

BROUGHTON HOSPITAL
MORGANTON, NORTH CAROLINA

**DOCTORAL
CLINICAL PSYCHOLOGY
INTERNSHIP**



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OVERVIEW

Broughton Hospital offers an internship program that trains interns to provide a broad array of psychological services within the public mental health sector using evidence-based practices in an inpatient psychiatric setting with mentally ill adults and adolescents. The program has been accredited by the American Psychological Association's Commission on Accreditation since 1980. Broughton Hospital is a progressive state-operated psychiatric hospital serving the 37 counties of western North Carolina including both rural and urban areas (Charlotte and Asheville) as well as people of diverse cultures including Appalachian, Cherokee, Latino, Deaf, and Hmong populations. Interns have the opportunity to gain extensive experience with a broad array of patients with severe and persistent mental illness (SPMI) via rotations including adult admissions, adult extended treatment, adolescent, geriatric, deaf, and/or forensic areas of service. The internship program begins on July 1st and ends on June 30th of the following year. Interns are paid \$14.00 per hour with an opportunity to earn \$25,648.

Broughton Hospital is a state psychiatric hospital, one of three state hospitals in North Carolina. It serves the western part of the state which includes the mountains, foothills, and cities of Charlotte and Asheville. The hospital has approximately 300 patients and over 1000 staff. The hospital embraces the Recovery to Practice principles which emphasize that recovery is grounded in respect, is holistic, is culturally based and influenced, addresses trauma, and empowers the individual to actively achieve his or her best life.

The hospital is organized by units, each of which is served by an interdisciplinary treatment team. Members of the treatment team include the patient, a psychiatrist as team leader, a nurse, a physician extender, a social worker, a psychologist, a pharmacist, a recreation therapist, and a community liaison from an external agency. Of course, family members and guardians are always welcome, and other allied health professionals such as occupational therapists, physical therapists, creative expressive arts therapists, patient advocates, peer support specialists, and medical specialists are included when indicated. Work therapy and vocational rehabilitation are also available to patients, as are specialized medical and dental services.

Broughton Hospital also serves as a regional educational facility. Within the psychology department, professional training is provided to doctoral interns and practicum students; we also teach advanced undergraduate students from around the nation through a partnership with Davidson College. Other departments in the hospital host students of medicine, dentistry, nursing, pharmacy, recreation therapy, social work, and occupational therapy. There is a Staff Library which is staffed full-time and supplemented by inter-library loan capability. Computerized searches of the medical and psychological literature are available via databases through Wake Forest University Medical School's Carpenter Library.

MISSION AND VALUES

The Broughton Hospital internship program is designed to train competent and ethical psychologists who can work with a wide range of presenting problems. Interns develop the knowledge and skills necessary to assist people with psychological problems to function as successfully and independently as possible in the least restrictive setting. This is accomplished through the delivery of competent, respectful, professional assessment and treatment which determine and address the unique treatment of each individual. Underlying our philosophy of professional service is a compassionate concern for the whole person, with recognition of personal dignity and worth. Internship faculty strive to create a learning environment grounded in evidence-based practices that fosters openness, mutual respect, and interdisciplinary teamwork.

TRAINING MODEL

Our training model is practitioner-scholar in nature and is both experiential and didactic. Interns are provided with a graded sequence of experience increasing their responsibilities commensurate with their demonstrated needs and competency. This process promotes the development of clinical skills in assessment and treatment as well as professional development. Our internship is structured to provide individualized supervision working with a broad range of patients. Rotations last four months each. There are three rotations during the course of the internship year.

The training year emphasizes each intern's assessment and treatment skills, enabling them to transition into future roles as practitioners and healthcare providers in interdisciplinary settings. The professional growth and development of interns as they transition from graduate students to entry-level professionals is emphasized. Each intern will demonstrate achievement of core competencies by the year's end in assessment, psychological treatment and professional development as a psychologist. Interns' clinical experiences are integrated with scholarly review of research with an emphasis on the evidence-based treatment. The Broughton Hospital internship program fosters awareness of ethical, systems, and multicultural issues with a special emphasis on the importance of continuity of care for patients who experience serious and persistent mental illness and emotional distress.

