



# Center for Behavioral Medicine Doctoral Psychology Internship Program Training Brochure



2025-2026

**Center for  
Behavioral  
Medicine**



**Psychology Training Program**



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# Center for Behavioral Medicine

Center for Behavioral Medicine (CBM) operates as a Division of the Missouri Department of Mental Health. CBM is accredited by the Joint Commission on Accreditation for Hospital Organizations. Located in Kansas City, Missouri, CBM operates three inpatient psychiatric units, oversees three community residential facilities, and provides forensic services to area criminal courts. CBM is the University of Missouri-Kansas City Medical School's Department of Psychiatry, and it includes a Psychiatry Residency Program accredited by the Accreditation Council for Graduate Medical Education, and the Doctoral Psychology Internship accredited by the American Psychological Association. CBM also serves as a training site for psychology practicum students and post-doctoral residents, along with Pharmacy, Social Work, Nursing, and Rehabilitation Therapy students.

## Kansas City, Missouri

CBM is nestled in the heart of Kansas City, Missouri which is the largest city in the state. The KC metropolitan area also encompasses the bordering city of Kansas City, Kansas, and surrounding suburban communities. The metro area is home to over 2.3 million people. Kansas City is known as the "City of Fountains" and is famous for the delicious barbeque. Because of its size, there is always something fun to do in Kansas City; whether that be attending a sporting event (e.g., professional football, baseball, men's & women's soccer; Big 12 Basketball Championship), live music performance, festivals, or checking out the various neighborhoods (e.g., Crossroads Arts District, 18th and Vine Jazz District, Power & Light District, River Market, West Bottoms, Country Club Plaza, Westport) and museums.



# PSYCHOLOGY INTERNSHIP PROGRAM

CBM's psychology doctoral internship program has been fully accredited by the American Psychological Association (APA) since 1963. The Psychology staff of the training program is committed—professionally and ethically—to the field of psychology. Our faculty are strongly committed to meeting our responsibilities in the preparation and training of skilled psychologists.

## TRAINING MODEL

CBM advocates a scholar-practitioner model of training, and it recognizes the interaction between the practice and the science of psychology. CBM educates skilled psychologists through applied experience and training, all of which integrate the science of psychology and human behavior. Interns are expected to think critically and utilize current research while providing mental health services. The training program emphasizes the essential value of human diversity. The program is designed to increase the interns' appreciation of human differences. The patient population is diverse, and it allows interns to consider issues of differences essential to the field's professional work.

## MULTIDISCIPLINARY FRAMEWORK

In both rotations, interns practice and train with members of other professional disciplines. The program encourages interaction, cooperation, and the sharing of knowledge and expertise as a multidisciplinary team. The internship is an integrated training experience. It incorporates didactic and experiential clinical activities in range of general and specialty areas.

## SUPERVISION

The program employs a supervisory mentorship approach that is incremental and cumulative. The faculty provides direct supervision appropriate to interns' clinical progress. As interns gain knowledge, skills, and confidence, the complexity of expectations and responsibilities increase. The growth in interns' responsibilities over the course of the training year prepares them for the diverse professional settings they will experience during their careers. Interns function with increasing autonomy to allow them to develop their own practice methods and professional identities. Intern training occurs along a cumulative, sequential plan that builds on already-learned skills. Beginning assignments are based on documented graduate school practicum experiences, with each successive activity based on previous training experiences. Upon completion of the internship, each intern will be fully prepared for postdoctoral training and to begin clinical practice.



CBM accepts applicants enrolled in a clinical or counseling APA-accredited doctoral psychology program at a recognized university or professional school. Positions are full-time, and placement is for one-year.

# Diversity Value Statement

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Our training program is enriched by members' openness to learning about—and embracing—the diversity of all persons in an atmosphere of respect, trust, and safety. The program expects that interns and supervisors be committed to the values of respect for diversity, equity, and inclusion. The program expects that interns and supervisors are willing to examine their personal values, and to learn to work effectively with others.

