

# Mississippi State Hospital

## *Doctoral Internship in Health Services Psychology*

Accredited by the Commission on Accreditation of the  
American Psychological Association



## **PROGRAM BROCHURE**

2025 – 2026

## **Introduction**

Mississippi State Hospital (MSH) is a publicly funded behavioral health and nursing home facility, located approximately 15 miles from the state capital of Jackson, in Whitfield, Mississippi. Nestled on a 350-acre campus amidst hundreds of pine and oak trees, MSH is the largest facility owned and operated by the Mississippi Department of Mental Health (DMH), employing over 900 individuals, and operating over 250 licensed psychiatric and 200 licensed nursing home beds. The hospital currently employs licensed and license-eligible psychologists, doctoral and master's-level counselors, peer support specialists, and numerous Behavioral Health Services (BHS) Department support employees across a wide range of services and specializations. MSH is a diverse regional facility that offers modern psychiatric treatment to the 1300+ patients served each year. Most patients are involuntarily committed to MSH, and treatment is provided to children, adolescents, and adults. Continuity of care is the goal, which is sought through close working relationships with the state's regional hospitals, community mental health centers, and other community agencies. An important community resource is Jaquith Nursing Home, which is located on the MSH campus, and which provides a wide range of psychiatric and behavioral health services for those individuals.

Consistent with the hospital's goal of providing the highest quality patient care, MSH has maintained full accreditation by The Joint Commission for all service units, since December 2000.

MSH provides an array of interdisciplinary-driven inpatient treatment services for patients across the lifespan. Service areas include the Adult Receiving Service, Forensic Service, Substance Use Service, Whitfield Medical-Surgical Hospital (WMSH), Child and Adolescent Service (psychiatric and substance use), and Continued Treatment Service.

The MSH Behavioral Health Services (BHS) Department offers a doctoral internship for eligible persons from Clinical and Counseling programs who desire extensive experience with inpatient populations. As a training facility, MSH welcomed its first internship class in August 1998. Our first APA site visit was conducted in May 1999, and the MSH Internship was accredited by the Commission on Accreditation (CoA) of the American Psychological Association at the July 1999 APA-CoA meeting.

## **Whitfield and the Jackson Area**

A small suburb of Jackson, Whitfield has the charm and beauty of a rural setting, while offering the opportunity and excitement of being close to a metropolitan area. There are ample opportunities for outdoor recreation at the Ross Barnett Reservoir and LeFleur's Bluff State Park, both of which are located just minutes away. The metro area offers boating, sailing, fishing, golfing, camping, and hiking opportunities on a year-round basis. The Jackson International Airport is close to MSH and provides convenient access in and out of the city. The Jackson Mass Transit system does not serve the Whitfield area. For this reason, automobile ownership is highly recommended.

As the State Capital, Jackson is host to a wide variety of cultural and social events. Some of our annual festivals include the Mississippi State Fair, Celtic Fest, Greek Fest, Crossroads Film Festival, GospelFest, the Pepsi Pops Music Festival, the International Ballet Competition, the Red Beans and Rice Festival, Mississippi Blues Marathon, and the Dixie National Rodeo and Livestock Show. The area is home to the Russell C. Davis Planetarium, the Museum of Mississippi History, Museum of Natural Science, Mynelle Gardens, the Mississippi Museum of Art, the City Auditorium for the Performing Arts, New Stage Theater, and the Mississippi Civil Rights Museum. There is a metropolitan zoo which hosts numerous family friendly events throughout the year.

The 10,000-seat Mississippi Coliseum sponsors everything from circus and ice shows to rock, country, and R&B concerts. Trustmark Park is in nearby Pearl, Mississippi, and hosts the Mississippi Braves baseball team (a minor league affiliate of the Atlanta Braves). Musical entertainment is abundant, with the Jackson Symphony Orchestra, Mississippi Opera, three professional ballet companies, and several smaller venues for live music. The Brandon Amphitheater opened in the Spring of 2018 and hosts a variety of outdoor concerts.

The Metro Jackson area is also home to six universities and colleges, including the University of Mississippi Medical Center, a nationally acclaimed medical center/training hospital. In addition, Jackson is conveniently located just three hours from New Orleans and the Mississippi Gulf Coast, three and a half hours from Memphis, and only one hour from antebellum homes, civil war historic sites, and casino entertainment in Vicksburg.

## **The Training Program**

### **Program Philosophy**

The Mississippi State Hospital (MSH) Doctoral Internship in Health Services Psychology strives to provide a coordinated series of training experiences which expose interns to a wide variety of professional roles. Through a strong commitment to the ***Clinician-Scholar*** model of training in health services psychology, the program emphasizes the integration of evidence-based practice, personal and interpersonal development, and a trauma-informed, recovery-based approach to inpatient care. Interns are encouraged to approach clinical practice from a person-centered stance, to utilize current professional literature when selecting and implementing the most efficacious clinical procedures, and to objectively assess treatment outcomes.

The MSH Doctoral Internship adheres to a competency-based approach to training, as consistent with the Benchmarks Model for evaluation of professional competencies. Recognizing that the yearlong internship training represents a critical period of transition from graduate student to entry-level psychologist, the MSH faculty is dedicated to supporting interns through a diversity of professional and clinical experiences. Within each rotation, and as supplemented by adjunctive responsibilities, competency development is approached in a sequential manner with regard to complexity and level of independence.

Throughout their training, interns are considered colleagues in training, and are therefore held to standards commensurate with such an advanced role. Through a tiered supervisory structure which is grounded in the dynamic exchange of ideas and theoretical philosophies, the goal is to support interns toward incremental growth in areas of professional and clinical practice. Collaborative interaction with professionals from other clinical disciplines is essential in such an interdisciplinary setting, as this promotes intellectual stimulation, mutual respect, and the necessity of a multi-faceted view of patient care.

We strive to provide interns with appropriate professional and personal growth experiences, constructive feedback, and quality supervision in all areas of professional practice, consistent with the overarching goal of training culturally competent psychologists who can assume professional roles in a multitude of settings.

