OKLAHOMA HEALTH CONSORTIUM

Doctoral Psychology Internship

OU University Counseling Center (#151812)
OU Athletics Department, Psychological Resources (#151816)
OU Health Sciences Center, Student Counseling Services (#151815)
OU Health Sciences Center, Behavioral Health (#151818)
OU Health Sciences Center, Behavioral Health Outreach and Prevention (#151819)

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Accredited by the American Psychological Association

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I. INTRODUCTION - DESCRIPTION OF THE PROGRAM

The purpose of this brochure is to inform prospective interns of the nature and scope of the doctoral training offered by the Oklahoma Health Consortium Internship Program. An overview of the training opportunities available is intended to provide prospective interns with information for determining whether this program appropriately addresses their individual interests and training needs.

The Scientist/Practitioner model is the underlying philosophy of the Oklahoma Health Consortium. The considered integration of theoretical knowledge and practical experience, in a manner, which is responsive to the needs and skills of the student, represents the best method of ensuring professional growth and development. Although the graduate school is the primary site for training in the academic and scientific aspects of clinical psychology, and the internship site for training in the practitioner aspects, emphasis will be placed on the scientific and ethical necessity for the intern to ground all observations and conclusions in sound theory and definable data. The manifestation of this philosophy will be reflected in the ultimate goal of the training program: To graduate doctoral psychologists who discharge the responsibilities of their position in a professional, ethical, and clinically competent manner.

II. APPLICATION INFORMATION

Our American Psychological Association (APA) accredited doctoral internship begins July 29th of the current year and continues one calendar year through July 28th. Up to 10 days off including vacation and holidays are included in this period. Applicants must be doctoral candidates in good standing in an APA accredited clinical/counseling or school psychology program, and must have completed at least three years of graduate study leading to a doctorate. The internship program also considers post-doctoral applicants who qualify for a one-year internship as the result of a major retraining program. The applicant’s retraining must conform to the guidelines established by the APA Council of Representatives.

Applications will be accepted until November 14th. Review of completed applications will begin as of that date. Applicants who are invited to personal interviews with the Training Director, current interns, and selection committee members will be invited by December 1st. In order to be assured of an interview and complete site visit, invited applicants are advised to schedule these interviews as early as possible. Telephone interviews may be arranged in limited cases. The Clinical Training Committee will make final selection of interns. Internship offers will be given in full accordance with the policies of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Each applicant is required to submit a complete set of application materials through the AAPI Online applicant portal. A fully completed set includes: 1) a completed AAPI Online application form; 2) a vitae containing background information, academic and field
experience; 3) three letters of recommendation; and 4) official transcript(s) of all graduate academic work.

Applicants are welcome to e-mail kvaughn@ou.edu to check the status of their application.

*Upon submitting final Rank Order Lists to APPIC, note that our consortium has three separate program code numbers, one for each of the primary rotation sites. The program code numbers for each of our primary rotation sites can be found on p. 1 or in the primary rotation site descriptions in Section VIII.B. Applicants are welcome to rank as many or as few of the three sites as they wish to apply.

III. THE SETTING

The administrative offices of the Oklahoma Health Consortium are housed in the University Counseling Center at the University of Oklahoma in Norman. The intern’s primary rotation site is determined by the intern's funding source and will be one of the following: University Counseling Center of the University of Oklahoma, OU Athletics Department Psychological Resources, and the University of Oklahoma Health Sciences Center (OUHSC) Counseling Services, and the OUHSC Behavioral Health. As metropolitan Oklahoma City does not have an extensive public transportation system, prospective interns need to be aware that they will need their own vehicle. Interns are also required to provide certification of one million dollars of personal liability insurance (APA student insurance is acceptable) in order to participate. Interns will be required to provide this certification prior to beginning their internship. An intern whose primary placement is OUHSC Student Counseling Services is also required to pass a criminal background check.

IV. CLINICAL ORIENTATION

The theoretical orientation of the internship training program is diverse. The goal of the program is to provide a number of models for the intern. The purpose is to aid interns in the search for a professionally meaningful orientation or work for themselves. The supervising psychologists will utilize a variety of techniques and approaches for understanding and effecting behavior changes. The interns will be exposed to a variety of techniques and models for conceptualizing their clinical work (e.g. cognitive, psychodynamic, systems, behavioral, etc.). Interns are encouraged to gain experience in these varied approaches. It is expected that each intern will achieve some integration of theory and technique over the course of the internship year.
V. DESIGN OF THE INTERNSHIP PROGRAM

The doctoral internship is designed to provide practical training in clinical/counseling psychology. The internship is composed of one 12-month primary, and two secondary placements of 6-months each. Within these settings children, adolescents, and adults receive individual, couples, group, and family therapy. Placement at a minimum of three clinics or sites provides a diversity of socio-cultural experience and additional supervisors. In determining secondary placements, intern training needs and preferences are given careful consideration. By the end of the orientation week, the Training Director will decide final secondary placements with input from each intern and the Clinical Training Committee. The resources of all other participating clinics and sites are also generally available to all interns.

