, and sleep difficulties.

Pediatric Hematology/Oncology Service

The hematology/oncology behavioral health service provides consultation and ongoing follow-up for the patient population of the Jimmy Everest Center for Pediatric Cancer and Blood Disorders in Children. This service includes inpatient and outpatient services, as well as several comprehensive multidisciplinary specialty clinics.

Comprehensive sub-specialty clinic information:

Clinic	Age range	Schedule	Common Consultations
Sickle Cell Disease Clinic	3-21	Tuesdays 8:30-5	Medication adherence, pica, enuresis, school problems
Hemophilia/Bleeding Disorders Clinic	Lifespan	Wednesdays 8:30 -5 2nd Wed of month: Tulsa 3rd Wed of month: Adult, 8:30- noon	Behavior management, internalizing disorders, pain management, sleep problems
Brain Tumor Clinic/ Neurocutaneous Syndromes Clinic	Infancy to age 31	1st, 3rd, and 5th Mondays 1-5 pm NCSC, 4th Monday 1 -5 pm	School problems, neurocognitive deficits, behavior management

Taking on Life After Cancer (TLC) Survivorship Clinic	Infancy to age 32	Thursdays, 8:30 - 5	School problems, neurocognitive deficits, emotional concerns
Inpatient Hem/Onc	Birth – 21	Mon – Fri, 8 -5	Adjustment, emotional problems, disruptive behavior
JEC Outpatient Clinic	Birth – 21	Monday – Thursday 8-5 (Thursday hours have changed) Friday 8-12.	Adjustment, disruptive behavior, sleep, emotional concerns
Multidisciplinary Tumor Board Imaging Conference	All	Wednesdays 4:00 pm	N/A. Meeting to review imaging patient imaging scans and treatment discussion
Transplant Psychological Services Clinic	Age Range	Schedule	Population
Pediatric Dialysis Unit (located inside Oklahoma Children's Hospital)	Toddlers to ~21 year of age	Monday, Wednesday, and Friday 8 am – 5 pm as needed	Children diagnosed with kidney disease receiving dialysis
Pediatric Dialysis Multidisciplinary Team Meeting		First Tuesday of every month; 1-2:30 pm	
Kidney Transplant Listing Meeting Kidney/Pancreas Transplant Listing Meeting		1 st and 3rd Thursdays noon – 1:30 pm 2nd Friday 1 – 2:30 pm	

Pediatric Multi-Disciplinary Weight Management Clinic – Healthy Futures

Pediatric psychology trainees will participate in the multidisciplinary obesity clinic, which focuses on families making healthy lifestyle choices to improve the overall health of the pediatric patient. This rotation involves providing direct clinical care to pediatric patients/families in a multidisciplinary pediatric obesity clinic. There may also be telehealth opportunities available on a case-by-case basis. When patients initially present to clinic,

psychology conducts a diagnostic interview as well as self and parent report BASC and PedsQL. If there are co-morbid mental health issues, patients/families are referred for traditional mental health services. During all follow-up visits within the context of the obesity clinic, psychology focuses on assisting the patient and family in meeting their dietary, physical activity, and sleep goals. Trainees have frequent opportunities to utilize motivational interviewing skills during this rotation with both patients and family members. Communication with the multidisciplinary team and timely intervention and documentation are required from all trainees.

Pediatric Nephrology

This minor rotation experience will include training in the assessment, support, and treatment of pediatric patients and their families affected by chronic or acute nephrology-related conditions. The rotation will primarily focus on clinical service. The trainee will be provided training in the initial assessment and ongoing intervention with children being seen in Nephrology outpatient clinics. This rotation will involve working with pediatric patients and their families in both the inpatient and outpatient setting, and both pre- and post-transplantation. The trainee's inpatient clinical work will focus primarily on participation in the multidisciplinary pediatric surgical and specialist service provision immediately prior to and after transplant surgery, and when medical crises occur in our patient population. Outpatient clinical work will primarily occur through the specialty clinics and pediatric dialysis unit. The trainee will be responsible for provision of these services under close supervision, and may also carry a caseload of pediatric transplant patients.

Pediatric Assessment Clinic

This rotation will include training in assessment, report writing, and feedback for patients seeking a psychological evaluation regarding possible ADHD, LD, Intellectual Disability, developmental issues, or comorbid cognitive issues related to medical diagnoses. There is also the opportunity to conduct Autism Spectrum Evaluations if the trainee has been previously trained and certified with the ADOS-2. The General Pediatrics Clinic provides primary care services to children and adolescents. Common presentations include ADHD, ID, behavioral management/parenting issues, and learning difficulties. Trainees in psychology are often consulted and work very closely with the providers associated with the primary care clinic in the ongoing treatment of children with neurodevelopmental issues. Interns on this rotation will provide services including diagnostic interviews, as well as conducting intelligence, achievement, developmental, learning and memory, and behavioral assessments. Behavioral Assessments will consist primarily of the use of self and parent report measures with patients and their families. Additionally, the assessment experience will include the integration of information obtained from other healthcare providers (physicians, nursing, social work, physical & occupational therapy, dietitians, etc.) and collateral reporters (teachers, school personnel) for case conceptualization and the development of treatment recommendations.

