Psychology Internship Consortium
(IU-PIC)

APA Accredited

Brochure
2019-2020
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https://www.immaculata.edu/academics/degrees-programs/clinical-psychology-psy-d-graduate-studies/psychology-internship-consortium/

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 that brings together a variety of agencies and organizations across the area, primarily within commuting distance to Immaculata, providing broad exposure to differing clinical populations and treatment modalities. 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.

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, attitudes and behaviors, communications and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills.

Research

Aim #1: Intern will demonstrate independence in critically evaluating 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, and relevant laws and regulations governing health service psychology.

Competencies Expected:
2.1 Remains knowledgeable and acts in accordance with APA ethical principles and code of conduct
2.2 Remains aware and acts in accordance with laws, regulations, rules and policies regarding health service psychology at the agency, local and national levels.
2.3 Keeps current and acts in accordance with relevant professional standards and guidelines
2.4 Recognizes ethical issues as they arise
2.5 Applies ethical-decision making processes to resolve issues proactively
2.6 Conducts self in an ethical manner in all professional activities
2.7 Maintains professional functioning & quality client care

Individual and Cultural Diversity

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

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 Understands the current theoretical and empirical literature related to addressing diversity in all professional activities
3.3 Applies knowledge of cultural differences by demonstrating ability to work with individuals whose differences in diversity may be in conflict with their own
3.4 Integrate awareness and knowledge of cultural differences in the conduct of professional roles
3.5 Demonstrates the ability to apply a framework to address salient diversity issues in the therapeutic relationship
3.6 Remains aware of social influences and contexts and their impact on client care
3.7 Independently applies current knowledge and approach when working with a range of diverse individuals
3.8 Strive to learn more about individuals from diverse backgrounds

Professional Values, Attitudes and Behaviors

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

Competencies Expected:
4.1 Attitudes and behaviors reflect a positive professional identity and desire to increase professional effectiveness
4.2 Attitudes and behaviors reflect values of psychology, including integrity, accountability and concern for the welfare of others
4.3 Demonstrates self-reflection regarding personal and professional functioning
4.4 Understands limits of own competency
4.5 Accurately self-evaluates and self-monitors strengths as well as areas in need of development
4.6 Demonstrates positive coping strategies when dealing with both personal and professional stressors
4.7 Actively demonstrates openness & responsiveness to feedback and supervision
4.8 Responds professionally in complex situations with an increasing degree of independence
4.9 Is prompt for scheduled hours and appointments
4.10 Writes client notes and reports in a timely manner
4.11 Submits quarterly documentation in a timely manner
4.12 Keeps supervisors aware of whereabouts as needed

Communications and Interpersonal Skills

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

Competencies Expected:
5.1 Develops and maintains effective interpersonal relationships with peers, supervisors, staff, communities, organizations and clients (with all individuals within a professional context)
5.2 Communicates ideas professionally in oral, non-verbal and written form
5.3 Manages difficult communications and demonstrates effective interpersonal skills
5.4 Communicates with professional language and concepts
5.5 Demonstrates awareness of impact of own personal issues and behaviors within a professional clinical setting
5.6 Manages own affect appropriately

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 Selects and applies assessments grounded in evidence-based practice and empirical literature
6.2 Accurately administers and scores assessment instruments
6.3 Gathers relevant history and utilizes appropriate collateral information and methods relevant to the client
6.4 Assesses clients mental status and risk factors thoroughly and accurately (e.g., suicide, homicide, self-injury, alcohol and drug use, trauma, eating disorder)
6.5 Considers cultural factors during assessment and asks questions sensitive to clients dynamics
6.6 Makes accurate inferences and interpretations from data, following current research and professional standards and guidelines
6.7 Develops case conceptualization, classification and recommendations based on empirical and clinical data
6.8 Writes accurate and concise reports sensitive to a range of audiences
6.9 Orally communicates accurate and effective assessment feedback to clients, collaterals, other health professionals as necessary
6.10 Demonstrates a thorough working knowledge of diagnostic nomenclature and DSM classification
6.11 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 Develops evidence-based intervention plans informed by research, assessment data, diversity characteristics and contextual variables, specific to treatment goals
- 7.3 Implements interventions informed by research, assessment data, diversity characteristics and contextual variables
- 7.4 Applies relevant research to clinical decision making
- 7.5 Effectively modifies and adapts evidence-based approaches when clear evidence-base is lacking
- 7.6 Monitors and evaluates progress toward treatment goals and adapt goals and methods as needed
- 7.7 Develops treatment goals that correspond to case conceptualization
- 7.8 Formulates useful case conceptualizations that draw from theoretical knowledge and research
- 7.9 Interventions are well-timed
- 7.10 Communicates empathy, warmth and genuineness
- 7.11 Demonstrates ability to handle intense client affect
- 7.12 Manages interpersonal boundaries with clients
- 7.13 Manages transference/countertransference issues
- 7.14 Recognizes and responds appropriately to client crises

