University of Mississippi Medical Center Psychology Internship Training Program

2017-2018 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:
http://www.umc.edu/Education/Schools/Medicine/Clinical_Science/Psychiatry/Psychology/Academics(Psychology)/Academics_Home.aspx

Applications due: December 8, 2016
Interview notification date: December 15, 2016
Interview dates: January 5/6, 12/13, 19/20, and 26/27, 2017

Training Director: Daniel C. Williams, Ph.D.

Accreditation Status:
The Internship (Residency) Program is accredited by the Commission on Accreditation of the American Psychological Association. The next site visit will be during the 2018 academic year. The Commission can be contacted at:

American Psychological Association
750 First St., NE, Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaaccred@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 UMMC Training 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, and consultation skills.

Objective: By the end of the training year, psychology interns will be competent in assessment, intervention, 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
- Consultation

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 domains by the end of the internship year:

- Scientific Knowledge and Methods
- Research/Evaluation

Goal #3 – 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:

- Professionalism
- Individual and Cultural Diversity
- Ethical Legal Standards and Policy
- Reflective Practice/Self-Assessment/Self-Care

Goal #4 – Interns will be competent in communication and interprofessional 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 domains by the end of the internship year:

- Relationships
- Teaching

In addition to these general competencies, the Program provides opportunities to develop specialized competencies (e.g., MI, 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 internship year is divided into 3 four-month rotations. Currently, 10 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 or small group basis within each clinical rotation.

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. Interns are expected to accumulate at least 500 face-to-face clinical hours during the internship year, with 86 of those contacts occurring through the General Psychology Clinic. A unique aspect of clinical experiences offered through the Training Program includes the racial/ethnic and socioeconomic diversity of patient populations served at UMMC. The Mississippi Psychology Internship Training Program currently has 6 internship slots, with about half of the slots having an adult emphasis and half having a child emphasis.

To facilitate growth and successful progress in the program, interns receive formal evaluative feedback on their progress on training goals/objectives during each rotation and at the mid- and end-points of the training year. They 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 halftime (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
Community-Based Dual Disorder
Community-Based Dual Disorder - Motivational Interviewing Focus
Integrative Health
Methodist Rehabilitation Neuropsychology/Behavioral Medicine
Neuropsychology

**Rotation Descriptions:**

**Child-Focused Rotations**

Center for the Advancement of Youth Rotation, Drs. Elkin, Logan, D. Sarver, N. Sarver, Scattone, Sutton, and Annett: This rotation provides extensive training with diverse pediatric populations within the Center for the Advancement of Youth (CAY) and Child Development Clinic (CDC). Residents will participate in the multidisciplinary clinic and be provided with opportunities for psychological assessments within that include infants through adolescents. The CAY/CDC clinic is a multidisciplinary clinic setting where brief diagnostic and treatment planning services are provided. Residents will be expected to additionally complete psychological evaluations and brief intervention with a range of children/adolescents. There is the opportunity for gaining expertise in infant assessment. Overall, this rotation emphasizes diagnostic and intervention skills necessary
for future career opportunities in pediatric psychology. This clinical opportunity provides the opportunity to work with a variety of childhood disorders, including externalizing disorders, common behavioral disorders of childhood (sleep, toileting, compliance), internalizing disorders, autism spectrum disorders, intellectual disability, and complex neurodevelopmental disorders.

**Child Inpatient Rotation, Dr. Greening:** The rotation involves providing psychological services to children (and their families) who are hospitalized on the acute psychiatric child inpatient unit at UMMC. The unit provides service for children ages 4-12 who present with a range of psychological problems, including depression, anxiety, conduct problems, ADHD, attachment disorder, as well as pervasive developmental disorders. The typical length of the patient's stay ranges from 1 to 3 weeks. The unit provides an excellent opportunity to observe and work with children with a range of mental illnesses including severe psychopathology. Because this is a short-term inpatient unit, clinical service and experience is acute and short-term. Clinical duties include assessment of children and families, and working with a multidisciplinary team developing treatment plans and appropriate follow-up after discharge. More specifically, the intern would be involved in participating in treatment rounds, conducting psychological assessments, developing behavioral treatment plans for children, and group therapy.

