

University of Arkansas for Medical Sciences
Doctoral Internship in Clinical Psychology

Child and Adolescent Training Track

2024-2025 Training Year

UAMS[®]

Psychiatric
Research Institute

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THE SETTING

Little Rock



Little Rock is a scenic city sitting on the south bank of the Arkansas River in central Arkansas. It is the capital and most populous city in Arkansas with a 2020 population estimate of 198,000, though the Little Rock metropolitan area is ranked 81st in terms of population with approximately 750,000 residents. The size of Little Rock and surrounding area not only gives its residents a feeling of living in a large city with many amenities accessible to them but also provides a small town feel with quiet shops and family-friendly neighborhoods. In fact, in 2014 Little Rock was ranked #1 in “America’s 10 Great Places to Live” by Kiplinger Personal Finance magazine.

University of Arkansas for Medical Sciences



The University of Arkansas for Medical Sciences (UAMS) is Arkansas’ only comprehensive academic medical center as well as the state’s only health sciences university. It is the largest public employer in the state with more than 11,000 employees in 73 of Arkansas’ 75 counties and a statewide network of regional campuses, including one in Northwest Arkansas, the fastest-growing region in the state. UAMS offers 62 baccalaureate, master’s, doctoral, professional, and specialist degree programs and certificates through their Colleges of Medicine, Nursing, Pharmacy, Health Professions, Public Health, and graduate school. UAMS also is home to seven institutes where specialized clinical care and research are conducted.

UAMS consistently ranks as one of top institutions in the country.

UAMS and its clinical affiliates, Arkansas Children’s Hospital and the VA Medical Center, are an economic engine for the state with an annual economic impact of \$3.92 billion. Due to its wide ranging influence, UAMS is impacting the health care of Arkansans now and in the future.

UAMS consistently ranks as one of top institutions in the country and was ranked 4th best among educational organizations in the nation on Forbes magazine list of Best Employers for Diversity in 2022. Similarly, Forbes also ranked UAMS in the top 30% of employers in the nation on the list of Best Employers for Women in 2021.

THE SETTING

The Psychiatric Research Institute (PRI)



The Psychiatric Research Institute (PRI) is a state-of-the-art facility that is dedicated to improving the mental health and well-being of residents in Little Rock, the state of Arkansas and the entire country through evidence-based treatment, innovative research, and quality training and education. Clinical programs are dedicated to treating children, adolescents and adults through a variety of outpatient clinics and inpatient programs, including the Walker Family Clinic, Child Study Center, Center for Addiction Services and Treatment, Women's Mental Health Program and STRIVE, a school-based community outreach program.

In addition to clinical care of psychiatric disorders, research and education are integral to the overall approach of PRI. The institute's focus on evidence-based care takes into consideration the education of future medical personnel while relying on the work of research scientists to provide innovative forms of treatment. PRI has three research divisions: Center for Addiction Research, Center for Health Services Research and Brain Imaging Research Center. Educational programs include an APA-accredited doctoral clinical psychology internship, several postdoctoral psychology fellowships, general psychiatry residency, and fellowships in child and adolescent, forensic, addiction, and geriatric psychiatry.

DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

Overview

The UAMS Department of Psychiatry Internship Training Program in Clinical Psychology is accredited by the American Psychological Association (APA) and offers training through Child and Adolescent (Program Code # 110611); Trauma, Recovery, and Justice (Program Code # 110612); Neuropsychology (Program Code # 110613); and Integrated Health Care (Program Code # 110614) training tracks.

Our 2,080-hour clinical psychology internship is designed to provide interns with a broad and general training experience in basic principles and techniques of professional psychology. Interns will have the opportunity to work with patients across a wide range of clinical settings serving diverse populations in regards to age, sex, gender identity, race, ethnicity, national origin, socioeconomic status, religion, sexual orientation, ability status and language.

We welcome interns from all backgrounds and experiences. Mental health is a universal concern, and we need individuals from all swaths of life to build a health care system that is equitable and inclusive for all individuals, especially for high-risk and marginalized populations. We are deliberate in developing a culture centered on humility, and we desire intern applicants who demonstrate experience with and interest in working with diverse populations.

The internship is one of the training programs of the Department of Psychiatry in the UAMS College of Medicine and has multiple training sites depending on the specific training track. The internship training year starts July 1 and runs through June 30 of the following year.

History

The UAMS clinical psychology internship program was first established in 1961 and was given full accreditation by APA in 1967. The internship developed a child and adolescent focus in 1979 following a site visit. The internship added a general adult track beginning with the 2009-2010 training year, an adult neuropsychology track beginning with the 2017-2018 training year, and an adult integrated health care track beginning with the 2022-2023 training year. Additionally, the adult track shifted focus in the 2022-2023 training year to emphasize trauma, recovery and justice as part of the training experiences. Furthermore, in 2018 APA approved continued accreditation of the internship for the next 10 years.

Mission

The mission of our psychology training program is to provide quality training and practice experience in an environment centered on cultural humility, providing our community with equitable access to evidence-based behavioral health services. Therefore, we seek to recruit and train doctoral interns and postdoctoral fellows who reflect the community in which we serve and share our values of diversity, equity, and inclusion. We strive to prepare culturally responsive trainees for competent, ethical, and socially relevant practice as early career psychologists.

DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

Training Philosophy

Our training philosophy is based on a set of core values that inform our training- and service-related activities. As you review our program information, we hope you see these values reflected across descriptions and how they are woven into all aspects of program. They include the following guiding principles:

Diversity, Equity, and Inclusion — Training is sensitive and responsive to the individual and cultural diversity of human experience and is centered on promoting the fair and full participation of the psychology interns and of the patients they serve, particularly for those who are marginalized or historically excluded due to their identities.

Nurturance — Training occurs in a nurturing, supportive atmosphere in which it is viewed as a valued priority that is not compromised by financial, political or other considerations. Training staff are accessible to interns, serve as good role models and mentors, and promote the professional growth of trainees.

Increasing Autonomy — Training facilitates interns' acquisition of gradually increasing competence and confidence in the independent provision of professional psychological services.

Individualization — Training methods and activities are tailored to address specific training strengths, weaknesses, needs and goals of interns.

Collaboration — Training prepares interns to work cooperatively with other health care professionals and other interested parties (e.g., family members, school personnel) in serving their patients. Training is enhanced by collegial partnerships with affiliated institutions and programs in the community.

Evidence-Based Practice — Training prepares interns to apply scientific principles and knowledge to the provision of professional psychological services.

Accountability — Training prepares interns to meet quality of care standards of the profession of psychology. Training satisfies program accreditation requirements and provides evidence of continuous improvement in training processes and outcomes incorporating the needs and concerns of psychology trainees, patients, their families and the community.

Training Goals

We value a scientist practitioner training model in which our emphasis is on developing professional psychologists who provide culturally attuned clinical services to children, adolescents, adults and families, while working within the community context of each person. Our goal is to foster the professional and personal development and growth of interns from trainee to early career professional through a junior colleague model. As such, at the completion of the program, interns will be able to demonstrate competency in formal and informal assessment procedures, a variety of treatment approaches, and a strong experience base in consultation and multidisciplinary teamwork. They will be able to provide these services to a diverse population that varies by age, sex, gender identity, race, ethnicity, national origin, socioeconomic status, religion, sexual orientation, ability status and language. To meet these goals, we support interns in developing skills to obtain competency in the following domains to meet APA standards:

Competency Domain 1: Research and Evaluation — Interns will conduct research that contributes to the professional knowledge base and/or evaluation that assesses the effectiveness of professional activities.