GOALS AND OBJECTIVES

Interns acquire experience and enhance their skills in the following areas:

1) Proficiency in Assessment:

Interns utilize a broad range of assessment instruments and approaches encompassing those an entry-level psychologist should be familiar with. Interns will enhance their skills assessing intellectual, personality (with objective and projective measures), adaptive functioning, neuropsychological screening, risk for violence, risk for suicide or self-harm, and feigning and malingering. Interns also receive training on how to assess capacity to proceed to trial. Interns are supervised with respect to multicultural factors in assessment as well as the limitations of psychological assessment instruments.

Knowledge and skills in these areas of assessment is gained through didactic seminars, referrals during rotations, and supervision of the work process and product. Interns gain experience doing standardized administration of full batteries of psychological assessment instruments, and utilizing their results to formulate appropriate diagnoses and, most critically, treatment recommendations. Faculty and interns also present cases interactively to facilitate consideration of individual patients' cases and generation of hypotheses to enhance patient care.

2) Proficiency in Psychological Treatment

Interns refine their skills in conceptualizing cases, planning treatment, and implementing psychotherapeutic and behavioral interventions with adolescents, adults, and seniors from the public sector, many of whom present with severe and persistent mental illness and other comorbidities. Patient characteristics of race, ethnicity, culture, gender, socioeconomic status, lifestyle, severity of presenting symptoms, comorbid conditions, and community resources which can be employed in the patient's recovery are all actively considered in treatment planning. Empirically supported therapies are employed in the context of best standards of care. The emphasis is on group and individual psychotherapy, but some family therapy may be possible. The internship provides opportunities for brief and longer-term therapies.

3) Development as a Professional Psychologist

The training program stresses interns' abilities to understand, practice, and problem-solve within the ethical principles and standards of the profession of psychology and to show sensitivity to individual and cultural diversity. A further goal is to train interns to function effectively in an interdisciplinary team and to understand hospital and community systems that impact services. Other aspects of professional development that are a focus of supervision and training include professional presentation skills, consultation, and program planning, as well as ethical, legal and other issues associated with clinical practice.

PERFORMANCE EVALUATION

Intern competence in assessment and treatment is of primary importance. The five primary domains of formal evaluation include: 1) psychological assessment, 2) psychotherapy and treatment, 3) professional skills, 4) professional behavior, and 5) supervision. Competence in these areas is measured via supervisor evaluations by means of direct observation, progress note reviews, patient/client evaluations, and conceptualizations and interventions presented in supervision and case conferences. In addition, interns must show overall good use of supervision and professional development consistent with performance expectations and standards for entry-level psychologists.

REQUIREMENTS FOR COMPLETION

In order to successfully complete the Broughton Hospital doctoral psychology internship program, an intern must meet the following outcome standards:

1. Completion of a minimum of 1832 hours of training.
2. At least two clinical treatment case presentations to demonstrate competence in conceptualization and implementation of an individualized psychotherapeutic treatment plan, which includes consideration of relevant ethical, systems, and multicultural issues.
3. At least two assessment case presentation to demonstrate competence in selecting, executing, scoring, and interpreting a battery of appropriate assessment instruments to arrive at a diagnosis and generate recommendations consistent with the test data.
4. Attainment of a rating of Satisfactory, or 3 or above, on all applicable areas of the intern's evaluation on his or her final rotation.

DUE PROCESS AND GRIEVANCE PROCEDURES

If an intern presents with needs and concerns that go beyond the scope of regular supervision, supervisors provide direction and may initiate a one or two level program to help the intern achieve appropriate performance. The Internship Director can consult the Department Director for help with a remediation plan for that intern.

Interns can also raise and detail disputes via the Grievance Tracking Form, which is then forwarded to the Internship Training Director. The Director then addresses that grievance. Further details on this process are provided to each Intern when they arrive.

