

University of Mississippi Medical Center Psychology Internship Training Program

2021-2022 Training Year

University of Mississippi Medical Center Psychology Internship Training Program
Division of Psychology, Department of Psychiatry and Human Behavior
University of Mississippi Medical Center
2500 N. State St.
Jackson, MS 39216-4505
(601) 984-5855

Program Website:

<https://www.umc.edu/psychology-internship/>

Applications due: November 13, 2020

Interview notification date: December 1, 2020

Virtual Interview dates: January 7, 8, 14, 15, 21, 22, and 28

Training Director: Dr. Crystal S. Lim, Ph.D. (Email: cstacklim@umc.edu)

Accreditation Status:

The UMMC Internship (Residency) Program is accredited by the Commission on Accreditation of the American Psychological Association. The next site visit is scheduled for 2028. The Commission can be contacted at:

American Psychological Association
750 First St., NE, Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaacred@apa.org
Web: www.apa.org/ed/accreditation

Program Overview and Structure:

The University of Mississippi Medical Center Psychology Internship (Residency) Training Program is housed in the Division of Psychology in the Department of Psychiatry and Human Behavior at the University of Mississippi Medical Center (UMMC). Versions of the program have been accredited by the American Psychological Association since its inception in 1964. The program was previously accredited as a consortium with the local VA. However, on July 1, 2017 began operating as an independent program. In Spring 2018 the UMMC Psychology Internship Program underwent an accreditation site visit to seek accreditation as an independent internship training program. The UMMC Internship Training Program was recently granted full accreditation status as an independent program by the Commission on Accreditation of the American Psychological Association. The program's next accreditation review is scheduled for 2028.

The UMMC Internship Program offers a wide variety of clinical and research opportunities during the internship year, which are consistent with the Program's training goals for interns. Although clinical training

activities play a paramount role in our program, interns are expected to actively maintain involvement in research. Continuing education seminars, grant writing seminar, dissemination and implementation curriculum, and professional academic development didactics comprise an additional important component of training.

Training Goals/Objectives for Interns:

Goal #1 – Interns will be competent in assessment, intervention, supervision, and consultation skills.

Objective: By the end of the training year, psychology interns will be competent in assessment, intervention, supervision, and consultation skills as evidenced by at least high intermediate skill (requiring minimal supervision) in the following domains by the end of the internship year:

- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional Skills

Goal # 2 – Interns will be skilled in the interface between science and practice.

Objective: Production of psychology interns who will be skilled in the interface between science and practice by applying scientific knowledge to the clinical setting, being educated consumers of empirical research and participating in active research projects and/or program evaluation as evidenced by demonstration of at least high intermediate skill (requiring minimal supervision) in the following domain by the end of the internship year:

- Research

Goal #3 – Interns will be competent in individual and cultural differences and diversity.

Objective: By the end of the training year, psychology interns will demonstrate diversity-related competencies including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status as evidenced by demonstration of at least high intermediate skills (requiring minimal supervision) in the following domain by the end of the internship year:

- Individual and Cultural Diversity.

Goal #4 – Interns will display professional and ethical behavior.

Objective: By the end of the training year, psychology interns will demonstrate professional and ethical behavior. Interns will adapt professional behavior in a manner that is sensitive and appropriate to the needs of diverse clients, colleagues, and organizations as evidenced by at least high intermediate skill (requiring minimal supervision) in the following domains by the end of the internship year:

- Professional Values, Attitudes, and Behaviors
- Ethical and Legal Standards

Goal #5 – Interns will be competent in teaching and expressive skills

Objective: Production of psychology interns who by the end of the training year will demonstrate knowledge of didactic learning strategies, be able to apply teaching methods to multiple settings, and have verbal, nonverbal, and written communications that are informative, articulate, succinct, well-integrated, and demonstrate thorough grasp of professional language and concepts as evidenced by at least high intermediate skill (requiring minimal supervision) in the following domain by the end of the internship year:

- Communication and Interpersonal Skills

In addition to these general competencies, the Program provides opportunities to develop specialized competencies (e.g., motivational interviewing, dissemination, etc.) through our various training rotations and curricular offerings.

Training Model:

The UMMC Training Program endorses a cognitive-behavioral orientation within a scientist-practitioner model. Interest in, and experience with, this approach are important selection criteria. Interns gain clinical experience with a wide variety of patient populations and across multiple settings through inpatient, outpatient, and community placements. The training program fosters a collegial atmosphere and emphasizes a junior-colleague model with interns in a variety of clinical, research, and professional settings.

The internship year is divided into 3 four-month rotations and multiple clinical rotations are available (See Rotations below), each serving different populations and providing unique services. Rotation assignments are made based on interns' rankings and Training Program faculty input based on intern's training needs and clinical goals. Interns provide rankings twice during the year, prior to the start of internship and in September, to allow for experiences with the first rotation to be considered before making choices for the second and third rotations. Rotations are divided into Child and Adult emphasis areas. Interns are encouraged to gain experiences within both emphasis areas. Clinical supervision and training are conducted on a one-on-one and small group basis within each clinical rotation. The UMMC Psychology Internship Training Program currently has 6 internship slots, with half of the slots having an adult emphasis and half having a child emphasis.

A unique aspect of clinical experiences offered through the Training Program includes the racial/ethnic and socioeconomic diversity of patient populations served at UMMC. Mississippi has significant racial diversity (over 35% of the population is Black/African American) and 80% of the state is considered rural. Diversity and inclusion related topics are incorporated into supervision, research, didactics, and professional development activities during the internship training year.

Additional clinical opportunities occur through the General Psychology Clinic, where interns gain experience working with longer-term outpatient cases, and can receive supervision from Training Program psychology faculty other than their rotation supervisors. This clinic is located about 15 minutes away from the main UMMC campus. Interns are expected to accumulate at least 500 face-to-face clinical hours during the internship year, with 72 of those contacts occurring through the General Psychology Clinic. There are opportunities for interns to conduct telehealth treatment in this clinic.

To facilitate growth and successful progress in the program, interns receive formal evaluative feedback on their progress on training goals/objectives during the end of each rotation and at the mid-rotation during the first rotation. Interns also meet individually with the Training Director monthly throughout the training year to discuss training related goals and program progress, as well as professional development related issues. Interns must demonstrate performance at the high intermediate level on all competencies to complete internship.

Rotations:

The UMMC Psychology Internship Training Program offers clinical rotations in both child and adult emphasis areas. Interns are encouraged to participate in rotations in both areas. Some rotations offer both half-time (14 hrs/week) and full-time (28 hrs/week) experiences, as well as several mini-rotation (4-8 hrs/week) opportunities. The rotation descriptions provide specific information about which options are available for each rotation.

Child-Focused Rotations:

Center for the Advancement of Youth

Child Inpatient

Pediatric Psychology, Pediatric Hematology/Oncology and Pediatric Obesity Focus

Neuropsychology

Adult-Focused Rotations:

Administrative

**Adult Inpatient, Substance Use Disorder Emphasis
Community-Based Dual Disorder
Helping HAND
Integrative Health
Methodist Rehabilitation Neuropsychology/Behavioral Medicine
Neuropsychology**

Rotation Descriptions:

Child-Focused Rotations

Center for the Advancement of Youth Rotation, Dr. Sutton (primary supervisor), Drs. Elkin, Ford and Sarver: This rotation provides extensive training with diverse pediatric populations within the Center for Advancement of Youth (CAY) and Child Development Clinic (CDC). Residents will participate in a fully integrated multidisciplinary clinic and be provided with opportunities for psychological assessments and interventions that include infants through adolescents, including those with potential medical co-morbidities. The CAY/CDC clinic offers several experiences among which the resident may participate in based on interest and availability. Assessment opportunities include: (1) interdisciplinary (psychology/developmental pediatrician) brief diagnostic and treatment planning assessments for youth with developmental or emotional-behavioral difficulties and (2) comprehensive neurocognitive and psychological evaluations for a wide range of learning, developmental and psychological conditions. (3) Early childhood/infant developmental assessment. Treatment opportunities include: (4) Evidence-based behavioral interventions for children and parents with ADHD, neurodevelopmental conditions (e.g., autism), or disruptive behavior disorders including Parent-Child Interaction Therapy (preschoolers) or parent-management training delivered in clinic or in a weekly evening parenting group (children/adolescents); (5) Comprehensive Behavioral Intervention for Tics (CBIT) in an individual treatment setting; (6) provision of evidence-based therapy for mood, anxiety and externalizing behavior. Some services are provided through telehealth as well. Overall, this rotation emphasizes diagnostic and intervention skills necessary for future career opportunities in pediatric and child/adolescent psychology.