**Pediatric Psychology Rotation, Pediatric Hematology/Oncology and Pediatric Obesity Focus; Primary Supervisors: Dr. Karlson, Dr. 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 neuropsychological 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. The Pediatric Psychology Rotation is offered as a full-time rotation experience.

**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:** The aim of the Administrative Mini rotation is to help prepare interns for the inevitable leadership and supervisory roles their careers will bring. The rotation provides interns first-hand experience with the administrative and policy context within which clinical and research activities take place at UMMC. Guided by their individual interests, interns will participate directly in meaningful administrative activities such as helping advance emerging clinical programs or projects, action planning and problem solving for improvement on clinical performance metrics, or policy revision or development. Interns will also have the opportunity to observe a range of administrative activities and processes, from the daily briefings provided to the Medical Center Leadership to ongoing meetings held by the leadership of UMMC’s mental health services.

**Adult Inpatient Rotation, Dr. Bagge (primary supervisor), Drs. Williams, Coffey and Schumacher:** The goals of this rotation are to learn how to assess and provide brief individual and group interventions among individuals with severe mental illness housed within an acute care psychiatric unit, the emergency department, or a medical floor (e.g., ICU).

There is a special emphasis on the assessment of mood and substance use disorders specifically, and emotional and behavioral dysregulation broadly (e.g., suicidal behavior, borderline personality disorder). Intervention training focuses on the use of empirically-supported acute intervention (e.g., suicide safety planning, behavioral activation, and brief skill-based intervention which includes dialectical behavioral therapy skills and problem-solving skills for depression) and brief interventions for substance use disorders. Interns will learn how to use motivational interviewing strategies to increase outpatient treatment engagement post-discharge and reduce problematic substance use. Interns will also learn how to conduct a suicide safety plan (including means restriction) and how to document these activities in the medical chart.

The intern will have the opportunity to interact with mental health providers from a variety of disciplines (e.g., psychiatry, social work, and internal medicine). By participating in rounds on the psychiatric inpatient units, the intern will learn how to engage in a multidisciplinary treatment team with professionals from a variety of backgrounds. Interns will have opportunities for program development (with an emphasis on developing new acute intervention services and expanding the outcome assessments incorporated into the treatment). In addition, interns may provide (although not required) in-service trainings to health care providers (e.g., a collaborative approach to suicide safety planning prior to discharge).

The primary sites of this rotation are the two locked adult psychiatric units at UMMC (7-East and 7-West). The intern will also have the opportunity to assess and treat psychiatric patients within the emergency department and medical floors through the psychiatry consult liaison service. At these sites, the intern will have the opportunity to work with underserved populations.

Potentially unique experiences that this rotation provides include:

- Exposure to acutely psychotic patients;
- Specialized training in the acute assessment, management and intervention of suicidality (e.g., behavioral chain analysis, suicide safety planning);
- Specialized training in assessment and brief interventions (motivational interviewing and cognitive behavioral therapy) for substance use disorders;
- Provision of dialectical behavioral therapy skills training and acute interventions (problem-solving therapy, behavioral activation) to individuals in a short-term care facility;
- Participation in rounds on psychiatric inpatient units;
- Participation in the Psychiatry Consult Liaison Service
This rotation is offered either as a full or half-time four-month rotation.

**Community-Based Dual Disorder Rotation, Dr. Coffey (primary supervisor), Drs. Schumacher and Williams:** 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 prolonged exposure, the treatment of depression using behavioral activation, and transdiagnostic treatment of emotion dysregulation with dialectical behavior therapy skills. There are also 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. Some of the clinical experiences take place within a community-based residential substance abuse treatment program (18-minute drive from the UMMC campus) while others take place in a residential treatment facility in the Mississippi Delta. Clinical services to the Mississippi Delta site are provided via telehealth to addicted pregnant or post-partum women. Therefore, the intern will not only learn how to treat co-occurring disorders in person and via telehealth, 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 and to provide general program consultation to the community-based program may also be available. Given that these community-based programs are major recruitment sites for Drs. Coffey and 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.