PRIMARY ROTATIONS

Three primary rotations of four months duration are required. Typically, these rotations occur on the following services: adult admissions, adult extended treatment, adolescent, and geropsychiatry. Additional clinical opportunities may be available on the deaf and medical units in conjunction with a primary rotation. Usually an intern does three rotations on three separate services, but exceptions will be made on a case by case basis. All rotations and placements depend on supervisor availability, the need for psychological services, and most importantly, the training needs and/or interests of the interns. The following describes the various rotations at Broughton Hospital:

Adult Admissions Service

The adult admissions service (AAS) is an exciting experience encompassing a diverse population with a variety of presenting symptoms and disorders. The service has 114 operating beds distributed over six units. There are four male units and two female units. The service is rapid-paced, and many patients have a length of stay less than two months. Interns work with patients who are acutely ill and in need of intensive, multimodal, crisis intervention. These methods are mobilized to stabilize patients and prepare them for continuing care either in the community or in the adult extended treatment service.

The AAS rotation provides ample experience in assessment. Interns can receive referrals from any of the six treatment teams; these referrals are coordinated by the intern's supervisor. Interns are trained in diagnostic interviewing, differential diagnosis, and interpretation of formal assessment data from such instruments as the WAIS-IV, WTAR, WMS-IV, TONI-4, WRAT4, ABAS-3, Vineland-II, SSSQ, RBANS, D-KEFS, Beery VMI, CPT-3, PAI, MMPI-2, PANSS, MCMI-III, MBMD, TAT and Rorschach (Exner and R-PAS scoring) to provide specific diagnostic formulations and treatment recommendations. They are also encouraged to work closely with the patient's treatment team to achieve continuity of care.

Psychotherapy on the AAS rotation emphasizes brief, focused approaches targeting coping strategies, emotional regulation, suicidal ideation, and self-care. In addition to individual therapy and psychological assessment, interns serve as facilitators or co-facilitators in at least two groups on the service's treatment mall. There may also be opportunities for behavioral consultation for dangerous or disruptive behaviors, treatment team consultation, and family/couples therapy.

Adult Extended Treatment Service

The adult extended treatment service (AETS) is an intriguing opportunity which addresses the treatment needs of people with serious and persistent mental illness who require longer-term treatment. Generally, patients who are not discharged from the acute admissions

service transfer to the adult extended treatment service. The service has 88 operating beds distributed over five units. There are three male units and two female units. The patient population is usually more behaviorally stable, and many patients have lengths of stay ranging from six months to years.

Interns have the opportunity to provide individual psychotherapy with referred patients, group psychotherapy, and assessments as well as to train in behavioral and psychosocial milieu approaches. Interns typically carry 4-5 individual psychotherapy cases, co-facilitate two to three groups in the treatment mall, and conduct at least one comprehensive assessment battery that includes both projective and objective assessment and other focused batteries as needed. Assessment instruments available to interns parallel those utilized on the adult admissions service. Interns function as members of interdisciplinary treatment teams. They participate in planning and delivering the treatment they provide. Interns may also be involved in program development.

The AETS uses a rehabilitation model of recovery and emphasizes skills-building modules, behavioral and psychosocial approaches, psycho-education, psychotherapy, crisis intervention, and milieu therapy. The AETS treatment mall is located within the service and provides rehabilitation, treatment, and enrichment through group psychotherapy provided by members of psychology, nursing, social work, psychiatry, recreational therapy, occupational therapy, pharmacy, and creative expressive arts. Work therapy is also available.

Specialty Services

Specialty Services (SS)

The SS addresses the needs of a diverse range of patients in four distinct subdivisions: adolescent, geropsychiatry, medical, and deaf (which encompasses mental health and substance abuse services for the deaf).

Adolescent Services (AS)

Adolescents Services consist of two units, one male and one female, with 14 beds on each unit. AS provides inpatient crisis stabilization for ages 12 to 18, with the average length of stay around 3 months. The adolescents participate in group therapy, including stress management & relaxation, creative coping, life skills, community integration, exercise & well-being, team building, climbing wall, and psychotherapy. They also attend Enola School on campus, which evaluates each student's academic level and provides individualized educational programming. One key component of the adolescent treatment program is a structured privilege level system in which each adolescent is expected to take responsibility for their own behavior by earning signatures on their daily life sheets. In addition, elaborated treatment plans are developed by the multidisciplinary team for those adolescents who require more extensive behavior plans.