Each full-time intern is required to participate 40 hours per week, 50 weeks per year. The internship program provides a planned sequence of weekly training seminars. Each intern is required to have a minimum of 500 hours of direct client contact, 100 hours of regularly scheduled individual supervision, 100 hours of group or additional individual supervision, and 200 hours of formal training.

These requirements enable the intern to meet or exceed all standards for APA, APPIC, the American Board of Professional Psychology (ABPP), the Association of State and Provincial Psychology Boards (ASPPB); and licensure requirements in all 50 states, and the Canadian Provinces.

VI. SCOPE OF THE INTERNSHIP PROGRAM

The program is designed to address the needs of the intern so that upon completion of the internship, the intern can function as a professional psychologist. Work assignments, consultations, supervision, staffing, and all other decisions regarding the utilization of time will be made with careful consideration of the intern’s training needs. All activities of the internship training program are coordinated by the Clinical Training Committee (CTC). This committee consists of the Training Director and all psychologists who assume supervisory responsibility for the interns.

Doctoral internships are for twelve months and involve considerable individual and group consultation and supervision. The intern will receive experience and training in a variety of areas including: 1) psychological assessment and diagnosis, 2) therapeutic intervention, 3) psychological consultation and community education, and 4) evaluation of the applications of psychological procedures and techniques. The level of responsibility that the intern assumes in all of the areas of training will increase throughout the internship appropriate to the intern’s development.

As a flexible approach in training must emphasize each individual's needs, professional goals, and interests, each intern and his/her primary and secondary supervisors develop
an Individual Training Plan (ITP) (within the context of the overall training program). The process of developing the ITP begins when the interns complete a self-assessment. The purpose of the ITP is to identify the specific experiences desired by each intern to strengthen his/her professional development.

Supervision of all activities is an integral part of the internship. Supervision will consist of approximately three hours of individual supervision per week and will allow for evaluation of all aspects of the intern’s progress. The intern is assigned a primary supervisor, a licensed psychologist, who will supervise the intern throughout the year. Each intern will receive individual supervision from the primary supervisor, and from a minimum of two other supervisors who are also licensed psychologists (one from each of the intern’s two secondary sites). Additional group supervision and case consultation is also provided. Supervision will also include continued systematic evaluation and feedback from all supervisors. Written evaluations will be completed quarterly, or as necessary to meet requirements of the degree granting institution.

VII. EDUCATION AND TRAINING OBJECTIVES

The primary goals of the Oklahoma Health Consortium are 1) to prepare doctoral interns to assume entry-level positions in the field of psychology. 2) To prepare doctoral interns to discharge the responsibilities of their position in a professional, ethical, and clinically competent manner and 3) To develop the intern’s understanding of and appreciation for the role of cultural and individual diversity contexts of self and others in the professional practice of psychology. Toward these ends, all graduates who successfully complete the training program are expected to achieve specific objectives in a variety of domains, including (1) Ethics and Professionalism, (2) Assessment, (3) Diagnostic, (4) Treatment, (5) Supervision, (6) Individual and Multicultural Competence, and (7) Consultation. Specific competencies within each objective are set forth below:

A. Ethics and Professionalism Domain:

Interns will acquire knowledge of codes of ethics that impact the practice of psychology, including the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, and the Association of State and Provincial Psychology Boards Code of Conduct. In addition, interns will acquire knowledge of pertinent state and federal statutes and case law. Additionally, interns will be able to anticipate and identify potential ethical issues inherent in the practice of psychology, and be able to engage in a process of critical decision-making in order to determine how and when a potential ethical issue must be addressed.

Understanding of ethics is advanced through both formal training and supervised practice. Each intern is expected to gain a thorough understanding of ethical guidelines
and how they impact the provision of clinical services. Formal training in ethics is accomplished through a series of didactic seminars. In addition, ethical practice is integrated through many of the other didactic seminars that are presented throughout the training year. In addition to formal didactic training interns receive continuing exposure to the application of ethical principles during supervision and case consultation. Supervision may include a combination of weekly meetings with a supervisor, serving as a co-therapist with the intern, live observation, video, and audiotaping for later review, and group supervision.

