

University of Arkansas for Medical Sciences  
Doctoral Internship in Clinical Psychology

# Neuropsychology Training Track

2024-2025 Training Year

**UAMS**<sup>®</sup>

Psychiatric  
Research Institute

# TABLE OF CONTENTS

---

<b>The Setting</b> .....	3
<b>Doctoral Internship</b> .....	5
<b>Neuropsychology Training Track</b> .....	10
<b>Faculty</b> .....	21
<b>Didactics</b> .....	27
<b>Fellowships</b> .....	29
<b>Applying to Internship</b> .....	30
<b>Contact Information</b> .....	33
<b>Life in Little Rock</b> .....	34

## 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.

# DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

**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.



## DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

**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.

# NEUROPSYCHOLOGY TRACK

## Overview

The Neuropsychology Track is designed for trainees who intend to pursue a career in academic neuropsychology with a focus on clinical service, research and education. The primary objective of the neuropsychology track is to fulfill the requirements of the APA guidelines for internship training in psychology as well as to fulfill the requirements set forth by APA Division 40, the Houston Conference guidelines and the Association of the Internship Training Centers in Clinical Neuropsychology. The neuropsychology track provides clinical, didactic and research training to develop a high level of competence in clinical neuropsychology. Twelve months of neuropsychological clinical training allows for exposure to a wide range of patient populations, including classic neurologic disorders and rarer syndromes, using flexible battery to more qualitative approaches for assessing and understanding the neurocognitive profiles of these patients. Successful completion of this internship program will meet criteria for future Board Certification in Clinical Neuropsychology with 50% of the training focused specifically on neuropsychology. The remaining 50% of the training is focused on clinical psychology with 12-month rotations in psychotherapy or cognitive rehabilitation with general and specialty adult populations. An elective minor research rotation is also offered. The primary patient population for this track is adults and geriatric populations with a variety of neurological, neurosurgical, medical and psychiatric presentations with more limited exposure to late adolescents. Faculty psychotherapy orientations include cognitive, cognitive behavioral, interpersonal and mindfulness.

## Neuropsychology Service

For 12 months interns train within the neuropsychology service that was developed in 2006. The service has developed a strong regional reputation, and patients are referred from across the state and from adjacent states. The neuropsychology service is a referral-based program that provides neurocognitive assessment for a variety of patient populations with referrals primarily coming from the Departments of Neurology and Neurosurgery, as well as from Family Medicine, Psychiatry, and community and hospital-based clinicians throughout the state. Although the majority of the service is outpatient based, inpatient consults are also conducted, primarily involving normal pressure hydrocephalus evaluations. Common referral questions focus on diagnostic clarification, neurocognitive and functional abilities within existing conditions, and evaluation for surgical planning with the neuropsychologists playing important roles on multiple interdisciplinary treatment teams including epilepsy surgery and functional neurosurgery teams. The service includes two board certified neuropsychologists, one early career neuropsychologist, two neuropsychology fellows, and a dedicated neuropsychology technician. Interns have the opportunity to conduct testing independently and to train with the neuropsychology technician to fully experience the range of testing modalities. Our goal is to help interns develop proficiency and self-assurance with increasing levels of independence throughout the training year so that they matriculate to postdoctoral fellowship with a strong sense of confidence and professional identity.

## Clinical Populations

**Neurology** — UAMS Health's neurology clinics are a primary referral source to the neuropsychology service. Primary patient populations from these clinics include multiple sclerosis, autoimmune disorders, epilepsy (presurgical and general epilepsy-related cognitive disorders), movement disorders (including presurgical Parkinson's disease as well as other movement disorder types) and stroke. Typical consults are conducted to evaluate the extent to which an individual's illness impacts cognition, emotion and functionality to 1) assist in differential diagnosis; 2) track disease progression over time, which often informs treatment decisions; and 3) provide recommendations to patients to improve daily functioning.

**Neurosurgery** — The UAMS Health Neurosurgery Clinic is staffed by specialized neurosurgeon faculty who specialize in functional neurosurgery, skull-based and vascular neurosurgery, oncology and spine. The Department of Neurosurgery houses the only gamma knife service within the state of Arkansas and is one of the few hospitals in the country that offers skull-based surgery. Common referrals include pre-and post-surgical evaluations for epilepsy, movement disorders, brain tumors, aneurysms and trauma. In addition, all patients being considered for placement of spinal cord stimulators to control chronic pain are required to undergo a cognitive and emotional screening evaluation with neuropsychology.

