



**SCHOOL OF
MEDICINE**

**PSYCHIATRY &
BEHAVIORAL SCIENCES**

**DOCTORAL INTERNSHIP IN
CLINICAL PSYCHOLOGY**

PROGRAM BROCHURE

2026 – 2027

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OVERVIEW OF THE INTERNSHIP PROGRAM

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ACCREDITATION

The Clinical Psychology Internship Program at the University of New Mexico Health Sciences Center School of Medicine is a one-year predoctoral program accredited by the American Psychological Association (APA) to provide broad-based clinical training for the general practice of health service psychology. Our internship is a member of APPIC, and abides by their rules.

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

Office of Program Consultation and Accreditation
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ABOUT THE INTERNSHIP

The Clinical Psychology Internship Program at the University of New Mexico Health Sciences Center School of Medicine is a one-year program accredited by the American Psychological Association to provide broad-based clinical training for the general practice of health service psychology. Treatment settings—inpatient, outpatient, integrated, and community—serve a highly diverse population of children, adolescents, adults, and families in the public sector statewide. A high proportion of clinical cases involve neurodevelopmental disorders and/or significant psychiatric disorders, many with a history of multigenerational trauma. The University of New Mexico Health and Health Sciences, which includes the School of Medicine and the Department of Psychiatry and Behavioral Sciences, serves a large, unique, and medically complex population and are a consultative resource for the New Mexico and the Four Corners region of the Southwest. The population is uniquely multicultural and multilingual with 23 Federally recognized tribes (including 19 Pueblos, 3 Apache Tribes, and parts of the Navajo Nation), as well as Hispanic/Latinx, African American, and Asian American communities.

Psychology interns completing our program will be well-rounded and broadly trained to provide mental health services involving complex systems, across diverse settings (e.g., inpatient settings, various intensities of outpatient services, and medical settings). In addition, interns receive training in a variety of assessment procedures, treatment approaches, (e.g., ecological/contextual, cognitive-behavioral, behavioral, solution-focused, developmental, psychodynamic, and family systems approaches), treatment modalities (e.g., individual, dyadic, group, family, milieu therapy), and consultation.

The internship provides training across seven tracks—clinical child, early childhood, autism spectrum disorder, integrated behavioral health, multicultural-Native American-rural behavioral health, pediatric neuropsychology, and substance use disorders (see the *Track Description* sections). Interns on all seven tracks share a number of didactic, clinical, interdisciplinary, consultative, supervisory, and social experiences, including core seminars, a supervision didactic group, and some clinical services. Clinical and professional training for all interns includes particular focus on fostering a multicultural, developmental, contextual, and interdisciplinary perspective. Members of the faculty have diverse training and specialization, including psychotherapeutic interventions with infants, children, adolescents, adults, and families, forensic and personality assessment, assessment and treatment of developmental disorders, psychotic and trauma-based disorders, and pediatric neuropsychological assessment. Intensive supervision with multiple supervisors is a strength for all internship tracks, and all interns are encouraged to seek mentorship, consultation, or supervision from any faculty member, as time permits.

Program Philosophy

The vision of our Clinical Psychology internship Program is to train psychologists approaching entry-level professional practice to provide and develop interventions and assessments that will be appropriate and effective for culturally diverse populations. Consistent with a scientist-practitioner model of graduate psychology education, our internship program utilizes a model of evidence-based practice that fosters an open, collaborative, reflective, and multidimensional perspective while encouraging the analytic skills required for effective decision-making. The APA policy statement (adopted August, 2005) describes evidence-based practice in psychology (EBPP) as “the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.” Doctoral students typically arrive at the internship level of training with varying degrees of experience with the components of EBPP—that is, research, clinical expertise, and an understanding of culture, context, and preferences. Our program seeks to help interns deepen their understanding of these components and how to integrate them in practice with clinical populations that are experiencing severe and complex problems. Our seminars and supervision focus on the essentials of clinical expertise and research, as well as the nature of culture, preferences, and patient characteristics, and more broadly, what we mean by “context.” We find this additional reflection and focus on culture and context to be an effective strategy

for interns to broaden their perspective, and to begin to integrate what they have learned from available research, clinical training, theoretical perspectives, self-reflection, and personal development.

We view **culture** very broadly and see it as an integral component of all professional activities. Acquiring specific knowledge of frequently identified ethnic groups and cultures alone is insufficient training for psychologists. An over-reliance on acquiring such information risks stereotyping individual clients and families. Instead, we have adopted a cultural responsiveness model that focuses on the “provider,” the interpersonal dynamics, and contextual factors, in addition to the “patient.” The program facilitates interns' examination of how their own culture (as experienced in their personal, academic, and professional “upbringing”) has influenced them, including who they are, how they see themselves, and what they value in others. Throughout the internship training year, interns learn about deconstructing their own perception and point of view. This helps interns be open enough to notice when someone or something is different, instead of over-assimilating it into their own point of view and set of meanings. Developing such sensitivities can make all the difference, for example, in applying CBT strategies effectively or assessing developmental level accurately.

Among the broad competencies that the program fosters related to developing cultural responsiveness are: the ability to understand and appreciate one's own belief system as separate from those of the clients; the ability to understand and appreciate others' belief systems and phenomenological perspectives and to “see” the problem within the patient's worldview; the ability to focus on meaning instead of solely on “facts” or “data;” the ability to conceptualize problems and solutions in more than one clinical paradigm; ability to appreciate and understand how the patient and family perceive their cultural identity and when culture is ostensibly used as a mask; ability to work within what some narrative therapists describe as a “not knowing” stance; ability to collaborate and work in partnerships; ability to learn from others and to learn together; ability not to feel unduly challenged or defensive when questioned; and ability to look inward for answers rather than blaming the patient for not getting better.

Our program also considers **context** very broadly—internal and external. This includes biological, developmental, phenomenological, cognitive, emotional, interpersonal, cultural, community, and systems factors. In therapy, it even includes the therapist. Contextual factors are not static, as functioning varies across time and situations, and depends on access to internal and external resources. The contextual perspective is particularly helpful when functioning is highly variable, or particularly dependent on external resources. This is often the case, for example, when the patient has a history of severe psychosocial trauma, brain dysfunction, developmental delay, psychosis, mood lability, or immaturity. And children, naturally, are highly dependent on external resources.

PROGRAM COMPETENCIES

Profession-Wide Competencies

Required competencies for the internship are the profession-wide competencies summarized and outlined by the 2017 *APA Standards of Accreditation*, demonstrated at the level of entry-level independent practice:

Competency 1	Research: Integration of Science and Practice
Competency 2	Ethical and Legal Standards
Competency 3	Individual and Cultural Diversity
Competency 4	Professional Values and Attitudes
Competency 5	Communication and Interpersonal Skills
Competency 6	Assessment

Competency 7	Intervention
Competency 8	Supervision
Competency 9	Consultation and Interdisciplinary Skills

The competencies required of all psychology interns are achieved through supervised assessment and intervention with a wide range of patients across diverse settings, seminars and other didactic training, self-evaluation, case conferences, consultation with personnel from other community resources and entities, interdisciplinary team meetings, optional meetings with a chosen mentor and regular meetings with the Training Director and Assistant Training Director. All tracks include settings that incorporate treatment team experience or participation in case conferences. Clinical cases include many with severe psychopathology, high co-morbidity, complex formulations, a history of trauma, neurodevelopmental, neurological or chronic medical conditions that may affect neuropsychological processing, and challenging systems issues.

Interns begin their training with varying degrees of experience and at different points in their progress toward competency for independent entry-level practice. At the beginning of the training year, each intern meets with the Training Director/Assistant Training Director to discuss each intern's personal goals, as well as program goals, and how to build on the knowledge and competencies acquired from their doctoral training and practica in order to meet them. We accommodate each intern's unique skills and readiness by identifying which training experiences to emphasize, provide duties and responsibilities that match their skills, and select optional training experiences in specialized areas of interest. Training is graded in complexity. Supervisors provide more direct modeling and detailed guidance at first, as needed. Interns are expected to function more independently as the year progresses and develop more sophisticated and integrated skills.

Through seminars and supervision (described below), all interns learn to utilize multiple theoretical frameworks to develop formulations, assessments, and interventions that are effective, as well as culturally and contextually appropriate to specific clinical cases. Frameworks include cognitive-behavioral, behavioral, solution-focused, developmental psychodynamic, family systems, and eco-contextual. Seminars include, for example, multiple modalities of evidence-based psychotherapeutic intervention and assessment, ethics and professional development.

Supervision

Supervision is one of the strengths of this internship program. **Interns generally receive four hours of individual supervision weekly.** We believe that supervision should be an active and intensive process, and that interns should be exposed to a variety of supervisors with a variety of theoretical orientations who can serve as role models and provide the intern experience with formulating from multiple perspectives. For these reasons, we encourage faculty members to use live supervision, to be co-therapists in some of their intern's cases where feasible, and to demonstrate clinical assessments and interventions.

There are a variety of professional relationships during the internship year that provide the intern with the necessary supportive and trusting basis for the development and demonstration of cultural responsiveness. All supervisors are encouraged to serve as role models for psychology interns. Interns can also learn much from mentors as they discuss and collaboratively work through particular professional issues.

Prior to the start of the year, the Training Director/Assistant Training Director sends out a survey that allows interns to communicate their interests in track-specific rotations and experiences. Once the survey is completed, we then compare these preferences and to our available clinics and supervisors. The Training Directors develop a draft rotation schedule for each intern for the training year, including indicating supervisors. This document is reviewed by all supervising faculty in the interns track prior to being sent out to the incoming interns for review. Interns are free to indicate any questions or concerns that they may have about their rotation schedule, and steps will be taken to address any concerns within

the boundaries of the existing internship structure. The main priority is ensuring that each intern has a training schedule that meets their training needs and interests.

Seminars

To complement and support the experiential training of the program, our interns must attend weekly didactic seminars delivered by the program faculty. As described below, the topics of the seminars center on the nine competencies outlined in the Program Competencies section and identified by the *Standards of Accreditation* as crucial to contemporary professional psychology.

Research: Integration of Science and Practice

Seminars in this competency domain will assist interns with critically evaluating and disseminating research and applying evidence-based findings to clinical work. Topics related to evidence-based interventions and core concepts in trauma-informed care will provide a venue to learn about integration of science and practice.

Ethical and Legal Standards

All seminars will incorporate topics related to ethics and legal standards in order to assist interns with becoming knowledgeable about ethics/laws, recognize ethical dilemmas and apply ethical decision-making processes, and conduct themselves ethically in all professional activities. Topics in this domain will address confidentiality and privileged communications, sexual misconduct, dual relationships, ethical guidelines for working with ethnic, linguistic and culturally diverse populations and other ethical and legal topics as they relate to the provision of behavioral health services. The seminars are meant to be experiential and directed toward exploring personal experiences, attitudes, feelings, and values regarding ethics and the law.

Individual and Cultural Diversity

Seminars in this competency domain will help interns to understand how their own history, biases, and other personal factors affect interactions, become knowledgeable of professional diversity literature, integrate individual and cultural diversity into professional activities, independently apply knowledge to work effectively with diverse others, and be culturally responsive.

The multicultural didactic series is based on the understanding that training of culturally responsive and competent psychologists begins by addressing personal attitudes, feelings, experiences, and values. The seminar utilizes a cultural responsiveness model that assumes that culture is a central aspect that must be considered in all types of behavioral health interventions. In particular, the seminar facilitates an exploration of how culture influences one's beliefs, attitudes, and behaviors regarding help-seeking, attribution of mental illness, communication style, and preferences for care. The seminar also explores the unique cultures of New Mexico and how culture impacts well-being. Recent examples of didactic topics include Native American/Indigenous Mental Health and Historical Trauma, Refugee Mental Health, and Gender and Sexual Diversity.

Professional Values and Attitudes

Seminars in this competency domain will assist interns with exploring and demonstrating values and attitudes of psychology, engage in responsible documentation, demonstrate self-awareness and self-improvement, learn how to be open and responsive to feedback, and respond professionally in increasingly complex situations with increasing independence. Topics will generally include: preparing for postdocs/jobs, licensure, advocacy, working in complex systems, self-care and wellness (provider resiliency), billing and documentation practices in managed care, and basic understanding of insurance and financial aspects of behavioral health care. The seminars in this series are meant to be experiential and directed toward exploring personal experiences, attitudes, feelings, and values as well as addressing the practicalities of applying for future jobs and postdoctoral experiences.

Communication and Interpersonal Skills

Seminars in this competency domain will assist interns with developing effective relationships with a wide range of individuals, engage in informative, well-integrated oral and written communication, and develop effective interpersonal skills. All of the seminars will involve discussions and active learning techniques to help interns in the communication and interpersonal skills domain. Professional development seminars will also touch on this topic. Interns will also participate in the Provider Resiliency series with a focus on wellness, provider resiliency, and managing burnout and secondary traumatic stress.

Assessment

Seminars in this competency domain will assist interns with clinical interviewing, case conceptualization, and differential diagnosis. Interns will also spend time learning about risk assessment in both Orientation and the seminars. This will assist interns with understanding how to conduct a risk assessment in areas of suicidal risk, homicidal risk, and other legal and ethical considerations as they pertain to risk management.

Intervention

Seminars in this competency domain will help interns with the development of effective therapeutic relationships, development of individualized evidence-based intervention plans, utilization of interventions that are well-informed by individual and contextual components, application of relevant research literature, effective adaptation of evidence-based approaches, and evaluation of intervention effectiveness.

The Trauma Series covers all aspects of trauma and its impact on children, individuals, families. These seminars incorporate a multicultural and developmental perspective and utilize a combination of lectures, problem-based learning, discussion, and case consultation.

Supervision

Seminars in this competency domain will assist interns with becoming knowledgeable about supervision models and practices and application of supervision knowledge. Topics will largely focus on models of supervision and consultation. There will be a didactic as well as an experiential component as interns learn about and apply the various supervision and consultation models. Practical, ethical and professional issues related to supervision and consultation will also be covered.

Consultation and Interdisciplinary Skills

Seminars in this competency domain will help interns with the development of knowledge and respect for others' roles and professions and the broad application of interdisciplinary knowledge. The primary focus of seminars in this competency domain is interprofessional and interdisciplinary skills.

Evaluation of Competency Achievement

Our *Intern Evaluation Form* (IEF) provides details of the elements and indicators we assess for each of the above competencies. Science is the foundation to clinical practice; thus, interns will be expected to integrate empirical literature and scientific orientation with clinical expertise and in the context of patient characteristics. Progress towards profession-wide competencies will be serially assessed by formal evaluation with the expectation that all clinical practice regards eco-contextual, cultural, developmental, biological, and systemic factors as essential to developing competencies.

Interns' performance is evaluated formally four times across the internship year—the 3-, 6-, 9-, and 12-month points. All supervisors involved in the intern's training, as a group, complete the IEF, which

included numerical ratings and qualitative comments. Each intern will receive feedback on their performance and has the opportunity to discuss their training experiences. At the 6- and 12-month evaluation points, interns' home graduate programs are apprised of each trainee's progress through internship.

PROGRAM TRACKS

OVERVIEW

Prior to interns starting internship, the Training Director sends out a survey that allows interns to communicate their interests in track-specific rotations and experiences. Once the survey is completed, the Training Director and Assistant Training Director develop a draft rotation schedule for each intern for the training year, including indicating supervisors. This document is reviewed all faculty in the training program prior to being sent out to the incoming interns for review. Interns are free to indicate any questions or concerns that they may have about their rotation schedule, and steps will be taken to address any concerns within the boundaries of the existing internship structure. The main priority is ensuring that each intern has a training schedule that meets their training needs and interests.