Child Inpatient Rotation, Dr. Seifen (primary supervisor) and Dr. Lim: This rotation provides extensive training in providing psychological services to children who are hospitalized on the acute psychiatric child inpatient unit at Batson Children's Hospital - UMMC. The unit provides services for children ages 4-12 years who present with a wide range of psychiatric problems, including depression, anxiety, oppositional/conduct problems, trauma, Attention-Deficit/Hyperactivity Disorder, Autism Spectrum Disorder, and other neurodevelopmental disorders. The typical length of the inpatient stay ranges from 7 to 14 days. The unit provides an excellent opportunity for residents to observe and work with children presenting with a range of mental illnesses including severe psychopathology. Residents will be part of a multidisciplinary treatment team and participate in daily rounds with the team. They will have the opportunity to be involved in developing treatment plans and appropriate follow-up care after discharge for each patient. Given the brief stay of the children on the inpatient unit, clinical services are typically acute and short-term. Assessment opportunities on the unit include: (1) self-report measures to help with diagnostic clarification and treatment planning, (2) brief cognitive testing for the purpose of a referral to residential care, and (3) additional testing if needed (e.g., academic testing, assessment of adaptive skills). Intervention opportunities consist of (1) brief evidence-based individual therapy, (2) group therapy consisting of daily mindfulness and relaxation activities, social skills training, or CBT/DBT groups, and (3) providing psychoeducation and teaching behavior management strategies to parents and caregivers of patients. Residents will also be involved in developing behavioral recommendations for children to support the staff on the unit in managing behavioral challenges.

Pediatric Psychology Rotation, Pediatric Hematology/Oncology and Pediatric Obesity Focus; Drs. Karlson and Lim: This rotation provides extensive training with pediatric populations in a variety of settings and clinics affiliated with UMMC. The Pediatric Cancer experiences take place in the Multidisciplinary Pediatric Craniofacial Clinic, Children's Cancer Outpatient Clinic, Batson Children's Hospital Pediatric Hematology/Oncology Inpatient Unit, and Multidisciplinary Pediatric Brain Tumor Clinic. Interns participate in consultation and liaison services for UMMC pediatric treatment teams, conducting supervised neuropsychology assessments and psychological interventions for inpatient and outpatient populations with a

number of different presenting medical diagnoses (cancer, sickle cell, stroke, genetic conditions, craniofacial conditions, etc.). Two unique aspects of behavioral pediatrics are (1) the exceedingly wide range of problems seen by interns including internalizing, externalizing, and learning disorders, and (2) the relatively brief time frame in which assessment and treatment can take place. This aspect of the rotation emphasizes the diagnostic and treatment skills necessary for handling, in a timely manner, the wide range of cases presented in a pediatric/hospital setting. Interns have addressed problems such as adjustment, adherence to medical regimen, adaptive functioning, disruptive behavior, feeding problems, sleep problems, toileting, pain management, grief, and other areas. The clinical goals of the Pediatric Obesity experience are for residents to demonstrate adequate knowledge of child health and development, psychological co-morbidities, and cognitive behavioral theory to effectively implement evidence-based assessments and psychological treatments with children who are obese and their parents. An additional focus is to gain experience implementing psychological treatments in an outpatient multidisciplinary medical clinic with children who are obese with medical comorbidities and their parents. Interns will also develop effective communication and consultation skills while working with families and a variety of health care professionals, as well as gain exposure to the process of conducting clinically based research in an outpatient pediatric medical setting. Interns are involved in providing supervised psychological diagnostic evaluations and health and behavior focused assessments, as well as delivering evidence-based treatments to address psychological disorders to children and their families seen in the clinic. Interns have the opportunity to participate in individual and group-based treatments with patients and families, as well as opportunities to participate in providing services through the use of telehealth. Children seen in the clinic present with a wide-variety of psychological symptoms, such as internalizing and externalizing problems, coping with weight-related teasing, anxiety, depression, ADHD, and oppositional/conduct disorders.

Neuropsychology Rotation, Dr. Manning: Consultation service is provided to medical specialties including UMMC Pediatric and Adult Neurology, Pediatric and Adult Neurosurgery, Trauma, Pediatric and Adult Psychiatry. Patient population ranges from children to senior adults. Diagnoses are for acute conditions, such as traumatic brain injury, stroke, and altered mental status associated with other trauma and other conditions such as epilepsy, dementia or non-epileptic seizures. Services include bedside exams, more formal neuropsychological examinations/testing, physician and staff education/training regarding behavioral aspects of management of acute conditions, recommendations for ongoing rehabilitation and (for epilepsy surgery candidates) sodium amytal/Wada procedures and cortical mapping. Children seen are typically followed during their stay at Children's Rehabilitation Center. Available outpatient services include follow-up visits/consultations for patients who are seen initially as inpatients for the conditions noted above, along with other requests for evaluation and treatment of post-acute TBI and stroke, dementia, learning disorders and other disruptive behavior disorders affecting academic performance.

Adult-Focused Rotations

Administrative Mini Rotation, Dr. Parker: This rotation aims to help interns prepare for the administrative roles that will be part of their careers. The rotation provides an overview of current administrative, strategic, and performance improvement initiatives and issues in the Department of Psychiatry. Interns will select a focus or project from among these options, which are tailored to the intern's interests or training needs whenever possible. Interns will also have the opportunity to observe additional administrative activities by shadowing Dr. Parker in meetings.

Adult Inpatient Rotation, Substance Use Disorder Emphasis, Drs. Schumacher and Parker:

The goals of this rotation are to learn how to assess and treat individuals as part of an interdisciplinary psychiatric team within an acute care inpatient psychiatric unit. Training takes place on two locked adult inpatient psychiatry units at UMMC. The intern works closely with the inpatient psychiatry team and serves as the psychology consultant on the unit. Given the high prevalence of substance misuse within acute psychiatry populations, there is a special emphasis on the assessment and treatment of substance use and co-occurring disorders. Interventions for substance use include Screening, Brief Intervention, and Referral to Treatment (SBIRT), Motivational Interviewing, and brief cognitive behavioral therapy. The intern provides coaching in SBIRT to medical students and other trainees. The intern also provides psychology-specific consultation to the treatment team. This includes experiences such as completing integrated assessment reports for diagnostic clarification, psychoeducation about psychological treatments, brief interventions (e.g., relapse prevention

plans), a Motivational Interviewing or CBT group, and in-service training to medical students and psychiatry residents. The intern will participate as an important member of the treatment team and gain exposure to an interdisciplinary approach to psychiatric treatment.

Community-Based Dual Disorder Rotation, Drs. McAfee and Schumacher: The goal of this rotation is to learn how to treat mental illness that co-occurs with substance use disorders. The primary focus is on evidence-based treatment of mood, trauma-related, and anxiety disorders, particularly the treatment of PTSD using exposure-based treatment, the treatment of depression using behavioral activation, and transdiagnostic treatment of emotion dysregulation with dialectical behavior therapy skills, with the opportunity to also acquire advanced skills in motivational interviewing. There also are opportunities to treat anxiety and mood disorders such as social anxiety, generalized anxiety, panic, and bipolar disorder using a variety of evidence-based protocols. There are opportunities to complete evaluations of clients, to prepare integrated reports, and to make recommendations to the substance abuse treatment team. The clinical experiences take place within a community-based residential substance abuse treatment program (18-minute drive from the UMMC campus). Therefore, the intern will not only learn how to treat co-occurring disorders, but also how to participate in a multidisciplinary treatment team with fellow professionals who may have different treatment philosophies and values. Opportunities to train staff in cognitive behavioral treatment approaches, to provide general program consultation to the community-based program, and clinical supervision to doctoral students may also be available. Given that these community-based programs are major recruitment sites for Dr. Schumacher's NIH-funded grants and other research projects, interns will also learn how to establish and maintain mutually beneficial relationships with community treatment providers. Given the importance that the National Institutes of Health have placed on testing psychological treatments in "real-world" settings, interns interested in conducting research in community settings may benefit from experiences gained on this rotation.

Helping HAND Rotation, Dr. Parker: Interns will have the opportunity to provide individual substance use disorder treatment co-located in the Department of Medicine's Adult Special Care Clinic, a sub-specialty medical clinic for individuals living with HIV/AIDS. The rotation provides extensive experience with racial, ethnic, and sexual minorities. Helping HAND is a SAMHSA-funded initiative that identifies patients with substance use disorders through use of Screening, Brief Intervention, and Referral to Treatment (SBIRT). As appropriate, individuals are referred for motivational, behavioral, and cognitive-behavioral treatment within the sub-specialty clinic. Medication Assisted Treatment and pharmacotherapy for comorbid psychiatric conditions will be coordinated with the Department of Psychiatry's Riverchase Flowood Clinic as well as through referral to collaborating community agencies. The Intern will have the opportunity to participate in all phases of this program.

