



McLean HOSPITAL  
HARVARD MEDICAL SCHOOL AFFILIATE



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TEACHING HOSPITAL

# Doctoral Internship in Clinical Psychology 2021-2022

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Accredited by: Commission on Accreditation  
American Psychological Association

For questions regarding the program's accreditation status, contact: Office of Program Consultation & Accreditation  
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## **McLean Hospital/Harvard Medical School Belmont, Massachusetts**

### **DOCTORAL INTERNSHIP TRAINING IN CLINICAL PSYCHOLOGY 2021-2022**

McLean Hospital/Harvard Medical School offers a full-time Doctoral Internship in Clinical Psychology, accredited by the Commission on Accreditation of the American Psychological Association, to eligible fourth-year or higher graduate students enrolled in either APA or CPA Approved clinical or counseling psychology doctoral programs. In addition, all interns receive academic appointments at Harvard Medical School, Department of Psychiatry. This appointment allows access to a wide array of university resources, facilities and programs.

The McLean Hospital/Harvard Medical School internship is committed to providing its trainees with the highest quality clinical, research and supervisory experiences designed to develop the necessary competencies that will prepare them for challenging psychology careers.

The McLean Hospital psychology internship participates in the APPIC Internship Match Program and observes all of its guidelines. The internship is firmly committed to attracting and training interns from diverse and underrepresented backgrounds. In addition, McLean and the Harvard Medical School are firmly committed to equal opportunity for all, regardless and including, but not limited to, socioeconomic status, age, language, national origin, culture, religion, race, ethnicity, sexual orientation, gender identity, or disability.

#### **INTERNSHIP APPLICANTS: ADMISSIONS, SUPPORT, & INITIAL PLACEMENT DATA**

As of 2017, the following standardized tables of admissions, support and initial placement data are required for all APA accredited internship program websites. The Clinical Psychology Internship Training Program tables are updated annually.

<b>Internship Program Admissions</b>
<b>Date Program Tables are updated 9/15/2020</b>
McLean Hospital/Harvard Medical School doctoral clinical psychology internship applicants are expected to be enrolled in either an APA or CPA accredited clinical or counseling psychology doctoral program and will have completed their programs required pre-internship course work, as well as have an approved dissertation proposal prior to the start of the internship year (i.e., July 1, 2021).

Applicants should also have participated in a minimum of 500 supervised practicum direct contact intervention hours obtained in two or more practicum sites.

No minimum number of direct contact assessment hours is required. In addition, applicants must have achieved a high level of academic accomplishment along with a strong track record of research productivity, including refereed journal publications and presentations at national scientific meetings. For additional information about eligibility requirements, see the Harvard Medical School/McLean Hospital listing in the most recent APPIC Internship Directory.

It is anticipated that there will be six full-time funded intern positions available for the 2021-2022 academic year and these positions will focus on the treatment of adults with the full spectrum of behavioral health issues.

Our doctoral clinical psychology internship strives to develop an interns' competencies in a wide range of empirically supported treatments that can be effectively utilized with a full spectrum of mental health disorders in an active tertiary care environment. While behavior therapy, cognitive behavior therapy, dialectical behavior therapy, acceptance and commitment therapy, and motivational interviewing orientations are most prevalent, there are opportunities to receive supervision in a variety of biopsychosocial perspectives. The internship objective is to develop professional psychologists who epitomize the scientist-practitioner model.

