

**East Tennessee State University
Institute for Integrated Behavioral Health
Psychology Doctoral Internship
BROCHURE**

The Institute for Integrated Behavioral Health (IIBH) at East Tennessee State University (ETSU) provides professional Doctoral psychology internship training that prepares trainees to become psychologists working within integrated medical settings. Completers will be well-equipped to work within integrated practice settings as part of multi-disciplinary teams, with additional skills in leadership, project implementation, and team communication.

Established in 2020, the Institute for Integrated Behavioral Health ***aims to develop, implement, and evaluate an integrated primary care training and service delivery program that strengthens East Tennessee State University's primary care clinics and workforce and serves as a regional model.*** The purpose of the Institute is to:

1. *Integrate behavioral health into all ETSU Health clinics using a best-practice model* that provides same-day access to behavioral health services, better patient health outcomes, high patient satisfaction, decreased provider burnout.
2. *Engage training in behavioral health for residents, staff, and faculty at ETSU Health clinics* to improve primary care capacity and real-world models of team care.
3. *Establish a Behavioral Health Consultant training program* to address national and regional shortage of mental health providers, create a pathway for ETSU students, create a pipeline for hard-to-fill vacancies, and seed the workforce regionally.
4. *Conduct strong program evaluation* to iteratively improve programming internally and advocate for policy, billing advances, and the practice of psychology.
5. *Create a regional partnership* to address workforce needs of employers in the region, stay current with skills needed, and leverage referral networks.

Doctoral Interns in the IIBH will develop clinical, team-based, and leadership skills necessary to enter the workforce of integrated health psychology including positions of leadership and program development. Interns will provide consultation, assessment and treatment in fully integrated healthcare teams across the spectrum of primary care including family medicine, pediatrics, and obstetrics/gynecology. Interns will participate in quality improvement projects and vertical supervision of graduate students in psychology, social work, counseling, and nurse practitioner programs. They will also have opportunities for teaching residents and medical students in the management of behavioral health problems commonly presenting in primary care. Doctoral Interns will select a primary site from the following: family medicine, pediatrics, obstetrics/gynecology, or a community-based health clinic.

DOCTORAL INTERNSHIP GOALS AND OBJECTIVES:

The ETSU IIBH Psychology Doctoral program provides 2,000 hours of training, with a focus on the Primary Care Behavioral Health (PCBH) model of integrated care. The IIBH is committed to growing PCBH within rural areas including the Appalachian Highlands. Interns will function as Behavioral Health Consultants (BHC) and are fully integrated members of multidisciplinary teams including physicians, nurse practitioners, resident physicians, medical students, social workers, nurses, and dietitians among

others. ETSU has a long tradition of training in healthcare and is committed to improving the health of our region. Interns play a critical role in this mission by improving access, reducing stigma, and addressing biopsychosocial needs. BHCs are generalists equipped to address the breadth of behavioral health presenting concerns in primary care settings including the assessment and treatment of depression, anxiety, trauma, substance use disorders, behavior change, and chronic disease management among others. ETSU Health has a long history of training psychology trainees and hope you will consider applying.

Interns will hone their skills in providing targeted strategic assessment and interventions to affect real change, improving functioning and quality of life. At the end of their Doctoral year, Interns will be expected to function independently as a BHC within their practice setting. They will be expected to demonstrate consistent in vivo teaching to residents, attendings, and medical students as well as other clinical staff through feedback and consultation provided in clinic. Interns will be expected to independently manage their caseload and throughput of the clinic flow including management of warm handoffs and follow-up appointments as clinically indicated. Interns will be expected to accurately complete required documentation in a timely manner.

Goals: Build and refine advanced skills and knowledge in:

1. Advanced generalist skills in assessment and intervention to address a continuum of primary care presentations and consultation with a multidisciplinary team.
2. Advanced skills in and understanding of the primary care behavioral health integrated model of service delivery, including professional consultation, collaborative work in a multidisciplinary setting, and knowledge and skills in primary care/health psychology.
3. Focused treatment interventions in diverse clinical settings as a fully integrated member of a multidisciplinary team.
4. Treatment of diverse populations across the developmental lifespan and ethnic populations.
5. Skills to assume leadership positions within the integrated care workforce.

Objectives:

1. Advanced skills and knowledge in focused assessment, diagnostic clarification, and professional consultation on presentations common to primary care including providing concise and timely feedback to primary care team members in practical and understandable language.
2. Thorough knowledge of evidence-based practice and guidelines for primary care psychology.
3. Consistent use of measures to track and provide feedback on effectiveness of interventions.
4. Advanced treatment expertise with a diverse primary care population including skills in intervention with both psychological co-morbidities and the behavioral management of chronic disease.