### **Training Goals**

The following five competency clusters have been adopted from the Benchmarks Model of professional competencies and represent the primary training objectives for the MSH Doctoral Internship in Health Services Psychology.

1. Interns demonstrate an awareness of and sensitivity to diversity related issues in their work with individuals and groups from various cultural and personal backgrounds. This includes being able to apply knowledge and skills regarding dimensions of diversity to all their professional work. Interns will demonstrate an awareness of their own identities, the identities of the individuals/patients with whom they work, and the interplay of the two.
2. Interns consistently demonstrate professionalism. They should maintain behavior and comportment that reflect a high level of integrity, as well as professional values and attitudes. Interns should demonstrate an understanding of professional, ethical, and legal standards and act in accordance with these standards. They maintain an awareness and sensitivity to individual and cultural diversity and demonstrate skill in working with members of minority groups. Interns' professional activities are conducted with self-awareness and reflection, including engagement in appropriate self-care.
3. Interns develop meaningful and effective interpersonal relationships with individuals and groups. They should communicate effectively through verbal, nonverbal, and written means, with a wide range of patients and colleagues.
4. Interns demonstrate a capacity to independently engage in the clinical activities of professional psychologists. They effectively integrate scientific theory and research into their clinical practice. Interns also demonstrate assessment and diagnostic skills and they independently utilize assessment findings and patient diagnoses to plan effective interventions. They implement evidence-based, best-practices to alleviate suffering and promote the quality of life of their patients and demonstrate effective evaluation of treatment

progress. Interns demonstrate the ability to provide expert consultation in response to patient needs.

5. Interns are skilled educators of the information and skills of professional psychology. As such, they should be effective teachers, presenters, and providers of didactic instruction. They will also be skilled, ethical, and self-aware purveyors of clinical supervision to less advanced students or professionals.
6. Interns are active members of interdisciplinary systems, developing and maintaining effective collaborative relationships with members of multiple professional disciplines. Interns demonstrate an understanding of and sensitivity to differing perspectives and worldviews. Interns choosing to receive training in administration will also demonstrate emerging abilities to manage the administration of organizations, programs, or agencies, and to participate in the facilitation of systemic and/or organizational change.

### **Training Committee**

The MSH Doctoral Internship is governed by the Training Committee, which is responsible for decisions related to admission, evaluation, discipline, and appeal procedures. The Training Committee meets at least once a month or more often as needed. The meeting is chaired by the Training Director or a designated Training Committee member. The Chief Intern is identified as the internship class liaison during Training Committee meetings.

### **Program Administrators**

**Mary Ashley Angelo, Ph.D.** ([mary.angelo@msh.ms.gov](mailto:mary.angelo@msh.ms.gov))

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### **Adjunct Supervisors and Didactic Trainers**

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## **Training Year**

The MSH Doctoral Internship is a 12-month (52 weeks) program. Interns must accrue 2000 hours of training in no less than 12 months to complete the internship. The first three weeks of internship are devoted to general MSH orientation, Behavioral Health Services Department orientation, and a discussion of all available rotations (possibly with a tour). During this time, interns will undergo our “Internship ABCs” (Assessment of Baseline Competencies) through which their initial clinical competencies (individual intake/therapeutic skills, assessment, and oral board diagnostic/conceptualization skills) are assessed via a series of experiential exercises. “Meet & Greet” events and meetings with individual supervisors (by request) are also scheduled to assist interns with determining rotation preferences. Intern rotation assignments are determined jointly by the Training Director and the intern based on intern request, intern training needs, and available program resources. Some rotations may be subject to limited availability, but it is typically possible to grant all rotation requests, or service area experiences, during the internship year. By the end of the orientation period interns will have requested their first rotation and will be expected to have tentatively identified their second and third rotation preferences, with the understanding that their interests may evolve, and rotation availability may change as the year progresses.

The 12-month MSH Doctoral Internship is divided into three rotations of approximately four months duration. Rotations represent diverse experiences with patient populations, therapeutic approaches, and intern experiences. Psychiatric and psychological services are essentially divided into receiving/acute and continued care. Interns are generally required to complete their first rotation in a MSH Doctoral Internship Program Brochure (2025/26)

receiving service [*Adult Receiving Services, Oak Circle Center* (child/adolescent services), or *Substance Use Service*], although this is negotiable as based on training needs/requests and available resources. The two remaining rotations are selected based on each intern's professional interests and skill level.

The specific tasks expected of each intern will vary widely across rotations, and actual time commitments will also vary depending on the rotation population. The intern's psychotherapy caseload, the number of psychological evaluations and other duties will depend on several factors including each unit's admission and discharge rate, patient needs, supervisor assignments, and the intern's competency level. However, for all rotations interns can expect training experiences to be sequenced in a gradual progression of increasing clinical complexity (i.e., co-leading group therapy sessions prior to independently leading group sessions; decreasing involvement by the supervisors in the assessment and report writing process for psychological evaluations; increasing autonomy in the admissions and treatment planning process; increasing involvement with more complex diagnostic and treatment cases).

The functional level and severity of psychopathology typically varies among the patient populations in different service areas, with those patients admitted to the *Receiving* and *Continued Treatment Services* usually experiencing more severe psychopathology with more significantly impaired functioning than patients admitted to other services. Depending on the rotation, interns may obtain experience working with patient populations capable of process oriented therapy, patients needing skills training in areas such as daily living and social skills, patients requiring behavioral training due to extremely maladaptive behaviors, and/or patients requiring interventions to prevent self-injurious, suicidal, and/or homicidal behaviors. Within the different rotations, interns receive exposure to a variety of assessments and treatments developed for specific stages of care, levels of pathology, and diagnostic categories.

### **Rotations**

The following rotations have been offered in the past, although rotation availability (or experiences within) may vary due to unforeseen circumstances.