One of the most unique opportunities for interns is the depth at which case conceptualization is discussed and processed among the treatment team members. There are a wide range of diagnoses, including trauma and stress-related disorders, bipolar and depressive disorders, eating disorders, psychotic disorders, anxiety disorders, neurodevelopmental disorders, disruptive, impulse-control, and conduct disorders, and developing personality disorders.

As members of the treatment team, interns provide comprehensive psychological evaluations, actively participate in treatment team meetings, co-facilitate psychotherapy groups, and engage in individual and family therapy with the adolescents. There is an emphasis on using creative therapeutic strategies, including art therapy. In addition, there is also extensive opportunity to learn about milieu management and treatment programming, as well as how to develop elaborated treatment plans (i.e., individualized behavior plans).

Geriatric Service (GS)

The GS is comprised of two units (one male and one female) with approximately 20 patients on each unit. Interns are involved in treatment planning and psychological services. Duties include performing neuropsychological screening, leading groups, providing individual and/or family therapy, and treatment team participation. In addition, the intern may have exposure to evaluations for competency in guardianship proceedings and/or forensic matters.

Medical Services Unit

One unit of the hospital is designated for patients with medical issues which preclude them from residing on other units. Patients present with both severe mental health symptoms and medical conditions. They tend to be medically fragile or they are stepping down from major medical procedures, such as surgery. The medical unit has capacity for 15 patients and is served by a full interdisciplinary treatment team. Psychology interns may interface with this unit when their patients from other service areas in the hospital are transferred to it or to meet patient's needs for psychological services while housed on the unit.

Deaf Service (DS)

Deaf Services has the capacity for 14 patients and encompasses both psychiatric treatment and alcohol and other substance related treatment. This is the only alcohol and substance related treatment unit for deaf patients in the state of North Carolina. There is an emphasis on providing culturally sensitive and culturally relevant treatment, particularly for those patients who communicate primarily through American Sign Language (ASL). Interns who are interested in this population have the opportunity to observe treatment team meetings and group psychotherapy as part of their rotation on the Specialty Services Division.

Interns also have the opportunity to learn about deaf culture and learn beginning sign language through free courses offered by the deaf services coordinator.

SECONDARY ROTATIONS

In addition to their three primary rotations, interns will also have the opportunity to complete a secondary rotation which will comprise approximately eight hours of the work week. Secondary rotations are offered in Dialectical Behavior Therapy (DBT) or the Pre-trial Forensic program.

Dialectical Behavior Therapy (DBT)

The DBT program provides treatment for patients who have significant difficulty regulating emotions and who may engage in severe self-injurious behavior. The interns are an integral part of the DBT program. Interns involved in the DBT program will conduct screening assessments to assist in determining a patient's eligibility for DBT services, co-facilitate DBT groups, and provide both individual psychotherapy and individual DBT skills training. Interns are provided with extensive training and supervision over the course of the rotation to support developing competency in delivering DBT services to patients throughout Broughton hospital.

Pre-Trial Forensic Program

In North Carolina, individuals who are found to be unable to proceed to trial for criminal charges due to mental illness symptoms are deemed Incapable to Proceed (ITP), and are then admitted to a local psychiatric hospital, such as Broughton Hospital (BH). At BH, patients with ITP status receive treatment for their mental illness symptoms and education about the court system; this is referred to as Capacity Restoration (CR). These patients with ITP status often occupy 25%-33% of BH's total beds. The Pre-Trial Forensic Program secondary rotation will focus on providing interns with weekly readings and discussions of forensic issues in a group supervision environment, and will offer opportunities to engage with the ITP population both as a clinician and a consultant. Interns will be able to co-facilitate CR groups for patients of a variety of levels of functioning, to provide individual capacity restoration services to patients, and to learn about functioning as a consultation on ITP-related issues within the hospital setting. Further opportunities to learn about the basics of expert testimony and pre-trial evaluations will also be provided.

SUPERVISION AND EVALUATION

Each intern has a primary supervisor and a secondary supervisor at any one time. Additional mentorship is readily available throughout the department on an ongoing basis and given the intern's needs. Each intern receives at least four hours of face-to-face supervision each week, including twice-monthly supervision meetings with the director of the internship program. Interns and supervisors develop a supervision and training contract at the beginning of each primary and secondary rotation to identify regularly scheduled

supervision meetings as well as the goals and expectations of the intern during the rotations.