No one is completely free of bias and prejudice. The interns and faculty members are expected to examine their own biases, model personal introspection, and be committed to lifelong learning. Supervisors are expected to treat interns in a way that is respectful and inclusive of interns' identities. Interns are expected to examine and attempt to resolve any attitudes, beliefs, opinions, feelings, or personal history that might affect their abilities to provide services to individuals different from themselves.

The program is committed to maintaining an atmosphere of education and training for all, and one in which bias and prejudice can be openly challenged. The program is committed to a supportive process that facilitates the development of knowledge and skills necessary to working effectively with individuals of diverse ethnicities, colors, socioeconomic statuses, ages, sexes, sexual orientations, gender identities and expressions, physical and mental disabilities, marital statuses, and national origins.

# ELEMENTS OF THE TRAINING PROGRAM

## Aims & Competencies

.....

**To develop competence of interns to practice as entry level psychologists in the delivery of interventions.**

01

- Deliver a broad range of interventions rooted in theory & science
- Provide interventions with respect for & awareness of individual differences
- Evaluate treatment progress & modify interventions as indicated

**To develop competence of interns to practice as entry level psychologists in the areas of forensic & psychological assessment, mental disorder diagnosis, & communication of psychopathology**

02

- Select from & administer multiple methods & means of evaluation in ways that are responsive to & respectful of diverse individuals & contexts
- Interpret, integrate, & conceptualize assessment results to accurately address the referral question
- Utilize case formulation for diagnosis & provide recommendations
- Communicate results in written & verbal form clearly, constructively, & accurately in a conceptually appropriate manner

**To develop professional competencies of interns to function as entry-level psychologists in professional conduct & decision-making**

03

- Demonstrate behavior that reflects the values & ethics consistent with standards of the psychology profession
- Function in the role of consultant as member of multidisciplinary team
- Participate in decision-making & administration of professional procedures
- Function autonomously
- Provide effective clinical supervision
- Effectively organize & present didactic/case material

# ROTATIONS

The internship is a 2000-hour full time position, during which interns are expected to complete at least 500 direct clinical hours. The training year comprises two six-month rotations. The two six-month rotations are the **Forensic Treatment Rotation** (Inpatient Units) and the **Forensic Evaluation Rotation**. Interns gain experience with dually diagnosed mentally ill persons, severely and persistently mentally ill persons, and cognitively disabled persons, all of whom are involved with the legal system.

Rotations are designed to increase interns' autonomy while developing psychological clinical skills. Over the training year, interns are expected to show progressive improvement in providing psychological interventions, in competency education, in evaluating psycho-legal abilities, in utilizing psychological and psycho-legal measures, and in writing clear and concise documentation (i.e., reports, notes, treatment plans). Interns are expected to develop those skills with decreasing amounts of direct supervision.

During the first rotation, interns are expected to function at a beginning doctoral level, which requires more oversight and direct supervision and engagement in co-led activities with supervisors. At the end of the first rotation and start of the second rotation, interns are expected to require less orientation to tasks, require direct supervision of only advanced skills, and to be able to function in an autonomous manner for the majority of interns' work. By the end of the second rotation, interns are expected to perform at a postdoctoral level in their provision of services and in their need for direct supervision.

## FORENSIC TREATMENT

During the Forensic Treatment Rotation, interns participate in the Competency Restoration Treatment Program/Track System by conducting individual and group therapy as well as competency education services. They perform standardized assessments of patients' progress and adjust treatment interventions to target specific areas. As part of this rotation, interns also develop and refine their clinical skills in Illness Management Recovery. Additional training experiences are offered (as available), which may include Dialectical Behavior Therapy, Acceptance and Commitment Therapy, Social Skills for Schizophrenia, Anger Management, and Michael's Game. During this rotation, interns have one day per week dedicated to participating in court-ordered initial pretrial evaluations and/or restoration evaluations.