Consultation with other psychologists and other professionals is formally advanced through case consultation. Each intern is required to present several formal case conferences to the internship class. A member of the internship faculty leads these case consultations. In addition, the various sites that comprise the consortium each have their own specific case consultation requirements that results in each intern serving in both the presenter and consultant role a number of times throughout the training year.

Expected outcomes from this aspect of the training program include demonstrated knowledge of the codes of ethics and laws relevant to the profession of psychology, the demonstrated ability to anticipate and identify ethical issues arising from the practice of psychology, the demonstrated ability to engage in a process of critical decision-making in order to determine how and when a potential ethical issue should be addressed, and evidence that the intern will apply ethical decisions in the practice of psychology.

B. Assessment Domain:

Interns will be able to plan and conduct assessments, including the appropriate selection of sources of information and methods, including interviews, observations, review of records, psychological testing, and contact with collateral sources. Additionally, they will be able to integrate assessment information and arrive at accurate descriptive and diagnostic formulations including clear, relevant recommendations.

Assessment competence is advanced through the numerous opportunities to conduct a variety of different types of assessment. Throughout the training year interns have the opportunity to conduct psychological, educational, behavioral, developmental, and career assessments. Interns are required to complete a minimum number of 10 assessments, however the specific nature of these assessments can vary depending on the needs of the specific intern and site placement. Graduating interns are expected to display minimum competence in various types of assessment, depending on the intern’s area of specialization and interests. In addition, interns are able to build on their report writing and diagnostic skills through both formal didactic seminars as well as supervised, applied practice.

The expected outcome from this aspect of the training program is for interns to demonstrate the ability to plan and conduct assessments using appropriate methodology
and instrument selection, and to integrate assessment information such that an accurate description of the client is produced followed by an accurate diagnostic formulation and clear, relevant recommendations.

C. Diagnostic Domain:

Interns will develop advanced understanding of the DSM-V such that they are able to develop accurate diagnostic formulations, including the ability to consider suitable differential diagnoses when appropriate.

The process of diagnosis is advanced in a variety of ways. Formal exposure to the process of diagnosis occurs through didactic training, with some seminars focusing specifically on diagnosis, and other seminars containing a diagnostic component. Supervised, applied diagnostic work occurs through the process of formal assessment, treatment planning, and conducting intake sessions. Finally, interns participate in a mock oral licensure exam that requires them to arrive at a diagnostic determination and formulate a basic treatment plan based on the nature of the vignette presented to them.

The outcome expected from this aspect of the training is for the intern to be able to formulate accurate diagnostic formulations based on the information available from an intake assessment or formal psychological assessment.

D. Treatment Domain:

Interns will develop the ability to formulate interventions based on his or her assessment and diagnosis of the client. Interns will develop the ability to verbalize a systematic approach to psychological treatment from which they will be able to formulate appropriate treatment goals, as well as develop and implement interventions that are empirically and theoretically sound.

Competency to provide treatment will be advanced through a variety of didactic seminars, and a wide variety of supervised practice opportunities. Several of the didactic seminars offered throughout the training year address treatment related issues. These seminars address therapeutic approaches to treatment, treatment with different populations such as children, adults, couples, and families. Additionally, didactic seminars are presented on the treatment of clients with a variety of presenting problems, such as eating disorders, attachment disorders, crisis management, multicultural counseling, working with student-athletes, and pediatric psychology to name a few. Interns are then given the opportunity to gain supervised experience with clients with a variety of presenting issues. Exposure to empirically supported treatments, as well as empirically identified common factors in therapy, is provided through didactic presentations as well as emphasized in supervision.
The expected outcome from this aspect of the training is for interns to develop a theoretical orientation that informs treatment related decision-making. Additionally, interns are expected to demonstrate the ability to conceptualize cases, develop relevant goals for treatment, and design and implement interventions that are well designed, well-timed, and consistent with empirically supported treatments when such treatments are available. In the absence of empirically supported treatments, interns are expected to develop the ability to make treatment decisions that are theoretically sound.

E. Supervision Domain: The interns are expected to participate openly and willingly in supervision. They will develop the ability to use their supervision time efficiently and appropriately. Interns will develop the ability to integrate feedback from supervision and modify any behavior accordingly. Interns will learn to acknowledge their own skill level and limits of their knowledge limits and will seek additional consultation and training to strengthen these deficits. Only limited sites within the consortium will be able to provide experience in providing supervision to students.