**Does the program require that applicants have received a minimum number of hours of the following at the time of application? If Yes, indicate how many:**

Total Direct Contact Intervention Hours	Yes	Amount: 500
Total Direct Contact Assessment Hours	No	

**Describe any other required minimum criteria used to screen applicants:**

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**Financial and Other Benefit Support for Upcoming Training Year**

Annual Stipend/Salary for full-time interns	\$35,568
Annual Stipend/Salary for half-time interns	NA
Program provides access to medical insurance for interns?	Yes
<b>If access to medical insurance is provided:</b>	
Trainee contribution for cost required?	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	256

Hours of Annual Sick Leave	64
In the event of medical conditions and/or family needs that required extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
<b>Other Benefits (please describe):</b>	

<b>Initial Post-Internship Positions</b>		
<i>(Aggregated Tally for the Preceding 3 Cohorts)</i>		
	2016-2020	
Total # of interns who were in the 3 cohorts	21	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
Community mental health center	<b>PD</b>	<b>EP</b>
Federally qualified health center	NA	NA
Independent primary care facility/clinic	NA	NA
University counseling center	NA	NA
Veterans Affairs medical center	NA	NA
Military health center	NA	NA
Academic health center	18	NA
Other medical center or hospital	NA	NA
Psychiatric hospital	NA	NA
Academic university/department	NA	3
Community college or other teaching setting	NA	NA
Independent research institution	NA	NA
Correctional facility	NA	NA
School district/system	NA	NA
Independent practice setting	NA	NA
Not currently employed	NA	NA
Changed to another field	NA	NA
Other	NA	NA

Unknown	NA	NA
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Note: “PD = Postdoctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

## DESCRIPTION OF INSTITUTION

McLean Hospital is a private, non-profit, psychiatric hospital in Belmont, Massachusetts, an attractive suburban community just a few miles west of Boston. The hospital has 40 buildings on 140 beautiful acres of land. Founded in 1811, McLean is affiliated with Massachusetts General Hospital (MGH), the Partners HealthCare System, and is the major psychiatric teaching hospital of the Harvard Medical School. In addition to internships and postdoctoral fellowships in psychology, there are active training programs for psychiatric residents as well as medical, social work, and nursing students. The hospital enjoys a national and international reputation for its excellence in clinical care, teaching, and research. For example, McLean was named as the nation’s top-ranking psychiatric hospital in 2019 by *U.S. News & World Report*. It is also ranked in the top five percent of all hospitals receiving National Institute of Health research funds with more than \$45 million of annual research revenues. McLean is accredited by The Joint Commission and licensed by the Massachusetts Departments of Public Health and Mental Health.

In response to the many changes occurring in behavioral health care delivery, the hospital has shifted from its historical focus as an inpatient care facility and now offers a full comprehensive care system that includes inpatient, partial hospital, residential, school-based and outpatient services. As a result, the McLean program can provide its interns with supervised training experiences in a broad range of care settings. The McLean Hospital internship continues its long tradition of offering the highest quality of comprehensive training designed to prepare students to pursue their future clinical, research and academic objectives. To that end we are very proud that our internship has been recognized by APPIC as a recipient of the Award for Excellence in Clinical Training. Interested applicants are encouraged to visit the hospital’s website to learn more about its clinical, research and training activities: <https://www.mcleanhospital.org/>

## THE INTERNSHIP TRAINING PROGRAM

### 1. TRAINING TRACKS AND PLACEMENTS

Developing professional psychologists who epitomize the scientist-practitioner model is accomplished by teaching interns to (1) translate theory into practice; (2) better understand the relationship between evidence-based practice and practice-based evidence; (3) comprehensively assess patients in order to plan and implement effective treatment; (4) recognize the importance of respect in working with patients and colleagues; (5) develop effective therapeutic relationships; (6) be creative in clinical interventions, and (7) show sensitivity to individuals in their ethnic, racial and cultural context, while adhering to the highest ethical standards. Other elements of training include substantial opportunities for interns to pursue their research interests and to develop healthcare administrative skills. The internship is comprised of the following five areas:

## **A. Specialized Training Tracks**

### **Adult Psychopathology**

**Core Program: Approximately 80 percent of an intern's time is devoted to a combination of the following:**

- Yearlong intensive clinical training while working with a full spectrum of adult psychopathology in the McLean Behavioral Health Partial Hospital Program (BHP) augmented with two or three complementary clinical training rotations.
- Clinical training rotations include intensive case management, the McLean Obsessive Compulsive Disorder Institute, and McLean OnTrack (primarily treats individuals with first episodes of psychotic and bipolar disorders).
- Individual psychotherapy experiences in partial hospital, outpatient and inpatient setting.
- Group psychotherapy in partial hospital and inpatient settings.
- A wide variety of didactic special topic seminars.
- Comprehensive clinical and research supervision.
- Ongoing treatment outcome evaluation in a naturalistic setting.