## FORENSIC EVALUATION

During the Forensic Evaluation Rotation, interns perform court-ordered evaluations of adjudicative competency and complete written reports. Interns may participate in risk assessments, criminal responsibility assessments, and sexually violent predator evaluations (as available). Interns are encouraged to attend court and observe supervisors provide expert testimony. During this rotation, interns have the equivalent of one day per week dedicated to providing forensic treatment on the inpatient units.

# FORENSIC TREATMENT ROTATION

CBM operates three adult forensic inpatient units, comprising 65 total beds, that serve patients who are admitted under Chapter 552 RSMo. as Incompetent to Stand Trial (IST). Patients participate in the Competency Restoration Treatment Program/Track System, an empirically informed and individualized approach that targets specific interfering symptoms as guided by regular objective assessment of competency-related abilities. Patients are offered a combination of psychopharmacological, competency education, psychotherapy, psychoeducation, and recreational services. By the end of the rotation, the intern will have developed skills commensurate with an entry-level psychologist in the provision of psychotherapy and competency restoration services. Trainees will gain experience in the following areas:

## INTERVENTION

Psychotherapy and competency education services in both individual and group formats. Interns will also complete further training in Illness Management and Recovery (IMR). Expectations include:

- Carrying a minimum of five individual psychotherapy and/or competency education cases. Provide individual IMR-focused services for at least one patient.
- Lead or co-lead at least two psychotherapy and/or competency education groups.
- Conduct at least one weekly IMR group.
- Carrying a minimum of four monthly competency restoration progress monitoring cases.

## ILLNESS MANAGEMENT AND RECOVERY (IMR)

The IMR program is designed for individuals diagnosed with serious and persistent mental illnesses (Bipolar or Schizophrenia spectrum disorders). IMR uses a combination of motivational, educational, and cognitive behavioral techniques. IMR assists patients in understanding the causes and symptoms of their mental illnesses, and in finding effective coping mechanisms for managing their symptoms. Interns serve as members of the IMR team during their Forensic Treatment rotation.

Interns will gain experience in conducting assessments of patient functioning to determine appropriate interventions, including accurate case conceptualizations, psychological testing, and competency assessment. Expectations include:

## ASSESSMENT

- Complete psychological testing evaluations as requested by treatment team and/or to inform competency restoration treatment.
- Perform initial and annual assessments, including interview, review of records, and provision of recommendations.
- Administer regularly scheduled competency assessments including the ECST-R or CAST-MR to inform restoration treatment/monitor progress.
- Provide recommendations to refine restoration treatment.

## PROFESSIONAL DEVELOPMENT

Interns will attend treatment team, IMR consultation, and competency team meetings as assigned and provide feedback. Interns will maintain cognizance of legal & ethical issues relevant to clinical work in forensic psychology.



# Forensic Treatment (Mock)

# WEEKLY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00A				Program Evaluation (Biweekly)	Forensic Services
8:30A	Community Meeting	Supervision			
9:00A			Comp or Team Meeting	Didactics	
9:30A	Treatment Team Meeting	Individual Comp			
10:00A	Mock Trial Group w/co-intern	Individual Comp	ACT Group	Group Supervision	
10:30A					
11:00A		IMR Group w/co-intern			
11:30A					
12:00P	Lunch	Law & Mental Health/Lunch	Lunch	Lunch	
12:30P					
1:00P	Michael's Game Group w/co-intern	Individual Therapy	Michael's Game Group w/co-intern	Individual Therapy	
1:30P					
2:00P	Supervision of Prac Student	Individual Comp	ACT Consultation w/ Supervisor	IMR Consultation Meeting	
2:30P					
3:00P	Individual Therapy	Supervision	Individual Comp	Individual Therapy	
3:30P	Note Writing		Note Writing		
4:00P		Note Writing		Note Writing	
4:30P		Note Writing		Note Writing	