F. Multicultural Domain: The interns will recognize themselves as shaped by individual and cultural diversity. (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context. They will be expected to independently monitor and apply knowledge of self as a cultural being in assessment, treatment, and consultation. They will be expected to engage in ongoing dialogue and self-exploration.

They will be expected to recognize self, in interaction with others, both are shaped by individual and cultural diversity and contexts. They will develop the ability to independently monitor and apply knowledge of diversity in others as cultural beings in assessment, treatment, and consultation.

They will develop the ability to apply knowledge, skills, and attitudes regarding dimensions of diversity to professional work and increase multicultural knowledge base with the use of presentations, articles and research.

They will be expected to demonstrate integrated knowledge of multicultural theory and models that guide interventions. In addition, they will develop the ability to demonstrate multiculturally sensitive interactions with colleagues in consultation (e.g. awareness of issues of power, cultural differences, and systemic issues). Interns will learn to demonstrate knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answer consultation referral question.

The interns will develop the ability to apply knowledge to provide effective assessment feedback and to articulate appropriate recommendations. They will be expected to apply literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases.
VIII. DESCRIPTION OF CLINICAL AND TRAINING ACTIVITIES

The internship consists of required core clinical activities to be provided at primary and secondary rotation sites. In addition to the required core clinical activities, a variety of specialized programs and activities are utilized to round out the intern’s experience.

A. REQUIRED CORE CLINICAL ACTIVITIES

1. Assessment: Throughout the year each intern will be required to conduct full assessment batteries for a total of 10 evaluations. Written reports will be required as well as verbal presentation in clinical case conference. At each site many testing instruments are available for selection by the intern depending on the requirements of the individual case.

2. Treatment: Each intern will be expected to gain experience with a wide range of presenting problems, age ranges, and treatment modalities. Opportunities are also available for interns to gain skills in the provision of couple, family and group counseling as well. Interns will also be expected to gain skills in crisis intervention. The intern’s individual interests, training needs and placement sites will determine additional experiences.

3. Consultation: Each intern will act as a psychologist-consultant in case conferences regarding psychological assessment in particular, general issues of psychotherapy, and patient management. In addition, the intern will consult with professionals from other services of the placement site and other institutions for the purposes of admission and disposition.

4. Training Seminars: The structured training program includes weekly, training seminars in which interns are exposed to a variety of topics and presenters as well as offering a context for discussing professional and treatment issues. Examples of some specific seminar topics include: ADHD/LD assessment, multi-cultural counseling and service delivery, cultural self-assessment, eating disorders, professional ethics and legal issues, clinical neuropsychological assessment, suicide risk assessment, supervision, professional issues/licensure process, working with trauma, etc. All interns are required to attend these programs.

B. PRIMARY ROTATION SITES

1. OU UNIVERSITY COUNSELING CENTER #151812 (4 Funded Positions)

Located on the Norman campus of the University of Oklahoma, The University Counseling Center is the primary mental health center on campus. Services are available for the approximately 25,000 undergraduate, graduate, and law students, as well as faculty and staff. Interns electing this rotation will be involved in individual and couples therapy, group therapy, outreach consultation, career testing and counseling, crisis
intervention, and psychological evaluation primarily with the university’s students. Limited opportunities also exist for providing services to faculty and/or staff (i.e., crisis intervention). Each intern will be assigned a caseload of approximately 10 clients with various presenting problems including, but not limited to, anxiety, depression, eating disorders, adjustment difficulties, sexual orientation, relationship, career, or academic problems. The agency provides primarily brief therapy involving a 16-session per academic year limit; however, opportunities exist for interns to gain experience providing longer-term services.

Interns are encouraged to gain group counseling experience during their internship. Generally interns will co-facilitate a group with a member of the senior staff, but may have the opportunity to co-facilitate a group with another intern based on level of experience. Interpersonal process groups and an alcohol recovery group are regularly offered. Other thematic groups (e.g., Women of Color), LGBTQ, or psychoeducational groups have also been offered based upon client need and availability of facilitators.

Outreach and consultation programming are integral parts of the preventative and developmental emphases of the University Counseling Center Services. Interns are encouraged to develop and present programs in areas of special interest and to do work with new topics or populations. Interns and senior staff often work in teams in presenting such topics as stress management, test anxiety, procrastination, alcohol and drug awareness, relationship issues, eating disorders, depression, and suicide prevention. The consulting role may involve such activities as working with residence hall staff on crisis intervention and management, providing training for resident advisors, or working directly with groups of students on specific issues.