## **B. Primary Clinical Sites**

### **Behavioral Health Partial Hospital Program**

- The BHP is a multi-disciplinary, psychosocial milieu treatment program meeting the needs of patients from every major diagnostic category in DSM-5. The BHP provides sophisticated psychosocial treatments which are empirically informed and adapted to the needs of the current state of hospital-based psychiatry. The BHP is a comprehensive service integral to McLean's system of care. There are approximately 800+ admissions (~70 admissions per month), with a comparable number of discharges, on an annual basis. The program offers approximately 100 groups per week. Approximately 50% of patients are referred from the McLean inpatient units, with the remainder coming from local hospitals, community mental health centers, private practitioners, and self-referrals. A small, albeit significant, percentage comes out-of-state to McLean for specialized treatment.
- The BHP at McLean Hospital offers state-of-the-art, empirically-supported mental health treatments. Our mission is to help individuals develop skills to improve functioning, mood, and quality of life and to better cope with life circumstances. To achieve this mission, the BHP uses primarily CBT, DBT, and ACT based approaches for a wide range of problems such as mood and anxiety disorders, personality disorders, thought disorders, and dual diagnoses.

- Interns engage in a variety of professional activities, including: individual and group psychotherapy, consultation, assessment, evaluation, and case management.
- Interns play a critical role in the BHP as Program Therapists. In this role, they conduct clinical assessments and provide individual treatment as members of a cohesive multi-disciplinary treatment team.
- Interns also play a central role in group therapy, which is a major component of treatment at the BHP. Interns lead, co-lead, and often develop many of the therapy groups. Interns are assigned to groups based on their interests, training and programmatic needs.
- Interns receive individual and group supervision and are involved in a comprehensive treatment team.
- All interns are involved with BHP treatment outcome evaluation. For those seeking a more intensive experience, there are many opportunities to work with existing data sets or to develop their own related studies.

### **C. Specialty Training Placements:**

- McLean OnTrack is an outpatient program that serves patients newly diagnosed with primarily psychotic and bipolar disorders. This placement focuses on longer-term experiences conducting individual and group psychotherapy.
- The OCD Institute is a 12-week placement in a residential program serving obsessive-compulsive and related disorders, such as hair pulling, body dysmorphic disorder, and hoarding. Interns work as behavior therapists, assisting patients with exposure therapy and other CBT techniques.
- The case management placements provide both the closest and broadest views of psychosocial treatment in the BHP. The case manager directs a patient's treatment from admission to discharge. The role entails providing direct treatment, establishing aftercare, conducting family meetings, communicating with the multi-disciplinary BHP treatment team, and collaborating with outpatient providers.

### **D. Additional Training Opportunities**

In addition to primary and specialty track placements, the McLean Hospital internship offers interns a variety of additional elective training opportunities. Selected in consultation with the intern's advisor, each elective varies regarding time commitment and the extent of involvement. These opportunities are based on an intern's specific training needs and interests.

The following are among the many possible training placements that have been popular with former interns and all will be available in 2021-2022. In addition, other opportunities often arise during the course of the training year. Additional training placements usually require a two to five hours per week time commitment and can be two to ten months in duration.

