University of Arkansas for Medical Sciences
Doctoral Internship in Clinical Psychology

Integrated Health Care Training Track

2027-2028 Training Year

UAMS®

Psychiatric
Research Institute

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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 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.

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.

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.

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.

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.

The goal of the Integrated Health Care Track is to train psychologists who can thrive in multidisciplinary, specialized health and primary care settings, provide high-quality evidence-based care and promote the crucial role of integrated care in promoting physical and psychological wellness. Our track strives to provide clinical experiences and mentorship that foster development of interns' professional identity as an integrated care professional. We aim for interns to leave our program as skilled early career professionals who are developing expertise in interdisciplinary communication and promotion of psychological health to other health care professionals and to the public, and as scholars who are able to utilize clinical science to develop evidence-based health care programs for underserved communities. We seek to recruit interns who are interested in improving population health and health equity through interprofessional collaboration and education. The Integrated Health Care Track offers training opportunities in outpatient and inpatient settings, all of which offer significant opportunity to work with dynamic, multidisciplinary teams and diverse patient populations:

- Arkansas Children's Hospital Burn Center for Adults (inpatient/outpatient care - required)
- Trauma and Emergency General Surgery Service (inpatient core)
- Primary Care and Population Health Service Line (outpatient core)
- Transplant Psychology Service (outpatient elective)
- Cognitive Rehabilitation (inpatient/outpatient elective)
- Walker Family Clinic Behavioral Health Therapy (outpatient elective)

To ensure breadth of training, interns will complete one inpatient core, one outpatient core, and at least 2 more of the remaining rotations. The Arkansas Children's Hospital Burn Center for Adults can be considered as either an inpatient core or an outpatient core.

Inpatient Rotations

Arkansas Children's Hospital Burn Center for Adults

Overview of Setting — Arkansas Children's Hospital Burn Center is the only one of its kind in Arkansas, providing both inpatient care and outpatient follow-up for adults and children with burn injuries. The patient population for the clinic generally reflects the racial and ethnic breakdown of the Little Rock metropolitan area; however, the specialty nature of this setting draws patients from across Arkansas and sometimes surrounding states. Interns are part of the multidisciplinary Burn Center team, which includes surgeons, anesthesiologists, nurses, nurse practitioners, physician assistants, occupational therapists, physical therapists, speech therapists, nutritionists, respiratory therapists, social workers and psychologists.

Patient Population — The Burn Center serves patients ranging from those with serious acute burn injuries to those seeking to manage and/or improve functioning from burns sustained many years prior. This population commonly has complicating behavioral health issues that impact the healing process. Presenting psychiatric problems in this population with which the intern would provide interventions

include crisis management, depression, PTSD (both related and unrelated to the burn injury), generalized anxiety, sleep difficulties, pain management, nicotine cessation and substance use disorders. Although the unit serves both adults and children, the Integrated Health Care Track intern provides services transitional age patients and adult patients.

Core Training Opportunities — During this 12-month required rotation, interns provide psychological consultation services on both the inpatient unit and in the outpatient clinic. As part of the Burn Center team, interns provide interventions for adult patients along with their family members. Clinical services include brief assessment of mental health symptoms, psychoeducation about behavioral health issues and treatment, crisis and risk assessment, and brief cognitive-behavioral interventions. Referrals to local therapy providers in the patients' communities will be made for ongoing psychological services as indicated. The intern consults daily with other clinicians on the Burn Center team to provide consultation and feedback regarding patient care needs and recommendations for behavioral health care. Common interventions provided include motivational enhancement, brief sleep interventions, behavioral strategies for pain management and trauma assessment with connection to evidence-based treatment. Interns spend all day on Thursdays at the Burn Center.

Optional Training Opportunities — Interns can participate in development and provision of training for the Burn Center team related to mental health topics that help the team to better utilize psychological services as well as to assess and treat burn patients. Interns shadow the various disciplines at the beginning of the rotation and can observe wound care, physical therapy and occupational therapy interventions, and nurse practitioner procedures in the outpatient clinic. Interns are invited to participate in the annual Burn Retreat where survivors gather to share stories and interact with professionals.

Supervision — Interns work closely with the supervisor while providing services in the Burn Center. The supervisor and interns see burn patients in tandem initially, allowing for live supervision, and then independently as the intern and supervisor are comfortable. Brief supervision occurs immediately after each patient is seen throughout the clinical day. Chelsey Bull, Ph.D., is the primary supervisor for this rotation.

