



GUAM
PSYCHOLOGY
INTERNSHIP
CONSORTIUM



Intern Brochure 2022-2023

Aim:

The Guam Psychology Internship Consortium's (Guam-PIC) aim is to prepare, train, and retain psychologists to provide culturally competent collaborative health care for the underserved and diverse people of Guam.

The Guam Psychology Internship Consortium (Guam-PIC) represents the collaborative effort of two agencies – Guam Behavioral Health and Wellness Center (GBHWC) in Tamuning, Guam, and Guam's Department of Corrections (DOC) in Mangilao, Guam. These agencies have partnered to share resources and faculty for the purpose of providing a diversified educational program for psychology interns, focusing on training in culturally relevant and competent services for Guam's diverse and often underserved population, in addition to the professional competencies outlined by the American Psychological Association and another specific to Guam-PIC. Guam-PIC has partnered with the Western Interstate Commission for Higher Education's Behavioral Health Program (WICHE BHP) in the development of the internship consortium to provide consultation and support. The WICHE BHP has the building of the behavioral health workforce in the western United States as a central tenant to its mission and a track record of assisting in the development of successful and accredited psychology internship consortia and/or internships in eight other western states and territories.

Accreditation Status

APA Membership Status

The Guam Psychology Internship Consortium (Guam-PIC) is not accredited by the American Psychological Association.

APPIC Membership Status

Guam-PIC is a member of APPIC and will participate in the APPIC Match for the 2022 - 2023 internship training year. Guam - PIC's APPIC Member Number is 2540.

There are two tracks/programs within Guam-PIC. Guam Behavioral Health and Wellness Center's Match Code Number - 254011. The Department of Corrections Match Code Number is 254012.

Program Structure and Overview

Guam-PIC offers two (2) one-year, full-time doctoral internships beginning and ending in early September. The start date for the inaugural 2022-2023 cohort is September 1, 2022. The Consortium provides a range of clinical and didactic experiences that represents the necessary depth and breadth required for future professional practice within psychology. Interns are placed at one of the two sites, with both required rotations and/or visits at other sites within the consortium.

Guam-PIC firmly believes that all forms of diversity serve to enhance the training environment and professional growth of interns and faculty alike, as well as allow the diverse range of patients served to see themselves in their providers. To this end, Guam-PIC recruits applicants from diverse backgrounds. Guam-PIC offers generalist training with a focus on rural and underserved populations, with the opportunity for specialized training that varies across training sites. The Consortium trains clinical psychologists who are effective consumers of research and who utilize scholarly inquiry to inform their practice. Interns are afforded the opportunity to participate in rich clinical and didactic experiences that highlight the shared experiences and demands of this region, as well as focus on creative ways to address barriers common to rural,

underserved settings. In addition to providing direct clinical care, Guam-PIC offers a robust series of weekly didactic trainings focused on relevant topics and developmentally appropriate for advanced psychology trainees. Additional didactic training opportunities may be offered throughout the year, both cohort-wide and at individual sites. Interns also participate in at least four (4) hours per week of individual and group supervision with licensed psychologists. Regardless of training site, all interns are expected to complete 2,000 training hours over the course of the year with at least 25% (500 hours) spent in face-to-face direct service delivery. In order to successfully complete the program, interns are also expected to abide by the APA Code of Ethics, consortium policies and procedures, and the policies and procedures of all individual sites as well as achieve competence in all nine (9) APA Profession-Wide Competencies and one (1) Program-Specific Competency and their associated Learning Elements. More information about each training site and the resources and opportunities offered by each is provided below.

Required Major Training Emphases

All sites offer the following major training emphases. See site descriptions for additional training opportunities:

Behavioral Health Intervention

As behavioral health intervention is the primary training emphasis, interns across training sites spend approximately 10-15 hours per week in activities related to behavioral health intervention. All sites provide interns the chance to work with a diverse range of underserved clients within a variety of therapeutic modalities. Individual, group, family, and/or couples therapy treatments are available at some sites. Clients served range widely in age, race, ethnicity, and diagnostic presentation.

Psychological Assessment

Interns across training sites spend approximately 5-15 hours per week in activities related to assessment. Interns at every site administer, interpret, and provide written synthesis of psychological test batteries. Assessments may include record reviews, clinical interviews, intellectual, achievement, personality, risk assessment, drug assessments, and/or competency-based measures. Interns have opportunities to write reports and make recommendations that convey meaningful information to prescribers, treatment teams, clients, and families. Assessment opportunities and requirements vary by site.

