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www.immaculata.edu/iupic

Questions 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/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The Immaculata University Psychology Internship Consortium (IU-PIC) is also a member of the Association of Psychological Postdoctoral and Internship Centers (APPIC).

APPIC Central Office
17225 El Camino Real, Suite #170
Houston, TX 77058-2748
http://www.appic.org
Introduction

The Immaculata University Psychology Internship Consortium (IU-PIC) is an APA Accredited internship. The Consortium provides a 2080 hour professional doctoral internship to Psy.D. and Ph.D. students and is organized and monitored by the Immaculata University Psychology and Counseling Department. It is a cooperative training program including many agencies and organizations across the area, primarily within commuting distance to Immaculata. The Consortium was established to provide organized, sequential learning experiences for Psychology Interns, ensuring an integrated training experience through shared standards, common procedures, and joint didactic learning programs which is consistent with the Guidelines and Principles of the Accreditation of the American Psychological Association, bringing together a variety of training sites to provide broad exposure to differing clinical populations and treatment modalities.

Philosophy

The Immaculata University Psychology Internship Consortium (IU-PIC) is based upon a practitioner-scholar model of clinical practice. This internship was designed to provide a broad-based clinical training experience which prepares Interns to function ethically, competently and independently as professional psychologists as they refine practice skills and develop a sense of professional identity. Experiential and didactic experiences provide an enriching learning environment which encourages Interns to become analytical and critical consumers of current theory, practice and research and develop a greater understanding of how cultural factors influence human behavior. The program is designed to prepare generalists who are capable of providing psychological services to diverse populations. Interns receive extensive experiential training in core areas of psychology practice including diagnosis and assessment, therapeutic intervention, reflectivity and self-assessment, consultation and supervision, diversity and social awareness, scholarly inquiry and program evaluation, and professional behavior and development.

Consortium Mission

In the spirit of service-learning, our mission is to provide a broad and integrated educational internship training that serves the community and enhances the clinical skills, scholarly inquiry, and professional growth of each Intern. This learning community of Supervisors, Faculty, and Interns fosters scholarly, reflective, respectful and socially responsible attitudes and behaviors that are consistent with the Immaculata University mission.

Administrative Structure

The Executive Training Director is ultimately responsible for the quality and integrity of the internship training program. In this role, the Executive Training Director is actively involved in the delegation of responsibility for the internship to the Associate Training Directors, Site Training Directors, Site Supervisors and the Training Committee. The Executive Training Director ensures that the training program maintains the highest standards of excellence and ensures compliance with APA Guidelines and Principles of Accreditation, APPIC membership criteria and policies and APA Ethical Principles, as well as state and local standards and requirements. The Executive Director arranges the intern seminars, coordinates intern and staff evaluations, and coordinates the program’s self-assessment and quality enhancement. The Executive Training Director is also responsible for communication with the intern’s academic program’s DCT.

The Associate Training Directors report directly to the Executive Training Director. They work closely with the Executive Training Director, Site Training Directors, Supervisors and the Training Committee to maintain compliance with APPIC membership criteria and policies, APA CoA Guidelines and Principles, and ensure that the program is effective in meeting its defined aims, and
competencies. In addition, each Associate Training Director has specific responsibilities. One Associate Training Director is responsible for the APPIC Application Intern Selection and Match Process and the other is responsible for the Intern Evaluation and Conflict Resolution: Due Process and Grievance Procedures. Site Training Directors have overall responsibility for all training related activities at their respective sites. Site Training Directors communicate with the Site Supervisors, the Associate Directors and the Executive Training Director through phone, email, and during training committee meetings.

The Training Committee has the overall responsibility for allowing Supervisors and Interns to provide input into the program for self-improvement and change. The committee participates in conferences and meetings every other month (4 quarterly face to face meetings and 2 phone conferences). The Training Committee consists of the Executive Training Director, Associate Training Directors, Site Training Directors and an Intern representative. The Executive Training Director serves as the chair of these meetings. Members discuss policies pertaining to training, address training issues, review quality improvement efforts, review Handbook changes and self-assessment results, and review and discuss Intern progress. Site Supervisors communicate with the Training Committee directly or through the Site Training Director, Associate Training Directors or Executive Training Director and during site administrative meetings. They are also invited to attend the Training Committee meetings. Emails and information packets are sent to all supervisors so they are apprised of guidelines, changes, training expectations and have an opportunity to make suggestions and give feedback to the Training Committee members.

The Immaculata University Administrative Committee consists of the Vice President of Academic Affairs - Immaculata University, Dean, College of Graduate Studies - Immaculata University, Department Chair, Graduate Psychology - Immaculata University, Consortium Executive Training Director and two Associate Training Directors. This committee reviews site requests for participation in the Consortium, provides guidance on contract and legal issues, reviews requests for emergency funding and is apprised of any program changes or site specific concerns.

Aims & Competencies

As students in training, Interns are provided a supervised experiential and didactic training experience, designed to develop practice skills and provide opportunities for those skills and competencies to be assessed and monitored by designated supervisors. Program competencies include research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills.

Research

Aim #1: Intern will demonstrate independence in critically evaluation and disseminating research or other scholarly activities at the local, regional or national level.

Competencies Expected:

1.1 Seeks research information to enhance clinical practice by utilizing professional literature, data bases, seminars, and other resources
1.2 Demonstrates an understanding of applied research and program evaluation
1.3 Independently applies relevant scholarly theoretical and research findings into professional activities
1.4 Utilize scientific knowledge to develop a research/project/presentation
1.5 Disseminates findings from the research /project/ presentation
Ethical and Legal Standards

Aim #2: Intern will demonstrate compliance in consistently adhering to APA professional and ethical standards

Competencies Expected:
2.1 Remains knowledgeable of APA ethical principles and consistently applies them
2.2 Recognize ethical issues
2.3 Applies ethical-decision making processes to resolve issues
2.4 Remains aware of and committed to legal standards
2.5 Consistently addresses ethical and legal issues proactively
2.6 Acts in accordance with regulations, rules and policies of the agency and health service psychology
2.7 Keep current with relevant professional standards
2.8 Conducts self in an ethical manner in all professional activities
2.9 Maintains professional functioning & quality client care

Individual and Cultural Diversity

Aim #3: Intern will demonstrate knowledge, sensitivity and skills when working with diverse populations.

Competencies Expected:
3.1 Understands how their own personal and cultural history, attitudes and biases impact how they may interact with those different from themselves
3.2 Strives to learn more about individuals from diverse backgrounds
3.3 Demonstrates ability to work with individuals whose differences in diversity may be in conflict with their own
3.4 Demonstrates the ability to address salient diversity issues in the therapeutic relationship
3.5 Remains aware of social influences and contexts and their impact on client care
3.6 Independently applies current knowledge and approach when working with a range of diverse individuals

Professional Values and Attitudes

Aim #4: Intern will demonstrate professional values, attitudes and behaviors in all professional activities

Competencies Expected:
4.1 Understands limits of own competency
4.2 Demonstrates self-reflection
4.3 Accurately self-evaluates and self-monitors strengths as well as areas in need of development
4.4 Is aware and respectful of impact of own behavior on others
4.5 Demonstrates positive coping strategies when dealing with both personal and professional stressors
4.6 Actively demonstrates openness and responsiveness to feedback and supervision
4.7 Responds professionally in complex situations
4.8 Attitudes and behaviors reflect a positive professional identity and desire to increase professional identity and desire to increase professional effectiveness
4.9 Carries out assignments responsibly
4.10 Is prompt for scheduled hours and appointments
4.11 Maintains appropriate record keeping practices
4.12 Writes client notes and reports in a timely manner
4.13 Submits quarterly documentation in a timely manner
4.14 Keeps supervisors aware of whereabouts as needed

**Communication and Interpersonal Skills**

**Aim #5:** Intern will demonstrate professional communication and interpersonal skills and respond professionally to complex situations

**Competencies Expected:**
5.1 Manages own affect appropriately
5.2 Demonstrates awareness of impact of own personal issues within a professional clinical setting
5.3 Develops and maintains effective interpersonal relationships with peers, supervisors, staff, communities, organizations and clients (with all individuals within a professional context)
5.4 Communicates with professional language and concepts
5.5 Manages difficult communications

**Assessment**

**Aim #6:** Intern will demonstrate the ability to conduct evidence-based assessment consistent within the scope of health service psychology

**Competencies Expected:**
6.1 Demonstrates a thorough working knowledge of diagnostic nomenclature and DSM classification
6.2 Gathers relevant history and utilizes appropriate collateral information
6.3 Asks questions sensitive to client dynamics
6.4 Considers cultural factors during assessment
6.5 Accurately assess client's mental status
6.6 Assesses risk factors thoroughly and accurately (e.g., suicide, homicide, self-injury, alcohol and drug use, trauma, eating disorders)
6.7 Conducts evaluations and provides assessments grounded in evidence-based practice
6.8 Accurately administers and scores assessment instruments
6.9 Makes accurate inferences from and integration of test data
6.10 Reports reflect appropriate integration of test data
6.11 Builds recommendations on empirical and clinical data
6.12 Writes clear and concise reports
6.13 Communicates clear and useful feedback from assessments to clients, collaterals, other health professionals as necessary
6.14 Demonstrates knowledge of professional standards and issues in assessment

**Intervention**

**Aim #7:** Intern will demonstrate the ability to apply evidence-based intervention within the scope of health service psychology

**Competencies Expected:**
7.1 Establishes and maintains effective therapeutic alliances with clients
7.2 Communicates empathy, warmth and genuineness
7.3 Develops treatment goals that correspond to case conceptualization
7.4 Formulates useful case conceptualizations that draw from theoretical knowledge and research
7.5 Demonstrates ability to handle intense client affect
7.6 Manages interpersonal boundaries with clients
7.7 Manages transference/countertransference issues
7.8 Recognizes and responds appropriately to client crises
7.9 Develops evidence-based interventions informed by research, assessment data, diversity characteristics and contextual variables
7.10 Implements interventions informed by research, assessment data, diversity characteristics and contextual variables
7.11 Demonstrates ability to modify and adapt evidence-based approaches when needed
7.12 Interventions are well-timed
7.13 Monitors and evaluates progress toward treatment goals
7.14 Seeks supervision/consultation as necessary for complex cases

Supervision

Aim #8: Intern will demonstrate the ability to seek and utilize supervision and feedback in a consistent and effective manner

Competencies Expected:
8.1 Comes prepared to participate in supervision
8.2 Keeps supervisor apprised of relevant clinical issues
8.3 Demonstrates sensitivity to diversity as related to supervision
8.4 Demonstrates receptivity to new ideas and suggestions
8.5 Integrates supervisor feedback
8.6 Applies knowledge of supervision with other trainees and/or health care professionals
8.7 Provides useful direction, information and feedback for other trainees and/or healthcare professionals
8.8 Effectively deals with resistance in trainees and/or other health care professionals

Consultation and Interprofessional/Interdisciplinary Skills

Aim #9: Intern will demonstrate consultation and interprofessional/interdisciplinary skills with professionals in health services psychology, individuals and groups when addressing problems, sharing information and engaging in professional activities.