- **Obsessive Compulsive Disorder Institute:** In addition to being required on rotation in the Adult Track, this program is also available to interested interns as an elective. Located on the McLean campus and provides interns with the opportunity to be involved in a comprehensive residential treatment facility that employs BT/CBT and psychopharmacological treatments for these difficult disorders.
- **Klarman Eating Disorders Center:** A variety of training opportunities are available for interns to work with eating-disordered patients. This program treats young women (ages 16-26 years old) in an intensive residential and partial hospital treatment setting.
- **Borderline Personality Disorder Outpatient Clinic:** In addition to DBT training, interns also have opportunities to learn about more psychodynamic approaches by attending weekly case conferences and working with individual patients.
- **Substance Abuse Services:** There are a variety of clinical opportunities available for interns to work with adults in the inpatient, partial hospital and residential substance abuse programs.
- **Clinical Evaluation Center:** This is the McLean Hospital admission and evaluation service. Here the intern is trained to evaluate and make disposition plans for patients who are thought to need inpatient level of care. The intern works on a multi-disciplinary team with psychiatrists, nurses, social workers and residents to identify the appropriate level of care for acutely ill adult patients with a wide range of diagnoses. Emphasis is placed on assessing mental status, risk for suicide and violence, and medical necessity for treatment. Interns are closely supervised in this rich training environment.

## 2. *MENTORING AND SUPERVISION*

### A. Advisor

- Each intern meets weekly with his/her assigned advisor (a Co-Director of Training) to discuss training goals, professional development and general concerns regarding the training experience.
- The McLean training program makes every effort to support the intern's professional and personal development. These issues are addressed throughout the training year by didactic and process-oriented seminars as well as individual meetings with their advisor and supervisors.

### B. Individual Supervision

- Each intern is assigned to four clinical supervisors who have individual weekly meetings with the trainee.
- Much effort is directed to help interns match cases with supervisors (e.g., supervisors designated for short-term, time-limited treatment, other supervisors for longer-term dynamically-oriented therapy).

- At the BHP, interns attend weekly one-hour program therapy rounds that are designed to provide close supervision of their individual clinical work at the partial program. Specifically, interns receive supervision regarding thorough assessment, treatment planning, report writing, treatment provision, and communication of recommendations to the treatment team. Interns also attend weekly multi-disciplinary team rounds in which the larger treatment team (e.g., psychiatrist, case manager, nurse manager, mental health counselors) meets to discuss cases, formulate treatment plans, and determine aftercare.
- Additional supervision is available for interns who have a particular interest in a specialized area (e.g., a particular diagnostic category or treatment approach).

### **C. Supervision for Group Psychotherapy**

- Given that most trainees enter internship with little or no group experience, development of group therapy competencies represents one of the internship's steepest learning curves.
- Training for group therapy begins with interns observing groups led by senior staff, co-leading with staff, and didactic seminars. Didactics include a foundation in conceptualizations of group therapy, BT/CBT applied in group formats, empirically supported treatments, group process techniques and protocol development.
- Once interns begin leading their own groups, supervision is oriented to troubleshooting, problem solving, and advancing group leadership competencies.
- Didactic seminars and clinical supervision continue throughout the year.
- Senior staff members often observe interns leading groups. This experience provides trainees with the opportunity for direct supervision and feedback.

### **D. Ongoing Faculty Collaboration**

- Interns interact with numerous clinical faculty on a daily basis, thus offering many direct supervisory and role modeling opportunities.
- All interns regularly attend rounds and case conferences led by clinical faculty, which serve as rich training experiences.

## **3. SEMINARS AND OTHER ACTIVITIES**

### **A. Core Seminars: Each of these yearlong seminars is offered on a weekly or biweekly basis.**

- **Cognitive Behavior Therapy & New Generation CBT:** Intensive CBT didactic training is provided by a team of faculty members and focuses on CBT, BT, ACT, DBT and MI. It covers group and individual therapies, pragmatics of treatment, and translation of empirically-supported treatments into a clinical environment. Case presentations, observation, and supervision are among the teaching methods employed.