Other Pediatric Psychology Activities

Research Opportunities in Pediatric Psychology

Pediatric second-hand smoke reduction Injury prevention in children and adolescents with hemophilia. Psychoeducational concerns among children and adolescents with sickle cell disease. Post-partum depression in mothers of infants in the NICU. Intervention for parental smoking cessation. Early screening in children with sickle cell disease. Pharmaceutical clinical trials.

Program Required Seminars

The internship offers several seminars, some yearlong and others for specified parts of the training year. Five seminars are required as part of the core internship program: (1) the Case-Centered Psychotherapy Seminar, (2) the Intern Assessment Seminar, (3) Professional

Development Seminar, (4) Diversity Seminar (5) The Department of Psychiatry and Behavioral Sciences Grand Rounds (6) the Director's Meeting. Psychology interns attend other didactic experiences which are rotation specific.

Psychotherapy Case Conference Seminar

This seminar meets twice a month and the 5th week (if there is a 5th week), for one hour and is attended by all psychology interns. The focus of this conference is on psychotherapy cases carried either by a faculty member or by an intern. This seminar is practice based and has two major areas of focus. The first area consists of presentations by faculty members of psychotherapy cases they are seeing or have seen or of particular approaches they use in the treatment of certain populations. During the sessions presented by faculty members, specific theoretical approaches are covered (cognitive-behavioral therapy, behavioral modification, dynamically oriented therapy, family therapy, etc.). The goal of the session is to illustrate how these very experienced psychotherapists conduct therapy.

The second area involves presentations by each of the interns. Each intern will present a case they are currently seeing. Other interns and the faculty present will then discuss the case. During the course of the year, the intern will present a total of two times. The goal of the session is to give the intern experience doing professional level case write-ups and presentations. Interns not presenting that week are given the opportunity to develop their skills as case discussants.

Intern Assessment Seminar

The Intern Assessment Seminar meets twice a month and the 5th week (if there is a 5th week) Friday of each month for one hour, focusing on the general area of clinical assessment. A number of didactics focus on general topics in assessment and assessment in specific populations. The object of this seminar is to increase interns' knowledge of the assessment process and application in a variety of clinical populations. The first several months of the seminar are devoted to the administration and interpretation of psychological and neuropsychological tests as applied to children, adolescents, and adults. The seminar also includes intern presentations of their assessment cases.

Professional Development/Diversity/Ethics Seminar

The Professional Development/Diversity/Ethics Seminar meets on Friday of each month for one hour. This didactic is held in conjunction with the Postdoctoral Residents and covers professional, and diversity issues in Psychology as well as other topics that are critical in the delivery of healthcare services. In addition, topics related to ethics and legal aspects of Psychology, licensure, resume building, job applications, and many other topics important to the professional development as a psychologist are included.

The Department of Psychiatry Behavioral Medicine Grand Rounds

The Behavioral Medicine Teaching conference is a series, which includes presentations of clinical case studies, research, and current issues in psychiatry and the behavioral sciences. Departmental faculty and staff, as well as faculty from other Health Sciences Center departments and visiting professors from throughout the country, present in this series. This conference meets one hour a month.

Outpatient Psychotherapy Activities

As previously indicated (see Scope of the Internship Program in the general description of the internship), each intern is encouraged to devote a minimum of five hours per week in individual or group psychotherapy beyond the psychotherapy experience received on individual rotations. The intern's primary supervisor supervises this psychotherapy.

The intern selects a primary supervisor (i.e., long-term supervisor) and meets at least one hour per week with this supervisor. Please note the intern chooses the supervisor rather than having one assigned. In this way, interns can select a mentor whose theoretical orientation and style fits well with their goals for internship.

Evaluation Policies and Procedures

At the beginning of the internship year, each intern's past academic training, experience, and skills are examined by the supervising faculty. The rotation and primary supervisor confer with the intern to evaluate the intern's basic skills and professional aspirations. The information gained is then used in planning the interns' training experiences. As stated earlier, the intern's choices are given significant importance in rotation selection; however, other factors such as funding source, other interns' preferences, and limitations on the number of interns on any given rotation are considered.

The intern's rotation supervisors, and others who have professional contact with the intern, evaluate the intern's performance on each rotation. Feedback regarding each evaluation is provided to the intern.

The Psychology Training Faculty (PTF) thinks evaluation of supervision is a two-way street and actively seeks regular feedback from the interns concerning their supervision, training activities, and the quality of the seminars. This information is used to improve the internship experiences. The University of Oklahoma Health Sciences Center awards an official certificate to the intern upon successful completion of the internship.

Psychology Training Faculty (PTF)

Although the internship director has overall responsibility for the internship program, input from the Psychology Training Faculty is obtained. The PTF is chaired by the Director of Internship and all of the psychologists who have direct clinical contact with interns. Because intern input is of crucial importance, an intern representative attends these meetings. The faculty meet monthly, usually on the fourth Tuesday of the month. The interns select a difference representative to attend these meetings.

Stipend Level and Benefits

The OUHSC internship offers the stipends and fringe benefits described below. Intern salary stipends are determined each year and are published on the APPIC website and also presented in this brochure. Stipend level: \$29,000 for all interns.

Benefits

Student benefits include library and parking privileges for interns. The Department provides Student Health Insurance for all interns. Health Insurance for all interns becomes effective July

- **Vacation & Academic Leave**
Vacation and Academic Leave: 15 working days.
- **Sick Leave**
Sick Leave: 13 working days
- **Liability Insurance**
Liability Insurance: The Department provides professional liability insurance.