CHILD CLINICAL TRACK

Overview

The Child Clinical Track offers a diversity of training experiences with a primary focus on generalist training in therapeutic interventions and assessment delivered to youth (ages 5-18) and their families. A central goal is to support trainees' development in providing trauma-informed, culturally responsive care to underserved communities.

Child Clinical Track Rotation Structure

Primary rotations will be completed within our outpatient clinic (Programs for Children and Adolescents, 12-month rotation) and our inpatient psychiatric hospital (Children's Psychiatric Hospital, 6-month rotation). In addition to the primary rotations, interns may choose at least one elective to enhance their training experience. Interns have the opportunity to gain experience in research and public policy, trauma-focused interventions, community-based care, pediatric rehabilitation, and more. These rotations vary in length.

Child Clinical Track Training Facilities

Children's Psychiatric Hospital

Children's Psychiatric Hospital (CPH) is the inpatient service component of the University of New Mexico Children's Psychiatric Center. This inpatient rotation, for Clinical Child Track interns, is for 6 months. This psychiatric facility provides comprehensive evaluation and intensive treatment for youth ages 5-17 who present with a wide range of significant psychopathology. There are 5 phases of treatment during the youth's short inpatient stay—containment, assessment, stabilization, discharge planning, and discharge implementation. Youth are housed in the hospital units according to age and developmental needs. Patients present from all throughout New Mexico and represent a variety of cultural and ethnic populations. Diagnostic presentations are diverse, including mood disorders, trauma- and stress-related disorders, psychotic spectrum disorders, disruptive behavior disorders, maladaptive personality traits, and neurodevelopmental disorders. Treatment at CPH includes individual therapy, group therapy, family sessions, milieu support, and pharmacotherapy. CPH's inpatient rotation also includes the learning and implementation of focused psychological testing protocols that includes the use of evidenced based objective and projective measures. Psychological testing referrals generally consists of assessing a patient's reality testing, conducting differential diagnosis, and conducting psychological testing to inform treatment and discharge-related issues.

At CPH, interns work intensively with youth in acute care, orienting treatment toward the youth's return to the community. The intern has a primary supervisor who also works within CPH, and the intern

typically carries a caseload of two to three patients at a time. Individual, family, and group therapy and staff consultation are provided by the intern within a team-oriented approach that includes input from the supervisor, the attending psychiatrist, the special education teacher, the unit nurse manager, case manager, and mental health technicians. Interns gain skills in rapid diagnosis, formulation, treatment planning, and intervention with youth with severe psychopathology. Youth admitted to these high levels of care have been unsafe toward themselves or others, so assessment, management, and treatment for suicidality, homicidality, and other forms of risk are integral to the service.

Psychology interns are expected to be involved in the treatment team process that includes daily rounds and the development of the treatment plan. Interns may be involved in inpatient DBT-informed skill-building groups. Interns may also assist with program development, program evaluation, or the initial implementation of evidence-based treatments.

Programs for Children and Adolescents (Children's Psychiatric Center-Outpatient Services).

Programs for Children and Adolescents (PFCA) is an outpatient therapy clinic that provides individual and group therapy services. PFCA's mission is to provide culturally responsive, safety-focused, and evidence-based outpatient behavioral health services to improve the emotional, physical, and spiritual health of the youth and families in our community. PFCA is a multi-disciplinary team of Psychologists, Social Workers, Counselors, Case Managers, and Peer Support Workers.

Evidence Based Treatments

- Dialectical Behavior Therapy
- Cognitive Behavioral Therapy
- Coping Cat
- Motivational Interviewing
- Nurtured Heart
- Circle of Security
- Parent Management Training
- Focused Acceptance and Commitment Therapy
- Attachment, Self-Regulation, and Competency
- Trauma Focused – Cognitive Behavior Therapy
- Cognitive Behavior Therapy for Psychosis
- Dialectal Behavior Therapy (informed treatment)

Interns rotating through PFCA carry a caseload of individual therapy cases. Although the youth is the identified patient, there are often family and/or caregiver sessions incorporated into treatment. Therapy cases are supervised by a primary, and sometimes a secondary, supervisor. Cases are assigned based on both training and service needs. Interns may be able to co-lead groups with staff if they are interested. The size of an intern's clinical caseload is dependent on how much time they spend at the site and may change from semester to semester. Interns also may have an opportunity to provide single-session interventions through PFCA's walk-in clinic.

Psychological Testing

The psychological testing experience is woven throughout the entire year, with a variety of brief and comprehensive testing experiences available. The core competencies expected after completion of the psychological testing experience include: development of an assessment plan to answer referral questions; appropriate administration, scoring, integration, and interpretation of data within a developmental, language, and cultural framework; cogent, salient and efficiently written psychological reports; and a psychological testing process that reflects evidenced-based practice and applications. The focus of the Psychological Testing experience is on the evaluation of risk and differential diagnosis of psychiatric disorders. Psychological testing is often requested when there are concerns regarding diagnostic uncertainty/differential diagnosis, questions regarding lack of treatment progress, and medication/treatment/discharge planning. Interns will develop and hone their clinical skills regarding gathering relevant medical, psychiatric, social, and contextual information; conducting clinical interviews that address developmental and psychological concerns; selecting appropriate psychological test batteries based on the patient and the referral questions; administering, scoring, and interpretation of a wide variety of psychological tests/instruments for youth; and integration of results ethically and

competently. The intern will also receive training in report writing, with an emphasis on efficient and accessible communication of necessary information and providing feedback to patients, referring clinicians, and treatment teams.

Bilingual psychological testing (English/Spanish) experiences may be offered for interns who have the interest and language proficiency to conduct these specialized psychological assessments. This is also based on availability of bilingual supervising psychologists.

Child Clinical Track Electives

In addition to primary rotations at outpatient and inpatient behavioral health, interns on the Clinical Child Track will choose at least one of the following elective rotations. These rotations are designed to allow an intern to focus on a particular area of interest. The number of days per week and duration of the elective (i.e., 6 or 12 months) is dependent on the specific elective and intern's overall schedule.

1. Health Services Research and Public Policy at the Division of Community Behavioral Health (CBH)
2. Trauma Specialization
3. Young Children's Health Center (YCHC) – Community-Based Pediatric Integrated Care
4. Carrie-Tingley Hospital - Pediatric Rehabilitation Hospital (CTH)
5. Pueblo of San Felipe
6. Sandoval Regional Medical Center Primary Care (SRMC)
7. Comprehensive Cancer Center
8. Southeast Heights Clinic – Refugee Mental Health clinic
9. Neuropsychological Consultation Services at Programs for Children and Adolescents – Pediatric Neuropsychology (NCS)

Behavioral Health Services Research and Public Policy Elective at the Division of Community Behavioral Health in the UNM Department of Psychiatry and Behavioral Sciences (CBH; Primary Supervisors: Deborah Altschul, Ph.D.; Brian Isakson, Ph.D., Deidre Yellowhair, Ph.D., David Lardier, Ph.D., and Thomas Chavez, Ph.D.)

CBH is excited to offer a 6-month public behavioral health research and public policy elective. This includes the opportunity to work with a multidisciplinary team, including professionals in psychology, psychiatry, social work, public health, sociology, and anthropology. This internship elective is available in both the fall and spring semesters and requires a time commitment of one day per week for a 6-month period. Projects are assigned based on the needs of CBH and the interests of the intern. Projects may have an emphasis on child, adolescent, or adult public behavioral health; and include activities such as grant writing, public policy development, outcome research and evaluation, clinical/consultative services, etc. The emphasis is to provide interns with the opportunity to engage in activities that directly enhance the behavioral health system of New Mexico, including the state's public behavioral health system as well as tribal behavioral health systems.

CBH seeks to: strengthen behavioral health services research and evaluation capacity, and provide training and workforce development and community oriented psychiatric services to traditionally underserved populations. For the past 25 years, CBH has been providing community consultation, training, services research/evaluation, and direct service throughout the State, including serving as the lead evaluators and clinical trainers on a number of state and tribal grants on a wide range of topics such as: Permanent Supportive Housing, SBIRT, Jail Diversion, Systems of Care, Home Visiting, Child Trauma, Integrated Care, Early Psychosis and Suicide Prevention. Its 75 faculty and staff have a variety of expertise including public behavioral health, cultural competency, EBP implementation, tele-psychiatry, Native American behavioral health, refugee behavioral health, primary care integration, trauma, serious mental illness, and services research and evaluation.

CBH faculty is also involved in providing training across the state related to public behavioral health and evidence-based practices, and provide consultation on the impact of trauma on development.

They have partnerships with state agencies, Native American tribal communities, peer-run organizations, and refugee communities, all of which are potential sites for collaborations with interns.

Trauma Specialization (Supervisors: Rebecca Ezechukwu, Ph.D., Rachel Miller, Psy.D., Destiny Waggoner, Ph.D.)¹

The Trauma Specialization elective focuses on the treatment of childhood traumatic stress for children and adolescents who display symptoms that warrant trauma-focused treatment. Youth present with a range of discrete and complex trauma experiences, and treatment is provided to the youth, family, and caregiving system. Our clinical supervisors include psychologists who are members of the National Child Traumatic Stress Network (NCTSN) and trained in the implementation of evidence-based practices (EBPs) for treating childhood traumatic stress, including Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Attachment, Self-Regulation, and Competency for Complex Trauma (ARC), and other treatment components to address childhood bereavement and traumatic grief. Supervisors utilize various multicultural, developmental, and reflective approaches to support individual supervision. Interested applicants are encouraged to indicate other areas of interest to help individualize training opportunities for the treatment of child traumatic stress.

This is a unique 12-month major elective during which Clinical Child Psychology interns will:

- Receive training in EBPs for the treatment of childhood trauma (ARC, TF-CBT)
- Provide individual, group, and family trauma therapy sessions as well as parent/caregiver support and skill-building to diverse youth and families referred from UNM Children's Psychiatric Center -Inpatient & Outpatient Services, UNM Pediatrics- Child Abuse Response Team, UNM Carrie Tingley Rehabilitation, and numerous community organizations
- Conduct brief assessments to screen for stress and trauma symptoms impacting youth functioning
- Learn and utilize measurement-based care to deliver therapeutic assessment. Use youth and caregiver symptom inventories to provide feedback
- Provide individual, group, and family trauma therapy sessions, as well as caregiver support and skill-building sessions, to diverse youth and families referred from both UNM clinics and community organizations.
- Engage in weekly individual reflective supervision with an emphasis on supporting professional resilience, reflective capacity, and multicultural development

Optional trauma-informed care opportunities:

- Conduct co-therapy while learning EBP models (e.g., for shared family cases with multiple siblings in treatment)
- Shadowing opportunities with interdisciplinary practitioners across UNM who address trauma
- Assist in the development and delivery of community trainings, consultation, and outreach opportunities regarding childhood traumatic stress, as available
- Participate in program development and outcome and evaluation research in trauma-informed care
- Participate in webinars and other training from the NCTSN. This network provides a wealth of training, consultation, and support with national leading experts in child trauma. UNM has been an NCTSN site since 2012 and brings NCTSN resources and EBPs into the track specialization, individual/group supervision, and the didactic seminars for all interns.

UNM Hospital's Young Children's Health Center (Supervisor: Destiny Waggoner, Ph.D.)

Young Children's Health Center (YCHC) is a community-based pediatric integrated primary care clinic that provides comprehensive health services to families with children from birth to young adulthood residing primarily in the International District of the southeast heights of Albuquerque, NM. This area

¹ Interns on the Child Clinical Track all obtain experience working with trauma regardless of whether they are on the Trauma Specialization elective. Interns that choose the Trauma Specialization elective will have a higher number of trauma cases and a choice of participating in various trauma-informed care opportunities.

contends with many social-environmental issues such as high poverty and high crime rates. The clinic serves a culturally diverse population including immigrant and refugee youth and families. YCHC utilizes a trauma-informed care approach with the primary goal of promoting the physical and emotional wellbeing of children and their families through a strengths-based, multi-disciplinary approach to comprehensive health care. Interns will typically see youth ages 5-18 with an emphasis on a family-based approach. Special components of this clinic include home visitation to families with babies and young children ages 0-5, behavioral health services (medication management, brief intervention, and psychotherapy), case management, youth and parent groups, and outreach activities. The behavioral health services address a wide-range of presenting issues and severity including anxiety, depression, traumatic stress, school problems, comorbid medical issues, etc. This is an excellent opportunity for bilingual interns. This is also a great opportunity to develop skills in working with interpreters in a variety of languages including Spanish, Arabic, and Swahili. If interns are interested in the Trauma Specialization elective, interns may have the opportunity to complete a 1- or 2-day year-long rotation at YCHC. An opportunity to do a six-month rotation (i.e., one or two days per week) focused on brief intervention services may also be available.

Interns will have the opportunity to work as part of an interdisciplinary team including nurses, medical assistants, pediatricians, psychiatrists, social workers, and case managers. The intern's core experiences will involve:

- Identify emotional and behavioral needs of referrals from medical staff
- Triage needs and engage in service planning
- Deliver brief intervention and crisis intervention services to address families' immediate needs
- Provide individual and family psychotherapy using trauma-informed and trauma-focused evidence-based treatments including Attachment, Self-Regulation, and Competency (ARC), Cognitive Behavioral Therapy (CBT), Trauma-Focused CBT, Motivational Interviewing (MI), and Family Therapy treatment modalities
- Utilize outcome-based measurement system to follow treatment progress
- Navigate systems of care including coordinating with medical and non-medical service providers
- Consultation and other learning opportunities are available as they present

UNM Carrie Tingley Hospital, Pediatric Rehabilitation Inpatient Unit and Consultation/Liaison Service (Supervisor: Kati Morrison, Ph.D.)

UNM Health's Carrie Tingley Hospital (CTH) has been providing compassionate, coordinated health care to children and adolescents with complex musculoskeletal and orthopedic conditions, rehabilitation needs, developmental issues, and long-term physical disabilities for more than 70 years. CTH Pediatric Inpatient Rehabilitation is located on the 5th floor of UNMH and has 8 dedicated beds for rehabilitation, with other beds on the unit designated typically to orthopedic patients. Patients' stays range from a few days to 6-12 months; 2-6 weeks is typical.

Psychology interns provide clinical services with patients with complex medical, neurological, physical, and co-morbid psychiatric conditions. The most frequent diagnoses include Traumatic Brain Injury, Spinal Cord Injury, stroke, or medical illnesses with resultant disabilities (cystic fibrosis, diabetes, cardiac conditions, Multiple Sclerosis). Many patients have co-morbid psychiatric diagnoses including PTSD, depression, and anxiety disorders. Psychology interns serve in multiple roles including brief psychological and neuropsychological assessment; individual, group, and family psychotherapy; stress management; and consultation with other disciplines. Psychology interns often work with underserved populations with complex conditions involving issues of adjustment to physical and cognitive loss and reintegration into the school and larger community. Many patients follow up in Carrie Tingley's outpatient clinic for ongoing therapies, so many cases tend to be longer-term. Interns also have the opportunity to deliver therapeutic services with prior inpatient cases for continuity of care and complete intakes at CTH outpatient. As an interdisciplinary team, interns will have frequent opportunities to collaborate in team meetings with physical, speech/language, occupational, and massage therapists, social workers, medical providers and students from a variety of disciplines, and nursing staff. In particular, there is ongoing collaboration with psychiatry and neuropsychiatry fellows.