Competencies Expected:
9.1 Appreciates perspectives from multiple viewpoints
9.2 Recognizes the strengths of the interdisciplinary process
9.3 Demonstrates a working knowledge of issues relevant to other professionals
9.4 Provides appropriate level of guidance when consulting with other health care professional given different level of knowledge represented
9.5 Addresses the referral question in language appropriate to the intended audience
9.6 Communicates recommendations in a clear precise manner to all appropriate parties given the service context
9.7 Demonstrates ability to work successfully with others
9.8 Directly engages in or practices consultation with others
9.9 Directly engages in or practices peer consultation with other trainees
Description and Sequence of Program Training

The full-time 12-month training program begins July 1 - June 30. Intern training is viewed as a developmental process which is sequential and cumulative and emphasizes the expectation of continuous change through the practice of professional activities. Learning is promoted through experiential activities, modeling, observation, supervision, didactic training, mentors, feedback and support. The program offers opportunities to build upon knowledge and skills acquired from practicum experiences and academic program and increase competencies over the course of a year. Supervisors teach empirically supported treatment modalities and integrate graded levels of clinical skills and responsibilities to ensure knowledge and clinical judgment, critical thinking and skill development. Educational training experiences increase in complexity and responsibility over time. Didactics provide increasing knowledge and expertise and the experiential learning and clinical activities are designed to enhance and refine clinical competence.

The internship training staff adopts a developmental model of supervision recognizing that each Intern begins at varying levels of professional development of training. Through supervision and mentoring the Intern’s progressive levels of competency are monitored. The developmental progression ranges from observation to increased autonomy. The progression may include observation of Supervisor, practice of a skill with a Supervisor, joint direct service sessions (Intern & Supervisor), observation of the Intern by Supervisor, audiotaping and review of verbal and written work. Throughout the year, Interns are evaluated along a continuum according to their level of independence or supervision needed. Ratings range from:

1) Requires Intensive Supervision- supplemental and/or remediation work;
2) Requires Extensive Level Supervision (Intern entry level);
3) Requires Routine Supervision (Intern intermediate level) common rating throughout internship;
4) Requires Occasional Supervision (Intern exit level/post doc entry level);
5) Requires Standard Post-Doctoral Supervision – skills/competencies are very well developed and Intern’s functioning is comparable to autonomous practice at the license-eligible level (typical rating at post-doctoral level).

For successful completion of the program, the minimum level of achievement includes obtaining a rating of at least 4 (Requires Occasional Supervision - Intern Exit Level/Post Doc Entry Level) in 100% of items in each Aim/Competency area on the final Intern Evaluation Form and having no occurrence of serious ethical violations. These ratings address levels of competency; as a student in training, Interns are prohibited from providing any psychological services except under the direction, control and supervision of the Affiliated Training Site Supervisor. At the end of the training year, Interns are expected to function as competent entry-level psychologists who provide psychological services in a variety of clinical settings and integrate scholarly knowledge with current practice.

Intern Training Activities

The interns complete a one-year, 12 month, full-time training program 40 hours per week, with a total of 2080 hours per year. Interns can expect to spend 75-80% of their time in experiential direct service activities. These activities include but are not limited to direct client/patient face to face contact (500 hours), case management, peer socialization, consultation, monthly didactic seminars, orientation, and supervision and treatment team meetings. The remaining 20% of time consists of formal supervision, didactic training, program development or evaluation projects and other administrative activities. Travel is required to and from Immaculata University and internship sites for seminars. Sites are located at various areas in adjacent states. See Training Site Descriptions p.14.
Didactics

Immaculata’s didactic training program is designed to reinforce applied training, facilitate skill development, and provide opportunities for peer interaction and training in specialty areas. Evidenced-based practice models are presented in addition to exposure to professional literature and resources on current developments in the field. Scheduling of the monthly seminar is completed by the Executive Training Director, in conjunction with recommendations from the Training Committee and feedback from Interns.

Monthly Didactic Intern Seminar

Although monthly didactic seminars are typically held at Immaculata University, periodically, sites host the seminar which provides more opportunities for Interns to have contact with different clinical settings and a variety of supervisors, mentors, role-models with diverse areas of expertise, theoretical orientations and research interests. During didactics peer consultation and supervision occur regarding learning activities and resources, professional and clinical issues. The seminar topics cover the following fundamental training areas: research, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication and interpersonal skills, diagnosis and assessment, intervention, supervision, consultation and interprofessional/interdisciplinary skills.

The monthly 8 hour didactic seminar components consist of

- **Professional Speaker Series** - This series provides lecture, discussion of professional literature and learning activities on a variety of clinical topics. The seminars are provided by professionals from the tri-state community who work in clinical settings and present on their areas of expertise. Topics include: professional development, treatment interventions, empirically-based treatment, diversity, ethics and more complex diagnostic and assessment issues.
- **Didactic and Teaching Case Module** – Each Intern chooses a clinical topic for a didactic presentation which includes research literature related to a formal case presentation.
- **Diagnosis and Assessment Module** – Training focuses on diagnostic considerations and the integration and interpretation of multiple assessment data (i.e., data from cognitive, personality, neuropsychological and specialty tests).
- **Diversity and Multicultural-Competence Module** – This module is designed to increase Intern’s awareness of attitudes and values, social justice issues, assessment and intervention skills, multiple intersecting cultural identities and the implications of privilege and access to resources. Although this specific seminar module is devoted to diversity, diversity/multicultural topics are also incorporated throughout the didactic curriculum. Diversity is covered by guest speakers and included in all case didactic presentations.
- **Ethics and Professional Behavior Module** – This module covers a variety of ethical issues and topics related to clinical practice. The module includes lecture, interactive discussions and resources for making informed ethical decisions and consolidating a professional identity.
- **Supervision and Consultation Module** – This module covers supervision roles and responsibilities, relevant issues, future trends, as well as exposure to issues related to consultation and leadership roles in mental health.

Individual sites offer additional didactic training opportunities (see Site Descriptions, p.14). Other didactic opportunities include video-streaming, training seminars and current journal article reviews.
Supervision

Supervision is central to the training program and follows a developmental model allowing Interns to progress through graduated learning experiences. The process of supervision provides the context, security and reassurance, which promotes self-examination, reflection and openness while stimulating the acquisition of new knowledge, understanding and perspectives. The general purpose of supervision is to provide opportunities for Interns to learn and refine new skills, gain competence in the delivery of clinical services and consolidate a sense of professional identity.

Supervision consists of four hours: two hours of weekly regularly scheduled face-to-face, individual supervision with a licensed psychologist. An additional two hours of supervision are provided by a licensed psychologist or an appropriately credentialed mental health professional. These additional 2 hours are obtained in a group or individual format.

Program Self-Assessment & Quality Enhancement through Evaluation and Feedback

The internship program is committed to excellence to ensure aims and competencies are met and enhance the professional education and training obtained by its Interns and training staff. The program is evaluated on an ongoing basis by both training staff and Interns. The Training Committee and Supervisors assess Intern performance on an ongoing basis and provide formal evaluation and feedback quarterly. Intern progress and areas of development are reviewed at the Training Committee meetings based on feedback and recommendations from both the Interns and Supervisors. There is also an ongoing information and feedback flow between the Executive Director and Interns at the monthly seminars and between the Executive Director and Associate Directors, Site Training Directors and Supervisors.

At the beginning of the training year, Interns review and discuss the Intern Evaluation of Competencies with Supervisors. Training needs are identified and training aims are reviewed to facilitate growth and development. Interns are formally evaluated quarterly by the Primary Supervisor, and all Interns receive written evaluations of their performance on all aims and competencies of the program, with an opportunity to comment. Both Intern and Primary Supervisor sign the written summary of the evaluations. Signature indicates the Intern has reviewed the evaluation and is not an indication of agreement with the content. The quarterly evaluation process is an opportunity to discuss and provide timely feedback regarding the progress toward expected Aims and Competencies.

In order to maintain good standing and to progress satisfactory through the program, by the second quarter, Interns obtain ratings of at least a 3 (Requires Routine Supervision - Intern Intermediate Level) in at least 80% of items for Aim/Competency areas with no occurrence of serious ethical violations. For successful completion of the program, on the final quarterly Intern Evaluation Form, Interns obtain ratings of a 4 (Requires Occasional Supervision – Intern Exit Level/Post Doc Entry Level) in 100% of items in each Aim/Competency area with no occurrence of serious ethical violations.

