2017-2018

University of Tennessee

Professional Psychology Internship Consortium

An APA Accredited Program
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy and Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Administration</td>
<td>7</td>
</tr>
<tr>
<td>Program Characteristics</td>
<td>8</td>
</tr>
<tr>
<td>Seminars and Conferences</td>
<td>9</td>
</tr>
<tr>
<td>Setting</td>
<td>10</td>
</tr>
<tr>
<td>Division of Clinical Psychology, UTHSC</td>
<td>11</td>
</tr>
<tr>
<td>Consortium Agencies</td>
<td>12</td>
</tr>
<tr>
<td>Boling Center for Developmental Disabilities, UTHSC</td>
<td>13</td>
</tr>
<tr>
<td>Center of Excellence for Children in State Custody, UTHSC</td>
<td>15</td>
</tr>
<tr>
<td>COE Parent-Child Interaction Therapy Clinic, UTHSC</td>
<td>16</td>
</tr>
<tr>
<td>Child and Adolescent Psychiatry, UTHSC</td>
<td>17</td>
</tr>
<tr>
<td>Exchange Club Family Center</td>
<td>18</td>
</tr>
<tr>
<td>Juvenile Court of Memphis &amp; Shelby County</td>
<td>20</td>
</tr>
<tr>
<td>Memphis Psychotherapy Center</td>
<td>21</td>
</tr>
<tr>
<td>Memphis VA Medical Center, Psychology Section</td>
<td>22</td>
</tr>
<tr>
<td>St. Jude Children’s Research Hospital, Psychology Department</td>
<td>23</td>
</tr>
<tr>
<td>West Tennessee Forensic Services, Inc.</td>
<td>25</td>
</tr>
<tr>
<td>Consortium Staff by Agency</td>
<td>26</td>
</tr>
<tr>
<td>Consortium Administrative/Training Committee</td>
<td>32</td>
</tr>
<tr>
<td>Intern Funding and Policies</td>
<td>34</td>
</tr>
<tr>
<td>Application Procedures</td>
<td>35</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2015-2016 Interns</td>
<td>36</td>
</tr>
<tr>
<td>2016-2017 Interns</td>
<td>37</td>
</tr>
<tr>
<td>APA and APPIC Contact Information</td>
<td>38</td>
</tr>
<tr>
<td>Program Interest and Rotation Preferences</td>
<td>39</td>
</tr>
</tbody>
</table>
INTRODUCTION

The University of Tennessee Professional Psychology Internship Consortium is one of the oldest APA accredited internship sites in the U.S., accredited since 1956. The Consortium consists of a number of cooperating agencies which offer a broad range of field experiences for qualified doctoral students in professional psychology. All agencies are described in the body of this brochure. The UT Division of Clinical Psychology plays a central role in administration, supervision, and seminars, as well as offering clinical experiences.

The program is individually designed but functions within the constraints required by funding commitments and agency affiliations. Clinical and didactic experiences are required. The program consists of three (3) rotation periods of approximately sixteen (16) weeks each. These rotations are usually split into major (up to 24 hours per week) and minor (up to 12 hours per week) placements. Some of the major rotation sites may also provide minor rotations as noted in the brochure. Times are set aside for seminars, supervision, staff meetings, and additional selected learning experiences (e.g., workshops). We offer three training programs: a General program, a St. Jude Pediatric program, and a St. Jude Neuropsychology program, which will be described further in this brochure. Applicants may apply to any or all programs.

The program accepts applicants from clinical, counseling, and school psychology programs because of the variety of professional experiences and rotations available, but gives preference to applicants from APA-approved schools. Potential interns are required to have completed 3 years of graduate training and at least 200 intervention hours and 200 assessment hours. The applicant must be certified as ready for internship by the Director of Training of their graduate program.

Value is placed on knowledge or training in evidence-based practices as well as interest and experience in the practice areas represented in the Consortium. The program is APA accredited and extends for one calendar year.

The University of Tennessee is an EEO/AA/Title IX/Section 504/ADA employer

PHILOSOPHY AND OBJECTIVES
The University of Tennessee Professional Psychology Internship Consortium provides an integrated, individually-tailored, balanced and coordinated series of learning experiences. The program follows a scholar-practitioner model with a focus on direct clinical practice that is supported by the current psychological literature. The overarching general goals of the program are to (a) practice and expand on previously held knowledge, (b) develop new skills and knowledge, and (c) experience personal and professional growth that contributes to the development of a competent, professional psychologist. To achieve these overarching goals, interns are expected to achieve the following competencies by the end of the internship year:

I. General Professional Competencies which include:
   - Knowledge and ability to apply ethical principles
   - Knowledge of when to seek consultation and supervision
   - Ability to interact professionally with peers, colleagues, and other professionals
   - Ability to take responsibility for patients and establish rapport with patients
   - Ability to cope positively with the stresses of clinical practice
   - Maintain sensitivity to cultural and individual differences
   - Ability to handle crisis situations with patients

II. Competency in Psychological Assessment

III. Competency in Psychotherapeutic Interventions

IV. Competency in Professional Consultation

The orientation program at the beginning of the internship year acquaints the intern with the Consortium components as well as most potential supervisors, seminar leaders and instructors. The training program is planned with each intern, with the recommendations of his/her Training Director taken into account, and is reviewed quarterly during the year and modified appropriately.

The intern will have a variety of major and minor affiliations during the year with a number of different supervisors, thus being exposed to the broad range of theoretical orientations and viewpoints which exist in the training program: psychodynamic, humanistic-existential, cognitive-behavioral, and integrative-eclectic. The intern will receive supervision in the refining of existing professional psychological competencies and in the mastering of new skills, methods, and procedures. This includes assessment, psychotherapy, consultation, and program evaluation. Regular supervisory sessions are held for the above activities. Supervision includes live supervision, videotaping, modeling-preceptor approaches, group supervision, and close informal relationships with staff.
A typical intern's schedule for the whole year might look something like this:

<table>
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<th>ROTATIONS</th>
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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Boling Center --------Juvenile --------UT Center of Excellence for Developmental Court for Children in State Disabilities Custody</td>
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</tr>
<tr>
<td>Minor</td>
<td>Exchange ---------------Child and--------West Tennessee Club Adolescent Forensic Services Psychiatry</td>
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<tr>
<td>Add-on</td>
<td>ABA or PCIT Clinic -----------------------------------------------</td>
<td></td>
<td></td>
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<tr>
<td>Individual Therapy</td>
<td>Clients (1-4 clients) -------------------------------------------------</td>
<td></td>
<td></td>
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<tr>
<td>Supervision</td>
<td>(up to 5 hours a week) -----------------------------------------------</td>
<td></td>
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<tr>
<td>Seminars</td>
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In the above example, the rotations at Center of Excellence, Boling Center for Developmental Disabilities and Juvenile Court are required because of fiscal support by the agencies. Every effort is made to match required rotations with intern preferences and needs. The other rotations were chosen by the intern in conjunction with the program administrators. Individual therapy clients (required of all interns) may be variously obtained, either through major or minor rotations or through add-on experiences. During the course of the training year, each intern will also complete a program or intervention evaluation. This evaluation will be planned with supervisors.

