



2022-2023

Doctoral Internship in Professional Psychology

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



JOHNS HOPKINS
M E D I C I N E

**JOHNS HOPKINS
ALL CHILDREN'S HOSPITAL**



Johns Hopkins All Children's Hospital

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

Vision

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

Mission

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

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Value Statement

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

--Carl Sandburg

Doctoral Internship in Professional Psychology

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

The internship program provides clinical training for three psychology interns annually in pediatric psychology through major rotations in Neuropsychology Clinic, Autism Program, and Consultation-Liaison Service. Minor rotation training opportunities include the Early Childhood Clinic, Adolescent Therapy Clinic, and Pediatric Psychology Outpatient Clinic. Each intern will participate in year-long training experience through the Psychology Intake Clinic. The program seeks to build upon trainee competency in the assessment and treatment of children with a wide range of medical conditions and mental health needs. Specifically, the program aims to prepare interns to become competent pediatric clinical psychologists for a diverse population of children and families. The program aims to prepare interns for future careers as leaders in the field of pediatric psychology who will engage in clinical practice, interdisciplinary collaboration, advocacy, and scientific investigation

Program Accreditation Status

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

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979/Email: apaaccred@apa.org

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

Training Philosophy

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

Aims, Competencies, and Elements of the Training Program

The overall aim of the internship program is to prepare interns for entry level practice in health service psychology. This aim is accomplished by providing training in generalist clinical skills in psychology, diversity, collaborative skills for operating within an interprofessional and interdisciplinary team, and overall professional development as a psychologist.

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

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

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

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Each intern will obtain significant experience, spending approximately 24 hours weekly providing psychological services to children and adolescents with a wide variety of medical conditions. Interns will complete 2 major rotations over the course of the training year, with each major rotation lasting 6 months in duration. Interns will also complete one minor rotation over the course of the training year. Major and minor rotations are determined by an individualized training program tailored to meet the training needs and interests of each intern. For the duration of the training year, each intern will complete one intake per week in the Psychology Intake Clinic. As part of the training requirements, interns will participate in weekly didactics. Interns may also choose to select from additional training experiences, which include a variety of medical specialty teams within the hospital depending on interest and the feasibility of scheduling. As part of the training requirements, interns will participate in weekly didactics, and attend Grand Rounds. Research collaboration with a faculty member is possible, depending on mutual interests and feasibility of scheduling.

Sample Training Plan

	Rotation 1	Rotation 2
Major Rotation (2.5 days per week)	Neuropsychology Clinic	Autism Program
Minor Rotation (1.5 day per week)	Adolescent Therapy Clinic	
Psychology Intake Clinic (.75 day per week)	Intake Clinic (1 patient per week)	
Required Didactics (.25 days per week)	Psychology Internship Didactic; Neuropsychology Seminar	

Clinical Activities

During the 2022-2023 training year, the following training opportunities are offered:

Psychology Intake Clinic

Supervisors: Alyssa Fritz, PhD, Sarah Stromberg, PhD & Aja Meyer, PhD

Training/Experiential Activities: The Psychology Intake Clinic is a year-long training experience that focuses on initial evaluation of patients to assist with diagnostic clarification, treatment planning, and triaging to the appropriate Center for Behavioral Health service or community referral, as needed.

Interns will progress from initially shadowing the supervising psychologist to increasing levels of independence in interviewing and child mental status. Over the course of the rotation, interns will continue to gain independence while maintaining close supervision on tasks including conducting diagnostic interviews, selecting appropriate assessment measures, completion of child mental status examinations, as well as oral and written report of differential diagnosis and treatment plan.

Major Rotations

Autism Program

Supervisors: Lauren Gardner, PhD, ABPP & Callie Gilchrest, PhD

Training/Experiential Activities: The Autism Program rotation focuses on reviewing referral/intake documentation as part of the admissions committee, diagnostic interviewing, and comprehensive diagnostic evaluations (Streamline Autism Evaluations, Multidisciplinary Autism Program, or Psychology Evaluations).

Interns will progress from initially shadowing the supervising psychologist to increasing levels of independence in test selection, administration, and scoring. Over the course of the rotation, interns will continue to gain independence while maintaining close supervision on tasks including reviewing referral/intake documents at admissions committee, conducting diagnostic

interviews, test administration, interpretation of evaluation results, as well as oral and written report of findings.