**Geriatrics** — The Donald W. Reynolds Institute on Aging provides primary care for patients who are 65 years and older and also houses the Thomas and Lyon Longevity Clinic and Walker Family Memory Clinic. Common referrals often include patients with suspected neurodegenerative processes, with the goal of differential diagnosis, treatment planning, and recommendations for safety and support. There may be additional opportunities for providing assessments onsite in the memory clinic.

**Physical Medicine and Rehabilitation (PM&R)** — The PM&R program provides comprehensive physician services to individuals with a variety of chronic injuries and disorders including central nervous system injury, neuromuscular and musculoskeletal disorders, and chronic pain. Typical referrals from PM&R often include the assessment of cognitive and emotional functioning in individuals with acute injuries such as traumatic brain injuries (TBI) or stroke, or more chronic illness such as multiple sclerosis to determine functional abilities and make recommendations regarding ability to return to work, driving and other daily activities.

**Psychiatry** — The neuropsychology service receives referrals for a variety of presenting problems from within the Psychiatry Department including differential diagnosis of cognitive decline (pseudodementia versus dementia) as well as dual diagnosis (cognitive decline, mood disorder and medical comorbidities).

**Primary Care and Trauma** — As the state's only Level I trauma center for adults and academic medical center, the neuropsychology service receives referrals across the state from primary care providers and other medical clinics for a wide variety of referral questions including dementia, general memory loss, concussion and questions of differential diagnosis.

## NEUROPSYCHOLOGY TRACK

**Multiple Sclerosis (MS) Multidisciplinary Clinic** — In 2021, a multidisciplinary MS clinic was developed at UAMS with the goal of working collaboratively across disciplines to address the complex needs of MS patients. The clinic meets twice per month. The team includes neurology, neuropsychology, nursing, health psychology and physical therapy. The role of neuropsychology within this team includes brief assessment of cognitive and emotional functioning in the context of MS, interdisciplinary consultation, treatment planning and psychoeducation for patients and their families. In December 2021, UAMS was designated as a Center for Comprehensive MS Care by the National Multiple Sclerosis Society.

**Trauma Surgery** — The UAMS Medical Center is an American College of Surgeons verified Level I Trauma Center that serves as a referral center for critically injured adult patients. The Trauma Center is staffed by the faculty of the UAMS Department of Surgery, Division of Trauma and Acute Care Surgery. Trauma patients are typically admitted to UAMS Medical Surgical Unit or the Surgical Intensive Care Unit. Neuropsychology provides a consultation service to include serial bedside assessment (i.e., O-log, CRS-R) and abbreviated neuropsychological evaluations to track recovery, relay information to the multidisciplinary treatment team, quantify cognitive and emotional deficits, and target symptoms for appropriate inpatient treatment and outpatient referral after discharge. This rotation also provides ample opportunity to engage in early rehabilitation services for trauma patients including in-room environmental restructuring, compensatory strategies, behavioral management, and adjustment to injury focused therapies. This setting is highly dependent on multidisciplinary consultation and collaboration, which also provides exposure to co-treatment with other disciplines, development of educational material for families, training for other disciplines and systemic intervention.

### Specialty Areas of Focus — Multidisciplinary Teams

**Deep Brain Stimulation (DBS)** — The neuromodulation program at UAMS was formulated in 2010 under the direction of Erika Petersen, M.D., functional neurosurgeon in the Department of Neurosurgery. Over the course of the past decade, the program has grown exponentially and developed a strong regional and national reputation; indeed, in 2012 UAMS was identified as the most rapidly-growing center for DBS. We currently rank in the top 50 most active sites nationally. UAMS is one of only 38 centers in the country with an active program for implementing DBS in severe, treatment refractory obsessive-compulsive disorder. This multidisciplinary team has led to active research collaborations with a mission to improve presurgical evaluation procedures and postsurgical outcomes. Neuropsychology is an integral component to the neuromodulation program. As compromised presurgical cognitive functioning is a risk factor for poor postsurgical outcomes, neuropsychological assessment is a critical component of identifying appropriateness for surgery.