Doctoral dissertation research may be pursued by arrangement.
ADMINISTRATION

Interns must meet individual requirements of funding agencies but there is consistency in the standards for, and administration of, admission requirements, evaluation procedures, rotation selection, and training goals to insure high quality and comparable experiences for all students. The program operates separately, but jointly and in an overlapping manner, with the APA-accredited program of the Memphis VA Medical Center Psychology Section Internship Program.

Although interns may receive their funds from various combinations of sources, the overall training program is coordinated by the Consortium Administrative/Training Committee, headed by Melissa Hoffmann, Ph.D., Director of the internship. The Committee is comprised of directors of training and agency chiefs (or their designees) from all Consortium agencies and intern representatives. The Committee meets regularly to discuss broad training issues, set policies, coordinate a smooth training experience for interns, evaluate intern progress, and evaluate the internship program.
1) Interns are given maximum opportunity to assume increasing professional responsibility, with appropriate supervision, as their skills and knowledge grow over the year.

2) Each intern's training schedule is worked out in as flexible, mutually-designed and agreed-upon manner as possible.

3) The internship year experiences are developed to meet the intern's professional needs and to provide maximum personal development.

4) Planned interaction among all interns in supervision, seminars, etc. is an integral part of this training program.

5) Trainees and their responsible program supervisors meet regularly to monitor and assess the intern's progress.

6) Supervision (averaging five hours per week) is mostly in individual patterns.

7) Individual therapy for interns is available.

8) Doctoral research time is permitted and up to 144 hours of official training time may be allotted to this activity.
SEMINARS AND CONFERENCES

1) All interns are required to participate in a comprehensive seminar series covering a variety of topics such as crisis intervention, neuropsychology, psychotropic drugs, cultural diversity, and professional and legal/ethical issues.

2) All interns are expected to participate in appropriate presentations or workshops by outside lecturers or consultations sponsored by the Department of Psychiatry and/or other cooperating agencies during the year.

3) All interns are expected, throughout the year, to participate in appropriate teaching, staff conferences, didactic seminars and workshops sponsored by local agencies, whenever possible.
Memphis, on the Mississippi River, is a community consisting of a population of approximately 700,000 persons in the city proper, and over 1,000,000 persons in the immediate metropolitan area. The city serves as a center for business, health, educational, recreational, and cultural activities for the Mid-South area (Tennessee, Arkansas, and Mississippi). Most of the Consortium agencies are located within what is known as the Medical Center. This center contains the campus of the University of Tennessee Health Science Center, the University-affiliated Boling Center for Developmental Disabilities, the Regional Medical Center at Memphis, the Department of Psychiatry, and other related health service and education agencies. Most Consortium agencies not located in the Medical Center are only a few miles away.
The University of Tennessee Health Science Center, College of Medicine, Department of Psychiatry, Division of Clinical Psychology core faculty and staff are housed at the Department of Psychiatry’s main office suite as well as in such other geographic components as the Division of Child and Adolescent Psychiatry.

The Department of Psychiatry sponsors a range of services, including (1) a lowered-fee adult psychiatry clinic, largely staffed by psychiatry residents; (2) outpatient adult and adolescent sex offender program and program for children with sexual behavior problems (Sexually Abusive Behavior Program); and (3) an outpatient child and family training clinic administered by the Division of Child and Adolescent Psychiatry.

The University of Tennessee Health Science Center does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status in the provision of educational opportunities or employment opportunities or benefits.

The University does not discriminate on the basis of sex or handicap in the education programs and activities which it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Pub. L. 92-318, 504 of the Rehabilitation Act of 1973, Pub. L. 93-112 and the Americans with Disabilities Act of 1990, Pub. L. 101-336, respectively. This policy extends to both employment by and admission to the University.

Inquiries concerning Title IX, 504 and the Americans with Disabilities Act should be directed to the Office of Equity and Diversity at 920 Madison Avenue, Suite 420, Memphis, TN 38163, 901-448-2112. Charges of violation of the above policy should also be directed to the Office of Equity and Diversity.
CONSORTIUM

AGENCIES
The Boling Center for Developmental Disabilities (BCDD) is a federally-funded program identified as a University Center of Excellence in Developmental Disabilities (UCEDD) and a Leadership and Education in Neurodevelopmental Disabilities (LEND) program. As such, the BCDD provides interdisciplinary training for a variety of health professions, including psychology, developmental pediatrics, speech pathology, audiology, social work, nutrition, nursing and occupational or physical therapy. Clients are culturally diverse and typically present with complex developmental and medical problems. Interns will receive exposure to a variety of presenting problems in children, with emphases on early detection, differential diagnosis, and intervention for developmental disabilities such as Autism Spectrum Disorder, Intellectual Disability, Global Developmental Delay, Attention Deficit/Hyperactivity Disorder, disruptive behavior disorders, Language Disorder, and less frequently internalizing disorders.

The BCDD Major rotation will be based at BCDD and focus on psychology and interdisciplinary evaluations (Psychology Clinic or Diagnosis and Evaluation Clinic), and diagnostic interviewing. A minor is available with similar content, but reduced hours. Minor rotations are contingent on the availability of supervising psychologists.

Participation in, and presentations at, the interdisciplinary educational and training seminars and interdisciplinary community education programs is required. A subset of these trainings are part of an APA-approved continuing education program. In conjunction with the BCDD supervisor, each intern also presents and participates in the Brown Bag Lunch Series by selecting a recent professional journal publication relevant to the field of developmental disabilities and psychology and facilitating discussion among trainees and professionals. Participation in program evaluation activities is also required. Based on intern training background, opportunities may be available for interns to supervise others in assessment, or research. A wealth of opportunities exists for research using results from CANDLE, which includes data from longitudinal neurocognitive development evaluations of Shelby County children (1 year to 4.5 years) and their mothers. CANDLE research is an add-on.

Although not part of the weekly BCDD schedule, specialized programs available for observation are: Inborn Errors of Metabolism Clinic, Scottish Rite Clinic for Childhood Language Disorders, Relative Caregiver Program, and SIBSHOPS (Program) for siblings of children with developmental disabilities. A day program for preschool children with developmental disabilities (often Autism Spectrum Disorders) is also housed in the building.