In addition to weekly informal feedback, supervisors provide formal written feedback at defined points throughout the training year, typically at the midpoint and end of each rotation. Interns are encouraged to provide the staff with feedback about their rotations in an ongoing fashion. The interns also complete a formal evaluation of each supervisor and rotation. This is given to the internship training director and not shared with the supervisors until the end of the training year.

RESOURCES

To facilitate accomplishment of the above goals and objectives, there are five, licensed, doctoral-level psychologists associated with the Broughton internship program. Ongoing staff recruitment emphasizes interest in and desire to be involved in the internship program. Internship staff photos and information appear at the end of this booklet.

Expanding and continuously updating our Psychology Assessment and Resource Center (PARC) is an ongoing performance improvement initiative of the department. Testing resources are aggressively assimilated to the program with peer tutorials and active group discussions about instruments as they are added, and interns are welcome to join in these discussions with us as developing professionals. We also have an ever-growing collection of reference books and other media.

DIDACTICS

Interns are expected to attend weekly seminars that are designed and presented especially for them, taking into account their past experience, point in the training sequence, and future professional goals. Each Wednesday afternoon, interns participate in two 90-minute seminars addressing assessment, treatment, or professional development issues. Seminars in past years have included:

Assessment:

- Suicide Risk Assessment
- Risk Assessment of Violence Using the HCR-20
- Violence Risk assessment in Youth Using the SAVRY
- Behavioral Principles
- Data Collection & Treatment Monitoring
- Functional Assessment & Intervention Development
- Assessment of Sex Offenders
- Guardianship Evaluations
- Assessment of Capacity to Proceed to Trial

- Assessment of Dementia and Delirium
- Assessment Through Art Therapy
- Rorschach with Exner and R-PAS Scoring
- Bariatric Assessment
- MCMI-III/PAI
- MMPI-2
- MMPI-A
- Assessment Case Presentations by Faculty Members

Treatment and Professional Development

- Adjusting to Internship
- Appalachian Culture and Regional Ethnic Groups—An Informed Approach to Cultural Competence
- Boundaries & Dual Relationships
- Differential Diagnosis
- Interventions with Suicidal Behavior
- Principles of Recovery
- Group Therapy Techniques
- Early Psychosis Intervention: Clinical and Ethical Issues
- The Involuntary Commitment Process
- Dialectical Behavioral Therapy/Chain Analysis
- Psychopharmacology: Antidepressants & Anxiolytics
- Psychopharmacology: Antipsychotics and Thymoleptics
- Psychopharmacology: Medication Interactions
- Neurodevelopmental Concepts and Applications
- Personality Disorders (multiple sessions)
- Risk Management
- Treatment of Sex Offenders
- Treatment Case Presentations by Faculty Members
- Incapacity to Proceed and Capacity Restoration
- Health Psychology
- Primary Care Psychology/Integrated Care
- Religion, Spirituality and Psychology
- Treating Grief/End of Life Issues
- Sand Tray Therapy and Expressive Arts in Therapy
- Schema Therapy
- Expert Testimony
- Preparing for the EPPP & Licensure
- Job Searching in the field of Psychology
- Ethical Issues in Forensic Psychology

THE COMMUNITY AND AREA

Broughton Hospital is located in Morganton, North Carolina. The city is nestled in the foothills of the Blue Ridge Mountains, an area that ranks among the nation's most environmentally pleasing locales. It is ideally situated near the Linville Gorge, the Pisgah National Forest, resort areas, and skiing/snow-tubing areas. Hiking, biking, kayaking, boating on nearby Lake James, golf, and outdoor dining at microbreweries are common leisure pursuits. The downtown Morganton area hosts weekly live music throughout the summer, and periodic street festivals are also held. A large shopping center centrally located five minutes from the hospital provides ample options. The community blends the desirable features of small town living with easy access to the shopping and cultural advantages of the nearby larger cities of Hickory, Asheville, and Charlotte.