Competency Domain 2: Standards and Policies — Interns will understand, apply and adhere to ethical, legal, professional and organizational standards as well as guidelines, regulations and policies regarding professional activities.

Competency Domain 3: Individual and Cultural Diversity — Interns will work effectively with diverse individuals, groups, organizations and communities representing various cultural backgrounds, including but not limited to those based on age, sex, gender identity, race, ethnicity, national origin, socioeconomic status, religion, sexual orientation, ability status and language.

Competency Domain 4: Professionalism — Interns will behave in a manner consistent with professional values, ethics and norms.

Competency Domain 5: Relationships — Interns will interact effectively, collaboratively and productively with individuals, groups, organizations and communities.

Competency Domain 6: Assessment — Interns will conduct psychological assessments, provide case conceptualizations, make diagnoses, and communicate findings and recommendations.

Competency Domain 7: Intervention — Interns will select, plan, implement and evaluate interventions to improve psychosocial functioning of individuals, groups and/or organizations.

Competency Domain 8: Supervision — Interns will receive and provide supervision of professional activities through direct or simulated practice.

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Competency Domain 9: Consultation and Interdisciplinary Systems — Interns will work effectively, collaboratively and systematically toward shared goals with professionals from other disciplines.

Training Methods

Orientation — During the first several weeks of the training year, interns participate in an orientation period during which clinical supervisors provide overviews of their rotations so interns have the general knowledge essential to their rotation activities. Our program takes a scaffolding approach to training in which interns frequently observe their clinical supervisors during the provision of clinical services at the beginning of the rotation. They then subsequently are observed by the supervisor during clinical encounters and provided with constructive feedback with the goal of interns providing clinical service as a relatively independent clinician, with continued supervision.

Clinical Supervision — Depending on the rotation, either group or individual supervision is provided weekly by the rotation supervisors. Interns have at least two hours of individual, face-to-face supervision each week with supervisors, but they frequently have five to six total hours of supervision per week across rotations. Our program also encourages continuous informal supervision by means of an “open door” arrangement whereby interns can request and receive immediate consultation or supervision when significant clinical or training issues arise. These drop-in interactions are welcomed by faculty and function to increase the intern’s comfort with consulting with peers and colleagues.

Clinical supervisors are provided access to the monthly readings associated with the cultural humility curriculum and are encouraged to discuss the topics in their scheduled supervision times with the interns. The goal is to help facilitate generalization of the awareness, knowledge and skills learned in the curriculum to each clinical rotation.

Primary Supervision — Each intern is matched with a primary supervisor for the training year and meets at least monthly with this person. The supervisor acts as the intern’s advocate and personal advisor. During primary supervision, interns and supervisors often discuss the intern’s experiences across rotations, professional development interests and goals, life after internship, work-life balance, etc.

Specialty Trainings — Depending on the internship track and rotation, interns have the opportunity to attend trainings on specialized treatment intervention and assessment practices from state, regional and nationally certified trainers.

Didactic Seminar Series — Weekly seminars designed to meet the training needs of the interns in the program feature presentations by training faculty and other professionals from UAMS and the local community. Didactics are scheduled from 8–9:30 a.m. weekly on Tuesday mornings and are divided into several series of training topics and activities.

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Grand Rounds and Conferences — Interns also have the opportunity to attend the bimonthly Department of Psychiatry Grand Rounds and Case Conferences to stay current on clinical practices and research outcomes to increase and improve their knowledge, competence, performance and patient outcomes. Interns also have access to the many grand rounds, symposia and seminars that are offered within other UAMS departments (Pediatrics, Neurology) and colleges (College of Public Health).

Arkansas Psychological Association Fall Conference — Interns attend the annual two-day fall conference in Little Rock to learn from state and national experts on a variety of topics and network with other psychologists in the state. Interns also have the opportunity to conduct poster and oral presentations at the conference.

CHILD AND ADOLESCENT TRACK

Overview

The goal of the Child and Adolescent Track is to provide interns with specialized training in the evaluation and treatment of traumatic stress in children and adolescents using evidence-based assessment and intervention models. The track offers interns training opportunities in the following outpatient and inpatient settings, all of which offer significant opportunity to work with underserved populations:

- Child Study Center (general outpatient clinic for children and adolescents)
- Child Diagnostic Unit (psychiatric inpatient unit for children)

Interns also provide clinical services to patients across a wide range of diverse populations in regards to age, gender, gender identity, race, ethnicity, national origin, socioeconomic status, religion, sexual orientation, disability and/or language. As such, intern applicants who demonstrate experience with and interest in working with diverse populations are desired.

To meet psychotherapy training goals for internship, interns select one of the following: 1) two major rotations and one minor rotation, or 2) one major rotation and three minor rotations. Interns typically carry a caseload of four patients for major rotations and one or two patients for minor rotations. Major rotations provide interns with the best opportunity to meet national certification training requirements for the specific treatment intervention.

Interns additionally conduct psychological evaluations with children and adolescents with a broad range of difficulties in outpatient and inpatient settings for the entirety of the training year. In addition, interns are offered an elective six-month research rotation. Theoretical orientations of faculty include behavioral, cognitive behavioral, social learning and interpersonal.

Child Study Center

Overview of Setting: The Child Study Center has been offering mental health services to children and families since 1955. This center is a major program within the Division of Child and Adolescent Psychiatry and serves children and adolescents from birth through age 17 and their families. The clinic attracts patients from throughout the state for psychotherapy and psychological evaluation services, although the majority of patients are from the central Arkansas region. The patient population for the clinic generally reflects the racial and ethnic breakdown of the Little Rock metropolitan area. Socioeconomic status also is diverse; however, the majority of clientele come from lower income households. Staff at the Child Study Center includes psychologists, doctoral psychology interns and postdoctoral fellows, psychiatrists, psychiatry residents and fellows, social workers, counselors, and nurses.

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Patient Population: The Child Study Center serves infants, toddlers, preschoolers, school-age children and adolescents representing the full range of problems normally presenting to an outpatient clinic, including traumatic stress, ADHD, disruptive behavior, depression and anxiety. Due to our statewide referral base, rarer cases such as bipolar disorder, psychosis and selective mutism are referred to the clinic as well. Interns, however, typically focus on treating traumatic stress, disruptive behaviors in young children, and adolescents with emotion dysregulation and interpersonal difficulties.

Core Training Opportunities: During the 12-month rotation, interns implement evidence-based specialty interventions for 1) infants, toddlers, preschoolers, school-age children and adolescents with traumatic stress, 2) young children exhibiting behavior problems with or without a history of trauma and 3) adolescents with emotion dysregulation and interpersonal difficulties. In addition, they conduct diagnostic (intake) assessments for new patients referred to the clinic and provide psychological evaluations for a wide range of presenting problems across the age range. Interns may also gain experience in implementing treatment interventions via telepsychology.