Trauma and Emergency General Surgery Service

Overview of Setting — The UAMS Medical Center is an American College of Surgeons verified Level I Trauma Center that serves as a tertiary referral center for critically injured adult patients, admitting more than 2,800 patients with traumatic injuries each year. 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. This rotation is focused on providing inpatient and outpatient care to injured trauma survivors receiving surgical intervention after injury or emergency procedures for critical illness at UAMS. Experience with consultation-liaison psychology is desired, but not required.

Patient Population — As Arkansas' only Level I Trauma Center, injured patients come from all over the state and at times surrounding states to receive care. The most common patient populations served include those with internal and external orthopedic injuries, penetrating trauma (e.g., gunshot wound), traumatic brain injuries, spinal cord injuries, limb amputations, polytrauma, and various other conditions and injuries, in addition to patients with emergent non-injury related medical conditions. The trauma population is often an underserved and psychosocially complex population with disproportionate exposure to prior traumatic experiences, mental health and/or substance use disorders, poverty, community violence and oppression. Interns will be encouraged to expand their awareness of the systemic issues that contribute to increased risk for injury and victimization in this population and how it relates to an elevated risk to develop PTSD, depression or other negative health outcomes.

Core Training Opportunities — During this six- or 12-month rotation, interns attend the surgical multidisciplinary daily meeting and provide consultation services on both the inpatient units and outpatient clinic. As part of the trauma team, interns provide interventions for adult patients along with their family members. Clinical services include brief assessment of mental health symptoms, psychoeducation, crisis intervention, health and behavioral intervention, pain management, inpatient psychotherapy (e.g., adjustment to illness), and trauma-focused assessment and treatment for those at elevated risk to develop post-injury PTSD. The intern will serve as a member of a dynamic multidisciplinary team, which includes surgeons, advanced practice providers, pharmacists, social workers, pastoral care team, as well as physical and occupational therapists. Interns will collaborate with the members of the trauma and emergency general surgery teams by attending clinical care rounds, consulting with staff regarding patients' psychological functioning, and facilitating effective communication between patients and the treatment team. The amount of time spent on this rotation is flexible and based on the intern's interest in other rotations.

Optional/Intermittent Training Opportunities.

Training — Interns may have the opportunity to be involved in clinical training opportunities both in inpatient and outpatient settings. Examples include trauma-informed care training for residents, fellows or nursing staff and education on brief behavioral interventions for social workers, care managers and the pastoral care team.

Quality Improvement and Administration — Interns may be included in ongoing quality improvement and program development opportunities within the trauma center. Interns may have the opportunity to support development of intervention materials and resources for trauma patients and the trauma team.

Supervision — Supervision is conducted in a progressive manner in which the supervisor and interns see trauma patients in tandem initially, allowing for live supervision, and then with increasing independence as the intern and supervisor are comfortable. Brief supervision or consultation occurs throughout the clinical day. Laura Rohm, Psy.D. is the supervisor for this rotation.

Outpatient Rotations

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. Psychologists work 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 — 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 unhoused people within the community..

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. Tisha Deen, Ph.D. is the primary supervisor for this rotation.

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 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, psychiatrists and psychologists.

Patient Population — As the only adult kidney and liver transplant center in Arkansas, patients come from all over the state 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 outpatient pre-transplant psychological evaluations via telehealth. Interns who are on this rotation on Mondays will also provide group therapy via telehealth focusing on coping skills and relapse prevention to post-transplant patients. Interested interns may also provide individual psychotherapy to post-transplant patients either virtually or in person; interventions primarily utilize CBT, ACT and other evidence-based interventions to address depression, anxiety, substance use, pain management and adherence issues. Interns will attend multidisciplinary weekly kidney and/or liver transplant listing in person.

Optional Training Opportunities — Interns may have the opportunity to shadow transplant psychiatry for inpatient emergent pre-liver transplant evaluations and consultations. Interns may have the opportunity to assist with staff trainings in their area of expertise and participate in ongoing program development and evaluation initiatives. There also may be an opportunity to conduct pre-surgical psychological evaluations for living kidney donors.

Supervision — Interns work closely with the supervisor while conducting pre-transplant psychological evaluations. Supervision is conducted virtually 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. Supervision occurs immediately before and after each evaluation. Interns who provide individual 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.