By participating in the BCDD rotations, interns will increase their skills in psychological assessment across childhood (infant, preschool, middle childhood, and rarely adolescence), with strong emphasis on children aged 5 years and younger. By the end of the rotation, the intern will move toward competency in multimodal assessment (i.e., intelligence, achievement, socio-emotional/behavior, and adaptive assessment measures), differential
diagnosis, interdisciplinary or multidisciplinary team experiences, and diagnostic interviews.

**BCDD Add-On Opportunities**

**Applied Behavior Analysis for Families Clinic at BCDD:** The ABA for Families Clinic at BCDD is available as an add-on rotation. As a therapist in this program, you will coach parents of children with ASD in the implementation of ABA, including direct instructional techniques (e.g., Discrete Trial Training) and more naturalistic approaches (e.g., Pivotal Response Training). With a focus on skill acquisition, ABA programs that may be included in treatment planning include improving/increasing socialization (e.g., eye contact, greeting others, pretend play, answering social questions, emotion recognition, etc.); improving verbal and nonverbal communication skills (e.g., pointing, following eye gaze, requesting, etc.); and improving daily-living skills (e.g., putting on shoes, following one-step commands, hand washing, safety skills, etc.). Therapists will train parents in ABA data collection techniques and program monitoring. The therapist will also provide live, in-session coaching to parents and provide feedback regarding program implementation. Functional assessment is an integral component of the clinic, but each patient also receives a norm-referenced assessment at the conclusion of the academic year.

**Research:** BCDD psychologists are actively engaged in applied research, and interns may elect to have a research add-on with the BCDD. Most often this research focuses on differential diagnosis of Autism Spectrum Disorders, Intellectual Disabilities, Attention Deficit Disorders, or dual-diagnosis of these conditions. The reliability, validity, and overall psychometric utility of a variety of behavioral and cognitive instruments are closely examined in this process. While it is difficult for an intern to design a study, prepare paperwork for the Institutional Review Board, collect and analyze data, and write a manuscript during a single rotation, it is possible to join the psychologists’ on-going research projects. This usually requires a commitment that lasts more than one rotation. Interested interns should contact their BCDD supervising psychologist for the research add-on experience.
The UT Center of Excellence (COE) is part of a statewide network of pediatric referral centers established in coordination with Tennessee Department of Children’s Services (DCS) and TennCare (Tennessee’s Medicaid program) to serve children in state custody and those at risk of entering state custody. The UT COE is intended to assist DCS and community providers in West Tennessee by improving health and behavioral health services for these children through direct and consultative means. The UT COE is comprised of an interdisciplinary clinical staff, including psychiatry, psychology, developmental pediatrics, social work, and speech pathology. Referrals to the UT COE are made primarily from DCS case managers or juvenile courts. Referrals are made for the following reasons:

- When a case is complex and there are diagnostic and mental health concerns.
- When there are conflicting diagnoses among health service providers.
- When a comprehensive review of the child’s history (behavior, treatment, placement) would assist in determining the child’s current needs.
- When an evaluation or examination would add information needed for placement and treatment recommendations.
- When there is concern about a developmental delay.
- When there is concern about psychotropic medications.

Following an intensive case review, clinical interview, and possibly a more comprehensive evaluation, a Care Plan is developed that includes specific treatment and placement recommendations. The Care Plan is then discussed with the referrer, and others as appropriate, and consultative assistance is offered in implementing the recommended services.

Experiences at the UT COE include extensive record reviews; assessments (clinical interviews, psychological testing) of children and adolescents who are in or at risk of state custody; writing Care Plans, most often with multi-disciplinary team input; participation in multi-disciplinary case conferences; and consultation with DCS case managers, treatment providers, and caregivers. There are also opportunities to learn about Learning Collaborative model for disseminating evidenced-based treatments such as Trauma Focused-Cognitive Behavioral Therapy (TF-CBT) and Attachment, Self-Regulation, and Competency (ARC), into the community mental health system and about evaluating the effectiveness of the dissemination program. At the end of this rotation, an intern will have an increased understanding of issues related to child abuse and neglect, foster care, juvenile courts, and systems of care for children and adolescents.
Description:
The Parent-Child Interaction Therapy (PCIT) Clinic is maintained through the UT Center of Excellence for Children in State Custody (UT COE) and provides an evidence-based treatment model (Eyberg & Funderburk, 2011) with highly specified, step-by-step, live-coached sessions with both the caregiver(s) and the child. Caregivers learn skills through PCIT didactic/teach sessions, and, using a transmitter and receiver system (bug-in-the-ear device), the caregiver is coached in specific skills as he or she interacts in specific play with the child. The therapist provides coaching from behind a one-way mirror. The emphasis of treatment is on changing negative caregiver-child patterns by improving the relationship between caregivers and their children, and honing consistent discipline practices. PCIT is one of the most effective treatments known for children with behavior problems between the ages of 2 and 6 years.

The PCIT Clinic is managed and supervised by In-House Trainers and licensed psychologists who have training and expertise in the PCIT model. In the past, PCIT Clinic trainees have spanned the graduate, pre-doctoral, postdoctoral, and professional level.

The PCIT Clinic is an add-on experience that minimally requires a first and second rotation commitment from interns. This includes didactic and experiential trainings on the PCIT protocol, as well as direct clinical service provision with live supervision, which takes approximately 16-24 weeks per case to complete. The training model is consistent with PCIT International Training Guidelines for developing necessary competencies as a PCIT therapist.

Population Served:
The PCIT Clinic serves children functioning at the age of 2-6 years and their families. Primary/secondary diagnoses typically include disruptive behavior disorders, although children with Autism Spectrum Disorders, developmental delays, or internalizing disorders are also served. Clients are referred to the PCIT Clinic from Center of Excellence (COE) and Boling Center evaluations, as well as from the community. The typical population served is diverse in ethnicity and socioeconomic status.

Training Opportunities Available:
Interns gain experience working in a co-therapy dyad using an evidence-based treatment. Interns complete didactic training regarding the manualized treatment and systematic observational coding system. Interns participate in group supervision, session preparation, associated record-keeping, and direct service delivery with live supervision. Currently, the PCIT Clinic is available only as an Add-On Rotation.
The Division of Child and Adolescent Psychiatry offers major and minor rotations for individuals interested in gaining experience working with children and adolescents and their families.

The UT Child & Adolescent Psychiatry Psychotherapy Clinic is the primary psychotherapy training program of the Division of Child and Adolescent Psychiatry. It is organized to provide services to children, adolescents, and their families and to offer clinical training for psychology interns and psychiatry residents. Although the clinic is designed specifically to assist troubled children and adolescents, the emphasis is on a family approach to treatment. The philosophy of the clinic is to view each person as an important part of a total family system, not as an isolated individual. This approach reflects the belief that the family can provide the strongest support for the patient and stimulate and hasten the process of change.