Psychological testing is often utilized as a part of clinical assessment and evaluation. Interns are expected to gain experience in psychological evaluation through assessment of their own clients or those of other staff members as available. Common assessments are ADHD, LD, and psychodiagnostic evaluations. A wide variety of tests are available for selection as clinically indicated. In addition, career testing is also available to students who need assistance in determining a suitable major or career. Subsequent to providing feedback regarding results from career testing, career counseling may be provided.
2. **OU ATHLETICS DEPARTMENT, PSYCHOLOGICAL RESOURCES #151816** (1 funded position)

**Goals:**

- To develop skills useful in assessing and counseling collegiate student-athletes.
- To develop a high level of sensitivity to and awareness of the nuances of the culture of division one athletics.
- To acquire knowledge about the field of sport psychology and to develop skills in the delivery of performance enhancement services.

**Objectives:**

1. **Assessment**

   - Conduct evaluations of student-athletes for learning disabilities, Attention Deficit-Hyperactivity Disorder, etc. using instruments such as: WAIS-IV, WMS-III, WIAT-II, MMPI-2, CAARS-S:L, and SCL-90-R.
   - Provide testing results, diagnosis, and recommendations.

2. **Counseling**

   - Conduct counseling with student-athletes (individual, couple’s, and group counseling).
   - Provide career testing and counseling to student-athletes.

3. **Supervision**

   - Participate in weekly individual supervision. Supervision may involve, but are not limited to, case consultation for University Counseling Center clients, education enrichment about sport psychology, support for difficulties experienced with clients and staff, etc.
• Participate in biweekly collaborative group supervision meetings with SAPS graduate assistants.

4. Outreach Programming

• Identify needs, initiate, design, and present psychoeducational outreach programs (e.g., stress management, communication enhancement, etc.) to student-athletes and/or coaches throughout the year.
• Present and participate in existing outreach programs.

5. Research

• Assist in the conceptualization, development, and execution of a variety of research projects on topics such as substance use & abuse among student-athletes and counseling outcomes research.

6. Administration & Consultation

• Gain insight of the culture and operations of a college athletics department by participating in projects with administrators within the OU Department of Athletics (e.g., providing consultation on the implementation of the Gender Equity and Diversity Plans).
• Assist with events sponsored by the OU Athletics Department, such as National Women and Girls in Sports Convention, Department of Athletics Career fair, etc.

7. Sport Psychology

• Acquire knowledge of research, models, and strategies in the field of sport psychology through individualized readings and training.
• Implement basic sport psychology techniques with student-athletes.

8. Team-Centered Workshops

• Assist in developing and conducting workshops to provide memorable, active learning experiences to achieve objectives such as to: build team unity, reinforce team mission, and clarify team goals and responsibilities.
• Facilitate effective relations with teams and/or coaches by addressing relational conflicts, performance difficulties, etc.

Additional Information on the Student-Athlete Population & the Field of Sport Psychology

Student-athletes are a unique population to work with in terms of diversity in ethnicity, socioeconomic status, culture of student-athletes, etc. Much information is to be learned with this special group of students.
Sport psychology is a distinct field from Psychology, yet the two disciplines are related. Completing this rotation alone will not adequately prepare an intern to practice sport psychology or to become certified as a sport psychology consultant. However, if an intern has previous training in the sport sciences, and in sport psychology, this rotation will provide supervised experience to count toward certification.

3. OU HEALTH SCIENCES CENTER (OUHSC) COUNSELING SERVICES (#151818)

(1 Funded Position)

New facilities and new technology, plus prominent faculty are continuing to make the University of Oklahoma Health Sciences Center the 21st century’s regional leader in education, research, and patient care. The OU Health Sciences Center serves as Oklahoma’s principal education for physicians, nurses, dentists, biomedical scientists, pharmacists, physician associates and a wide range of allied health and public health professionals. Its seven colleges-Medicine, Dentistry, Nursing, Pharmacy, Allied Health, Public Health and Graduate—are home to nearly 4000 undergraduate, graduate, and professional students.

The OU Health Sciences Center is located adjacent to the state capitol and is a cornerstone of the 200-acre Oklahoma Health Center complex, which includes over 30 public and private health care institutions and agencies.