Consultation and Systems Collaboration

Interns spend approximately 6-8 hours per week in activities related to consultation and systems collaboration, learning to consult with a variety of other providers and stakeholders. Collaborative opportunities include working within an interdisciplinary treatment team, providing psychological consultation to other disciplines, and partnering with community social service, medical and legal services. Opportunities for consultation and systems collaboration vary by site.

Guam-PIC Aim and Competencies

Program Aim:

The aim of Guam Psychology Internship Consortium's (Guam-PIC) is to prepare, train, and retain psychologists to provide culturally competent collaborative health care for the underserved and diverse people of Guam.

Profession Wide Competencies and Learning Elements

It is expected that by the conclusion of the internship year, interns will have achieved competence demonstrating that they are prepared for entry level independent practice and licensure in the following areas:

1. Research

- a. Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentations, publications);
- b. Disseminates research and other scholarly activities (e.g., case conference, presentations, publications) at the local, regional, or national level; and
- c. Independently accesses and applies scientific knowledge and skills appropriately to the solution of problems.

2. Ethical and Legal Standards

- a. Be knowledgeable and act in accordance with each of the following:
 - i. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - ii. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, territorial, and federal levels; and
 - iii. relevant professional standards and guidelines.
- b. Recognizes ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas;
- c. Conducts self in an ethical manner in all professional activities; and
- d. Seeks supervision and consultation in order to resolve ethical dilemmas.

3. Individual and Cultural Diversity

- a. Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases affects how one understands and interacts with people different from themselves;
- b. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
- c. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles;
- d. Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity;
- e. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own; and
- f. Considers relevant cultural issues in case conceptualization, selection of assessment tools, diagnosis, and determination of treatment modality.

4. Professional Values, Attitudes, and Behaviors

- a. Behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others;

- b. Engages in self-reflection regarding one's personal and professional functioning, engage in activities to maintain and improve performance, well-being, and professional effectiveness;
- c. Actively seeks and demonstrates openness and responsiveness to feedback and supervision;
- d. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training;
- e. Actively participates in scheduled appointments, training activities, required documentation, and meetings consistently in a timely manner; and
- f. Maintains appropriate boundaries in professional and clinical relationships.

5. Communication and Interpersonal Skills

- a. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services;
- b. Demonstrates a thorough grasp of professional language and concepts; produce, comprehend, and engage in written, verbal, and non-verbal communications that are informative and well-integrated; and
- c. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment

- a. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology;
- b. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural);
- c. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including the context to the assessment and/or diagnostic process;
- d. Selects and applies assessment methods that draw from the empirical literature and that reflects the science of measurement and psychometrics;
- e. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient;
- f. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; and,
- g. Communicates the findings and implications of the assessment in an accurate and effective manner to a range of audiences.

7. Intervention

- a. Establishes and maintains effective relationships with the recipients of psychological services;
- b. Develops evidence-based intervention plans specific to the service delivery goals;
- c. Implements interventions informed by the current scientific literature, assessment findings,

diversity characteristics, and contextual variables;

- d. Demonstrates the ability to apply the relevant research literature to clinical decision making;
- e. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking;
- f. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation; and
- g. States and explains one's theoretical orientation regarding behavior change.

8. Supervision

- a. Applies supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples include, but are not limited to, role-played supervision with others, and peer supervision with other trainees;
- b. Applies the supervisory skill of observing in direct or simulated practice;
- c. Applies the supervisory skill of evaluating in direct or simulated practice; and,
- d. Applies the supervisory skills of giving guidance and feedback in direct or simulated practice.

9. Consultation and Interprofessional/Interdisciplinary Skills

- a. Demonstrates knowledge and respect for the roles and perspectives of other professions;
- b. Applies knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior; and
- c. Demonstrates ability to work within a team-based approach to clinical services.

10. Public Behavioral Health

- a. Demonstrates understanding of the public behavioral health system;
- b. Demonstrates understanding of and sensitivity to the specific social and environmental stressors of underserved client populations by appropriately considering these factors in assessment, diagnosis, and treatment planning;
- c. Demonstrates knowledge of organizational, local, and state policies, regulations, and statutes and their impact on the profession of psychology and the delivery of services; and,
- d. Demonstrates the ability to critically evaluate the system of care, including strengths, challenges, and impacts on persons served.