Psychology interns also can consult with psychiatrists and provide services through the UNM Children's Hospital C/L Service. This service provides a range of behavioral health evaluations and interventions for hospitalized children, adolescents and their families. The goal is to provide child and family centered care that can mobilize individual and family strengths and resources to manage challenges arising from chronic and acute health problems. Interns will have opportunities to work with children with a variety of chronic and acute medical problems across the full developmental spectrum. The majority of work takes place on a short-term basis but opportunities exist for follow up care as some patients will return frequently for ongoing treatment.

Pueblo of San Felipe – Multicultural, Native American, and Rural elective (Supervisors: Deborah Altschul, Ph.D., Jeremiah Simmons, Ph.D., Jalene Herron, Ph.D.)

The goal of the Multicultural and Native American major rotation is to develop skills in providing culturally responsive, trauma-informed care, and complete training in the general practice of clinical/counseling/school psychology. This rotation is a place to put theory to practice when providing culturally appropriate and responsive care to children, youth, adults, families, and elders within a multicultural context.

The rotation is based at the Pueblo of San Felipe, which is located between Santa Fe, 33 miles to the north, and Albuquerque, 30 miles to the south. Although situated between two urban centers, San Felipe is rural, consisting of 50,000 acres of trust land for farming and grazing. San Felipe is one of the most traditional tribes in New Mexico, with Keres (the traditional language) spoken by 87% of tribal members. There are approximately 3500 residents of San Felipe, 49% of whom are female. Most residents (99%) identify as Native American, and 33% are under 18 years of age.

The Pueblo of San Felipe has a robust Behavioral Health Program, including psychologists, social workers, masters level counselors, psychiatrists, and Certified Peer Support Workers that work on multidisciplinary teams. Certified Peer Support Workers (CPSWs) are Keres-speaking tribal community members with lived experience of behavioral health issues who have completed intensive training and credentialing in behavioral health service provision. CPSWs provide recovery-oriented Comprehensive Community Support Services and serve as cultural liaisons, partnering with interns and other licensed clinicians to provide culturally appropriate care.

The intern on the major rotation spends one day per week for 6 months participating in discussions about policy development and practice implementation during regularly scheduled meetings, and provides clinical services at one of the following sites (as determined by the intern's interests and the community's needs):

Indian Health Services Primary Care Clinic: The primary care clinic is run by the Indian Health Service and is located in the Pueblo of San Felipe. Interns work in collaboration with primary care doctors, nurses, and other behavioral health care providers in an integrated health care setting. Interns receive warm handoffs from the primary care team to assist in addressing behavioral health needs that come up during primary care visits. Types of interventions are individual sessions focused on suicidality and risk assessment, brief therapy to address health concerns, insomnia treatment, and motivational interviewing, and longer-term trauma-informed care. The clinic primarily serves adults and elders, though there are opportunities to see youth as well.

San Felipe Equine Therapy Program: The San Felipe Equine Program is located in Algodones just a few miles away from the Pueblo of San Felipe. Interns work in collaboration with the equine therapy team which consists of horse handlers, licensed behavioral health providers and CPSWs to provide individual, family, and group-based experiential therapy for all ages. No prior experience with horses or equine therapy is a requirement of this site.

San Felipe Behavioral Health Clinic: Interns work with CPSWs and other licensed behavioral health providers in the behavioral health clinic centrally located in the heart of the Pueblo of San Felipe

and adjacent to the IHS primary care clinic. Interns provide individual, family, and/or group-based therapy to address a wide variety of mental health concerns (trauma, substance use, depression, anxiety, etc.) for clients across the lifespan.

Bernalillo Public High School: Students in grades 9-12 from San Felipe attend a high school in the nearby town of Bernalillo. Interns provide individual therapy during the school day in collaboration with CPSWs on site at Bernalillo High School.

Interns also have opportunities to work on public behavioral health policy issues, with the Pueblo of San Felipe, other tribal communities, and New Mexico's behavioral health state agencies through the Department of Psychiatry and Behavioral Sciences' Division of Community Behavioral Health. This could include assisting with grant proposals, providing clinical trainings, and/or responding to clinical crises in rural and tribal areas.

This rotation is led by Dr. Deborah Altschul, a licensed psychologist and Vice Chair of Community Behavioral Health, who has been working with the Pueblo of San Felipe for over 17 years. Also onsite are an array of full-time licensed clinicians, San Felipe tribal members who serve as Certified Peer Support Workers and cultural liaisons, and a former intern and current postdoctoral fellow, Dr. Jalene Herron, as well as a former intern and postdoctoral fellow, and current assistant professor and psychologist, Dr. Jeremiah Simmons. In addition, Dr. Deidre Yellowhair, a faculty in the Department, provides weekly psychoeducation groups at the San Felipe elementary school and interns often co-facilitate these groups. Finally, two department psychiatrists, Dr. Anju Jaiswal and Dr. Elise Morosin, provide child and adult psychiatric services in the Pueblo, and collaborate with interns on coordinated care for children, adolescents, adults and elders in the community. Interns are supervised by Dr. Altschul, Dr. Simmons, and Dr. Herron, and by a San Felipe Behavioral Health Program licensed clinician affiliated with the particular site where the intern is practicing.

Sandoval Regional Medical Center Primary Care (Supervisor: Christopher Morris, Ph.D.; Jaye Turrietta, Ph.D.)

Sandoval Regional Medical Center (SRMC), a community-based academic healthcare facility that includes 72 acute-care inpatient beds as well as outpatient primary care and specialty care clinics. Sandoval County encompasses 3,716 square miles, and the medical center serves diverse urban, rural, and frontier populations. This placement is located within the Family and Community Medicine primary care clinic, where interns provide outpatient integrated behavioral health care in this setting. Referrals come predominantly from the eight primary care providers with whom the intern works closely on a daily basis. Patients of all ages are seen in the family practice clinic. Presenting issues range from depression, anxiety, trauma, and substance use disorders to pain disorders, somatization disorders, tobacco cessation, obesity, and diabetes.

During the six-month elective rotation, the intern will be onsite one full day per week at SRMC. The initial part of the rotation provides exposure to readings, models, and cultural frameworks in integrated care, review of assessment and treatment tools specific to the setting, orientation to hospital and clinic, and opportunity to shadow primary care providers' patient visits.

The intern will work as a generalist with a diverse caseload in terms of presenting issue, age, and cultural identity, with some opportunity to tailor the assigned cases to specific interests of the learner. The experience includes short-term consultation and intervention focused on needs related to health behavior and primary care, and more intensive psychotherapy addressing specific mental health diagnoses. There is the opportunity to learn to implement Focused Acceptance and Commitment Therapy, particularly during warm hand-offs. Supervision in Spanish is also offered.

Comprehensive Cancer Center Specialty clinic (Supervisor: Anjanette Cureton, Psy.D.)

The UNM Comprehensive Cancer Center is a full-service ambulatory National Cancer Institute-designated Comprehensive Cancer Center delivering the highest quality integrated cancer diagnosis and

cancer care. The Cancer Center is a minor rotation (1 day/week) during which trainees provide psychotherapy and a full range of psychology services to individuals, couples, and family members who have been impacted by cancer. Psycho-oncology includes teaching mindfulness, practicing radical acceptance, teaching a wide variety of coping skills, and often helping patients and family members to prepare for and face end-of-life. Most individuals facing cancer experience some level of anxiety, depression, and medical trauma. Because a cancer diagnosis impacts every aspect of life, the focus is often on managing changing family dynamics, coping with financial hardship, and changes in sense of self. Opportunity to co-facilitate support groups, to work as part of an interdisciplinary team, to provide emotional support to oncology inpatients, and to participate in group case consultation/supervision with practicum students.

Southeast Heights Clinic – Refugee Mental Health Clinic, Family medicine (Supervisor: Brian Isakson, Ph.D.)

The South East Heights is located in the most densely populated neighborhood in Albuquerque, with the highest incidence of crime and addiction. The clinic serves a large refugee (Iraq, Syria, Afghanistan, Democratic Republic of Congo, Burundi, and Rwanda) and immigrant (Vietnam, Central American, Mexico) population. Opportunity to hold a small caseload of refugee adults, as well as opportunities to work with refugee children and Spanish speaking patients. This is co-located model where the focus is on helping refugees and immigrants adapt to life in the United States, deal with current stressors, and address past trauma. It is also a primary training site for family medicine residents. This elective is a year-long commitment due to the nature of the long-term therapy.

Pediatric Neuropsychology Elective (Supervisors: Eric Zimak, Ph.D., ABPP, Amanda Ward, Ph.D., and Dina Hill, Ph.D.)

This rotation is offered through the Neuropsychology Consult Services (NCS) at UNM Hospitals in the Department of Psychiatry and Behavioral Sciences. The Neuropsychology Consult Services provides outpatient and opportunities for inpatient neuropsychological assessment and consultation services for individuals with various neurodevelopmental, neurological, or chronic medical conditions that may affect central nervous system function, as well as psychiatric conditions.

Pediatric neuropsychology is a specialized area of practice that entails unique procedures and a body of knowledge specific to the area. Given the scope and fast pace of this rotation, it is encouraged that interns electing to complete this rotation have graduate school experience in at least one neuropsychology practicum placement. The rotation will provide the Intern with the opportunity to gain experience in the neuropsychological assessment process of children with medically related problems, neurodevelopmental disorders, and/or psychiatric disorders. For those Interns who wish to pursue additional training in neuropsychology, this rotation will be a valuable experience.

For this 6-month rotation, the Intern is expected to be available on-site between 8-10 hours per week, and see approximately one outpatient every other week. Additional time may be required for supervision, scoring, and report preparation. The Intern learns how to conduct clinical interviews addressing neurocognitive issues associated with various neurological and neurodevelopmental disorders and administer and score a wide variety of neuropsychological tests/instruments for children. The Intern also receives exposure to the interpretation process and assists in report writing and feedback to patients and referring clinicians. The Intern is expected to read assigned supplemental readings, and encouraged to attend NCS case conferences and/or seminars by NCS faculty.

INTEGRATED BEHAVIORAL HEALTH TRACK

Integrated Behavioral Health Track Overview

UNM is pleased to offer Integrated Behavioral Health training following the gold standard model for Integrated Care. Our training provides foundational knowledge and skills to provide effective behavioral health therapy and assessment in medical settings. Interns will have the opportunity to develop their skills in evidence-based practices, develop understanding of the intersection of medical and behavioral health concerns, and strengthen their ability to work effectively as a consultant in medical practice alongside physicians, nurse practitioners, physician assistants, nurses, clinical pharmacists, case managers in a holistic, patient centered and trauma informed approach. This track allows interns the opportunity to work in settings that offer a range of different integration models to include fully integrated vs. more collocated specialty medical care.

Integrated Behavioral Health Track Rotation Structure

All interns in Integrated Behavioral Health track will have a primary rotation at Truman Health clinic for approximately 50% of their clinical time throughout the internship. This typically occurs for 2.5 days per week throughout the year, but scheduling may vary depending on the intern's selection of other rotations. In addition, they will have time to complete one additional major rotation, for 6 months at another primary site. They will spend 2.5 days at that site to allow for full immersion into the clinic. They will also have one to two minor rotations to provide experience in areas where they may need to develop breadth of experience to ensure they are comprehensively trained in integrated care models.

For this track, the major rotations include Truman Health Services, the Sleep Disorders Center, and UNMH Pain Consultation and Treatment Center. We also offer minor rotations at the Eubank Women's Health Clinic, Southeast Heights Refugee Clinic, the Comprehensive Cancer Center, Renal Transplant, and the Addiction and Substance Use Program.

Integrated Behavioral Health Track Training Locations

Truman Health Services (801 Encino Pl NE; Supervisor: Kim Kalupa, Ph.D.).

Truman Health Services is a Patient Centered Medical Home (PCMH) providing primary and specialty care for persons with HIV and patients seeking gender affirming care in a unique interdisciplinary setting. Our setting provides exciting opportunities for our interns to support patients as they manage both acute and chronic medical issues and the behavioral, cognitive and emotional issues that impact and are impacted by these conditions. Our patient population is uniquely diverse with regards to culture, economic backgrounds, ethnicity, religion, sexual orientation and gender identity. We serve patients who are 13 and above, interns who rotate here have some opportunity to work with teens, but this is a largely adult population rotation. Truman Health Services is recognized as Level 1 PCMH, with Behavioral Health distinction by the NCQA.

The Truman behavioral health team is comprised of 2 psychologists, a psychiatrist, a psychiatric Nurse Practitioner and several master's level therapists. Our services are fully integrated into the primary care setting and we have a strong role in consultation and collaboration with primary care staff. Behavioral health staff participate in daily huddles with the medical team and are available throughout the day to support primary care staff in addressing the needs of their patients. We provide a range of services to include brief assessment and treatment, longer-term therapies, group therapy, psychiatric consult, and warm hand off care to patients. Current group offerings include MBSR (Mindfulness Based Stress Reduction), DBT Skills group, and CBT-I.

There is also great diversity in terms of the psychiatric acuity of our patient population and the range of diagnoses that present to our clinic. Our clinicians also have the opportunity to work with more

health psychology specific concerns such as weight management, diabetes management, pain management, adherence to treatment and pre-surgical evaluation. Additionally, interns will have the opportunity to provide cognitive screens for dementia and ADHD evaluations for adults. The purpose of this rotation is to provide training in a primary care integrated home model for behavioral health. Additional readings and trainings will be provided as indicated by intern's level of understanding for our population.

South East Heights Clinic – Refugee Mental Health Clinic, Family Medicine (8200 Central Ave SE; Supervisor: Brian Isakson, Ph.D.).

South East Heights Clinic is a primary training site for family medicine doctors, along with North Valley Clinic. This clinic is located in the most densely populated neighborhood in Albuquerque, with the highest incidence of crime and addiction. The clinic serves a large refugee (Iraq, Syria, Afghanistan, Democratic Republic of Congo, Burundi, and Rwanda) and immigrant (Vietnam, Central American, Mexico) population. Opportunity to hold a small caseload of refugee adults, as well as opportunities to work with refugee children and Spanish speaking patients. This is co-located model where the focus is on helping refugees and immigrants adapt to life in the United States, deal with current stressors, and address past trauma. This ideally a year-long commitment due to the nature of the long-term therapy. This rotation is also available as a major elective for interns on the child track.

Eubank Women's Health Clinic – Women's Behavioral Health (Family medicine, Eubank Women's Health Clinic and the co-located Journeys Clinic, 2130 Eubank Blvd NE; Supervisors: Jennifer Crawford, Ph.D. and Melek Yildiz Spinel, Ph.D.).

Eubank Women's Health/Journeys is the primary training site for the Women's Health rotation in the Integrated Behavioral Health track. The Journeys Clinic serves women referred for psychotherapy and medication consultation related to perinatal depression, anxiety, and other mental health conditions exacerbated during pregnancy or in the postpartum period. Providers in the clinic also provide behavioral health interventions for women with chronic pelvic pain and are working with clinic management to expand integrated behavioral health in the setting. Opportunity to hold a small caseload of adult women, co-facilitate Cognitive-Behavioral Therapy for Chronic Pain, program development and quality improvement, and research.

Comprehensive Cancer Center Specialty clinic (1201 Camino de Salud; Supervisor: Anjanette Cureton, Psy.D.).

The UNM Comprehensive Cancer Center is a full-service ambulatory National Cancer Institute-designated Comprehensive Cancer Center delivering the highest quality integrated cancer diagnosis and cancer care. The Cancer Center is a minor rotation (1 day/week) during which trainees provide psychotherapy and a full range of psychology services to individuals, couples, and family members who have been impacted by cancer. Psycho-oncology includes teaching mindfulness, practicing radical acceptance, teaching a wide variety of coping skills, and often helping patients and family members to prepare for and face end of life. Most individuals facing cancer experience some level of anxiety, depression, and medical trauma. Because a cancer diagnosis impacts every aspect of life, the focus is often on managing changing family dynamics, coping with financial hardship, and changes in sense of self. Opportunity to co-facilitate support groups, to work as part of an interdisciplinary team, to provide emotional support to oncology inpatients, and to participate in group case consultation/supervision with practicum students.