#### **Short Term Treatment**

##### **Adult Receiving Services Rotation:**

The Female Receiving Service (FRS) and Male Receiving Service (MRS) meet the acute psychiatric needs of approximately 100 patients (50 on FRS and 50 on MRS), 18 years and older, who have been committed to Mississippi State Hospital through the Chancery Court system. Patients are evaluated, stabilized, and treated within an average length of stay of approximately 30 days. The treatment program is trauma informed, person-centered, and recovery-focused, seeking patient rehabilitation and return to a less restrictive environment as the primary goal. Grounded in an interdisciplinary approach, while seeking maximum input and participation from the patients and their families, Behavioral Health employees focus on the affective, cognitive, behavioral, and physical symptoms that led to each patient's hospitalization. Employees strive to foster a sense of personal identity,



competence, and self-esteem, in an evidence-based, therapeutic environment, which focuses on the individualized, specific needs of each patient. The program is committed to the promotion of personal dignity and self-worth, supporting the capacity of each individual to benefit from the inpatient treatment environment. Patients benefit from on-ward programming as well as attendance at the Adult Receiving Services Treatment Mall, participating in evidence-based programming such as Illness Management and Recovery (IMR), Cognitive Therapy, Trauma therapy, Aggression Replacement Training, etc., and a variety of adjunctive therapeutic services (art, music, horticulture, etc.). Interns will provide services to both male and female patients served on the units. Training experiences for interns in the past have included: treatment team participation, admission assessments, psychological assessment and suicide risk assessment, skills training, individual, group, and family therapy, behavior management consultation, and program development.

*Child and Adolescent Service – Psychiatric Rotation and Substance Use Rotation:*

Oak Circle Center (OCC) is a 22-bed child and adolescent unit for the evaluation, stabilization, and treatment of patients who range in age from 4 to 17 years. Patients present with a variety of symptoms and functional levels. There are three unique service programs: a child program, a psychiatric service adolescent program, and an adolescent substance use service program. Specific evidence-based programming includes Aggression Replacement Training, DBT Skills Manual for Adolescents, Skillstreaming for Adolescents and School Aged Children, Trauma Focused Cognitive Behavior Therapy, Cognitive Behavior Therapy for Depression, Cognitive Behavior Therapy for Anxiety, Safety Planning for suicide risk, and various substance use programming including Seeking Safety. All patients participate in a positive behavior support program, which includes a point system and participation in weekly unit sponsored fun nights and reward mall visits (dependent upon the amount of points earned per week). Patients also attend the OCC Treatment Mall. The treatment mall services consist of behavioral health services programming, educational programming, therapeutic recreational programming, social services programming, music therapy, art therapy, horticulture, and nursing education. Training experiences for interns in the past have included: psychological assessment and suicide risk assessment, treatment planning, individual therapy, group therapy, family therapy/conferences, functional assessment and behavior support planning, and interdisciplinary treatment team participation.

*Substance Use Service (SUS) Rotation:*

The SUS houses approximately 25 female patients. All individuals receiving treatment have primary alcohol and substance related diagnoses, although a significant degree of attention is also given to co-occurring factors and symptoms. As such, treatment is also provided for those patients who meet criteria for secondary psychiatric diagnoses (mood disorders, anxiety disorders, personality disorders, etc.). SUS uses a variety of means to provide individual and group therapy, consultation, and supplemental therapeutic intervention as necessary. Beyond providing each patient with a foundational understanding of the program of recovery, therapeutic interventions are focused on interpersonal and intrapersonal matters that are either supportive of a program of sustained recovery, or that potentially hinder one from successful abstinence and recovery. Much of the foundation for treatment is grounded in a hybrid DBT/12-step model. Training experiences for interns in the past

have included: individual therapy, group therapy (Trauma/Grief and DBT Skills), family therapy/conferences, psychological assessment and suicide risk assessment, multi-disciplinary team involvement, and the SUS Family Program.

### **Long Term Treatment**

#### *Continued Treatment Service Rotation:*

The Continued Treatment Service (CTS) provides long-term psychiatric treatment for approximately 40 men and 25 women with chronic mental illness. Both the male and female buildings provide clinical services for individuals with on-going treatment needs, who have had a history of multiple psychiatric hospitalizations and were committed to Mississippi State Hospital through the Chancery Court System. Patients admitted to this unit often experience Schizophrenia Spectrum Disorders, Disruptive, Impulse Control Disorders, and Bipolar Disorders often with co-occurring personality disorders or impaired neurocognitive functioning. Evidence-based programming for Behavioral Health Services has been developed to promote illness management and recovery, increase skills development, improve emotional regulation skills, and Behavior Management. Individualized case conceptualization is advocated to enhance person-centered recovery. Training experiences for interns in the past have included: group therapy, individual therapy, suicide risk assessment, behavior management programming, psychological assessment, and interdisciplinary treatment planning.

#### *Forensic Service Rotation:*

The Forensic Service Rotation provides the intern with an introduction to an array of treatment services in the field of clinical forensic psychology. The intern will have opportunities to observe and be involved in aspects of the evaluation process that inform treatment. The MSH Forensic Service provides pre-trial and post-conviction services to adults from all counties in the state of Mississippi admitted for competence restoration, not competent/not restorable status, or those adjudicated not guilty by reason of insanity (NGRI). Services are provided to approximately 50 patients across three buildings: maximum-security (men only) and medium security (men and women), and a medium long-term treatment service for male patients. Inpatient treatment services include court competence restoration and rotating Evidence Based Treatments (e.g., anger management, DBT, mental health symptom management, etc.) groups, as well as individual therapy/supportive counseling and case management guided by the interdisciplinary treatment team. Training experiences for interns in the past have included: co-facilitation of court competence restoration groups, individual/group therapy, interdisciplinary treatment team participation, observation of court competency hearings, observation of and involvement in forensic evaluations with mock report writing, admission/annual assessments, psychological assessment, and suicide risk assessment.