Evaluation

Guam-PIC interns are required to demonstrate minimum levels of achievement across all competencies and associated learning elements described above. Informal evaluation is ongoing throughout the year and supervisors are expected to provide interns with routine feedback on strengths and areas for growth, so that formal evaluation feedback does not come as a surprise. Interns are formally evaluated by their primary supervisor three (3) times per year, at the 3-month, 7-month, and 12-month mark. Evaluations are conducted using the Guam-PIC Intern Evaluation Form, which includes a Likert Scale and comment spaces for qualitative feedback regarding the intern's performance progress. The evaluation form includes ratings on all nine APA profession-wide competencies and a Guam-PIC program-specific competency (Public Behavioral Health) and their associated learning elements. Supervisors are expected to carefully review the evaluations with interns

during scheduled supervision, and interns are encouraged to ask for clarification and express concerns as indicated. The evaluation is signed by both the intern and supervisor and the intern receives a copy. A copy is also submitted to the Program Director who maintains this in the intern's records indefinitely.

Supervision

All interns receive a minimum of four (4) hours per week of supervision by licensed psychologists. Interns may receive additional individual and/or group supervision at their sites by a licensed psychologist or another appropriately credentialed professional, as needed. All sites subscribe to an informal "open door" policy and interns are encouraged and welcomed to seek consultation and supervision as needed. All Interns receive a minimum of two (2) hours of required individual supervision each week from a licensed psychologist at their site. Supplemental weekly individual supervision may be provided by their primary supervisor and/or other faculty at their sites and/or rotation sites. Licensed supervisors provide interns with experientially based clinical training.

Interns also receive two (2) hours of required weekly group supervision from a licensed psychologist. The Guam-PIC meets in person for weekly group supervision, with the option of video conferencing if needed. Group supervision focuses on case presentation, the provision of supervision, topic-focused discussion, intern-led didactics, and professional development. All Guam-PIC interns are observed directly (either live or electronic) by at least one supervisor during each evaluation time period.

Research

All Guam-PIC interns are trained to be effective consumers, interpreters, and appliers of scientific information. Interns are expected to integrate current research literature and findings into case presentations and clinical practice.

Stipend, Benefits, and Resources

Interns are employees of the Guam Behavioral Health and Wellness Center and receive a stipend of \$33,000. Benefits are provided to all interns and include health insurance. In addition, interns receive paid time off (PTO), twelve paid Guam government holidays, and federal holidays that count towards total hours. Intern travel to required training experiences and activities such as Orientation, Graduation, and mid-year meetings will be paid. Assessment and other necessary training materials are provided at each training site. Each intern has access to administrative and IT support.

Guam-PIC Training Sites

The consortium includes the following training sites/tracks: Guam Behavioral Health and Wellness Center (GBHWC) and Guam's Department of Corrections (DOC). A description of each site and the internship experience by site is below.

Guam Behavioral Health and Wellness Center

GBHWC is the sole state entity providing comprehensive public behavioral health services to the adults and children of Guam. Services are offered regardless of the person's ability to pay. GBHWC offers high quality of care via its main facility in Tamuning, as well as satellite offices in the J&G Commercial Center in Hagatna, and an adult mental health transitional residential service in Asan. Services offered at the main facility in Tamuning include pharmacy services, day treatment, adult mental health case management, rape crisis intervention, medication clinic, adult inpatient, child inpatient, intake/emergency, child and adolescent division, nursing services, psychological services, and adult counseling. Services offered at the J&G

Commercial Center in Hagatna include drug and alcohol, GBHWC-I'Famagu'on-ta (children's outpatient), and prevention and training. Drug and alcohol support services are offered for children and adults (one program for adult males and another for adult females) contracted out for 5 of these group homes, clinical care for all homes is provided by Dr. Mary Fegurgur, GBHWC's lead clinical psychologist and Guam-PICs Program Director. The intern works primarily from the main facility in Tamuning but travels to provide supports to other sites as needed.