The interns will gain competency in completing streamline autism evaluations for patients younger than 3 years, multidisciplinary evaluations for children aged 3-5 years with Occupational Therapy, Speech/Language Pathology and Developmental Medicine. Interns will also complete comprehensive psychological evaluations for patients with neurodevelopmental disabilities ranging from early childhood through adolescence. Through this rotation, interns will gain training in psychological assessment suitable for post-doctoral specialization in autism and developmental disabilities. Based on intern training and background, opportunities may be available for participation in ongoing research within the Autism Program.

Consultation-Liaison Service

Supervisors: Marissa Feldman, PhD & Will Frye, PhD, ABPP

Training/Experiential Activities: The C/L Service rotation provides direct clinical care to children and adolescents who are receiving medical care at the hospital. Patients seen on this service range in age from newborns to the mid-twenties and are located in the PICU, CVICU, 7N (Neurology/Neurosurgery/Surgery), 7S (Hematology/Oncology/BMT), 8N, and 8S (General Pediatrics and Subspecialties). Referrals are made by the primary service, and placed by physicians, nurse practitioners, or other health care providers. Common presenting concerns include: adjustment/coping with illness, medical adherence, quality of life, behavior problems, family coping, acute anxiety, pain management, trauma, delirium, and comorbid mood concerns (e.g., depression/anxiety). The intern will receive training in the provision of prompt and evidence based interventions that aim to positively impact patient and family coping and adherence. Options to gain experience in both brief and longer intervention for patients while they are admitted exists. The intern on the C/L service has the opportunity to engage in multidisciplinary collaboration and service delivery, including co-treat sessions with PT/OT, care conferences with medical and support staff, and rounding with the primary medical service. The intern will also have the opportunity to collaborate and coordinate with all health care providers and specialty teams caring for hospitalized youth, as well as professionals in the community to help facilitate continuity of care.

At the start of the rotation, interns will have the opportunity to discuss with the supervisors their training goals, including patient populations of interest or need. Supervision follows a developmental model whereby interns will progress from shadowing the attending psychologist to increasing levels of independence in review of the EMR, communication with primary and supporting service, direct clinical interview, delivery of feedback and recommendations, and identification and implementation of evidence-based intervention over the course of the rotation. Close communication with the attending psychologist will continue throughout the child's hospitalization. On the C/L service, interns will have the opportunity to receive live supervision, case discussion, and review of written documentation. Based on intern training and background, opportunities may be available for participation in ongoing research projects and program development.

Neuropsychology Clinic

Supervisors: Jennifer Katzenstein, PhD, ABPP-CN, Sakina Butt, PsyD, ABPP-CN, Danielle Ransom, PsyD, ABPP-CN, & Colleen Hess, PhD

The Neuropsychology Clinic rotation focuses on reviewing referral information/medical record, clinical interviewing, and comprehensive neuropsychological evaluations. Interns complete 2 cases per week in the Neuropsychology Clinic, which can include time in outpatient clinics in which neuropsychologists are integrated (NICU Follow-up Clinic, Neurocutaneous Disorder Clinic, Stroke Clinic, Spina Bifida Clinic). Training conforms to Houston Conference Guidelines.

Rotation experiences include participation in outpatient clinical evaluations for medical referrals including epilepsy, concussion, TBI, etc., outpatient interdisciplinary team clinics (including NICU Follow-up Clinic, Neurocutaneous Disorder Clinic, Stroke Clinic, Spina Bifida Clinic), and inpatient consultations as requested. Interns will also have the opportunity to participate in multidisciplinary team meetings, coordinate care with medical providers and provide follow-up and education to school systems and educators. Interns will gain competency in completing neuropsychological evaluations for children, adolescents, and young adults.

Interns will progress from initially shadowing the supervising neuropsychologist to increasing levels of independence in interviewing, test selection, administration of assessment measures, scoring and providing feedback to families and the medical team. Over the course of the rotation, interns will continue to gain independence while maintaining close supervision on tasks including chart review, conducting clinical interviews, test administration, interpretation of neuropsychological evaluation results, as well as oral and written report of findings. Through this rotation, interns will gain training in neuropsychological evaluation to prepare for post-doctoral specialization in pediatric psychology and/or neuropsychology. Based on intern training and background, opportunities may be available for participation in ongoing research within the Neuropsychology Clinic in collaboration with other departments throughout JHACH. Required didactics in neuropsychology will be included as part of the rotation.

