



# MedStar Health

**MEDSTAR GEORGETOWN  
UNIVERSITY HOSPITAL**



**MedStar Georgetown University Hospital (MGUH)  
Department of Psychiatry  
Division of Outpatient Child and Adolescent Psychiatry  
AND  
Center for Wellbeing in School Environments (WISE Center)**

**Child and Adolescent Clinical Psychology Training Program**

MGUH's Department of Psychiatry is a multidisciplinary, community- and family-focused organization committed to strengthening the wellbeing of children and families through a culturally humble and healing-centered approach. We have three rotation opportunities: Outpatient Mental Health, School-Based Mental Health, and Adult/Health Psychology.

**Program Overview: School-Based Mental Health Track (WISE Center)**

In 2018, InSite Solutions and Georgetown University's Department of Child & Adolescent Psychiatry merged to create a regional center for school-based mental health: MedStar Georgetown Center for Wellbeing in School Environments (WISE Center). This partnership expands access to high-quality, multidisciplinary direct clinical services, classroom consultation, and whole-school wellbeing programming. We highly value training the next generation of mental health practitioners, skilled in the application of evidence-based clinical knowledge with individuals, families, and systems.

Trainees will gain clinical experience within our partner school sites in Wards 4, 5, 7 and 8 of Washington, DC. Sites include DC public and public charter schools (elementary, middle and high schools), environments where mental health resources may be limited and/or increasingly beneficial to students, families and staff.

Trainees will provide direct and indirect support to students ages 3 to 18, most of whom live in underserved communities and experience chronic adverse childhood experiences (ACEs). As a result, the WISE Center utilizes a **trauma-informed and healing-centered approach** as we partner with families and educators. Trainees will have the opportunity to collaborate with a multidisciplinary team (e.g., school-based social workers/psychologists; school leaders and educators; psychiatrists, etc.) to holistically support the wellbeing and functioning of students.

**Program Details**

**Evidence-Based Psychotherapy:** Individual or group-based, empirically supported treatments (e.g., Trauma-Focused CBT, Acceptance and Commitment Therapy, Resilience Builder Program for Children and Adolescents, Cognitive Behavioral Intervention for Trauma in Schools (CBITS), etc.) are utilized in treatment. Candidates for therapy are screened as a part of our whole-school programming and consultation, and environmental needs are addressed first. Family-based therapeutic intervention is reserved for students and families who can benefit

most from individualized support in addition to those with the highest needs and greatest barriers to accessing community care.

**Measurement-Based Care:** Clinical services are grounded in measurement-based care. Trainees utilize various tools (e.g., structured observations, semi-structured interviews, parent- and teacher-report forms) to gather thorough data prior to and throughout the course of treatment. Data also informs conceptualization and treatment planning.

**Consultation and Educator Wellbeing:** Trainees participate in regular consultation with school leaders, mental health clinicians, educators and school-based staff to improve mental health awareness and enhance whole school and classroom-wide supports for all students, particularly those with mental health needs. If interested, trainees can elect to support educators directly through WISE's teacher wellbeing initiatives, including wellbeing consultation; ongoing individual treatment; educator wellbeing groups; and professional development workshops.

### **Supervision & Training**

Individual weekly supervision will be provided by Licensed Clinical Psychologists. A primary focus of supervision is increasing the trainees understanding of multiculturalism in treatment. Our team aligns with The Public Psychology for Liberation Training Model (Neville et al., 2021), which views training as *an iterative, ongoing nonlinear developmental process to be revisited and strengthened as needed*. We highly value trainees' expertise, input, and feedback. We identify ourselves as learning partners and invite trainees to engage in a process of life-long learning and growing alongside us.

All school-based mental health trainees are required to participate in quarterly group supervision (held on Tuesdays in September, November, January and April from 8:30-9:45am) four (4) times throughout the training year with other doctoral psychology trainees and social work interns. During group supervision meetings, trainees gain broader viewpoints and a greater understanding of the interface of psychotherapy, community mental health, and hospital medical care. Given our faculty's strong commitment to training, trainees are offered the opportunity to collaborate with many experts in our field via MGUH's Department of Psychiatry, depending on specific interests.

In addition, trainees are required to participate in weekly didactics (Tuesdays 10:00-11:00am) facilitated by MGUH faculty and community partners. Didactics focus on various topics including, but not limited to: Maternal Mental Health; Group Therapy; Dialectical Behavioral Therapy; and Liberation Psychology. Lastly, trainees are highly encouraged to participate in monthly Child and Adolescent Grand Rounds, facilitated by world-renowned researchers and practitioners (Tuesdays 11:00am-12:15pm), as well as other optional didactic trainings.

### **Qualifications**

Applicants must be doctoral trainees in Clinical, Counseling, or School Psychology entering their 3<sup>rd</sup> year or higher and have some previous experience delivering psychotherapy. We are offering 4 school-based doctoral trainee positions for the 2024-2025 training year. *To note, 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.*

### **Time Requirement**

- Two days per week (~8:00am to 4:30pm) is preferred. School-based work occurs on Mondays, Wednesday, Thursdays and Fridays
- Quarterly group supervision meetings held on a Tuesday morning (8:30-9:45a) in September, November, January and April.
- Weekly didactic trainings held on Tuesdays (10:00-11:00am) and Child and Adolescent Grand Rounds, held once a month on Tuesdays (11:00-12:30p)

## Applications

**To apply:** We will begin accepting applications on **Monday January 8, 2024**. Application submissions will close on **February 12, 2024**. Offers are extended on a rolling basis; however, trainees are not required to accept or decline offers until the Universal Acceptance Date on **Friday March 8, 2024**.

Please submit application materials to [training@medstarwise.org](mailto:training@medstarwise.org), and submit any questions to Co-Directors of Clinical Training, Dr. Megan Polanin ([meganp@medstarwise.org](mailto:meganp@medstarwise.org)) and Dr. Denisha Carter ([denisha@medstarwise.org](mailto:denisha@medstarwise.org)):

- **Statement of Interest:** Please provide a 250-word statement based on the following prompt:
  - *How does who you are inform your work as a mental health clinician?*
  - Please include the specific track(s) in which you are interested. Health Psychology applicants may also apply to School-Based Mental Health track.
- **CV**
- **Two (2) letters of recommendation** from current or previous clinical supervisors
- **Case conceptualization:** Please read the following case scenario and provide a 250-word case conceptualization, including how you would approach working with this family:
  - *You are working with an 11-year-old African American child whose family resides in Ward 7 in DC. The child presents with anxiety related to school- and family-related transitions. The child is experiencing strain within caregiver and peer relationships, academic challenges, and trouble focusing. The child's mother recently had a baby, and a high-risk pregnancy and delivery is causing continued health challenges that impact her ability to engage with the child and provide academic support. The child's father lives in the home and has historically worked long hours, but is now taking on more caretaking responsibilities.*