At the end of FY 2020 (October 2019-September 2020), GBHWC had a total of 2,100 active consumers getting services from the different programs; 53% are males and 47% females. The top three races served by GBHWC include (1) Native Hawaiian and/or Pacific Islander (including Chamorro); (2) Asian; and, (3) White. Most consumers are uninsured. Majority of these consumers belong to the Adult Outpatient Mental Health Services (1,432 consumers), followed by GBHWC-New Beginnings Drug and Alcohol Program (284 consumers), and GBHWC-I'Famagu'onta, Child and Adolescent Division (282 consumers). Due to COVID-19 pandemic, GBHWC closed its offsite facilities and only operated on crisis mode. Thus, a significant drop in admissions from the previous years across all programs were noted.

Internship Experience:

Interns are expected to work Monday through Friday during standard business hours; no on-call services required. Interns gain experience in multiple areas of psychology which include, but are not limited to, individual and group psychotherapy, psychological testing, report writing, and consultation. Interns not only work with clients but also have opportunity to interact closely with other disciplines such as psychiatrists, psychiatric technicians, pharmacists, nurses, social workers, licensed counselors, community aides, care/WRAP coordinators, and others. Interns who complete an internship with GBHWC are expected to be well-rounded in the practice of psychology and leave with the skills necessary to treat and assess diverse populations as well as those who live with various mental health accommodations.

Interns provide psychotherapy among individuals, families, and groups. Further, they provide consultation to clients (inpatient and outpatient), medical providers, care coordinators, physicians, guardians, family members, and members of the client's multidisciplinary team concerning the psychological dimensions of their patients. The training provided is designed to develop competencies in psychological assessment and diagnosis, psychological interventions, and crisis intervention. While acquiring these competencies, interns also develop sensitivity to issues of cultural diversity, awareness of professional ethics in the delivery of psychological and forensic services, and self-awareness as these relate to issues that affect professional functioning.

At GBHWC, interns develop competencies in psychological assessment and clinical interventions among a diverse panel of patients. GBHWC provides rotations that offer experience in working with adults, adolescents, families, elderly, outpatient population and those with Serious Mental Illness (SMI). Interns are given the opportunity to provide a variety of treatment modalities to help residents achieve their treatment goals. These include, but are not limited to, activities that are in consultation with treatment team members, as an individual therapist, or as a treatment team member within the unit milieu:

- brief/solution-focused therapy
- cognitive-behavioral therapy
- desensitization therapy
- rational-emotive therapy
- client-centered therapy
- family-focused therapy
- dialectical behavior therapy
- supportive psycho-educational activities
- critical problem-solving skills
- crisis response

Rotation Opportunities:

An internship with GBHWC prepares interns for doctoral-level independent practice in clinical psychology. Interns split their time equally across three different rotations with GBHWC. Each rotation provides a unique learning experience that enhances the intern’s clinical, diagnostic, and assessment skills and knowledge. The psychological intern conducts psychological evaluations and assessments, deliver individual, group, and/or family therapy and/or other evidence-based interventions, and provide crisis intervention as needed at each rotation. For each rotation, interns participate in daily rounds and treatment team meetings, didactic trainings, individual and group supervision, as well as other tasks that are delegated by the supervising psychologist. In addition to the rotations described below, the psychological intern participates in the Prevention and Training Branch of GBHWC by providing outreach and prevention to meet the needs of Guam’s rural and diverse population. Some of the prevention and outreach activities include psycho-educational workshops, committee work, mental health awareness month, screening days, and other activities.

The following are brief descriptions of the rotations that are available:

Adult Services Division:

The Adult Services Division (ASD) offers individual, family, and group behavioral health inpatient, outpatient, and residential treatment opportunities at several locations throughout Guam for individuals ages 18 and older experiencing a variety of life, emotional, and mental health issues from adjustment to life stressors to serious mental illness. Interns receive training to meet the needs of a smaller community by learning to practice as a generalist working with a wide array of clients using a continuum of care. Clients are seen via scheduled appointments or as walk-in if urgent/emergent. This rotation also supports eight group homes across Guam: two of which are for adults diagnosed with SMI; three of which are for adults diagnosed with a co-occurring SMI and Developmental Disability (DD); one of which is for those diagnosed with a SMI as well as designated as medically fragile and/or elderly; and two homes for those diagnosed with SMI as well as being homeless; there are about five to 12 beds at each of these group homes. While operations are contracted out for five of these group homes, clinical care for all homes is provided by Dr. Mary Fegurgur, GBHWC’s lead clinical psychologist and Guam-PICs Program Director. Interns additionally provide supports to the Crisis Stabilization Unit Program with ASD; which provide structured crisis stabilization services in a locked unit of 16-beds for those presenting as an imminent danger to self and/or others. Interns at the ASD rotation provide supports to clients with an array of needs.