Addiction and Substance Use Program (ASAP, 2600 Yale Blvd SE; Supervisors: (Rachel Ward, Ph.D. and Larissa Lindsey, Ph.D.).

ASAP is an integrated clinic that provides wrap-around services to individuals and families with a primary substance use issue. The clinic is an integrated Medical Home that offers urgent care and outpatient detox services, primary care, case management, psychiatric medication management,

medications for opioid use disorder (MOUD), and short-term evidence-based psychotherapy for the full range of substance use disorders. ASAP also offers evidence-based services for individuals with comorbid psychiatric conditions including severe mental illnesses, trauma-spectrum disorders, and depression and anxiety disorders. Many individuals also present with chronic medical conditions such as chronic pain and chronic health conditions (i.e., HIV, Hep C). Many individuals seeking treatment at ASAP present with complex psychosocial needs including family systems issues and recent and/or ongoing legal issues.

ASAP is a teaching clinic that fosters the growth and training of many different types of trainees. Therefore, training at ASAP encourages collaboration across disciplines and provides interns with the opportunity to staff cases and run groups. In addition, ASAP utilizes a multidisciplinary team approach to treat all patients within the clinic. This approach emphasizes collaboration, trauma informed care, and evidence-based practice standards across treating providers.

Within this rotation, interns may have the opportunity to learn and administer comprehensive intake assessments, provide individual, group, and couples therapy, as well as learn how to coordinate care with MOUD, outpatient detox services, psychiatric services, and primary / acute care. There is also an opportunity to gain experience with psychological and diagnostic assessments depending on case availability.

Renal Transplant Evaluations (Supervisor: Kathryn Lenberg, Ph.D.)

Kidney Transplant Program (Pre-surgical psychological evaluations). The kidney transplant program at the University of New Mexico Hospitals has been in existence for more than 45 years. It is one of two transplant programs in the state. In addition to kidney disease, our patients frequently have a number of medical and psychological comorbidities. There is a high incidence of depression and anxiety in our population. Substance abuse, and mild neurocognitive impairment are common in our patients. Professionals in the program include physicians (nephrologists and surgeons), specially trained nurses (transplant coordinators), a transplant social worker, a transplant pharmacist, a nutritionist, and a psychologist. Support staff includes a data coordinator, financial specialist, and medical assistants. The psychology resident will experience a rich multidisciplinary experience. Psychology residents may participate in all phases of the transplant program. Many are also referred for psychological evaluation because of concerns about depression, substance abuse, risk for nonadherence, and possible cognitive deficits, all of which may negatively impact their success with a transplant. The psychological evaluation is customized to the transplant setting and includes a detailed clinical interview, mental status examination, psychometric assessment and screening, as well as transplant-specific considerations, such as patient's understanding of the process including risks and benefits, their capacity to give consent, and ability to make decisions about their medical care. Listing Committee: When the patient's pre-transplant workup is complete, their case is discussed in the weekly, interdisciplinary listing committee meeting. It is here that the patient's candidacy for transplant is decided. Waiting List: Once the patient is listed, they must wait to receive a kidney.

UNMH Pain Consultation and Treatment Center (Supervisor: Kathryn Lenberg, Ph.D.)

The UNMH Pain Consultation and Treatment Center is an interdisciplinary clinic that treats adults, adolescents and children with chronic, complex, and sometimes unexplained pain conditions. The team consists of a diverse group of providers including physicians, physical therapists, psychiatrists, pharmacists, and psychologists who work together to meet patients' functional goals. Our patients are referred for many different reasons—from failed back surgery, to migraines, to psychogenic pain conditions. Psychology interns would learn how to effectively integrate traditional psychotherapy practice with pain-specific interventions, and would be trained on effective consultation skills with medical providers.

Specific activities include: Participation in interdisciplinary team meetings; brief therapy techniques; opportunities to run groups; exposure to adult and adolescent clients; exposure to mindfulness techniques to improve pain management; exposure and training on medically/psychologically complex issues; that is non-epileptic seizures, conversion disorders, psychogenic pain.

Sleep Disorders Center (Supervisor: Denise Rodriguez Esquivel, Ph.D.)

The Sleep Disorders Center is New Mexico's first comprehensive sleep center and is accredited by the American Academy of Sleep Medicine (AASM). It is an integrated medical clinic staffed by board-certified sleep physicians, registered sleep technologists, registered respiratory therapists, and a board-certified behavioral sleep medicine specialist, offering evidence-based treatments for a broad range of sleep disorders for patients of all ages. As a teaching clinic, interns can expect to work side-by-side with practicum students, psychology postdoctoral fellows, and sleep medicine fellows.

Interns at this site learn how to recognize, screen for, diagnose, and treat sleep disorders from a behavioral perspective. The clinic has a primary focus on the treatment of adult insomnia, though interns will also see cases of sleep phase delay/advance, shift work disorder, nightmare disorder, Positive Airway Pressure (PAP) adherence, as well as adaptations for working with pediatric populations. They will also have exposure to behavioral recommendations that can be made as adjunctive treatment of narcolepsy, other hypersomnia disorders, and several parasomnias. The rotation includes administration and scoring of assessment instruments, clinical interviews, case conceptualization, consideration of other medical and psychiatric conditions, and collaboration in care with sleep medicine providers and technicians. Internship hours acquired under the supervision of Dr. Rodríguez Esquivel count towards the Diplomate in Behavioral Sleep Medicine (DBSM), official board certification in Behavioral Sleep Medicine (BSM) post-licensure. Supervision in Spanish is available with Dr. Rodríguez Esquivel.

EARLY CHILDHOOD TRACK

Early Childhood Track Overview

The purpose of the Early Childhood Track is to complete training in the general practice of professional psychology with emphasis on early childhood mental health and development. The training model, shared by all tracks within the internship, includes an interdisciplinary, multicultural, and developmental perspective with consideration of internal, external and systemic contextual factors considered to be integral to developmental and psychological assessment, formulation, and therapeutic intervention. This track is unique in its combined focus on understanding typical and atypical development in young children as well as providing extensive exposure to work with trauma and early adversity in infants and toddlers. Using an empirically-informed, relationship-based approach to both foci, interns on this track will learn to integrate these knowledge areas and develop a range of skills vital to work with this very young population.

Early Childhood Track Rotation Structure

Interns in the Early Childhood Track are expected to participate in diagnostic evaluation clinics and intervention with young children. Interns participate in two interdisciplinary evaluations per week for the entire year. Interns are expected to maintain a caseload of approximately 5-6 early childhood mental health intervention cases, seen on a weekly basis for the entire year. Interns participate in the UNM FOCUS medical clinic one day per week all year, experiencing two different clinic settings over the course of training. Each intern completes a 6-month rotation in the Birth to 5 consultation clinic, which is a weekly half-day clinic. Interns also spend 6 months in the UNM Special Baby Clinic, which occurs once per month. Interns are required to participate in CDD-specific didactics and interdisciplinary case conference or ADOS-2 Reliability meetings (1-2 hours per week). Interns are provided with office space, laptop, and

cell phone. Interns who travel for home-visits are expected to use their personal vehicles for travel to local home and metro community sites and will be reimbursed for mileage.

Psychology interns are encouraged to participate in a variety of policy discussions and leadership groups, and be involved in legislative initiatives related to mental health services. However, the Early Childhood interns do not complete major or minor electives as described for other intern tracks.

Typical Caseload for Early Childhood Interns

<i>Semester 1</i>	<i>Semester 2</i>
<ul style="list-style-type: none"> • 1 ECEP clinic per week • 1 ECEP ITC clinic per week • 1 ECMH consultation clinic/Birth to 5 clinic per week • 1 FOCUS rotation • 5-6 ECMH cases per week • CDD required didactics 1-2 hours per week • Internship didactics 	<ul style="list-style-type: none"> • 1 ECEP clinic per week • 1 ECEP ITC clinic per week • FOCUS rotation • Special Baby clinic once per month (half day) • 5-6 ECMH cases per week • CDD required didactics 1-2 hours per week • Internship didactics

Early Childhood Track Training Clinics/Sites

Center for Development and Disability (primary site for all rotations; full year)

The UNM Center for Development and Disability (CDD) is a University Center for Excellence in Developmental Disability housing a myriad of diverse direct clinical service, prevention programs, interdisciplinary training, community training and partnerships, policy development and analysis, and applied research for the benefit of individuals with and at risk for disabilities and their families throughout New Mexico. The programs are administered through the UNM Department of Pediatrics, and funded through various state and federal agencies. The CDD serves a diverse community of patients, including our local Albuquerque community as well as the larger state, which consists of many rural communities where poverty and intergenerational/historic trauma are frequent complicating factors for families. Interns will receive a balance of assessment and intervention training through year-long rotations within the Early Childhood Home and Family Services (ECHFS) Division of the UNM Center for Development and Disability (CDD). The following rotations serve as core areas of training during the internship year:

Early Childhood/Infant Mental Health (Intervention, Full year rotation)

Interns provide early childhood assessment and treatment services for children birth to five who have experienced abuse, neglect, trauma, or attachment disruptions. The majority of referred children and families present with concurrent environmental risk factors and trauma exposure, and many of the children served have endured multiple caregiving disruptions and/or overt neglect and abuse. Young children and families served are referred through CDD assessment clinics, community providers, Child Protective Services (CPS), and the UNM FOCUS Program (a Part C Early Intervention provider serving infants and toddlers birth to three years old who have been prenatally exposed to drugs and alcohol and their families).

Interns will have the opportunity to learn and practice evidence-based dyadic treatment models including Child-Parent Psychotherapy, Iowa PCIT, Circle of Security, Interaction Guidance, and other intervention models consistent with an attachment and infant mental health theoretical perspective. Services are provided in the clinic and at times over telehealth, as well as in the family home, and interns must be comfortable with a home visitation model. For interns demonstrating fluency in Spanish, dyadic treatment cases where Spanish is the primary language can be assigned and Spanish-language supervision can be available. The major supervisors for the rotation are Julia Oppenheimer, Ph.D., IMH-E(IV), Emily Andrews, Ph.D., Peggy Maclean, Ph.D., IMH-E(III), and Marcia Moriarta, Psy.D., IMH-E(IV).

UNM FOCUS Program (Intervention and Consultation, Full year rotation)

The UNM FOCUS Program is an integrated family medical home, early intervention (IDEA Part C), and supportive mental health care services for families from birth to three. The majority of these children and families also present with prenatal exposure to substances, concurrent environmental risk factors, and many of the children served endure multiple caregiving disruptions and/or overt neglect and abuse. Caregivers served by the program have similar complex trauma and substance use history. The intern will provide integrated behavioral health care services and supports as part of FOCUS Family Practice Clinics where services provided include adult and pediatric care of any family member (caregiver, enrolled child, and siblings) involved in the program, buprenorphine replacement therapy for caregivers struggling with opiate addiction, behavioral health “check-ins”, psychiatric consultation and psycho-social support services. Interns work with FOCUS clinic director and the social work/behavioral health team to support caregivers, children and families.

Early Childhood Evaluation Program (ECEP; Assessment, Full rotation)

ECEP provides inter-disciplinary developmental and diagnostic evaluations for children birth to three throughout the state of New Mexico. ECEP serves a wide-ranging population that reflects the unique and diverse communities of New Mexico. The ECEP team is interdisciplinary and typically includes a pediatrician, speech-language pathologist, occupational or physical therapist, and a psychologist. ECEP evaluations take place primarily in the CDD's Albuquerque clinic, but also on occasion in community sites throughout the state. The option for telehealth evaluations has also been incorporated into the ECEP model, which has decreased the need for community-based outreach clinics; however, psychology interns may have the opportunity to participate in community-based outreach clinics under the supervision of a licensed psychologist, pending availability.

During ECEP clinics, the intern will administer standardized evaluation procedures appropriate for children birth to three. Measures used are the Bayley Scales of Infant and Toddler Development (Bayley-4) and Differential Ability Scales-II (DAS-II) to assess cognitive development; adaptive behavior measures including the Vineland-3 and ABAS-3; and the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2). Referral questions for children seen by ECEP include, but are not limited to:

- Screening of Autism Spectrum Disorder
- Evaluation of medical and biological factors impacting developmental concerns
- Evaluation of behavioral and regulatory concerns
- Comprehensive developmental assessment to support early intervention providers who are finding certain children challenging to work with for a variety of reasons

Interdisciplinary Training Clinic (ITC; Assessment, Full year rotation)

The Interdisciplinary Training Clinic (ITC) is a required experience for both ASD and EC Track interns. The ITC brings together clinicians from ECEP and the Autism Spectrum Evaluation Clinic (ASEC) for a dynamic interdisciplinary training experience for a variety of learners, including Psychology interns. Interns conduct their respective developmental/diagnostic evaluations for young children referred for concerns about developmental or neurodevelopmental disabilities including ASD in the context of a supportive interdisciplinary environment. Interns use a similar interdisciplinary approach and assessment tools described in the above *ECEP* section, but take a leadership role in ITC as evaluation coordinators.

The ITC fosters interdisciplinary teaming and learning. Clinicians conduct client “rounds” before and after the evaluation clinics to discuss clients, plan for evaluation and coordinate care. Interdisciplinary rounds are client/family centered (with a focus on understanding and meeting the needs of the family). The current disciplines represented include: Psychology (licensed faculty, postdoctoral psychology fellows, predoctoral psychology interns), Speech Language Pathologist, Social Work, Physical Therapy, Occupational Therapy, Physician (including pediatric intern, pediatric resident), Psychiatry (Child Psychiatry) Fellow, and Administrative Assistant. The current model allows for psychology postdoctoral fellows to provide clinical supervision to the interns while under the supervision of a faculty member. The

ITC is held on Thursdays from September through June and interns are expected to participate in all aspects of the clinic.

The Early Childhood Mental Health Consultation Clinic (Assessment and Consultation, 6-month rotation)

This consultation clinic operates in conjunction with the Department of Psychiatry's Birth to 5 Clinic, providing medication management and ongoing follow-up to children and families. Interns will participate as part of an interdisciplinary team (Psychiatry, Psychology, Pediatric medicine trainees) in assessment visits for children birth to five to better understand behavioral concerns and the impact of early life experiences on current development and behavior. Under a licensed clinical psychologist's supervision, interns participate in clinical interviewing and history-taking, clinical observation, and assessments as appropriate to provide diagnosis, referral resources, and support strategies. Short-term consultation to assist families and providers to expand their understanding of the child, support implementation of recommendations, model specific intervention strategies, and support links to additional community services might be included in this extended psychological evaluation service.

Special Baby Clinic (Assessment and Consultation, 6-month rotation)

The UNM Special Baby Clinic, through the Department of Neonatology, provides developmental and behavioral assessments for infants and toddlers who experienced high-risk neonatal courses (e.g., prematurity, NICU hospitalization). Alongside the attending psychologist, the psychology trainee will participate in assessing early cognitive, motor, language, and social-emotional skills, screening for behavioral or attachment concerns, and offering guidance and support to parents. The clinic's goal is to bring together a multidisciplinary team—neonatologists, neurologists, developmental therapists, psychologists, and social workers—to track growth and neurodevelopment at key milestones, coordinate care, and connect families to needed services, ensuring early identification and timely intervention for at-risk children.