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. 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

Patient Population — The Cognitive Rehabilitation Program provides services to individuals with any sort of neurologic illness or injury. Frequent presenting problems include acquired brain injury, multiple sclerosis, epilepsy, brain tumor, and dementia. Treatment populations continue to expand with program growth.

Core Training Opportunities — In this 6- or 12-month rotation, interns have the opportunity to provide outpatient individual cognitive rehabilitation services using empirically supported manualized interventions. Adjustment to injury work and psychoeducation are routinely incorporated. For interns interested in epilepsy, opportunities to become certified in HOBSCOTCH may be available. In group settings, interns can co-facilitate a virtual psychoeducation and cognitive rehabilitation group for patients with multiple sclerosis. Interns may also be able to provide in-person Cognitive Stimulation Therapy, an evidence-based group treatment for mild to moderate dementia. Additionally, a couple of opportunities are available through a partnership with Baptist Health Rehabilitation Institute. One involves co-facilitating a grant-based multidisciplinary rehabilitation group for survivors of moderate to severe TBI. Another consists of co-facilitating a workshop for caregivers addressing challenges associated with TBI, such as impulsivity, agitation, and apathy. The amount of time spent on this rotation is flexible based on the intern's interest in other rotations.

Optional Training Opportunities — Motivated interns may be able to gain experience with program development, facilitating the creation of new programs for populations of interest whose needs are not currently being met. For interns who are simultaneously participating in the Inpatient Trauma Neuropsychology Consult Service rotation, opportunities are available for brief bedside cognitive rehabilitation for inpatients with acquired brain injuries who are receiving Level I trauma care.

Supervision — Interns have weekly individual supervision focused on their cases within this rotation. Hilary Clark, Ph.D. is the primary supervisor for this rotation.

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 (intake) and behavioral health intervention to patients with a wide range of health conditions. Staff include psychologists, pre-doctoral psychology interns, psychiatrists, psychiatry residents and fellows, psychiatric nurses, licensed clinical social workers, social work interns and counselors.

Patient Population — This rotation focuses on patients with various health conditions who require evidence-based interventions for improving health outcomes. Patients are referred from across UAMS Health ensuring interns will have the opportunity to work with patients with a wide range of health-related concerns. Common referrals include patients with cancer at various stages of care, patients with chronic pain and patients with neurological conditions. Interns may also have the opportunity to establish outpatient mental health services with patients they've seen on other rotations within the Integrated Health Care Track who require longer-term psychotherapy services.

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 (e.g., Dialectical Behavior Therapy, Cognitive Processing Therapy, Safety Aid Reduction Treatment (STAIR) 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 and tiered supervision to doctoral practicum students providing services at the 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, Written Exposure Therapy, 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.

Supervision — Interns have weekly individual supervision focused on their cases within this rotation. Depending upon scheduling, they may also attend multidisciplinary staffing meetings and/or clinic trainings. Laura Rohm, Psy.D. is the supervision for 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.

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)
3. The names of one or two program faculty who may be a good fit for interests identified in #2

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

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

<table>
<tr><th>Time</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>8:00 a.m.</td><td rowspan="8">Trauma and Emergency General Surgery Service</td><td rowspan="4">Didactics</td><td rowspan="8">Cognitive Rehab</td><td rowspan="8">Arkansas Children's Hospital Burn Center for Adults</td><td rowspan="8">Behavioral Health Therapy</td></tr>
<tr><td>8:30 a.m.</td></tr>
<tr><td>9:00 a.m.</td></tr>
<tr><td>9:30 a.m.</td></tr>
<tr><td>10:00 a.m.</td><td rowspan="4">Primary Care</td></tr>
<tr><td>10:30 a.m.</td></tr>
<tr><td>11:00 a.m.</td></tr>
<tr><td>11:30 a.m.</td></tr>
<tr><td>Noon</td><td rowspan="2">Lunch</td><td rowspan="2">Lunch</td><td rowspan="2">Lunch</td><td rowspan="2">Lunch</td><td rowspan="2">Lunch</td></tr>
<tr><td>12:30 p.m.</td></tr>
<tr><td>1:00 p.m.</td><td rowspan="8">Trauma and Emergency General Surgery Service</td><td rowspan="8">Primary Care</td><td rowspan="8">Transplant Psychology</td><td rowspan="8">Arkansas Children's Hospital Burn Center for Adults</td><td rowspan="8">Flex Time or Research</td></tr>
<tr><td>1:30p.m.</td></tr>
<tr><td>2:00 p.m.</td></tr>
<tr><td>2:30 p.m.</td></tr>
<tr><td>3:00 p.m.</td></tr>
<tr><td>3:30 p.m.</td></tr>
<tr><td>4:00 p.m.</td></tr>
<tr><td>4:30 p.m.</td></tr>
</table>

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.