OU Health Sciences Center Student Counseling Services (SCS) is located in the David L. Boren Student Union in the center of campus. Interns electing this rotation will be involved in individual and couples therapy, group therapy, outreach programming and psychological evaluations. Each intern will elect to participate in up to ten hours of direct clinical work with students from the various colleges. These students are dealing with such difficulties as anxiety, stress, depression, loneliness, relationship, career, or academic problems. Most cases are considered short-term (1-15 sessions) with allowances for longer-term cases. Cases are selected in conjunction with the clinical supervisor and an attempt is made to meet the specific training needs of the individual intern.

Outreach programming with the various colleges is an important part of the preventative and developmental emphasis of SCS. Interns are encouraged to develop and present programs in areas of special interest and to work with new topics or populations. Interns
and staff often work in teams in presenting on such topics as test preparation, stress management, time management, and relationship skills.

Psychological testing is sometimes utilized as a part of clinical assessment and evaluation. Interns are expected to gain experience in psychological evaluation. Interns are expected to gain experience in integrating a wide variety of psychological tests.

4. **OUHSC BEHAVIORAL HEALTH (#151818) (1 funded position)**

The Behavioral Health Services are located in the Department of Pediatrics, Section of Diabetes and Endocrinology at the University of Oklahoma Health Sciences Center (OUHSC) in Oklahoma City. These programs are housed in the new OU Children’s Physicians Building that adjoins the Children’s Hospital.

**Opportunities for interns:**

- Through the Behavioral Health Services, interns will experience working in a medical setting as part of a multidisciplinary team performing psychological consults, screenings and evaluations. The intern will have the opportunity to work alongside physicians, nurses and educators that are treating youth diagnosed with diabetes and other endocrine disorders. Because the risk for psychological problems increases dramatically in children and adolescents that suffer from a chronic illness like diabetes, psychology is an important component of an integrated approach to medical care.

  *Experiences include:*
Psychological consults and shadowing of physicians during medical exams. Some crisis situations may also be dealt with during this experience including suicidal risk assessment. Depression screenings and mental status examinations may also be performed.

Psychological testing with child and adolescent patients to assess psychological functioning, motivation for compliance and their ability to perform daily medical care. A variety of psychological tests or test batteries may be used. Psychological testing may also be administered to assess other mood or behavioral problems.

Outpatient psychotherapy for children and adolescents using both individual and family counseling. Referrals are made through the pediatric clinic for coping, adherence and motivational issues related to chronic illness as well as depression and anxiety issues.

All services will be provided in the Pediatric Diabetes and Endocrinology Clinic within the OU Children’s Physicians Building on the OUHSC campus and supervised by a licensed psychologist working within the section.

5. OUHSC BEHAVIORAL HEALTH PREVENTION AND OUTREACH (#151818) (1 funded position)

• Through Programs for Preventive Health (PPH), interns will experience coordinating evidence-based psychoeducational prevention programs and health promotion programs to elementary and middle school students. PPH at OUHSC has successfully established a number of health promotion and psychoeducational programs at schools across Oklahoma. The impact of these programs is measured through a number of evaluation and outcome studies conducted on an annual basis. PPH has also become a leader in the State of Oklahoma for program evaluation studies conducted for other agencies and non-profits.

Experiences include:

• Facilitating programs at elementary or middle schools, choosing from the topics of conflict resolution and peer mediation, as well as sexual abuse, substance abuse and suicide prevention. Consultation with school counselors may also be conducted.

• Teaching classes for university psychology majors at OU-Norman campus in the areas of prevention, research and behavioral skills for working with youth.

• Direct supervision of university facilitators implementing psychoeducational programs in the schools. This includes helping the facilitators with special issues and concerns in working with youth, as well as personal development.

• Participating as a research team member for ongoing program evaluation projects being conducted at OUHSC.
C. OPTIONAL/SPECIALIZED ACTIVITIES & TRAINING OPPORTUNITIES

Oklahoma Youth Leadership Forum: Since 2004, the Oklahoma Developmental Disabilities Council has annually held the Oklahoma Youth Leadership Forum, a leadership training program for high school students with physical or learning disabilities. Interns have the opportunity to spend several days off-site as a “camp counselor,” mental health consultant for staff, and counselor for any students in distress. Interns are also asked to give one to two presentations to the students (e.g., self-esteem). During the camp, one or more supervisors will be available for consultation if needed. This activity is available to all interns regardless of primary or secondary placement site.

IX. CLINICAL TRAINING COMMITTEE

All of the clinical training programs and activities of the internship are monitored by the Clinical Training Committee. The Committee is composed of the Training Director and all of the psychologists who have direct clinical contact with the interns. Professionals representing other disciplines may participate. The Committee monitors all major policy decisions related to the training program. Interns are represented on the Committee on a rotating basis. The Committee meets monthly, usually on the fourth Wednesday of the month. The Training Director holds administrative responsibility for all academic and administrative activities of the internship program.