Experiences in the clinic will include family and individual therapy with children and adolescents of all ages and presenting problems. Multidisciplinary staffing and teaching conferences are also available. Supervision generally includes individual and group models as well as live supervision. Reading material regarding child and family therapy will be provided, and trainees will have the opportunity to observe one another during therapy sessions to increase opportunities for learning.

Interns completing a minor rotation will receive all of their experience in the psychotherapy clinic. Interns completing a major rotation will spend an additional 2-3 afternoons providing therapy at satellite clinic locations. Interns on a major rotation will also work closely with child psychiatry fellows and psychiatry faculty as part of the Consult/Liaison service for LeBonheur Children’s Medical Center.
EXCHANGE CLUB FAMILY CENTER

(Minor Rotation)

General Description
The Exchange Club Family Center is a private, non-profit child abuse and domestic violence prevention and treatment agency. In efforts to intervene in abusive and violent family situations, and to prevent the perpetuation of a pattern of family violence, the Center provides therapeutic, educational, assessment and support services to over 5000 children and families in Shelby and surrounding counties. The population served includes families in which child abuse or neglect is either suspected or has been substantiated; children, teens and adults presenting with anger and aggression problems; individuals suffering from the effects of past abuse; and at-risk populations for the development of abusive relationships. The Center has active clinical services programs including individual and group therapy, assessments, psycho-educational classes, and community outreach programs. Interns rotating through our site receive training experience in individual therapy across age groups, marital and family therapy, and group interventions with children, adolescents, and adults. Assessment experience is available through the DVAC program (Domestic Violence Assessment Center), which is a unique evaluative program to assess risk of ongoing violence in court-referred batterers. Interns will interact with students from several graduate social work and psychology programs in the tri-state area with opportunities for task supervision and co-therapy. Individual and group supervision are held weekly for all trainees.

During this rotation, interns will have the opportunity to increase their competency in identifying clinical issues and appropriate treatment interventions with clients experiencing child abuse, neglect, and domestic violence. Interns will also gain experience in coordination of care for clients interfacing with multiple legal and community agencies and systems, increasing their awareness of community resources and advocacy for clients. Competency in client diversity relative to culture, ethnicity, and socio-economic status will be enhanced as well.

Required Hours
Days and times are flexible

Rotation Expectations

Minor Rotation
Involvement in 1-2 agency programs.

Maintain a caseload of 2-3 clients including counseling once per week, case management, and necessary record keeping. One hour of supervision each week with additional task supervision by program supervisors.
EXCHANGE CLUB FAMILY CENTER

EXCHANGE CLUB FAMILY CENTER PROGRAMS

Assessment
DV Assessment Center – court ordered assessment of domestic violence offenders; reports and recommendations are used to help determine disposition/sentencing

Anger Management Programs
Children Learning Useful and Effective Skills (CLUES) – psycho-educational group for ages 8-12
Teen Anger Management (TAME) – therapeutic group for adolescent females
Male Adolescent Program (MAP) – therapeutic group for adolescent males
Training Intervention for Parents (TIPS) – therapeutic group for parents of TAME and MAP participants
Female Anger Management Program (FAM) – psycho-educational class for adult women
Male Anger Management (MAM) – psycho-educational class for adult men

Parenting Programs
First STEPS – clinical services and education for pregnant and parenting teens
Parenting – psycho-educational classes for parents seeking custody of children or enhanced skills; classes are conducted on-site, in the community, and in the prison system.
Safe Exchange and Supervised Visitation – monitored parent interactions with children

Prevention and Intervention Programs
Counseling – individual, marital, and family therapy
Play Therapy – non-directive, individualized treatment with young children
Children’s Domestic Violence (CDV) – group counseling with children exposed to DV
Transparenting – psycho-educational seminar assisting divorcing parents
Public Education and In-Service Training – community and agency trainings aings and seminars
The Juvenile Court of Memphis & Shelby County is one of the largest and busiest urban courts in the state. Thousands of children are seen in the Court every year on matters relating to delinquency, unruly behavior, and dependency and neglect. There are several Offices, Bureaus, and specialized service areas within the Court, including the Office of Clinical Services.

The Office of Clinical Services offers a major rotation (24 hours/week) for interns interested in gaining experience in assessment of youth against whom delinquent/unruly complaints have been lodged. Psychological evaluations are conducted pursuant to Court order for youth who are facing possible transfer of their cases to adult Criminal Court. The children ordered to participate in assessments are high-risk youth who typically have serious charges, including First Degree Murder. Evaluations address such issues as personality, intellectual, and achievement functioning; psychopathology; adaptive functioning; substance use; history of trauma; psychosexual development; dynamic risk factors for re-offense and corresponding rehabilitation needs; and malingering.

The assessment goals of the Office of Clinical Services are to (1) assist with the identification of mental health and other special needs and risks in Court-involved youth, and (2) offer recommendations to the Court regarding treatment, psychoeducational, vocational, mentoring, and/or other intervention services, and further specialized evaluation if indicated.

Experiences in the Office of Clinical Services include clinical interviews, psychological testing, collateral interviews and record review, risk assessment, case consultation, and comprehensive written psychological evaluations of adolescents.
MEMPHIS PSYCHOTHERAPY CENTER

(Add-on Rotation)

Memphis Psychotherapy Center is a private practice office located at 1331 Union Avenue, Suite 834, in the midtown area of Memphis.

Training opportunities are provided to learn about various issues related to private practice. These issues include billing, third-party reimbursement, business organization, legislative information, accounting practices, referrals, personal financial management, and private practice ethical issues. Emphasis is placed upon the private practice of clinical psychology, and although therapy concerns will, of course, be addressed, organizational issues related to private practice including dealing with PPO’s and managed care agencies will receive a major focus.

Intern training in the Memphis Psychotherapy Center is most appropriate for those who have a career interest in private practice and offers the intern opportunities to confront issues before being faced with the development of an independent practice of his/her own.
The Memphis VA Medical Center is a tertiary care facility with a large outpatient primary care program. The medical center provides a full range of care to medical, psychiatric, rehabilitation, spinal cord injury, and surgical patients. It is designated as a Dean's Committee facility and, therefore, maintains a strong teaching affiliation with the University of Tennessee Health Science Center, College of Medicine.

The Psychology Section of the Mental Health Service houses the Psychology Training Program that, in addition to being a member of the Consortium, is independently accredited by APA. In addition to the eight predoctoral internship positions, the Psychology Training Program offers eight postdoctoral fellowship positions across three accredited programs: Clinical Psychology, Clinical Neuropsychology, and Clinical Health Psychology. Applicants who wish to be considered for selection as a funded VA intern should apply directly to the Memphis VAMC Internship Training Program.