GBHWC-New Beginnings:

GBHWC-New Beginnings, provides inpatient, outpatient, residential, and medically assisted substance-use treatment for individuals aged 18 and over in an individual and/or group setting for those who are at-risk or diagnosed with a Substance-Use Disorder (SUD). Among some of the skills interns learn at this rotation include conducting assessments using the American Society of Medicine (ASAM) patient placement criteria and make appropriate referrals, treating clients using Dialectical Behavioral Therapy for Substance Users (DBT-S), improving coping skills, and helping patients make positive lifestyle changes. Interns also provide supports to the Crisis Stabilization Unit Program with GBHWC-New Beginnings which provide structured crisis stabilization services in a locked unit of 16-beds for adults presenting as an imminent danger to self and/or others.

GBHWC-I’Famagu’on-ta:

GBHWC-I’Famagu’on-ta, provides behavioral health services to children and adolescents experiencing a variety of life, emotional, and mental health issues from adjustment to life stressors to SMI.

GBHWC-I’Famagu’on-ta offers Individual, family, and group behavioral health inpatient, outpatient, and

residential supports for those ages 5 and under age 18, or up to 21 if receiving special education services and attending school and diagnosable with an emotional, behavioral, or mental, substance use, or developmental disorder.

This rotation also supports two group homes across Guam: one of these group homes is designated for children and adolescents diagnosed with a Serious Emotional Disability (SED), and the other for those diagnosed with a co-occurring SED and DD. The first of these group homes accommodates 8 children and/or adolescents and is intended to provide temporary short-term placement of 6-12 months for youth whose needs are not able to be met at home and in the schools. The second of these group homes accommodates 4 clients and is intended to provide temporary short-term placement of 6-12 months to youth transitioning from the Therapeutic Group Home, Crisis Stabilization, and other restrictive level of care, needing help with daily living skills in a higher level of structure and supervision than what can be provided in the home. The children and youth admitted into this group home are usually wards of the courts and in the Child Protective Services (CPS) because their parents are unable to provide appropriate care for their well-being and safety. Interns also provide supports to the Crisis Stabilization Unit Program with GBHWC-I'Famagu'on-ta; which provide structured crisis stabilization services in a locked unit of 16-beds for those children and adolescents presenting as an imminent danger to self and/or others. Among some of the skills interns learn at this rotation include utilizing Trauma-Focused-Cognitive Behavioral Therapy (TF-CBT) and play therapy; and, working in coordination with families and other providers using the Wraparound Fidelity Model.

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Department of Corrections (DOC)

The Guam DOC provides general management of both prisoner population of both inmates and detainees of Guam. The Guam DOC is comprised of its main facility, the Adult Correctional Facility (ACF), and the Hagatna Detention Facility and is comprised of 16 housing units in totality. The DOC Guam-PIC training site is housed at the ACF and provides behavioral health training in the adult correctional system. The ACF is situated in Mangilao and is also used to house the overflow of detainees from the Hagatna Detention Facility. This 602-bed facility houses immigration detainees as well as minimum, medium, and maximum-security inmates that are separated by level of care required; the 602 beds are shared with other facilities on the compound (Women's Facility and Community Corrections Center [C3]). The Women's Facility is located within the compound of ACF and is Guam's only holding facility for women and houses adjudicated offender's, pre-trial detainees, federal, and immigration detainees. C3 is located on the ACF compound and houses inmates classified as minimum-out and eligible under Guam law for work credit, work release, and educational release. The Hagatna Detention Facility, a 130-bed facility, is in Hagatna and houses local pre-trial detainees, immigration, and U.S. Federal Marshal detainees. A residential substance-abuse treatment (RSAT) program is also available for all inmates to be able to attain a healthier and drug free lifestyle upon release through the process of a Relapse Prevention and Recovery Program that is 100% federally funded.