Other CDD Clinics

The following clinics are additionally offered at the CDD, and may provide opportunities for interns to observe or participate, depending on interest and availability of supervision during the training year:

Bilingual (English and Spanish) Clinics

Bilingual (English and Spanish) interdisciplinary evaluations are conducted within the context of ECEP (and ASEC). Interns who participate in the bilingual evaluations and follow-up services are expected to have fluency with the Spanish language, but prior experience in evaluation or intervention services is not required. The intern will be part of the interdisciplinary team, which includes a bilingual psychologist, a bilingual speech/language pathologist, and a bilingual physician. The team uses culturally appropriate assessment batteries for evaluation of children suspected of having ASD and who are exposed to a bilingual environment. Clinicians administer and interpret bilingual speech and language measures, nonverbal cognitive assessments, the ADOS-2 in Spanish, Spanish-language behavior questionnaires, and adaptive behavior measures. A certified language interpreter assists with the clinical interview if necessary and the family receives feedback in their preferred language. Modalities for evaluation include in-person and telehealth, in order to increase access to culturally and linguistically diverse clients. Interns are expected to contribute to case conceptualization with a consideration of the culturally and linguistically diverse issues in addition to the use of evidence-based practice evaluation of ASD. The family is offered a written summary of the evaluation report translated in Spanish and the intern may be responsible for the development of a reader-friendly version of the translated report.

Fetal Alcohol Spectrum Disorders Clinic

The Fetal Alcohol Spectrum Disorders (FASD) Clinic provides diagnostic and consultation services for individuals aged birth through 21 years who have a history of prenatal exposure to alcohol.

and/or other substances. The multidisciplinary team includes medicine, neuropsychology, psychology, occupational therapy, and social work. Diagnostic evaluations are focused on determining the impact of prenatal exposure, or presence of a Fetal Alcohol Spectrum Disorder when prenatal alcohol exposure is suspected or confirmed. Assessment encompasses developmental, intellectual, academic, sensorimotor, adaptive behavior, and social emotional functioning along with a physical examination of growth and dysmorphology. Team members also provide consultative services via in-service trainings around the state and attendance at Individual Education Program meetings.

AUTISM SPECTRUM DISORDER TRACK

Autism Spectrum Disorder Track Overview

The Autism Spectrum Disorder (ASD) Track is designed to provide specialized training in the practice of clinical psychology while developing specialized skills for assessment and intervention with individuals with autism spectrum disorder. Across all clinical opportunities within this track, emphasis is placed on developing interdisciplinary practice skills, incorporating research supported interventions into practice, demonstrating cultural responsiveness, and functioning effectively within an underserved, rural state with a diverse population. This track also may allow opportunity to work with individuals with other neurodevelopmental conditions such as intellectual developmental disability, language disorders, attention and learning disabilities, mental health diagnoses, prenatal substance exposures, and genetic syndromes.

Autism Spectrum Disorder Track Rotation Structure

Interns in the Autism Spectrum Disorder (ASD) Track are expected to participate in diagnostic assessment clinics and intervention rotations aimed specifically for individuals referred for or diagnosed with ASD. Interns spend half of their clinical time completing assessments and writing (3 four hour clinic blocks per week). The other half of their clinical hours are dedicated to providing intervention services in the PHT and FYF programs. Interns are required to participate in CDD-specific didactics and interdisciplinary case conference or ADOS-2 Reliability meetings (1-2 hours per week). Interns are provided with cubicle space, laptop, and cell phone. Interns who travel for home-visits are expected to use their personal vehicles for travel to local home and metro community sites and will be reimbursed for mileage.

Autism Spectrum Disorder Track Facilities

Center for Development and Disability (All year)

The UNM Center for Development and Disability (CDD) is a University Center for Excellence in Developmental Disability housing a myriad of diverse direct clinical service, prevention programs, interdisciplinary training, community training and partnerships, policy development and analysis, and applied research for the benefit of individuals with and at risk for disabilities and their families throughout New Mexico. The programs are administered through the UNM Department of Pediatrics, and funded through various state and federal agencies. The CDD serves a diverse community of patients, including our local Albuquerque community as well as the larger state, which consists of many rural communities where poverty and intergenerational/historic trauma are frequent complicating factors for families. The CDD has 7 different divisions, one of which is the Autism and Other Developmental Disabilities Division (AODD). The core experiences of the rotation will take place in the AODD, which provides clinical services, training, consultation and information dissemination for individuals with ASD and their families and providers.

Autism Spectrum Evaluation Clinic

Clinicians in the Autism Spectrum Evaluation Clinic (ASEC) specialize in interdisciplinary, evidence-based evaluation of children suspected of having ASD, ages 3 years through 21 years. Interdisciplinary teams vary, typically including psychology and speech and language pathology with consultation from pediatrics, psychiatry and social work. The clinic receives referrals from pediatricians, school personnel, mental health providers, and families from across the state of New Mexico. Under supervision, interns will conduct intake appointments (diagnostic interviews), complete diagnostic testing and provide feedback. The testing battery typically includes *Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)* and cognitive, language, behavior and adaptive functioning measures. Modalities used for evaluations include in-person and telehealth (phone or video conference). Each family also receives a written report that details test results, diagnostic impressions, and recommendations after the assessment and feedback sessions.

The intern will learn best practice assessment procedures for making a diagnosis of ASD, as well as conduct assessment of frequently diagnosed co-occurring conditions: developmental delay/intellectual disability; anxiety, depressive, and behavior disorders; speech/language disorder, impact of abuse/neglect and prenatal substance exposure. The intern will also learn about other medical, genetic, neurodevelopmental disorders, and frequently occurring issues (such as sleep and eating problems) in autistic individuals. Emphasis is placed upon learning how to reliably administer, interpret, and convey the results of the various modules of *ADOS-2*, and cognitive and behavioral assessment measures. The intern will be expected to contribute to written reports including test results and interpretation, as well as assist in case conceptualization, formulation of diagnostic impressions and intervention recommendations. The intern will work as part of an interdisciplinary team, with emphasis upon functioning effectively as a psychologist within a team environment. Interns will also gain an increased understanding of providing psychological services within diverse, rural and underserved communities.

Interdisciplinary Training Clinic

The Interdisciplinary Training Clinic (ITC) is a required experience for both ASD and EC Track interns. The ITC brings together clinicians from ASEC and ECEP for a dynamic interdisciplinary training experience for a variety of learners, including interns. Interns conduct developmental/diagnostic evaluations for young children referred for concerns about developmental or neurodevelopmental disabilities including ASD in the context of a supportive interdisciplinary environment.

The ITC fosters interdisciplinary teaming and learning. Clinicians conduct client “rounds” before and after the evaluation clinics to discuss clients, plan for evaluation and coordinate care. Interdisciplinary rounds are client/family centered (with a focus on understanding and meeting the needs of the family). The current disciplines represented include: Psychology (licensed faculty, postdoctoral psychology fellows, predoctoral psychology interns), Speech Language Pathologist, Social Work, Physical Therapy, Occupational Therapy, Physician (including pediatric intern, pediatric resident), Psychiatry (Child) Fellow, and Administrative Assistant. The current model allows for psychology postdoctoral fellows to provide clinical supervision to the interns while under the supervision of a faculty member. The ITC is held on Thursdays from September through June and interns are expected to participate in all aspects of the clinic.

Autism Spectrum Disorder Track Minor Rotations²

Early Childhood Evaluation Clinic

The Early Childhood Evaluation Clinic ECEP provides interdisciplinary developmental and diagnostic evaluations for children birth to three throughout the state of New Mexico. ECEP serves a wide-ranging population that reflects the unique and diverse communities of New Mexico. The ECEP

² Depending on availability, these clinics may be open to interns during the training year.

team is interdisciplinary and typically includes a pediatrician, speech-language pathologist, occupational or physical therapist, and a psychologist. ECEP conducts approximately 300 evaluations each year that take place primarily in the CDD's Albuquerque clinic, but also in community sites throughout the state.

ECEP provides ASD Track interns an optional rotation as part of their Assessment experience at the CDD. During ECEP clinic, the intern will administer standardized and informal evaluation procedures appropriate for children birth to three. Measures used are the *Bayley Scales of Infant and Toddler Development (Bayley-4)* and *Differential Ability Scales-II (DAS-II)* to assess cognitive development; adaptive behavior measures including the *Vineland-3* and *ABAS-3*; and the *Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)*. Referral questions for children seen by ECEP include autism spectrum disorder, evaluation of medical and biological factors impacting developmental concerns, evaluation of behavioral and regulatory concerns and comprehensive developmental assessment to support early intervention providers who are finding certain children challenging to work with for a variety of reasons.

Bilingual (English and Spanish) Clinics

Bilingual (English and Spanish) interdisciplinary evaluations are conducted within the context of ASEC and ECEP. Interns who participate in the bilingual evaluations and follow-up services are expected to have fluency with the Spanish language, but prior experience in evaluation or intervention services is not required. The intern will be part of the interdisciplinary team, which includes a bilingual psychologist and a bilingual speech/language pathologist. The team uses culturally appropriate assessment batteries for evaluation of children suspected of having ASD and who are exposed to a bilingual environment. Clinicians administer and interpret bilingual speech and language measures, nonverbal cognitive assessments, the *ADOS-2* in Spanish, Spanish-language behavior questionnaires, and adaptive behavior measures. A certified language interpreter assists with the clinical interview if necessary and the family receives feedback in their preferred language. Modalities for evaluation include in-person and telehealth, in order to increase access to culturally and linguistically diverse clients. Interns are expected to contribute to case conceptualization with a consideration of the culturally and linguistically diverse issues in addition to the use of evidence-based practice evaluation of ASD. The family is offered a written summary of the evaluation report translated in Spanish and the intern may be responsible for the development of a reader-friendly version of the translated report.

Parent Home Training

The Parent Home Training (PHT) program is a no-cost, short-term educational program for parents and/or caregivers of children with ASD ages birth through five years. The program, funded by the NM Department of Health, provides individualized in-home or telehealth consultation to families throughout the state of New Mexico. The program is staffed by consultants in a variety of disciplines such as speech-language pathologists, occupational therapists, behavior analysts, special education, and behavioral health providers. Interns serve as PHT consultants and provide direct coaching to assist families to learn evidence-based strategies and integrate techniques into daily interactions with their children. The PHT model provides caregiver coaching rather than direct therapy for the child in order to promote the parent-child relationship. Interns will have the opportunity to carry their own caseload (6 to 8 cases at a time) and work with families individually or with other interdisciplinary team members. While the program is primarily completed via telehealth, interns may be expected to travel to and from home visits in their own vehicle. Reimbursement is provided. Interns will also gain experience in working with culturally diverse, rural and underserved communities.

Facing Your Fears Program

The *Facing Your Fears Program* specializes in evidence-based treatment of children and adolescents between the ages of 6-18 with co-occurring diagnoses of autism spectrum disorder (ASD) and, anxiety disorders (e.g., separation anxiety disorder, social phobia, generalized anxiety disorder), tic disorders, and/or habit disorders. Treatment is informed by the *Facing Your Fears Program*, a manualized treatment program for youth who have average and above language and intellectual abilities. Intervention

is relatively brief, largely based upon cognitive and behavioral principles to reduce anxiety, and includes parent training throughout intervention. Also, frequently incorporated into treatment are specific interventions to address related challenges exhibited by children with ASD such as improving self-concept, managing bullying, increasing independence and adaptive functioning, improving social skills, and managing family conflict. Group sessions may be conducted either in-person or via telehealth.

Systemic, Therapeutic, Assessment, Resources & Treatment (START) Program

The New Mexico START program is a new offering for interns. Launched in August 2023, START is a comprehensive model of service supports that optimizes independence, treatment, and community living for individuals with intellectual/developmental disabilities (IDD), including autism spectrum disorders and mental health needs. Through technical assistance from The National Center for START Services™, a program at the University of New Hampshire Institute on Disability, we are instituting this evidence-informed model of care to those in our community with the greatest need. The ASD track in interns who participate in this program will have the opportunity to conduct community trainings and support therapeutic coaching services.

MULTICULTURAL NATIVE AMERICAN AND RURAL BEHAVIORAL HEALTH TRACK (MCNAR)

MCNAR Track Overview

The intern on this track is primarily placed at the Pueblo of San Felipe, a rural tribal community in New Mexico that is a 30-minute drive from Albuquerque (travel is paid for by the site). The Pueblo of San Felipe is located between Santa Fe, 33 miles to the north, and Albuquerque, 30 miles to the south. Although situated between two urban centers, San Felipe is rural, consisting of 50,000 acres of trust land for farming and grazing. San Felipe is one of the most traditional tribes in New Mexico, with Keres (the traditional language) spoken by 87% of tribal members. There are approximately 3500 residents of San Felipe, 49% of whom are female. Most residents (99%) identify as Native American, and 33% are under 18 years of age.

The Pueblo of San Felipe has a robust Behavioral Health Program, including psychologists, social workers, masters level counselors, psychiatrists, and Certified Peer Support Workers that work on multidisciplinary teams. Certified Peer Support Workers (CPSWs) are Keres-speaking tribal community members with lived experience of behavioral health issues who have completed intensive training and credentialing in behavioral health service provision. CPSWs provide recovery-oriented Comprehensive Community Support Services and serve as cultural liaisons, partnering with interns and other licensed clinicians to provide culturally competent care.

This track is led by Dr. Deborah Altschul, a licensed psychologist and Vice Chair of Community Behavioral Health, who has been working with the Pueblo of San Felipe for over 17 years, and is onsite one day per week. Also onsite are an array of full-time licensed clinicians, San Felipe tribal members who serve as Certified Peer Support Workers and cultural liaisons, and a former intern and current postdoctoral fellow, Dr. Jalene Herron, and a faculty member who was an intern and postdoctoral fellow, Dr. Jeremiah Simmons, who oversees all school based behavioral services provided to San Felipe youth. Dr. Deidre Yellowhair is also a faculty in the Department who provides weekly psychoeducation groups at the San Felipe elementary school and interns often co-facilitate these groups. Finally, two department faculty members, Dr. Anju Jaiswal and Dr. Elise Morosin, provide child and adult psychiatric services in the Pueblo, and collaborate with interns on coordinated care for children, adolescents, adults and elders in the community. Interns are supervised by Dr. Altschul, Dr. Herron, Dr. Simmons, and by a San Felipe Behavioral Health Program licensed clinician affiliated with the particular site where the intern is practicing.

MCNAR Track Rotation Structure

Interns typically spend 4 to 4.5 days per week at the Pueblo of San Felipe, dividing their time between no more than two primary sites. Primary sites include the IHS Primary Care Clinic, Behavioral Health Clinic, Equine Therapy Program, and Bernalillo High School. Interns may also opt to include a half-day elective at another UNM-based clinic to broaden their training experience.

As one example, the intern could choose the following schedule:

- Mondays and Thursdays: IHS Primary Care Clinic
- Wednesdays and Fridays: San Felipe Equine Therapy Program
- Tuesday afternoons: UNM Health Psychology Clinic (half-day elective)

This structure allows the intern to gain in-depth experience across settings while maintaining continuity of care, strong supervisory support, and balance between clinical service, policy/practice engagement, and didactic training.

MCNAR Track Training Facilities

School Based Health Center at the San Felipe K-8 Community School

Interns work in collaboration with teachers, school-based staff, parents, and CPSWs to provide individual and/or group-based therapy to youth in grades kindergarten to eighth grade at the Bureau of Indian Education K-8 school in the Pueblo of San Felipe.