#### *Geropsychology Rotation:*

Jaquith Nursing Home (JNH) is a 200+-bed long-term care facility consisting of 5 homes which are divided into 3 separately licensed units with Joint Commission accreditation. The program at JNH serves individuals with chronic medical conditions, moderate to severe traumatic brain injury, and

anoxic brain injury, and cognitive impairment due to major neurocognitive disorder due to varying etiologies (e.g., Alzheimer's disease, vascular disease, Frontotemporal Lobar Degeneration, etc.). Many nursing home residents have comorbid diagnoses of severe mental illness. There are two special care units for individuals requiring more intensive supervision and assistance due to decreased cognitive functioning and increased need for positive behavior support. Interns on the Geropsychology rotation gain experience with neurocognitive screening and other assessment instruments to evaluate cognitive impairments, delirium, depression, independent functioning, and psychiatric/personality disorders commonly found in an elderly population. Interns will also provide individual psychotherapy and supportive counseling, group counseling, and behavior management for a variety of psychological issues common to the long-term care population. Finally, interns will provide consultation on all care issues, policies, and procedures that affect the mental and behavioral health of nursing home residents. This rotation offers an excellent opportunity to explore geropsychology, neuropsychology, behavioral medicine, pharmacology, and end-of-life issues with an elderly patient population.

### **Minor Rotations**

#### *Administrative Psychology:*

As psychologists move through their professional careers, they are often promoted to positions in management and administration. However, administrative training is not typically a part of the formal curriculum that psychologists receive. This rotation seeks to provide an overview of facility-wide administrative issues, including interactions with other hospital departments, quality improvement measurement and reporting, program development, staff productivity and efficiency measures, staff competency and training, addressing issues with regulations and regulatory boards (e.g., Joint Commission, CMS, HIPAA), development of departmental and hospital-wide procedures, hospital committee participation, and may involve the supervision of others. Interns will also maintain patient contact hours through assigned psychotherapy cases, psychological assessment and suicide risk assessment referrals, and behavioral consultation across the various clinical units. Some training experiences (staff training) may be conducted outside of regular office hours to accommodate employees who are on shift work.

#### *Assessment Rotation:*

Interns will have the opportunity to develop/advance their skills in appropriately addressing referral questions, administering, scoring, and interpreting psychological tests, and developing appropriate recommendations based on the assessment findings. Interns will also receive training in presenting these findings and recommendations to members of the treatment team and the patient. Opportunities for different types of assessment include suicide risk assessment, personality or diagnostic clarification, neuropsychological screening, and cognitive evaluations. Referrals which are relevant to the intern's specific training preferences can be identified by the Assessment Team Director and assigned based on level of competency and training needs.

## Supervision of Interns

The MSH Doctoral Internship in Health Services Psychology utilizes a competency-based model of supervision, emphasizing the enhancement of a broad knowledge base, mastery of new skills, and refinement of existing competencies, all in an atmosphere of mutual respect and collegiality. Supervisors share their knowledge and experience, provide professional modeling, and share constructive feedback regarding intern performance. The internship faculty is committed to a training model that prepares each intern to assume the duties of an entry-level psychologist, and to be eligible for postdoctoral experience and subsequent licensure status.

The supervision component of the MSH Internship Program meets or exceeds criteria set forth by the American Psychological Association's Commission on Accreditation and the Mississippi Board of Psychology. Each Intern receives a minimum of **5 hours (often 6 hours)** of licensed supervision on a weekly basis.

### **Individual Supervision**

**Two hours** are spent in face-to-face, individual supervision with a Licensed Psychologist, at least 1 hour of which is with the Primary Rotation Supervisor. Additional individual supervision may be provided by another/other Licensed Psychologist(s) with clinical responsibility for the case(s) being supervised – often this will be the Assessment Team Director, and/or another psychologist designated to provide supervision on a intern's testing case. Such arrangements must be discussed with the Training Director. The duties of the Primary Rotation Supervisor include supervision of intern clinical activities on the rotation, coordination and/or oversight of intern duties and responsibilities, facilitation and/or oversight of formal and informal learning experiences within the rotation, participation in mid- and end-rotation evaluation meetings, enhancement of a intern's professional identity through mentorship experiences, and provision of ongoing communication with the Training Committee and the Training Director regarding the intern's performance.

Additional instruction and experiential activities are provided through didactic trainings or adjunct faculty who consist of licensed and license-eligible doctoral employees and/or BHS staff members with other areas of certification (i.e., LPC, LMFT, Department of Mental Health credentialing, etc.) and/or clinical training. For some rotations, and with Primary Rotation Supervisor oversight, these faculty members will assist in coordinating intern duties and responsibilities, or with the facilitation of formal and informal learning experiences within the rotation. Under certain circumstances, and always in addition to 2 hours of individual supervision by a Licensed Psychologist, interns may be assigned supervision sessions with an adjunct faculty member who has expertise in a particular area of practice. Such experiences would be arranged by the Primary Rotation Supervisor in consultation with, and at the discretion of, the Training Director.

Throughout the year, interns will have several supervisors with different theoretical orientations and expertise. Supervisors will expect and assume that interns will need the most supervision and instruction during the first third of each rotation. By the last month of each rotation, interns will be expected to function with relative autonomy.

## **Group Supervision**

Interns receive 4 hours of group supervision each week, all led by Licensed Psychologists. Group supervision sessions include weekly group supervision with the Training Director (2 hours), an Assessment Group Supervision (1 hour), and a Supervision of Supervision (SoS) Group (1 hour), as described below.