Morganton has a huge contingent of state employees who are affiliated with one the many state facilities/agencies. These facilities have helped shape the town's history since 1887. In addition to Broughton Hospital, other state-operated facilities located in Morganton include J. Iverson Riddle Developmental Center, a residential facility for those with Intellectual/Developmental Disorder, the North Carolina School for the Deaf, Western Piedmont Community College, and the Department of Vocational Rehabilitation and one prison operated by the NC Department of Public Safety, which also operates multiple other facilities within a 50 mile radius.





APPLICATION PROCESS

Applicants to the Broughton internship program must complete the AAPI online application. The AAPI online application can be accessed through the Applicant Portal at <http://www.appic.org>.

Those applicants who are matched with the Broughton program will also be expected to complete a State of North Carolina Application for Employment form after Match Day. **Appointments to internship positions at Broughton are contingent upon the successful results of drug testing and criminal background checks prior to the beginning of the internship year.**

The Broughton Hospital program is a participant in the APPIC Internship Matching Program and operates in accordance with the current APPIC Match Policies. This internship site abides by APPIC policy in that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Broughton's APPIC Member Number is 1415. Applicants must obtain an Applicant Agreement package from National Matching Services, Inc. and register for the Matching Program in order to be eligible to match to the Broughton program. Broughton Hospital's Program Code Number for the Match is **141511**.

The **deadline** for application to the Broughton Hospital internship program for the 2017-18 year is **Friday, November 4, 2016**; all materials must be received on site by this date. Applicants will be contacted on or before December 15, 2016 by email or phone regarding their application status and whether or not they will be invited for an interview. To receive a

more comprehensive depiction of Broughton Hospital and the internship program, in-person interviews are encouraged but not required. Because of the limited number of in-person interviews we are able to accommodate, phone interviews may also be offered for applicants who are still under consideration. Applicants who are invited for interview who are not able to come may make arrangements to be interviewed by phone.

The Broughton Hospital internship faculty welcomes candidates with diverse backgrounds, and minorities are strongly encouraged to apply. Competitive applicants for the Broughton program will have completed and/or demonstrated the following:

- a broad variety of clinical/practicum experiences (minimum 200 direct intervention hours and 100 direct assessment hours)
- interest and/or experience working with the severely and persistently mentally ill
- interest and/or experience in rural and public sector mental health
- assessment skills in the most commonly used diagnostic instruments (e.g., WAIS-IV or WISC-V, PAI, MMPI-2) as well as projective instruments, including the Rorschach
- at least eight integrated assessment batteries

Written inquiries may be forwarded to:

Sheila D. Williamson., Ph.D.
Psychology Internship Training Director
sheila.williamson@dhhs.nc.gov

Broughton Hospital
1000 South Sterling Street
Morganton, North Carolina 28655

Broughton Hospital Main Phone: (828) 433-2111
Psychology Department Phone: (828) 433-2282

PROGRAMS OF ORIGIN OF OUR INTERNS

American School of Professional Psychology (Argosy – Washington, D.C.)	6
Auburn University	1
California School of Professional Psychology at Alameda	2
California School of Professional Psychology at Fresno (Alliant University – Fresno)	3
California School of Professional Psychology at Los Angeles	1
California School of Professional Psychology at Sacramento (Alliant University – Sacramento)	1
Carlos Albizu University (formerly Miami Institute of Psychology)	4
Case Western Reserve University	1
Chicago School of Professional Psychology	1
Emory University	1
Fielding Graduate University	1
Florida Institute of Technology	8
Florida School of Professional Psychology (Argosy – Tampa)	8
George Fox University	1
Georgia School of Professional Psychology (Argosy - Atlanta)	6
Georgia State University	4
Illinois School of Professional Psychology – Chicago (Argosy)	3
Indiana State University	1
Indiana University of Pennsylvania	1
Jackson State University	5
Louisiana State University	2
University of Memphis (formerly Memphis State University)	1
Minnesota School of Professional Psychology (Argosy)	2
Nova Southeastern University	3
Ohio University	3
Pacific Graduate School of Psychology	2
Purdue University	1
Regent University	4
Spalding University	1
State University of New York at Albany	1
Texas A & M University	1
Texas Woman's University	1
The University of Toledo	1
University of Detroit – Mercy	2
University of Hartford	4
University of Hawaii – Manoa	1
University of Illinois at Chicago	1