The correctional institution prepares those that are imprisoned for reentry into society and addresses the root causes of their difficulties so as to reduce recidivism. The Diagnostic Treatment Services Division (DTSD) primarily deals with the changing of perspectives towards criminal attitudes through counseling and programming services. It acts as a linkage in maintaining the relationships of clients with their families and the community. DTSD also has a Forensic Unit responsible for performing diagnostic services and treatment

for clients with serious mental and behavioral health concerns and provides for the care and control of clients to prevent suicide. In addition to these functions, clients are offered educational, vocational rehabilitation, inmate labor work, and religious programs. Clients are also offered programs in conflict resolution, anger management, emotional control, domestic violence, family re-integration, relapse prevention, personality modification, parenting, human sexuality, and pardon/commutation planning.

As of April 2021, the DOC has a total of 481 inmate population; 55% are detainees, 41% are inmates, and 4% are federal inmates, and less than 1% are Immigration and Naturalization Service (INS) detainees. The top three races served by the DOC include (1) Chamorro, (2) Filipino, and (3) Chuukese and/or Pohnpeian; and about 76% of the consumers are male while 24% are female. The primary language is English. The psychological intern is primarily placed at the ACF where they support the DOC Mental Health Unit, which as of 6/1/21 has a total of 53 consumers for which behavioral health supports are provided.

Internship Experience:

Interns are expected to work Monday through Friday during standard business hours; no on-call services required. Interns work primarily from the main facility's Mental Health Unit in Mangilao but travel to provide supports to Hagatna Detention Facility as needed. Interns at the DOC enhance their skills in diagnostic assessment, risk assessment, consultation, and treatment for a diverse, rural population in the correctional setting. Interns work closely with a multi-disciplinary team which consists of other disciplines such as psychiatrists, psychiatric technicians, psychologists, nurses, social workers, program managers, and others.

Interns at the DOC develop skills and competencies in psychological assessment and treatment of SMI, malingering, personality disorders, and crisis intervention. Interns develop and enhance their skills in the areas of professional development and clinical consultation. Interns additionally provide supports to the Crisis Stabilization Unit Program which provide structured crisis stabilization services in a locked unit for inmates and/or detainees presenting as an imminent danger to self and/or others. Consultation is regularly provided to clients, family members, medical providers, correction officers, program coordinators, and members of the client's multidisciplinary team concerning the psychological dimensions of their patients. Because the DOC consists of the different facilities and programming, training opportunities are rich for interns. The Site Director/supervisor at the DOC carefully create and review each incoming intern's training plans and goals, and these are reviewed regularly and adjusted as necessary throughout the year to create a unique training experience for the intern.

Some of the treatment services the intern has an opportunity to provide, include:

- crisis intervention and stabilization
- short- and long-term individual therapy
- group psychotherapy
- psycho-educational groups (e.g., anger management, emotional control, family re-integration, life skills, DBT)
- brief counseling (e.g., adjustment, family issues, etc.)
- responding to random supports for mental health supports made by clients (referred to as "sick call" requests)

Contact Information

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Life in Rural Guam

The island of Guam is in the Western Pacific and is the southernmost and largest member of the Mariana Islands and a part of the geographic region of Micronesia. Guam is an unincorporated U.S. territory governed under the Organic Act of Guam, a federal legislation passed by the U.S. Congress and approved by the U.S. president on August 1, 1950, granting U.S. citizenship to all Guamanian residents. Despite being the largest of the Micronesian islands, Guam is small; only 32 miles long and four to eight miles wide. Guam's primary source of income is tourism, and its second largest source of income comes from the military. Guam has two U.S. military facilities, the Naval Base in Santa Rita and Andersen Air Force Base in Yigo.

Guam's culture is quite diverse and has a long history of European colonialism, beginning with Spain who established a colony in the 1600s, occupied by the Japanese for several years at the beginning of World War II, and later liberated by the U.S. in 1944, prior to becoming a U.S. territory. Chamorros are the people indigenous to Guam and make up 37% of the population as of the 2010 census. About half of the total population (roughly 170,000 as to date) in Guam is Native Hawaiian and Other Pacific Islanders (including Chamorro), about 1/3 of the population are Asian (predominantly Filipino); and a small amount of the population that are White, Hispanic, Black, or other ethnic origins or races. English and Chamorro are the official languages of Guam.

Guam has a tropical climate with temperatures typically ranging between 70-90° F throughout the year and a wet season lasting between May through November (this is also Typhoon season). Guam is close to the equator, so don't forget your sunscreen! Some of the most popular pastimes in Guam include hiking, visiting one of Guam's beautiful waterfalls, engaging in various water sports, golfing, and frequenting Guam's beautiful beaches. Guam also has spectacular snorkeling and diving opportunities and is known for having incredibly rich marine life. There are additional activities for thrill seekers such as skydiving and parasailing.