- **Seminar in Clinical Supervision:** This seminar introduces interns to the theories and methods of clinical supervision.
- **Multicultural Competency:** This lecture series is designed to explore issues of multiculturalism, encompassing the dimensions of race, ethnicity, language, gender, class, and other cultural dimensions and how these factors influence clinical assessment, treatment, and therapeutic relationships.
- **Hospital Administration:** Dr. Levendusky meets biweekly with interns to discuss healthcare and hospital administration. Topics include regulatory issues, reimbursement models, strategic planning, program development and fiscal modeling.
- **Theories and Practice:** Dr. Björgvinsson meets weekly with the interns for the first two months and then biweekly for the remaining ten months. The seminar provides interns with the opportunity to discuss ongoing practical issues about making the most of the internship year. It provides interns with focused clinical training in psychosocial-milieu treatment, individual and group therapies, program therapy, case formulation, treatment planning and evaluation, diagnosis of severe psychopathology, translation of theory into practice, professional development and opportunities for weekly problem-solving.
- **Special Topics Seminars:** This seminar is organized by Dr. Björgvinsson and each topic is presented in a one to six-hour didactic seminar format by a faculty member who has a specialty in that area. Topics may vary from year to year and can include:
  - Neuroscience of psychopathology and behavior
  - Neuropsychological assessment
  - Professional Development Issues
  - Borderline Personality Disorder
  - Suicide
  - Nonsuicidal Self-Injury
  - Psychopharmacology
  - Dual Diagnosis: Psychiatric/Substance Abuse
  - Psychotherapy for Bipolar Disorder
  - Dissociative Disorders and PTSD
  - Family Therapy
  - Treatment of Adolescents
  - Ethics and Practice
  - Private Practice Issues
  - Psychotherapy Supervision
  - Hypnotherapy
  - Sports and Performance Psychology
  - Positive Psychology

## **B. Interdisciplinary Training Activities**

- **Psychopharmacology:** A psychiatrist from the BHP meets with interns to review pharmacological treatment strategies. Live interviews of patients are often part of this seminar.
- **Hospital-Wide Case Conferences and Grand Rounds:** Interns are encouraged to attend case conferences, consultations and Grand Rounds.

## **4. RESEARCH**

Research electives listed below are available in the BHP Research Program and other McLean Hospital settings for psychology interns.

### **A. BHP Clinical Research Program**

The BHP Clinical Research Program has long conducted research to improve understanding and treatment of psychiatric disorders. The BHP exemplifies an integrative approach in which research informs clinical practice, and clinical practice informs research.

Primary aims are to:

- Predict who will respond best to treatment
- Understand why specific treatment works
- Develop new and innovative intervention
- Examine transdiagnostic mechanisms underlying psychopathology
- Provide important insights regarding the structure of psychopathology

The BHP collects patient data via daily computerized self-report instruments and a one-time, clinician-administered diagnostic interview. Together, these data are used to inform individualized case conceptualization and treatment planning. Patients may also consent for their clinical data to be de-identified and analyzed for research purposes and may participate in research studies involving computerized, fMRI, or EEG tasks.

The BHP provides research training and mentorship to many types of trainees, including clinical psychology postdoctoral fellows, interns, practicum students, undergraduate student visitors, and BHP counselors. BHP trainees are involved in the entire research process and regularly present their work in poster presentations, symposia, and peer-reviewed manuscripts.

**Treatment Outcome:** One of the BHP's primary aims is to determine the effectiveness of this program and identify predictors of treatment outcomes. The program continually tracks outcomes and exams a range of patient-relevant and program-relevant factors that may impact treatment response.

**Mechanisms of Change:** The BHP collects patient data daily, thereby allowing the examination of mechanisms of change. For example, previous trainees have published papers comparing CBT, DBT, and ACT utilization, or examining potential mechanisms of change in art/expressive groups.