The minimal levels of achievement are linked to the program’s aims and competencies as listed on the quarterly Intern Evaluation of Competencies form. At each rating period, the Intern becomes aware of ratings less than 3 (Requires Routine Supervision – Intern Intermediate Level). Based on each rating period, Interns and Supervisors are able to identify and address areas for improvement in order for the Intern to meet the program’s minimal levels of achievement of a 4 (Requires Occasional Supervision – Intern Exit Level/Post Doc Entry Level) in 100% of items in each Aim/Competency area at the completion of the training year.

Interns complete a mid-year and end-of-year evaluation of the Program and Supervisor. Program - Feedback on the training program includes the following aspects of the training program:
orientation, diverse client population, workspace, depth of experience, respect, positive emotional climate, support, collaboration, model of professional and ethical conduct, and preparation for the future. The Executive Training Director reviews all evaluations. A summary of strengths and suggestions for program change is communicated to Site Training Directors and discussed at the Training Committee meetings. **Monthly Didactic Seminar** - Interns provide written evaluations of the Monthly Didactic Seminar. This information is reviewed by the Executive Training Director and discussed with the Training Committee to determine if modifications are needed. The feedback is used for future curriculum planning. **Supervisor** - This evaluation process provides an opportunity to make changes in the supervision experience to address Intern needs. The interns complete the evaluation form and review it with their primary supervisor. The Executive Training Director reviews the form and significant concerns or reoccurring patterns of feedback are addressed with the Site Training Director and Supervisor.

Interns also complete a Post Internship Survey of Graduates. One year after completion of internship, Interns complete a survey asking them to rate how well the program prepared them for professional practice in each of the programs broad competencies. The survey also asks for information related to their career and professional accomplishments and achievements.

Informal evaluation of the program is continuous and Interns are encouraged to discuss their concerns and suggestions throughout the year with their Supervisors, Associate Training Directors, and the Executive Training Director. All training staff have an open door policy for communication with Interns. In addition, Interns meet monthly at the didactic seminar with the Executive Training Director to address questions, concerns and feedback on the program and their training experiences.

**Exit Criteria for Completion of Internship**

- Complete 2080 supervised hours of full-time (one year) training, of which 500 hours are direct service face to face client/patient contact, in no less than 12 months (submit quarterly tracking log of hours)
- Complete a minimum of 3 integrative assessment reports. Reports must be based on data integrated from multiple sources
- Attend monthly 8 hour didactic seminars as well as site specific trainings
- Present one formal case presentation as part of the didactic seminar series. Each presentation includes research literature related to the case
- Complete a research/project/presentation and disseminates findings at the local, regional or national level
- Submit one de-identified work sample, such as a psychological evaluation or assessment report.
- Obtain a rating of at least 4, “Requires Occasional Supervision – Intern exit level/post doc entry level,” in 100% of items in each Aim/Competency area on the final Intern Evaluation Form (Minimal Level of Achievement regarding competencies)
- Complete all required paperwork
- Complete all evaluation forms
Application Process

Immaculata Psychology Internship Consortium is a member of the Association of Psychology Postdoctoral Internship Centers (APPIC). Internships are offered through APPIC National Computer Match process. Instructions for the APPIC – Match Procedures are found on the APPIC website at www.appic.org/match.

Immaculata University Consortium follows the current APPIC Match Policies. “This internship site agrees to abide by the APPIC policy that no person at this training site will solicit, accept, or use any ranking-related information from any intern applicant.” Immaculata is a participant in the APPIC Internship Matching Program. Immaculata’s APPIC Member Number is 2036. Applicants must register for the Matching Program in order to be eligible to Match with Immaculata’s Consortium.

Phase I of the Match is reserved for Immaculata University applicants. Non-Immaculata University applicants may participate in Phase II and the Post Match Vacancy Service if all positions are not filled in Phase I.

Applicants to the Immaculata University Psychology Internship Consortium must complete the AAPI Online application. The AAPI Online application can be accessed through https://www.appic.org

Online AAPI
- Cover Letter
- Curriculum Vita
- Essays
- Transcripts
- Letters of recommendation
- DCT verification

The deadline for application to Immaculata’s Psychology Internship Consortium program is November 10. By December 15, applicants are notified regarding their interview status.

One month prior to beginning internship, all applicants must submit the results of a Criminal Background Check and Child Abuse Clearance. Clearances are required for Pennsylvania, the state in which the applicant lives, and the state where the applicant’s site is located. Some sites may require drug testing, immunization records, health physicals, and other site-specific requirements. Applicants are given instructions on how to log on to Castle Branch to obtain current clearance packages. Failure to pass background checks or provide required documentation at any time may result in denial or later revocation of internship position.
**Internship Program Admissions**

**Date Program Tables are updated:** Sept 1st

**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:**

Applicants to the Immaculata University Psychology Internship Consortium must be from an APA-accredited doctoral program in Clinical or Counseling Psychology. Candidates must have completed at least four years of doctoral study prior to beginning internship and be in good academic standing as supported by the DCT verification. Completion of comprehensive or qualifying examinations and completion of the dissertation proposal are required. The Consortium is committed to enhancing diversity and inclusiveness within the internship experience. Applicants should exhibit sensitivity and special interests in working with diverse populations.

**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:**

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<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Contact Intervention Hours</td>
<td>No</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Direct Contact Assessment Hours</td>
<td>No</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Describe any other required minimum criteria used to screen applicants:**

Applicants are expected to have a minimum of 1,000 clinical practicum hours at the doctoral level with a minimum of 300 combined intervention and assessment direct contact hours.

**Financial and Other Benefit Support for Upcoming Training Year**

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Annual Stipend/Salary for Full-time Interns</td>
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<tr>
<td>Annual Stipend/Salary for Half-time Interns</td>
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</tr>
<tr>
<td>Program provides access to medical insurance for intern?</td>
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<tr>
<td>If access to medical insurance is provided:</td>
<td></td>
</tr>
<tr>
<td>Trainee contribution to cost required?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of family member(s) available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of legally married partner available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of domestic partner available?</td>
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</tr>
<tr>
<td>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</td>
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<tr>
<td>Hours of Annual Paid Sick Leave</td>
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</table>

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? Yes | No

**Other Benefits (please describe):**

Interns may also be excused from attending the Affiliated Training Site where such is closed for certain generally recognized holidays, for example: Labor Day, Thanksgiving, Christmas, New Year’s Day, Memorial Day, Independence Day, plus 1 floating holiday.

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.*
Initial Post-Internship Positions
(Provide an Aggregated Tally for the Preceding 3 Cohorts)

<table>
<thead>
<tr>
<th>Category</th>
<th>2013-2016</th>
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<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts</td>
<td>55</td>
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<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</td>
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<tr>
<td>PD</td>
<td>EP</td>
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<tr>
<td>Community mental health center</td>
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<tr>
<td>Federally qualified health center</td>
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<tr>
<td>Independent primary care facility/clinic</td>
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<td>University counseling center</td>
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<tr>
<td>Veterans Affairs medical center</td>
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<td>Military health center</td>
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<td>Academic health center</td>
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<td>Other medical center or hospital</td>
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<td>Psychiatric hospital</td>
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<td>Academic university/department</td>
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<tr>
<td>Community college or other teaching setting</td>
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<td>Independent research institution</td>
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<td>Correctional facility</td>
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<tr>
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Attendance

As with other aspects of the doctoral program, Interns are expected to maintain consistent attendance during their internship experience. Poor attendance in the internship experience may result in the Intern failing to meet the academic and clinical requirements for the doctoral program. We recognize, however that there may be instances necessitating brief periods of time away, such as sickness or other personal matters. Thus, interns may take up to ten personal days off during the internship experience, as mutually agreed upon by the Affiliated Training Site and the Intern. Interns may also be excused from attending the Affiliated Training Site where such is closed for certain generally recognized holidays: Labor Day, Thanksgiving, Christmas, New Year’s Day, Memorial Day, Independence Day, plus 1 floating holiday. Health benefits are not provided.

Whenever there is a prolonged absence the Site Training Director and Executive Training Director will discuss the impact on training, caseload and accumulation of internship hours and will also be discussed at the Training Committee Meeting to determine disposition.
Disclosure

Interns are discussed among the IU-PIC Training Committee, as well as other staff at individual sites. Internship files will also be shared with APPIC for the renewal of membership and APA site visitors during future accreditation visits.

Disability

In compliance with the Americans with Disability Act (ADA) of 1990, as amended, Immaculata University Psychology Internship Consortium is committed to providing equal access and opportunity with respect to educational programs and activities and will provide reasonable accommodations in compliance with applicable law. If you need an accommodation, please contact the Executive Training Director.

Non-Discrimination/Harassment/Retaliation

Each training site must provide and maintain an internship experience that is free from unlawful harassment, discrimination, intimidation, violence and/or retaliation. Further, the Consortium will not engage in nor tolerate such unlawful harassment, discrimination, intimidation, violence and/or retaliation.

IU Consortium Sites

- Bancroft NeuroRehab – Cherry Hill, N.J.
- Belmont Behavioral Hospital – Philadelphia, PA.
- Carson Valley Children’s Aid – Philadelphia, PA.
- Elwyn Inc. - Elwyn, PA.
- Joseph J. Peters Institute (JJPI) - Philadelphia, PA.
- Mid-Atlantic Behavioral Health, LLC- Newark, DE.
- Northern Children’s Services – Philadelphia, PA.
- Pennsylvania Comprehensive Behavioral Health Services, York, PA.
- Rost & Associates- York, PA.
- Rowan University Counseling and Psychological Services- Glassboro, N.J.
- Rutgers-Camden Student Health Services- Camden, N.J.
- TEAMCare Behavioral Health – Lancaster, PA.
- Upper Bay Counseling and Support Services- Elkton, MD.
Training Site Descriptions

Bancroft NeuroRehab - Cherry Hill, N.J.