### **Training Director: Group Supervision**

This meeting is led by the Training Director and may include another training faculty member as co-facilitator. These group supervision sessions, which are an integral and vital part of the MSH Doctoral Internship, provide a forum for interns to discuss clinical challenges, special concerns, and administrative issues with each other and the TD. Open discussions about clinical work is a focus of group supervision and interns should thus be prepared for each week with identified cases. Although the SoS group is the primary meeting for supervision discussion, interns' provision of clinical supervision to practicum students/early career clinicians is also open to discussion during this 2-hour session. The weekly Group Supervision consists of three phases/sections, as follows:

- 1) First phase – dedicated to housekeeping, questions, clarification, and administrative issues. Interns are asked to bring these types of items to the group for discussion. The goal is to find solutions as a group, and all for interns to benefit from the information exchange.
- 2) Second phase – dedicated to a "check in" process, whereby each intern provides a moderately comprehensive narrative of their clinical, supervisory, and professional development activities that have occurred during the previous week. During this phase, interns discuss rotation experiences, individual therapy cases, group therapy processes, supervisory issues, assessment/suicide work, systemic/organizational issues, etc. This will include building self-awareness through exploration of personal reactions to clinical and organizational experiences.
- 3) Third phase – dedicated to the discussion of clinical cases, whether individual, couples, family, or a group. Interns take turns discussing current cases, providing a thorough presentation of the patients, including, but not limited to: admission data, historical information, family information, assessment information, referral question, and the current conceptualization. In addition, interns should be prepared to talk about the therapy being employed (goals, session information, outcome measurement, dynamics, ethics, transference/countertransference, etc.). Cohort members are expected to serve in a consultative capacity, participating in group discussions regarding one another's clinical cases, sharing ideas, and further conceptualizing the overall treatment based on their perceptions and professional orientation.

### Assessment Group Supervision

After completion of initial orientation activities, interns will begin attending weekly group supervision sessions focused on testing and assessment. The format is interactive and collegial, with interns providing peer consultation as well as receiving direct supervision from the Assessment Team Director. Sessions will focus on improving interns' psychological assessment, testing, diagnostic, and report writing skills, as well as increasing familiarity and proficiency with a variety of commonly used and well validated psychological testing instruments. These goals are primarily accomplished through in-depth discussion, review, and critique of testing and assessment cases. The Assessment Team Director will present historical cases and assessment scenarios for discussion. As interns

are assigned assessment cases, they will present their cases for discussion and licensed supervision. A developmental approach is taken throughout the year, in which guidance in testing and report writing is more intensive during the beginning of the year. Interns are expected to progress with their assessment skills throughout the year and be able to defend the entire process of a completed report.

Readings and scientific literature are incorporated into the supervision that reflects on diversity issues and integrating science and practice. During the year, the Assessment Team Director may determine that additional training in specific tests, assessment techniques, or diagnostic classification would be beneficial to the group. Didactic training may be provided by the Assessment Team Director or be assigned to one or more of the interns throughout the year. Each intern is expected to make at least one such presentation. The Assessment Team Director may also arrange for another assessment team member/training faculty, who is expert in a particular area of assessment, to provide the didactic training.

### Supervision of Supervision (SoS)

Supervision of Supervision (SoS) is led by a Licensed Psychologist/s, who is a member of the Training Committee. This hour of supervision focuses on best practices concerning clinical supervision. To guide the developmental process, various supervision books, readings, and articles are used to establish a foundation of strong supervisory processes. Topics discussed generally include qualities of good supervision, diversity, competence, models and best practices of clinical supervision, ethics, risk management, and evaluative methods of supervision. Open discussion of supervision challenges and practices is expected. As interns will be providing clinical supervision to practicum-level students or early career clinicians during the year, this group is an opportunity to learn from each other and the SoS supervisor(s). As part of the supervision training and skills development, the SoS group leader/s will assist interns in the observation of their supervisee's sessions, as well as subsequent supervision/feedback sessions several times throughout the year.

## **Didactic and Supervisory Training Activities**

Throughout the year, interns are required to attend a variety of organized meetings and trainings, provide supervision to practicum students/early career clinicians, and make presentations to the Training Committee/BHS Department. As professionals, interns are expected to be on time and well-prepared for any meetings and presentations. Scheduling conflicts should be brought to the attention of the Primary Rotation Supervisor and the Training Director. The following information provides an outline of various training, mentorship, and supervision opportunities:

Didactic training is provided throughout the year and will exceed the minimum number of hours required (104 hours total/approximately 2 hours per week).

### **Intern Topic and Case Presentations**

Each intern presents and will be evaluated on one formal topic presentation and one formal case presentation to BHS faculty and employees during the internship year. These professional-level presentations are an opportunity for interns to share their work with colleagues. These presentations should be at an advanced level, such as that which would be given at a professional psychological association conference or for a multidisciplinary group of mental health professionals. Audio/Visual equipment is available and should be used for the presentation. Interns should prepare typed outlines or slide handouts for the audience. A copy of these will be added to the official intern file.

Mentorship - Interns are expected to select a Training Committee member as a mentor for each Topic and each Case Presentation to help guide them in the process. The mentor assists the intern in selecting and refining a topic/case and helps ensure that the presentation meets the requirements of the internship program. The Training Director should be notified upon the selection of a mentor and all case and seminar topics require final approval by the Training Director. Prior to the formal presentation to the Training Faculty/BHS Department, interns will give their presentations in Group Supervision for guidance and feedback from the TD and their peers. This is typically scheduled at least 2 weeks prior to the formal presentation to provide ample time for the intern to incorporate feedback.

Topic Presentation - The intent of the topic presentation is to create and provide an educational experience for the MSH Behavioral Health Services faculty and employees. Topic presentations may include aspects of dissertation or other research, or they could be grounded in areas of psychological practice/phenomena that are relevant to the work being done at the hospital or a particular therapeutic modality (e.g., Object Relations Theory, Hypnosis, EMDR, Functional Analysis of Aberrant Behavior, Forensic Issues, etc.). As with any professional presentation, an APA reference list should be included. Strong mentorship should be sought in the development and refinement of the presentation.

Case Presentation - Each intern selects a case from which they have learned something important, would be of interest to other professionals, and which could serve as a therapy

training model for doctoral and non-doctoral BHS employees. Typically, such presentations are of cases involving longer-term, individual psychotherapy, although brief/shorter-term cases, formal assessment cases, and group therapy cases have been successfully presented in the past. A doctoral level case presentation integrates relevant data into a concise but thorough conceptualization of the individual(s). In addition, case presentations should include quantitative and qualitative outcome and/or symptom tracking data. Such symptom monitoring and outcome measurement should be used with each therapy case undertaken during the internship year. It is also critically important that interns maintain patient confidentiality through de-identification and the use of pseudonyms. As with the topic presentation, strong mentorship should also be sought.