The Psychology Training Program staff currently includes 26 doctoral-level psychologists and two clinical social workers. The staff is heterogeneous in terms of educational and theoretical backgrounds, which makes possible a wide range of orientations for instruction, observation, role modeling, and professional development. Members of the psychology staff participate fully in the psychiatry, spinal cord injury, primary care, medical, surgical, and consultation services of the Medical Center.

Training experiences are offered to predoctoral interns in the areas of medical/health psychology, psychiatry-based programs, and neuropsychology. Training opportunities in psychiatry-based programs include inpatient and outpatient psychiatry, PTSD, family therapy, chemical dependency, and group and individual psychotherapy. Opportunities for training in medical/health psychology are in the areas of pain management, oncology, geriatrics, palliative care, primary care medicine, polytrauma, women's health, health behavior coaching, home health, and spinal cord injury. Neuropsychology training includes opportunities with both inpatient and outpatient populations.
ST. JUDE CHILDREN’S RESEARCH HOSPITAL
DEPARTMENT OF PSYCHOLOGY

(Major Rotation)

St. Jude Children’s Research Hospital is a private, non-profit children’s research hospital and is one of the world’s premier pediatric cancer research centers. Approximately 7,800 active patients are seen at St. Jude each year, most of whom are treated on a continuing outpatient basis as part of ongoing research programs. The hospital also has 78 beds for patients requiring hospitalization during treatment. St. Jude has treated children from all 50 states and from around the world.

The Department of Psychology at St. Jude provides training in assessment and intervention with children, adolescents, and young adults with catastrophic illnesses including cancer, sickle cell disease, other hematological disorders, and HIV/AIDS. Approximately 1,100 assessments and 550 initial consults are conducted each year, with ongoing psychological care provided to many of these patients. Current staffing includes 11 doctoral level psychologists, 5 neuropsychologists, 3 master’s level psychological examiners, and 7 postdoctoral fellows. Interns will be assigned a primary supervisor but will have opportunity to be supervised by multiple attending psychologists and neuropsychologists during the course of their rotation.

For the Pediatric Psychology Track, clinical training opportunities include, but are not limited to, clinical and research-protocol driven psychological assessment, early childhood evaluations, inpatient consultation/liaison, inpatient/outpatient individual and family therapy, non-pharmacological pain management interventions, health and behavior assessment and intervention, procedural distress, and pill swallowing training. Participation in medical, psychosocial, and psychology rounds is available to trainees. Interns will be required to attend a weekly psychology trainee didactics meeting and psychology grand rounds.

During this rotation, interns should become proficient in the administration, scoring, and interpretation of psychoeducational assessment batteries with children, adolescents, and young adults. Specific training will be provided in the impact of illness and treatment on children’s cognitive abilities, memory, attention, and learning. Interns will gain expertise in the delivery of cognitive-behavioral and behavioral interventions to address typical presenting problems in pediatric populations. Proficiency will also be developed in consulting and collaborating with multi-disciplinary teams, including physicians, nurses, social workers, child life specialists, rehabilitation professionals, and others involved in the care of their patients.

For the Pediatric Neuropsychology Track, interns will gain experience in comprehensive neuropsychological assessment that includes the following skills: medical record review (including access to repeat neuroimaging), clinical interviewing to ascertain pertinent historical information, administration and interpretation of neuropsychological instruments, case conceptualization including integration of brain-behavior relationships, provision of feedback to patients and their families, comprehensive

ST. JUDE CHILDREN’S RESEARCH HOSPITAL (CONT’D)
report writing, consultation with health care professionals, and development of recommendations that seek to ameliorate the impact of brain dysfunction on academic and social functioning.

Clinical populations served by St. Jude present with a wide-range of cognitive difficulties (focal and diffuse neurological insult related to primary diagnosis and/or treatment) including problems with attention, executive functioning, memory, language, visuospatial reasoning and psychosocial adjustment that will afford interns with broad-based training. Patients range in age from birth through young adulthood. Interns will have the opportunity to participate in school re-entry planning and Individualized Education Program (IEP) development, often in coordination with the St. Jude School Program.

Other clinical opportunities for the pediatric neuropsychology intern include, but are not limited to, early childhood assessment and service coordination, abbreviated neuropsychological screeners (e.g., with children and adolescents with Sickle Cell Disease), brief bedside assessment with inpatients for monitoring recovery following acute neurologic events, brief therapeutic interventions and cognitive remediation, and consultation with medical providers, rehabilitation professionals, school personnel, child life specialists, and social workers. Interns will be expected to attend a bi-monthly neuropsychology trainee didactics meeting and psychology grand rounds. Opportunities for attending pediatric psychology trainee didactics and multi-disciplinary team rounds are available.

One intern will be matched to the St. Jude Pediatric Psychology Track and one to the St. Jude Neuropsychology Track. Each intern will complete two major rotations at St. Jude. Other interns from the General program will have the opportunity to rotate at St. Jude with minor rotations, as well. All interns have the opportunity for research or clinical assessment add-ons at St. Jude.
WEST TENNESSEE FORENSIC SERVICES, INC.

(Major or Minor Rotation)

The West Tennessee Forensic Services, Inc. provides forensic mental health evaluation services to adults in the State of Tennessee Criminal Courts (in Memphis) and Shelby County Juvenile Court. This program provides forensic/mental health evaluations of defendants facing criminal charges (a full range of charges from minor misdemeanors to capital murder). The Forensic Team consists of five psychologists, a psychiatrist and a licensed clinical/certified social worker. Most members of the team have worked with this program together for over 30 years.

All of our evaluations are completed pursuant to a court order. The team is considered a “friend of the court,” not a member of either the defense or prosecution team. The evaluations in Adult and Juvenile Court consist of assessing a defendant’s mental status, competency to proceed (stand trial) and/or mental condition at the time of the alleged offense, including diminished capacity evaluations in Adult Court. The evaluations in Juvenile Court can also include sex offender evaluations and evaluations for commitment to a mental health institute. Typically, an intern becomes involved in all aspects of the evaluation, including interview, mental status examination, evaluation of specific forensic issues, psychological testing, hospital follow-up services, consultation with defense and prosecuting attorneys and courtroom testimony.
CONSORTIUM
FACULTY
BY
AGENCY
**BOLING CENTER FOR DEVELOPMENTAL DISABILITIES**

**Gardner, Lauren, Ph.D.**, University of Indiana, 2011; Lead Clinical Psychologist; Assistant Professor Psychiatry; Infant, Child, and Adolescent Assessment and Psychoeducational Intervention; Evidence-Based Assessment of Autism; Video Self Modeling, Applied Behavior Analysis (ABA) for Families, and Best Practices in Early Interventions.