Integrative Health Rotation, Drs. Burgess and Morris: On this rotation residents will have the opportunity to be involved in delivering integrative health services to patients with a wide variety of medical concerns (i.e., cancer, hypertension, diabetes, chronic pain, organ transplant, obesity, autoimmune diseases, infectious diseases, traumatic injury, etc.) and psychological issues (i.e., stress, anxiety, grief, depression, posttraumatic stress, sleep problems, adjustment reactions, relationship conflict, etc.). Residents will work along with a team of healthcare professionals, including nurse practitioners, psychologist, physical therapy, and nutritionist through individual sessions, as well as interdisciplinary team meetings and staffings. In addition, residents will have the opportunity to be involved in various group therapies, such as art therapy, mindfulness-based therapies, yoga/Pilates, resiliency groups, and nutrition classes. The goal of the rotation will be to train residents to promote and provide patient-centered care that enhances healing, health, wellness, and quality of life. An interdisciplinary, team-based model will be used to develop comprehensive treatment plans that integrate the mind, body, and spirit to facilitate each patient's natural capacity for health and healing.

Methodist Rehabilitation Hospital Neuropsychology/Behavioral Medicine Rotation, Dr. Evans (primary supervisor) and Dr. Persinger: The goal of this rotation is to provide residents with supervised assessment and treatment of clinical cases in a rehabilitation setting. Experiences include consultation on inpatient brain-injury, stroke, general orthopedic, and spinal cord injury services. Resident will learn to conduct brief cognitive exams for TBI, stroke, anoxic brain injury, and brain tumor patient populations utilizing formal instruments such as 3MS, MOCA, CAP/GOAT, ABS, CRS and MAST to monitor patient change over time and report findings in the medical record. Resident have opportunities to learn to administer and interpret formal neuropsychological evaluations and provide recommendations given in these types of settings if desired. Resident will be supervised and trained in giving patient and family feedback on both formal and informal evaluations. There is

opportunity for involvement with family conferences for provision of test results and education regarding course of recovery. They will also be actively monitoring mood/emotional adjustment in patients. As a second option, this rotation can be tailored with more of a therapy focus than assessment focus. Residents will have opportunities to provide psychotherapy targeting depression, anxiety, and adjustment to disability. They will also be trained in provision of brief cognitive and behavioral interventions targeting problems such as obesity/weight management, substance abuse, chronic pain, and smoking cessation. Inpatients often need education and assistance in making behavior changes to help manage newly diagnosed medical conditions. Residents will participate in weekly staffing for inpatient consults and work with treatment team members on specific behavioral or emotional issues.

Neuropsychology Rotation, Dr. Manning (See Rotation Description Above)

Clinical Training during COVID-19: During the 2019-2020 internship training year there were modifications made to our program's clinical rotations to limit intern exposure to the COVID-19 virus and to comply with organizational and local recommendations. These modifications included conducting telehealth and telephone based treatments, assessments, consultations, and supervision. Our interns were also involved in providing services to UMMC employees and students through a stress and coping hotline specific to COVID-19. All of our interns were able to obtain sufficient clinical hours to graduate the program. During the 2020-2021 internship training year, our clinical rotations returned to primarily providing services to patients in-person. Interns and patients are expected to wear masks and practice social distancing as much as possible during these encounters. Various personal protective equipment is available for intern use during patient encounters. In addition, UMMC has a robust telehealth infrastructure and telehealth services continue to be implemented in a variety of our clinical outpatient settings. This allows psychology interns to gain experience providing telehealth services to a variety of patient populations. In the event that organizational and local leaders recommend limiting in-person services in the future due to the COVID-19 virus, our clinical supervisors are prepared for interns to provide telehealth services and supervise interns in the implementation of these services.

Curriculum:

Supervision

Clinical supervision is provided on clinical rotations in individual and small group formats. Supervision for the General Psychology Clinic is conducted in groups according to program track and patient population. Interns receive at least 4 hours of supervision a week, with 3 hours provided on clinical rotations and 1 hour provided for the General Psychology Clinic. The supervision model varies based on the clinical rotation and supervisor but generally is developmental in regards to the intern's previous experience in the setting and with the patient population, as well as intern individual clinical training goals.

Practice and Dissemination Curriculum

Beginning in 2008 with generous funding from the National Institute on Drug Abuse (R25DA026637, PI: Julie A. Schumacher, *Program of Excellence in Practice and Dissemination of Motivational Interviewing*), the UMMC Training Program began development and implementation of our Practice and Dissemination Curriculum. The curriculum was developed in response to increasing awareness of Training Program faculty that dissemination and implementation of evidence based behavioral treatments remains a major challenge for researchers, professional organizations, and federal and state agencies.

Despite the discovery of several promising therapeutic interventions for a variety of disorders, the gap between research and practice still exists and many practitioners continue to rely on treatments supported only by anecdotal and idiographic evidence. Further, although many facilities and practitioners base their treatment philosophy on evidence based practices, the treatment provided may bear little to no resemblance to actual evidence-based practices.

We believe that research oriented doctoral training programs, internship programs, and postdoctoral fellowship programs in psychology currently represent an important mechanism through which evidence based behavioral

practices are disseminated. However, many of these programs, including our own Training Program, specialize in training individuals who seek to become academic psychologists rather than full-time practitioners. Thus, our Practice and Dissemination Curriculum is designed to foster broader dissemination and implementation of evidence based behavioral treatments by these programs.

All interns participate in this four-part curriculum, which unfolds over the course of the training year, and includes: 1) in-depth classroom instruction in an evidence-based behavioral treatment; 2) an intensive competency-based practicum experience in the evidence-based behavioral treatment that continues until a predefined standard of expertise is achieved; 3) in-depth class training in the dissemination of the evidence based treatment; and 4) a community practicum during which teams of interns provide a workshop and follow-up supervision/consultation to providers at local agencies and facilities under the supervision of Training Program faculty.

The intent of this curriculum is to foster ongoing dissemination and implementation of evidence based practices in the state of Mississippi and beyond, by: 1) fully integrating the curriculum into our training program, 2) instilling a desire for further dissemination and implementation work in our trainees, and 3) disseminating the curriculum as a model for training. The focus of this curriculum from 2008-13 was motivational interviewing for substance use disorders, from 2013-2016 it was exposure-based treatment for posttraumatic stress disorder, and from 2016-21 will focus on Screening, Brief Intervention, and Referral to Treatment (SBIRT) for substance use disorders.

Seminars and Grand Rounds

The UMMC Training Program offers a series of didactic seminars that cover a broad range of topics, including professional development, grant writing (See Research Opportunities below for more information), assessment and treatment approaches with specific populations, neuropsychology, psychopharmacology, research methodology, legal and ethical issues, cultural diversity, and supervision. Psychology interns attend the UMMC Department of Psychiatry and Human Behavior grand rounds every other week, which includes medical students, psychiatry residents and fellows, as well as faculty from psychology, psychiatry, and neurobiology and behavior research. A Research Rounds/Case Presentation series is presented by psychology interns and post docs. Interns are expected to present a job talk during the fall and a clinical case in the spring to psychology interns and post docs, psychiatry residents and fellows, and department faculty. More information regarding the interdisciplinary education programming in the department can be found in this location: www.umm.edu/Psychiatry/Curriculum2020. Finally, many other seminars, grand rounds and informal presentations offered by other departments are open to our trainees. Due to the COVID-19 pandemic many of the departmental presentations and seminars are being conducted virtually.

The UMMC Psychology Internship Training Program has a strong reputation for providing excellent professional development seminars aimed at psychology interns who intend to have an academic/research career. The professional development seminars include topics that range from negotiating salaries and start up packages to purchasing one's first house to work/life balance.