**Epilepsy** — The Arkansas Epilepsy Center at UAMS Health is the only adult comprehensive level 4 epilepsy center in Arkansas certified by the National Association of Epilepsy Centers (NAEC). The center is comprised of a multidisciplinary team of

clinicians, including neurology, neurosurgery, radiology and neuropsychology, who work together to find the most appropriate epilepsy treatment for each patient. Neuropsychology serves an integral role within this team by providing neurocognitive evaluations for individuals with epilepsy. Neuropsychology is consulted to assist with diagnosis, cognitive and functional impact, treatment recommendations, and as part of the epilepsy surgical team. All individuals being considered for surgical intervention undergo presurgical evaluations with neuropsychology for the purposes of identifying areas of dysfunction that may support the seizure focus and for determining identifying cognitive or other risks of surgery in the individual. These results are discussed during the bi-monthly epilepsy surgical team meetings, and if the patient is approved for surgery, a follow-up evaluation is conducted 12 months postsurgery. When indicated, neuropsychology also participates in Wada and cortical mapping procedures.

**Tumor** — Neurosurgery regularly treats benign and malignant brain tumors through medication, surgery, radiation therapy and chemotherapy. UAMS is also the only facility in Arkansas offering non-invasive gamma knife treatment for brain tumors. Neuropsychology is regularly present at brain tumor surgical planning meetings and is consulted for a variety of reasons including pretreatment baseline evaluations, posttreatment evaluations for functional assessment, and ongoing monitoring of cognitive abilities and emotional functioning for individuals with chronic or recurrent tumors.

## Optional Training Opportunities

### Cognitive Rehabilitation

**Overview of Setting** — In 2019, a multitiered Cognitive Rehabilitation Program was initiated within the Walker Family Clinic to provide individual and group therapy services to rehabilitate cognitive functioning and improve brain health for adults with neurologic conditions. As of 2022, this program has expanded to include opportunities to provide inpatient cognitive rehabilitation, adjustment to injury intervention, behavioral management and supportive psychoeducation to patients and their families receiving care within the Level I Trauma Center at UAMS (Department of Surgery, Division of Trauma and Acute Care Surgery). It also includes community engagement opportunities through a public workforce grant to provide psychosocial intervention to patients with brain injury.

**Patient Population** — The program includes individual cognitive rehabilitation for patients with acquired brain injury, individual cognitive rehabilitation for patients with epilepsy, group rehabilitation for patients with multiple sclerosis (MS), dynamic multidisciplinary group rehabilitation for survivors of moderate to severe traumatic brain injury, and group Cognitive Stimulation Therapy (CST) for patients diagnosed with mild to moderate forms of dementia. As above, patient population also includes those patients receiving Level I trauma care as a result of traumatic brain injury and polytrauma. In addition, systemic interventions to support education and ongoing

# NEUROPSYCHOLOGY TRACK

recovery is provided for families. Treatment populations continue to expand with program growth.

**Core Training Opportunities** — In this six- or 12-month rotation, interns have the opportunity to provide direct individual cognitive rehabilitation focused on empirically supported manualized interventions as well as incorporated recommended techniques for acquired brain injury within inpatient and outpatient settings, including adjustment to injury and psychoeducation. For interns interested in providing intervention to patients with epilepsy, training opportunities, including national certification, are available. In group settings, interns may either facilitate or co-facilitate (depending on experience) cognitive rehabilitation targeted at mild cognitive impairment within the Neurology Clinic for patients diagnosed with MS or through a community-based grant that provides multidisciplinary rehabilitation for ongoing recovery for TBI survivors. Interns will also have the unique opportunity to provide CST, an evidenced-based treatment for dementia in a group setting. Each of these tiers provide ample exposure to new training, direct patient care, multidisciplinary interaction, consultation and the additional option of engaging in research throughout the rotation. The amount of time spent on this rotation is flexible and based on intern's interest in other rotations. Individual rehabilitation is flexible during the week; however, group intervention requires availability on Wednesday or Thursdays.

**Optional Training Opportunities** — In addition to providing individual and group cognitive rehabilitation, interested interns are able to gain experience in program development. Due to the rapid growth of the program in order to meet patient needs across the state, opportunities for implementation of evidenced-based rehabilitation, program evaluation, development of updated manualized treatment, and interdisciplinary consultation and training are also available. For those interested in providing cognitive rehabilitation in our Level I trauma center, additional opportunities are available for brief bedside cognitive, functional, capacity and psychological evaluations.