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) — Interns provide TF-CBT with youth ages 3 through 17 who are experiencing mood, anxiety and/or behavioral problems as a result of traumatic stress. Children and adolescents seen during this rotation often have experienced maltreatment, witnessed domestic violence, resided in foster care, and/or experienced other traumatic events such as natural disasters, medical procedures or death of loved ones. Interns often gain experience working with professionals who are a part of the Division of Child and Family Services (DCFS) and child dependency courts, including case workers, guardians ad litem, attorneys, court appointed special advocates and judges. In addition, interns may have the opportunity to implement an evidence-based treatment for preschool and school-aged children who have developed problematic sexual behaviors as a result of trauma exposure. Throughout the rotation, interns will be encouraged to engage in opportunities intended to strengthen their skills related to diversity, equity and inclusion through self-reflection, consideration of patient cultural factors, and discussion. Both Karin Vanderzee, Ph.D., and Kelly Hamman, LCSW, have completed the Train-the-Consultant program offered by TF-CBT developers, and they supervise interns weekly in both individual and group supervision modalities. By the end of internship, interns typically will have made significant progress towards meeting the national certification requirements for TF-CBT. TF-CBT can be a major or a minor rotation.

Child-Parent Psychotherapy (CPP) — Interns conduct CPP for children birth through age 5 who have experienced trauma and are currently exhibiting post-traumatic, behavioral, emotional, and/or attachment-related difficulties. This evidence-based, dyadic treatment focuses on strengthening the caregiver-child relationship, enhancing safe parenting practices, and providing caregivers and children an opportunity to process trauma. One important aspect of CPP is the frequent work with multiple caregiver-child dyads for the same patient (e.g., work with both foster parent/child and biological parent/child dyads) as well

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as the inclusion of caregivers who have been part of child maltreatment that are not routinely included within other trauma treatments. Interns often gain experience working with professionals who are a part of our state's Safe Babies Court Teams (SBCT) or who are involved with the child welfare system, including case workers, guardians ad litem, attorneys, court appointed special advocates and judges. Interns will gain hands-on experience with preparing documentation and participating in court teams and may have an opportunity to testify within court proceedings. Another unique aspect of CPP is its more interpersonal and psychodynamic origins rather than cognitive-behavioral. Finally, trainees also gain exposure and practice with a reflective supervision model in which they are able to process their own cases and contribute to the reflective growth of their colleagues. Interns will be supervised by certified CPP supervisors and/or trainers, depending the specific faculty in charge of the rotation for the training year, in group and individual formats. Of note, the CPP training will not count towards national rostering criteria, and interns can only choose CPP as a minor rotation at this time. If chosen as a minor rotation, interns will gain experience practicing the model, which may help them decide if they would like to pursue additional training to meet national rostering criteria.

Parent-Child Interaction Therapy (PCIT) — Interns are able to obtain training in PCIT, an evidence-based, dyadic treatment for children ages 2 through 6 with disruptive problems that results in a stronger relationship between caregivers and children and use of more effective and appropriate caregiver disciplinary strategies. Interns typically first observe supervising psychologists conducting PCIT with several patients before transitioning to acting as a co-therapist with the psychologist, though supervisors tailor the training for interns who have previous experience with the model. For example, interns who meet PCIT International therapist certification before internship may have the option to complete within-agency trainer training. Joy Pemberton, Ph.D., and Glenn Mesman, Ph.D., (regional trainers) and other faculty within-agency trainers (Elissa Wilburn, Ph.D., Lindsey Roberts, Ph.D. and Allison Smith, Ph.D.) provide live supervision with the interns as they conduct sessions. Faculty rotation supervisors meet with the interns weekly for individual and group supervision as well. By the end of internship, interns will have made significant progress towards meeting the PCIT International criteria for therapist or within-agency trainer certification. PCIT can be a major or a minor rotation.

Dialectical Behavior Therapy (DBT) — Interns have the opportunity to participate in a multifamily DBT skills group with the option of seeing families on an individual basis for DBT. Adolescents referred to DBT often have complex psychiatric presentations, which may include a history of mood lability; symptoms of depression and anxiety; impulsive, disruptive and/or risky behavior (e.g., substance use, disordered eating); polarized or extreme thinking patterns; family and peer conflict; poor perspective taking; and non-suicidal self-injury and/or history of suicidal ideation and attempts. The multifamily DBT skills group maintains a maximum of eight families (typically adolescents and one caregiver) at a time and meets weekly on Mondays at 3:30-5 p.m. at the Child Study Center. Interns will receive exposure to all five modules throughout the year: mindfulness,

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distress tolerance, walking the middle path, emotion regulation and interpersonal effectiveness. Families have the option to complete a second cycle of group to further consolidate their learning and practice skills and concepts. Interns will have multiple opportunities to co-lead group, which entails leading mindfulness exercises, reviewing families' practice of skills and teaching new material. Wilburn and Roberts attend DBT group and supervise interns weekly in group supervision; however, individual supervision may be offered depending on interns' caseloads. At this time, the Child Study Center does not provide phone coaching for families. Schedule permitting, interns are invited to attend a consultation team comprised of other DBT providers at the Child Study Center as a supplemental training opportunity. Throughout the course of the training year, interns will have participated in didactic training, gained clinical experience and potentially attended consultation team meetings, all of which set a solid foundation for interns interested in formally pursuing DBT-Linehan Board Certification later in their career. DBT can be a major or minor rotation.

Psychological Evaluations — In addition to psychotherapy experiences, interns also provide psychological evaluations to children and adolescents with a broad range of presenting issues, including ADHD, learning difficulties, traumatic stress, anxiety, mood problems, autism spectrum disorder and disruptive behaviors. Referral questions often include clarifying diagnoses, assessing level of functioning and planning treatment. Interns gain experience in clinical interviewing; administering, scoring, and interpreting psychological tests and measures; forming diagnostic impressions and making recommendations for intervention; and communicating assessment findings. Typical psychological testing instruments include tests of intelligence, achievement, adaptive functioning, executive functioning, attention and memory, as well rating forms and diagnostic interviews assessing emotional and behavioral disorders. Interns will typically conduct assessments as a team and will complete two evaluations per month; each intern will be responsible for individually writing one testing report per month. Wilburn and Mesman meet weekly with the interns for group supervision.

Complex Trauma Assessment Program — Interns may also have the opportunity to conduct psychological evaluations through the Complex Trauma Assessment Program. The goal of the program is to provide comprehensive, trauma-informed assessments for children ages 3-18 in the foster care system who have a history of chronic interpersonal maltreatment and exhibit serious clinical symptoms. Additional complexities of psychiatric medication use, acute and residential hospitalizations, disrupted placements, and previous diagnoses of attachment-related concerns are frequently present. Evaluators conduct these evaluations to clarify diagnoses, assess level of functioning, and provide recommendations related to level of care needed and specific services indicated. Multiple domains of functioning are assessed through administration of psychological tests and measures; clinical and diagnostic interviews with patients, caregivers and caseworkers; behavior observation; record review; and consultation with other pertinent parties (e.g., teachers, therapists). Results lead to recommendations for evidence-based treatments, assistance for other professionals in care coordination and a framework to aid caregivers in making informed decisions about the care of the child. Wilburn and Mesman meet weekly with the interns for group supervision.