**Irby, Sarah, Ph.D.**, University of Memphis, 2014; Staff Psychologist; Board Certified Behavior Analyst; Evidence-Based Assessment of Autism; Applied Behavior Analysis (ABA) for Families; Infant, Child, and Adolescent Assessment and Psychoeducational Intervention; School Consultation; and Academic Interventions.

**Murphy, Laura E. O., Ed.D.**, University of Memphis, 1985; Chief of Psychology; Professor Psychiatry; Co-investigator and Cognitive Coordinator CANDLE; Infant, Child, and Adolescent Assessment and Psychoeducational Intervention; Evidence-Based Assessment of Autism, Applied Behavior Analysis (ABA) for Families.

**CENTER OF EXCELLENCE FOR CHILDREN IN STATE CUSTODY**

**Hoffman, Kristin S., Ph.D.**, Southern Illinois University, 2010; Project Director, Center of Excellence for Children in State Custody; Trauma-Informed Assessment and Treatment, Program Evaluation, Evidenced-Based Treatments, Parent-Child Relationships, Developmental Evaluations.

**Hoffmann, Melissa, Ph.D.**, Northern Illinois University, 1998; Family Therapy, Early Childhood Development, Problematic Sexual Behavior in Children, Trauma-Informed Care.

**CHILD AND ADOLESCENT PSYCHIATRY**

**Hoffmann, Melissa, Ph.D.**, Northern Illinois University, 1998; Family Therapy, Early Childhood Development, Problematic Sexual Behavior in Children, Trauma-Informed Care.


**DIVISION OF CLINICAL PSYCHOLOGY**

**Battle, Allen O., Ph.D., ABPP-CL**, Catholic University of America, 1961; Psychological Assessment, Suicide and Crisis Intervention, Hypnosis, and Psychotherapy.
DIVISION OF CLINICAL PSYCHOLOGY (CONT’D)

Hoffmann, Melissa, Ph.D., Northern Illinois University, 1998; Family Therapy, Early Childhood Development, Problematic Sexual Behavior in Children, Trauma-Informed Care.

Murphy, William D., Ph.D., Ohio University, 1976; Adolescents Who Engage in Sexually Abusive Behavior and Adult Sex Offenders, Risk Assessment, Cognitive Behavior Therapy.


EXCHANGE CLUB FAMILY CENTER

Collins, Catherine, Ph.D., University of Tennessee, 1986; Child, Adolescent and Family Therapy, Abuse and Trauma, Assessment.

JUVENILE COURT OF MEMPHIS & SHELBY COUNTY

Johnson, Tucker, Ph.D., University of Alabama, 1989; Juvenile and Adult Forensic Psychological Assessment.

MEMPHIS PSYCHOTHERAPY CENTER

(Independent Clinician)

Leech, Shirley J., Ph.D., University of Arkansas, 1974; Adult Individual and Group Psychotherapy, Gestalt, Health Behavior, Professional Training.

MEMPHIS VA MEDICAL CENTER - PSYCHOLOGY SECTION

Psychologists:

Ali, Khatidja, Ph.D., University of Memphis, 2011; Palliative Care and Oncology.

Ayres, Anne, Ph.D., Georgia State University, 1992; Mental Health Clinic; Preceptor, Evidence-Based Treatment Focus Area, Clinical Psychology Fellowship Program

Baldwin, Robert, Ph.D., Gallaudet University, 2007; Primary Care (Copper Clinic).
MEMPHIS VA MEDICAL CENTER - PSYCHOLOGY SECTION (CONT’D)

Clark, Karen, Ph.D., University of Mississippi, 1991; Director, VAMC Psychology Training Programs; Director, Palliative Care Program.

Coldwell, Krystin, Psy.D., Xavier University, 2009; Women’s Clinic.

Cook, Teresa, Psy.D., Baylor University, 2006; Behavioral Health Coordinator, Medical Hypnosis.

Crouse, Ellen M., Ph.D., University of Montana, 2005; Neuropsychology.

Itkowitz, Norman, Psy.D., Antioch New England Graduate School, 2000; Primary Care (Blue Firm).

Jacobson, Jennifer, Psy.D., Spalding University, 2002; Geriatric Medicine; Director, Clinical Health Psychology Fellowship.

Jordan, Nancy, Ph.D., University of Memphis, 2001; Post-Traumatic Stress Disorder, Residential Program, Grief Issues, Depth/Jungian Psychology.

Kirchberg, Thomas M., Ph.D., ABPP-CL, Memphis State University, 1992; Group Therapy, Critical Incident Debriefing; Chief, Psychology Section.

Kores, Robert, Ph.D., ABPP-CL, University of Memphis, 1979; Mental Health Clinic, Chronic Pain Management Team.

McCausland, Claudia, Ph.D., University of Memphis, 2011; Primary Care (South Clinic).

Modesto, Anice, Ph.D., University of Memphis, 1985; Mental Health Clinic.

Moroczek, Natasha, Psy.D., Florida Institute of Technology, 2014; Primary Care Mental Health Integration (Copper Clinic)

Morton, Catherine, Ph.D., University of Memphis, 1999; Mental Health Clinic.

Nichols, Andrea, Ph.D., University of Memphis, 1991; Primary Care (South Clinic).

Raby, Joann, Ph.D., St. Louis University, 1994; Home Based Primary Care.

Reich, Eliyahu, Ph.D., St. John’s University, 2008; Post-Traumatic Stress Disorder, Chemical Dependency Center.

Roper, Brad, Ph.D., ABPP-NP, University of Minnesota, 1992; Clinical Neuropsychology; Director, Clinical Neuropsychology Fellowship.

Schneider, Havah, Ph.D., Yeshiva University, 2013; Primary Care Mental Health Integration (Copper Clinic)

Sharp, Susan, Psy.D., Pacific Graduate School of Psychology-Stanford Consortium, 2013; Home Based Primary Care.

MEMPHIS VA MEDICAL CENTER - PSYCHOLOGY SECTION (CONT’D)
**Vandergriff, Jennifer, Ph.D.**, Colorado State University, 2008; Spinal Cord Injury Unit; Coordinator, Psychology Practicum Program.

**Veazy-Morris, Katherine, Ph.D.**, University of Memphis, 2008; Polytrauma Program; Co-Preceptor, Returning Veterans/Polytrauma Focus Area, Clinical Psychology Fellowship.

**Weaver, John, Ph.D.**, University of Memphis, 1997; Primary Care (North Clinic).

**Whirley, John F., Ph.D.**, University of Texas at Austin, 1981; OIF/OEF, Disruptive Behavior Committee; Co-Preceptor, Returning Veterans/Polytrauma Focus Area, Clinical Psychology Fellowship.