# FORENSIC EVALUATION ROTATION

On the Forensic Evaluation rotation, interns acquire a working knowledge of Criminal-Forensic Psychology, particularly as it applies to the issues of competency to stand trial and criminal responsibility. This training experience focuses on conducting and writing pretrial court-ordered evaluations under the provisions of the Revised Statutes of Missouri. Initially, interns observe supervisors and gradually move toward performing evaluations under supervision. Interns also learn to write concise reports for courts. Interns may have the opportunity to testify as an expert. Finally, interns gain knowledge about psycho-legal issues. On this rotation, interns will gain experience in the following areas:

## ASSESSMENT

Interns will conduct psycho-legal evaluations as ordered by the Court. Competency to Stand Trial evaluations, both initial pretrial and restoration, will comprise the majority of the examinations completed. Interns will participate in other evaluations as available.

Rotation expectations include:

- Complete at least 15 initial evaluations regarding Competency to Stand Trial with an average case load of 1-2 assessments per week.
- Complete outpatient and inpatient competency restoration evaluations as available.
- Participate in Sexually Violent Predator and Criminal Responsibility evaluations as available.

Intern responsibilities for evaluations include:

- Conducting clinical and competency-related interviews and mental status examinations.
- Reviewing relevant case material and records (e.g., mental health, medical).
- Conducting collateral interviews as indicated.
- Conducting psychological testing as indicated.
- Preparing reports for the Court.

Interns will provide psychotherapy and competency education services on an individual and/or group basis. Interns will be assigned a minimum of four hours of direct treatment hours per week.

Expectations include:

- Carry a minimum of one individual psychotherapy case and/or lead or co-lead at least one psychotherapy and/or skills-based group.
- Provide assessment and/or competency education services as needed.

## INTERVENTION

## PROFESSIONAL DEVELOPMENT

- Interns will interact and consult with members of the legal system, including attorneys and corrections staff, to collect collateral information.
- Interns will provide feedback to the multidisciplinary treatment teams regarding their individual client(s).
- Interns will attend competency team meetings, as requested by their supervisor.
- Interns will maintain cognizance of legal & ethical issues that are relevant to forensic psychology.

# Forensic Evaluation(Mock) WEEKLY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00A	Preparation & Record Review	Preparation & Record Review	Preparation & Record Review	Program Evaluation (Biweekly)	Report Writing	
8:30A						
9:00A	Forensic Evaluation & Supervision	Forensic Evaluation & Supervision	Forensic Evaluation & Supervision	Didactics		
9:30A						
10:00A						
10:30A				Group Supervision		
11:00A						
11:30A						
12:00P	Lunch/Case Consultation	Law & Mental Health/Lunch	Lunch/Case Consultation	Lunch/Case Consultation	Lunch/Case Consultation	
12:30P						
1:00P	Report Writing	Group Therapy	Individual Therapy	Individual Therapy	Report Writing	
1:30P						
2:00P		Slater Method (Comp service)	Report Writing	Individual Comp		
2:30P		Supervision of Prac Student		Individual Comp		
3:00P				Note Writing		
3:30P						
4:00P			Note Writing			
4:30P						

# PROFESSIONAL DEVELOPMENT ACTIVITIES

Interns attend weekly trainings, including didactic presentations, group discussions, and hospital-wide conferences. Seminars provide advanced-level discourse and current information relevant to clinical practice and professional development. Interns' evaluations of each seminar is required, helping to inform programming for the following year.

## DIDACTICS

Didactics occur weekly and last one to two hours. They are generally conducted by training faculty covering topics in professional ethics, professional development, forensic psychology, case law, cultural diversity, and various evidence-based practices. Interns may also attend hospital-wide Grand Rounds seminars if interested.

## INDIVIDUAL SUPERVISION

Interns receive a minimum of two hours of individual supervision a week. Interns spend one hour a week with their rotation supervisor and spend one hour a week with their competency education supervisors. Supervision focuses on individual case management and intervention, assessment skills, case conceptualization, and professional growth.