Child Diagnostic Unit

Overview of Setting — The Child Diagnostic Unit (CDU) is a psychiatric inpatient unit that provides services for children ages 3 to 12 who are in need of diagnostic clarification due to the complexity, frequency, severity and intensity of their symptoms, as well as the functional impact they have on the child and their family. Although the CDU is not an acute care placement, many of the children have been psychiatrically hospitalized multiple times and are poorly understood by outpatient providers, schools and their families. The inpatient unit has 10 beds. Children typically reside on the unit for 28 days.

The mission of the CDU is to provide child- and family-centered care in a collaborative, compassionate and trauma-sensitive manner to establish clarification of diagnoses and development of appropriate treatment planning for the child. An interdisciplinary approach is utilized, relying on specialists in child psychiatry, psychology, social work, occupational therapy, speech and language, education, and nursing. The milieu model used on the unit is Collaborative Problem Solving (CPS). The basic premise of CPS is “Kids do well if they can,” and it is the job of clinicians, including psychology interns, to assist in identifying the “lagging skills” that interfere with the child’s ability to meet expectations (e.g., executive functioning deficits, emotion regulation). Other key components of CPS include identifying unsolved problems and working collaboratively with children to solve these problems.

Patient Population — Children present with a variety of symptoms, including verbal and physical aggression, disruptive behaviors, irritability, mood lability, extreme inflexibility, and significant noncompliance. Diagnoses frequently include trauma disorders, ADHD, mood and anxiety disorders, autism spectrum disorder, and disruptive behavior disorders. Children also present with developmental delays and sensory difficulties.

Core Training Opportunities — During their 12-month rotation, interns conduct comprehensive psychological evaluations for the children on the unit, which includes administering tests of intelligence, academic achievement, adaptive functioning, mood and behavior, and autism spectrum disorder symptoms. Interns also engage in behavioral observations, clinical record review and writing reports.

Other Training Opportunities — Each intern has the opportunity to participate in the unit’s interdisciplinary treatment team meetings, which last 1 to 1½ hours on Mondays and Wednesdays. During these meetings, each discipline reports on the most recent observations and assessment findings for each child. In addition to psychology, disciplines present in these meetings include psychiatry, nursing, social work, speech therapy and occupational therapy. Interns frequently contribute to these meetings by sharing behavioral observations and/or testing results.

Supervision — Supervision typically totals 30 minutes to one hour per week and is conducted in segments at the beginning and end of the intern’s “shift.” At the

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beginning of the shift, the testing needed for that day is discussed, along with any recommendations to facilitate testing completion for each child. Following completion of testing for the day, the intern and supervisor discuss the day’s findings and behavioral observations. This frequently includes discussion of the intern’s thoughts and observations related to the child’s diagnoses and may include other topics such as problem-solving for future testing interactions with a given child or children with similar presentations. Joy Pemberton, Ph.D., is the supervisor of this rotation.

Research

Interns may elect to complete an optional six-month research rotation where they participate in ongoing research under the supervision of a psychologist within the department. Generally, this is four hours of protected time each week to work towards a tangible research product (e.g., presentation, publication). Many opportunities are available depending on interests, the availability of faculty mentors and funded projects. Alternatively, the intern may elect to bring data from their home lab and use this time to continue their previous line of research through the development of manuscripts, presentations, posters or grant applications under the guidance of a research mentor assigned for the year. Whether interns work on projects from UAMS or from their home institution, it is expected that a research product will be submitted before the internship year is complete. Of note, the research rotation cannot be used to complete the intern’s dissertation. Maegan Calvert, Ph.D., is the supervisor for this rotation.

Interns who do not elect to complete the research rotation may expand their involvement in one of the other internship rotations or additional clinical opportunities discussed with program faculty on interview day.

Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m.					
8:30 a.m.	TF-CBT Supervision	Didactics	Child Diagnostic Unit	CSC Psych Testing	Child Diagnostic Unit
9 a.m.					
9:30 a.m.					
10 a.m.	CSC Therapy	CPP Supervision			
10:30 a.m.		CSC Therapy			
11 a.m.					
11:30 a.m.					
Noon	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 p.m.					
1 p.m.	CSC Therapy	CSC Therapy	CSC Meeting	CSC Psych Testing	Flex Time or Research
1:30 p.m.			PCIT Supervision		
2 p.m.	DBT Supervision		Psych Test Supervision	CSC Therapy	
2:30 p.m.					
3 p.m.	CSC DBT Group				
3:30 p.m.					
4 p.m.					
4:30 p.m.					

Note: CSC = Child Study Center

TRAINING FACULTY

The psychology training committee is composed of psychology faculty and professionals from other behavioral health specialties within the Department of Psychiatry. We are a training team of caring, empathetic and supportive supervisors who carefully consider the intern's training experiences, career goals, strengths and needs in order to develop the most appropriate and effective training experience. Although our interests as faculty are far-ranging, all of us are committed to providing the highest quality of training experiences centered on cultural humility. Many of the faculty recently participated in a yearlong course mirroring the cultural humility curriculum that interns complete in order to support their personal progress of becoming a more culturally humble and multiculturally competent psychologist.

Child and Adolescent Track Training Faculty

Maegan Calvert, Ph.D.

Pronouns: She/Her/Hers

Position: Assistant Professor

Graduate Program: University of Arkansas, Fayetteville - 2019

Clinic/Rotation: Brain Imaging Research Center Child Research

Clinical Interests: Assessing and treating early childhood dysregulation, trauma-related disorders and intergenerational consequences of trauma

Research Interests: Utilizing behavioral data and functional neuroimaging (fMRI, fNIRS) to understand the mechanisms by which early childhood adversity is longitudinally expressed through neural activation patterns, affect and behavior. Understanding the ways in which caregiver-child interactions shape brain development and confer risk or resilience to child outcomes. Increasing the effectiveness of interventions.

Professional Interests: Increasing reproducibility of psychological science research through open science practices and providing training experiences for individuals from underrepresented groups in psychological and biomedical science

Kelly Hamman, LCSW

Pronouns: She/Her/Hers

Position: Mental Health Professional, Trauma Training Treatment Specialist

Graduate School: University of Arkansas Little Rock (Social Work) - 2008

Clinic/Rotation: Child Study Center Trauma-Focused Cognitive Behavioral Therapy

Clinical Interests: Child and adolescent trauma, early childhood mental health, Trauma-Focused Cognitive Behavioral Therapy, Child-Parent Psychotherapy

Professional Interests: Access to quality care for underserved and marginalized populations, improving child welfare practices and building cultural humility in health care settings

Sufna John, Ph.D.