5. Engage in program development and quality improvement projects within the primary care setting.

PROGRAM TRAINING METHODS:

The IIBH follows the developmental model of training with the goal of progressively and systematically strengthening skills, focus training to enhance clinical practice skills, and prepare the Intern for practice at the independent level. Training is individualized based on the Intern's previous experience in integrated care and training goals and objectives are collaboratively established early in the Doctoral year.

Doctoral Interns spend approximately 80% of their time (32 hours) in clinical settings while the remaining 20% (8 hours) is protected for didactics and program development. In clinical settings, Interns will primarily function in face-to-face patient interactions (16-25 hrs/32 in clinic) with remaining time engaging in precepting with psychologist supervisor, consulting with physicians, and providing training/education to residents regarding shared cases.

Interns will have 2 hours of individual supervision weekly as well as scheduled didactic training, learning collaboratives, and opportunities for vertical supervision and training of psychology, social work, and nurse practitioner externs. Didactic topics include but are not limited to rural Appalachian culture; program development; quality improvement; leadership; advocacy/community engagement; treatment modalities translated to brief intervention; technology; pediatrics/children/youth; trauma-informed care; and intimate partner violence.

SUPERVISION AND OTHER TRAINING RESOURCES:

The Institute's Program Director is involved in the planning and oversight of all clinical/experiential training. In addition, she engages directly with Interns during orientation and didactic/professional development activities.

Orientation Activities:

- **Bootcamps:** Early in their training, Interns participate in a series of Institute Bootcamps, along with a cohort of interprofessional trainees to learn essential knowledge and skills related to the provision of integrated care (typically 3 half days, approximately 12 total hours).
- **Goal setting:** Interns work with their supervisor and intern cohort members to craft specific individual and cohort training goals early in their Internship year. These goals inform the content and experiences provided during the didactic portion of training for the year.

Professional Development (approximately 20%):

- **Didactics Half Day:** As a cohort, Interns participate in didactics, quality improvement and program development initiatives during one dedicated half day per week. As the year progresses, Interns can craft the schedule and content for this half day based on their training goals. This may involve guest speakers, reflection activities, skills-based workshops and cultural experiences.
 - **Learning Themes**
 - Each week of the month focuses on growing a particular skill: Program Developer, Leader, Clinician, Advocate.

- Interns choose a theme for each month and organize content around that theme.
- **Learning Series**
 - *Leadership Series*: Interns participate in a 30-minute monthly leadership series with Dr. Jodi Polaha, Training Director. This series is designed to equip Interns with skills necessary to take leadership positions in integrated care after Internship.
 - *IIBH Meetings*: Interns attend Institute for Integrated Behavioral Health monthly meetings (1.5 hours) and are active participants in the planning and discussion of Institute activities.
 - *PCBH Data Review*: Interns track their clinical data and review it as a cohort each month (1 hour). This provides an opportunity for monitoring PCBH fidelity via a PDSA format.
 - *Clinical-focused didactics*: clinical topics related to the theme of the month are presented and discussed (1-3 hours).
 - *Guest speakers*: content experts are recruited to speak on particular topics of interest to the Interns (1-2 hours).
- **Program Development/Administrative Half Day**: Interns are given an additional half day each week to work individually on quality improvement and program development projects at their site and tend to administrative duties.
- **Local Government Intensive**: Interns can hone their advocacy and leadership skills via participation in a local government intensive which includes an introduction to country government didactic (1 hour), opportunities to attend Washington County Commission meetings (1 day), and a debrief (1-2 hours).
- **Supervision**

Interns are matched with a primary supervisor based on their major track. They may receive additional supervision as needed if they are also engaged in a minor track or choose a second major track. Supervision may take place via several formats including pre-scheduled supervision sessions, live supervision, and as needed case consultation. Supervisors review clinical cases with Interns on a weekly basis and as needed. Interns have access to a licensed psychologist for consultation at any time via their primary supervisor or the network of Institute psychologists who share their contact information. The Institute prioritizes face-to-face supervision but provides flexibility for remote/virtual supervision as-needed (less than 20% of all supervision should be remote/virtual). Because the Institute has a large staff of supporting psychologists, Interns are provided with an on-call supervisor when their supervisor is off-site for any reason. While each supervisor has his or her own supervision style, Institute faculty follow a cognitive-behavioral approach to treatment broadly, and supervise to improve the delivery of evidence-based assessment and treatment aligned with that orientation. Supervisors are trained in evidence-based supervision, follow a developmental and individualized model, and are supported by the Institute in ongoing improvement to their skills as supervisors.