## MOCK TRIAL

Each intern will participate in a mock trial activity where the role of an expert witness will be assumed. Interns may have the chance to interact with attorneys to gain realistic trial experience in this exercise.

## CASE CONFERENCE

The primary purpose of these conferences is discussion of clinical cases. Participants include staff psychiatrists and psychologists, psychiatry residents, psychology interns, pharmacology faculty and residents, and medical students. Interns are responsible for one Case Conference presentation.

## RESEARCH REVIEW

Each intern reviews, summarizes, and presents recent empirical findings on an assessment- or treatment-related psychology topic. Topics may be assigned or chosen based on the Research Review instructor.

## GUEST LECTURE

Interns guest lecture a total of two to three seminars, approximately one to two hours each, related to topics in psychology (e.g., personality, human development) to groups of medical students.

## PROGRAM EVALUATION

Interns participate in one-hour, bi-weekly project with a staff psychologist to evaluate the structure of a hospital program. This project results in interns' generating recommendations to improve the program's effectiveness, to determine areas of growth, and to inform programming decisions.

## SUPERVISION OF PRACTICUM STUDENTS

Interns have the opportunity to provide weekly clinical supervision to doctoral practicum students. Assignment of students is dependent on the number of practicum students training at CBM each year. Interns attend weekly group supervision seminars (2 hours per week), which focus on the development of clinical supervisory skills. Interns are expected to present visual recordings of the supervision where they are engaged with a doctoral practicum student during group supervision. Use of the visual recordings allow interns, the seminar leader, and the cohort to evaluate interns in their supervisory roles.

# APPLICATION INFORMATION

## STIPEND & BENEFITS

- The annual stipend is currently **\$34,999.66** for the full-time, one year training program.
- Benefits include 15 days paid annual leave and sick leave, 13 holidays, 7 business days of administrative leave to complete professional development activities, and medical and life insurance plans.
- The 12-month internship program begins on the **first working day in August**.

## ELIGIBILITY REQUIREMENTS

- Candidates must be enrolled in an APA-accredited clinical or counseling doctoral psychology program at a recognized university or professional school.
- All formal coursework and comprehensive examinations must be successfully completed by the start of internship.
- Applicants must have completed three semesters of supervised practica and successfully proposed their dissertation.
- Completion of comprehensive exam by selection day is preferred.
- In addition to the above requirements, applicants are required to have a strong interest in utilization of evidenced-based treatments and forensic psychology.
- Preference is given to applicants who are judged to be prepared for supervised independent functioning within a multidisciplinary team, and who understand and are able to cope with the challenges of working with seriously mentally ill patients.

*CBM is an equal opportunity/affirmative action institution. All applicants receive consideration without regard to race, religion, color, sexual or gender orientation, national origin, non-disqualifying mental or physical disability, age, sex, political affiliation, or any other non-merit factor.*

Center for  
Behavioral  
Medicine



Psychology Training Program



## AAPI PROGRAM CODE: 139319

Please provide us with your completed AAPI; three letters of recommendation; curriculum vitae; transcripts; and one sample psychological report.

THE DEADLINE FOR RECEIPT OF ALL MATERIALS IS **NOVEMBER 15TH**

The Psychology Internship Program adheres to APPIC notification and acceptance procedures. APPIC launched AAPI Online for submitting and reviewing psychology internship applications. For more information please go to [www.appic.org](http://www.appic.org).

Applicants are invited to interview with multiple faculty members via videoconferencing. Invitees are provided a choice of approximately 11 dates during December and January. We will notify all applicants of their application status via e-mail. You will be notified if you are no longer under consideration. We will notify applicants of interview status by **December 1st**. Phone interviews will be granted for applicants who are unable to connect via videoconferencing. In reviewing our process, we decided to make an addition to the interview portion. We let potential applicants know that we will ask specific questions regarding how they could contribute to our site and their class in the domains of diversity knowledge, awareness, and sensitivity in ways that are not specifically highlighted in their essays.