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Minor Rotations

Adolescent Therapy Clinic

Supervisors: Sarah Sabalvarro, PhD & Jonathan Poquiz, PhD

Training/Experiential Activities: The Adolescent Therapy Clinic rotation focuses on providing evidence-based interventions for children and adolescents presenting with a wide variety of concerns including eating disorders, adjustment disorders, ADHD, gender and sexuality identity development, depressive disorders and anxiety disorders. Upon completion of the rotation, interns will gain competency as a generalist practitioner and be able to assess, diagnose, and treat a wide range of psychological problems among children and/or adolescents. Interns will also gain specific training in evidence-based interventions for eating disorders (e.g., Family Based Treatment) on this rotation. The rotation will involve providing weekly outpatient therapy to families and patients with eating disorders (Anorexia Nervosa, Bulimia Nervosa, Avoidant/Restrictive Food Intake Disorder, etc.). Interns will also have an opportunity to see patients in the context of the JHACH multidisciplinary eating disorder clinic.

Rotation experiences include conducting clinical interviews, individual therapy, consultation, and outreach as available. Interns will also gain specific training in working with transgender and gender diverse youth and will involve providing outpatient therapy and support for patients and their families through identity development, as well as social and medical transitions. Interns will also have opportunities to see patients in the multidisciplinary Gender Affirming Care Clinic. Interns will be expected to carry an approximate case load of 4-6 patients.

Early Childhood Clinic

Supervisors: Alyssa Fritz, PhD & Jason Hangauer, PhD

Training/Experiential Activities: The Early Childhood Clinic rotation focuses on providing evidence-based interventions appropriate for young children presenting with significant behavioral and social difficulties. Training within this rotation is split between Dr. Fritz and Dr. Hangauer. Under the supervision of Dr. Fritz, interns will conduct therapy and receive live supervision in Brief Behavior Intervention, an evidence-based parent management intervention for preschoolers aged 2-7-years-old. With Dr. Hangauer, interns will co-facilitate a group-based behavioral parent training program entitled Helping Our Toddlers, Developing our Children's Skills (HOTDOCS). There may also be an opportunity for interns to provide individualized caregiver coaching for caregivers of children with autism spectrum disorder in order to facilitate language and functional play acquisition. Trainees who complete this rotation may also be eligible for certification as a HOTDOCS trainer.

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Pediatric Psychology Outpatient Clinic

Supervisors: Marissa Feldman, PhD & William Frye, PhD, ABPP

Training/Experiential Activities: The Pediatric Psychology Outpatient Clinic focuses on providing evidence-based assessment and interventions for children and adolescents experiencing psychological, social, and/or family functioning problems as they relate to a child's medical illness (e.g., cancer/blood disorders, diabetes, obesity, GI disorders, seizure disorders, transplant). The interns will be expected to carry an approximate caseload of 6 pediatric psychology patients to be seen in the psychology clinic. These cases will typically be identified through referrals submitted following an inpatient consultation and/or direct order from a medical specialty clinic. Referral reasons for outpatient therapy include adjustment/coping with illness, anxiety related to illness/medical procedures, treatment adherence, or family functioning in the context of medical illness/trauma. Interns will see cases with a range of diagnoses and presenting concerns, and work with two supervisors to achieve breadth, and specialization, of experience working with pediatric chronic illness. Following initial assessment, treatment goals are identified and a treatment plan is collaboratively created. Treatment progress will be monitored throughout the course of therapy, and treatment plan reviewed and revised as a function of treatment response and/or unique factors specific to the individual, family, and circumstances.