Internship Faculty for the 2021-2022 Internship Year:

- Danny Burgess, Ph.D., Associate Professor, Department of Psychiatry and Human Behavior (Integrative Health Rotation, GPC Supervisor)
- Alexandria Delozier, Ph.D., Instructor, Research Director and Associate Medical Director, TEAM Clinic, Department of Psychiatry and Human Behavior
- David Elkin, Ph.D., Professor, Executive Director, Center for Advancement of Youth, Department of Psychiatry and Human Behavior (CAY Rotation)
- Clea Evans, Ph.D., Director of Neuropsychology, Methodist Rehabilitation Center (Methodist Rehabilitation Hospital Neuropsychology/Behavioral Medicine Rotation)
- Hannah Ford, Ph.D., Assistant Professor, Center for the Advancement of Youth, Department of Pediatrics (CAY Rotation)
- Cynthia Karlson, Ph.D., Associate Professor, Department of Pediatrics, Division of Hematology/Oncology

(Pediatric Psychology Rotation)

- Crystal Lim, Ph.D., Associate Professor, Psychology Residency Training Director, Department of Psychiatry and Human Behavior (Child Inpatient and Pediatric Psychology Rotations, GPC Supervisor)
- Edward Manning, Ph.D., ABPP, Professor, Department of Neurology (Neuropsychology Rotation)
- Nicholas McAfee, Ph.D., Instructor, Co-Director, Student Counseling and Wellness, Department of Psychiatry and Human Behavior (Community based Dual Disorder Rotation)
- Matthew Morris, Ph.D., Associate Professor, Department of Psychiatry and Human Behavior (Integrative Health Rotation)
- Jefferson Parker, Ph.D., Professor, Division Director, Psychology, Department of Psychiatry and Human Behavior (Administrative Mini Rotation, Adult Inpatient, and Helping HAND Rotations)
- Virginia Persinger, Ph.D., Neuropsychologist, Methodist Rehabilitation Center (Methodist Rehabilitation Hospital Neuropsychology/Behavioral Medicine Rotation)
- Dustin Sarver, Ph.D., Associate Professor, Department of Pediatrics, Child Development (CAY Rotation)
- Julie Schumacher, Ph.D., Professor, Vice Chair of Education, Department of Psychiatry and Human Behavior (Adult Inpatient and Community Based Dual Disorder Rotations)
- Tanja Seifen, Ph.D., Clinical Instructor, Department of Psychiatry and Human Behavior (Child Inpatient Rotation)
- B. Steve Smith, Ph.D., Clinical Psychologist, Weight Management Program
- Michael Stefanek, Ph.D., Professor, Department of Psychiatry and Bower School of Population Health, Associate Director, UMMC Cancer Center and Research Institute Cancer Control, Epidemiology and Disparities Research Program
- Monica J. Sutton, Ph.D., Professor, Department of Pediatrics, Child Development (CAY Rotation)

Other Training Supervisors

- Christi Cook, MS, Psychometrist, Department of Psychiatry and Human Behavior (Community Based Dual Disorders and Pediatric Psychology Rotations)

Research Opportunities:

While clinical training activities play a paramount role in our program, interns are expected to maintain active involvement in research, which is consistent with our scientist-practitioner model. To fulfill the core research competency requirement, it is expected that each intern will complete a research project during the course of the training year. To accomplish this goal interns are paired with a research preceptor who is a faculty member or affiliate faculty member from UMMC who is actively involved in a program of research. Prior to the start of the training year interns are matched with a faculty member whose research interests and experience are consistent with the interests or goals of the intern. These assignments are based primarily on intern rankings, as well as the availability of research preceptors. At the beginning of the training year it is expected that interns will develop a research plan for the year in consultation with their research preceptor and that throughout the year they will develop and plan a research project, carry out the research, and disseminate research findings. Interns are provided with protected research time each week and are expected to use that time for Program-related research including but not limited to submission of a first-authored publication or an equivalent research product under the supervision of Training Program faculty during the training year. There is considerable flexibility in the content, scope, and focus on research projects completed by interns; however, it is expected that it will consist of a project independent of the dissertation and consist of a first-authored manuscript submission or similar product. A high percentage of former psychology interns have authored or co-authored multiple publications based on their research activities during the internship year. Interns from recent cohorts had an average of 2.2 submitted/in press peer-reviewed publications with Training Program faculty during the training year and 5 total research projects during the course of the year. This number does not reflect additional publications interns submitted/published with their graduate school mentors.

To facilitate achievement of these research goals and expectations, interns receive an average of at least 8 hours of protected research time per week: 4 hours of weekly protected research time and an average of 4 or

more hours per week that is negotiated with rotation supervisors. Failure to meet research expectations will not result in failure of the internship program (as long as the intern achieves a rating of at least high intermediate on the Scientific Knowledge and Methods and Research/Evaluation domains), but may result in intern protected research time being reassigned to meet other training goals. The Research Oversight Training Committee oversees the monitoring of progress on research-related competencies and helps to facilitate a modified research plan in the rare instance that an intern's research time is reassigned due to insufficient progress.

Didactics on grantsmanship are part of the internship training experience and all interns are expected to participate in this seminar series. The grant writing seminar is a 12 session series led by Training Program faculty members who have a strong history of attracting NIH funding and have considerable experience reviewing NIH grants. Interns are encouraged to begin, and perhaps complete, a draft of their own independent grant by the end of the internship year.

Significant resources are available to support research training activities. PCs are easily accessible with primary software packages including MS Office (Word, PowerPoint, Excel), STATA, SAS, and SPSS among others. Laboratory and A/V equipment include psychophysiological assessment and biofeedback equipment, video recorder/playback systems, DLP projectors, etc. Online survey and data management services are available through Qualtrics and REDCap. The Rowland Medical Library offers excellent facilities and receives all major psychology journals; in addition, the vast majority of these journals are available electronically. The capacity for database searches Medline, ERIC, CINAHL, HEALTH, PsychINFO and PsychLit (Psychological Abstracts) is available on-site and remotely.

Research Preceptors for 2021-2022 Internship Year:

Cynthia Karlson

- **Research:** Chronic pain in children and adolescents with hematology/oncology conditions; influence of mood and sleep disturbance on chronic pain symptoms in children and adolescents; biopsychosocial and family factors in chronic pain and adjustment to chronic illness; biopsychological interventions for chronic pain; neurocognitive functioning in pediatric oncology and sickle cell disease; health disparities and impact of socioeconomic status on outcomes in pediatric oncology and sickle cell disease.
- **Experience with funding:** PI on NIH KL2 subaward, PI on Foundation grants, PI on Intramural and Intradepartmental grants, Co-I on HRSA and MS Department of Mental Health grants. Grant submissions (e.g., Foundations, NIH/NCI K07, COBRE) as PI and Co-PI.

Crystal Lim

- **Research:** Examining psychological (e.g., anxiety, depression, ADHD, etc.) and physical co-morbidities associated with pediatric obesity; development and evaluation of pediatric obesity family-based behavioral weight management interventions; issues related to diversity and culture and family factors that intersect with engagement in health behaviors and health disparities; program evaluation of a multidisciplinary pediatric obesity clinic; development and evaluation of technology-based interventions for the treatment of pediatric obesity
- **Experience with funding:** PI on NIH/NHLBI NRSA, HRSA sub-grant, and Internal Grant; Co-I on SAMHSA, HRSA, and Internal Grants; Grant submissions (e.g., R21, R01, K23) as PI and Co-PI to multiple NIH institutions (e.g., NICHD, NIDDK, NHLBI), NIH supported (Mid-South TCC, MCCTR), and foundational mechanisms.

Matthew Morris

- **Research:** Psychosocial and neuroendocrine risk and resilience factors associated with posttraumatic stress disorder (PTSD) and major depressive disorder; predicting development of PTSD in women recently exposed to interpersonal violence; mechanisms linking exposure to stressful/traumatic life events and daily pain complaints in African American adults; racial and ethnic differences in experimental pain responses; social-ecological models of child maltreatment risk and prevention.
- **Experience with extramural funding:** PI on NIMH (K01, F31) and NIMHD (U54 research project leader) grants. Data available for analysis from K01 study, survey-based pilot study of recent stalking survivors, eye tracking pilot study of disgust, and geospatial data on substantiated child abuse and neglect.

Jefferson Parker

- **Research:** Use of contingency management to enhance abstinence and participation in substance use disorder continuing care, early and brief interventions for substance use disorders, issues in mental health services delivery (wait lists, no shows/cancellations, patient flow).
- **Experience with Funding:** VA Quality Enhancement Research Initiative (QUERI), VA Health Services Research and Development (VA HSR&D), South Central Mental Illness Research and Education Clinical Center (MIRECC).

Dustin E. Sarver

- **Research:** Dr. Sarver's research interests are in the developmental psychopathology of ADHD, other neurodevelopmental (e.g., ASD), and externalizing disorders, primarily in children and youth. His research program aims to have a translational scope, ranging from understanding neurocognitive dysfunction, and characterizing patterns of various functional impairment areas, to understanding biopsychosocial and contextual influences on behavioral treatments for ADHD and externalizing behavior. On the applied end, his clinical research is recently aimed at evaluating behavioral intervention programs (e.g., PCIT, CARE, TCIT) designed to facilitate continuums of care for disruptive behavior in the community ranging from prevention and interventions services, to dissemination/implementation of behavioral treatment. Recent work in integrated behavioral healthcare for pediatric disruptive behavior and telehealth as well. Opportunities for research on large nationally and state-representative datasets on children and ADHD are available.
- **Experience with funding:** PI on five federal (HRSA, SAMHSA), state, foundation, and intramural grants; Co-I on large multi-site grants from HRSA and national foundations (Simon's National SPARK autism genetic study). NIH/NIMH LRP awardee. Internal grant reviewer.