Description and Services: Bancroft NeuroRehab provides assessment and neurorehabilitation for adults with acquired brain injury and other neurological conditions such as Alzheimer’s disease and other dementias; Parkinson’s Disease; Multiple Sclerosis; concussions and stroke, as well as many others. An interdisciplinary team of brain injury and neurorehabilitation experts (work closely with persons served and their families to uniquely tailor treatment and services. Interns quickly become part of the team, providing individual and group treatment, neuropsychological evaluations, and team consultation.

Assessment/Diagnostics: Interns conduct neuropsychological assessments, neuropsychological screenings, and crisis and intake assessments, (psychodiagnostic and projective testing are available but limited).

Psychotherapy/Interventions: The intern provides individual and group psychotherapy. Interns have the opportunity to design group treatments as well as participate in ongoing treatments. Group therapy consists of structured, time limited groups with an emphasis on cognitive rehabilitation and psychoeducation.

Consultation: Consultation to other program sites is available. The Intern also consults with clinical team members from various disciplines such as rehabilitation psychology, neuropsychology, physical therapy, occupational therapy, speech therapy, cognitive rehabilitation, nurse case management, clinical case management, and day and residential program management in designing programmatic treatment interventions and behavior plans.

Supervision: 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists. The two additional hours are provided by a licensed psychologist and/or professionals who are appropriately credentialed health care providers. Informal supervision is integrated into the daily routine as provided by the interdisciplinary clinical team, including nursing, physical therapy, speech therapy, occupational therapy, and cognitive remediation therapy. Interns may also have the opportunity to provide supervision to a practicum student or cognitive remediation therapist.

Didactic Training Activities: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. In addition, Interns attend the neuropsychology seminar and rehabilitation conferences. The weekly neuropsychology seminar addresses relevant topics in brain injury, psychotherapy, and neuropsychology. In addition, twice monthly, the entire team meets for Rehabilitation Rounds, a topic-focused discussion with other professionals. Interns are also invited to the Advanced Seminar, on hour per week, which is geared for post-doctoral training in neuropsychology. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

Supervisors: Karen Lindgren, Ph.D. (Training Director), Kyle Haggerty, Ph.D., Alison Tverdov, Psy.D. Claire McGrath, Ph.D., ABPP, Kelly Kollias, Psy.D., Sheryl Berardinelli, Psy.D., and Sarah West, Ph.D.
**Belmont Behavioral Hospital - Philadelphia, PA.**

**Description and Services:** Belmont Behavioral Hospital provides outpatient care for an inner-city and suburban population. Interns see largely patients with Community Behavioral Health. The facility offers individual, family and group modalities and serves children and adults.

**Assessments/Diagnostics:** This is primarily a psychotherapy site though there are opportunities for occasional psychoeducational and psychodiagnostic evaluations. The former include standard intellectual, achievement and learning/memory based measures while the latter also incorporate objective personality measures (e.g., MMPI-2, PAI, MCMI-III), semi-projective measures (Incomplete Sentence Blank) and projective measures (e.g., RPAS).

**Psychotherapy/Interventions:** The Intern provides individual, family, and group psychotherapy primarily with low income, underserved individuals (both children and adults) with a variety of diagnoses in an outpatient setting. The Intern is also trained in Dialectical Behavior Therapy and participates in the DBT program carrying active cases and running skills groups. The clinic also has an existing relationship with local resettlement agencies so there are opportunities to work with refugees and asylees.

**Consultation:** The Intern consults with attending psychiatrists, psychiatry residents, nursing staff (if patient is inpatient), social workers, previous care providers, community resources, and local school districts as needed. Interns also share cases with psychiatry residents providing opportunities for collaboration and consultation regarding psychopharmacology.

**Community Involvement:** Belmont is a community based mental health center associated with Albert Einstein Hospital. Services are provided for refugees and survivors of torture.

**Supervision:** 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists (1 of the 2 hours is with the site training director). The two additional hours are provided by a licensed psychologist and/or professionals who are appropriate, credentialed health care providers and may be conducted in a group or individual format. Weekly group supervision with a LCSW for child therapy is also provided.

**Didactic Training Activities:** Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. In addition, a weekly hour long group supervision didactic is also provided with the Site Training Director. Interns attend weekly case conferences and training topics may include: multicultural considerations and test interpretations, psychosomatic/factitious disorders, pseudoseizures, chronic pain, medication compliance, and PTSD treatments. Didactic conferences focus on issues related to working with a minority, low SES population and psychodynamic topics as related to treatment issues. Interns also may attend psychiatry Grand Rounds at Albert Einstein Hospital (with which Belmont is associated). All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

**Supervisors:** David Goodwin, Ph.D. (Training Director), Brad Bernstein, Psy.D., Carlene Lawson, Psy.D. and Adria Filmore, Psy.D.

**Carson Valley Children’s Aid, Philadelphia & Flourtown, PA**

**Description and Services:** Carson Valley Children’s Aid provides a full range of programs and services to children, youth and families, including Behavioral Health Rehabilitation Services, Outpatient Mental Health Services, Residential Care and Day Treatment in Philadelphia and Montgomery counties.
BHRS, located at 7500 Germantown Ave., Philadelphia 19401, provides services to children with behavioral issues, who may need a “step down” from more intensive services such as residential services or inpatient, or a “step up” from less intensive services such as outpatient therapy. Presenting problems of the BHRS population may include individuals diagnosed with Oppositional Defiant Disorder, ADHD, Autism, and PTSD.

**Outpatient services, located at 2300 W. Allegheny Ave., Philadelphia, PA 19132,** focuses on supporting children, youth and families with a full range of mental health services including assessment, psychiatric services and medication monitoring, individual, family and group psychotherapy. Presenting problems of the Outpatient population may include individuals diagnosed with Adjustment Disorders, Depressive Disorders, Anxiety Disorders, Oppositional Defiant Disorder or ADHD.

**Residential Care, located at 71 W. Wissahickon Ave., Flourtown, PA 19031** is warranted when prior interventions have been unsuccessful in keeping the child functioning safely in the community, yet higher levels of care are unnecessary. This Institutional Level of Care program services up to 69 children, ages 12-19 who have significant histories of trauma and attachment-related issues, as well as truancy issues. The program includes three residential cottages: Upper Beech (all male, 25 individuals), Stork Hill Cottage (all female for 24 older adolescents), and Red Gables Cottage (20 bed, all female residence for younger adolescents).

**Assessment/Diagnostics:** Interns will have the opportunity to receive broad scope of training and provide services across the three programs. Within the BHRS program, interns will be trained in the biopsychological evaluation process. Direct services will consist of conducting evaluations and re-evaluations for clients and making treatment recommendations based upon their evaluations. Interns will have the opportunity to provide outpatient treatment assessments and psychological assessments for clients based on the current needs of the clients served in the agency.

**Psychotherapy/Interventions:** Interns will provide individual, group and family psychotherapy for children and adolescents presenting with multiple treatment needs: trauma histories, behavioral, anxiety, mood and adjustment problems. Psychotherapy services are primarily provided at the outpatient and residential care programs. Furthermore, interns will have the opportunity to provide supervision and trainings to BHRS and Outpatient staff.

**Consultation:** Interns consult with professionals across all three programs: BHRS, Outpatient Services and Residential Care. Interns will regularly consult with/therapists, psychologists, social workers, psychiatrists and other professional associated with cases. In addition, interns will consult with any outside agencies that the individual is involved with to ensure continuity of care, such as DHS, CUA agencies, psychiatrists, therapists, school staff, and/or STS program staff.

**Supervision:** Interns will receive weekly supervision and training at each of the sites. Supervision consists of at least three hours of individual supervision each week from licensed psychologists. In addition, Interns will receive one hour of supervision per week from an appropriate credentialed health care provider. However, the intern’s primary supervisor will also be available and present to provide supervision as needed. The primary supervisor will oversee all of the intern’s duties, and also oversees the training and supervision provided by the additional supervisors. The primary supervisor maintains collaborative ongoing communication with all those involved in the interns training in order to provide a well-organized and cohesive training experience. Interns will participate in various staff meetings and conduct group supervision bimonthly both within the BHRS and outpatient locations, as well as participate on committees as available.

**Didactic Training Activities:** Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. In addition, the intern will participate in an initial orientation training and may complete required trainings such as CPR and Mandated Reporting. Throughout the internship year the intern will be required to participate in agency wide trainings, such as trauma informed trainings and various theoretical approach trainings. Additionally, the intern is encouraged to work with their primary supervisor in identifying additional areas of needs for training and
development and seek trainings that address these areas. Interns will also have the opportunity to develop and provide trainings and supervision to various staff members in the multiple programs at CVCA. In addition, all interns have access to various didactic training opportunities through video streaming training seminars and article review materials.

Supervisors: Christina Wohleber, Psy.D. (Training Director), Pamela Jarden, Ph.D. and Andrea Parry, Psy.D.

Elwyn Inc. - Elwyn, PA.

Description and Services: Elwyn’s Treatment Foster Care (TFC) serves children and adolescents, ages 2 through 21 who have social, emotional, behavioral, developmental and/or intellectual challenges. The TFC Program is located at Fall Center 3300 Henry Ave. Suite 113 Philadelphia, PA 19129. The Program services children in 5 counties (Philadelphia, Delaware, Bucks, Montgomery and Chester). The TFC Treatment Program includes case management and oversight of treatment for children as well as a Community Residential Rehabilitation (CRR) Host Home Program which is a community based residential program for children and adolescents who are at the highest level of the treatment foster care program.