**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 Applies knowledge of supervision in direct or simulated practice with other trainees and/or healthcare professionals
- 8.2 Provides useful direction, information and feedback for other trainees and/or healthcare professionals
- 8.3 Effectively deals with resistance in trainees and/or other healthcare professionals
- 8.4 Comes prepared to participate in supervision
- 8.5 Keeps supervisor apprised of relevant clinical issues
- 8.6 Demonstrates sensitivity to diversity as related to supervision
- 8.7 Demonstrates receptivity to new ideas and integrates supervisor feedback
- 8.8 Seeks supervision/consultation as necessary for complex cases

**Consultation and Interprofessional/Interdisciplinary Skills**

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

**Competencies Expected:**
- 9.1 Demonstrates respect and knowledge for the roles and perspectives of other professionals
- 9.2 Applies knowledge when consulting with all appropriate parties including individuals, families, professionals and related health systems
9.3 Uses language appropriate to the intended audience when consulting with individuals, families, professionals and related health systems
9.4 Demonstrates ability to work successfully with others
9.5 Directly engages in or practices consultation with other healthcare professionals
9.6 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. Educational training experiences increase in complexity and responsibility over time, as the program offers opportunities to build upon knowledge and skills acquired from practicum experiences and academic program to 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 the development of knowledge, clinical judgment, critical thinking and clinical skills. 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), live 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, 40 hours per week full-time training program, 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.22.

**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 verbal and written 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, Interns have the opportunity to engage in professional discussion, peer consultation and supervision regarding learning activities, resources, and 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. All presenters submit the Didactic Training Objectives and References form prior to the presentation.

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. Interns are provided feedback from peers.

- **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 didactic case 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.

Interns are expected to participate in additional didactic training opportunities on a weekly basis. This can be accomplished through on-site trainings or other independent didactic activities such as video-streaming, training seminars and current journal article reviews. Individual sites offer additional didactic training opportunities (see Site Descriptions, p.22).

**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 and an additional two hours of supervision 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 to 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 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 Intern completes the evaluation form and both Intern and Primary Supervisor review and sign the evaluation. Signatures indicate that the Intern and Primary Supervisor reviewed the evaluation together and is not an indication of agreement with the content. 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 disseminate 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 Admissions, Support and Initial Placement Data

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:

| Total Direct Contact Intervention Hours | No | Yes | Amount: N/A |
| Total Direct Contact Assessment Hours   | No | Yes | Amount: N/A |

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*
Bancroft NeuroRehab

| Annual Stipend/Salary for Full-time Interns | 21,000.00 |
| Annual Stipend/Salary for Half-time Interns | N/A |

Program provides access to medical insurance for intern?

| Yes | No |

If access to medical insurance is provided:

Trainee contribution to cost required?

| Yes** | No |

Coverage of family member(s) available?

| Yes | No |

Coverage of legally married partner available?

| Yes | No |

Coverage of domestic partner available?

| Yes | No |

Hours of Annual Paid Personal Time Off (PTO and/or Vacation) | 80 hours |

Hours of Annual Paid Sick Leave | N/A |

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

**While access to medical coverage is provided, full cost of insurance may be the responsibility of the intern
## Financial and Other Benefit Support for Upcoming Training Year*

### Belmont Behavioral Hospital

<table>
<thead>
<tr>
<th>Benefit Support</th>
<th>Details</th>
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<tr>
<td><strong>Annual Stipend/Salary for Full-time Interns</strong></td>
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<td><strong>Annual Stipend/Salary for Half-time Interns</strong></td>
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<tr>
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**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.

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

### Carson Valley Children’s Aid

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</tr>
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<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>
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<td>Yes</td>
</tr>
</tbody>
</table>

**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

**While access to medical coverage is provided, full cost of insurance may be the responsibility of the intern
## Financial and Other Benefit Support for Upcoming Training Year*

**Elwyn, Inc.**

<table>
<thead>
<tr>
<th>Benefit Description</th>
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</tr>
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<tbody>
<tr>
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<tr>
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<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Coverage of family member(s) available?</td>
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</tr>
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**While access to medical coverage is provided, full cost of insurance may be the responsibility of the intern**

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

**Joseph J. Peters Institute**

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<tr>
<th>Benefit Description</th>
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</tr>
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<tbody>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
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</tr>
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### Financial and Other Benefit Support for Upcoming Training Year*

**Mid-Atlantic Behavioral Health**

<table>
<thead>
<tr>
<th>Benefit</th>
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*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table*

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

**Northern Children’s Services**

<table>
<thead>
<tr>
<th>Benefit</th>
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</thead>
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*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table*
Financial and Other Benefit Support for Upcoming Training Year*  
Pennsylvania Comprehensive Behavioral Health

| **Annual Stipend/Salary for Full-time Interns** | **21,000.00** |
| **Annual Stipend/Salary for Half-time Interns** | **N/A** |
| **Program provides access to medical insurance for intern?** | **Yes | No** |
| **If access to medical insurance is provided:** | |
| **Trainee contribution to cost required?** | **Yes** | **No** |
| **Coverage of family member(s) available?** | **Yes** | **No** |
| **Coverage of legally married partner available?** | **Yes** | **No** |
| **Coverage of domestic partner available?** | **Yes** | **No** |
| **Hours of Annual Paid Personal Time Off (PTO and/or Vacation)** | **80 hours** |
| **Hours of Annual Paid Sick Leave** | **N/A** |
| **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. | |