**Other Supervisory Staff:**

**Bowen, Michelle, LCSW**, University of Tennessee – Memphis, 1997; PTSD Clinic; EBT Coordinator

**Shadish, Betty, M.S.W.**, University of Illinois, Champaign-Urbana, 1971; Couples and Family Therapy.

**ST. JUDE CHILDREN’S RESEARCH HOSPITAL - PSYCHOLOGY DEPARTMENT**

**Allen, Jennifer, Ph.D.**, Saint Louis University, 2014; Pediatric/Clinical Psychology, Pain and Pain Management, Eating Behavior and Health Behavior Change

**Canavera, Kristin, Ph.D.**, Virginia Tech, 2012; Pediatric Psychology, Coping and Adjustment to Chronic Illness, Psychological Assessment, Evidenced-Based Interventions for Anxiety.

**Conklin, Heather, Ph.D.**, University of Minnesota, 2002; Pediatric Neuropsychology, Cognitive late effects of cancer and cancer treatments.

**Crabtree, Valerie, Ph.D.**, University of Southern Mississippi, 2001; Pediatric Psychology; Pediatric sleep medicine, Pain and pain management.

**Ehrentraut, Jennifer, Ph.D.**, University of Florida, 2009; Pediatric Psychology, Pediatric Pain, Developmental and Psychological Assessment, Early Childhood Social, Emotional, and Adaptive Functioning

**Ingerski, Lisa, Ph.D.**, University of Florida, 2008; Pediatric Psychology, Treatment Adherence.

**Jacola, Lisa, Ph.D.** University of Cincinnati, 2012; Pediatric Neuropsychology, Neurobehavioral functioning in children with cancer.
ST. JUDE CHILDREN’S RESEARCH HOSPITAL (CONT’D)

Jurbergs, Niki, Ph.D., Louisiana State University, 2005; Psychological Adaptation to Pediatric Chronic Illness, Pediatric Oncology and Hematology, Psychological Assessment, Procedural Distress.

Klosky, James, Ph.D., University of Memphis, 2004; Clinical Psychologist, Behavior-based cancer prevention and control among survivors of childhood cancer.

Molnar, Andrew, Ph.D., Southern Illinois University at Carbondale, 2012; Pediatric neuropsychology; Neuropsychological functioning in pediatric medical populations, cognitive assessment of preschool-age children, parent-management training for young children's disruptive behaviors.

Parris, Kendra, Ph.D., Florida State University, 2008; Pediatric Psychology, Child and Adolescent Clinical Psychology, Cognitive Assessment.

Phipps, Sean, Ph.D., Case Western Reserve University, 1987; Pediatric Psychology, Stress, Coping and Adjustment in Children with Serious Illness.

Porter, Jerlym, Ph.D., Virginia Commonwealth University, 2008; Pediatric Psychology; Transition from pediatric to adult care; Health promotion in pediatric chronic illness.

Raches, Darcy, Ph.D., University of Houston, 2009; Pediatric Neuropsychology, Cognitive effects of cancer and cancer treatments, Neurofibromatosis-Type I.

Schreiber, Jane, Ph.D., University of Wisconsin-Madison, 2009; Pediatric Neuropsychology, Neurobehavioral functioning in children with cancer and sickle cell disease.

Willard, Victoria, PhD, Duke University 2011; Pediatric Psychology; Social outcomes in children with cancer.

Wilkins, Megan, Ph.D., University of South Carolina, 2006; Pediatric/Adolescent HIV/AIDS, Medication Adherence, Adjustment to Illness Status, School Consultation, Behavioral Disorders.

WEST TENNESSEE FORENSIC SERVICES, INC.

Nichols, Debbie, M.S.W., University of Alabama, 1977; Forensic Social Work.

Nichols, Wyatt, Ph.D., University of Alabama, 1980; Forensic Psychology.

Whirley, John, Ph.D., University of Texas at Austin, 1981; Forensic Psychology.

Zager, Lynne D., Ph.D., Florida State University, 1981; Forensic Psychology, Psychological Assessment.
CONSORTIUM ADMINISTRATIVE/TRAINING COMMITTEE

Karen Clark, Ph.D.
Psychology Section, Memphis VA Medical Center
1030 Jefferson Avenue
Memphis, TN 38104
(901) 523-8990 Ext. 2376

Catherine Collins, Ph.D.
Exchange Club Family Center
2180 Union Avenue
Memphis, TN 38104
(901) 276-2200

Valerie Crabtree, Ph.D.
Department of Psychology, St. Jude Children’s Research Hospital
262 Danny Thomas Place
Memphis, TN 38105
(901) 595-3580

Kristin Hoffman, Ph.D.
Center of Excellence for Children in State Custody, UT Health Science Center
711 Jefferson Avenue
Memphis, TN 38105
(901) 448-3420

Melissa Hoffmann, Ph.D.
Child and Adolescent Psychiatry, UT Health Science Center
711 Jefferson Avenue, Room 178
Memphis, TN 38105
(901) 448-5944

Tucker Johnson, Ph.D.
Office of Clinical Services, Juvenile Court of Memphis & Shelby County
616 Adams Avenue
Memphis, TN 38105
(901) 222-0810

Shirley Leech, Ph.D.
Memphis Psychotherapy Center
1331 Union Avenue, Suite 834
Memphis, TN 38104
(901) 726-1284
CONSORTIUM ADMINISTRATIVE/TRAINING COMMITTEE (CONT'D)

Laura Murphy, Ed.D.
Boling Center for Developmental Disabilities, UT Health Science Center
711 Jefferson Avenue
Memphis, TN 38105
(901) 448-1324

William D. Murphy, Ph.D.
Department of Psychiatry, UT Health Science Center
920 Madison Avenue, Suite 201
Memphis, TN 38163
(901) 448-1785

Debbie Nichols, LCSW
West Tennessee Forensic Services, Inc.
530 Oak Court Drive, Suite 127
Memphis, TN 38117
(901) 729-2410

I. Jacqueline Page, Psy.D.
Department of Psychiatry, UT Health Science Center
920 Madison Avenue, Suite 201
Memphis, TN 38163
(901) 448-1785

One intern representative
INTERN FUNDING AND POLICIES

A variety of funding arrangements are utilized. Recent sources include the Boling Center for Developmental Disabilities, Juvenile Court of Memphis and Shelby County, St. Jude Children’s Research Hospital, the UT Division of Child & Adolescent Psychiatry, and the UT Center of Excellence for Children in State Custody. These are likely to be the funding sources for the upcoming year as well, so interns will be required to complete rotations at these sites. The number of funded internship slots will depend upon monies available. Approximately six funded intern positions (2 St. Jude, 4 General) are expected. The Consortium internship stipend is $20,300. Health insurance is provided.