**Community-Based Dual Disorders Rotation - Motivational Interviewing Focus, Dr. Schumacher (primary supervisor), Drs. Coffey and Williams:** The goal of this rotation is to learn how to treat mental illness that co-occurs with substance use disorders, particularly mood, trauma-related, and anxiety disorders, while also acquiring advanced skills in motivational interviewing. The primary focus will be on using motivational interviewing to improve treatment retention and treatment outcomes of patients with substance use disorders and dual disorders. Interns will also gain experience using motivational interviewing as a preparatory treatment prior to implementation of evidence-based treatment of mood and anxiety disorders. This clinical experience takes place within a community-based residential substance abuse treatment program (18 minute drive from UMMC campus). In addition, interns will also provide services via telehealth to pregnant or post-partum women who are receiving substance abuse treatment at a facility located in the Mississippi Delta. Therefore, the intern will not only learn how to treat co-occurring disorders, but also how to participate in a multidisciplinary treatment team with professionals who may have different treatment philosophies and values, including opportunities to complete evaluations of clients, prepare integrated reports, and make recommendations to the substance abuse treatment team. Opportunities to train staff in cognitive behavioral treatment approaches and to provide general program consultation to the community-based program may also be available. Given that these community-based programs are major recruitment sites for Drs. Coffey and Schumacher's grant-funded and other research projects, interns will also learn how to establish and maintain mutually beneficial relationships with community treatment providers.

**Integrative Health Rotation, Dr. Burgess:** On this rotation residents will have the opportunity to be involved in delivering integrative health services to patients with a wide variety of medical (i.e., cancer, hypertension, diabetes, chronic pain, obesity, allergic condition, asthma, irritable bowel syndrome, HIV, etc.) and psychological (i.e., stress, anxiety, grief, depression, chronic pain, sleep problems, adjustment reactions, marital or family conflict, etc.) presenting concerns. 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), Dr. Clark:** 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 bedside
neuropsychological evaluations 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 will learn to conduct and interpret formal neuropsychological evaluations and provide recommendations given in these types of settings. Resident will be supervised and trained in giving patient and family feedback on both formal and informal evaluations. They will also be actively monitoring mood/emotional adjustment in patients, and there are opportunities for providing psychotherapy and behavioral interventions. Residents will participate in weekly staffing for inpatient consults and work with treatment team members on specific behavioral or emotional issues. There is opportunity for involvement with family conferences for provision of test results and education regarding course of recovery.

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

Curriculum:

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 2016-18 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 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. A Research Rounds/Case Presentation series is presented by interns and post docs. Interns are expected to present a job talk during the fall and a clinical case in the spring to fellow interns, post docs, and faculty. Finally, many other seminars, rounds and informal presentations offered by other departments are open to our trainees.

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 2017-2018 Internship Year:**

**UMMC Faculty:**

- Robert Annett, Ph.D., Professor, Vice Chair for Research, Department of Pediatrics, Division of Child Development (CAY/CDC Rotation)
- Courtney Bagge, Ph.D., Associate Professor, Department of Psychiatry and Human Behavior (Adult Inpatient Rotation)
- Danny Burgess, Ph.D., Associate Professor, Department of Psychiatry and Human Behavior (Integrative Health Rotation)
- Joy Clark, Ph.D., Neuropsychologist, Methodist Rehabilitation Center (Rehabilitation Hospital Neuropsychology Rotation)
- Scott Coffey, Ph.D., Professor, Vice Chair for Research, Director Division of Psychology, Department of Psychiatry and Human Behavior (Community Based Dual Disorder Rotation)
- David Elkin, Ph.D., Professor, Executive Director, Center for Advancement of Youth, Department of Psychiatry and Human Behavior
- Clea Evans, Ph.D., Director of Neuropsychology, Methodist Rehabilitation Center (Rehabilitation Hospital Neuropsychology Rotation)
- Lani Greening, Ph.D., Associate Professor, Department of Psychiatry and Human Behavior (Child Inpatient Rotation)
- Cynthia Karlson, Ph.D., Assistant Professor, Department of Pediatrics, Division of Hematology/Oncology (Pediatric Psychology Rotation)
- Crystal Lim, Ph.D., Assistant Professor, Department of Psychiatry and Human Behavior (Pediatric Psychology Rotation)
- Patricia Logan, Ph.D., Associate Professor, Department of Pediatrics, Child Development (CAY/CDC Rotation)
- Edward Manning, Ph.D., Professor, Department of Neurology (UMMC Neuropsychology Rotation)
- Jefferson Parker, Ph.D., Associate Professor, Vice Chair of Clinical Affairs, Department of Psychiatry and Human Behavior (Administrative Mini Rotation)
- Dustin Sarver, Ph.D., Assistant Professor, Department of Pediatrics, Child Development (CAY/CDC Rotation)
- Nina Wong Sarver, Ph.D., Assistant Professor, Department of Pediatrics, Child Development (CAY/CDC Rotation)
- Dorothy Scattone, Ph.D., Associate Professor, Department of Pediatrics, Child Development (CAY/CDC Rotation)
- Julie Schumacher, Ph.D., Professor, Vice Chair of Education, Department of Psychiatry and Human Behavior (Community Based Dual Disorder and Adult Inpatient Rotations)
- Monica J. Sutton, Ph.D., Associate Professor, Department of Pediatrics, Child Development (CAY/CDC Rotation)
- Daniel C. Williams, PhD, Associate Professor, Psychology Residency Training Director, Department of Psychiatry and Human Behavior (Adult Inpatient and Community Based Dual Disorder 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 3.1 (1.7) submitted/in press peer-reviewed publications with Training Program faculty during the training year and 5.1 (2.4) 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 an 11 to 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 2017-18 Internship Year:

