



**GUAM**  
PSYCHOLOGY  
INTERNSHIP  
CONSORTIUM



Guam-PIC Brochure  
2023-2024  
[www.guam-pic.org](http://www.guam-pic.org)

## Accreditation & Membership Status

The Guam Psychology Internship Consortium (Guam-PIC) is not accredited by the American Psychological Association (APA). Questions specifically related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (202) 336-5979  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)

Guam-PIC is a provisional member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). This internship program agrees to abide by all APPIC member policies including match policies that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

## Guam

The island of Guam is an unincorporated territory and westernmost point of the United States and the largest member of the Marianas Islands in the western Pacific Ocean. The Organic Act of Guam was signed into law on August 1, 1950 by President Harry S. Truman and grants American citizenship to all persons living in Guam and their children at the time of its enactment.

Guam has a long history of European colonialism. The island dates to the Latte Period of 2000BC, a period of Ancient CHamoru life before a Spanish expedition led by Ferdinand Magellan, a Portuguese explorer, arrived on March 6, 1521. The island's history spans the Spanish era, the American period, Japanese WWII occupation, and liberation by the United States in 1944, prior to becoming a U.S. territory.

The island culture is quite diverse and has a multi-ethnic population (e.g., CHamoru, Filipino, Federated of Micronesian States, and Asian). The island's population, as of 2021, was over 168,000. Guam's indigenous people are CHamoru and comprise about 37% of the population (as of 2020 census). Filipinos comprise about 26% and Other Pacific Islanders about 11%. A small amount of the population are White, Hispanic, Black, or other ethnic origins or races. English and CHamoru are the official languages of Guam. Guam is most widely celebrated for its native CHamoru culture and pride.

Guam is known for beautiful pristine beaches, a relaxed island lifestyle, CHamoru villages, and its ancient latte-stone pillars. The pillars are capped by a hemispherical stone with the flat side facing up. It was used as a building support by the ancient CHamoru people, and they can be found throughout most of the Mariana Islands. In modern times, the latte stone is seen as a sign of CHamoru identity and is used in many different contexts.

Despite being the largest of the Micronesian islands, Guam is small. The island is 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 has a tropical climate with temperatures typically ranging between 70-90° F and humidity ranging from 65 to 85 percent throughout the year. There are two distinct seasons, a dry season from January to May and a wet season from about June to November, which 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 the beautiful waterfalls, engaging in various water sports, golfing, and frequenting the 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 continental United States. Guam uses the CHamoru Time Zone, formerly the Guam Time Zone, and observes standard time ten hours ahead of Coordinated Universal Time (UTC+10:00), which is 17 hours ahead of the United States' west coast (i.e., Pacific Standard Time).

Traveling to Guam entails 8 flight hours from Hawaii or 4 hours from Japan. 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.

## Guam Behavioral Health & Wellness Center

In 1983, Guam established the Department of Mental Health and Substance Abuse (DMHSA), in CHamoru, Dipattamenton Salut Hinasso Yan Abuson Amot. Prior to that date, the Guam Memorial Hospital provided all mental health services. The Department of Mental Health and Substance Abuse later changed its name to **Guam Behavioral Health and Wellness Center (GBHWC, pronounced GEB-WICK)**, which is accredited by Commission on Accreditation of Rehabilitation Facilities (CARF).

### Mission

To provide a culturally respectful, quality behavioral health services, that support and strengthen the well-being of the persons served, their families and the community in a safe environment

### Values

- **Cultural Humility** - Understanding of our cultural heritage and sensitivity to our consumers and their families.
- **Achievement** - Providing gold standard care by utilizing evidence-based program, policies and training while respecting and integrating cultural practices.
- **Respect** - Treating our consumers and their families, co-workers, and professionals from other organizations with respect and dignity.
- **Engagement and cooperation** with the persons and organizations working together for the benefit of our consumers.