Integrated Health Care Track 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, Arkansas Children's Hospital Burn Center for Adults, Arkansas Department of Corrections, East Central Arkansas Community Corrections Center
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

Hilary Clark, Ph.D.
Pronouns: She/Her/Hers
Position: Assistant Professor
Graduate School: Wichita State University – 2022
Clinic/Rotation: Walker Family Clinic Neuropsychology Service, Cognitive Rehabilitation Program
Clinical Interests: Neurodegenerative diseases/dementia, complex medical and psychiatric presentations, cognitive rehabilitation
Research Interests: In general, topics with the potential to inform clinical practice; some specific interests include aging/dementia, interventions to reduce or prevent cognitive decline in individuals with neurologic illness or injury, and strategies to improve day-to-day functioning

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

Laura Rohm, Psy.D.
Pronouns: She/Her/Hers
Position: Assistant Professor
Graduate School: The Chicago School of Professional Psychology at XULA – 2023
Clinic/Rotation: UAMS Trauma Surgery Inpatient Psychology Consult Service, Walker Family Clinic Outpatient Behavioral Health Therapy
Clinical Interests: Acute stress, PTSD, adjustment to injury, traumatic brain injury, traumatic grief, motivational interviewing for homicidal ideation, substance use/harm reduction
Research Interests: Acute stress reactions and mechanism of injury, hospital-based interventions for violence prevention, brief screening and intervention for trauma survivors, motivational interviewing for homicidal ideation, trauma and natural disasters
Professional Interests: Program development, access to care for survivors of violence, trauma-informed care training and education, support for health care providers, advocacy

Ming Hwei Yek, Psy.D.
Pronouns: She/Her/Hers
Position: Associate Professor
Graduate Program: Baylor University – 2019
Clinic/Rotation: Transplant Psychology Service
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

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

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

Ashley Conrad, LCSW
Pronouns: She/Her/Hers
Position: Clinical Therapist Supervisor
Graduate School: University of Arkansas
Clinic/Rotation: UAMS PRI Health and Legal Systems (HEALS) Lab
Clinical Interests: Cognitive Processing Therapy (CPT), Written Exposure Therapy (WET), Eye Movement and Desensitization Reprocessing (EMDR), Acceptance and Commitment Therapy (ACT)
Professional Interests: Supporting and providing clinical supervision as well as providing evidenced-based psychotherapy to my own clients focusing on trauma and anxiety disorders

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

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

Alexander (Sascha) Eisenstein, Ph.D.
Pronouns: He/Him/His
Position: Assistant Professor
Graduate School: Saint Louis University, Clinical Psychology - 2024
Clinic/Rotation: Walker Family Clinic Neuropsychology Service
Clinical Interests: Geriatric neuropsychology, dementia, movement disorders, neuro-oncology and cancer related cognitive impairment.

Research Interests: Cognitive and neuropsychiatric phenotypes in dementia, especially dementia with Lewy bodies
Professional Interests: Clinical supervision, didactic curriculum planning, interdisciplinary clinical collaboration, trauma-informed neuropsychology

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

Katherine Kelton Ph.D., MSPH
Pronouns: She/her/ella
Position: Assistant Professor
Graduate School: Saint Louis University, Clinical Psychology & Masters of Science of Public Health - 2021
Clinic/Rotation: Walker Family Clinic Outpatient Behavioral Health Therapy
Clinical Interests: Trauma/PTSD; substance use/harm reduction; cultural adaptation of evidence-based treatments
Research Interests: Examining how sociocultural and systemic inequities such as incarceration and homelessness impact individual mental health, especially PTSD/SUD; understanding how cultural and social contexts influence behavior (e.g., service utilization) and mental health (e.g., symptom presentation); community based participatory research; complementary and integrative treatment approaches
Professional Interests: Expanding access to care among marginalized/underserved populations, particularly people who are involved in the criminal legal system; leveraging the role of psychologists to extend power to communities/peoples who have been silenced and unheard; cultural humility in clinical practice and the research process; program evaluation and development