**Supervision** — Interns have weekly individual supervision focused on their cases within this rotation. Chrystal Fullen, Psy.D., is the primary supervisor for this rotation. Supervision occurs at 9 a.m. on Fridays; however, additional availability is possible.

## Transplant Psychology

**Overview of Setting** — UAMS is the home of Arkansas' only adult kidney and liver transplant center. UAMS performed the state's first kidney transplant in 1964 and the state's first liver transplant in 2005. The UAMS organ transplant team has performed over 2,000 kidney transplants and over 400 liver transplants and continues to grow. This rotation focuses on providing pre-transplant psychological evaluations and psychotherapy to pre- and post-transplant patients to optimize outcomes. Interns are part of multidisciplinary teams consisting of transplant surgeons, nephrologists/hepatologists, nurse practitioners, nurse coordinators, pharmacists, dietitians, financial coordinators, social workers and psychologists.

## NEUROPSYCHOLOGY TRACK

**Patient Population** — As the only adult kidney and liver transplant center in Arkansas, patients come from all over Arkansas and at times from surrounding states to receive care. Common behavioral health issues addressed within this population include depression, anxiety, substance use disorders, treatment adherence, pain management and weight management.

**Core Training Opportunities** — During the six- or 12-month rotation, interns primarily conduct pre-transplant psychological evaluations. There may also be opportunity to conduct presurgical psychological evaluations for living kidney donors. Interested interns may provide outpatient psychotherapy to post-transplant; interventions primarily utilize CBT, ACT and other evidence-based interventions to address depression, anxiety, substance use, pain management and adherence issues. There may also be opportunity to conduct group therapy focused on alcohol relapse prevention. Interns will attend multidisciplinary weekly kidney and/or liver transplant listing meetings.

**Optional Training Opportunities** — Interns may have the opportunity to assist with staff trainings in their area of expertise. Interns may also have the opportunity to participate in ongoing program development and evaluation initiatives.

**Supervision** — Interns work closely with the supervisor while conducting pre-transplant and living donor psychological evaluations. Supervision is conducted in a progressive manner in which the supervisor and interns see patients in tandem initially, allowing for live supervision, and then with increasing independence as the intern and supervisor are comfortable. Brief supervision occurs immediately before and after each evaluation. Interns who provide psychotherapy to patients within this rotation will also have weekly individual supervision focused on therapy cases. Ming Hwei Yek, Psy.D., is the primary supervisor for this rotation.

### Primary Care and Population Health Service Line

**Overview of Setting** — UAMS is home to 19 primary care clinics across the state of Arkansas. UAMS has a mission to develop the next generation of integrated primary care teams through training and clinical experiences within a fully integrated primary care setting. The UAMS Primary Care and Population Health Service Line (PCPHSL) is dedicated to strengthening the integration of behavioral health into all primary care settings across UAMS and the state. Tisha Deen, Ph.D., works within the PCPHSL to implement and evaluate integrated behavioral health and to spearhead a culture-change within primary care to fully integrate behavioral health as a pillar of primary care.

**Patient Population** — Primary care clinics are located on the UAMS campus and within the Little Rock community. They serve a diverse range of patient populations across the lifespan (birth to geriatrics) and health conditions. Little Rock is a diverse city and the UAMS primary care clinics serve a range of socioeconomic, racial and ethnically diverse patients, as well as provide services for many of the seriously mentally ill and the houseless within the community.

## NEUROPSYCHOLOGY TRACK

**Core Training Opportunities** — During the six- or 12-month rotation, interns will work in interdisciplinary primary care clinics providing integrated behavioral health care as a behavior health consultant. They will receive warm handoffs from primary care providers, conduct functional assessments to determine treatment needs and provide short-term, evidence-based interventions within primary care. Interns will have the opportunity to train in and receive supervision in evidence-based treatments for common conditions in primary care. This includes CBT for Insomnia (CBT-i), Written Exposure Therapy (WET), CBT for Chronic Pain (CBT-c), and brief interventions for depression and anxiety in primary care. Core training will include hands-on experience working in multidisciplinary care teams that include physicians, nurse practitioners, nurses, nutritionists, tobacco cessation counselors and specialty care teams. Interns will have the opportunity to work with varied patient populations, and the rotation can be tailored to address specific patient population interests. This is a core outpatient rotation. However, the amount of time spent on this rotation is flexible and based on intern's interest in other rotations.