Pronouns: She/Her/Hers

Position: Associate Professor and Co-Director, Arkansas Building Effective Services for Trauma (ARBEST)

Graduate School: Southern Illinois University, Carbondale - 2014

Clinic/Rotation: Child Study Center Child-Parent Psychotherapy, Cultural Humility Curriculum

Clinical Interests: Early childhood trauma; complex trauma assessment; intergenerational and parent trauma; Child-Parent Psychotherapy; diversity, equity and inclusion practices in infant and early childhood mental health

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Research Interests: Factors that impact the success and course of childhood trauma symptomology and treatment, and development and dissemination of best practices in trauma-informed care

Professional Interests: Improving child welfare practices, integrating cultural humility into clinical, teaching and research endeavors, and examining evidence-based approaches for understanding and addressing “attachment concerns” in traumatized youth

Glenn Mesman, Ph.D.

Pronouns: He/Him/His

Position: Professor, Assistant Director of Psychology Training

Graduate School: Southern Illinois University, Carbondale - 2010

Clinic/Rotation: Child Study Center Psychological Evaluation and Parent-Child Interaction Therapy

Clinical Interests: Parent-Child Interaction Therapy, psychological evaluations

Research Interests: Dissemination of evidence-based practices, behavioral difficulties in early childhood

Professional Interests: Training and dissemination of PCIT for mental health professionals

Joy Pemberton, Ph.D.

Pronouns: She/Her/Hers

Position: Associate Professor

Graduate School: Texas Tech University - 2010

Clinic/Rotation: Child Study Center Parent-Child Interaction Therapy and Child Diagnostic Unit

Clinical Interests: Disruptive behavior disorders, child and adolescent trauma, Parent-Child Interaction Therapy and psychological evaluations

Research Interests: Dissemination of evidence-based practices and increasing availability and accessibility of empirically-based practices

Professional Interests: Encouraging awareness of and responsiveness to diversity, equity and inclusion-related topics across levels of the health care setting and interactions

Lindsey Roberts, Ph.D.

Pronouns: She/Her/Hers

Position: Assistant Professor

Graduate School: Bowling Green State University - 2020

Clinic/Rotation: Child Study Center Parent-Child Interaction Therapy and Dialectical Behavior Therapy, Child Diagnostic Unit

Clinical Interests: Trauma recovery, psychological evaluations, early childhood, adolescence

Research Interests: Program evaluation, qualitative research, adolescents, positive youth development

Allison Smith, Ph.D.

Pronouns: she/her/hers

Position: Assistant Professor

Graduate School: University of Arkansas, Fayetteville - 2022

Clinic/Rotation: Child Study Center Child-Parent Psychotherapy

Clinical Interests: Child and adolescent trauma treatment; early childhood intervention; Child-Parent Psychotherapy; Trauma-Focused Cognitive-Behavior Therapy; Parent-Child Interaction Therapy for Toddlers

Research Interests: Dissemination and implementation of interventions for child and family trauma; qualitative analysis

Professional Interests: Development of community partnerships to promote trauma

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recovery and resilience; utilizing implementation science to support local dissemination and implementation; supporting child welfare professionals and child welfare-involved families

Karin Vanderzee, Ph.D.

Pronouns: She/Her/Hers

Position: Associate Professor

Graduate School: Miami University – 2013

Clinic/Rotation: Child Study Center Trauma-Focused Cognitive Behavioral Therapy

Clinical Interests: Treatment of trauma from infancy through adolescence, disruptive behavior disorders, Trauma-Focused Cognitive Behavior Therapy, Parent-Child Interaction Therapy and Child-Parent Psychotherapy

Research Interests: Early childhood trauma and intervention development, dissemination, and implementation of evidence-based treatments to promote resilience following traumatic events; Trauma-Focused Cognitive Behavior Therapy; Parent-Child Interaction Therapy; Child-Parent Psychotherapy

Professional Interests: Improving the system of care for maltreated children, leadership and advocacy in national and international professional organizations, enhancing supervision practices among psychology trainees, and enhancing cultural humility practices among professionals and trainees in health care settings

Elissa Wilburn, Ph.D.

Pronouns: She/Her/Hers

Position: Assistant Professor

Graduate School: Texas Tech University – 2020

Clinic/Rotation: Child Study Center Psychological Evaluation, Parent-Child Interaction Therapy, Dialectical Behavior Therapy

Clinical Interests: Parent-Child Interaction Therapy, Trauma-Focused Cognitive Behavior Therapy, Dialectical Behavior Therapy for adolescents and families and psychological evaluations

Research Interests: Risk factors associated with child and parent characteristics that independently and together contribute to both the exacerbation and undermining of child psychopathology following traumatic life experiences; dissemination and implementation of trauma-informed school programs

Professional Interests: enhancing trauma-informed care practices across child-serving systems (e.g., outpatient clinic, child welfare, education), including strengthening policies, procedures, and practices related to issues of diversity, equity and inclusion

Other Training Faculty

Matt Boone, LCSW

Pronouns: He/Him/His

Position: Instructor

Graduate School: Boston University (Social Work) – 2000

Clinic/Rotation: UAMS Student Wellness Program

Clinical Interests: Acceptance and Commitment Therapy (ACT), exposure therapy, Dialectical Behavior Therapy, anxiety disorders, OCD, trauma, eating disorders

Professional Interests: Training professionals in ACT and other evidence-based methods, increasing access and improving care for people typically marginalized by the mental health system

TRAINING FACULTY

Chelsey Bull, Ph.D.

Pronouns: she/her/hers

Position: Assistant Professor

Graduate School: University of Central Arkansas – 2022

Clinic/Rotation: Walker Family Clinic, Hawkins Unit

Clinical Interests: Working with justice-involved populations; Evidence-based practices for trauma

Research interests: Implementation and effectiveness of trauma treatments with justice-involved populations

Professional Interests: Increasing access to mental health treatment for underserved populations; Training individuals working within the justice-system on mental health and trauma-informed practices

Michael Cucciare, Ph.D.

Pronouns: He/Him/His

Position: Professor and Director, Center for Health Services Research

Graduate School: University of Nevada, Reno – 2006

Clinic/Rotation: Women's Mental Health Program

Clinical Interests: Substance use disorders

Research Interests: Addiction health services research, health care transitions and technology in mental health service delivery

Tisha Deen, Ph.D.

Pronouns: She/Her/Hers

Position: Associate Professor

Graduate School: University of Arkansas, Fayetteville – 2010

Clinic/Rotation: Primary Care and Population Health Service Line

Clinical Interests: Primary care behavioral health, health psychology, dialectical behavior therapy, cognitive behavioral therapy, brief evidence-based psychotherapies (e.g., CBT-i, written exposure therapy, prolonged exposure for primary care, problem solving therapy)

Research Interests: Use of facilitation to implement evidence-based treatments, access to behavioral health care in rural settings, use of telemedicine to improve access to care and brief interventions in primary care

Professional Interests: Leadership and advocacy in state and national professional organizations and advocacy for the practice of psychology and access to care for underserved and marginalized populations

Lisa Evans, Ph.D.

Pronouns: She/Her/Hers

Position: Associate Professor

Graduate School: Purdue University – 2002

Clinic/Rotation: Pulaski County Regional Crisis Stabilization Unit, Arkansas Children's Hospital Burn Center for Adults

Clinical Interests: Psychiatric rehabilitation, evidence-based practices for persons with serious mental illness/trauma/PTSD and substance misuse, working with justice-involved persons with mental health issues and increasing access to high quality services for underserved populations

Professional Interests: Utilization of brief interventions in crisis settings, training law enforcement officers in crisis intervention training and mental health education, partnering

TRAINING FACULTY

with local advocacy organizations to improve community care for people who are unhoused and have behavioral health conditions

Chrystal Fullen, Psy.D.