Attempts are made to match funding sources to interns’ training needs. A total of 1900 hours are required with 1200 of these being committed training time, non-optional, to agencies providing funding. The remaining hours will be elective time that can be in any of the Consortium agencies or at the VA. VA funded interns will have first choice at the various VA rotations while the Consortium funded interns will have first choice for rotations at cooperating agencies. If applying to both programs, the UT Consortium and the VA, a separate application should be forwarded to the VA Training Program.

All Consortium interns are UT employees and have access to library facilities, technical support, etc. The Administrative Assistant for the Consortium is available to assist interns with record keeping and other administrative internship matters. The Consortium follows the UT holiday and closing calendar. In addition to University closings, interns may take up to 10 days of professional leave during the training year. Five of those days may be taken consecutively. Leave must be specifically arranged and approved by the intern’s current supervisors as well as the Training Director.

Interns are provided with appropriate office space, computer access, and administrative support at each training site. Availability of an automobile is a necessity.

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.
APPLICATION PROCEDURES

Applications should be completed by November 15, 2016. The complete application consists of the following:

(1) APPIC Application for Psychology Internships Online (AAPI Online)
    Note: All letters of recommendation must utilize the APPIC standardized reference form

(2) Program Interest and Rotation Preferences (please indicate in the table on page 39 and include the table in your cover letter)

A VA Psychology Internship Training Program brochure is available through Karen Clark, Ph.D., VA Medical Center, Psychology Section (116A), 1030 Jefferson Avenue, Memphis, TN 38104. You may apply separately to the VA Internship, as well as to the Consortium as a whole. All individuals applying for the VA Internship Training Program should submit a Form 171 (Standard Civil Service Form) to the VA, and make application directly to the Memphis VA Medical Center.

The Consortium administration understands the importance to intern applicants of the opportunity to visit prospective internship sites. Because of the large number of requests for site visits, in-person interviews will only be conducted with those invited by the Consortium. Offers of interviews will be made during the first two weeks of December and five (5) interview days will take place during the month of January 2017. It is estimated that 40 to 50 intern applicants will be invited for site visits. If you are also applying to the VA Internship Program, then you should contact Dr. Karen Clark at 901-523-8990, Ext. 2376, regarding the VA’s interview policy.

Offers will be made and accepted in agreement with the match policies developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC).

It is suggested that only those persons apply who give this setting a very high priority in their preference for internship.

Applicants who do not appear to have a high likelihood of receiving an internship offer will receive appropriate guidance during the application process.

The starting date is August 7, 2017. Finishing date is August 3, 2018.

Accepted applicants will receive additional orientation information prior to the starting date.
### 2015-2016 CONSORTIUM INTERNS

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrienne Arrindell</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Emily MacDougall</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>Yanique Matthews</td>
<td>Georgia State University</td>
</tr>
<tr>
<td>Vanessa Watts</td>
<td>Miami University</td>
</tr>
<tr>
<td>Jillian Haut Wise</td>
<td>Indiana University</td>
</tr>
</tbody>
</table>
### 2016-2017 CONSORTIUM INTERNS

<table>
<thead>
<tr>
<th>Elizabeth Adams</th>
<th>University of Alabama at Tuscaloosa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Buzenski</td>
<td>East Carolina University</td>
</tr>
<tr>
<td>Cindy Davis</td>
<td>Sam Houston State University</td>
</tr>
<tr>
<td>Allison Dovi</td>
<td>University of Houston</td>
</tr>
<tr>
<td>Rachel Peterson</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Tetsuo Sato</td>
<td>University of Louisville</td>
</tr>
</tbody>
</table>
APA and APPIC CONTACT INFORMATION

American Psychological Association Commission on Accreditation:

American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
www.apa.org
800-374-2721 or 202-336-5979

Association of Psychology Postdoctoral and Internship Centers:

Association of Psychology Postdoctoral and Internship Centers
17225 El Camino Real, Suite #170
Houston, TX 77058-2748
www.appic.org
832-284-4080

APPIC Match Policies:
www.appic.org
PROGRAM INTEREST AND ROTATION PREFERENCES

As noted in this brochure, the University of Tennessee Professional Psychology Internship Consortium has three programs: the General program, the St. Jude Pediatric program, and the St. Jude Neuropsychology program. Interns in the St. Jude programs will spend two major rotations and one minor rotation at St. Jude Children’s Research Hospital. Their remaining major rotations and minor rotations will be through other agencies in the Consortium. Interns in the General program will rotate through various agencies in the Consortium. Rotation assignments for all interns, regardless of program, are based on training needs and intern preferences as well as funding provided by Consortium agencies. We anticipate receiving funding from the Boling Center for Developmental Disabilities, UT Division of Child & Adolescent Psychiatry, UT Center of Excellence for Children in State Custody, and Juvenile Court for the coming training year. Thus, general program interns can expect to be required to complete rotations at these sites.

We ask that you specify which program or programs you wish to be considered for and to then rank your rotation preferences. Please note that we are not asking you to rank order the programs (General and St. Jude); we are only asking you to designate which of the programs you want to be considered for. Instead, we are asking for you to rank your rotation preferences, which will help us to identify your training interests.

PLEASE INDICATE WHICH PROGRAM(S) YOU ARE APPLYING TO (General, St. Jude Pediatric, St. Jude Neuropsychology) IN YOUR COVER LETTER. ALSO PLEASE RANK ORDER YOUR ROTATION INTERESTS/PREFERENCES IN THE TABLE BELOW AND INCLUDE THE TABLE IN YOUR COVER LETTER.

<table>
<thead>
<tr>
<th>PROGRAM(S) APPLYING TO:</th>
<th>___ General ___ St. Jude Pediatric ___ St. Jude Neuropsychology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ROTATION INTERESTS/PREFERENCES</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>MAJOR ROTATIONS (rank 1 to at least 4)</strong></td>
<td><strong>MINOR ROTATIONS (rank 1 to at least 4)</strong></td>
</tr>
<tr>
<td>- Boling Center for Developmental Disabilities</td>
<td>- Boling Center for Developmental Disabilities</td>
</tr>
<tr>
<td>- Center of Excellence for Children in State Custody</td>
<td>- Child and Adolescent Psychiatry</td>
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<tr>
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<td>- Memphis VAMC, Psychology Section</td>
</tr>
<tr>
<td>- Memphis VAMC, Psychology Section</td>
<td>- West Tennessee Forensic Services</td>
</tr>
<tr>
<td>- St. Jude Children’s Research Hospital, Psychology Dept.</td>
<td></td>
</tr>
<tr>
<td>- West Tennessee Forensic Services</td>
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