Robert Annett:

Research: Chronic childhood disease and treatment’s impact on neuropsychological functioning and quality of life; adolescent decision making for clinical research; pediatric asthma and child CNS functioning; pediatric cancer and child CNS functioning; stress biomarkers and child neuropsychological function; developmental screening; genome wide association research and neurobehavioral function; cortical maturation (assessed with MEG) and brain...
development in term and preterm infants;

**Experience with extramural funding:** PI and Co-I on NIH grants (NHLBI, NICHD, CDC); PI for foundation grants; study section NIDDK, NICHD, and ALSF

**Courtney Bagge:**
**Research:** Validation of acute factors posing imminent risk for suicide attempt (i.e., warning signs); relations between suicidal behaviors, substance use disorders, personality, and borderline personality disorder; serotonergic genes and distinct impulsivity processes relating to suicide attempts; statistics and psychometrics (measure development).

**Experience with extramural funding:** PI on several large NIH grants; PI on a large multi-site Department of Defense grant; PI on a foundation grant; NIH LRP recipient.

**Scott Coffey:**
**Research:** Treatment of co-occurring PTSD and substance use disorders (SUD); the role of negative emotion in substance craving; impulsivity and emotional dysregulation; dissemination of evidence based psychotherapies; and the impact of large scale disasters on psychological health. Opportunities for original data collection, as well as data sets for secondary analysis, are available in these areas.

**Experience with extramural funding:** PI and Co-I on NIH and SAMHSA grants, LRP recipient and supervisor for 3 LRP recipients, F32 Co-Sponsor, and grant reviewer for NIH Center for Scientific Review and NIAAA.

**Lani Greening:**
**Research:** Pediatric health including juvenile diabetes, childhood obesity, treatment adherence. Childhood psychopathology including externalizing & internalizing behavior disorders, child & adolescent suicide

**Cynthia Karlson:**
**Research:** Chronic pain in children and adolescents; 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, Grant submissions (e.g., Foundations, NIH/NCI K07) as PI and Co-PI

**Crystal Lim:**
**Research:** Program of research focuses on the development and evaluation of pediatric obesity family-based behavioral weight management interventions, with current research focusing on identifying barriers related to engagement in healthy lifestyle behaviors experienced by children who are overweight and obese and their parents that can inform the development of future novel interventions. Dr. Lim is also interested in further elucidating psychological and physical co-morbidities associated with pediatric obesity, as well as issues related to diversity and health disparities and how culture and family factors intersect with engagement in health behaviors.

**Experience with funding include:** NIH/NHLBI NRSA Recipient; Grant submissions (e.g., R21, R01, K23) as PI and Co-PI to multiple NIH institutions (e.g., NICHD, NIDDK, NHLBI) and intramural mechanisms.

**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)

**Julie Schumacher:**
**Research:** Areas of active research include: etiology and treatment of substance use disorders and violence perpetration/victimization; behavioral self-regulation as a construct that underlies several problem behaviors; 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 include:** PI on 3 NIH grants, 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.