X. INTERNS STIPENDS AND BENEFITS

- The Oklahoma Health Consortium Clinical Psychology Internship offers stipends and fringe benefits listed below. Utilization of fringe benefits may vary depending on the policies of the intern’s funding agency.
- Stipend level: $21,000.00.
- Medical Benefits: Health and Dental Insurance are provided to the intern. Coverage for dependents may be obtained at an additional cost.
- Vacation/holidays: Ten working days (Two weeks) of vacation/holidays are given during the internship year. This is approximately the amount of time an intern can take off in order to reach APA minimum requirements.
- Professional/Academic Leave: Five days of professional leave may be granted by the Training Director when utilized for attending state, regional, or national psychology conventions, or to obtain additional professional training.
- Conference/Travel Financial Support: $900.00
- Other Benefits: Library access and State retirement
XI. AFFIRMATIVE ACTION POLICIES

The Oklahoma Health Consortium Clinical Psychology Internship Program takes affirmative action to assure fair and equitable treatment of all employees and applicants for employment without regard to race, color, religion, gender, age, national origin, sexual orientation, handicapping condition, or political affiliation. Affirmative action policies address, but are not limited to: recruitment, employment, training, promotion, transfers, and termination.

XII. DIVERSITY STATEMENT

The Oklahoma Health Consortium is sensitive to and committed to the value of diversity and the richness of human differences. Our service and training mission requires that people of all backgrounds be able to use the Consortium's resources with the expectation of respectful, non-prejudicial treatment and service. In particular, the consortium recognizes that stereotypes, prejudice and discrimination have affected training, and programming practices in the mental health field. These stereotypes are based on gender, ethnicity, race, culture, sexual orientation, age, religious beliefs, socio-economic class, and differing abilities. Thus, the consortium's policies and procedures, as well as its activities, associations, and interactions with the community, reflect and promote the dignity and worth of the individual and the value and strength of diversity in the community. As a staff, we are committed to addressing issues of prejudice, discrimination, oppression and the impact of those issues on the lives of the people we serve and train. We encourage diverse individuals to apply to our program.
XIII. FACULTY - Major Clinical and Research Interests (* Primary or Secondary Supervisor)

**Lenore Arlee, LCSW, LADC**  Staff Social Worker, OU-UCC
M.S.W. (1992) University of Oklahoma
Licensed Clinical Social Worker and Certified Employee Assistance counselor
Clinical Interests: Couples, learning disabilities, depression, employment concerns

**Jill Bernis, LPC, NCC**  Staff Counselor, OU Health Sciences Center, SCS
Masters of Science in Psychology, University of Louisiana at Lafayette, 2001
Licensed Professional Counselor (LPC), LA & OK and National Certification in Counseling (NCC)
Professional Interests: Anxiety & stress management and ADHD behavioral modification.

*Cody Commander, Psy.D.*  Staff Psychologist, OU Athletics
Wright State University School of Professional Psychology.
Internship: Ball State University Counseling Center. Licensed Psychologist (2011).

Leanne M. Buttross, Ph.D.  Seminar Presenter
California School of Professional Psychology – Fresno. Licensed Psychologist (2005).
Internship: Baycrest Centre for Geriatric Care.
Postdoctoral Residency: Neuropsychology Clinic, INTEGRIS Jim Thorpe Rehabilitation Hospital.
Professional Interests: Clinical Neuropsychology in adults and geriatrics, disorders of aging, dementias, demyelinating disorders, and neurorehabilitation/remediation.

*Victoria Christofi, Ph.D.*  Director, Student Counseling Services, OUHSC
Internship: The University of Tennessee Counseling Center.
Professional Interests: Stress management and coping, international and multicultural issues in counseling and psychotherapy.

Bruce Cook, Ed.D.  Seminar Presenter
Oklahoma State University. Licensed Psychologist (1983).
Professional Interests: Psycho-diagnostic assessment, professional ethics, child/family therapy, psycho-educational planning for handicapped learners.

Nancy Curry, M.D.  Psychiatrist, OU-UCC
Professional Interests: Psychopharmacology, depression, anxiety disorders, obsessive disorders.
Michael Daves, Ph.D.  Seminar Presenter
Professional Interests: Individual psychotherapy, forensic psychology, family therapy.