*Individuals who match with our program must pass a background check. Please review the following for more specific information:*  
<https://dmh.mo.gov/about/human-resources>. If there are questions about the internship program, please contact Dr. Alexis Humenik, Internship Training Director, at [CBMInternship@dmh.mo.gov](mailto:CBMInternship@dmh.mo.gov)

# Meet OUR TEAM



Rhianon Adams,  
Psy.D.

Dr. Adams is a licensed psychologist in Missouri. She graduated from the American School of Professional Psychology at Argosy University, Washington D.C. campus. Dr. Adams completed her postdoctoral training at CBM. She is currently the hospital's Director of Treatment Services, which includes oversight of competency restoration programming. Professional interests include CBT, competency assessment and restoration, treatment of severe and persistent mental illness, and supervision. In her free time, Dr. Adams enjoys watching and playing sports as well as exploring the Kansas City area.

Dr. Fowler is a licensed psychologist in Missouri. He serves as the Forensic Outpatient Coordinator for the doctoral internship program. Prior to receiving a doctorate in Counseling Psychology from the University of Saint Thomas (Twin Cities) in 2016, Dr. Fowler completed practicums within the Federal Bureau of Prisons and a private forensic practice, as well as a pre-doctoral internship at CBM. He subsequently completed postdoctoral fellowship in forensic psychology at CBM, and has been a staff member in the Psychology Department and a Certified Forensic Examiner since 2016. Outside of CBM, Dr. Fowler engages in private practice conducting mental evaluations and providing testimony within criminal proceedings. In his free time, he enjoys spending time with family and watching sports.



Matthew Fowler,  
Psy.D.



Alexis Humenik  
Psy.D.

Dr. Humenik is a licensed psychologist in Missouri and a Certified Forensic Examiner for the Department of Mental Health. She is the Training Director of CBM's psychology internship program, and she coordinates inpatient competency restoration evaluations for the hospital. She graduated with her masters in Forensic Psychology from the George Washington University and her doctorate in Clinical Psychology from Baylor University. She completed her doctoral internship and postdoctoral residency at CBM. Professional interests include psycholegal evaluations, research on forensic assessment and treatment courts, and consultation/teaching. In her free time, Dr. Humenik enjoys playing tennis (poorly) and trivia (sufficiently), watching reality TV and obsessing over all things pop-culture related, traveling, and spending time with her dog, family, and friends.

Dr. Lawrence is a licensed psychologist in Missouri and works as a Certified Forensic Evaluator. He is the postdoctoral training director and coordinates the program evaluation and mock trials didactics for the psychology internship at CBM. He graduated from Sam Houston State University with a doctoral degree in Clinical Psychology. He completed his internship and postdoctoral residency at CBM. His professional interests include psycholegal evaluations, diversity issues, and conducting research studies. In his off time, Dr. Lawrence performs in a Japanese drumming group and enjoys running, horror movies, traveling, and video games.



Jason Lawrence,  
Ph.D.



Christopher  
Robertson, Ph.D.

Dr. Robertson obtained his doctoral degree from the University of North Carolina at Greensboro. He is a Certified Forensic Examiner at the Center for Behavioral Medicine. He enjoys golfing, fishing, and snowboarding; these are activities in which his performance ranges from terrible to mediocre. Mostly, he watches movies, reads true crime books, and does crossword puzzles; these are activities in which he excels.

Dr. Smith is a licensed psychologist in Missouri and a Certified Forensic Examiner (CFE) for the Department of Mental Health (DMH). She graduated with her masters in Clinical Psychology from Southern Illinois University Edwardsville and her doctorate in Clinical Psychology from Idaho State University. She completed her doctoral internship at the Wisconsin Department of Corrections and her postdoctoral fellowship in forensic psychology at CBM. She is licensed in Massachusetts and was previously employed at Bridgewater State Hospital before returning to CBM as a CFE. Currently, Dr. Smith coordinates CBM's outpatient competency restoration evaluations through consultation with DMH's Forensic Mobile Team. Her professional interests include psycholegal evaluations, assessment of sexual violence risk, and the management of competency restoration waitlists. In her free time, Dr. Smith enjoys watching and playing sports, rom-coms, board games, trashy reality television, and spending time with her dogs, including her own real-life Scooby-Doo.