**Optional Training Opportunities** — The PCPHSL and behavioral health integration team are committed to continued quality improvement and the use of implementation science to bring evidence-based practices into the community. Interns have the opportunity to learn about implementation science and have experience with planning and executing quality improvement projects within integrated primary care.

**Supervision** — Interns will receive cutting-edge training in integrated primary care behavioral health and will have the opportunity to observe, train and practice in fully integrated primary care settings with supervision. Supervision is conducted in a progressive manner in which the supervisor and interns see patients in tandem initially, allowing for live supervision, and then with increasing independence as the intern and supervisor are comfortable. Deen is the primary supervisor for this rotation.

### Student Wellness

**Overview of Setting** — The UAMS Student Wellness Program provides free and confidential psychotherapy, psychiatric evaluation and medication management services to actively enrolled UAMS students and their partners. The program also offers outreach and prevention activities on campus to increase awareness of our services and promote wellness among UAMS students. These activities include workshops on wellness topics such as mindfulness, relationships, stigma, stress management and school-life balance). Staff include psychiatrists, psychiatry residents, licensed clinical social workers and doctoral psychology interns.

**Patient Population** — The clinic serves UAMS students with a wide range of clinical concerns, including stress, depression, anxiety, OCD, trauma, eating disorders, relationship problems, concerns related to gender identity and sexuality, substance use disorders and burnout.

**Core Training Opportunities** — During this six- or 12-month rotation, interns carry individual therapy cases and work in a multidisciplinary team setting with psychiatrists



## NEUROPSYCHOLOGY TRACK

and social workers. Interns are invited to co-lead a transdiagnostic acceptance and commitment therapy (ACT) group as part of their learning. In addition to clinical care, interns participate in a weekly multi-disciplinary didactic series with the other clinicians who staff the program.

**Supervision** — Matt Boone, LCSW, provides weekly or biweekly supervision according to the intern's needs. Supervision focuses on evidence-based principles and processes of change drawn from the CBT tradition, including ACT, dialectical behavior therapy (DBT), cognitive therapy, and behavioral approaches such as exposure therapy and behavioral activation. Supervision invites the intern to reflect on their own reactions to the work and use the skills they are learning to respond more effectively to their internal barriers to doing their best work while connecting to what matters most to them as a clinician.

### Behavioral Health Therapy

**Overview of Setting** — The Walker Family Clinic has been offering mental health services to young adults, adults and geriatric populations since 2008. This outpatient mental health clinic serves the referral needs for UAMS' inpatient services and outpatient clinical programs. The patient population for the clinic generally reflects the racial and ethnic breakdown of the Little Rock metropolitan area. This rotation focuses on providing diagnostic assessment and behavioral health intervention to patients with a wide range of health conditions. Staff include psychologists, doctoral psychology interns, psychiatrists, psychiatry residents and fellows, psychiatric nurses, licensed clinical social workers, social work interns and counselors.

**Patient Population** — The Walker Family Clinic serves adults with a wide range of clinical diagnoses, including trauma and stress-related disorders, depression, bipolar disorder, anxiety disorders, somatization and conversion disorders, psychotic disorders, personality disorders, and substance use concerns. Because patients are referred from within the UAMS Health system, many of those seen at the Walker Family Clinic have co-occurring chronic health issues such as pain, diabetes, hypertension, gastrointestinal issues, sleep problems, and neurologic disorders.

**Core Training Opportunities** — Interns will have an opportunity to emphasize client populations and treatment modalities of interest. This rotation primarily emphasizes interns solidifying skills in providing individual psychotherapy. However, based on interest and experience, interns may also have the opportunity to lead or co-lead existing psychoeducational groups or implement new groups, including justice health-related topics (based on experience). Interns will also have the opportunity to provide clinical consultation to masters-level clinicians providing services at the Walker Family Clinic. Interns will also have opportunities to build competency and skill in the provision of trauma-informed and trauma-focused individual and group psychotherapies including Cognitive Processing Therapy, Eye Movement Desensitization and Reprocessing, Prolonged Exposure, and STAIR Narrative Therapy. Interns may also choose to contribute to trainings for masters-level clinicians, medical students and residents, and other service providers team related to traumatic stress.