Indian Health Services Primary Care Clinic

The primary care clinic is run by the Indian Health Service and is located in the Pueblo of San Felipe. Interns work in collaboration with primary care doctors, nurses, and other behavioral health care providers in an integrated health care setting. Interns receive warm handoffs from the primary care team to assist in addressing behavioral health needs that come up during primary care visits. Types of interventions are individual sessions focused on suicidality and risk assessment, brief therapy to address health concerns, insomnia treatment, and motivational interviewing, as well as longer term trauma-informed treatments. The clinic primarily serves adults and elders, though there are opportunities to see youth as well.

San Felipe Equine Therapy Program

The San Felipe Equine Program is located in Algodones just a few miles away from the Pueblo of San Felipe. Interns work in collaboration with the equine therapy team, which comprises licensed behavioral health providers and CPSWs to provide individual, family, and group-based experiential therapy for all ages. No prior experience with horses or equine therapy is a requirement of this beautiful site.

San Felipe Behavioral Health Clinic

Interns work with CPSWs and other licensed behavioral health providers in the behavioral health clinic centrally located in the heart of the Pueblo of San Felipe, and adjacent to the IHS primary care clinic. Interns provide individual, family, and/or group-based therapy to address a wide variety of mental health concerns (trauma, substance use, depression, anxiety, etc.) for clients across the lifespan. Evaluation and testing opportunities are also available if interns are interested.

Bernalillo Public High School

Students in grades 9-12 from San Felipe and neighboring tribal communities attend a high school in the nearby town of Bernalillo. Interns provide individual therapy during the school day in collaboration with CPSWs on site at Bernalillo High School.

Additional MCNAR Training Opportunities

Interns are placed at these sites depending on the needs of the Behavioral Health Program and interests of the intern. Oftentimes interns select more than one site, and may also select to provide services off-site at one of our UNM settings, such as the Center for Neuropsychology, the Psychiatric Emergency Services, or the Sandoval County Regional Medical Center, depending on the career aspirations of the intern. Interns work with clients across the life span, providing school-based, clinic-based, and home-based services. The goal is to develop skills in providing culturally responsive, trauma-informed care, and complete training in the general practice of clinical/counseling/school psychology. This track is a place to put theory to practice when providing culturally appropriate and responsive care to children, youth, adults, families, and elders within a multicultural context.

Interns also have opportunities to work on public behavioral health policy issues, with the Pueblo of San Felipe, other tribal communities, and New Mexico's behavioral health state agencies through the Department of Psychiatry and Behavioral Sciences' Division of Community Behavioral Health. This could include assisting with grant proposals, providing clinical trainings, and/or responding to clinical crises in rural and tribal areas.

PEDIATRIC NEUROPSYCHOLOGY

Pediatric Neuropsychology Track Overview

The purpose of the Pediatric Neuropsychology Track is to complete training in the general practice of professional psychology with emphasis on neuropsychological assessment of children and adolescents with a wide range of neurodevelopmental, neurological, and/or chronic medical conditions that may affect central nervous system functioning along with possible opportunities for consultation with medical, psychiatric, and school personnel. This track is designed to meet the Division 40 guidelines for internship training in Neuropsychology. The training model, shared by all tracks within the internship, includes biopsychosocial, interdisciplinary, multicultural, and developmental perspectives integral to psychological assessment, formulation, and therapeutic intervention.

Pediatric Neuropsychology Track Rotation Structure and Training Facilities

Neuropsychology Consult Services

The Neuropsychology Consult Services (NCS) at the University of New Mexico Health Sciences Center is a UNM Hospital service associated with the Department of Psychiatry and Behavioral Sciences that provides comprehensive neuropsychological assessment services to a diverse population of UNM Hospital inpatients and outpatients of all ages, with a variety of central nervous system disorders. NCS is located at Children's Outpatient Behavioral Health Services close to the UNM Psychiatric Center, UNM CDD, and UNM Hospital. Referrals for services are primarily received from various departments within the UNM HSC, including the Departments of Neurology, Oncology, Genetics, Nephrology, Sports Medicine, Neurosurgery, Pediatrics, the Carrie Tingley Rehab Hospital, and Psychiatry and Behavioral Sciences. Evaluations of young children, adolescents and young adults often include those with acquired brain disorders or chronic medical conditions (e.g., traumatic brain injury, cerebral palsy, epilepsy, pediatric

oncology), as well as those with complex neurodevelopmental disorders. In addition to diagnosis, evaluations provide individualized recommendations to optimize children's functioning at home and school as well as to provide treatment recommendations to medical providers. NCS faculty contribute to the UNM Epilepsy Surgery Program. The pediatric neuropsychology Intern has the opportunity for conducting pre-surgical neuropsychological evaluations for individuals with epilepsy, observing clinical fMRI, and attending epilepsy surgery case conferences. In addition to interns, NCS provides training opportunities in neuropsychological assessment for graduate students and post-doctoral fellows.

NCS strives to serve the multilingual population of New Mexico by using appropriate assessment measures and removing the barriers that prevent access to quality care. We provide specialized neuropsychological assessments for monolingual Spanish, bilingual, Native American, and other non-English speaking individuals. At our center, interns will develop and hone their clinical skills regarding how to conduct clinical interviews that address neurocognitive issues associated with various neurological disorders, the designing of appropriate neuropsychological test batteries based on the patient and the referral questions, along with the administration, scoring and interpretation of a wide variety of neuropsychological tests/instruments for children and adolescents. The Intern also receives training in report writing and providing feedback to patients and referring clinicians. The Intern is expected to read assigned supplemental readings. Pediatric trainees at NCS participate in a monthly case conference series to support development of clinical competency specific to pediatric neuropsychology. Other educational opportunities relevant to aspiring neuropsychologists include participation in Pediatric Neurology case conferences and Grand Rounds with various HSC departments (i.e., Clinical Neuroscience, Mind Research Network, Neurology, Psychiatry, and Pediatrics), along with other relevant neuropsychology-specific didactics.

The Pediatric Neuropsychology Intern also has a rotation for one day each week working with exposed children with Dr. Hill at CDD. Interns may also participate in providing brief neuropsychological evaluations for children with acquired brain injuries and consultation/liaison experiences with pediatric oncology survivors. Interns are also expected to develop individual intervention skills with children during their training year. This may be located in any number of places including Programs for Children and Adolescents (PFCA) or Carrie Tingley Hospital providing individual and family therapy. Interns may participate in various shadowing experiences at clinics and/or rehabilitations programs within the UNM Health Sciences Center. Other clinics in which the Intern may have the opportunity to shadow include:

- Pediatric Neurology General Clinic
- Pediatric Rehabilitation/Cerebral Palsy Clinic
- Carrie Tingley Hospital Inpatient Unit/Outpatient care
- Cimarron Psychopharmacology
- Transdisciplinary Evaluation and Assessment/Special Needs Clinic (TEASC)
- Survivorship Clinic

Supervision by pediatric neuropsychologists with extensive experience in the neuropsychological assessment of children and adolescents with a wide range of patient populations is provided on-site at all clinic locations. Primary supervisors for this rotation at NCS are Eric Zimak, Ph.D., ABPP-CN, Amanda Ward, Ph.D., and Dina Hill, Ph.D. Faculty are actively involved in various collaborative research projects in which the Intern may have the opportunity to be involved.

SUBSTANCE USE DISORDERS AND ADDICTIONS TRACK

Substance Use Disorders and Addictions Track Overview

The Substance Use Disorders and Addictions Track is designed to provide generalist training in the practice of clinical psychology while developing specialized skills for assessment and intervention with individuals with substance use disorders and co-occurring psychiatric conditions. This track emphasizes

interdisciplinary collaboration. The intern will work alongside a team of diverse professionals, including physicians, nurse practitioners, nurses, medical assistants, community support workers, and certified peer support specialists to provide evidence-based treatment for substance use disorders. A specific focus is also placed on incorporating research supported interventions into practice (“flexibility within fidelity”), demonstrating cultural responsiveness, and functioning effectively within an underserved, rural state with a diverse population.

Substance Use Disorders and Addictions Track Rotation Structure

At ASAP, the intern will work to carry a caseload of 20 scheduled patient hours per week. This will include providing brief therapeutic interventions through Walk-In Counseling (WIC), group psychotherapy, and weekly individual psychotherapy alongside conducting intakes and diagnostic and psychological assessments. The intern will also be expected to participate in regular staffing meetings with both the counseling team and with members of the larger interdisciplinary team.

Interns will spend up to 20% of their time working at the University of New Mexico Center on Alcohol, Substance use, And Addictions (CASAA; see below), an internationally recognized substance abuse and addictions research center. They will have the opportunity to engage in scholarly work, including contributing to research projects, under the mentorship of the CAASA faculty.

Substance Use Disorders and Addictions Track Training Facilities

Addiction and Substance Abuse Programs (ASAP)

ASAP is an integrated clinic that provides wrap-around services to individuals and families with a primary substance use issue. The clinic is an integrated Medical Home that offers urgent care and outpatient detox services, primary care, case management, psychiatric medication management, medications for opioid use disorder (MOUD), and short-term evidence-based psychotherapy for the full range of substance use disorders. ASAP also offers evidence-based services for individuals with comorbid psychiatric conditions including severe mental illnesses, trauma-spectrum disorders, and depression and anxiety disorders. Many individuals also present with chronic medical conditions such as chronic pain and chronic health conditions (i.e., HIV, Hep C). Many individuals seeking treatment at ASAP present with complex psychosocial needs including family systems issues and recent and/or ongoing legal issues.

ASAP is a teaching clinic that fosters the growth and training of many different types of trainees. Therefore, training at ASAP encourages collaboration across disciplines and provides interns with the opportunity to staff cases and run groups. In addition, ASAP utilizes a multidisciplinary team approach to treat all patients within the clinic. This approach emphasizes collaboration, trauma informed care, and evidence-based practice standards across treating providers.

Within this rotation, interns may have the opportunity to learn and administer comprehensive intake assessments, provide individual, group, and couples therapy, as well as learn how to coordinate care with MOUD, outpatient detox services, psychiatric services, and primary / acute care. There is also an opportunity to gain experience with psychological and diagnostic assessments depending on case availability.

Center on Alcohol, Substance use, And Addictions (CASAA) Research Rotation

The UNM Center on Alcohol, Substance use, and Addictions (CASAA) is pleased to offer a one year, full day research rotation. The mission of CASAA is to serve as the nexus for addiction research in the state of New Mexico and beyond by conducting high quality scientific research with the goal of reducing suffering related to substance use and other addictive behaviors as well as improving wellbeing. Investigators provide educational and training opportunities for scientists at all levels to deepen their skills in prevention and clinical research on alcohol- and other addiction-related topics. Faculty available as

mentors for 2025-2026 include: Drs. Cassandra Boness, Leslie Brick, Joshua Grubbs, Megan Kirouac, Matison McCool, Matthew Pearson, Frank Schwebel, and Katie Witkiewitz.

Cassandra Boness, Ph.D.: I am a licensed clinical psychologist and Assistant Professor of Psychology and at CASAA. My research focuses on substance use disorder heterogeneity, assessment, and treatment, including precision medicine; community-engaged research approaches; qualitative (e.g., cognitive interviewing, focus groups) and quantitative (e.g., factor analysis, structural equation modeling, item response theory, meta-analysis) methods and analyses as well as mixed methods approaches; and measure development and psychometrics.

Leslie Brick, Ph.D.: I am interested in the intersection of substance use and trauma, especially with regards to biological mechanisms (e.g., genetics/epigenetics, physiology, immune and hormonal functioning) as well as emotion regulation and social/environmental impacts. My research also includes statistics and quantitative methodology with a focus on intensive longitudinal methods including ambulatory assessment and ecological momentary assessment. My current work examines the interplay between cannabis use and the endocannabinoid/stress system, integrating both laboratory and ambulatory assessment (e.g., R01DA054116).

Joshua Grubbs, Ph.D.: I am an Associate Professor in the Department of Psychology and an investigator at CASAA where I direct the Behavioral Addiction And Associated Disorders Lab (BAAAD Lab). I study the so-called “behavioral addictions,” such as compulsive sexual behavior disorder, gambling disorder, gaming disorder, and dysregulated pornography use. I am especially interested in the social construction of addiction, understanding how social and moral contexts lead people feel out of control in their behavior, and the correct taxonomical understanding of behavioral addictions.

Megan Kirouac, Ph.D.: I am a licensed clinical psychologist who has spent my career conducting research on substance use disorder and treating veterans who experience substance use disorders and/or post-traumatic stress disorder. My research focuses on evidence-based treatments for AUD, individual and community-based contextual mechanisms of behavior change, technology-based interventions, and comorbidity all while focusing on how to implement and disseminate research findings to real world settings.

Matison McCool, Ph.D.: My research focuses on improving our understanding of behavioral treatments for alcohol and substance use disorder, measuring unique harm reduction behaviors, and developing mobile health interventions. I am most interested in what happens in people's daily lives and thus use intensive longitudinal designs and wearable sensors to capture data. I thoroughly enjoy helping folks learn or apply new (to them) statistical approaches to answer questions.

Matthew Pearson, Ph.D.: I am an experimental psychologist and Research Professor at UNM-CASAA. My research is focused on using mobile technology to evaluate, and deliver alcohol interventions (ecological momentary assessment, ecological momentary intervention) with a special focus on mechanisms of behavior. I use large-scale online survey methods as well as advanced quantitative techniques to serve these goals. If you would like to join my lab, set up a Zoom meeting to discuss your interests (<https://calendly.com/mateolab>). Current high-priority projects in the lab right now include a systematic review of mHealth apps used to manage alcohol use and a survey study to estimate the prevalence of e-cigarette use among 5th to 12th graders in New Mexico.

Frank Schwebel, Ph.D.: My research focuses on evidence-based treatments for alcohol and opioid use disorder (and other SUDs), mindfulness-based relapse prevention, machine learning, digital health interventions, text messaging, and translating and adapting treatments for Hispanic/Latino people. I am running two trials delivering a microrandomized trial of mindfulness intervention content for people with chronic pain and opioid use disorder. I also have qualitative data about a pharmacist-delivered intervention for opioid use disorder and data on readiness/motivation to change.

Katie Witkiewitz, Ph.D.: I am a licensed clinical psychologist, Distinguished Professor of Psychology, and the Director of the Center on Alcohol, Substance use, And Addictions. My research

examines treatment of substance use disorder, with an emphasis on reducing human suffering, harm reduction, precision medicine, and supporting recovery. Our lab works extensively on the development, evaluation, and implementation of mindfulness-based treatments for substance use disorder, as well as integrated behavioral treatments for chronic pain and opioid use disorder.

INTERN SELECTION AND PERSONNEL POLICIES

APPLICANT SELECTION

Eleven interns are being recruited for the 2025-2026 training year (see match numbers and breakdown by track below). ***Applications must be submitted through the AAPI Online portal on or before November 1, 2025.*** Internship applicants must be at least third-year doctoral students in psychology from clinical, counseling, or school psychology graduate programs accredited by the American Psychological Association (APA). Applicants from both Ph.D. and Psy.D. programs are encouraged to apply. Applicants must have passed their doctoral comprehensive exams by the internship application deadline. Approval of dissertation proposal is desirable but not required.

Track Name	Number of Positions	Match Number
Clinical Child	2	143611
Pediatric Neuropsychology	1	143612
Early Childhood	2	143613
Autism Spectrum Disorder	3	143614
Integrated Behavioral Health	1	143615
Multicultural Native American and Rural Behavioral Health	1	143616
Substance Use Disorders	1	143617

Applicants re-specializing in clinical psychology may be considered only if they have followed APA guidelines, which require a return to graduate school for necessary course work. A statement from the director of the graduate clinical training program that all requirements for clinical psychology specialization have been completed will be requested.