Elwyn's Outpatient and Recovery orientated psychiatric service is located at 4040 Market Street, Philadelphia, PA. This program serves children, adolescents and adults who have social, emotional, behavioral, developmental, and/or intellectual challenges. NewVisions is a recovery oriented, community integrated and treatment-based network of care program that works with the individual on site and within the community.

Through education, intervention and identification of resources, the most clinically appropriate services are provided in the least restrictive and least intrusive manner. Each individual is treated independently and provided services that are cooperative, team-oriented, and solution-focused in an environment that is both supportive and respectful.

Assessment/Diagnoses: Within Elwyn’s Treatment Foster Care program the Intern has opportunities to assess children and adolescents and to rule out the need for Behavioral Health Rehabilitation Services (BHRS) in the home and community. The assessment process includes collaboration with the treatment team and Clinical Director working toward developing successful treatment plans. The Intern will also have the opportunity to conduct cognitive assessments and administer and interpret developmental and adaptive scales. In addition, they conduct assessments such as Comprehensive Biopsychosocial Evaluations (CBEs) and Community Based Rehabilitation Evaluations (CBRs).

Within Elwyn’s Behavioral Health Department the Intern will have opportunities to assess children, adolescents, and adults through cognitive measures, as well as, administer and interpret developmental and adaptive scales. The assessment process assists individuals with treatment planning, ruling out higher level of care needs, and identifying appropriate resources needed. In addition, the Intern conducts assessments, such as Comprehensive Biopsychosocial Evaluations (CBEs) and Community Based Rehabilitation Evaluations (CBRs) for incoming clients or clients needing updated evaluations.

Psychotherapy/Interventions: Elwyn’s Treatment Foster Care program comprises a team of a clinical care manager, mental health professionals, behavioral health workers, and a Clinical Supervisor. These professionals are available to the children, adolescents, school personnel, and foster/biological families at the TFC Office as appropriate. The Intern provides psychotherapy for children and adolescents who are likely to present with multiple treatment needs (i.e. trauma recovery, learning disabilities, developmental delays and impaired attachment schema to name a few). Additionally, the Intern conducts family therapy for the child and his or her biological family in
In order to prepare the family system for re-unification as well as group therapy with children and adolescents. In the Treatment Foster Care Program, the Intern provides not only psychotherapy services, but develops comprehensive treatment plans (to include diagnoses, goals, and interventions) and supervises Individual Support Staff (ISS) assigned to the cases who provide services in the foster home. The Intern facilitates Inter-Disciplinary Team Meetings on a regular basis during which client progress reviews are conducted. The Intern is expected to travel between the two sites identified as well as school meetings, and meetings with Community Behavioral Health and Magellan as required.

Opportunities in Elwyn’s Behavioral Health Department incorporate traditional psychotherapy and treatment team collaboration and include individual and group modalities across all age groups. In addition, the Intern conducts Comprehensive Biopsychosocial Evaluations (CBEs) and Community Based Rehabilitation Evaluations (CBRs) to assist in diagnostics and treatment planning of the individual and oversees the history and provisional diagnostics of Master level practicum students. The Intern also participates in clinical meetings, trainings, and will provide supervision to Master level practicum students in order to further their administrative and supervisory skills.

**Consultation:** At both placements the Intern has opportunities to consult with the child’s biological (or foster) families as well as the rest of the treatment team, including, but not limited to, outside agencies, managed care organizations, psychiatrists and school representatives. Interns are guided through crisis interventions and are expected to provide services using a multidisciplinary approach.

**Community Outreach/Psychoeducational Programs:** The Intern, in the course of providing services, is involved in outreach to the larger treatment team and any other agency involved with the individual. Therefore, he/she is expected to grow increasingly independent in terms of providing psychoeducation and clinical leadership as needed. More formal opportunities to educate and present are welcomed and can be discussed during the course of the internship with each Internship supervisor.

**Supervision:** 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists. The two additional hours are provided by a licensed psychologist and/or professionals who are appropriately credentialed health care providers.

**Didactic Training Activities:** Interns attend an 8-hour monthly didactic seminar, which covers all fundamental program aspects. In addition, Elwyn offers training on various topics relevant to the TFC and Outpatient programs. Over the course of the internship, the Intern attends 40 hours of training required for staff in the TFC Program. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

Supervisors: Elliott W. Simon, Ph.D. (Training Director), Christina Wohleber, Psy.D., Philip Jason Winter, Ph.D. and Marcy Schuster, Psy.D.

**Joseph J. Peters Institute (JJPI) - Philadelphia, PA.**

**Description and Services:** The Joseph J. Peters Institute (JJPI) is a Philadelphia based non-profit, licensed, outpatient mental health center that provides clinical services to survivors and perpetrators of sexual and domestic abuse across four outpatient programs and two partial hospitalization programs. The program was started in 1955 by a psychiatrist at the Philadelphia General Hospital, Joseph J. Peters, M.D. Initially referred to as the Comprehensive Center for Rape, the program grew over the years, and in 1977, after Dr. Peter’s death, was named in honor of him. In addition to delivering clinical services, JJPI has generated funded and un-funded research and has built a large prevention program, which continues today. JJPI is a part of the
Public Health Management Corporation, which has served the Philadelphia region for better than 40 years.

**Safety and Responsibility Programs (1211 Chestnut Street) (Adolescent and Adult):**

**The Adult Outpatient Program** predominantly provides clinical services to adults who have been found guilty of sexual crimes or have otherwise been referred for sexual behavior problems.

**Batterers Intervention Program (BIP)** provides outpatient services to adults who have engaged in intimate partner or domestic violence. Many of these adults have been arrested, charged, and convicted of assault against their intimate/domestic partner.

**The Youth Safety & Responsibility Program** provides services to children and adolescents with sexual behavior problems who are 10 years of age or older. Many of these youth have been charged or adjudicated on sexual crimes.

Interns receive training as well as individual and group supervision (by licensed psychologists) in working with these highly specialized populations in a forensic environment. Treatment is organized around evidence based models and various types of cognitive behavioral therapies are the central thrust of our treatment programs. The programs enjoy a multi-disciplinary approach with contributions from psychology, psychiatry, social work, and counseling. We work closely with child protective services, courts, probation, parole, and private attorneys in service to our clients and stakeholders. Hence, Interns learn about the process of providing evaluation and therapy services within a forensic context, communicating with the courts, and preparing reports for forensic purposes.

**Assessment/Diagnostics:** Interns conduct psychological assessments and intake clinical interviews to determine diagnoses and for treatment recommendations. Specialty assessments particularly addressing risk for future offending behavior are used in the comprehensive evaluations.

**Psychotherapy/Interventions:** Interns provide individual, family (in the YSRP and specific adult cases) and group therapy for perpetrators of sexual and domestic abuse in an outpatient center.

**Consultation:** Interns consult with a variety of disciplines, including psychology and psychiatry, social work, and other agency service providers such as child protective services, courts, probation, parole, and private attorneys.

**Supervision:** 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists. The two additional hours are provided by a licensed psychologist and/or professionals who are appropriate, credentialed health care providers and may be conducted in a group or individual format.

**Didactic Training Activities:** Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. In addition, Interns participate in group didactics and topics include: Youth with Sexual Behavior Problems, Evaluation, Risk Assessment, Adults with Sexual Behavior Problems and Treatment Interventions, and Batterer’s of Intimate Partner Violence Treatment and Interventions. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

**Supervisors:** Brandi Stewart, Psy.D. (Training Director), Melissa Gonska Psy.D., Michael Skoraszewski, Ph.D., Alishia Kalos, Psy.D., Kimberly Aker, Psy.D. and Rebecca Andriole, Psy.D.
**Mid-Atlantic Behavioral Health, LLC- Newark, Delaware**

**Description and Services:** Mid-Atlantic Behavioral Health, LLC is a diverse group of licensed psychiatrists, psychologists, and therapists with expertise in a variety of areas, which allows us to meet outpatient mental health needs through one practice. We offer individual, group, and family therapy, as well as psychological and neuropsychological testing and medication management services. This placement will provide a customized internship based on the individual needs of the student with opportunities for individual therapy, co-facilitation of groups, and psychological and neuropsychological assessment. In addition, Interns will have outside training and professional development opportunities.

**Assessments/Diagnostics:** Working with clients of all ages, Interns have the opportunity to complete a range of psychological evaluations to assess for learning and attention problems, social emotional functioning, personality development (using projective and objective measures), behavioral problems, disability, developmental disorders including the autistic spectrum, court ordered or legal issues (criminal and civil), and neuropsychological functioning.

**Psychotherapy/Interventions:** Interns have the opportunity to provide outpatient psychotherapy services to children, adolescents, adults, and seniors. Client concerns may include depression, anxiety, mania, adjustment, grief, attention and learning issues, problem behaviors, sexual behaviors, trauma, social skills, autistic spectrum disorders, severe and persistent mental illness, interpersonal relationship problems, and substance abuse. Interns also have the opportunity to co-facilitate various psycho-educational groups, which may serve to address concerns such as anger management, social skills and various mood disorders.

**Consultation:** Interns consult with psychiatrists, psychologists, educators, families, practice administrators, state agencies, outside mental health agencies, managed healthcare organizations and others who are relevant to his/her caseload. Interns also have the opportunity to work with, supervise, and provide consultation to undergraduate and graduate level practicum students. Interns have the opportunity to present to other students, community members, and/or professionals in an area of expertise.

**Community involvement:** In conjunction with other mental health organizations and healthcare providers, Mid-Atlantic Behavioral Health provides Interns with the opportunity to participate in events designed to support mental health awareness within the community. These events include fundraisers, 5k runs/walks, small business/organizational fairs, and city sponsored family events.

**Supervision:** 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists (1 of the 2 hours is with the Site Training Director). The two additional group supervision hours are provided by a licensed psychologist and/or professionals who are appropriate, credentialed health care providers. Group supervision includes clinical discussions on topics related to ethics, diagnosis and treatment interventions.