# NEUROPSYCHOLOGY TRACK

**Supervision** – Interns have weekly individual supervision focused on their cases/groups within this rotation. Depending upon scheduling, they may also attend multidisciplinary staffing meetings and/or clinic trainings.

## Research

A unique feature of the neuropsychology track is the availability of an elective research rotation. This rotation is designed to afford interns the opportunity to participate in neuropsychologically-focused research of their choosing from multiple ongoing research endeavors with the expectation that the work would result in a presentation and/or publication. Alternatively, the intern may elect to bring data from their home lab and use this time to further their own 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.

The faculty section in this brochure offers information about their research interests. However, as faculty projects and availability varies from year-to-year, interns wishing to complete the research rotation should include a short paragraph addressing the following in their application cover letter:

1. A brief overview of their previous research
2. Their interest areas for research moving forward (consider content area(s), methodologies and populations of interest and need for training in research processes)

The information above will be used to match interns to possible preceptors, with knowledge of timely opportunities also considered.

## Current Research Opportunities

Founded in 2010 as Arkansas's first research-dedicated human MRI center, the Helen L. Porter and James T. Dyke Brain Imaging Research Center (BIRC) is a neuroscience and neurotechnology resource for the Psychiatric Research Institute (PRI), College of Medicine, UAMS and the state of Arkansas. The long-term goal of the BIRC is to conduct human neuroscientific research that has the greatest potential to improve the treatment of neuropsychiatric disorders and prevent illness in at-risk individuals. The BIRC's past and currently funded scientific initiatives focus on modeling the neural mechanisms underlying addiction, individual differences in cognition and behavior, emotion regulation and dysregulation, adaptive and maladaptive responses to early childhood trauma, and predicting treatment responses. In addition, the BIRC fosters collaborative research with external investigators spanning PRI research divisions, College of Medicine departments, other UAMS colleges and other academic institutions. Additional details on the BIRC past and current research, as well as

## NEUROPSYCHOLOGY TRACK

training opportunities, can be found at [birc.uams.edu](http://birc.uams.edu). Andrew James, Ph.D., supervises neuropsychology-track interns interested in conducting research on projects in the BIRC.

The Neuropsychology Service has several active areas of ongoing research. Jennifer Gess, Ph.D., ABPP/CN, and Jennifer Kleiner, Ph.D., ABPP/CN, are members of the Clinical Neuroscience Investigators Working Group, a collaborative meeting where research projects are developed and collaborated upon for individuals interested in various aspects of neuroscience. Current projects include the following:

**Cognitive Connectome.** The Cognitive Connectome project was established in 2012 as an initiative to enhance fMRI's translation into clinical care by mapping normative variance in the neural encoding of cognition. To date, 54 healthy participants have completed functional neuroimaging tasks and clinical neuropsychological assessment spanning eight cognitive domains: motor, visuospatial, language, learning, memory, attention, working memory and executive function. The fMRI tasks include direct replications of neuropsychological instruments (such as the Judgment of Line Orientation task) as well as conceptual replications (such as the Tower of London and Tower of Hanoi tasks). To date, the Cognitive Connectome project has generated a whole brain atlas derived from task-based fMRI activity.

**Clinical Databases.** Interns will have access to two databases of neuropsychological test results for individual project development. One database includes individuals who are being evaluated for and who have undergone DBS for treatment of a movement disorder, and the other database includes neuropsychological test results for individuals who are being evaluated for and who have undergone surgical intervention for treatment of intractable seizures.

**PENSAR Study.** Patient Neuropsychological Outcomes After Laser Ablation (PENSAR) study is a multi-institution study sponsored by Montera Medical looking at cognitive outcomes in individuals who undergo laser interstitial thermal therapy (LITT) for management of intractable epilepsy. As data is collected the team will be working to look at postsurgical cognitive outcomes. Interns would be welcome to participate under the supervision of Gess in all available aspects of this project.

Fullen is available to serve as a research rotation supervisor for interns with an interest in program evaluation, quality improvement studies, rehabilitation medicine and cognitive health. Opportunities are also available to join any existing multidisciplinary research studies with neuro-oncology, trauma rehabilitation and neurology.