### **Professional Development Seminar (PDS)**

Professional Development Seminars cover topics of diagnosis, intervention, professional practice, current research, and ethics. Presenters include psychologists, physicians, and other mental health professionals from MSH and the surrounding community. The PDS is an important component of the training program, as these trainings are provided by MSH and community professionals who generously share their knowledge with our interns. As such, each intern's attendance at these seminars is mandatory.

### **Quarterly Webinars**

The BHS Training Department identifies PESI-sponsored webinars that are relevant to the populations served at MSH. They cover a variety of topics in the mental health field, including specialized areas of assessment and interventions. These webinars are offered on a monthly basis, and interns' attendance may be required. These serve as another form of didactic experiences provided during the internship year.

### **Elective Training Opportunities**

Interns may have the opportunity to attend presentations offered through the Psychology Continuing Education Program at the G.V. (Sonny) Montgomery VA Medical Center and the Methodist Rehabilitation Center, as well as Grand Rounds presentations offered by the MSH Psychiatry Residency Program.

MSH also offers campus-wide in-service trainings throughout the year on a variety of subjects. Some of these in-services are mandatory for all employees and are therefore mandatory for interns. Finally, MSH Staff Education has a contract with Relias which offers Continuing Education online trainings covering a variety of behavioral health and psychology topics.

Throughout the year, the Training Director may become aware of additional training opportunities at MSH and in the community. Such opportunities are communicated to interns who



will be encouraged to attend, schedules permitting. The Rotation Supervisor and the Training Director must approve any training that will conflict with an intern's duties and the Training Director must approve, via an MSH Travel Request Form, any off-campus training activities.

### **Supervision of Practicum Students/Early Career Clinicians**

Early in the year, interns will begin to receive training in the supervision of graduate students who are enrolled in the MSH Behavioral Health Services Practicum Program or early career clinicians who are employed by the department. Throughout the year, interns will receive extensive supervision of these activities through the SoS group and supplemental individual supervisory guidance. This often occurs as part of the training in supervision in which the SoS leader/s assist in session and feedback observations.

### **Chief Intern**

Each intern will assume the role of Chief Intern for approximately 3 months. The goal is to have intern representation in the planning, maintenance, and restructuring of the training program. This position is viewed as a vehicle for enhancement of training in administrative and leadership activities typical of Behavioral Health staff members, a mechanism for the internship class to have input into training and programming issues, and as an avenue for efficient dissemination of information.

The Chief Intern serves as the Training Committee liaison, attending the first portion of the committee meetings, during which issues related to recruitment, training recommendations, ethical considerations, programming, funding, changes in training policy and procedures, and other issues influencing the training program and its progress may be discussed. The Chief Intern is excused during discussions of students' progress in the program and other sensitive topics.

The Chief Intern disseminates information and documents from the Training Committee and program administrators to the rest of the intern class. She/he assists with coordinating and maintaining interns' rotation schedules and assisting with the arrangement of coverage for other interns as necessary. She/he is expected to encourage and facilitate interactions among fellow interns, including the planning and coordination of formal and informal intern meetings.

On occasion, the Chief Intern also assists program administrators in basic administrative duties as assigned. She/he aids the Training Director in efforts to maintain APA and APPIC accreditation status by collecting data from current and/or previous interns and other related duties. Chief Interns are allowed time off their rotations to attend Training Committee and other important meetings (at the Training Director's discretion) but remain responsible for the timely completion of all internship and rotation-specific requirements.

### **Research**

The Training Committee views the internship year as a year of intensive clinical training and skill development. Consistent with the Clinician-Scholar model of training, value is attached to clinical

research conducted by interns. However, research activities do not supersede the clinical activities of the training program. Dissertations are viewed as a function of the graduate program, not the internship. Dissertation work may be negotiated on an individual basis with the Training Director and the rotation supervisor, and MSH/Hudspeth-based research may be approved through the MSH/Hudspeth Institutional Research Review Board.

### **Resources Available to Interns**

Interns in the MSH Doctoral Internship have access to a variety of resources to enhance the training experience. The MSH Training Committee faculty members are considered the primary resource provided to interns. The faculty provides didactic instruction, consultation services, role modeling and mentorship opportunities, as well as extensive time for supervision and collegial discussions. In addition to the training faculty, interns work with psychiatrists, other specialized physicians (e.g., neurologists, pediatricians, etc.), psychiatric nurses, social workers, recreation specialists, dieticians, and other mental health professionals on all rotations.

Through the MSH Behavioral Health Services Department, interns are provided office space, materials, and equipment, including telephones, computers, and reference materials. All departmental computers are connected to the campus network and have access to the internet.

Extensive software resources are also available, including scoring and interpretation software programs for psychological tests. Access to database and word processing software, including MS Office is available. MSH maintains a library for patients and a small medical reference library for employees. The reference library has a collection of professional materials, including journals, books, and audiovisual materials in the areas of psychology, psychiatry, general medicine, and nursing. This library offers bibliographic services, inter-library loan services, and photo duplication of library materials.

### **Stipend and Other Benefits**

All MSH interns are considered time-limited, non-permanent state service employees for the duration of the internship year. The stipend for each intern during the 2024-2025 training year is \$36,624 annually, and interns are provided with full benefits of MSH employment. Benefits include paid major medical insurance, sick leave, personal leave, access to the MSH Employee Assistance Program (EAP), 10 paid holidays per year, and contributions to the state retirement fund. Stipends are paid on a twice monthly basis.