Substantial course work and practica in clinical and developmental psychology are required. A minimum of **500** hours of clinical practica is required. For all tracks, the preference is a minimum of **150** face-to-face hours of assessment and **350** hours of intervention (as defined by AAPI Online). Previous course work must include cognitive and personality testing, personality theory, developmental psychology, psychopathology, psychotherapy, and professional ethics. Additional course work in adult psychotherapy, community psychology, family therapy, and behavior therapy are desirable. Course work and practica in assessment are strongly recommended for applicants to all tracks. Applicants for the Clinical Child, Early Child, and Autism Spectrum Disorder tracks should have significant therapy and assessment hours with children and/or adolescents.

All materials are reviewed by the Psychology internship Training Committee. Important factors in the committee's decision include quality and performance in academic training, adequate experience in therapy and assessment, demonstrated interest in cultural issues, advocacy and/or research, and writing skills. We serve a large Spanish-speaking population; consequently, fluency in Spanish is a plus. The application, however, is considered as a whole and the committee also considers the potential match between the applicant's interests and career goals and the internship's philosophy and training goals.

All applicants are notified by email on or before **December 6, 2025** as to whether or not they are being offered an interview for further consideration. **At this time, our internship conducts all interviews through videoconference (Zoom). There will be no on-campus interviews.** Program coordinators will work with interviewees to schedule **interview dates offered in January**. Each interviewee will have the chance to be interviewed by faculty members and the Training Director or Assistant Training Director, and meet with current interns in order to learn more about the available tracks. In addition, the Program Coordinator will briefly go over benefits and resources. Applicants are

encouraged to email the program for more information at any time. Final ranking for each of the program tracks by the Psychology internship Training Committee is based on both the written application and interview, as well as consideration of goodness of fit.

The internship conforms to all APPIC selection policies (see www.appic.org). We abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking related information from any internship applicant.

New Mexico law requires fingerprinting and criminal background checks for staff, employees, and student interns working in licensed programs for children. Fingerprinting is done during internship orientation. Any intern who does not clear the background check would be ineligible to work in our facilities and would not be able to complete our internship. For further details, please read the New Mexico Administrative Code 8.8.3 (search internet for NMAC 8.8.3).

PERSONNEL AND ADMINSTRATIVE POLICIES

Salary and Benefits

Psychology interns are hired as UNM Visiting Faculty with the salary and benefits summarized in the table below. The annual intern salary is \$30,034 for a 12-month, full-time internship. interns sign a one-year contract and receive the same health and other benefits as a UNM Visiting Lecturer. interns may enroll in medical, dental, vision, life insurance etc., as described at: <https://hsc.unm.edu/about/administrative-departments/faculty-contracts/faculty-benefits.html>. Psychology interns are eligible for membership in the New Mexico Educators Credit Union.

Interns will participate in brief virtual onboarding through Human Resources prior to the start of the internship year, with compensatory time off once they arrive on campus. The internship formally begins on July 1, 2026 and runs through June 30, 2027. This timing allows interns to sign required contracts, participate in UNM Health Sciences Center orientation, and allows all Psychiatry and Behavioral Sciences trainees (interns, fellows, residents) to begin at the same time.

Interns may qualify to purchase desktop and laptop computers, printers, PDAs, video camcorders, digital cameras, and peripherals through the Dell University purchase program at the University of New Mexico Health Sciences Center. The UNM Bookstore also offers special prices on a variety of software packages. Parking availability and cost are subject to change. Check with the internship coordinator. There is a system of free bus shuttles among campus buildings and the parking lots on campus.

Leave Policies

Currently interns receive 21 days of annual leave, Holiday leave per UNM employee schedule, and 10 days of sick leave. Some of the interns may need to work a few days between the Christmas and New Year's holidays, but would receive compensatory (i.e., "comp") time to be scheduled at a later date.

Professional leave is available on a case-by-case basis. interns are granted three days for bereavement leave for immediate family members (spouse, domestic partner, children, parents, and grandparents). As UNM Visiting Faculty, interns are ineligible for Family Leave; however, an intern who is pregnant or who has a pregnant spouse/significant other may be eligible for an Extended Leave of Absence for Extenuating Circumstances (ELAEC; see below).

Extended Leave of Absence for Extenuating Circumstances (ELAEC)

Under exceptional cases or in the case of catastrophic illness and/or injury, an extended leave of absence may be granted to an intern. A catastrophic illness and/or injury is defined as a medical or psychological event experienced by an intern, spouse or partner, or an intern's dependent, which is likely to require an absence from his or her training for an extended period of time. ELAEC must be requested in writing from the director of training and must be approved by the director of training and the departmental chief psychologist. It is to be used after sick and annual leaves are exhausted. Interns receiving ELAEC will be expected to complete their internship training after July 1 without compensation according to the time line established by the director of training, the departmental chief psychologist, and the intern.

Financial and Other Benefit Support for Upcoming Training Year

Salary

Annual Salary for Full-time interns:	\$30,034
Annual Salary for Half-time interns:	NA

Medical Insurance

Program provides access to medical insurance for intern?	Yes
Trainee contribution to cost required?	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	Yes

Annual and Sick Leave

Hours of Annual Paid Personal Time Off	Yes
– 168 hours of annual leave	
– 104 hours of holiday leave	
Hours of Annual Paid Sick Leave	80
Professional leave available?	Yes (case-by-case)
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes

Other Benefits

– interns may also enroll in dental, vision, life insurance, etc.	Yes
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Additional Facilities and Resources

Interns have access and privileges at the general, medical, and law libraries of the University of New Mexico. Interns also have access to UNM computer facilities and electronic scholarly databases. Interns have the option to attend the weekly virtual Grand Rounds of the Department of Psychiatry and Behavioral Sciences, with presentations by nationally and internationally known speakers. Other workshops, seminars, and conferences are sometimes offered by other agencies or departments at reduced rates or free of charge.

While office arrangements vary across the many clinics associated with the internship program, interns can expect to be assigned office space and have access to the information technology (e.g., computers, printers, telehealth) needed to perform all aspects of their training. Similarly, all clinics and rotations maintain a stock of office supplies accessible to interns. The clinics maintain a library of

assessment materials for use in clinical service and training. For some rotations and tracks, interns are assigned mobile phones and other technology necessary for performing their duties.

Counseling Support

The internship program recognizes that interns may seek to obtain counseling services. Confidential support is available from various sources. Mental health providers may be available in the community; information about these providers is available from the internship director. The Counseling, Assistance and Referral Service (CARS) functions directly or through a referral system for counseling and support and may be accessed by calling (505) 272-6868. The Center for Academic Progress Support (CAPS) is available to help assess difficulties in test-taking, time management, and study skills.

Internship Program Faculty

Sylvia Acosta, Ph.D. (she/her/ella)

Rank/Role	Professor, Department of Pediatrics and Department of Psychiatry and Behavioral Sciences Director of Psychology Training for the Center for Development and Disability
Graduate Program	Colorado State University
Clinics and Tracks	Autism Spectrum Disorder Tracks; Early Childhood Tracks
Areas of Interest	Assessment and intervention of autism spectrum disorder and neurodevelopmental disabilities, addressing health disparities in bilingual and Spanish-speaking families, provision of culturally and linguistically responsive clinical services, Diversity, Equity and Inclusion topics
Favorite NM Things	I enjoy the local cuisine, especially the chile.

Deborah Altschul, Ph.D. (she/her)

Rank/Role	Professor of Psychiatry and Behavioral Sciences Vice Chair of Community Behavioral Health
Graduate Program	University of Georgia
Clinics and Tracks	Multicultural and Native American
Areas of Interest	Health Disparities Public Behavioral Health; Behavioral Health Services Research; Student-Athletes (Clinical)
Favorite NM Things	The beautiful sunsets

Emily Andrews, Ph.D. (she/her/hers)

Rank/Role	Assistant Professor, Department of Pediatrics and Department of Psychiatry and Behavioral Sciences
Graduate Program	University of North Carolina Greensboro
Clinics and Tracks	Early Childhood track, Early Childhood Evaluation Program, Early Childhood Mental Health Services
Areas of Interest	Infant and Early Childhood Mental Health (IECMH), dyadic and family-centered intervention and assessment approaches, caregiver engagement in children's mental health and assessment services
Favorite NM Things	Going on a walk at sunset (especially when the Sandias are in view!)

Artemio Brambila, Ph.D., ABPH (he/him/his)

Rank/Role	Professor of Psychiatry and Behavioral Sciences
Graduate Program	California School of Professional Psychology-Fresno
Clinics and Tracks	Child Clinical Track
Areas of Interest	Clinical Hypnosis; DBT (DBT-C, DBT-PE, DBT-SUDS); Family Tx; Psychological evaluations
Additional Information	Bilingual (English-Spanish)
Favorite NM Things	Outdoor Activities; Camping, cycling

Thomas A. Chavez, Ph.D.

Rank/Role	Research Assistant Professor of Psychiatry and Behavioral Sciences
Graduate Program	University of Wisconsin – Madison
Clinics and Tracks	Community Behavioral Health
Areas of Interest	Latino behavioral health, undocumented Immigrant mental health and wellness, critical theories in health research
Favorite NM Things	New Mexico is my heart and home. I love the sense of community that expands to every corner of the state.

Jennifer N. Crawford, Ph.D.

Rank/Role
Graduate Program
Clinics and Tracks
Areas of Interest
Favorite NM Things

Raven Cuellar, Ph.D. (she/her)

Rank/Role	Assistant Professor of Psychiatry and Behavioral Sciences Clinical Psychologist & Peer Support Specialist, Office of Professional Well-being
Graduate Program	Miami University

Clinics and Tracks	Child Clinical Internship Faculty; Trauma Specialty Track; Provider Resilience workshops
Areas of Interest	Professional well-being and resilience; coping with stress, trauma, and grief reactions; recognizing and responding to secondary traumatic stress, burnout, and moral distress; issues related to identity and self-development throughout the lifespan; and methods of promoting empowerment, equity and justice
Favorite NM Things	The hiking and outdoor adventuring in New Mexico is spectacular and provides tremendous diversity of landscapes and opportunities to take part in cultural activities. One of my daily mindfulness practices is to pause and watch the sunset turn our Sandia Mountains shades of pink.
Additional Information	Feel free to ask me about my work co-chairing the Secondary Traumatic Stress Collaborative Group of the National Child Traumatic Stress Network. It's where I've gathered countless resources and evidence-informed strategies to promote clinician resilience and sustainment!

Anjanette Cureton, Psy.D.

Rank/Role	Associate Professor of Psychiatry and Behavioral Sciences Clinical Psychologist, UNM Comprehensive Cancer Center
Graduate Program	California Institute of Integral Studies
Clinics and Tracks	Integrative Behavioral Health, Clinical Child
Areas of Interest	Psycho-oncology, medical trauma, post-traumatic growth
Favorite NM Things	Hiking in the Sandia Mountains

Denise Rodriguez Esquivel, Ph.D., DBSM (she/her/ella)

Rank/Role	Integrated Behavioral Health Psychology Manager, UNM Hospital
Graduate Program	University of Miami
Clinics and Tracks	Integrated Behavioral Health
Areas of Interest	Behavioral sleep medicine; Behavioral medicine; Health disparities and improving access to care for underserved, Spanish-speaking, rural, immigrant, and border communities; Integrated care
Favorite NM Things	Taking a long road-trip to a remote corner of the state and exploring National Park Sites
Additional Information	English-Spanish bilingual; one of two Diplomates in Behavioral Sleep Medicine in NM

Rebecca “Dr. E” Ezechukwu, Ph.D. (she/her/hers)

Rank/Role	Assistant Professor of Psychiatry and Behavioral Sciences Clinical Psychologist, UNM School of Medicine Office of Professional Wellbeing P.I./Project Director of ACTION: Addressing Childhood Trauma through Intervention Outreach & Networking
Graduate Program	Miami University
Clinics and Tracks	Clinical Child Track UNM Hospital Programs for Children and Adolescents ACTION Trauma Program
Areas of Interest	Dr. Ezechukwu has cultivated a professional focus around understanding multicultural stress, identity, resilience, and wellbeing, and promoting resilient outcomes for all individuals. She is especially committed to addressing the role that systemic discrimination, implicit bias, and historical trauma play in present-day health inequities among Black, Indigenous, and People of Color (BIPOC) communities. Dr. Ezechukwu’s area of specialization includes the treatment of child, adolescent, and young adult psychopathology—particularly anxiety, depression, and stress and trauma-related disorders. Dr. Ezechukwu approaches psychotherapy and supervision from multicultural, developmental, and constructivist perspectives. Additional areas of interest and specialization: provider training and education; provider and organizational wellbeing to address burnout, secondary traumatic stress, and cultural bias.
Favorite NM Things	I love the year-round sunshine and the landscape and the birds. I enjoy birding all over New Mexico.

Evelyn Fisher, PhD (she/her)

Rank/Role	Assistant Professor, Department of Pediatrics and Department of Psychiatry and Behavioral Sciences
Graduate Program	Georgia State University
Clinics and Tracks	Autism Spectrum Evaluation Clinic, Neurocognitive Assessment Clinic
Areas of Interest	Autism assessment, pediatric neuropsychological assessment, congenital and genetic disorders, acquired brain injuries, complex communication needs, systematic review and meta-analysis
Favorite NM Things	The hiking, road biking, and mountain biking :)

Dina Hill, Ph.D.

Rank/Role	Professor of Psychiatry and Behavioral Sciences
Graduate Program	University of New Mexico

Clinics and Tracks	Neuropsychology Track: Children's Psychiatric Center - Inpatient
Areas of Interest	Neurodevelopmental disorders including ADHD, ASD, learning disorders; Fetal Alcohol Spectrum Disorders (FASD); Neuropsychology/neuroimaging
Favorite NM Things	All things Fall: state fair, balloon fiesta, Grecian festival, growers' markets

Brian Isakson, Ph.D.

Rank/Role	Professor of Psychiatry and Behavioral Sciences Clinical Director, Division of Community Behavioral Health Clinical Director of Behavioral Health Integration and Expansion
Graduate Program	Georgia State University, Clinical Psychology
Clinics and Tracks	Child Clinical, Integrated Behavioral Health
Areas of Interest	Refugee Mental Health Clinic and BH Services Research and Public Policy Elective Child and Integrated BH tracks Integrated Care, Public Behavioral Health System, Policy, Trauma, Refugee Mental Health
Favorite NM Things	Mountains, Hiking, Red and Green Chile, Sunshine, the Unique Cultures

Kimberly L. Kalupa, Ph.D. (she/her)

Rank/Role	Integrated Behavioral Health Psychology Manager, UNMMG Truman Health
Graduate Program	Uniformed Services University of the Health Sciences
Clinics and Tracks	Integrated Care Track, Truman Health Clinic
Areas of Interest	Integrated Care, Health Psychology, Optimizing access to health care for underserved populations, Trauma related disorders. Consulting with medical providers to support patient centered and trauma informed care. Previous research in eating behaviors, obesity treatment and community-based intervention.
Favorite NM Things	NM has stunning landscapes and beautiful light. I enjoy hiking, photography and good food.

Daniel Krizan, Psy.D.

