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Child and Adolescent School-Based Clinical Psychology Externship Training Program

Program Overview: School-Based Mental Health Track

In 2018, InSite Solutions and Georgetown University's Department of Child Psychiatry merged to create a regional center for school based mental health: The MedStar Georgetown Center for Wellbeing in School Environments (WISE Center). This partnership seeks to expand access to our high-quality, multidisciplinary school-based experts in direct clinical service and trauma-informed whole-school programming; train the next generation of mental health practitioners, skilled in the application of evidence-based clinical knowledge to individuals, families, and systems; and provide deeper evaluation of programmatic outcomes and disseminate knowledge in the wider educational and mental health communities.

Knowledge and Compassion
Focused on You

Externs are placed within our partnering school systems, each of which are well-experienced at utilizing and valuing the important role of doctoral externs. These schools serve students ages 3 to 18, most of whom live in communities of poverty and experience chronic adverse childhood experiences (ACEs). As a result, the WISE Center utilizes **a trauma-informed approach** to the services we provide to schools and training we provide to externs.

This externship is intended for advanced doctoral students (e.g., rising 3rd year or above) in clinical psychology. Supervised by an attending psychologist via The WISE Center, doctoral externs will provide school-based services, including:

Evidence-Based Psychotherapy: Individual or group-based, empirically supported treatments (e.g., Trauma-Focused CBT, Acceptance and Commitment Therapy, Resilience Builders, CBITS, etc.) are provided to students with unmet needs, as well as their caregivers, when appropriate. Candidates for therapy are screened as a part of our whole-school programming and consultation, reserving therapeutic intervention for those students and families with the highest needs, most barriers to receiving community care, and lack of significant progress following environmental and academic modifications, as recommended by our team.

Psychodiagnostic Assessment: Externs utilize various tools (structured observations, semi-structured interviews, parent- and teacher-report forms) to collect thorough data prior to the start of treatment and during the course of treatment. Externs construct comprehensive psychodiagnostic reports that are utilized to facilitate conceptualization and treatment planning.

Consultation and Teacher Wellbeing: Externs also participate in consultation to school leaders, mental health staff, and teachers, in conjunction with psychotherapy, in order to improve mental health awareness and enhance classroom/school functioning for students with mental health needs. If interested, externs can elect to support teachers directly through WISE's teacher wellbeing initiatives, including but not limited to direct psychotherapy for teachers and staff.

Parent Engagement: Although not required, externs have the opportunity to participate in leading parent engagement groups through our **CEO (Caregivers Empowering eachOther) Program**. Each group meets for 6 weeks to discuss parental self-care and other important topics for parents. Groups are conducted in 2 different formats: In-person and via Telehealth (Skype) technology.

Doctoral externs also will receive opportunities to:

- Interface with a multidisciplinary team of school-based mental health providers (e.g., school based social workers, psychologist, psychiatrist, etc.)
- Aid in disseminating evidence-based programs to school personnel at multiple levels (e.g., general education classroom behavior management programs)
- Consult on individual student behavior management plans
- Orchestrate and lead caregiver educational/training groups and seminars on a variety of topics (e.g., supporting your child through grief/loss, behavior management training, appropriate developmental expectations)

Psychoeducational Testing:

Externs in both tracks are offered the opportunity to conduct psychoeducational testing. This is not a requirement and can be done on a case-by-case basis. Via testing, externs will utilize intellectual, academic, social-emotional assessment measures, observational data, and clinical interviews to determine a student's cognitive strengths and limitations, and to help determine whether or not a student may benefit from specialized instruction. Externs will assess, score, interpret, and write up evaluation findings in a comprehensive psychological evaluation format. Further, externs will receive experience with reviewing their findings to the Multidisciplinary Team at the student's respective school.

Supervision:

Individual in-person weekly supervision will be provided by licensed clinical psychologists. All externs will also have the opportunity to take part in quarterly group supervision with other psychology externs to gain broader viewpoints and a greater understanding of the interface of psychotherapy, community mental health, and hospital medical care. School-based externs will also have the opportunity to take part in weekly interdisciplinary group supervision and/or consultation with other externs, school-based social workers, school-based psychologists, and school-based psychiatrists. Given our faculty's strong commitment to training, externs are afforded the opportunity to collaborate with many experts in our field, depending on their specific interests.

Didactics:

Externs will attend weekly didactic seminars tailored to meet their training needs and interests, as well as monthly Child and Adolescent Psychiatry Grand Rounds (optional). Either can be attended in-person

or virtually. Externs also have the option to attend additional weekly didactics sessions alongside child and adolescent psychiatry fellows, as is topically relevant.

Qualifications:

Applicants should be doctoral externs in Clinical, Counseling, or School Psychology entering their 3rd year or higher and have experience delivering psychotherapy. Preference is given to applicants with experience working with children, as well as those with experience in schools or other multidisciplinary settings.

Time Requirement:

Two days per week (~8:30am to 5:30pm) is preferred. One day per week rotations are considered, if applicable. Mondays, Wednesdays, Thursdays, and Fridays are available for rotation.

Caseload Requirement:

With both rotations, externs will be required to carry a weekly caseload of 3-5 individual patients and facilitate or co-facilitate one group weekly. Some flexibility is given to the externs' interests and training needs.

Number of Positions Available:

Four to five externs will be recruited to begin in August of each year.

To note, only a select number of the most competitive applicants will be offered interviews, and interviews will be offered on a rolling basis. As such, early submission of application materials is highly encouraged.

To apply:

Please send the following information to the following email address: **training@medstarwise.org**

- Letter of Interest, *stating the specific track(s) in which you are interested*
- CV
- 2 letters of recommendation from current or previous clinical supervisors
- 1 recent assessment report

Application deadline:

February 15th or before. Offers are extended on a rolling basis; however, externs are not required to accept or decline offers until Consortium Match Day.

Location for MedStar Georgetown WISE Center track:

DC public and public charter schools partnering with the WISE Center for mental health consultation and support and MGUH Department of Psychiatry, located at 2115 Wisconsin Ave, NW, Suite 200, Washington, DC for didactics and trainings.

Contact Information:

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