## **Competency Evaluation/Internship Completion Requirements**

The MSH Doctoral Internship in Health Services Psychology utilizes the Benchmarks Model for the evaluation of professional competencies. This model was developed by a work group sponsored by the ASPPB Foundation and the APA Education Directorate. The Competency Benchmarks for Professional Psychology serves as a guide for psychology training programs, delineating core competencies that students should develop during their training, and ultimately form the basis for

evaluating the required Profession Wide Competencies (PWC) identified by the APA Commission on Accreditation. Applicants are encouraged to review the document, which is available at <http://www.apa.org/ed/graduate/benchmarksevaluation-system.aspx>. Suggested behavioral anchors are available for trainees at three developmental levels: readiness for practicum, readiness for internship, and readiness for entry to practice. **MSH interns must meet minimal expected competencies for readiness for entry into practice prior to the completion of their internship.** This is demonstrated via an average score of 3 (meets expectations) or higher on each Profession Wide Competency of the intern's final rotation evaluation. In accordance with the Benchmark authors' recommendations, the MSH Training Committee has adopted and modified these competencies and associated behavioral anchors to match the specific training goals of our program.

The following Profession Wide Competencies are evaluated at predetermined periods throughout the training year. Certain competency benchmarks are only assessed for interns participating in applicable rotations or activities (e.g., the *Teaching* competency is only assessed for interns who have engaged in the provision of training/teaching of others during the evaluation period).

**Research:**

- 1) Scientific Knowledge and Methods
- 2) Evidence-Based Practice

**Ethical and Legal Standards:**

- 3) Ethical/Legal Standards and Policy

**Individual and Cultural Diversity:**

- 4) Individual and Cultural Diversity

**Professional Values and Attitudes**

- 5) Professionalism
- 6) Reflective Practice/Self-Assessment/Self-Care

**Communication and Interpersonal Skills**

- 7) Relationships
- 8) Professional Relationships
- 9) Teaching

**Assessment**

- 10) Assessment

**Intervention**

- 11) Intervention

**Supervision**

- 12) Supervision

## **Consultation and Interprofessional/Interdisciplinary Skills**

**13) Consultation**

**14) Interdisciplinary Systems**

**15) Management-Administration**

### **Competency Evaluation**

At the beginning of the internship year, the Training Director reviews the Internship Competency Evaluation form with interns. This is the evaluation form that is used with interns throughout the year to assess their professional standing. Each intern is assessed twice per rotation (mid and end-points) by the Evaluation Team, which is comprised of the Primary Rotation Supervisor, Training Director, Assistant Training Director, Assessment Team Director, and any additional/adjunct faculty providing supervision to the intern. Upon completion, the Evaluation Team meets with the intern to review the rating form, and to discuss each specific area of the individual's professional development. The purpose of this meeting is to integrate feedback from a variety of individuals who have knowledge of the intern's work during the rotation, and to discuss the evaluation with the intern in a way that is supportive and developmentally driven.

This mechanism allows for ongoing opportunities for the identification of strengths and growth areas. Information obtained from evaluations is used to provide ongoing feedback to interns and will be used as the basis for preparing completion letters to be forwarded to interns' graduate program Directors of Clinical Training. Each intern may make an appointment to view his or her evaluation documentation at any time during the internship year and may make responsive, written comments within 10 days of the evaluation being filed with the Training Director.

***Minimum expected competencies for interns enrolled in the MSH Doctoral Internship are an average score of 3 (Meets Expectations) or higher for each Profession Wide Competency by the end of the training year.***

Interns accepted into the MSH Doctoral Internship have completed rigorous screening by their respective graduate programs and the MSH Behavioral Health Services Training Committee, and it is not anticipated that any intern will be unable to satisfactorily complete internship requirements. However, interns must demonstrate minimal expected competencies before the internship can be successfully completed. If basic competencies are not demonstrated by completion of the requisite 2000 hours, remedial training and supplemental rotation work may be required. Stipends for the internship program are for a 12-month contractual basis and additional time beyond the 12 months cannot be funded. Competencies must be demonstrated within 24 months of initiating the internship.

### **Criteria for successful completion of the MSH Doctoral Internship**

1. Total training time at least 2000 hours in no less than 12 months and no more than 24 months.
2. Twenty-five percent (25%) of the 2000 required hours (approximately 10.5 hours/week, 500 hours total) have been spent in direct patient contact training activities. Interns are

required to complete a minimum of 125 individual therapy hours, 75 group therapy hours, and 15 admission/transfer/annual assessments. ***Please note this is a minimum requirement and students may be asked to complete additional hours to meet the needs of the service or to further refine their competencies.***

3. Completion of a minimum of 8 integrated psychological assessment reports, 4 of which have been Comprehensive Suicide Risk Assessments (CSRAs).
4. An average of 5 hours per week have been spent in formal, face-to-face supervision with a Licensed Psychologist, at least 2 hours of which have been in individual supervision.
5. Attainment of an average score of 3 (*meets expectations*) or higher for all assessed Profession Wide Competencies by the end of the training year.
6. All hospital and clinical documentation have been completed, then reviewed and signed by the appropriate supervisor.
7. All internship program documentation and evaluations have been completed and submitted to the Training Director.

### **Code of Conduct**

The APA ethical and professional guidelines are available at <http://www.apa.org/ethics/code/index.aspx> and are reviewed with all interns by the Training Director and supervisors at various times during the internship year, both in didactic training sessions and supervisory meetings.

Interns are expected to seek advice and guidance from their supervisors when they have concerns or perceive potential ethical or professional problems. In situations when trainees and professionals have made serious breaches of ethical and professional behavior, they have often failed to seek advice from others before acting. Preventing professional and personal isolation is an effective method of being proactive in this regard.

***Interns must be aware of and sensitive to diversity issues in their work with patients, interns, and employees. Sexual or other forms of harassment are forbidden. Discrimination on the basis of race, color, religion, gender, gender identity (including a transgender identity), sexual orientation, national or ethnic origin, age, status as an individual with a physical or mental disability, citizenship status, marital status, and/or membership in a protected class under the law is forbidden.***

## **Application and Selection Procedures**

### **Applicant Qualifications**

As noted previously, MSH is an Equal Opportunity Employer. The MSH Doctoral Internship has a strong commitment to diversity and is open to qualified individuals of any race, ethnicity, gender, sexual orientation, gender identity, marital status, age, national origin, religion, disability status,

or veteran status. United States citizenship is not required for participation in the internship. Members of underrepresented populations are strongly encouraged to apply.