**Treatment Development:** The BHP is constantly striving to improve patient care, which often takes the form of development of new group protocols based on current research findings. Interns and postdoctoral fellows are particularly involved with this aspect of treatment and program development. Recent examples include the development of new groups focused on helping patients think about intersecting identities using the ADDRESSING framework and improving self-compassion. Previous trainees have compared different group protocols for enhancing physical activity. Current projects include a randomized controlled trial of cognitive bias modification as an augmentation to the partial hospital program.

**Psychopathology:** Given the heterogeneity and comorbidity of the BHP's patient population, we are interested in delineating important transdiagnostic vulnerability factors. This work aims to inform theories of psychopathology and identify targets for treatment. Previous trainees have examined attentional control, cognitive flexibility, anhedonia, and self-injury through self-report and computer tasks. Current efforts include applying network analysis and ecological momentary assessment to better understand symptom relations and CBT skill use after patients leave the program.

**Psychometric Evaluation:** The BHP is ideally suited to evaluate the psychometric properties of psychological assessments given the large number of patients that attend the program. We are especially interested in examining how measures perform in our naturalistic, acute population.

## **B. Alcohol and Drug Abuse Treatment Program (ADATP)**

- Principal Investigator: Roger Weiss, MD, Chief, Division of Alcohol and Drug Abuse
- Opportunities exist to conduct research assessments on several studies, including medication trials and psychosocial interventions.
- A possibility exists to be paid a flat rate for each assessment (in addition to an intern's stipend), but this changes year to year depending on status of the grant.

## **C. Obsessive Compulsive Disorders Institute**

- The Office of Clinical Assessment and Research (OCAR) at the OCDI conducts research about the treatment and assessment of OCD and related disorders in our residential treatment facility. Interns are welcome to attend our weekly lab meetings and monthly research forums. Interns can contribute to ongoing research projects and are welcome to propose projects analyzing existing data, collaborating with OCAR research staff.

## **D. Research of Schizophrenia and Bipolar Disorders**

- Dost Öngür, MD, PhD, is the Principal Investigator on a study of genotype, phenotype, and cognitive factors related to schizophrenia and bipolar disorders. Eve Lewandowski, PhD is Director of Clinical Programming at this program.

## E. The Study of Borderline Personality Disorder and Adult Development

- Dr. Mary Zanarini is one of the most prominent researchers in borderline personality disorder both nationally and internationally. Her research on the course of BPD has had a major influence on how borderline personality disorder is viewed and understood.
- Weekly meetings are held Thursdays at 4pm with guest speakers and discussions of manuscripts and research in progress. Participation is encouraged, and anyone interested in this area of research is encouraged to discuss possible research/career tracks with Dr. Zanarini.

## F. Research Mentoring with a Senior Researcher

- Interns may establish a working relationship with one of the many senior researchers and principle investigators in the McLean system.
- The time commitments vary.
- In addition to mentoring, participation in research may be included.

<https://www.mcleanhospital.org/research>

## 5. PROGRAM VALUES, TRAINING OBJECTIVES, AND RESOURCES

- **Professional Staff:** All interns are appointed and serve as members of the Professional Staff of McLean Hospital. As such, they are subject to the hospital professional staff bylaws, a copy of which is provided and discussed during orientation.
- **Professional and Personal Development:** Internships can be stressful, and it is sometimes difficult for an intern to ask for added help or support. The program is designed with both structured and unstructured means of support to promote an intern's professional as well as personal growth.
- **Support and Self-Care:** *Internship is an exciting year! It is obviously a time for both personal and professional development. However, finding a balance between one's personal and professional demands can be a significant challenge. Recognizing this, the McLean faculty offers ongoing support throughout the year to assist interns in achieving a healthy and productive balance.*

### A. McLean-Based Support

- **Advisor:** As described above, each intern is assigned to one of the co-directors of training who will serve as their advisor throughout the year. In weekly meetings, the emphasis is on professional development including optimizing the intern's training experience, decisions about electives, career planning (e.g., options for postdoctoral training or job search) and problem solving. Additionally, the advisor and intern continually review the intern's progress to ensure that the training objectives are being met.