University of Louisville	1
University of Manitoba	2
University of Mississippi	2
University of North Carolina at Chapel Hill	6
University of North Carolina at Greensboro	2
University of South Carolina	2
University of Southern Mississippi	1
University of Virginia	1
University of Windsor	1
University of Wyoming	1
Vanderbilt University	1
Virginia Consortium for Professional Psychology	5
Wright Institute	2
Yeshiva University	1

INTERNSHIP FACULTY AND STAFF

	<p>Sheila D. Williamson, Ph.D. Internship Training Director University of Mississippi, 1998</p> <p>Senior Psychologist, Adult Admissions Service <u>Clinical Emphasis/Interests:</u> Trauma, assessment and treatment of adults and adolescents who have committed sexual offense, treatment of sexually reactive children, trauma-focused CBT for children, TBI in children and adults <u>Internship Involvement:</u> Training Director, supervision, group co-facilitation, training in assessment of and group therapy with individuals alleged to have committed sex offenses <u>Hobbies:</u> Art, hiking, camping, music, reading</p>
	<p>Monisha Berkowski, Ph.D. University of Detroit Mercy, 2016</p> <p>Staff Psychologist, Adult Admissions Services <u>Clinical Emphasis/Interests:</u> Pre-trial forensic treatment, dialectical behavior therapy, psychodynamic therapy, gender & sexuality, feminist psychology, objective and projective personality assessment <u>Hobbies:</u> Crossfit, hiking, cooking, Detroit sports, Instagramming her wiener dog</p>
<h2>INTERNSHIP FACULTY AND STAFF</h2>	

	<p>Julie A. Dickison, Psy.D. Psychology Department Director Virginia Consortium of Professional Psychology, 1996</p> <p><u>Clinical Emphasis/Interests:</u> Health psychology, primary care psychology, bariatric assessment and post-surgical surveillance, research development and administration, process group psychotherapy, treatment of SPMI populations, treatment of trauma, social psychology, diagnostic and behavioral measure reliability, program development and evaluation <u>Hobbies:</u> Cooking, painting, music, choral performance, mountain life, biking</p>
	<p>R. Bryan Frenzel II, M.A. The Wright Institute, 2009, Psy.D. in progress</p> <p>Staff Psychologist, Adult Extended Treatment Service <u>Clinical Emphasis/Interests:</u> Dialectical behavior therapy, risk assessment, ethics, cognitive behavioral therapy, working with the SPMI population <u>Hobbies:</u> Backpacking, mountain biking, rock climbing, cooking, golf</p>
	<p>Wayne S. Fullerton, Ed. D. University of California – Berkeley, 1972.</p> <p>Senior Psychologist, Adult Admissions <u>Clinical Emphasis/Interests:</u> Cognitive behavioral therapy, perinatal anxiety and depression, ethical standards for psychologists, mental health education and development of best practices documents <u>Hobbies:</u> Classical music and art, history, especially United States and Canada, travel and cross-cultural studies</p>
INTERNSHIP FACULTY AND STAFF	

	<p>Adina Gabor-Gagea, Psy.D. Argosy University - Seattle, 2012</p> <p>Senior Psychologist, Geriatric Service <u>Clinical Emphasis/Interests:</u> Geriatric Psychology, Forensic Psychology, Neuropsychological Screening, Bariatric Assessment <u>Hobbies:</u> Vegetable gardening, cooking, needle crafts</p>
	<p>Kristen Bird, Psy.D Midwestern University, 2012</p> <p>Chief Psychologist, Adult Admissions Services <u>Clinical Emphasis/Interests:</u> Pre-trial forensic treatment and evaluation, cognitive-behavioral therapy with SPMI and personality disordered populations, ethics, risk assessments, programmatic development for forensic populations, early career supervision and professional development. <u>Hobbies:</u> Watching Tarheel sports, traveling, cooking, walking and exploring the mountains of Western NC, brunching.</p>
	<p>Kathy M. Learner, Ph.D. Ohio State University, 1987</p> <p>Chief Psychologist, Specialty Services <u>Clinical Emphasis/Interests:</u> Child and adolescent psychology (particularly trauma and stress-related disorders), developmental psychology, risk assessment, family therapy, creative therapeutic strategies (art therapy and sand tray therapy), milieu therapy. <u>Hobbies:</u> Hiking, cooking, ballroom dancing, health and nutrition, reading, music</p>
<p>INTERNSHIP FACULTY AND STAFF</p>	