## Training Committees:

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

**Residency Training Committee**
*Chair:* Dan Williams  
*Vice Chair:* Crystal Lim

*Role:* Functions as the oversight committee for the UMMC Psychology Residency Program. The RTC and its Subcommittees serve to provide oversight related to the clinical, research, and diversity elements of the residents’ training experiences. Through ongoing tracking of Training Program activities and resident 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 over the course of the training year.

**Research Training Oversight Committee**

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

**Diversity Training Oversight Committee**

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

## Current Interns and Postdoctoral Fellows:

**Interns:**
- Lisa Anderson (University of Albany – SUNY)
- Samantha Bernecker (University of Massachusetts – Amherst)
- Alex De Nadai (University of South Florida)
- Jami Gauthier (Auburn University)
- David Hollingsworth (Oklahoma State University)
- Rebecca Lynch (Florida State University)
- Adam McGuire (Seattle Pacific University)
- Kelly Peck (University of Mississippi)
- Amanda Stone (Vanderbilt University)

**UMMC Postdoctoral Fellow:**
- Sarah Cunningham, PhD
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 Vita, and 4) a transcript from all graduate programs attended. No additional materials are required. The application deadline is December 8th.

Although most of our applicants who have been offered internship slots have visited Mississippi, face-to-face interviews are not mandatory (i.e., interns have been selected without an interview). However, past interns have stressed the importance of the interview in their decision to select the UMMC psychology internship program.

Also, the selection committee would very much like to have the opportunity to meet prospective candidates. After we receive your application and letters from your mentors, we will let you know if you have been selected for an interview. Once you are selected, you will be assigned to a team of interns who will be responsible for coordinating your interview and assisting you in finding a place for you to stay while visiting Jackson. Also, please make every effort to introduce yourself to a faculty member while at upcoming conferences such as ABCT and NAN. We would like to be able to put a face to 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 facility will offer, solicit, accept, or use any ranking-related information regarding any intern applicant.

Program Coordinator:
Kristin Herbison, program coordinator, is invaluable to our internship program. She is our contact person and keeps us all running on schedule. Please e-mail Kristin (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. Interns are eligible for a $500 travel award to support presenting research at academic conferences.
Internship Year:
The internship year begins on July 1, and runs 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.

Equal Opportunity:
The University of Mississippi Medical Center adheres to the principle of equal educational 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.

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.

LGBT Resources:
HRC-Mississippi [http://www.hrc.org/states/mississippi/]
Mississippi Pride
SPECTRUM, Gay Straight Alliance located at Jackson State University, Jackson
Unity Mississippi

Festivals and Resources Celebrating Blues Culture:
3 Gravesites of Blues Legend Robert Johnson near Greenwood, MS
BB King Museum, Indianola, MS
Delta Blues Museum, Clarksdale, MS
Ground Zero Blues Club, co-owned by actor Morgan Freeman, Clarksdale, MS
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 [http://www.visithedelta.com/festivals_events/festivals/?id=1732]
Mississippi Blues Trail
North Mississippi Hill Country Picnic, focuses on Hill Country Blues, held in June near Holly Springs, MS [http://www.nmshillcountrypicnic.com/]
Sunflower River Blues and Gospel Festival, in August, Clarksdale, MS [http://www.sunflowerfest.org/]

Civil Rights Movement/African American History:
Emmett Till Interpretative Center & Tallahatchie County Courthouse, Sumner [http://emmett-till.org/]
Farish Street Historic District, Jackson
Juke Joint Trail
Margaret Walker Center, Jackson State University [http://www.jsums.edu/margaretwalkercenter/]
Medgar Evars Home Museum, civil rights leader, Jackson
Mississippi Civil Rights Museum (opening 2017), Jackson
Mississippi Freedom Trail - Civil rights trail
Po Monkey's Juke Joint, authentic juke joint, Merigold, MS
Red's Lounge, authentic juke joint, Clarksdale, MS
Smith Robertson Museum and Cultural Center, Jackson's first school for African Americans
William Winter Institute for Racial Reconciliation, University of Mississippi, Oxford, MS [http://winterinstitute.org/]
**Other History/Cultural Resources:**
- **Choctaw Museum**, local Native American tribe, Choctaw, MS
- **Elvis Presley Birthplace**, Tupelo, MS
- **Hot Tamale Trail**, Latin American History, MS Delta located from Tunica to Vicksburg
- **India Association of Mississippi**
- **Mississippi Agricultural and Cultural Museum**, Jackson
- **Mississippi Children's Museum**, Jackson
- **Mississippi Museum of Art**, exhibits of Mississippian art and history, Jackson
- **Mississippi Museum of Natural History**, focuses on Mississippi’s natural resources and inhabitants, Jackson
- **Mississippi Symphony Orchestra**, Jackson
- **Natchez**, MS, tours of numerous antebellum homes
- **Natchez Trace Parkway**, scenic road stretching from Natchez, MS to Nashville, TN and running through the Jackson Metro area
- **Windsor Ruins**, near Port Gibson, MS