Julie Schumacher

- **Research:** Areas of active research include: etiology and treatment of co-occurring substance use disorders, violence, and trauma; motivational interviewing; dissemination and implementation of evidence based psychotherapies. Opportunities for original data collection, as well as data sets for secondary analysis are available in these topic areas.
- **Experience with extramural funding:** PI on 3 NIH grants and one SAMHSA grant, LRP recipient and supervisor for 2 LRP recipients, F32 Primary Sponsor, and grant reviewer for NIH Center for Scientific Review, NIAAA Special Emphasis Panels, and CDC National Center for Injury Prevention and Control.

Michael Stefanek

- **Research:** Areas of interest include decision making in a variety of contexts, primarily but not exclusively related to medical/health issues; screening and early detection for cancer and other health issues; health communication; health behavior change. Also interested in work related to conspiracy thinking and critical thinking and "pseudoscience" in medicine and health (latter two reflect interest vs active area of research)
- **Experience with extramural funding:** Funded historically by NIH (NCI/NHLBI); American Cancer Society; Association for Psychological Science (APS) and intramural funding. Over \$7M in funding as PI or co-PI. No current funding. Also served on institutional, local, national and international review panels. Almost a decade working at NIH-very familiar with grantsmanship/grant writing.

Training Committees:

The internship program consists of various committees that oversee intern's experiences throughout the year.

Residency Training Committee

Chair: Crystal Lim

Vice Chair: Jefferson Parker

Role: Functions as the oversight committee for the UMMC Psychology Internship Program. The RTC and its Subcommittees serve to provide oversight related to the clinical, research, and diversity elements of interns training experiences. Through ongoing tracking of Training Program activities and intern progress these subcommittees also help the RTC to ensure that competency benchmarks and training goals are achieved.

Clinical Training Oversight Committee

Role: Oversees and tracks intern's clinical training to ensure needs and goals are met during the training year.

Research Training Oversight Committee

Role: Oversees and tracks intern's involvement in programmatic research and professional development activities to facilitate development of competencies associated with success in academic clinical psychology.

Diversity and Inclusion Training Oversight Committee

Role: Assesses training environment to ensure interns develop adequate competence relating to consideration of and attention to issues of diversity and inclusion in clinical, research, and professional development activities.

Current Interns and Postdoctoral Fellows:

Interns:

- Kimberly Barajas (University of Southern Mississippi)
- Kerry Kinney (University of Illinois – Chicago)
- Kevin McKenna (Palo Alto University)
- Kara Nayfa (Mississippi State University)
- Francesca Penner (University of Houston)
- Aishwarya Rajesh (University of Illinois at Urbana-Champaign)

Postdoctoral Fellows:

- Chris Kelly, Ph.D.

Application and Interview Process:

Eligibility:

Doctoral students in APA-accredited Clinical or Counseling Psychology programs, who have accrued a minimum of 500 hours of documented, psychologist supervised direct client contact hours through a combination of therapy and assessment experience as verified by the training director of the doctoral program, are eligible to apply to the internship program. All coursework required for the doctoral degree must be completed prior to the start of internship, as well as any qualifying, comprehensive, or preliminary doctoral examinations. We prefer candidates whose doctoral dissertations will be completed, or at least well under way, before the beginning of the internship year. In addition, we are interested in applicants who desire to become licensed psychologists and seek employment in academic and other clinical research settings. Applicants who are not currently registered in a clinical or counseling psychology PhD program must include a letter from the director of a clinical or counseling program stating that their training and practicum have been equivalent to a PhD program in clinical or counseling psychology. As an equal opportunity training program, the internship welcomes and strongly encourages applications from all qualified candidates, regardless of gender, age, racial, ethnic, sexual orientation, disability or other minority status.

Application Procedure:

We utilize the AAPI Online. The program application can be completed online at www.appic.org. Applicants are required to submit: 1) a completed AAPI, 2) three letters of recommendation, 3) a current Curriculum Vita, and 4) a transcript from all graduate programs attended. No additional materials are required. **The application deadline for the 2021-2022 training year is November 13.**

Due to the COVID-19 pandemic, interviews for the 2021-2022 internship training year will only be offered virtually. Applicants will participate in virtual individual and group meetings with program faculty, as well as virtual meetings with our current interns. Please check our program website for announcements or contact the Program Administrator and Training Director regarding upcoming virtual events we are planning for prospective applicants to the program.

Also, the selection committee would very much like to have the opportunity to meet prospective candidates. After we receive your application, we will let you know if you have been selected for an interview. Once you are selected, you will be contacted by our program administrator and may be contacted by current interns who will help coordinate your interview. Also, please feel free to introduce yourself to a faculty member while participating at upcoming in-person or virtual conferences, such as ABCT, as it is helpful for us to put a face with a name.

Notification of Acceptance:

As a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the UMMC Training Program abides by the APPIC Policy on Internship Offers and Acceptances, and participates in the APPIC computer-matching program. No person at this training facility will offer, solicit, accept, or use any ranking-related information regarding any intern applicant.

Program Administrator:

Kristy Herbison, program administrator, is invaluable to our internship program. She is the program's primary contact person and keeps the program running. Please e-mail Kristy (kherbison@umc.edu) for information about the program, the application process, or with general questions about the program.

Administrative Policies and Procedures:

Financial Support:

Interns accepted to the UMMC Psychology Internship Training Program are paid a minimum of \$24,843 and receive the state financial health insurance plan, which is covered in their pay. During the training year interns accrue 18 days of leave, 13 days of which are designated vacation or personal leave and 5 days of leave to pursue employment opportunities. Additionally, there are 10 paid holidays and professional leave time is available to attend conferences and for other professional experiences. As UMMC employees, interns receive retirement and health insurance benefits afforded all UMMC employees. Interns are required to contribute at least 9% of their salary towards retirement and have the option to participate in state or other retirement plans. UMMC also provides contributions towards intern retirement. Interns may incur additional costs for other elective health benefits coverage (e.g., lower deductible health insurance, dental, vision, etc.). Please visit the UMMC HR Benefits website for additional details about employee benefits, health insurance options, and retirement contributions www.umc.edu/Benefits.

Internship Year:

The internship year begins on July 1, and is for a full year, through June 30.

Due Process Statement:

Upon entry to our program, interns receive a copy of our policy and procedures manual which includes information on grievance processes, disciplinary actions (including termination), and addresses issues pertaining to impaired interns. Please contact our program administrator Kristy Herbison (kherbison@umc.edu) to request a copy of our policy and procedures manual.

Equal Opportunity:

The University of Mississippi Medical Center adheres to the principle of equal education and employment opportunity without regard to race, sex, color, religion, marital status, age, national origin, disability or Veteran status. This policy extends to all programs and activities supported by the Medical Center. Under the provisions of Title IX of the Educational Amendments of 1972, the University of Mississippi Medical Center does not discriminate on the basis of sex in its educational programs or activities with respect to admissions or employment.

Trainee Admissions, Support, and Outcome Data

INTERNSHIP PROGRAM TABLES

Date Program Tables were updated: August 24, 2020

Internship Program Admissions

Description of Applicant Selection:

Eligible applicants for the UMMC Psychology Internship Program are doctoral students in APA-accredited Clinical or Counseling Psychology programs. All coursework required for the doctoral degree must be completed prior to the start of internship, as well as any qualifying, comprehensive, or preliminary doctoral examinations. We prefer candidates whose doctoral dissertations will be completed, or at least well under way, before the beginning of the internship year. In addition, we are interested in applicants who desire to become licensed psychologists and seek employment in academic and other clinical research settings.

Does the program require that applicants have received a minimum number of hours of the following at time of application?

<i>Total Direct Contact Intervention Hours</i>	No	Yes	Amount N/A
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<i>Total Direct Contact Assessment Hours</i>	No	Yes	Amount N/A
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Describe any other required minimum criteria used to screen applicants:

Though we do not require a minimum number of assessment or intervention hours we seek applicants who have accumulated at least 500 total hours of direct clinical contact supervised by psychologists, through a combination of therapy and assessment experience during their graduate training and which are verified by their Director of Clinical Training.

Financial and Other Benefit Support for Upcoming Training Year

<i>Annual Stipend/Salary for Full-time Interns</i>	\$24,843
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<i>Annual Stipend/Salary for Half-time Interns</i>	N/A
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<i>Program provides access to medical insurance for intern?</i>	Yes	No
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If access to medical insurance is provided:

<i>Trainee contribution to cost required?</i>	Yes	No
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<i>Coverage of family member(s) available?</i>	Yes	No
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<i>Coverage of legally married partner available?</i>	Yes	No
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<i>Coverage of domestic partner available?</i>	Yes	No
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<i>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</i>	144
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<i>Hours of Annual Paid Sick Leave</i>	96
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<i>In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?</i>	Yes	No
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Other Benefits: 5 days available for professional development activities, 10 paid holidays. As UMMC employees, interns contribute at least 9% of their salary towards retirement and are given options to participate in state or other retirement plans. Interns may incur additional costs for elective health benefits coverage (e.g., lower deductible health insurance, dental, vision, etc.).