Kathleen Smith,  
Ph.D.



Katherine Sterling,  
Psy.D.

Dr. Sterling will be joining the CBM psychology staff in Fall 2024 as a unit psychologist, and she will be licensed in Missouri and Colorado. She graduated from Pacific University with a doctoral degree in Clinical Psychology. She completed her predoctoral internship at CBM and her postdoctoral fellowship at the Denver Forensic Institute for Research, Service, and Training (Denver FIRST). Dr. Sterling will provide competency restoration treatment services on the inpatient units and will conduct forensic evaluations. Her professional and research interests include delusional disorder, juvenile justice topics, and personality pathology. In her personal time, she enjoys accumulating books to add to an already extensive to be read pile.

Dr. Stettler was the forensic psychology postdoctoral resident at the Center for Behavioral Medicine for the 2023-2024 training year; she has accepted a position as a staff psychologist at CBM, starting in the fall, where she will conduct forensic evaluations. Dr. Stettler graduated from Montclair State University with a doctoral degree in Clinical Psychology. She completed her internship at the Bruce W. Carter VA Medical Center. Her professional interests include psycholegal evaluations, severe and persistent mental illness populations, and military/veteran topics. In her free time, Dr. Stettler enjoys exploring Kansas City, being a bandwagon sports fan, and fair-weather outdoor activities.



Brooke Stettler,  
Ph.D.

# Admissions DATA

## Internship Admissions, Support, and Initial Placement Data Date Program Tables are updated: 6/18/2024

### Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, provide website link (or content from brochure) where this specific information is presented:	
<a href="https://dmh.mo.gov/about/department-operating-regulations">https://dmh.mo.gov/about/department-operating-regulations</a>	

### Internship Program Admissions

<b>Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:</b>
Center for Behavioral Medicine is operated by the Missouri Department of Mental Health and serves as one of the major training sites for the University of Missouri-Kansas City's School of Medicine, Department of Psychiatry. The training year is divided into two six-month rotations in Forensic Treatment and Forensic Evaluation. Interns also spend six-months during their Forensic Treatment rotation developing and refining clinical skills in Illness Management Recovery. Applicants should have an interest in forensic psychology and seek experience in competency restoration treatment and conducting court-ordered evaluations. Applicants should be enrolled in a clinical or counseling, APA-accredited doctoral psychology program at a recognized university or professional school.



# Support & BENEFITS

<b>Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:</b>		
Total Direct Contact Intervention Hours	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y
Amount: 500		
Total Direct Contact Assessment Hours	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y
Amount: 70		

<p><b>Describe any other required minimum criteria used to screen applicants:</b></p> <p style="text-align: center;"><b>Approval of dissertation proposal preferred.</b></p>
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### Financial and Other Benefit Support for Upcoming Training Year\*

Annual Stipend/Salary for Full-time Interns	\$34,999.66	
Annual Stipend/Salary for Half-time Interns		
Program provides access to medical insurance for intern?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of domestic partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	15 days	
Hours of Annual Paid Sick Leave	15 days	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other Benefits (please describe): 13 paid holidays; medical/dental/eye insurance, life insurance plan		

\*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

# Where our interns ARE PLACED

## Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2020-2023	
Total # of interns who were in the 3 cohorts	12	
Total # of interns who remain in training in the internship program	0	
	PD	EP
Academic teaching	2	0
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	0	0
Veterans Affairs Health Care System	0	0
Psychiatric facility	5	0
Correctional facility	1	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	3	0
Other	0	1

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