The MSH Doctoral Internship in Health Services Psychology is ***best suited for those students seeking clinical and professional training in an intensive inpatient setting***. Although rotations in specialty areas are available, the focus of the internship program is the development of strong, generalist practitioner skills. Therefore, successful applicants will possess a solid foundation, through coursework and practicum experiences, in psychological assessment and therapeutic intervention. To be considered for a position in the internship, applicants must have completed a minimum of 225 intervention hours and 75 assessment hours ***by the application deadline***. Previous direct exposure to an inpatient psychiatric setting and/or a severely mentally ill population is preferable, but not required.

Applicants must have ***successfully proposed their dissertation, and they must have passed their comprehensive exams by the application deadline***. Doctoral students from Clinical and Counseling programs who have obtained approval from their DCT as being internship-eligible, and who will have completed at least three years of graduate training prior to the start of internship may apply to the MSH Doctoral Internship in Health Services Psychology. Students from APA-approved programs are preferred, but students from non-APA-approved programs will be considered.

### **Application Process**

The MSH Doctoral Internship in Health Services Psychology participates in the APPIC Matching Program, and applicants must obtain an Applicant Agreement Package and register with the National Matching Services, Inc. (NMS) to be eligible to match to our program. You can request an Applicant Agreement Package from NMS through the Matching Program website at [www.natmatch.com/psychint](http://www.natmatch.com/psychint) or by contacting NMS by mail or telephone (see “Contact Information” section). In addition to the information provided below, ***applicants must meet all the requirements outlined in the APPIC Directory***. Additional requirements through the online APPIC system:

1. Completed APPIC Application for Psychology Internship (AAPI), which is available online at the APPIC website. The “Verification of Internship Eligibility and Readiness” must include the original signature of the Graduate Program Director of Clinical Training or appropriate Department Director.
2. Current curriculum vitae.
3. Official graduate school transcripts.
4. Three letters of recommendation (LoR) – via the APPIC SRF process:

- LoRs from doctoral-level individuals who are familiar with either the applicant's clinical skills or academic knowledge are required.
  - It is strongly recommended that a minimum of two LoRs are provided by individuals who have direct knowledge of the applicant's clinical skills.
5. A writing sample in the form of an actual psychological report with all identifying information (PHI) deleted/deidentified.

## **\*Application Due Date: November 29, 2024\***

### **Application Review**

Only applications which are complete by the application deadline and meet all requirements listed under ***Applicant Qualifications*** will be considered. Each application is reviewed by at least two members of the MSH Training Committee. In addition to a well-documented record of clinical and scholarly excellence, the committee strongly considers applicants' interests in and goodness of fit with the training goals and philosophy, clinical populations, available rotations, and culture of the MSH training program. Applicants who demonstrate these qualities are most likely to be invited for an interview.

The Training Committee is committed to maintaining a heterogeneous intern class which reflects broad diversity in personal variables and theoretical orientations, which allows us to provide a more enriching training experience. Maintaining diversity is a primary aim of the intern selection process and is strongly considered by the MSH Training Committee when making decisions related to interview invitations.

### **Interviews**

Applicants selected for interviews will be notified by telephone on or before **December 6, 2024**. We anticipate having interviews on the following dates, though this is subject to change depending on various factors: 12/13/24, 1/6/25, 1/13/25, and 1/17/25. Interviews will be conducted virtually and offer applicants the opportunity to meet and ask questions of most members of the MSH Training Committee, meet with current interns, and to participate in individual interviews with two committee members. As part of the individual interviews, each applicant is assessed via a semi-structured interview, during which they are asked a series of questions related to clinical practice, professionalism, and goodness of fit with the MSH Doctoral Internship.

The Mississippi State Hospital (MSH) Doctoral Internship in Health Services Psychology has been an active, APA accredited training site for 25 years. It has been an honor and a privilege to contribute to the training of over 80 psychologists during our tenure, and we are excited to continue in this endeavor. Please feel free to contact the Training Director with any questions. We believe that open communication is key to good relationships. We would love to hear from you.

### **Applicant Rank**

The MSH Training Committee takes into consideration the strength of each application, each applicant's performance on the semi-structured interviews, and goodness of fit, which is based on each applicant's interests, interpersonal attributes, and various additional factors noted throughout the interview processes. Overall, the committee seeks to ensure that an applicant is a good match with the MSH Doctoral Internship.

Unless circumstances require an adjustment, four interns are selected for each internship class, using the APPIC Matching Program. The MSH Doctoral Internship in Health Services Psychology agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any prospective applicant throughout the selection process.

*Prior to MSH employment, incoming interns are required to complete an application to the Mississippi State Personnel Board, and additional pre-employment requirements, such as criminal background checks and drug screenings. Employment is contingent upon the results of these processes. For additional and more specific information, applicants should contact the Training Director. Finally, incoming interns who are not United States citizens must provide documentation which proves eligibility to work within the United States.*

### **Contact Information**

***Mary Ashley Angelo, Ph.D.***

Training Director

MSH Doctoral Internship in Health Services Psychology

Mississippi State Hospital

Behavioral Health Services, Building 51

P.O. Box 157-A

3550 Highway 468 West

Whitfield, Mississippi 39193

Telephone: 601-351-8528

Fax: 601-351-8086

[MSH-PsychInternship@msh.ms.gov](mailto:MSH-PsychInternship@msh.ms.gov)

Telephone calls to the Training Director to clarify issues related to the program or the application process are encouraged.

Contact information for APPIC, and NMS appear below:



**Association of Psychology Postdoctoral and Internship Centers (APPIC)**

1020 G Street, NE

Suite 750

Washington, DC 20002

Phone: (202) 589-0600 Fax:

(202) 589-0603

<http://www.appic.org>

**National Matching Services, Inc. (NMS)**

P.O. Box 1208

Lewiston, NY 14092-8208

(716) 282-4013

<http://www.natmatch.com/psychint>

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

**Office of Program Consultation and Accreditation**

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)

Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)