**Various Cultural Events/Festivals:**
- **Celtic Fest Mississippi (September)**, Jackson
- **Crossroads Film Festival (April)**, Jackson
- **Jackson Rhythm and Blues Festival (August)**
- **Jewish Cinema Mississippi**, Annual Jewish and Israeli film festival
- **Latinfest**, Latin American culture festival celebrating food, drink, dance, and music
- **Mal's St. Patrick's Day Parade**, one of largest St. Patrick’s Day parades in the United States, Jackson
- **Mississippi State Fair**, held for 2 weeks in October, Jackson
- **USA International Ballet Competition**, two-week competition for top young dancers, Jackson

**Religious Organizations/Resources:**
- **Beth Israel Congregation**, largest Jewish congregation in Mississippi, Jackson
- **First Presbyterian Church**, one of largest Presbyterian churches in South, Jackson
- **Galloway Memorial United Methodist Church**, Jackson’s first religious home, active ministry to the homeless
- **International Museum of Muslim Cultures**, Jackson
- **Magnolia Grove Monastery (Buddhist)**, Batesville, MS [http://magnoliagrovemonastery.org/](http://magnoliagrovemonastery.org/)
- **Mississippi Annual Conference of the United Methodist Church**, Jackson
- **Sikh Foundation of Greater Mississippi**, Jackson