Pronouns: She/Her/Hers

Position: Assistant Professor

Graduate School: Our Lady of the Lake University – 2019

Clinic/Rotation: Walker Family Clinic Neuropsychology Service and Cognitive Rehabilitation Program, UAMS Trauma Surgery Inpatient Neuropsychology Consult Service

Clinical Interests: Traumatic and other acquired brain injury, rehabilitation, multiple sclerosis, integrated neuropsychological assessment services

Research Interests: Rehabilitation outcomes, development and advancement of rehabilitation approaches/tools, and cognition in patients with neurologic insult

Professional Interests: Brain injury consultation, brain injury advocacy, program development in psychology

Jennifer Gess, Ph.D., ABPP/CN

Pronouns: She/Her/Hers

Position: Professor, Director of Psychology Training

Graduate Program: Georgia State University – 2001

Clinic/Rotation: Walker Family Clinic Neuropsychology Service

Clinical Interests: Epilepsy, brain injury, movement disorders, brain neoplasm, dementia

Research Interests: Post-surgical cognitive outcome and the development of fMRI as a clinical tool

Professional Interests: National education initiatives in psychology and neuropsychology and biomedical ethics as it applies to training and clinical work

Lee Isaac, Psy.D.

Pronouns: He/Him/His

Position: Assistant Professor

Graduate Program: La Salle University – 2020

Clinic/Rotation: Walker Family Clinic Neuropsychology Service

Clinical Interests: Geriatric neuropsychology, dementia, movement disorders, stroke, brain injury

Research Interests: Updated assessments for specificity in dementia diagnosis and integration of technology into assessment procedures

Andrew James, Ph.D.

Pronouns: He/Him/His

Position: Professor

Graduate Program: University of Florida (Neuroscience) – 2005

Clinic/Rotation: Brain Imaging Research Center Neuropsychology Research

Research Interests: Functional neuroimaging, addiction, cognition and individual differences

Jennifer Kleiner, Ph.D., ABPP/CN

Pronouns: She/Her/Hers

Position: Professor, Chief Psychologist and Vice Chair for Faculty Development

Graduate Program: University of Buffalo – 2004

Clinic/Rotation: Walker Family Clinic Neuropsychology Service

Child and Adolescent Training Track

Clinical Interests: Movement disorders, deep brain stimulation

Research Interests: Pre-surgical evaluation for deep brain stimulation, normal variance in fMRI and neuropsychology

Professional Interests: Institutional leadership and faculty development

Sacha McBain, Ph.D.

Pronouns: She/Her/Hers

Position: Assistant Professor

Graduate Program: Palo Alto University - 2018

Clinic/Rotation: Walker Family Clinic, Trauma Surgery Inpatient Psychology Consult Service

Clinical Interests: Medical trauma, adjustment after illness or injury, early intervention for PTSD and trauma-informed care

Research Interests: Implementation and evaluation of interventions for trauma-related sequelae in non-mental health settings, interdisciplinary care and access to care

Ming Hwei Yek, Psy.D.

Pronouns: She/Her/Hers

Position: Assistant Professor

Graduate Program: Baylor University - 2019

Clinic/Rotation: Transplant Psychology Service, Walker Family Clinic Outpatient Behavioral Health Therapy

Clinical Interests: Transplant psychology, psycho-oncology, enhancing meaning for patients with chronic medical conditions

Research Interests: Alcohol relapse prevention for post-liver transplant patients and addressing health literacy to improve transplant outcomes

Professional Interests: Improving mental health awareness and access in specialty care settings, reducing bias in health care settings

Melissa Zielinski, Ph.D.

Pronouns: She/Her/Hers

Position: Associate Professor

Graduate Program: University of Arkansas, Fayetteville - 2016

Clinic/Rotation: Pulaski County Regional Detention Facility, Hawkins Unit, Research

Clinical Interests: PTSD, Interpersonal violence recovery, Dialectical Behavior Therapy, Cognitive Processing Therapy and women's health

Research Interests: Trauma/PTSD, substance use, women's health, and applications of both implementation science and community engaged research methods. Most ongoing projects focus on these topics among adults who are incarcerated and/or otherwise involved in the justice system.

Professional Interests: Access to care among marginalized/underserved populations, particularly people who are incarcerated. Building research capacity and contributing to research training, including via UAMS' NIDA-funded T32 "Translational Training in Addiction" Program

DIDACTICS

Training methods include a didactic component that consists of a formal seminar series and other educational opportunities. Weekly seminars designed to meet the training needs of the interns in the program feature presentations by training faculty and other professionals from UAMS and the local community. Didactics are 8-9:30 a.m. weekly on Tuesday mornings and are divided into several series of training topics and activities.

Profession-Wide Competency Series

This series of presentations cover competencies put forth by APA to help doctoral interns prepare for the practice of health service psychology. Competencies include research and evaluation; ethical and legal standards; individual and cultural diversity; professional values and attitudes; communication and interpersonal skills; assessment, intervention, supervision and consultation; and interprofessional/interdisciplinary skills. In addition, presentations related to our program-specific competencies also are periodically provided such as advocacy, reflective action, self-assessment self-care and teaching.

Cultural Humility Curriculum

The overall goal of this curriculum is to help each psychology intern make progress toward being a psychologist who exhibits cultural humility in clinical practice, teaching and mentoring, and/or research. The baseline knowledge, attitudes and skills for each intern will vary, and thus, the growth and end-of-internship progress will be different for each intern. This course provides a variety of teaching modalities to enhance cross-cutting knowledge, attitudes and skills related to cultural humility. The format involves in-person lectures, process-oriented group discussions, journaling activities, assigned readings and experiential activities. Although the overall goal of the course is not explicitly to enhance social justice — that is, the social advocacy of a psychologist to create equity in our society — it is possible that certain interns, instructors or experiences may gravitate toward social justice. This is welcomed and encouraged.

Upon successful completion of this course, interns will complete the following objectives aligned with guidelines from the American Psychological Association's (2017) Multicultural Guidelines (in parentheses).

1. Gain an understanding of how individual difference (e.g., gender identity, age, sexual orientation, race, religion), intersectionality (e.g., gender x race), and societal and institutional oppression (e.g., white supremacy, gerrymandering, poverty), influence knowledge, attitudes and behaviors of patients, mentees, supervisors and research participants. (Guidelines: 1, 2, 4, 5, 7, 8, 9)
2. Develop a command of technical vocabulary related to multicultural topics. (Guidelines: 3)
3. Build or enhance skills (e.g., critical thinking, interpersonal communication) in understanding and articulating thoughtful responses to topics or controversies involving multicultural issues in clinical practice (e.g., culturally adapting interventions), teaching and mentoring, and research. (Guidelines: 3, 6, 9, 10)

Recent topic-oriented seminars have covered various aspects of multiculturalism, such

as racial and ethnic health disparities, immigration, sexual minority and mental health therapy, and religion and spirituality. During process-oriented groups, interns and faculty leaders discuss and reflect upon the role of cultural humility in reducing health disparities, power and privilege, structural violence, microaggressions, race and racism, institutional and systematic oppression, and prejudice and stereotypes.