 A portrait of William Schmaltz, M.A., a middle-aged man with glasses and a mustache, wearing a green button-down shirt.	<p>William Schmaltz, M.A. University of Windsor, Windsor, Ontario, Canada, 1995</p> <p>Staff Psychologist, Adult Admissions Service <u>Clinical Emphasis/Interests:</u> treatment of co-occurring diagnoses, malingering</p>
 A portrait of Sachi Jhaveri-Mehta, Psy.D., a woman with dark hair, smiling, wearing a pink top and a necklace.	<p>Sachi Jhaveri-Mehta, Psy.D. Michigan School of Professional Psychology, 2011</p> <p>Senior Psychologist, Adult Extended Service</p> <p>Clinical Emphasis / Interests : Cognitive Behavioral Therapy, treatment of SPMI populations, trauma work, EMDR, Neuropsychological assessments, bariatric assessments, personality assessments, forensic psychology, dialectical behavior therapy, recovery model.</p> <p>Hobbies: Classical music, singing, dancing, reading, and travel.</p>

ADJUNCT INTERNSHIP FACULTY**Keith Breedlove, Pharm. D.**

Campbell University, School of Pharmacy, 1995
Clinical Pharmacist, Broughton Hospital

Seminars: Psychopharmacology: Antidepressants & Anxiolytics,
Antipsychotics & Thymoleptics, Medication Interactions

**Elizabeth Guzman, J.D.**

Law School at University of Florida, 1987.

Assistant Attorney General, Broughton Hospital

Seminars: Mock court

**Stacie MacDonald, M.A.**

University of Southern Mississippi, 1993.

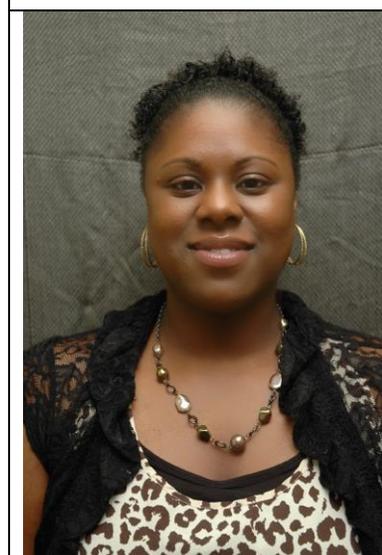
Director of Psychosocial Treatment Services, Broughton Hospital
Member, North Carolina Psychology Board

Seminars: Group Psychotherapy, How Communicate Effectively With
the NC Psychology Board

ADJUNCT INTERNSHIP FACULTY

No Photo Available	<p>Cindy Peters, Ph.D. Southern Illinois University, 1996</p> <p>Clinical Psychologist, Private Practice, Morganton, NC <u>Seminars:</u> Developmental Neuropsychology, holistic integration in mental health care, program development and implementation</p>

PSYCHOLOGY DEPARTMENT STAFF



Tiranda Collett

Office Assistant IV, Broughton Hospital

Duties: Keeping up with the Psychology Department!

For information regarding the
Guidelines and Principles for Accreditation of Programs in Professional Psychology, contact:
APA Office of Program Consultation and Accreditation
750 First Street, NE • Washington, DC • 20002-4242
Phone: 202-336-5979 • TDD/TTY: 202-336-6123
Fax: 202-336-5978 • email: apaaccred@apa.org
Website: <http://www.apa.org/ed/accreditation/>

Broughton Hospital provides equal opportunity to all applicants without discrimination on the basis of race, color, religion, national origin, gender, age, or disability. Both the hospital and mental health agencies affiliated with the internship program have a drug-free workplace policy.

Information Booklet revised: April 2016