Didactics and Additional Opportunities

- A. **Didactics and Training Seminars.** A required weekly didactic seminar conducted by psychology, psychiatry, and other professionals addresses a variety of professional, ethical, and social issues. Other required training seminars include wither weekly Inpatient Consults Table Rounds or Neuropsychology seminar. Interns also have the opportunity to attend seminars and colloquia presented by faculty and guests in various departments at the hospital.
- B. **Pediatric Grand Rounds and Additional Didactics.** The Johns Hopkins All Children's Hospital Pediatric Grand Rounds are held on a weekly basis and open to all trainees. Interns are also encouraged to participate in additional hospital wide training opportunities (clinical forum, lunch and learn, pediatric sub-specialty presentations and workshops). Multi-disciplinary opportunities include Neuro-Onc Tumor Boards, Hem-Onc Tumor Boards, Leukemia Boards, Epilepsy Surgery Meeting, and Cochlear Implant Meeting, among others.
- C. **Conferences.** Interns are encouraged to participate in workshops and conferences.

Ongoing Evaluation and Mentoring

The intern's work is supervised by licensed psychologists. Close and intensive supervision is provided throughout the training year. Interns receive a minimum of two hours a week of individual supervision, often more, and participate in weekly group supervision. Interns have the opportunity to observe and to be observed by the supervising psychologist in clinical activities either in the same room or via a one-way mirror or video. Demonstrations also are provided by the supervising psychologist with regard to assessment, outpatient therapy and consultation-liaison techniques. Patients and their families will be notified with verbal and written documentation that they will be receiving services from a pre-doctoral psychology intern who is practicing under the license and direct supervision of the licensed psychologist.

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

evaluations are forwarded to the intern and to the Director of Clinical Training at the intern's university. At each formal written evaluative feedback session during the training year, the interns will have the opportunity to provide their supervisors and the Psychology Internship Director formal written feedback on the training program and supervision.

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

Psychology and Neuropsychology Faculty

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

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

Lacy Chavis, Psy.D. Illinois School of Professional Psychology-Argosy University, 2010; Pediatric Psychologist, Neonatal/NICU. Specializes in pediatric psychology. Research interests include neurodevelopmental and social-emotional outcomes of premature infants, maternal mental health and the cost-effectiveness of early psychological intervention.

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

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

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

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

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

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

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

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

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

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

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

Jonathan Poquiz, Ph.D. University of Kansas, 2019; Pediatric Psychologist, Gender Affirming Care. Specializes in outpatient and interdisciplinary care for transgender and gender diverse youth, as well as for youth with differences in sex development/intersex diagnoses. Research interests are centered on populations of transgender and gender diverse youth and include identifying and understanding the role of minority stress in psychopathology, addressing health disparities and health equity, promoting resilience, and adapting evidence-based practices to meet the unique needs of transgender and gender diverse youth.

Sarah Sobalvarro, Ph.D. University of Florida, 2018; Pediatric Psychologist, Eating Disorders. Specializes in evidence-based treatment for patients with eating disorders (anorexia nervosa, bulimia nervosa, avoidant/restrictive food intake disorder, binge eating disorder). Works closely with multidisciplinary eating disorder team and provides evidence-based outpatient care for patients with eating disorders. Research interests include family-based treatment related to disordered eating, over controlled personality styles in relation to eating disorders, and treatment outcomes across different eating disorders.

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

Financial Support and Benefits

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

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

Eligibility

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

Starting Date

The starting date is August 15, 2022. Finishing date is August 11, 2023. All faculty members will be on hand to help orient the new trainees and facilitate a smooth transition.

Application and Interview Process

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

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

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

The Training Faculty will review each application and indicate whether the applicant should be extended an invitation for an interview. We will notify any applicant no longer being considered as soon as possible. Applicants will be contacted no later than December 15. **Applicants are requested not to contact the training office regarding interviews prior to that date. We will make every effort to inform applicants of their status as early as possible.** Interviewing is a prerequisite for further consideration for the training program. During the day-long virtual, remote or online interview, applicants (a) meet with faculty members in the program, (b) meet with current trainees in the program, and (c) tour the facility and observe the day-to-day activities in the hospital. After all applicants are interviewed, the faculty meet as a group to develop the rank order list. Applicants are ranked according to the faculty's assessment of the candidate's "fit" with the program.

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

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

Cover letters should be addressed to:

Lauren Gardner, PhD, ABPP
Psychology Internship Director
Johns Hopkins All Children's Hospital
Child Development and Rehabilitation Center
880 Sixth Street South
Suite 410
Saint Petersburg, FL 33701

Phone: (727)767-7124

Email: ach-psychologyintern@jhmi.edu

Location

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

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

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

Facilities

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

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