- **Intern Group:** This weekly intern group represents an experiential component of group therapy training. The group facilitator is a senior faculty member who preserves confidentiality of interns and thus provides interns with an opportunity to speak openly about their training issues. The intern group functions independently of the internship's evaluative process. This allows trainees to address group processes within the intern cohort.
- **Professional and Personal Development Seminars:** Throughout the year seminars are held to address issues such as professional identity, balancing professional/personal life, self-care, and the experience of working with difficult or challenging patients.
- **Evaluations:** Interns are first formally evaluated early in the year (September/October) with the aim of being proactive in identifying areas that may require added training opportunities to either resolve problematic issues or help facilitate more advanced experiences for enhanced skill development. In addition, a second formal evaluation is scheduled for later in the year (March/April) that is designed to provide interns with feedback on their progress towards meeting training objectives as well as progress towards achieving their post-internship career goals. Both evaluations are in addition to the ongoing evaluative feedback offered by the advisor and supervisors throughout the year.

## **B. Harvard Medical School Support Resources**

- **Low-Fee Psychotherapy:** All trainees in the Harvard system have access to low-fee psychotherapy. The psychotherapy is provided through therapists' private practice and may be covered by insurance. Otherwise, fees are set on an "ability to pay" sliding-scale. Given the professional and personal challenges that interns sometimes face during the year, this can prove to be a valuable resource.
- **Harvard Medical School ALANA Mentoring Program (African American, Latino/a, Asian and Native American):** This association is organized and lead by Treniece Lewis Harris, PhD. It is supported by the Harvard Medical School Department of Psychiatry and involves trainees from all of the Harvard training sites. Regular meetings are held to address a wide range professional growth and support issues. ALANA typically meets once a month.

## **INTERN PROFILE**

Given their wide range of interests and diverse backgrounds, it is difficult to characterize the “typical” McLean intern. They are recruited from high-quality graduate programs throughout North America. For example, the class of 2020-2021 include interns from Queens University, Temple University, University of Illinois, University of Texas, University of Washington and Utah State University.

All possess outstanding academic backgrounds, substantial research productivity, and career objectives that are in the areas of traditional academics and/or academic medicine. They are people with high energy, a strong work ethic, substantial flexibility, and a genuine desire to expand their professional competencies by pursuing top-notch training in a complex and sophisticated clinical setting. Our interns also represent a full range of racial, ethnic and cultural diversity, including many APA Minority Fellows.

McLean graduates have achieved an outstanding record of career achievement. A demonstrative sample finds them in senior academic, administrative, clinical and research positions at such outstanding institutions as Barnard College, Baylor University, Brigham and Women’s Hospital, Children’s Hospital/Boston, Duke University, Drexel University College of Medicine, Emory University School of Medicine, Harvard College, Harvard Law School, Harvard Medical School, Hunter College, Johns Hopkins University, Lewis and Clark College, Massachusetts General Hospital, McGill University, McLean Hospital, Menninger Clinic, Michigan State University, Mississippi State University, Mount Holyoke College, National Institutes of Mental Health, Rutgers University, Temple University, UCLA, Universities of Indiana, Louisville, Maryland, Massachusetts/Boston, Miami, Michigan, Montana, Pennsylvania, South Florida, Texas, and Washington, University of the South, Southern Illinois University, Stanford University, Western Psychiatric Institute and Clinic, and Yale University.

All seven members of our 2019-2020 class continued in either research or clinical post-doctoral fellowships at McLean Hospital/Harvard Medical School. In short, we are very proud of our former interns’ professional accomplishments as scientist-practitioners and look forward to training other such high caliber students.