GBHWC is the sole state entity providing comprehensive public behavioral health services to the children, adolescents, and adults of Guam and is the only mental health facility in the Western Pacific providing comprehensive public behavioral health services to children, adolescents, and adults. Consumers across the lifespan can access inpatient, outpatient, day treatment and residential, case management, counseling, and assessment services. Drug and alcohol medically assisted services are also available for adults. GBHWC provides a 24-hour Suicide Hotline (988), Community Crisis Counseling (671-647-8833), Mobile Crisis Services, and 24-hour intake services. GBHWC also has comprehensive prevention programs (PEACE). The

GBWHC-PEACE program provides the Guam community and Guam's agencies' prevention trainings for suicide, alcohol, drugs, and tobacco use. All Guam behavioral health services offered are provided regardless of the person's ability to pay, and GBHWC accepts most medical insurances. GBHWC offers high quality of care via its main facility in Tamuning, satellite offices in the J&G Commercial Center in Hagatna, and across several group homes. Most services are offered at the main facility in Tamuning while outpatient Drug and Alcohol (GBHWC - New Beginnings) and Children and Adolescent Services are offered at the J&G Commercial Center in Hagatna.

In 2020 (Fiscal year October 2019 - September 2020), GBHWC served a total of 3,516 consumers with slightly more males (53%) than females (47%). The top three ethnicities included (1) 66.1% Native Hawaiian and/or Pacific Islander (including Chamoru, Filipino, Federated States of Micronesia, and Commonwealth of Northern Marianas); (2) 22.5% Asian (Japanese, Korean and Chinese); and (3) 9% Caucasian. Over 42.2% of GBHWC consumers are aged 25 to 44, with the second highest population older than 45 years old (22.9%; 45-64 years-old). Children and adolescents comprised 15.4% (n=540) of the total consumers. Most of the GBHWC referred consumers are uninsured, with 58.8% unemployed and 13.6% permanently unemployed. Most consumers are receiving Adult Outpatient Mental Health Services (1,432 consumers), followed by Drug and Alcohol (284 consumers), and Children and Adolescent Services (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. GBHWC consumers have a wide range of diagnoses, covering virtually all major categories of the DSM. Among the most common diagnoses on Guam are Adjustment Disorder, Anxiety-spectrum illnesses, substance use disorders, depressive disorders, schizophrenia-spectrum disorders, and bipolar spectrum disorders.

## Guam Department of Corrections

The Guam Department of Corrections (DOC) provides general management of detained individuals of Guam (e.g., pre-trial, federal and immigration detainees) and adjudicated minimum, medium, and maximum-security convicted individuals. The Guam DOC is comprised of its main facility, the Adult Correctional Facility (ACF) in Mangilao, and the Hagatna Detention Facility in Hagatna. Mental health services for Guam DOC are provided by GBHWC.

The ACF is a 602-bed facility, which includes the Women's Facility, the Community Corrections Center (C3), and a residential substance abuse treatment program (RSAT). The ACF also holds the overflow of detainees from the Hagatna Detention Facility. The Women's Facility is Guam's sole facility for women and houses all detainee and inmate types. C3 houses inmates classified as minimum-out and therefore eligible for work credit, work release, and educational release. RSAT is a 100% federally funded Relapse Prevention and Recovery Program available to all inmates to attain a healthier and drug free lifestyle upon release. The Hagatna Detention Facility, a 130-bed facility in Hagatna, houses local pre-trial detainees, immigration, and federal detainees.

The correctional institution prepares those that are imprisoned for reentry into society and addresses the root causes of their difficulties to reduce recidivism. The Diagnostic Treatment Services Division (DTSD) at ACF 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 consumers with their families and the community. The Forensic/Mental Health Unit is responsible for performing diagnostic and treatment services for consumers with serious mental and behavioral health concerns and provides for the care and control of consumers to prevent suicide, including 24-hour crisis services. In addition to these

functions, consumers are offered educational, vocational rehabilitation, inmate labor work, and religious programs. Consumers are also offered programs in substance use prevention, conflict resolution, anger management, emotional control, domestic violence, family reintegration, relapse prevention, personality modification, parenting, human sexuality, and pardon/commutation planning. Medication management for consumers is also provided.

As of April 2021, Guam DOC inmate population totaled 481. Of those 481, 55% were pre-adjudicated detainees, 41% were convicted inmates, 4% were Federal inmates, and less than 1% were Immigration and Naturalization Service (INS) detainees. The top three ethnicities included (1) CHamoru, (2) Filipino, and (3) Chuukese and/or Pohnpeian. About 76% of the consumers were male while 24% were female. As of 6/1/21, the ACF's Mental Health Unit provided services for 53 consumers. The primary language is English.