Initial Post-Internship Positions

The following table provides information regarding post-internship positions for the last three cohorts (training years 2017-2018 through 2019-2020) who graduated from our internship training program.

Training Years 2017-2020		
<i>Total # of interns who were in the 3 cohorts</i>		18
<i>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</i>		0
Work Setting	<i>Post-Doctoral Position</i>	<i>Employed Position</i>
Community mental health center	0	0
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	0
Veterans Affairs medical center	1	0
Military health center	0	0
Academic health center	6	1
Other medical center or hospital	2	0
Psychiatric hospital	0	0
Academic university/department	8	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	0	0
Changed to another field	0	0
Not currently employed	0	0
Other	0	0
Unknown	0	0

Cultural/Recreational Resources

The Jackson metro area and Mississippi have a rich cultural history. Outside of the training program, there are a number of local community-based organizations promoting diversity. Additionally, there are a number of cultural events that occur throughout the year and numerous recreational opportunities available.

Civil Rights Movement/African American History:

- **Emmett Till Interpretative Center & Tallahatchie County Courthouse:** 158 N. Court St., Sumner, MS; 662-483-0048; <http://emmett-till.org/>
- **Margaret Walker Center:** Jackson State University <http://www.jsums.edu/margaretwalkercenter/>
- **Medgar Evers Home Museum:** Civil Rights leader, 2332 Margaret Walker Alexander Drive, Jackson, MS; 601-977-7839
- **Mississippi Civil Rights Museum:** 222 North St., Jackson, MS; 601-576-6800; <http://www.ms civil rights museum.com>
- **Mississippi Freedom Trail:** Civil rights trail, To obtain a brochure: 601-359-3297
- **Smith Robertson Museum and Cultural Center:** Jackson's first school for African Americans, <https://www.jacksonms.gov/smith-robertson-museum/>
- **Museum of African American History and Culture:** 301 Main St., Natchez, MS <https://www.visitnatchez.org/business/natchez-museum-of-african-american-history-and-culture>
- **William Winter Institute for Racial Reconciliation:** University of Mississippi, Oxford, MS <http://winterinstitute.org/>

Civil War Sites

- **Grand Gulf Military Park:** https://en.wikipedia.org/wiki/Grand_Gulf_Military_State_Park
- **Vicksburg Military Park:** 3201 Clay St., Vicksburg, <https://www.nps.gov/vick/index.htm>

Festivals and Resources Celebrating Music Culture:

- **BB King Museum:** Indianola, MS - <https://bbkingmuseum.org/>
- **Delta Blues Museum:** Clarksdale, MS - <https://www.deltabluesmuseum.org/>
- **Elvis Presley Birthplace:** 306 Elvis Presley Drive, Tupelo, MS; <https://elvispresleybirthplace.com/>
- **Grammy Museum, Cleveland, MS:** <https://www.grammymuseumms.org/>
- **Ground Zero Blues Club:** co-owned by actor Morgan Freeman, Clarksdale, MS - <https://www.groundzerobluesclub.com/>
- **Jimmy Rodgers Museum:** 1725 Jimmy Rodgers Drive, Meridian MS; <http://jimmierodgers.com/>
- **King Biscuit Blues Festival:** in October at Helena, AR, about 3 ½ hours from Jackson <http://www.kingbiscuitfestival.com/>
- **Mississippi Delta Blues and Heritage Festival:** held in September, Greenville, MS <https://www.deltabluesms.org/>
- **Mississippi Blues Trail:** <http://msbluestrail.org/>
- **Mississippi Symphony Orchestra:** <http://www.msorchestra.com/>
- **North Mississippi Hill Country Picnic:** focuses on Hill Country Blues, held in June near Holly Springs, MS <http://www.nmshillcountrypicnic.com/>
- **Red's Lounge:** authentic juke joint, 395 Sunflower Ave, Clarksdale, MS
- **Sunflower River Blues and Gospel Festival:** in August, Clarksdale, MS <http://www.sunflowerfest.org/>

History/Cultural Resources:

- **Choctaw Cultural Center:** Pearl River, MS; <http://www.choctaw.org/culture/cicc.html>
- **Hot Tamale Trail:** Latin American History, MS Delta located from Tunica to Vicksburg; <http://tamaletrail.com/about/>
- **India Association of Mississippi:** <https://www.facebook.com/IndiaAssociationMS>
- **International Museum of Muslim Cultures:** 101 East Capitol St., Jackson; <https://muslimmuseum.org/>
- **Mississippi Agricultural and Cultural Museum:** 1150 Lakeland Drive, Jackson; <https://www.msagmuseum.org/>
- **Mississippi Children's Museum:** 2145 Museum Boulevard, Jackson; <https://www.mschildrensmuseum.org/>
- **Mississippi Museum of Art:** 380 South Lamar St, Jackson; <https://msmuseumart.org/>

- **Mississippi Museum of Natural Science:** 2145 Riverside Drive, Jackson; <http://www.mdwfp.com/museum.aspx>
- **Natchez, MS:** <https://www.natchez.ms.us/>
- **Grand Village of the Natchez Indians:** <https://www.mdah.ms.gov/explore-mississippi/grand-village-natchez-indians>
- **Windsor Ruins:** 15095 Rodney Road, Port Gibson, MS: https://en.wikipedia.org/wiki/Windsor_Ruins

LGBT Resources and Pride Events:

- **HRC-Mississippi:** <http://www.hrc.org/states/mississippi/>
- **Jackson Pride Fest:** https://www.facebook.com/events/1384784151694843/?active_tab=discussion
- **Mississippi United In Pride:** <https://www.facebook.com/MississippiUnitedinPride/>
- **SPECTRUM, Gay Straight Alliance:** Jackson State University, Jackson: <https://www.facebook.com/Spectrum-at-JSU-436377743146489/>
- **Unity Mississippi:** <https://lgbtfunders.org/unity-mississippi/>

Recreational/Outdoor Activities

- **Barnett Reservoir:** Parks, hunting, fishing, boating, swimming, birding, camping; bounded by Rankin, Madison, and Hinds counties; https://en.wikipedia.org/wiki/Ross_Barnett_Reservoir
- **Clark Creek Natural Area:** Woodville, MS; https://en.wikipedia.org/wiki/Clark_Creek_Natural_Area
- **Gulf Islands National Seashore:** hiking, biking, bird watching, picnicking, Ocean Springs, MS; https://en.wikipedia.org/wiki/Gulf_Islands_National_Seashore
- **DeSoto National Forest:** Tuxachanie Hiking Trail (Wiggins, MS), Black Creek Trail (New Augusta, MS); https://en.wikipedia.org/wiki/De_Soto_National_Forest
- **Homochitto National Forest:** Clear Springs Recreational Area Trails, near Brookhaven, MS; https://en.wikipedia.org/wiki/Homochitto_National_Forest
- **Jackson Zoo:** <http://jacksonzoo.org/>
- **Longleaf Trace:** running, biking, hiking, horseback riding, runs 41 miles from Hattiesburg to Prentiss; <https://www.longleaftrace.org/>
- **Mississippi Braves:** local minor league professional baseball team, Pearl, MS; <https://www.milb.com/mississippi>
- **Mississippi Petrified Forest:** nature trail, museum, campground, gem fluming, Flora, MS; <https://www.mspetrifiedforest.com/index.php>
- **Natchez Trace Parkway:** scenic road stretching from Natchez, MS to Nashville, TN and running through the Jackson Metro area; <https://www.nps.gov/natr/index.htm>
- **Mississippi State Parks:** https://en.wikipedia.org/wiki/List_of_Mississippi_state_parks
- **Pearl River Waterfowl Refuge and Wildlife Management Area:** Highway 43 about 1 mile east of the Natchez Trace <http://www.stateconservation.org/Mississippi/local-resources/Pearl-River-Waterfowl-Refuge-and-Wildlife-Management-Area-Birding-and-Wildlife-Viewing/19819>
- **Ridgeland Multipurpose Trail:** 12 mile paved trail for biking, walking, and jogging, <http://www.natcheztracetravel.com/biking-the-trace/biking-tips/602-ridgeland-multi-use-path.html>
- **Ridgeland Mountain Biking Trail:** 10 miles of wooded trails; <https://www.visitridgeland.com/attractions/ridgeland-mountain-bike-trails/>
- **Russell C. Davis Planetarium:** one of the largest in the country; 201 E. Pascagoula St., Jackson; <https://www.jacksonms.gov/russell-c-davis-planetarium/>
- **Tanglefoot Trail:** multipurpose trails to trails runs 43 miles from New Albany, MS to Houston, MS; <http://tanglefoottrail.com/>
- **Woodall Mountain:** highest natural point in MS, near Iuka, MS; https://en.wikipedia.org/wiki/Woodall_Mountain

Religious Organizations/Resources:

Mississippi is known as the “heart of the Bible belt” with a wide variety of Christian organizations – too many to list here. The metro area is also home to many diverse religious organizations, some of which are listed alphabetically below.