**Didactic Training Activities:** Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Additional training is provided through conferences, and other programs offered through local organizations, including the Delaware Psychological Association, State of Delaware Division of Prevention and Behavioral Health, and the Nemours Children's Health System. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

**Supervisors:** Traci Bolander, Psy.D. (Training Director & Consortium Associate Training Director), Julie Keaveney, Psy.D., Kathleen Cherry, Psy.D. and Kathryn Pierce, Psy.D.
**Northern Children’s Services - Philadelphia, PA.**

**Description and Services:** Northern Children’s Services offers clinical experience in work with children and families. The internship position in the Outpatient Clinic provides services to a culturally diverse population of children, adolescents and families, most of whom are low-income and receive public assistance. Assessment includes training in initial biopsychosocial assessments as well as psychodiagnostic testing for children and adolescents. Psychotherapy experiences include individual, group and family therapy. The Intern works closely with members of the treatment team, including psychiatrists, social workers, therapists and case managers. The Intern have the opportunity to participate in interagency team meetings, community based programs, residential programs, and behavioral mental health programs.

**Assessments/Diagnostics:** Interns conduct psychological testing under the supervision of a licensed psychologist, to clarify diagnosis, develop effective treatment, and advise families about school based intervention. Interns are responsible for conducting detailed and comprehensive intake assessments, which includes presenting problems, clinical formulation, multi-axis diagnosis, and recommendation of appropriate treatment recommendation. The Intern is also responsible for developing an initial treatment plan for all in-take assessments. Interns coordinate with the appropriate staff to ensure that treatment recommendations are implemented. Comprehensive biopsychosocial evaluations and re-evaluations (CBE/CRB) conducted by a licensed psychologist are observed by Interns. Interns also collaborate with licensed psychologists to co-conduct and write CBE/CRB as assigned by their Primary Supervisor, and to conduct and write CBE/CRB with the supervision of a licensed psychologist.

**Psychotherapy/Interventions:** Interns provide individual, family and group therapy with children and their families. Group therapy is conducted mostly with children in the partial hospitalization program. In collaboration with clients, Interns also develop treatment plans and recommend higher levels of treatment when necessary. Interns are also responsible for writing discharge summaries.

**Consultation:** Interns consult with psychiatrists, school based program staff, foster care program, and the teen-mother residential program on treatment issues.

**Supervision:** 4 hours a week of supervision: Three hours of individual face-to-face supervision are with doctoral level licensed psychologists (1 of the 2 hours is with the Site Training Director). The one additional hour of group supervision is also with a licensed doctoral level psychologist and/or an appropriate credentialed health care provider. Group supervision is on Cognitive Behavioral Therapy. Additional supervision on specific projects suggested by the primary supervisor is also provided. Interns may also supervise master level clinicians on topics assigned by their supervisor or respective department heads.

**Didactic Training Activities:** Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. In addition, there are weekly rounds in the following programs: partial, outpatient and wraparound, and residential. Three day trainings are offered quarterly by means of a Training Fair. The Intern’s to participate in additional training opportunities throughout the agency including case conferences and program didactic trainings. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

**Supervisors:** Lindsay Brown, Psy.D. (Training Director), Kristin Jackson, Psy.D and Branlyn DeRosa, Ph.D.
Pennsylvania Comprehensive Behavioral Health Services- York, Pennsylvania

**Description and Services:** Pennsylvania Comprehensive Behavioral health Services (PCBH) LLC provides a variety of mental health services to a broad population from young children to the older adult. Services include individual and group therapy, Behavioral Health Rehabilitation Services (BHRS), Youth Advocates, and psychiatry. Within the outpatient realm, PCBH offers art therapy, and play therapy in addition to individual, group, marital, and family therapies. Group therapy includes social skills for children of varying ages, and mental health intensive outpatient treatment. The individuals and families that participate in therapeutic services come from a range of life experiences. As such the diagnoses are varied from and not limited to: affective disorders and depressive, autism spectrum, attachment issues, marital, trauma and personality disorders.

**Assessments/Diagnostics:** Interns have the opportunity to complete a range of psychological and neuropsychological evaluations with children, adolescents, adults and older adults to assess the presence of mental health issues, behavioral and personality problems, developmental disorders and make appropriate recommendations. Interns conduct psychological evaluations in line with the best practice model in order to assess strengths, weaknesses, family dynamics, academic concerns, and social skills development. They also conduct psychosocial assessments to assist with formulating treatment recommendations and diagnoses. Within the BHRS program, psychological evaluations are conducted every 6 months in order to evaluate current level of service and determine the level of continued service necessary.

**Psychotherapy/Interventions:** Interns have the opportunity to provide individual, group and family therapy to children, adolescents, adults. Client concerns may include depression, anxiety, affective dyscontrol, adjustment, grief, attention and learning issues, problem behaviors, sexual behaviors, trauma, social skills, autistic spectrum disorders, severe and persistent mental illness, interpersonal relationship problems, and substance abuse. Interns also have the opportunity to develop new groups and programs of interest to the client population and PCBH. Interns co-facilitate various groups which may include anger management, social skills, and emotional regulation.

**Consultation:** Interns have the opportunity to consult with therapists, psychiatrists, psychologists, educators, families, practice administrators, state agencies, outside mental health agencies, managed healthcare organizations and others who are relevant to his/her caseload. Interns also interact with appropriate professionals in order to understand and address the presenting issues, make treatment recommendations, and ensure quality of care.

**Community Involvement:** PCBH provides Interns with the opportunity to develop psychoeducation for other healthcare providers. PCBH provides services for the medical assistance population, which usually presents with severe mental health issues complicated by environmental, financial (poverty), family concerns and other sociocultural factors.

**Supervision:** 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists (1 of the 2 hours is with the Site Training Director). The two additional hours of group supervision are provided by the Medical Director, Psychiatrist, Site Training Director and a Clinical Supervisor and/or other professionals who are appropriate credentialed health care providers.

**Didactic Training Activities:** Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. In addition, Interns attend training on Autism Spectrum Disorders, DSM-V, Trauma-Focused CBT, Ethics, empirically-based intervention, and related mental health concerns. Didactic training is also provided through local organizations such as the Bureau of Autism, Patton, CCBH, CBHNP and Health Choices. Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

**Supervisor:** Stephanie Binter, Psy.D. (Training Director) and Casey Flanscha, Psy.D.
Description and Services: Rost & Associates, is a private psychology practice located at 807 S. George St., York, PA and 822 Marietta Ave., Suite 24 Lancaster, PA 17603, that serves south central Pennsylvania, Maryland, and Washington, D.C., provides full-time internship positions for students interested in refining clinical skills in psychotherapy, psychodiagnostics, and clinical consultation. Supervision of clinical work focuses on diagnosis, case conceptualization, treatment planning and transference/countertransference attunement. Interns are trained to think of themselves as social scientists and are mentored to master the complex interdependence of the “art and science” of delivering psychological services in a private practice setting. They apply their psychological knowledge base to create treatment interventions, develop and deliver social service and community education presentations, and conduct psychological evaluations. Rost & Associates is a general psychological practice committed to providing Interns with a diverse experience (DSM diagnosis, social context, population and ages etc.) ranging from traditional psychotherapy treatment to forensic evaluations.

Assessment/Diagnoses: Interns conduct comprehensive psychological assessments of patients’ current level of functioning and evaluate psychological needs. Interns make use of available assessment tools by conducting personality, intellectual, neuropsychological, learning disability, psycho-somatic (gastric bypass and lapband surgical evaluations), police and firefighter personality, and comprehensive psychological evaluations. Management/recommendations and report writing are reviewed with the Intern’s Primary Supervisor.

Psychotherapy/Interventions: Interns provide goal-directed treatment to facilitate growth and change of the individual patient and/or family. The Intern develops and implements this treatment conjointly with the patient and in collaboration with the supervising clinical psychologist. This includes individual, family, couples, and group psychotherapy, which involve children, adolescents, adults, and older adults. This process may include responding to the referral source with a letter briefly outlining a treatment plan in a timely fashion and developing treatment goals that are appropriate for each client’s psychological needs. Ongoing therapy involves reassessment and modification of treatment plans as appropriate, and Interns are expected to document patient/therapist interaction after each session. Interns work with a wide variety of psychological conditions, which range from anxiety/panic disorders, eating disorders, compulsive disorders, intimacy/relationship issues, life transitions, and stress-related medical disorders to profound/chronic mental illness.

Consultation: Consultation reflects a “teamwork” model that follows the Rost & Associates philosophy that patients benefit from a broad range of professionals and agencies who offer expert help beyond psychology. The skills and experience of professionals from varying disciplines can enrich and support the psychotherapy process and/or add quality to psychological evaluation. This consultation includes communication and collaboration with family physicians, psychiatrists, nutritionists, inpatient psychiatric and acute care settings, churches, schools (including local school districts as well as colleges such as Penn State and York College), local police and fire departments, and other social community agencies. Additionally, the practice works in close conjunction with York Hospital, including their Crisis unit and in-patient psychiatric unit. Interns are also expected to attend York Hospital Grand Rounds and other community team meetings/educational programs as appropriate.

Community Outreach/Psychoeducational Programs: Interns participate in a wide range of social and community services by providing psychoeducational training to schools, social services in the community, and support services for staff and volunteers of non-profit organizations such as the local SPCA, Health Education Center, Big Brother/Big Sister program, Crispus Attacks, etc.
Agency/Community Involvement: Participation in multi-disciplinary team work that involves social service agencies for the Intern to attend as a representative for the discipline of psychology is strongly encouraged.