## COMMENTS FROM FORMER INTERNS\*

*“The McLean internship provided me with an invaluable training experience working in a multidisciplinary setting with patients suffering from a wide variety of Axis I and Axis II psychopathology.”*

*“A unique balance exists between the rigorous demands of intense group and individual therapy and the rich intellectual environment of a premiere teaching hospital.”*

*“Countless clinical and research opportunities insured me of the experience I was looking for in an internship.”*

*“Really rounded out my training and helped me to achieve my goal of obtaining a highly competitive academic position.”*

*“The most humane and supportive training environment I have experienced in my graduate education.”*

*“The relationship I had with supervisors, peers and patients during internship filled critical gaps in my training.”*

\*For a description of a former intern’s experience at McLean Hospital see:  
Hufford, MR. (2003) Empirically supported treatments and comorbid psychopathology: Spelunking Plato’s Cave. *Professional Psychology: Research and Practice*, 31(1), 96-99.

## **PSYCHOLOGY TRAINING FACULTY**

- Alperovitz, David J., PsyD – (Massachusetts School of Professional Psychology)  
Staff Psychologist, McLean Hospital; Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School
- \*Beard, Courtney, PhD – (University of Georgia)  
Assistant Psychologist, McLean Hospital; Assistant Professor in Psychology, Department of Psychiatry Harvard Medical School
- \*Bell, Catherine, PhD – (Northeastern University)  
Clinical Associate in Psychology, McLean Hospital; Instructor, Department of Psychiatry, Harvard Medical School
- \*Best, Stephanie G., PhD – (Harvard University)  
Assistant Psychologist, Behavioral Health Partial Program, McLean Hospital; Instructor in Psychology, Department of Psychiatry, Harvard Medical School
- \*Björgvinsson, Thröstur, PhD, ABPP – (Queens University)  
Director of Behavioral Health Partial Program, Co-Director of Psychology Training, McLean Hospital; Associate Professor of Psychology, Department of Psychiatry, Harvard Medical School
- \*Brenner, Kurt G., PhD – (Northwestern University Medical School)  
Assistant Psychologist, McLean Hospital; Instructor in Psychology, Department of Psychiatry, Harvard Medical School
- Brody, Stephanie, PsyD – (Yeshiva University)  
Clinical Associate in Psychology, McLean Hospital; Clinical Instructor in Psychology, Department of Psychiatry, Harvard Medical School
- \*Crosby, Jesse, PhD – (Utah State University)  
Assistant Psychologist, McLean Hospital; Instructor in Psychology, Department of Psychiatry, Harvard Medical School
- \*Crowley, Mary Ellen J., PhD – (Ohio University)  
Clinical Associate in Psychology, McLean Hospital; Clinical Instructor in Psychology, Department of Psychiatry, Harvard Medical School
- \*Dowden, Shauna L., PhD – (University of Connecticut)  
Clinical Associate in Psychology; Clinical Instructor in Psychology, Department of Psychiatry, Harvard Medical School
- Dreifuss, Jessica, PhD – (University of Georgia)  
Staff Psychologist, Mclean Hospital; Instructor in Psychology, Department of Psychiatry, Harvard Medical School

- Elias, Jason A., PhD – (University of Georgia)  
Clinical Associate in Psychology, McLean Hospital; Instructor in Psychology,  
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- Ferrer, Laura, PhD – (Ohio State University)  
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- \*Garvey, Kerry, PhD – (Hahnemann University School of Medicine)  
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- \*Ginandes, Carol S., PhD, ABPP – (Boston University)  
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- \*Goldblatt, Mark, MD – (University of Witwatersrand, South Africa)  
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Harvard Medical School
- \*Goldstein, Robin E., PhD - (Florida State University)  
Clinical Associate in Psychology, McLean Hospital; Clinical Instructor in Psychology,  
Department of Psychiatry, Harvard Medical School
- Hollander, Michael, Ph.D. – (Michigan State University)  
Director of Training, 3East Continuum, Mclean Hospital; Assistant Professor of  
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