Molly Fernando, Psy.D.  Prevention, Outreach, and Health Lifestyles.
Adult Behavioral Health
Harold Hamm Diabetes Center at the University of Oklahoma Health Sciences Center
Graduate school: Argosy University – Tampa
Clinical Residency: Oklahoma Health Consortium
Clinical Fellowship: Harold Hamm Diabetes Center
Year of Licensure: 2014
Professional/Research Interests: behavioral health services including individual, family, and group therapy; prevention of chronic illnesses through lifestyle intervention; organizational education aimed at prevention of chronic illness through behavioral change.

Russell Koch, Ph.D.  Seminar Presenter
Professional Interests: Gay and lesbian issues; hypnotherapy; family/couples; and play therapy.

Ray McCaffrey Ph.D.  Seminar Presenter
California School of Professional Psychology-Fresno. Licensed Psychologist (1988).
Professional Interests: Assessment and treatment of ADHD; neurological and psychological impact of childhood trauma; psychoeducational assessment and school consultation.

*Scott Miller, Ph.D.*  Associate Director, Goddard Health Services, Director UCC
Clinical Internship: University of Iowa Counseling Service.
Professional Interests: Licensure and professional regulation; counseling center administration; supervision and training; and diversity issues.

Nicki Moore, Ph.D.  Senior Associate A.D., Senior Woman Administrator, OU Athletics
University of Missouri-Columbia. Licensed Psychologist (2005).
Clinical Internship: University of California – Davis.
Professional Interests: Student-Athlete Psychological services; team-building and performance enhancement; administration; consultation.
Cynthia A. Muhamedagic, Ph.D.  Clinical Assistant Professor, OUHSC-Pediatrics
Hamm Diabetes Center
Oklahoma State University, Licensed Psychologist (2013)
Clinical Internship: Oklahoma Health consortium, Behavioral Health rotation
Fellowship: Harold Hamm Diabetes Center at the University of Oklahoma Health Sciences Center
Professional Interests: Treatment of diabetes and other health issues that cause distress in children and adolescents, issues associated with transition of care from adolescent to young adult medical services, psychoeducational assessments, and parent training.

Arlene Schaefer, Ph.D.  Seminar Presenter
University of Rochester. Licensed Psychologist (1976).
Professional Interests: Forensic psychology and professional ethics.

* Herbert Spencer, Ph.D.  Clinical Faculty, OU-UCC
Indiana State University. Licensed Psychologist (1985).
Professional Interests: multicultural and diversity issues, men's and women's issues; adult children of alcoholics and other dysfunctional families, also groups, couples and career counseling.

* Steve Sternlof, Ph.D.  Clinical Faculty, OUHSC-Pediatrics
University of Oklahoma, Licensed Psychologist (2006)
Professional Interests: pediatric psychology, mental health and diabetes, childhood prevention programs, health promotion.

Bryan Stice, Ph.D.  Seminar Presenter
Clinical Internship: Oklahoma Health Consortium
Professional interests: Process groups, multicultural counseling, suicide prevention.

Cal Stoltenberg, Ph.D.  Seminar Presenter
University of Iowa. Licensed Psychologist (1987).
Professor, University of Oklahoma-Department of Educational Psychology
Professional Interests: Clinical Supervision Training, Application of Social Psychology to Counseling, Clinical Supervision Research, and Marriage & Family Research & Therapy.

* Carmen Tebbe, Ph.D.  Director, OU Athletics-Psychological Resources
Clinical Internship: Oklahoma Health Consortium
Professional Interests: Student-athlete development and psychological services, Psycho-educational assessment and intervention with academically at-risk student-athletes, team-building, and performance enhancement

*Karen S. Vaughn, Ph.D.  Training Director, Clinical Faculty, OU-UCC
University of Oklahoma, Licensed Psychologist (2011).
Clinical Internship: Texas Woman’s University
Professional Interests: Healing trauma, women’s issues, licensure and regulatory issues, mindfulness, group therapy, trust in interpersonal relationships, and couple therapy.

Tom Vaughn, Ph.D., ABPP  Seminar Presenter
University of Oklahoma. Licensed Psychologist (1980).
Professional Interests: Behavioral medicine, clinical training, professional mobility, professional ethics and national and international professional regulation.

Will Wayne, Ph.D.  Director, OU Goddard Health Center.
Professional Interests: Individual psychotherapy, psychodiagnostics, sports psychology, and couples counseling.

Catherine Webb, Ph.D.  Staff Clinician, OU-UCC
Ph.D. (1994) Psychology: Human Development, University of Chicago
Licensed Professional Counselor (LPC)
Professional Interests: Women’s issues, grief and loss, life-span issues