Supervision: 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists (1 of the 2 hours is with the Site Training Director). The two additional group supervision hours are provided by a licensed psychologist and/or professionals who are appropriate credentialed health care provider. Supervision is also provided for special interests, research and skill development. This additional supervision is added to enrich skill development.

Didactic Training: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Additional didactic training topics include, but are not limited to: crisis intervention, suicide prevention and risk management, acute and post-traumatic stress disorders, how anxiety and compulsive disorders affect learning and the college student, obesity – children and adults, eating disorder (high school, college, and adult), helping caregivers understand dementia; frontal lobe dementia; Alzheimer’s and other serious, long-standing mental illness in the elderly. Interns may also participate in didactic training outside the practice by attending professional conferences that add to their skill development and are related to specific areas of clinical interest. This could include local and state conferences. Interns are expected to attend York Hospital’s Behavioral Health Education Series which includes monthly half-day trainings. Topics vary, but have included clinical issues such as: anger management, autism spectrum disorders, psychological treatment with patients having medical conditions, positive psychology, the art and science of mind-body therapy, clinical management of the suicidal patient: safeguards and interventions, our stories: dealing with vicarious traumatization, and ethics in behavioral health. Interns may also attend psychiatric Grand Rounds at York Hospital. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

Supervisors: Polly Rost, Ph.D. (Training Director) and Cynthia Cox, Ph.D.

Rowan University Counseling and Psychological Services- Glassboro, N.J.

Description and Services: Rowan University Counseling and Psychological Services (CPS) is located on Rowan’s campus at the Wellness Center in Winans Hall. The Wellness Center at Winans Hall, opened in September 2013, is a $4.4 million renovation that houses a wide array of health and wellness services including preventive and emergency medical care, mental health and drug/alcohol counseling, and heated ambulance bays. The new center unites all Rowan health care – Student Health Services, Counseling and Psychological Services, Healthy Campus Initiatives and Emergency Medical Services – in a gleaming, central facility. CPS provides services to undergraduate and graduate Rowan University students. CPS provides ample office space for all senior staff and trainees; a smart classroom for workshops and trainings; a conference room; and an office dedicated for psychological testing.

Interns provide individual therapy, couples therapy, group psychotherapy, intake evaluations, triage and crisis evaluations and consultations to students, staff and faculty. Psychotherapy ranges from brief and solution focused to long-term and utilizes evidence-based treatments. Case conceptualizations draw from different theoretical orientations: cognitive-behavioral and third wave iterations including DBT and ACT, supportive-expressive, psychodynamic, Solution-Focused Brief Therapy, Systemic and Motivational Interviewing, among others. Interns also provide psychological testing services to assess intellectual and emotional functioning. During the course of the year, we provide outreach mental health workshops to students, staff and faculty. Interns are expected to actively participate in all of the above activities.
Assessments/Diagnostics: Interns conduct mental health triage evaluations, emergency diagnostic evaluations, bio-psychosocial intake evaluations and clinical interviews. They also provide drug and alcohol screenings, and diagnostic evaluations. All Interns are required to complete a minimum of three testing batteries and reports, with additional testing experience available if further training is desired by the Intern.

Psychotherapy/Interventions: Interns conduct individuals, couples and family therapy, co-lead therapy groups Interns are also trained in Psychological First Aid and crisis intervention, serving on the Stress Management and Response Team (SMART). SMART is the CPS coordinated campus-wide trauma response service for critical incidents impacting segments of the Rowan community, such as the death of a student. Group Psychotherapy: CPS has a very well-developed group therapy program that typically offers 8 – 10 groups each semester. Groups typically include DBT Skills; DBT-Eating Disorders; Interpersonal Skill Building; Body Image, Anxiety Skills; Mindfulness-Based Stress Reduction and AOD Group). Interns co-facilitate at least one group each semester in conjunction with a senior staff member. The particular group is determined by the Intern’s training track for that semester. Training Tracks: Each Intern participates in one, 8 hour per week training track per semester. Current tracks include DBT, ED and AOD. In addition to at least one psychotherapy group, each track includes attendance at weekly or bi-weekly team meetings, didactic training and a minimum of three individual cases in that area.

Supervision: Interns receive two hours per week of individual, face-to-face supervision with two different licensed psychologists, one hour of group supervision, a half hour of supervision with their group co-leader immediately following group, one-and-a-half hours of supervision as part of the weekly DBT, and one hour of supervision on Eating Disorder Team or D & A team. These hours are provided by professionals who are appropriate, credentialed health care providers and may include licensed psychologists, licensed social worker or licensed psychiatrist.

Consultation: Interns provide consultation to students, staff and faculty. Interns also consult with other professionals and para-professionals within the university setting such as Residential Life, Student Health Services, Department of Public Safety and the Academic Resource Center. Community/University Involvement: Interns participate in the numerous outreach activities provided by CPS in the form of workshops and trainings for students, faculty and staff. These primary and secondary prevention events offer a wide variety of opportunities to provide psycho-education, orientation information and mental health screening. Such events include Body Awareness Week; Take Back the Night; Send Suicide Packing; Stress Management workshops; Sleep Hygiene workshops; Alcohol and Other Drug abuse screening and other prevention events; Depression Screening; Eating Disorder Screening; RA training and New Student Orientation.

Didactic Training Activities: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Additional training includes weekly didactics and teaching case conferences. Topics are designed to focus on the types of issues and concerns seen at an active university counseling center. The didactic trainings are provided by senior staff, with occasional outside speakers invited to present on areas such as the latest Evidence-Based Treatment for a particular disorder or recent legal or ethical issues in the field. Recent in-services have focused on: The Therapeutic Alliance, Diversity Issues in College Counseling, Assessing Suicidality, Collaborating with the Psychiatrist, Stages of Change, Dialectical-Behavioral Therapy, Current Trends in the Treatment of Eating Disorders, Alcohol and Other Drug Treatment, Psychopharmacology, High Risk Behaviors, Stress Management, Evidence-Based Treatment of Anxiety Disorders, Trauma-Focused CBT, Group Dynamics, Transference and Countertransference Relationships, Motivational Interviewing, Assessment and Treatment of Asperger's Disorder, and Acceptance and Commitment Therapy. In addition, Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.
Supervisors: Jennifer Perry, Psy.D. (Training Director; Rowan’s Co-Coordinator of Training) David Rubenstein, Psy.D. (Associate Vice President for Student Wellness) Amy Hoch, Psy.D. (Associate Director of CPS), Ann Villinski, Ph.D., Robin Fierstein, Psy.D., Stacy Cahn, Ph.D., Romana Bresin, Ph.D. and Helen Polak, Psy.D.

Rutgers-Camden Student Health Services- Camden, N.J.

Description and Services: Rutgers University – Camden Student Health Services is a comprehensive outpatient medical and mental health facility serving a community of approximately 6,500 undergraduate, graduate, law, and other professional students. The Psychological Services division of the Health Center functions as the campus counseling center, in close association with and sharing facilities with medical services, alcohol and other drug treatment services, and the health education department.

Assessment/Diagnostics: Interns have opportunities to conduct clinical diagnostic intake interviews, and suicide, depression and violence assessments. In addition, they assess for crisis management and triage. They are also expected to complete a minimum of 8 to 12 diagnostic batteries for determination of ADHD, learning disability and full psychological batteries including personality assessment to assist in treatment planning and diagnosis.

Psychotherapy/Interventions: The psychology Intern can expect to work an eight-hour day, seeing up to five patients per day. The Center offers primarily an outpatient individual psychotherapy training experience, with occasional opportunities for couples or family therapy, crisis intervention, outreach to the campus community, and consultation with other administrative and academic departments. Patients are diverse, coming from various backgrounds, and present with a range of diagnoses. There are few if any restrictions on the duration of treatment and Interns often carry patients throughout their internship. Interns are expected to handle all aspects of patient case management including treatment planning, file management, client database entry, progress notes, and referrals for psychiatric medication consultation and drug and alcohol services. Interns are encouraged to audiotape their sessions when permission is granted by the patient.

Consultation: Interns regularly consult with our psychiatrist, psychologists, our addiction specialist, and medical staff, as well as other offices within the university, referral sources, family, or others as needed who are relevant to his/her caseload. In addition, they may provide consultation to medical staff, RAs, deans, and other university personnel as needed.

Supervision: 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists. The two additional hours are provided by a licensed psychologist and/or professionals who are appropriately credentialed health care providers.

Didactic Training Activities: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Weekly clinical meetings are held to include case consultation and disposition as well as formal didactics on topics of particular relevance to a university counseling center. In addition, Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials, as well as training in drug and alcohol treatment and readings assigned by individual supervisors.

**TEAMcare Behavioral Health, Lancaster, PA**

**Description and Services:** TEAMCare Behavioral Health provides comprehensive outpatient Psychological and Psychiatric services, as well as Behavioral Health Rehabilitation, Community Based Outpatient Programs (CBOP), Family Based Mental Health Services, and Consultation and Training for community agencies. We collaborate with clients, their families, and treatment teams in a strengths-based approach to intervention. The children, adolescents and adults that participate in therapeutic services have a wide variety of mental health issues and are from diverse backgrounds. Diagnoses are varied and not limited to: affective disorders and depression, autism spectrum, attachment issues, marital, trauma and personality disorders.

**Assessments/Diagnostics:** Interns are provided weekly opportunities to conduct assessments for children, adolescents and adults in the areas of personality, learning and cognition/neuropsychological functioning, medical necessity, comprehensive assessments for the Office of Vocational Rehabilitation and determining parenting resources and needs. The extent of the assessment experience is based on Intern’s professional interest and desired areas of expertise; however, Interns will typically complete an assessment each week.