Supervision Curriculum

The goal of the supervision curriculum is to create a foundational knowledge base and skills to develop a trainee's identity as an entry-level clinical supervisor. It is understood that trainees enter internship with varying degrees of experience related to training and practice of supervision. This curriculum is intended to support trainees' exposure to various models of supervision and practice with using various modes of teaching including lecture, video review, role-play and discussion. By the end of the course, it is anticipated that interns will meet the following benchmarks for readiness for entry to practice for supervision as identified in the APA Competency Benchmarks in Professional Psychology:

1. Expectations and Roles — Understands the ethical, legal and contextual issues of the supervisor role.
2. Processed and Procedures — Demonstrates knowledge of supervision models and practices; demonstrated knowledge of and effectively addresses limits of competency to supervise.
3. Skills Development — Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients.

Specialty Seminar Series

A number of other topics are covered in the specialty seminar series. Interns also participate in discussions related to professional topics, such as careers in clinical psychology (e.g., research, clinical, administration), applying to postdoctoral fellowships, EPPP and working alongside other clinical or medical specialties in the hospital (e.g., psychiatry, neurology, social work). Finally, interns each conduct a clinical case presentation.

FELLOWSHIPS

Postdoctoral fellowships mentored by Department of Psychiatry faculty are available for those individuals interested in following their doctoral internship with additional clinical and/or research training. The department currently has the following fellowships:

- Depending on the training year and funding mechanisms, the child and adolescent traumatic stress fellowship offers one-year specialized clinical training. Fellows spend their clinical time in supervision and direct patient care at the UAMS Child Study Center and Child Diagnostic Unit conducting psychological evaluations and implementing evidence-based trauma interventions with youth from birth through adolescents. A small portion of the training year can be dedicated to scholarly activities, and trainees work with faculty to develop a plan to meet their professional development goals.
- Funded by a grant from the National Institute on Drug Abuse, UAMS's T32 Addiction Research Training Program seeks to develop a next generation of addiction researchers who will generate new and innovative approaches to preventing and treating addiction, with the knowledge that addiction is a multifaceted problem that demands input from multiple scientific disciplines. To this goal, we have assembled a cohort of experienced researchers and mentors from UAMS who provide research training opportunities reflecting the full spectrum of basic, clinical and translational addiction research. The training program network of 23 faculty spans three Colleges (Medicine, Pharmacy and Public Health) and six departments (Psychiatry, Pharmacology and Toxicology, Pharmacy Evaluation and Practice, Pharmaceutical Science, Neurobiology and Developmental Neuroscience, and Health Behavior and Health Education). Research training opportunities span the molecular aspects of targeting novel addiction medications to the science of implementation of prevention and treatment strategies in real world settings. Our trainees are highly interactive, diverse and fluent in the social and clinical aspects of addiction. Fourteen of its past trainees are now academic faculty nationwide. Clint Kilts, Ph.D., assumed the role of director of the program in 2012, with Michael Cucciare, Ph.D., serving as one of the associate co-directors. Two other psychology training faculty members, Andrew James, Ph.D., and Melissa Zielinski, Ph.D., serve as mentors.

FELLOWSHIPS

Our Child and Adolescent Track interns also have been successful in obtaining an impressive array of fellowships at prestigious institutions post internship completion. A recent sampling includes:

Albany Medical Center

Brown University

Judge Baker Children's Center/Harvard University

Kennedy Krieger Institute

Munroe Meyer Institute/University of Nebraska/

Nationwide Children's Hospital/Ohio State University

San Diego Center for Children

Stanford University

University of Arkansas for Medical Sciences

University of California, Davis

University of California, San Diego

University of South Florida

Western Psychiatric Institute and Clinic/University of Pittsburgh

Yale University

Following fellowship training, our interns work in a variety of settings, including academic medicine, university-based departments of psychology, private practice, VA hospitals and community mental health centers. More than half of our current psychology faculty members were either doctoral interns or postdoctoral fellows at UAMS.

APPLYING TO INTERNSHIP

Eligibility Requirements

- Application from APA accredited doctoral program in clinical or counseling psychology
- United States citizen or authorization to work or to engage in practical training (CPT or OPT) in the United States
- Comprehensive exams passed (if applicable)
- Admitted to doctoral candidacy in graduate program
- Successful defense of dissertation proposal
- Prefer significant progress or completion of dissertation by internship start
- Minimum of 800 hours of total practicum experiences (intervention, assessment and supervision)
- Minimum of three years of pre-internship graduate training

Post-Application Requirements

- Personal interview: Dec. 1 and 13, 2023; Jan. 9 and 11, 2024
- Successful completion of the intern matching program

Post-Match Requirements

- Pass criminal background checks by Arkansas State Police and FBI, including fingerprinting
- Pass pre-employment drug screen (Interns also subject per UAMS policy to random drug screens during internship.)

Application Procedure

The due date for all application material is Nov. 1, 2023, at 11:59 p.m. and must be submitted online. Applications must include:

- Submission of the AAPI
- Program director's endorsement
- Three letters of recommendation
- Curriculum vita
- Official transcript of graduate work

Interviews

Applicants will be interviewed by supervising faculty and meet with current doctoral interns through a video conferencing platform (e.g., Zoom). Interviews are scheduled in December and January. Notifications for interviews will be sent via email by Dec. 1, 2023.

Our training program recently has restructured our recruitment, selection, and interview process for intern applicants to better adhere to best practices for equitable

APPLYING TO INTERNSHIP

hiring. Significant strides have been achieved to reduce biases before, during, and after the interview, including an increased focus on objectivity and standardization. We want to create an interview process focused on equity and inclusion to allow us to find applicants whose values, interests, goals and training match our own, with an end goal of providing our community with equitable access to evidence-based and culturally humble behavioral health services.

Stipend and Fringe Benefits

Current stipend is approximately \$39,175 plus the fringe benefit package. Stipends are determined each year in the University of Arkansas College of Medicine's annual budget.

Doctoral psychology interns are considered Medical School House Staff and participate in all fringe benefits allotted to medical interns and residents as set forth by UAMS and Arkansas Children's Hospital. These include, but are not limited to, paid professional liability insurance coverage, paid hospitalization insurance policy for the intern, plus benefits at nominal cost for dependents.

Interns also receive the following:

- Paid attendance at two-day Arkansas Psychological Association conference
- Free parking
- Fifteen (15) days of personal leave plus holidays

UAMS Drug/Policies

UAMS will not take action against an employee or applicant who tests positive for marijuana (THC) in any drug screening if the employee has appropriate medical documentation. However, employees working in safety sensitive positions (e.g., clinical care) should not be impaired while on duty.

APPLYING TO INTERNSHIP

Please Note

The 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 applicant. We participate in the APPIC Internship Matching Program.

No eligible person will be excluded from participation or be denied the benefits of this internship training program in clinical psychology on the grounds of gender, race, national origin, religion or sexual orientation.