## Guam Psychology Internship Consortium

### Program Overview

Guam-PIC is a 12-month, 2080-hour, in-person, full time internship program that offers two positions with a \$36,061.00 stipend. The program starts on September 1 and ends on August 31 each year. Training hours are Monday through Friday from 8am to 5pm. Interns do not provide on-call services. Interns are considered employees of GovGuam/Department of Administration and GBHWC. As employees, interns are eligible for health insurance, retirement, life insurance, and receive additional benefits such as paid holidays and paid leave. There are twelve paid Guam government and Federal holidays during the training year. Interns receive four hours of annual leave and four hours of sick leave every pay period (biweekly, every other week). Interns also have access to Administrative Leave, which can be applied toward training, maternity/paternity leave, days declared by the Governor of Guam, etc. Assessment and other necessary training materials are provided. Interns have access to administrative and IT support.

Guam-PIC offers generalist training with a focus on rural and underserved populations and the opportunity for specialized training across training sites. Across the training year, interns 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. The training provided is designed to develop competencies across APA's profession-wide competencies (see Guam-PIC Aim and Competencies below).

Guam-PIC seeks to produce generalist child, adolescent, and adult psychology practitioners who have demonstrated the capacity to function autonomously and responsibly and who are well-prepared to acquire and maintain licensure. More specifically, Guam-PIC's training is based on the Practitioner-Scholar model. Guam-PIC prepares psychology interns to be clinical psychologists who are effective consumers of research and who utilize scholarly inquiry to inform their practice. We view the internship year within the overall context of doctoral psychological training and emphasize professional growth and development. Building upon interns' prior learning, we facilitate their transition from the role of student to that of professional psychologist. Therefore, an initial, collaborative assessment between supervisor and intern regarding intern strengths, weaknesses, existing knowledge/skill base, specific training needs, and areas of professional interest sets the tone for and amount of supervision an intern receives at the beginning of the training year. All training experiences are planned and coordinated such that as interns demonstrate increased competency, they are given increased autonomy in professional service delivery and assigned increasingly complex learning tasks. Thus, our training approach is sequential, cumulative, and graded in complexity. To

successfully complete the program, interns are expected to abide by the APA Code of Ethics, consortium policies and procedures, and the policies and procedures of all individual sites/rotations as well as achieve competence in each APA profession-wide competency and associated learning elements, and two program-specific competency and associated learning elements, all of which are formally evaluated at the mid- and endpoints of each rotation. More information about each training site and the resources and opportunities offered by each is provided below.

The Guam Psychology Internship Consortium (Guam-PIC) represents the collaborative effort of two agencies – Guam Behavioral Health and Wellness Center (GBHWC) and Guam’s Department of Corrections (DOC). Guam-PIC provides a diversified training program for doctoral psychology interns with a focus on providing culturally relevant and competent services for Guam’s diverse and often underserved population. Guam-PIC provides a range of clinical and didactic experiences and training opportunities representing the necessary depth and breadth required for future professional practice in psychology, including a focus on public behavioral health, rural and underserved populations, and the shared experiences and demands of this region along with common treatment barriers. 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 has partnered with the Western Interstate Commission for Higher Education’s Behavioral Health Program (WICHE BHP) for internship development, consultation, and support. A central tenet of WICHE BHP’s mission is building the behavioral health workforce in the western United States. To date, and now including Guam, WICHE BHP has assisted with the development of successful and accredited psychology internship programs and consortia in 10 western states and territories (e.g., Alaska, Hawaii, Nevada, Idaho, Oregon).

## Selection Criteria and Application Process

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

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, fit with the internship, and diversity contributions they may bring to the program. Guam-PIC also takes into consideration the potential commitment or interest of any prospective intern to remain in Guam with GBHWC following internship. Building a strong behavioral health workforce is an important consideration for Guam and Guam-PIC.

The selection process is based on the entire application package, and applicants with the following qualifications are 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 with varying behavioral health

- concerns in rural or underserved areas
5. Interest in or commitment to remain in Guam with GBHWC following internship

## Application Process

Applicants interested in applying to Guam-PIC should submit their application via the applicant portal.

A complete application consists of the following materials:

- 1) Cover letter describing your interest Guam-PIC
- 2) A completed online AAPI (APPIC's standard application)
  - a. Current Curriculum Vitae
  - b. Three letters of recommendation
    - i. At least two letters should be from direct supervisors.
    - ii. **Please do not submit more than three letters.**
  - c. Official transcripts of **all** graduate coursework
- 3) Supplementary Materials:
  - a. An appropriately redacted psychological testing report
  - b. A one-page clinical case conceptualization

## Match Contingencies & Pre-Employment Processes

Match is contingent on interns completing the pre-employment process. Interns will receive detailed instructions about how to complete the pre-employment process as internship approaches. In sum, the pre-employment process includes submitting a GBHWC application, obtaining police and court clearances, signing a urine drug screen consent form, and passing a random urine drug screening.