Guam is across the International Dateline from the mainland U.S. and uses the Chamorro Time Zone, formerly the Guam Time Zone, which observes standard time ten hours ahead of Coordinated Universal Time (UTC+10:00). The zone is 15 hours ahead of the North American Eastern Time Zone. Entry requirements for Guam are the same as for any U.S. destination. Passports are not required if individuals have a REAL ID-compliant license or another acceptable form of ID, such as a valid passport or U.S. military ID. Otherwise, a passport is recommended and is required for international travel.

Selection Criteria and Application Process

The Guam Psychology Internship Consortium has two full-time positions with one position at the Guam Behavioral Health and Wellness Center and one position at the Department of Corrections.

Education

Guam-PIC is currently accepting applications from doctoral level students from APA-accredited and non-APA accredited programs. However, applicants must be certified by the academic program as being ready for internship.

Clearance Requirements

Guam-PIC requires interns to meet additional clearance requirements prior to commencing the internship. Interns must pass a Police Clearance, which reflects if one has a record of criminal conviction(s) subject to Guam Law, as well as a Court Clearance (also known as a Certificate of Search), to show there is no pending criminal and/or civil cases with the District of Court of Guam. Employees of Guam government cannot use marijuana or other controlled substances and must pass a drug screening prior to commencing internship that includes a full panel drug test. Court and police clearance can be obtained from the Guam Superior Court and the Guam Police Department, respectively. Final hiring for the internship is contingent upon passing these clearance checks and drug screening.

Additional Criteria

Guam-PIC will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

1. A minimum of 400 intervention hours
2. A minimum of 50 assessment hours
3. Dissertation proposal defended
4. Experience or special interest in working with diverse populations and/or in rural or underserved areas

Guam-PIC firmly believes that all forms of diversity serve to enhance the training environment and professional growth of interns and faculty alike, as well as allow the diverse range of patients served to see themselves in their providers. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship, as well as considered for the diversity that they may bring to the program. In addition to the preferences noted above, Guam-PIC takes into consideration the potential commitment or interest of any prospective intern to remain in Guam following internship and work in behavioral health. Developing a strong behavioral health workforce is an important consideration for the state, and an interest in remaining in Guam to join the workforce will be considered a benefit in a potential intern.

Finally, interns will be required to purchase student liability insurance through the APA Trust for the period of the internship training year.

Application Process

Guam-PIC has two tracks within its Consortium – Guam Behavioral Health and Wellness Center and Department of Corrections. Applicants interested in applying to Guam-PIC should submit one application via the applicant portal and designate within the AAPI which track/program within Guam-PIC they are applying for. Applicants can apply to one or both tracks. Additionally, applicants should describe their interest in Guam-PIC in their cover letter including which track/program they are applying for.

A complete application consists of the following materials:

- 1) A completed online AAPI (APPIC's standard application)
- 2) Cover letter stating your preferred training site(s) and why you are interested in those sites specifically. Applicants may indicate their interest in more than one site within the consortium without providing additional cover letters.
- 3) A current Curriculum Vitae (as part of the AAPI)
- 4) Three letters of recommendation, two of which must come from individuals who have directly

supervised the applicant's work (as part of the online AAPI). **Please do not submit more than three letters.**

- 5) Official transcripts of **all** graduate coursework
- 6) Supplementary Materials:
 - a. One full integrated assessment report (please redact appropriately) and,
 - b. A one-page clinical case conceptualization

For the 2022-2023 training year, the initial application materials deadline is November 15, 2021. If applicants are invited to interview, they will be notified by email on or before December 11, 2021. Interviews will be scheduled January 14 or January 28, 2022 via video conference. Phone interviews will be provided in cases where video conference is not an option.

Questions regarding the application or interview process may be directed to either of Guam-PIC's Training Director, Dr. Mary Fegurgur (mary.fegurgur@gbhwc.guam.gov) or to the program's WICHE consultant, Erica Leeper (eleeper@wiche.edu).

Guam-PIC Contact Information

For more information about Guam-PIC or its application or interview process, please contact either Guam-PIC's Training Director, Dr. Mary Fegurgur (mary.fegurgur@gbhwc.guam.gov) or the program's WICHE consultant, Erica Leeper (eleeper@wiche.edu).