- **Baps Shri Hindu Temple:** 2390 Greenway Drive, Jackson, MS <https://www.baps.org/Global-Network/North-America/Jackson.aspx>

- **Beth Israel Congregation:** 5315 Old Canton Road, Jackson, MS <http://bethisraelms.org/>
- **Guru Tegh Bahadur Sikh Temple:** 1087 I-20 Frontage Road, Jackson, MS <https://msgurdwara.com/>
- **Hindu Temple:** 173 Vernon Jones Avenue, Brandon, MS <http://www.htsm.org/>
- **Sita Ram Hindu Temple:** 1940 US 80, Jackson, MS, (601) 948-1190
- **Swaminarayan Hindu Temple:** 1753 Old Whitfield Road, Pearl, MS (601) 448-8599
- **Quan Am Tinh Vien Buddhist Temple: 1757 University Boulevard, Jackson** <https://quan-am-tinh-vien.business.site/>
- **Sikh Foundation of Greater Mississippi:** 4324 Welota Drive, Jackson; (601) 922-8202

University of Mississippi Medical Center Psychology Internship Training Program Alumni:

Class of 1970-71

Steven Herman, PhD, Richard Peters, PhD, Harry Mills, PhD

Class of 1971-72

Geary Alford, PhD, Thomas Elkin, PhD, Eugenia Gullick, PhD, Thomas Waddell, PhD, Douglas Draper, PhD, Susan Flanagan, PhD, Julian Libet, PhD

Class of 1972-73

Kelly Ackerman, PhD, Leonard Epstein, PhD, Sherrill Kendrick, PhD, Madelyn Chennault, PhD, Thomas Hanaway, PhD, James Machum, PhD

Class of 1973-74

Judith Becker, PhD, Barry Edelstein, PhD, Renate Rosenthal, PhD, David Stein, PhD, Samuel Turner, PhD, Michael DeCaria, PhD, William Kallman, PhD, John Spakes, PhD, Lisa Tsoi, PhD

Class of 1975-76

Thomas Dubrava, PhD, Jeff Kelly, PhD, Gerald O'Brien, PhD, Robert Hosford, PhD, Robert Lynd, PhD, James Ross, PhD

Class of 1976-77

Wyndol Furman, PhD, Frank Marone, PhD, Joseph Pachman, PhD, Stephen Robertson, PhD, Steven Sanders, PhD, Steven Simon, PhD, Peter Stalonas, PhD, Thomas Ward-McKinlay, PhD

Class of 1977-78

Joan D. Duer, PhD, Edward M. Framer, PhD, Marilyn Geller, PhD, Terence M. Keane, PhD, John E. Martin, PhD, Nancy G. Rainwater, PhD, Michael S. Rosenbaum, PhD, Jeffrey S. Webster, PhD

Class of 1978-79

Ellen S. Berler, PhD, John L. Black, PhD, Frank L. Collins, PhD, Eugene L. Fleece, PhD, Alan M. Gross, PhD, Jeffrey M. Kern, PhD, Thomas P. O'Brien, PhD, Robert G. Rychtarik, PhD, Clarence Thurman, PhD, J. Neil Varnell, PhD

Class of 1979-80

John A. Fairbank, PhD, David Hammer, PhD, Danny Kaloupek, PhD, Alan D. Katell, PhD, Janet Kistner, PhD, Charlene Muehlenhard, PhD, Esther D. Rothblum, PhD, Laura J. Sollomon, PhD, Danny Wedding, PhD, David A. Wolfe, PhD, Marilyn Zegman, PhD

Class of 1980-81

Karen Christoff, PhD, Daniel Crimmins, PhD, Patricia Dubbert, PhD, Gregory J. Jarvie, PhD, Stanton Jones, PhD, Paul F. Malloy, PhD, Deborah J. Ossip-Klein, PhD, James M. Raczynski, PhD, Janet S. St. Lawrence, PhD, Reda R. Scott, PhD, Wendy K. Silverman, PhD, Joel K. Thompson, PhD

Class of 1981-82

Tim A. Ahles, PhD, Gayle R. Baer, PhD, Randy Cohen, PhD, Carol A. Denier, PhD, Leonard Doerfler, PhD, Daniel P. Franco, PhD, Richard T. Gross, PhD, Joel D. Haber, PhD, Mary Lou Kelley, PhD, Thomas Lombardo, PhD, David G. Schlundt, PhD, Owen Scott, PhD, Hal E. Wildman, PhD, Rose T. Zimering, PhD

Class of 1982-83

John G. Arena, PhD, Deborah Brief, PhD, Robert Brubaker, PhD, Laura Carstensen, PhD, Pamela G. Dorsett, PhD, William D. Gouvier, PhD, Abby C. King, PhD, Danuta M. Lamparski, PhD, Robert McCaffrey, PhD, Stephen H. Rapp, PhD, Sandy K. Wurtele, PhD

Class of 1983-84

Armando de Armas, PhD, Charles R. Carlson, PhD, Brenda Dawson, PhD, Thomas M. DiLorenzo, PhD, Virginia Goetsch, PhD, Janel K. Harris, PhD, Robin B. Jarrett, PhD, Kathryn L. Kerr, PhD, Jeffrey Knight, PhD, Joni A. Mayer, PhD, Kenneth A. Perkins, PhD, Lee A. Rosen, PhD, Steven Y. Sussman, PhD, Kenneth J. Tarnowski, PhD

Class of 1984-85

Marc S. Atkins, PhD, Ruth A. Baer, PhD, Pamela G. Banks, PhD, William T. Carr, PhD, Sheila A. Corrigan, PhD, Jeffrey J. Dolce, PhD, Maria Ekstrand, PhD, James Fitterling, PhD, David J. Hansen, PhD, Georgia Jensen Bland, PhD, Judith Lyons, PhD, Elizabeth McDonel Herr, PhD, Anthony J. Plienis, PhD, Lori J. Stark, PhD

Class of 1985-86

Francis Abueg, PhD, Patricia A. Cole, PhD, April Crusco, PhD, Ronnie Detrich, PhD, Phil Godding, PhD, Sandy Gramling, PhD, Cheryl A. Johnson, PhD, Carol Lewis, PhD, Laural Lee Mayo, PhD, Charles Morin, PhD, Debra Murphy, PhD, Tom Payne, PhD, Neil Rappaport, PhD, Patti Lou Watkins, PhD

Class of 1986-87

Keith Allen, PhD, Melissa Brown, PhD, Timothy Brown, PhD, Jeffrey Danforth, PhD, Mark Etscheidt, PhD, Jeffrey Holm, PhD, Ernest Jouriles, PhD, Mark Lazarus, PhD, Sharon Parisi, PhD, Linda Pfiffner, PhD, Lisa Terre, PhD

Class of 1987-88

Jennie Beckham, PhD, Peter Campos, PhD, Mary Ellen Degnan, PhD, Gloria Eldridge, PhD, Linda Krug-Porzelsius, PhD, Lori Pbert, PhD, Scott Perkins, PhD, Jim Porzelsius, PhD, Joy Schmitz, PhD, Scott Vrana, PhD, Ira Wisotzek, PhD

Class of 1988-89

Scott Allen, PhD, Drug Barrett, PhD, Juesta Caddell, PhD, Janis Edison Smith, PhD, Linda Hinkle, PhD, Glenn Knowlton, PhD, Richard McAnulty, PhD, Thomas Mosley, PhD, Stan Smith, PhD, Mary Summerville, PhD, Brent Van Dorsten, PhD, David Wittrock, PhD

Class of 1989-90

Jefrey T. Boggess, PhD, Karen Cassiday, PhD, Seth Kalichman, PhD, Christopher Kearney, PhD, Jeanette Rains, PhD, Susan Rubman, PhD, Joseph Scotti, PhD, Patrick Smith, PhD, Barbara Stetson, PhD, Vivian Stevens, PhD, Jonathan Weinand, PhD

Class of 1990-91

Kevin Armstrong, PhD, Martha Cain, PhD, Mitch Earleywine, PhD, Janine Dyck Flory, PhD, Sharon Holleran, PhD, Becky Reed, PhD, Jan Seville, PhD, Jim Sturges, PhD, Lois Veltum Perez, PhD

Class of 1991-92

Jennifer Abel, PhD, Dave Christian, PhD, Tim Cline, PhD, Andrew Eisen, PhD, Peter Hayashi, PhD, Terry Isbell, PhD, Mary Lou Klem, PhD, Mike Mellon, PhD, Aubrey Moore, PhD, Katherine Newcomb, PhD, Bernie Pinto, PhD, Claudia Zayfert, PhD