Most of the pre-employment process is completed once on island and must be completed before internship can start. *To prevent delays in starting the program and to ensure the cohort can start together, interns are strongly encouraged to arrive on island at least three weeks before internship begins.* Once on island, interns are asked to get a local Guam telephone number for ease of communication.

### Submitting a GBHWC Application by August 1

Matched interns will be emailed an GBHWC Application form to complete and submit to GBHWC Human Resources (with Guam-PIC's Program Directors cc'd) by August 1 while off island/before coming to Guam. Completing this application is necessary to initiate the GovGuam/Department of Administration (DOA) pre-employment process.

### Police Clearance

Once on island, Interns can obtain a Police Clearance from the Guam Police Department. A Police Clearance is synonymous with a criminal background check and is a record of any criminal conviction(s) subject to Guam Law.

### Court Clearance

Once on island, interns can obtain a Court Clearance from the Guam Superior Court. A Court Clearance, also known as a Certificate of Search, is a record of any pending criminal and/or civil cases with the District of Court of Guam.

### Drug Screening

GovGuam is a drug-free workplace, and interns are in Test Designated Positions (TDP) at GBHWC. Interns are

asked to sign and submit a TDP Pre-Employment/Test Designated Position Consent and Acknowledgement Form *once on island and available for testing with a local number available to call*. Once this form has been received, interns will be called randomly to submit for testing. Interns receive a minimum of 30 minutes and a maximum of one hour notification to present for testing. The presence of marijuana, cocaine, amphetamines, phencyclidine (PCP), and opiates will be disqualifying.

### *GovGuam/DOA New Employee Orientation*

Once the above processes have been completed and negative drug test results are received, interns can schedule and participate in DOA's day-long New Employee Orientation on September 1 (or the nearest business day, if falling on a weekend). This orientation covers expectations and policies for GovGuam and involves several assigned tasks, including but not limited to opening a local Guam banking account(s) to receive GovGuam/GBHWC pay via direct deposit and completing a physical with a Guam physician within 30 days of DOA orientation.

### *GBHWC & Guam-PIC Orientation*

Following DOA orientation, interns will participate in GBHWC's New Employee Orientation Parts 1 and 2, several other required GBHWC trainings, and Guam-PIC orientation.

GBHWC New Employee Orientation occurs across two days and involves various trainings (e.g., Health and Safety, Infection Control, Cyber Security, Ethical Code of Conduct, Employee Dress Code, Cultural Humility). Additional required trainings include Culturally and Linguistically Appropriate Services (CLAS, focusing on providing services that are respectful of and responsive to individual cultural health beliefs and practices, preferred languages, health literacy levels, and communication needs) and EveryDay Behavioral Tools (focuses on methods to manage behaviors before they escalate to a crisis).

Guam-PIC Orientation involves reviewing the Guam-PIC Handbook in detail (e.g., program structure, rotations, schedule of evaluations and evaluation forms, and internship policies), reviewing Psychology Department policies, meeting GBHWC Administration and GBHWC Clinical Services staff, learning about GBHWC grant programs and staff, and touring GBHWC and DOC facilities.

## **Program Structure**

Across the training year, Guam-PIC interns complete two 6-month rotations. Available training areas include Adults Services Division, Children and Adolescent Services, Drug and Alcohol Services (GBHWC – New Beginnings), and Guam – Department of Corrections (DOC). Within Guam-PIC, there are two tracks - GBHWC and DOC. In the GBHWC track, interns do a 6-month rotation in the Children and Adolescent Services and then a 6-month rotation in Adult Services Division with exposure to the Drug and Alcohol Services. In the DOC track, there are two training options. Interns can choose either a year-long experience with DOC or a 6-month DOC rotation and a 6-month GBHWC Adult Services Division rotation. The primary training site for the Adult Services Division is the main facility in Tamuning. The primary training site for outpatient drug and alcohol services and outpatient children and adolescent services is the J&G Commercial Center in Hagatna. The primary training site for DOC is the Adult Correctional Facility in Mangilao.