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

American Psychological Association
750 First Street NE
Washington, D.C. 20002-4242
Telephone: (202) 336-5979
Fax: (202) 336-5978
E-mail: apaaccred@apa.org
<http://www.apa.org/ed/accreditation>

Training Director

Jennifer Gess, Ph.D., ABPP/CN

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Assistant Training Director

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1210 Wolfe St., Slot 654
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Internship Assistant

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LIFE IN LITTLE ROCK

Education

- The Little Rock School District, the second largest in the state, contains 48 public schools and centers and provides educational services to more than 20,000 students annually.
- Three other school districts service the children and adolescents of Pulaski County
- Pulaski County Special School District, North Little Rock School District and Jacksonville North Pulaski School District.
- Little Rock is home to both the Arkansas School for the Blind and the Arkansas School for the Deaf.
- Over 8,000 students receive their education at the University of Arkansas at Little Rock (UALR), and the university features nearly 70 undergraduate degree programs and nearly 50 graduate degree programs.
- Philander Smith College, a private historically Black college founded in 1877, is affiliated with the United Methodist Church and is a founding member of the United Negro College Fund. The college was added to the US National Register of Historic Places in 1999.
- Arkansas Baptist College is a private historically Black liberal arts college established in 1884. It is the only historically Black Baptist school west of the Mississippi River. The Main Building on its campus, built in 1893, is one of the oldest surviving academic buildings in the state and was listed on the US National Register of Historic Places in 1976.
- Founded in 2004, the Clinton School of Public Service is a branch of the University of Arkansas System and offers students a Master in Public Service degree.

The Arts

- The newly renovated Arkansas Museum of Fine Arts contains collections, exhibitions, installations and pieces on loan, a performing arts theater, a museum school, gift shop and a restaurant.
- Arkansas Repertory Theatre, founded in 1976, is the state's largest professional, not-for-profit theatre company and produces works such as contemporary comedies, dramas, world premieres and dramatic literature.
- Arkansas Symphony Orchestra performs over 30 concerts a year.
- Ballet Arkansas is the state's only professional ballet company.
- Community Theatre of Little Rock, founded in 1956, is the area's oldest performance art company.
- Robinson Center Music Hall hosts the Arkansas Symphony Orchestra and several Broadway national touring shows each year.
- Wildwood Park for the Arts is the largest park dedicated to the performing arts in the South and features seasonal festivals and cultural events.

Museums

- The Mosaic Templars Cultural Center in 2020 achieved accreditation by the American Alliance of Museums, the highest national recognition a museum can receive. The accreditation is the ninth awarded to a Black culture/history institution in the nation and only the third in the South.
- The Little Rock Central National Historic Site commemorates the desegregation of Central High School in 1957 and the persistence of nine African American students in attending a formally all-White school.
- The William J. Clinton Presidential Center, opened in 2004, includes the Clinton presidential library and the offices of the Clinton Foundation and the Clinton School of Public Service. The library facility cantilevers over the Arkansas River, echoing Clinton's campaign promise of "building a bridge to the 21st century."
- The Museum of Discovery features hands-on exhibits in the fields of science, history, and technology.
- The Historic Arkansas Museum is a regional history museum focusing primarily on the frontier time period.
- The MacArthur Museum of Arkansas Military History, opened in 2001, is the last remaining structure of the original Little Rock Arsenal and one of the oldest buildings in central Arkansas. It was the birthplace of Gen. Douglas MacArthur who went on to be the supreme commander of US forces in the South Pacific during World War II.
- The Old State House Museum is a former state capitol building now home to a history museum focusing on Arkansas' recent history.
- The ESSE Purse Museum illustrates the stories of American women's lives during the 1900s through their handbags and the day-to-day items carried in them.

Food and Drink

- Arkansas's capital city offers an amazing selection of local restaurants, award-winning chefs and unique dining experiences. The ever-expanding Little Rock foodscape is a mashup of Southern classics, soul food, barbecue and adventurous ethnic dishes. In 2015 Forbes Travel Guide included Little Rock in their "Five Secret Foodie Cities."
- Check out Little Rock Food and Drink for the best locally-owned restaurants in the city. littlerock.com/food-drink.
- Little Rock's food truck scene satisfies the appetites of locals and visitors alike. Approximately 70 food trucks converge in Little Rock on an annual basis in September for the Main Street Food Truck Festival.
- Numerous ethnic food festivals occur on an annual basis in Little Rock, including Greek, Jewish, Indian, Turkish and Italian food celebrations.

Outdoors

- Outdoor magazine named Little Rock one of its 2019 Best Places to Live.
- The Arkansas River Trail offers over 15 miles of river view that runs along both the north and south banks of the Arkansas River. There are five pedestrian and bicycle bridges connected to the River Trail, making Little Rock the only city in the country with five pedestrian bridges that stretch over a navigable body of water. The trail is a must-see for visiting cyclists, hikers and outdoor enthusiasts.
- The Big Dam Bridge is one of the longest pedestrian and bicycle bridges in North America and spans the Arkansas River.
- Little Rock has over 60 parks and recreational areas.
- Riverfront Park stretches 11 blocks on the south bank of the Arkansas River in downtown Little Rock. The park provides 33 acres of urban parkland for outdoor events, leisure activities, and a glimpse of the state's history.
- Two Rivers Park is a 1,000-acre tract at the confluence of the Arkansas and Little Maumelle Rivers. The park has many amenities including bike trails, walking trails, gardens and abundance of wildlife, as well as a pedestrian bridge that connects to the Arkansas River Trail.
- Pinnacle Mountain State Park is adjacent to the western side of Little Rock. The most prominent feature of the park is Pinnacle Mountain, which towers over 1,000 feet above the Arkansas River Valley and includes several hiking trails. The park also includes the Arkansas Arboretum, an interpretive trail with flora and tree plantings.
- Rattlesnake Ridge Natural Area contains five miles of trails rated intermediate to expert.
- Toltec Mounds Archeological State Park, a national historic landmark, comprises one of the largest and most impressive archeological sites in the Lower Mississippi River Valley. Presented here are Arkansas's tallest Native American mounds.

Sports

- The Arkansas Travelers, the AA professional minor league baseball affiliate of the Seattle Mariners, play their home games at Dickey-Stephens Park in North Little Rock.
- The Little Rock Rangers soccer club of the National Premier Soccer League (NPSL) played their inaugural seasons in 2016. Home games are played at War Memorial Stadium in the heart of Little Rock and boast one of the highest fan attendances in the NPSL.
- War Memorial Stadium also is the second home of the University of Arkansas Razorbacks football team who play most of their home games at Donald W. Reynolds Razorback Stadium in Fayetteville.
- The city is also home to the Little Rock Trojans, the athletic program of the University of Arkansas at Little Rock. The majority of the school's athletic teams are housed in the Jack Stephens Center, which opened in 2005.
- The Little Rock Marathon, held on the first Sunday of March every year since 2003, features the world's largest medals given to marathon participants.

Links to Local Information

- Little Rock Visitors Bureau - littlerock.com
- Little Rock Calendar of Events - littlerock.com/calendar
- Little Rock Neighborhoods - littlerock.com/travel-tools/neighborhoods