Class of 1992-93

Marty Antony, PhD, Deborah Barclay, PhD, David Celiberti, PhD, Kelly Chrestman, PhD, Kim Chupurdia, PhD, Carol Grothues, PhD, Lance McCracken, PhD, Clint McSherry, PhD, Robert Montgomery, PhD, Douglas Nangle, PhD, Sean Perrin, PhD, Joseph Plaud, PhD, Nancy Vogeltanz-Holm, PhD

Class of 1993-94

Christina Adams, PhD, Serrhel Adams, PhD, MD, Denise Berotti, PhD, Steve Bruehl, PhD, Nasrin Erfanian, PhD, Mirihae Kim, PhD, Ken Lofland, PhD, Lori Rokicki, PhD, Jamie Sandy, PhD, Elizabeth Semenchuk, PhD, Chris Sletten, PhD, Laine Torgrud, PhD, Lester Wright, PhD

Class of 1994-95

Beverly Nagy, PhD, Cindy Carmack, PhD, Joyce Cole-Marion, PhD, Ron Hougen, PhD, David Reitman, PhD, Sam Sears, PhD, Janice Tsoh, PhD, Kim Ujcich, PhD, Paula Varnado-Sullivan, PhD, Jacqueline Wall, PhD, Kirsten Williams Schwehm, PhD

Class of 1995-96

Drew Anderson, PhD, Miriam Boraz, PhD, Pamela Davis Martin, PhD, James Findley, PhD, Rick Grieve, PhD, Gay Lipchik, PhD, Brian Marx, PhD, Jennifer McClure, PhD, James Novalany, PhD, David Richard, PhD, Barry Ries, PhD, George Tremblay, PhD, Cynthia Turk, PhD

Class of 1996-97

Mustafa al Absi, PhD, Kerri Boutelle, PhD, Michael Breus, PhD, Sheryl Catz, PhD, Bruce Chorpita, PhD, Eric Daleiden, PhD, Jim Davig, PhD, Clea Evans, PhD, John Forsyth, PhD, Lisa Hotovy, PhD, Barbara Johnson, PhD, Scott Kollins, PhD

Class of 1997-98

Larry Bates, PhD, Malauna Crivens Hogan, PhD, Dave Hatfield, PhD, Chris Holle, PhD, Denise Powers Sellers, PhD, Kelly Rohan, PhD, Susan Stormer, PhD, Kim Suda LaHaise, PhD, Risa Thompson, PhD, Rose van Zuilen, PhD, Mark Vander Weg, PhD, Ken Ward, PhD, Dan Waschbusch, PhD

Class of 1998-99

Brad Applegate, PhD, Todd Buckley, PhD, Randy Burke, PhD, Kathleen Diviak, PhD, Bill Essman, PhD, Jeff Kibler, PhD, Eileen Merges, PhD, Kim Mullen James, PhD, Cathy Simpson, PhD, Patrick Webb, PhD

Class of 1999-00

Heather Applegate, PhD, Seth Brown, PhD, Shawn Jeffries, PhD, Cho Lam, PhD, Shari Neul, PhD, Roxann Roberson-Nay, PhD

Class of 2000-01

Wesley Allan, PhD, Tara Galovski, PhD, Tim Nay, PhD, Robert Newton, PhD, Dana Ross, PhD, Jean Thaw, PhD, Greg Tkachuk, PhD

Class of 2001-02

Krista Barbour, PhD, John Damon, PhD, Rachel Grover, PhD, Kellie Hilker, PhD, Tim Houle, PhD, Steve Lawyer, PhD, Ryan May, PhD, Jamie Rhudy, PhD

Class of 2002-03

Ervin Davis, PhD, Lara Dhingra, PhD, Sara S. Jordan, PhD, Kim Laubmeier, PhD, Paula Rhode, PhD, Laura Stoppelbein, PhD, Jennifer Watson, PhD

Class of 2003-04

John Denning, PhD, Brian Freidenberg, PhD, Charmaine Higa, PhD, Yvonne Hunt, PhD, Maria Karekla, PhD, Sid O'Bryant, PhD, Adia Onyango, PhD, Greg Schrimsher, PhD

Class of 2004-05

Greg Fabiano, PhD, Carlos Finlay, PhD, Karen Grothe, PhD, Tiffany Kyle, PhD, Cara Reeves, PhD, Brandi Taylor, PhD, Robrina Walker, PhD

Class of 2005-06

Joe Baschnagel, PhD, Erika Coles, PhD, Stephen Erath, PhD, Alison McLeish, PhD, Melissa Norberg, PhD, Michael Ritter, PhD, Todd Smitherman, PhD

Class of 2006-07

Michael Businelle, PhD, Melissa Carpentier, PhD, Paula Fite, PhD, Darla Kendzor, PhD, Brian Miller, PhD, Carla Rash, PhD, Emerson Wickwire, PhD

Class of 2007-08

Kahni Clements, PhD, Kevin Connolly, PhD, Jeanne Gabrielle, PhD, Benjamin Hill, PhD, Kathryn Roecklein, PhD, Natalie Williams, PhD, Kimberly Zlomke, PhD, John Young, PhD

Class of 2008-09

Courtney Bagge, PhD, Joy Humphreys-Clark, PhD, Farrah Greene, PhD, Kathryn Hahn, PhD, Nathan Kimbrel, PhD, Robert Latzman, PhD, Hanjoo Lee, PhD, Aaron Luebbe, PhD

Class of 2009-10

Angela Banitt, PhD, Ryan Bogdan, PhD, Natasha Elkovitch, PhD, Chris Elledge, PhD, Ameer Epler, PhD, Julia Hormes, PhD, Elizabeth Kiel, PhD, Danielle Maack, PhD, Eunyo Ro, PhD

Class of 2010-11

Claire Adams, PhD, Chelsea Ale, PhD, Michael Anestis, PhD, Lauren Baillie, PhD, Chad Ebesutani, PhD, Cynthia Karlson, PhD, Jason Lavender, PhD, Erin Marshall, PhD, Rita Samper, PhD, Casey Trainor, PhD, Andres Viana, PhD

Class of 2011-12

Jennifer Bolden, PhD, Katherine Dixon-Gordon, PhD, Christopher Fairholme, PhD, Melissa Faith, PhD, Catherine Glenn, PhD, Yael Nillni, PhD, Elizabeth Nosen, PhD, Tiarney Ritchwood, PhD, Joseph VanderVeen, PhD

Class of 2012-13

Joseph Bardeen, PhD, Kelly Buckholdt, PhD, Andrew Freeman, PhD, Daniel Kay, PhD, Andrew Littlefield, PhD, Anthony Rosellini, PhD, Michelle Schoenleber, PhD, Patricia Simon, PhD, Nicole Weiss, PhD

Class of 2013-14

Michael Bordieri, PhD, Diana Whalen, PhD, Lauren Sippel, PhD, Katherine Schaumberg, PhD, Christine Vinci, PhD, Natalie Mota, PhD, Michelle Jackson, PhD, Joseph Raiker, PhD, Anna May, PhD, Laura Dixon, PhD, Mallory Malkin, PhD, Rachel Jones, PhD

Class of 2014-15

Anne Banducci, PhD, Christopher Berghoff, PhD, Sarah Bujarski, PhD, Daniel Capron, PhD, Eu Gene Chin, PhD, Sara Edmond, PhD, Flint Espil, PhD, Michael McDermott, PhD, Erin Ward-Ciesielski, PhD, Laura Watkins, PhD, Sara Whiting, PhD

Class of 2015-16

Emily Belleau, PhD, Emily Dworkin, PhD, Meredith Ginley, PhD, Aaron Lee, PhD, Hannah Levy, PhD, Kelly Moore, PhD, Samantha Pittenger, PhD, Katianna Sharp, PhD, Ivar Snorrason, PhD, Sonya Wanklyn, PhD, Laura Zambrano-Vazquez, PhD

Class of 2016-17

Lisa Anderson, PhD, Samantha Bernecker, PhD, Alex De Nadai, PhD, Jami Gauthier, PhD, David Hollingsworth, PhD, Rebecca Lynch, PhD, Adam McGuire, PhD, Kelly Peck, PhD, Amanda Stone, PhD

Class of 2017-18

Sunghye Cho, PhD, Ashley Cole, PhD, Whitney Fosco, PhD, Jeffrey Girard, PhD, Kaitlin Oswald, PhD, Joel Sprunger, PhD

Class of 2018-19

Maegan Calvert, PhD, Alexandria Mullins Delozier, PhD, Nicholas McAfee, PhD, Katherine McCurry, PhD, Anne Morrow, PhD, Takakuni Suzuki, PhD

Class of 2019-20

Jesús Barreto Abrams, PhD, Chris Kelly, PhD, Edward Lannon, PhD, Brittany Merrill, PhD, Rory Pfund, PhD, Melanie Stearns, PhD