# NEUROPSYCHOLOGY TRACK

## Didactics

Didactic opportunities unique to the neuropsychology track are offered in addition the general didactics that are scheduled for interns across the four tracks. They include the following:

- DBS Surgical Conference (monthly)
- Epilepsy Surgical Conference (monthly)
- Neuro-Oncology/Gamma Knife Conference (weekly)
- Brain Cutting Conference (weekly to bi-weekly as scheduled)
- Neurology Grand Rounds (weekly)
- Movement Disorders Video Conference (as scheduled)
- UAMS/Central Arkansas Veteran’s Health System (CAVHS) Neuropsychology Case Conference Seminar (monthly) and additional didactic opportunities with CAVHS Neuropsychology Track as available
- UAMS Neuropsychology Conference/Journal Club (weekly)
- UAMS Neuropsychology Neuroanatomy Lecture Series (monthly)
- Other Didactic Opportunities in conjunction with Neurology and Neurosurgery Residents as applicable
- Brain Imaging Research Center (BIRC) Journal Club and other lectures as available

## Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7 a.m.		Neuro-oncology Conference			
7:30 a.m.					
8 a.m.	Neuropsych Evaluation	Didactics	Neuropsych Evaluation / Movement Disorder Clinic	Transplant Psychology	
8:30 a.m.					
9 a.m.					Cog Rehab Supervision
9:30 a.m.					
10 a.m.					Neuropsych Didactics
10:30 a.m.					
11 a.m.					
11:30 a.m.					
Noon				Student Wellness	
12:30 p.m.					
1 p.m.					
1:30 p.m.				Cognitive Rehab	
2 p.m.					
2:30 p.m.					
3 p.m.					
3:30 p.m.					Transplant Meeting
4 p.m.					
4:30 p.m.	Neuropsych Supervision	DBS Surgical Conference – 2 <sup>nd</sup> Tuesday		Epilepsy Surgical Conference – 2 <sup>nd</sup> and 4 <sup>th</sup> Thursday	

# 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.

## Neuropsychology Track 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

### **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

### **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

## TRAINING FACULTY

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

**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

### **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

### Other 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

**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

**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

**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

## TRAINING FACULTY

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

### **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

**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

### **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



## TRAINING FACULTY

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

## TRAINING FACULTY

### **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

### **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

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)

## DIDACTICS

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:

- The two-year fellowship in clinical neuropsychology is designed for residents who intend to pursue a career in academic neuropsychology with a focus in clinical service, research and education. The primary objective of the neuropsychology training program is to fulfill the requirements set forth by APA Division 40, the Houston Conference guidelines and the Association of Postdoctoral Programs in Clinical Neuropsychology. During fellowship there is exposure to a wide range of patient populations, including classic neurologic disorders and rarer syndromes, using flexible battery to more qualitative approaches for assessing and understanding the neurocognitive profiles of these patients. The primary patient population for this track is adults with a variety of neurological, neurosurgical, medical and psychiatric presentations.

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

Dartmouth

University of Arkansas for Medical Sciences

University of Miami

University of West Virginia

VA St. Louis Health Care System

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. 6, 2023; Jan. 5, 19, and 25, 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](mailto:apaaccred@apa.org)  
<http://www.apa.org/ed/accreditation>



### **Training Director**

**Jennifer Gess, Ph.D., ABPP/CN**

UAMS Walker Family Clinic  
4301 W. Markham St., Slot 568  
Little Rock, AR 72205  
gessjenniferl@uams.edu  
Phone: (501) 526-8239  
Fax: (501) 526-5296

### **Assistant Training Director**

**Glenn Mesman, Ph.D.**

UAMS Child Study Center  
1210 Wolfe St., Slot 654  
Little Rock AR, 72202  
grmesman@uams.edu  
Phone (501) 364-5150  
Fax (501) 364-3966

### **Internship Assistant**

**David Miles**

UAMS Psychiatric Research Institute  
4301 W. Markham, Slot 554  
Little Rock, AR 72205  
damiles2@uams.edu  
Phone (501) 320-7302

# 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](http://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](http://littlerock.com)
- Little Rock Calendar of Events - [littlerock.com/calendar](http://littlerock.com/calendar)
- Little Rock Neighborhoods - [littlerock.com/travel-tools/neighborhoods](http://littlerock.com/travel-tools/neighborhoods)