Rank/Role	Assistant Professor of Psychiatry and Behavioral Sciences Director of Athlete Mental Health and Performance
Graduate Program	Nova Southeastern University
Clinics and Tracks	N/A

Areas of Interest Sport/Performance

Favorite NM Things New Mexican food (red and green chile), UNM Sports teams, the nature/weather

David Lardier, Ph.D. (he/him/his)

Rank/Role Associate Professor of Psychiatry and Behavioral Sciences

Graduate Program Montclair State University

Clinics and Tracks Multicultural and Child Clinical

Areas of Interest My clinical interests focus on (1) trauma-informed clinical approaches; (2) culturally responsive, strengths-based therapeutic approaches; and (3) the treatment of substance misuse among adolescents and young adults. My research interests center on three central areas of study, (1) the identification and examination of empowerment-based protective factors in substance misuse, mental health, and sexual health prevention; (2) the role of neighborhoods in the etiology of youth substance abuse and mental health outcomes, and (3) the implementation and evaluation of evidence-based interventions that can reduce youth and young adult substance misuse and improve their mental health and physical health. My education interests focus on supporting learners to develop the knowledge and skills to become competent consumers of research, as well as prepare them for their upcoming clinical careers. I hope to always cultivate a creative learning and mentorship environment to empower and encourage knowledge development, clinical expertise and research skills.

Favorite NM Things My favorite thing to do in NM is to hike and camp with my family during Spring and Summer, as well as snowboard during the Winter. My favorite thing about NM, beyond the weather, is the culture and community of the people who call this place home.

Kathryn Lenberg, MPH, Ph.D. (she/her/ella)

Rank/Role Director of Behavioral Health, UNM Medical Group

Graduate Program University of New Mexico

Clinics and Tracks Integrated Care, Truman Health Services

Areas of Interest Clinical practice is focused on integrated care and reducing barriers to care. Education is focused on providing training to all members of a health care team in trauma informed care practices and patient centered communication.

Favorite NM Things Hiking, camping, swimming, boating, SUPing

Larissa Lindsey, Ph.D. (she/her/hers)

Rank/Role	Director of Clinical Services, UH Behavioral Health
Graduate Program	Seton Hall University
Clinics and Tracks	Addictions and Substance Abuse Programs (ASAP); University Psychiatric Center (UPC); Children's Psychiatric Center (CPC)
Areas of Interest	Clinical programming and administration; quality improvement and evaluation; trauma conditions and substance use disorders; evidence-based treatments; Working with marginalized and disenfranchised populations; acute and crisis interventions; trauma-informed and trauma responsive approaches
Favorite NM Things	Hike up the Sandia Mountain and look at the amazing views! Mariachi's Mexican food in Cedar Crest, Chopstix Chinese, and Basil Leaf Vietnamese.

Peggy MacLean, Ph.D. (she/her)

Rank/Role	Professor, Department of Pediatrics and Department of Psychiatry and Behavioral Sciences
Graduate Program	University of New Mexico
Clinics and Tracks	Early Childhood Track
Areas of Interest	Integrating early childhood/infant mental health interventions within medical settings; trauma-informed pediatric and adult care; preventing intergenerational trauma transmission; maternal and child mental health; early childhood workforce training
Favorite NM Things	Paddle boarding the Rio Grande (when water permits); watching an Ice Wolves hockey game; the smell of green chile roasting in the fall; waking up to hot air balloons in the sky during Balloon Fiesta; Northern NM's aspens turning yellow in the Fall

Rachel Miller, Psy.D. (she/her/hers)

Rank/Role	Associate Professor of Psychiatry and Behavioral Sciences Assistant Training Director, Clinical Psychology Internship Clinical Director, ACTION (Addressing Childhood Trauma through Intervention, Outreach, & Networking)
Graduate Program	La Salle University
Clinics and Tracks	Child Clinical track, Programs for Children and Adolescents
Areas of Interest	Child, adolescent, and family psychology; Psychological Assessment; Intervention; Trauma and traumatic stress; Trauma-informed care

Favorite NM Things Anything outdoors, particularly hiking and exploring the outdoor beauty of the state

Marcia Moriarta, Psy.D. (she/her/hers)

Rank/Role Catherine McClain Endowed Chair in Human Development and Disability
Professor, Department of Pediatrics
Executive Director UNM Center for Development and Disability

Graduate Program California School of Professional Psychology – Los Angeles

Clinics and Tracks Center for Development and Disability; Early Childhood Track

Areas of Interest Child/Family Psychology, Infant and Early Childhood Mental Health, Early Childhood Development, Neurodevelopmental/Developmental Disabilities, Systems/Policy, Leadership Development, Relationship-based/Trauma-informed Systems and Care, Inter-professional Practice.

Favorite NM Things The weather, the people, and the smell of roasting chile in the fall.

Christopher Morris, Ph.D. (he/him)

Rank/Role Associate Professor
Clinical Director for Behavioral Health, UNM Health Sciences Rio Rancho

Graduate Program Utah State University

Clinics and Tracks Integrated Care

Areas of Interest Dr. Morris has worked in community behavioral health throughout north-central New Mexico and the Navajo Nation for over twenty years. His areas of interest include behavioral health management, public policy and service delivery; primary care/behavioral health integration; trauma-specific psychotherapy; and community behavioral health literacy.

Favorite NM Things Being outdoors and working up an appetite for New Mexico food!

Kati Morrison, Ph.D. (she/her)

Rank/Role Associate Professor of Psychiatry and Behavioral Sciences

Graduate Program University of Texas at Austin

Clinics and Tracks Child Clinical track, sometimes others for shadowing and mentoring; Carrie Tingley Pediatric Behavioral Medicine Clinic; University of New Mexico Inpatient Pediatric Rehabilitation Clinic (Carrie Tingley Inpatient)/support for Consult-Liaison interdisciplinary work

Areas of Interest pediatric trauma, rehabilitation, comorbid presentations, school/community collaboration and integration, family therapy

Favorite NM Things Hike or snowboard then soak in hot springs

Matthew R. Oberdorfer, Ph.D.

Rank/Role Staff Psychologist at UNM Hospital Programs for Children and Adolescents

Graduate Program Colorado State University

Clinics and Tracks Child Clinical Track, Programs for Children and Adolescents

Areas of Interest Child and adolescent trauma, child and adolescent behavioral disorders, parent training

Favorite NM Things New Mexico green chile, educating newcomers what New Mexico green chile is, educating newcomers on why it is superior to Colorado green chile, educating newcomers why it is not even worth a debate because it is not even close, hiking

Tonya Oliver, Ph.D., MSCP (she/her/his)

Rank/Role Mental Health Director at Metropolitan Detention Center

Graduate Program Alliant International University

Clinics and Tracks Clinical with an emphasis in Forensic

Areas of Interest Forensic Psychology

Favorite NM Things Green Chile, and sunsets

Julia Oppenheimer, Ph.D. (she/her/hers)

Rank/Role Associate Professor, Department of Pediatrics and Department of Psychiatry and Behavioral Sciences

Graduate Program University of Oregon

Clinics and Tracks Early Childhood Internship Track
Center for Development and Disability
Early Childhood and Infant Mental Health rotation/clinic
Early Childhood Evaluation Program

Areas of Interest Infant and early childhood mental health; early childhood assessment, treatment, and consultation; impact of trauma in early childhood; trauma-informed psychotherapy with children and families; attachment difficulties and foster care; dyadic treatment models; identification and diagnosis of infants and toddlers with ASD and other developmental delays

Favorite NM Things The weather, especially NM Fall; exploring outdoors around the state and hiking; the downtown growers' market in the summer

Tiffany Otero, Ph.D., BCBA (she/her)

Rank/Role	Assistant Professor, Department of Pediatrics and Department of Psychiatry and Behavioral Sciences Clinical Director of NM START Program
Graduate Program	Indiana University
Clinics and Tracks	UNM CDD, Autism Spectrum Disorder Track
Areas of Interest	Differential diagnosis for individuals with ASD and other neurodevelopmental conditions; ASD/IDD and comorbid mental health assessment and treatment; trauma-informed care; behavioral intervention programming
Favorite NM Things	I love our weather and all things that happen in Fall (the colors, the festivals, the smell of Green Chile). I also love taking part in our different cultural events and our humble social scene

Anthony Perillo, Ph.D. (he/him)

Rank/Role	Associate Professor Forensic Psychology Postdoctoral Training Director
Graduate Program	City University of New York Graduate Center
Clinics and Tracks	Division of Forensic Behavioral Sciences Division of Community Behavioral Health
Areas of Interest	Forensic assessment, clinical judgment, bias in forensic evaluations, forensic behavioral health policy
Favorite NM Things	Take in the Sandia Mountains, the smell of roasting green chiles from July through September

Jen Perillo, Ph.D. (she/her)

Rank/Role	Associate Professor of Psychiatry and Behavioral Sciences
Graduate Program	CUNY Graduate Center/John Jay College of Criminal Justice
Clinics and Tracks	Division of Community Behavioral Health; Division of Forensic Behavioral Sciences
Areas of Interest	Forensic psychology; legal psychology; forensic behavioral health policy
Favorite NM Things	Hatch chiles, hiking in the open space, the incredible views of the Sandia Mountains

Brandon Rennie, Ph.D.

Rank/Role	Associate Professor, Department of Pediatrics and Department of Psychiatry and Behavioral Sciences
Graduate Program	University of Montana
Clinics and Tracks	Autism Spectrum Disorder, Center for Development and Disability
Areas of Interest	Diagnosis and assessment of individuals with autism spectrum disorder and other neurodevelopmental disabilities; surveillance and screening for ASD; assessment of children who are rural and/or American Indian; disability in rural populations

Favorite NM Things

Shelley M. Rowland, Ph.D., ABPP-CN (she/her)

Rank/Role	Neuropsychologist, UNM Hospital
Graduate Program	Illinois Institute of Technology
Clinics and Tracks	Center for Neuropsychological Services

Areas of Interest

Favorite NM Things

Lindsay Smart, Ph.D. (she/her)

Rank/Role	Associate Vice President for Operations and Strategic Initiatives University of New Mexico Health Sciences Center, Office for Diversity, Equity & Inclusion Co-Director for Diversity, Equity and Inclusion, Department of Psychiatry and Behavioral Sciences
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Graduate Program	University of Denver
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Clinics and Tracks

Areas of Interest	Diversity, equity, and inclusion; mentorship; service learning; teaching/education
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Favorite NM Things	Sunsets, sunrises, great weather for running year-round, warm weather, Golden Pride breakfast burritos, and red and green chile
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Additional Information	I identify as a biracial individual (African American/European American)
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Melek Yildiz Spinel, Ph.D.

Rank/Role

Graduate Program

Clinics and Tracks

Areas of Interest

Favorite NM Things

Jaye Turrietta, Psy.D., BCBA-D, CBC (she/her)

Rank/Role

Graduate Program Rutgers University

Clinics and Tracks Sandoval Regional Medical Center (SRMC)

Areas of Interest Integrated care, health psychology, ACT, bariatric and spinal cord stimulator evaluations, bilingual/multicultural

Favorite NM Things Watch the Sandia mountains turn pink during sunset

Jorge G. Varela, Ph.D. (he/him/e)

Rank/Role Professor of Psychiatry and Behavioral Sciences
Director, Clinical Psychology Internship
Vice-Chair for Education

Graduate Program University of Alabama

Clinics and Tracks Division of Forensic Behavioral Sciences

Areas of Interest Forensic assessment; risk for sexual violence; multicultural considerations in forensic assessment; risk communication

Favorite NM Things The stunning landscapes, exquisite food, and wonderful people

Destiny M. Waggoner, Ph.D. (she/her/hers)

Rank/Role Psychologist, University of New Mexico Hospitals

Graduate Program University of Northern Colorado

Clinics and Tracks Young Children's Health Center, Child Clinical Track

Areas of Interest	Working with diverse populations impacted by trauma and promoting trauma-informed, culturally responsive, and equitable systems of care; interdisciplinary consultation, family therapy, and trauma-focused interventions for youth and families
Favorite NM Things	So many outdoor activities and great food! Most recent favorite: Hike to the top of the La Luz Trail and coast down the Sandia Tram.

V. Ann Waldorf, Ph.D. (she/her/hers)

Rank/Role	Chief, Psychological Science Division Vice Chair for Behavioral Sciences
Graduate Program	University of New Mexico
Clinics and Tracks	Addictions
Areas of Interest	During her career, Dr. Waldorf has been involved in clinical care, education and training, program development, and administration at the New Mexico Veterans Affairs Healthcare System, Presbyterian Healthcare Services, and the University of New Mexico. She has served as faculty for UNM's Departments of Psychology, Psychiatry & Behavioral Sciences and Family & Community Medicine. Since 2014, Dr. Waldorf has served as Vice Chair for Behavioral Sciences, Department of Psychiatry and Behavioral Sciences. In this role, she is responsible for providing the vision and expertise necessary to expand the department's role in the School of Medicine, the Health Sciences System and the community through evidenced-based care development, research facilitation, inter-professional clinical education, and administration. For many years, the focus of her clinical and research activities has been the treatment of substance use disorders and the provision of integrated behavioral health services in medical settings.
Favorite NM Things	It is hard to identify one favorite thing about NM as I love much it has to offer. That list includes beautiful natural resources, friendly and welcoming people, and great food!
Additional Information	Dr. Waldorf is currently a member of APA's Council of Representatives, representing Division 50-Society of Addiction Psychology

Amanda Ward, Ph.D. (she/her)

Rank/Role	
Graduate Program	Loyola University Chicago
Clinics and Tracks	Neuropsychology
Areas of Interest	Dr. Ward is interested in the evaluation of children and adolescents with neurodevelopmental disorders, co-occurring medical disorders, as well early childhood assessment.

Favorite NM Things Enjoying the beautiful weather and outdoors!

Rachel Ward, Ph.D. (she/her/hers)

Rank/Role Clinical Psychologist, Addictions and Substance Abuse Programs (ASAP)
Clinical Assistant Professor of Psychiatry and Behavioral Sciences

Graduate Program Palo Alto University

Clinics and Tracks Addictions and Substance Abuse Programs (ASAP)

Areas of Interest Assessment and treatment of substance use disorders (SUD) and co-occurring conditions; PTSD and trauma-spectrum disorders; anxiety disorders; simultaneous treatment of PTSD and SUD; transdiagnostic treatments; exposure therapy; program development and evaluation; system-level interventions; massed/intensive treatment; Feminist Psychotherapy

Favorite NM Things Exploring the various mountain ranges; good weather year-round for a variety of outdoor activities; Hot springs!

Deidre Yellowhair, Ph.D. (she/her/hers/asdzáán)

Rank/Role Research Assistant Professor of Psychiatry and Behavioral Sciences

Graduate Program Western Michigan

Clinics and Tracks Multicultural Rural and Native American Behavioral Health

Areas of Interest Historical trauma, multicultural psychology, American Indian and rural behavioral health

Favorite NM Things My favorite thing about NM is our NM Sunsets, the smell of roasting green chile during harvest and the rich diversity of the state

Jeffrey N. Younggren, Ph.D., ABPP (he/him)

Rank/Role Clinical Professor of Psychiatry and Behavioral Sciences

Graduate Program University of Arizona

Clinics and Tracks Division of Forensic Behavioral Sciences
Co-Director of Fellowship in Forensic Psychology

Areas of Interest Ethics, law, risk management, forensic psychology

Favorite NM Things Nature, food, welcoming people

Eric Zimak, Ph.D., ABPP-CN (he/him/his)

Rank/Role	Clinical Assistant Professor of Psychiatry and Behavioral Sciences Staff Neuropsychologist
Graduate Program	Ohio University
Clinics and Tracks	Pediatric Neuropsychology
Areas of Interest	Neuropsychological evaluations of children with medical, neurological, and neurodevelopmental conditions, with specialties in pediatric oncology and epilepsy, neuropsychology outcomes
Favorite NM Things	Mountains, camping, chile rellenos, and the Lobos!