Clinical Service (approximately 80%)

- Interns provide direct clinical service via selected MAJOR and MINOR tracks throughout the year (see next page). Interns work with the program to determine the best fit and number of major and minor tracks. Time in clinical service settings includes a mixture of direct patient care, precepting, administrative, coordination and consultation, and teaching/training (receiving and providing to residents, medical students and other interprofessional learners). Interns ongoing receive mentoring, supervision, and support as they provide clinical services.

- Interns might spend less than 80% of their time in clinical service settings if they select a Research and Advocacy minor track.
- Even outside of professional development specific times, Interns learn a great deal through working on interprofessional clinical teams. ETSU has a nationally recognized Interprofessional Education Program and learners of all types regularly rotate through our clinical settings.

PRIMARY TRAINING SITES AND SUPERVISORS:

ETSU is located in the mountains of northeast Tennessee within an hour of North Carolina and Virginia. The region is known as the Appalachian Highlands and includes the metropolitan Tri-Cities area of Johnson City, Kingsport, and Bristol. Outside the cities, the area is largely rural with families who have been in the area for generations. The area is known for its numerous outdoor activities including area lakes and rivers for water sports, hiking and mountain biking trails including the Appalachian Trail, and a revitalized downtown featuring outdoor festivals such as the Blue Plum Festival, Thirsty Orange, and Meet the Mountains among others. The area is also known for its vibrant live music activities with Bristol recognized as the birthplace of country music. ETSU is well-known for its degree offerings in bluegrass and old-time country music with ample opportunities to hear the talented students perform around town.

Doctoral clinic training sites are part of ETSU Health which operates 30 clinical sites with over 250 providers in northeast Tennessee or collaborating community sites in the Ballad Health region of northeast Tennessee and southwest Virginia. ETSU Health is the practice affiliate of ETSU, home to five health science colleges. Thousands of healthcare professionals trained through the various colleges at ETSU with a commitment to improving the healthcare and quality of life in both our region, the Appalachian Highlands, and for all rural communities. ETSU has a strong commitment to serving the underserved, addressing social determinants of health, and reducing health disparities of persons living in rural Appalachia. Training sites are within primary care settings including Pediatrics, Family Medicine, Internal Medicine, and Obstetrics/Gynecology and can include placements in specialty clinics within these practices. Community sites include primary care clinics within the Ballad Health service region. Community placements further the mission of ETSU and IIBH to expand services to rural communities within the Appalachian Highlands.

Across training sites, Interns will function as BHCs following the PCBH model of integrated care. This model focuses on targeted interventions to improve patient functioning and high accessibility via warm handoffs from medical providers. Interns will be responsible for managing their caseload including the determination of appropriateness for care within the PCBH model versus referral for specialty mental health services. The majority of Intern time (80%) is spent in clinical settings with the remaining 20% protected for professional development, training, and cohort activities. Each Intern will have 2 hours of individual scheduled supervision weekly in addition to cohort training activities. Interns should expect to see 3-6 patients in each half day with a mixture of warm handoffs and follow-up appointments. Interns will record and track their formal and informal teaching experiences with residents, medical students, and attendings. Interns have the opportunity to provide supervision and training to graduate learners across settings from social work, counseling, and nursing. Site availability may vary year by year and the APPIC membership listing will be updated to reflect specific site availability.

Family Medicine: Supervised by Drs. Melkonian and Clingensmith. The Department of Family Medicine features over 30 interdisciplinary faculty members distributed throughout three clinics located in Johnson City, Kingsport, and Bristol. Each individual clinic is home to its own three-year medical residency training program of up to 24 residents each. Faculty, staff, and trainees encompass professionals from medicine, nursing, pharmacy, psychology, and social work. Behavioral health is firmly integrated into each Family Medicine practice and interprofessional collaboration is a core component of patient care.

Behavioral Health interns practice as BHCs and function as *generalists*. This includes seeing a wide range of presentations and delivering relevant evidence-based intervention to support patient and clinic needs. Common concerns include depression, anxiety, grief, ADHD, sleep problems, consulting for child behavioral problems, substance use disorder treatment, smoking cessation, weight management, diabetes management, chronic condition management, and coping with life stress. Following the PCBH model, the intern will train in brief, evidence-based interventions through direct patient care, and gain experience working in and supporting the primary care clinic environment. The department values interprofessional communication and collaboration, so the BHC will also frequently work closely with interprofessional team members. Given departmental and programmatic aims, there are also opportunities to become involved in program evaluation, quality improvement projects, and collaborative research. The primary supervisors in Family Medicine are often on site providing clinical services which provides frequent opportunity for live observation and feedback. Supervision will be conducted following a developmental approach, with intern training goals and professional development being a major component of the training year.