In each rotation, interns conduct psychological evaluations and assessments; individual, group, and/or family therapy; and crisis intervention as needed. Interns may also participate in daily rounds and treatment team meetings, depending on the rotation/site. Interns interact closely with other disciplines, such as psychiatrists, psychiatric technicians, pharmacists, nurses, social workers, licensed counselors, community aides,

care/WRAP coordinators, and others. In addition to their clients, interns may also interact closely with members of the client's family/guardian and multidisciplinary team.

Regardless of rotation, across the year, at least 25% (about 500 hours) of the interns' time is spent in direct service delivery (e.g., delivering clinical interventions, conducting assessments). This equates to approximately 10 hours per week (for 52 weeks). **To meet this requirement and account for paid time off, interns should aim to complete 15 hours of direct client contact per week.**

Interns receive 2 hours of individual supervision and 2 hours of group supervision per week by licensed psychologists. Interns may also receive additional supervision. All sites subscribe to an informal "open door" policy, and interns are encouraged and welcomed to seek consultation and supervision as needed. Individual supervision focuses on direct client services and professional development. Group supervision focuses on case presentation, the provision of supervision, topic-focused discussion, intern-led didactics, and professional development. Interns participate in a monthly one-hour process group where interns are encouraged to support one another through shared experience, knowledge, and feedback.

Interns also participate in a robust series of weekly two-hour didactic trainings focused on relevant and developmentally appropriate topics for advanced psychology trainees. Interns present four, 90-minute case presentations throughout the training year (either a therapy or assessment case). Interns participate 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 psychoeducational workshops, committee work, mental health awareness month, screening days, and other activities. They also participate in intern cohesion activities (e.g., brown bag lunches, cultural retreats). Additional training opportunities may be offered throughout the year.

## Guam-PIC Faculty

Dr. Mary Fegurgur is the Guam-PIC Program Director. She also serves as the primary supervisor for the GBHWC rotations and is the primary faculty for the Adult Services Division. Dr. Angela Laygo is the Guam-PIC Assistant Program Director and serves as the primary supervisor of the DOC rotation.

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Additionally, Athena Duenas, MA, CSAC III, LPC, serves as adjunct faculty/site consultant at Drug and Alcohol Services (GBHWC - New Beginnings). James Cooper-Nurse, PhD, serves as adjunct faculty/site consultant at Children and Adolescent Services.

## Rotation Descriptions

Each Guam-PIC rotation provides a unique learning experience that enhances the intern's clinical, diagnostic, and assessment skills and knowledge.

### *Adult Services Division*

The Adult Services Division (ASD) offers individual, family, and group behavioral health inpatient, outpatient, and residential treatment across several locations throughout Guam for individuals ages 18 and older experiencing a variety of life, emotional, and mental health issues ranging from adjustment to life stressors to serious mental illness. In this rotation, interns learn to practice as generalist psychologists across the continuum of care, addressing the needs of a rural and diverse community. Adult consumers are seen via scheduled appointments (face to face or telehealth) or as walk-in if urgent/emergent. As noted above, the Adult Services Division rotation also includes clinical training for adults residing in group homes. GBHWC has five group homes, three for adults living with serious mental illness (SMI) and two for adults living with a co-occurring serious mental illness and developmental disability (DD). Additionally, interns assist the Adult Inpatient Unit, a structured crisis stabilization program for individuals who present an imminent threat to themselves or others or are gravely disabled.

### *Drug and Alcohol Services (New Beginnings)*

Drug and Alcohol Services (New Beginnings) provides inpatient, outpatient, residential, and medically assisted substance-use treatment for adults aged 18 and older in an individual and/or group setting who are at-risk for or living with a substance use disorder. During this rotation, interns learn to conduct assessments using the American Society of Medicine (ASAM) placement criteria and make appropriate referrals, administer psychological assessments to identify co-occurring disorders, and apply evidenced-based practices like motivational interviewing and Dialectical Behavioral Therapy for Substance Users (DBT-S). Interns also provide support to the GBHWC-Medically Assisted Unit, which provides structured detoxification, or detox, services. The MAT unit provides 24-hour medical, psychiatric, psychological, and counseling services. Across related experiences, interns assist consumers improve coping skills and make positive lifestyle changes.