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

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

Carly Pytel, Ph.D.
Pronouns: She/Her/Hers
Position: Assistant Professor
Graduate School: Oklahoma State University – 2025
Clinic/Rotation: UAMS OB-GYN Department Women's Clinic, Arkansas Center for Women and Infants' Health
Clinical Interests: Traumatic birthing experiences, screening and early intervention for perinatal and postpartum mental health, treatment for chronic pain from reproductive health conditions, traumatic grief following stillbirth/neonatal loss.
Research Interests: Women's experiences with suppressed self-advocacy in medical environments, posttraumatic growth and identity development after medical trauma, paternal education to support maternal mental health, medical trauma in marginalized populations, mental health support in ER/Urgent care following perinatal loss/miscarriage, maternal mortality.
Professional Interests: Program development, advocacy for women's reproductive and maternal health, access to care for underserved populations, trauma-informed training and education

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

Lindsey Thomas, Ph.D.
Pronouns: She/Her/Hers
Position: Assistant Professor
Graduate School: Bowling Green State University – 2020
Clinic/Rotation: Child Study Center Child-Parent Psychotherapy 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

Elissa Wilburn, Ph.D.
Pronouns: She/Her/Hers
Position: Assistant Professor
Graduate School: Texas Tech University – 2020
Clinic/Rotation: Child Study Center Psychological Evaluation, 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, 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:

- As a joint effort, the departments of Psychiatry and Surgery fund a one-year postdoctoral fellowship in Trauma and Health Psychology. The goal of the fellowship is to provide the fellow with clinical training focused on developing advanced competencies in trauma and health psychology to prepare them for independent practice in an integrated care academic medical center environment. We aim to prepare the fellow to leave fellowship as an early career psychologist who can thrive in multidisciplinary, specialized health care settings, provide high-quality evidence-based care, and promote the crucial role of collaborative care in promoting physical and psychological wellness. The fellow will provide inpatient (SICU and med-surgery unit) and outpatient care (integrated surgical outpatient clinic) to socioeconomically diverse injured trauma survivors who require surgical intervention at a Level I Trauma Center. The fellow will also have the opportunity to participate in the UAMS Division of Surgical Research, which strives to elevate clinical, basic science and translational research across the entire UAMS Surgery Department. The division values and promotes interdisciplinary research collaborations and integration of behavioral health principles into surgical research. UAMS is currently one of the few Level I Trauma Centers in the United States to implement posttraumatic stress disorder (PTSD) risk screening and brief intervention on a trauma service. Depending on interest and ability, the fellow may also have the opportunity to participate in ongoing program implementation and evaluation efforts or initiate small program development projects related to the care of injured or critically ill patients. The fellow may also participate in additional program development projects within the Department of Psychiatry including internship recruitment efforts, diversity and inclusion initiatives, and training program evaluation.

- Funded by a grant from the National Institute on Drug Abuse, UAMS's T32 Addiction Research Training Program seeks to develop addiction researchers who will generate new and innovative approaches to preventing and treating drug addiction. 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. Detailed information about the program and program mentors is available at https://research.uams.edu/addiction-t32/. Trainees who are potentially interested in a postdoctoral fellowship within the T32 Program are highly encouraged to contact Dr. Melissa Zielinski, psychology training faculty member and T32 Program Co-Director, to express interest and/or ask questions.

FELLOWSHIPS

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

Baylor Scott & White Health/Texas A&M University

Cambridge Health Alliance/Harvard

Salud Family Health

Shirley Ryan AbilityLab

University of Arkansas for Medical Sciences

University of Indiana

University of Minnesota

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.

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. 8, 2026; Jan. 8, 2027
- 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. 2, 2026 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, 2026.

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

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 $ 45,102 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
- Eighteen (18) 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.

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
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
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Assistant Training Director

Glenn Mesman, Ph.D.
UAMS Child Study Center
1210 Wolfe St., Slot 654
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Fax (501) 364-3966

Internship Assistant

David Miles
UAMS Psychiatric Research Institute
4301 W. Markham, Slot 554
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Phone (501) 320-7302

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