Pediatrics: Supervised by Drs. Tolliver, Treaster, and Riem. ETSU has a dynamic and growing Department of Pediatrics that has 37 fulltime faculty. Our mission is to help the children in our region achieve optimal health through providing excellent medical care, educating the next generation, conducting innovative research, and partnering with families and communities. The Department houses a strong pediatric residency training program with 21 residents, and two outpatient pediatric primary care clinics (Johnson City, Elizabethton). ETSU Pediatrics faculty staff inpatient pediatric services at Niswonger Children's Hospital (Johnson City), an 86-bed facility that serves patients across the region.

ETSU Pediatrics is a vibrant and busy interprofessional clinic serving patients 0-21 years of age. Team members at the clinic include representatives from medicine, psychology, social work, nursing, nutrition and support staff. ETSU Pediatrics has a decade's worth of experience successfully integrating BHCs into pediatric primary care. It was one of the first clinics in the state of Tennessee to receive PCMH Distinction in Behavioral Health Integration.

The Department of Pediatrics offers one Psychology Doctoral Internship as part of the IIBH. Interns accepted to this position will complete a majority of clinical hours at this site but participate in other training experiences across Institute clinics and with the other Institute trainees in this annual cohort.

Supervisor is on site frequently and provides live and individual supervision via a developmental model. The Intern sees "all comers" to include general behavior problems, ADHD, sleep problems, enuresis, encopresis, autism and other developmental disabilities, habits/tics, anxiety, depression (including postpartum), PTSD, and others; conducting behavioral parent training; working with local schools to coordinate and develop treatment plans for patients; and using and interpreting a wide range of behavioral screening instruments. Pediatric Interns engage in focused, evidence-based approaches to

treatment with a particular emphasis on building skills in behavioral modification, ACT, and CBT. Interns will learn key team care/coordination skills and will function as consultants and educators to faculty and resident providers. While not required, there are opportunities for research and program development/evaluation. Our clinic is a warm and supportive environment where training is a priority and psychology is valued for adherence to procedures, regulations, standards and for overall effectiveness.

Obstetrics and Gynecology: Supervised by Dr. Turner. The primary ETSU OB/GYN clinic is in Johnson City at 325 N. State of Franklin Road in the same building as Pediatrics, Internal Medicine, and Surgery. The department consists of 15 core faculty and 12 residents across the 4-year residency program. The 78 medical students at ETSU Quillen College of Medicine also rotate through the clinic. There is a smaller clinic in nearby Elizabethton and subspecialty offices in Johnson City for fertility and urogynecology. Opportunities currently exist for Interns to work in the general outpatient clinic sites at Johnson City or Elizabethton. The Johnson City clinic offers medication-assisted treatment (MAT) for pregnant women and gender-affirming treatment for transgender patients. In addition to the faculty, the team also includes nurse practitioners, sonographers, nursing staff, social workers, a dietitian, and a lactation consultant.

ETSU OB/GYN has a well-established integrated care service and has engaged psychology trainees (both interns and practicum students) over the past 4 years. The supervisor is on site 4 days per week providing ample opportunity for supervision and collaboration in the developmental model. Doctoral Interns and graduate level trainees in social work, psychology, nursing, and counseling will also be trained through the clinic providing the opportunity for the provision of supervision.

While the Intern in OB/GYN will see patients for the full spectrum of behavioral health and chronic disease management, the Intern will develop advanced skills in women's physical and mental health including perinatal mood and anxiety disorders, sexual health, life role transitions, pregnancy loss, and the management of mental illness and substance use disorders in pregnancy. The BHC works in close collaboration with the OB/GYN to offer expert consultation regarding diagnosis and treatment plan, crisis intervention, and referral sourcing support. The OB/GYN office is a warm and engaging environment comprised of professionals who are committed to promoting the health and well-being of women in our region.

APPLICATION PROCEDURE:

Qualifications: Applicants must meet criteria to complete a Doctoral internship in psychology (Ph.D. or Psy.D.) from an APA- or CPA-accredited program or a regionally accredited institution of higher education, documented in a letter from their program's Director of Clinical Training.

General Application and Selection Procedures: The Institute for Integrated Behavioral Health Psychology Doctoral Program complies with APPIC application procedures. ETSU is an equal opportunity employer and adheres to APPIC's nondiscrimination policies.

Submit applications electronically through the APPIC portal. Completed applications include a cover letter, curriculum vitae, and three letters of recommendation. Please specify your preferred clinical site in your application materials. IIBH will follow Match procedures as outlined by APPIC.