**Psychotherapy/Interventions:** TEAMcare offers a variety of individually tailored therapies for children, adolescents, and adults, which include individual, couples, family and group therapy. Specific areas of focus are: Mood Disorders, Anxiety Disorders, Trauma/Abuse Issues, Childhood Behavioral Problems, Bullying/Violence, Disruptive Behavioral Disorders, Autism Spectrum Disorders, Sexuality Issues, Domestic Violence, Parenting Strategies, and Coping/Conflict Resolution. They may also provide treatment services in the Summer Therapeutic Activities Program (STAP) which is an intensive five week program organized to provide evidenced-based treatment for children with behavioral, mood and anxiety disorders. Social skills groups, process groups and other specialty groups are also available.

**Consultation:** Interns have the opportunity to consult with therapists, psychiatrists, psychologists, educators, families, practice administrators, state agencies, outside mental health agencies, managed healthcare organizations, and others who are relevant to his/her caseload. Interns interact with appropriate professionals in order to understand and address the presenting issues, make treatment recommendations, and ensure quality of care. Interns may also work with the clinical director on expansion projects that involve meetings with MH/MR Administrators, MCOs, as well as school personnel.

**Community involvement:** TEAMcare provides Interns with the opportunity to provide consultation and training programs (e.g. workshops, parent training and other requested presentations) to community organizations.

**Supervision:** 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists (1 of the 2 hours is with the site training director). The two additional group supervision hours are provided by a licensed psychologist and/or professionals who are appropriate credentialed health care providers.

**Didactic Training Activities:** Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Additional, didactic training is provided at the site as well as through local organizations. Trainings include: different empirically supported treatment approaches, assessment for domestic violence, CBT for children and adolescents, DSM diagnosis, cultural sensitivity, SCM, crisis management. Interns also have access to additional didactic training opportunities through video streaming training seminars and article review materials.

**Supervisors:** Rebecca G. Murray, Psy.D. (Training Director) and McKenzie Walker, Psy.D.
Upper Bay Counseling & Support Services, Inc. - Elkton, Maryland

**Description and Services:** Upper Bay Counseling & Support Services, Inc. is the largest not-for-profit provider of mental health services in Cecil County, Maryland. Over 4,000 individuals with behavior/mental health concerns are served annually in addition to nearly 2,000 individuals who participate in community education services. The agency provides a comprehensive array of behavioral health services to the community. The Intern provides assessment and treatment services. *Outpatient program services include:* intakes, psychological testing, psychotherapy, medication evaluation & management, case management, mobile treatment services, and crisis intervention. *Psychiatric rehabilitation program services include:* on-site and off-site adult and child psychiatric rehabilitation, supported employment program, transitional age youth program, adult residential rehabilitation, and behavioral health home. Community & specialized services include parenting education & support, co-parenting following a divorce or separation, child of divorce group, pre-employment screenings, and anger management group along with an opportunity to work at a homeless shelter within a primary care practice, or within the office of an addictionologist.

**Assessments/Diagnostics:** Interns are required to complete psychological test batteries to address issues related to clarification of a diagnosis or treatment interventions although there are opportunities to assess for ADHD, memory functioning, psychosis, complex trauma and/or dissociation and accommodations for higher education Test administration, scoring, and interpretation and report writing are carefully reviewed by the Intern’s Supervisor. Initial clinical interviews (biopsychosocial history) are completed with the Intern’s Supervisor.

**Psychotherapy/Interventions:** Interns provide individual, group, and family therapy primarily for an underserved population (children, adolescents and adults) with a wide range of psychological disorders. Co-therapy and couples therapy opportunities are also available. Specialty Group therapy experiences may include the following topics: Anger management, Co-Parenting after Divorce/Separation and Children of Divorce. Interns may also have the opportunity to develop group therapy curricula with a colleague in which content is reviewed and supervised by a Supervisor.

**Consultation:** Interns have many opportunities to consult with colleagues including staff psychiatrists, other psychologists, licensed professional counselors, school personnel, and other external agency staff associated with cases (e.g., juvenile probation, social services, etc.).

**Community Involvement:** Interns have the opportunity to conduct groups for the community on the following topics: Anger Management, Parenting, Co-Parenting and Children of Divorce.

**Supervision:** 4 hours a week of supervision: Two hours of individual face-to-face supervision are with doctoral level licensed psychologists (1 of the 2 hours is with the site training director). The two additional group supervision hours are provided by a licensed psychologist and/or professionals who are credentialed health care providers.

**Didactic Training Activities:** Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. In addition, Interns also attend monthly team meetings and case presentations which covers a wide variety of topics including differential diagnosis, risk assessment, and ethical issues. Drug representatives regularly train professional staff on psychiatric medications. Upper Bay Counseling offers five trainings each year and may include the following topics: Psychological Testing/Assessment, Acceptance and Commitment Therapy, Motivational Interviewing, Sand Play Therapy, and Trauma Therapy for Children. Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

**Supervisors:** Robert Wilson, Psy.D. (Training Director) and Karen Suetterlein, Psy.D.
Executive Director, Associate Directors and Site Training Directors

Catrina Vitagliano, Psy.D. / Executive Training Director
Ps.D., Clinical Psychology
LaSalle University, Pennsylvania
Theoretical Orientation: Cognitive Behavioral Therapy, Mindfulness and Acceptance-Based Behavioral Therapies and Integrative approaches
Professional Interests: clinical supervision and training, ethics and professional issues, multiculturalism and diversity, application of mindfulness and acceptance-based approaches to treatment, outcomes and receptivity to interventions, mechanisms of change treatment approaches

Stephanie Binter, Psy.D. / Site Training Director
Ps.D., Clinical Psychology
Philadelphia College of Osteopathic Medicine, Pennsylvania
Site: Pennsylvania Comprehensive Behavioral Health
Theoretical Orientation: Cognitive Behavioral Therapy
Professional Interests: trauma, eating disorders, forensic evaluations, neuropsychological assessment and police evaluations

Traci Bolander, Psy.D. / Associate Training Director / Site Training Director
Ps.D., Clinical Psychology
Immaculata University, Pennsylvania
Site: Mid-Atlantic Behavioral Health
Theoretical Orientation: Integrative and Cognitive Behavioral Therapy
Professional Interests: assessment, state and local policies on mental health services and mentorship

Lindsay Brown, Psy.D. / Site Training Director
Ps.D., Clinical Psychology
Immaculata University, Pennsylvania
Site: Northern Children’s Services
Theoretical Orientation: Psychodynamic, Integrative and Cognitive Behavioral Therapy
Professional Interests: interpersonal relationships, personality disorders, insight oriented psychotherapy, clinical supervision and training

David Goodwin, Ph.D. / Site Training Director
Ph.D., Clinical & Health Psychology
University of Florida, Florida
Site: Belmont Behavioral Health
Theoretical Orientation: Psychodynamic/Existential
Professional Interests: urban poverty, refugee mental health, race, political psychology, supervision and general training

Daniel Gordon, Ph.D. / Associate Training Director / Site Training Director
Ph.D., Clinical Psychology
University of Tennessee, Tennessee
Site: Rutgers University Student Health Services, Camden
Theoretical Orientation: Psychodynamic
Professional Interests: eating issues, academic development and performance, psychotherapy process and therapy supervision
Karen Lindgren, Ph.D. / Site Training Director  
Ph.D., Clinical Psychology  
University of Maryland, Maryland  
Site: Bancroft NeuroRehab  
Theoretical Orientation: Cognitive Behavioral Therapy, Neuropsychology Rehabilitation  
Professional Interests: neuropsychology, rehabilitation, brain injury, supervision and training

Rebecca G. Murray, Psy.D. / Site Training Director  
Psy.D., Clinical Psychology  
Indiana University of Pennsylvania  
Site: TEAMCare Behavioral Health  
Theoretical Orientation: Family Systems  
Professional Interests: child and adolescent evaluation, Autism spectrum disorders, clinical supervision and training

Jennifer Perry Psy.D. / Site Training Director  
Psy.D., Clinical Psychology  
Rutgers University, New Jersey  
Site: Rowan University Counseling and Psychological Services  
Theoretical Orientation: Integrative; Psychodynamic; Dialectical Behavior Therapy; Cognitive Behavioral Therapy  
Professional Interests: trauma, grief, sexual assault prevention, healthy relationships, human sexuality, mindfulness and meditation, first responders and military personnel, psychological testing

Polly Rost, Ph.D. / Site Training Director  
Ph.D., Counseling Psychology  
Temple University, Pennsylvania  
Site: Rost & Associates  
Theoretical Orientation: Psychodynamic, Family Systems, Cognitive-Behavioral and Biopsychosocial  
Professional Interests: eating disorders, somatization disorders, family/couples therapy, trauma, personality disorders, cognitive and personality assessments police/fire personnel

Elliott Simon, Ph.D. / Site Training Director  
Ph.D., Psychology  
Emory University, Georgia  
Site: Elwyn  
Theoretical Orientation: Behavioral and Integrative  
Professional Interests: intellectual disability, behavioral health in intellectual disability, genetic syndromes and diagnostic systems

Brandi Stewart, Psy.D. / Site Training Director  
Psy.D., Clinical Psychology  
Forest Institute of Professional Psychology, Missouri  
Site: Joseph J. Peters Institute  
Theoretical Orientation: Integrative  
Professional Interests: forensic population - sex offenders and batterer's of interpersonal violence and trauma
Robert Wilson, Psy.D. / Site Training Director
Psy.D., Clinical Psychology
Wright State University, Ohio
Site: Upper Bay Counseling and Support Services, Inc.
Theoretical Orientation: Integrative
Professional Interests: trauma, supervision, personality disorders and multiculturalism

Christina Wohleber, Psy.D. / Site Training Director
Psy.D., Clinical Psychology
Immaculata University, Pennsylvania
Site: Carson Valley Children’s Aid
Theoretical Orientation: Integrative
Professional Interests: trauma, supervision, intellectual disability, and severe mental illness