### *Children and Adolescent Services*

Children and Adolescent Services provides behavioral health services to children and adolescents aged 5 to 18 years, or up to 21 if receiving special education services and attending school, experiencing a variety of life, emotional, and mental health issues ranging from adjustment to life stressors to serious mental illness. Typical diagnoses include childhood onset emotional, behavioral, or mental disorders, substance use disorders, or developmental disorders. On this rotation, interns provide comprehensive cognitive, achievement and behavioral testing services as well as individual, family, and group therapies for inpatient, outpatient, and residential care placements. Working collaboratively with multiple agencies (e.g., Child Protective Services, Guam Department of Education, Guam Superior Courts), interns incorporate a System of Care philosophy and adhere to the Wraparound Fidelity Model. Interns also provide support to the Child Inpatient Unit, which provides structured crisis stabilization services to children and adolescents presenting an imminent danger to themselves and/or others. Interns receive specific training in play therapy and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). Finally, interns provide support to two group homes across Guam, one designated for children and adolescents diagnosed with a serious emotional disability, and the other for those diagnosed with a co-occurring serious emotional disability and developmental disability.

### *Guam Department of Corrections*

Interns work primarily from the main facility's Mental Health Unit in Mangilao but may also travel to Hagatna Detention Facility to provide support as needed. Interns at DOC enhance their skills in diagnostic assessment, risk assessment, consultation, and treatment for a diverse, rural population in the correctional setting. Interns will develop psychological skills and competencies in assessment and treatment of individuals living with serious mental illness, malingering, personality disorders, and crisis intervention. Interns work closely with a multidisciplinary team, which includes psychiatrists, psychiatric technicians, psychologists, nurses,

social workers, program managers, and others. Interns will enhance their skills in professional development and clinical consultation. 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 functioning of the consumer. 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.

## Required Major Training Emphases

All sites offer the following major training emphases.

### *Behavioral Health Intervention*

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 consumers within a variety of therapeutic modalities. Individual, group, family, and/or couples therapy treatments are available at some sites. Consumers 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, consumers, 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.

### 11. Correctional Psychology

- a. Demonstrates understanding of the correctional system
- b. Demonstrates understanding of and sensitivity to the specific social and environmental stressors of detainees/inmates/prisoners 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
- d. Demonstrates the ability to critically evaluate the system of care, including strengths, challenges, and impacts on persons served

## Intern 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. All Guam-PIC interns are observed directly (either live or electronic) by at least one supervisor during each evaluation period. Interns are formally evaluated by their primary supervisor at the mid and endpoint of each rotation. 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, two Guam-PIC program-specific competency (Public Behavioral Health and Correctional Psychology, rotation dependent), 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.

## Program Evaluation

Guam-PIC engages in data collection for quality improvement purposes on an ongoing basis, and the Program

Director and Assistant Program Director review these data for purposes of performance improvement.

Interns complete the Didactic Evaluation Form weekly following each didactic presentation and submit it to the Assistant Program Director. This feedback will also be shared with the didactic presenter.

Interns complete a Supervisor Evaluation Form three times per year, concurrent with formal intern evaluations, at the endpoints of each rotation to provide feedback about their supervisors and experiences. Interns are asked to provide this feedback directly to their supervisors.

Interns complete the Program Evaluation Form, which provides comprehensive feedback that informs any changes or improvements in the training program, at the mid and endpoint of the training year. Interns forward their completed forms to the Program Director.

The Program Director will send an Alumni Survey to each intern (for two years post-internship completion), which surveys information related to professional roles and accomplishments as well as impressions of the intern about how well they believed Guam-PIC prepared them for professional practice in psychology.

All evaluations are reviewed by the Training Committee and used to inform necessary changes to the training program. All evaluation forms are maintained indefinitely by the Program Director.

## Guam-PIC Contact Information

For more information about Guam-PIC, please contact either Guam-PIC's Program Director, Dr. Mary Fegurgur ([mary.fegurgur@gbhwc.guam.gov](mailto:mary.fegurgur@gbhwc.guam.gov)); Assistant Program Director, Dr. Angela Laygo ([angela.laygo@gbhwc.guam.gov](mailto:angela.laygo@gbhwc.guam.gov)); or the program's WICHE consultant, Ercia Leeper ([eleeper@wiche.edu](mailto:eleeper@wiche.edu)).



Guam Behavioral Health and Wellness Center  
We Care For Our Community. For Your Family &  
You.  
<https://gbhwc.guam.gov>



Behavioral Health Program  
Partnering with the West since 1955  
<https://www.wiche.edu/behavioral-health/>