**Recreational/Outdoor Activities**
- **Barnett Reservoir**, parks, hunting, fishing, camping, located in Rankin, Madison, and Hinds counties
- **Clark Creek Natural Area**, Woodville, MS
- **Davis Bayou, Gulf Islands National Seashore**, hiking, biking, bird watching, picnicking, Ocean Springs, MS
- **DeSoto National Forest**, Tuxachanie Hiking Trail (Wiggins, MS), Black Creek Trail (New Augusta, MS)
- **Homochitto National Forest**, Clear Springs Recreational Area Trails, near Brookhaven, MS
- **Jackson Zoo**, Jackson, [www.jacksonzoo.org](http://www.jacksonzoo.org)
- **Longleaf Trace**, running, biking, hiking, horseback riding, runs 41 miles from Hattiesburg to Prentiss
- **Mississippi Braves**, local minor league professional baseball team, Pearl, MS
- **Mississippi Petrified Forest**, nature trail, museum, campground, gem fluming, Flora, MS
- **Percy Quinn State Park Nature Trail**, McComb, MS
Russell C. Davis Planetarium, one of largest in country, Jackson
Tanglefoot Trail, runs 43 miles from New Albany to Houston
Thacker Mountain Trails, hiking and biking, Oxford, MS
Vicksburg National Military Park, civil war historical site, Vicksburg, MS
Woodall Mountain, highest natural point in MS, near Iuka, MS
# 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 Edelson, 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. Jarvis, PhD, Stanton Jones, PhD, Paul F. Malloy, PhD, Deborah J. Ossip-Klein, PhD, James M. Racynski, 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, Randye 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. Zimerling, 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
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<td>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</td>
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<td>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</td>
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<td>Jennie Beckham, PhD, Peter Campos, PhD, Mary Ellen Degnan, PhD, Gloria Eldridge, PhD, Linda Krug-Porzelius, PhD, Lori Pbert, PhD, Scott Perkins, PhD, Jim Porzelius, PhD, Joy Schmitz, PhD, Scott Vrana, PhD, Ira Wisotzek, PhD</td>
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<td>Scott Allen, PhD, Drug Barrett, PhD, Juesta Caddell, PhD, Janis Edison Smith, PhD, Linda Hinkle, PhD, Glenn Knowlton, PhD, Richard McNulty, PhD, Thomas Mosley, PhD, Stan Smith, PhD, Mary Summerville, PhD, Brent Van Dorsten, PhD, David Wittrock, PhD</td>
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<td>Jeffrey T. Boggess, PhD, Karen Cassiday, PhD, Seth Kalichman, PhD, Christopher Kearney, PhD, Jeanette Rains, PhD, Susan Rubman, PhD, Joseph Scitti, PhD, Patrick Smith, PhD, Barbara Stetson, PhD, Vivian Stevens, PhD, Jonathan Weinand, PhD</td>
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<td>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</td>
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<td>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</td>
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<td>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</td>
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<td>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</td>
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<td>Beverley Nagy, PhD, Cindy Carmack, PhD, Joyce Cole-Marion, PhD, Ron Hougen, PhD, David Reitman, PhD, Sam Sears, PhD, Janice Tsoh, PhD, Kim Ujeich, PhD, Paula Varnado-Sullivan, PhD, Jacqueline Wall, PhD, Kirsten Williams Schwehm, PhD</td>
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<td>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</td>
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<td>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</td>
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<td>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</td>
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<td>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</td>
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<td>Heather Applegate, PhD, Seth Brown, PhD, Shawn Jeffries, PhD, Cho Lam, PhD, Shari Neul, PhD, Roxann Roberson-Nay, PhD</td>
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<td>Wesley Allan, PhD, Tara Galovski, PhD, Tim Nay, PhD, Robert Newton, PhD, Dana Ross, PhD, Jean Thaw, PhD, Greg Tkachuk, PhD</td>
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<td>Class of 2001-02</td>
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<tr>
<td>Krista Barbour, PhD, John Damon, PhD, Rachel Grover, PhD, Kellie Hilker, PhD, Tim Houle, PhD, Steve Lawyer, PhD, Ryan May, PhD, Jamie Rhudy, PhD</td>
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<tr>
<td>Ervin Davis, PhD, Lara Dhangra, PhD, Sara S. Jordan, PhD, Kim Laubmeier, PhD, Paula Rhode, PhD, Laura Stoppelbein, PhD, Jennifer Watson, PhD</td>
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<td>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</td>
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<tr>
<td>Greg Fabiano, PhD, Carlos Finlay, PhD, Karen Grothe, PhD, Tiffany Kyle, PhD, Cara Reeves, PhD, Brandi Taylor, PhD, Robrina Walker, PhD</td>
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<tr>
<td>Joe Baschnagel, PhD, Erika Coles, PhD, Stephen Erath, PhD, Alison McLeish, PhD, Melissa Norberg, PhD, Michael Ritter, PhD, Todd Smitherman, PhD</td>
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<tr>
<td>Michael Businelle, PhD, Melissa Carpentier, PhD, Paula Fite, PhD, Darla Kendzor, PhD, Brian Miller, PhD, Carla Rash, PhD, Emerson Wickwire, PhD</td>
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<tr>
<td>Kahni Clements, PhD, Kevin Connolly, PhD, Jeanne Gabrielle, PhD, Benjamin Hill, PhD, Kathryn Roecklein, PhD, Natalie Williams, PhD, Kimberly Zlomke, PhD, John Young, PhD</td>
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<td>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</td>
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<tr>
<td>Angela Banitt, PhD, Ryan Bogdan, PhD, Natasha Elkovich, PhD, Chris Elledge, PhD, Amei Epler, PhD, Julia Hormes, PhD, Elizabeth Kiel, PhD, Danielle Maack, PhD, Eunyoe Ro, PhD</td>
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<tr>
<td>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</td>
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<tr>
<td>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</td>
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<tr>
<td>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</td>
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<tr>
<td>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</td>
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<tr>
<td>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</td>
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<tr>
<td>Emily Belleau, PhD, Emily Dworkin, PhD, Meredith Ginley, PhD, Aaron Lee, PhD, Hannah Levy, PhD, Kelly Moore, PhD, Samantha Pittenger, PhD, KatiAnne Sharp, PhD, Ivar Snorrason, PhD, Sonya Wanklyn, PhD, Laura Zambrano-Vazquez, PhD</td>
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