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**While access to medical coverage is provided, full cost of insurance may be the responsibility of the intern
### Financial and Other Benefit Support for Upcoming Training Year*  
#### Rowan University Counseling and Psychological Services

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### Financial and Other Benefit Support for Upcoming Training Year*  
#### Rutgers – Camden Student Health Services

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# Financial and Other Benefit Support for Upcoming Training Year*

## TEAMCare Behavioral Health

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| 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):**

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## Upper Bay Counseling and Support Services

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| 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):**

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Initial Post-Internship Positions
(Provide an Aggregated Tally for the Preceding 3 Cohorts)

<table>
<thead>
<tr>
<th></th>
<th>2014-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts</td>
<td>54</td>
</tr>
<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</td>
<td>1</td>
</tr>
<tr>
<td>PD</td>
<td>EP</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Community mental health center</td>
<td>8</td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td>0</td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td>0</td>
</tr>
<tr>
<td>University counseling center</td>
<td>1</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td>0</td>
</tr>
<tr>
<td>Military health center</td>
<td>0</td>
</tr>
<tr>
<td>Academic health center</td>
<td>0</td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td>0</td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td>0</td>
</tr>
<tr>
<td>Academic university/department</td>
<td>0</td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td>0</td>
</tr>
<tr>
<td>Independent research institution</td>
<td>0</td>
</tr>
<tr>
<td>Correctional facility</td>
<td>0</td>
</tr>
<tr>
<td>School district/system</td>
<td>0</td>
</tr>
<tr>
<td>Independent practice setting</td>
<td>0</td>
</tr>
<tr>
<td>Not currently employed</td>
<td>0</td>
</tr>
<tr>
<td>Changed to another field</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
</tbody>
</table>

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 by Immaculata University or the Immaculata University Psychology Internship Consortium. Individual sites may provide access to health benefits; however, full cost of insurance may be the responsibility of the intern.

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. This 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 – Mount Laurel, N.J.
- Belmont Behavioral Hospital – Philadelphia, PA.
- Carson Valley Children’s Aid – Philadelphia, PA.
- Elwyn Inc. - Philadelphia, 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 – Mount Laurel, 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. Evidence-based individualized approaches are utilized, (e.g., cognitive behavioral therapy, acceptance and commitment therapy), with interventions tailored for individuals with cognitive impairments. Cognitive rehabilitation therapy experience is also available.

Consultation: Consultation with 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.

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, bimonthly, 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, Sarah West, Ph.D., Sheryl Berardinelli, Psy.D., Jeremy Schwarzbaum, Psy.D. and Nicole Schwartz, Psy.D.
Belmont Behavioral Hospital - Philadelphia, PA.

Description and Services: Belmont Behavioral Hospital is a community based mental health center associated with Albert Einstein Hospital. Belmont has been in operation for over 75 years as one of the largest providers for mental health care. Belmont provides high quality and specialized programming options for children, adolescents, adults and older adults from inner-city and suburban locations. Belmont Behavioral Hospital’s full continuum of care features programming and individualized treatment planning that effectively address patients’ needs. Interns primarily work in outpatient and partial programs. The outpatient program offers individual, family and group modalities for clients presenting with a variety of mental health symptoms and substance abuse concerns. Occasionally Interns may conduct psychological testing on the inpatient unit.

Assessments/Diagnostics: Interns have the opportunities to conduct psychological assessments consisting of psychoeducational and psychodiagnostic evaluations. Some of these assessments include standard intellectual, achievement and learning/memory based measures, objective personality measures (e.g., MMPI-2, PAI, MCMI-III), semi-projective measures (e.g., 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. Interns have the opportunity to receive training and provide services to refugees and asylees and survivors of torture. Additionally, Interns have involvement with the daily operation of the child and adolescent partial program providing psychotherapy interventions.

Consultation: The Intern consults with attending psychiatrists, psychiatry residents, nursing staff 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.

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. 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 in Philadelphia and Montgomery counties. Behavioral Health Rehabilitation Services 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 Services located at 71 W. Wissahickon Ave., Flourtown, PA 19031 are warranted when prior interventions have been unsuccessful in keeping the child functioning safely in the community, yet higher levels of care are unnecessary.

- **Residential Care Program** 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).
- **Residential Treatment Program** provides structured care for children and adolescents who have a demonstrated history of serious mental illness and behavioral problems. The RTF assists children in improving their level of functioning while developing skills to move towards positive membership in society. Program provides an integrated multi-disciplinary, team-based approach to treatment utilizing a trauma-informed resiliency model as the foundation for evidence-based service delivery. Treatment Team members include representatives from CVCA's clinical, psychiatric, educational, residential and nursing departments as well as family members and the child. The program serves up to 35 children, ages 12-19 and includes Lower Beech Cottage, a co-educational residence for 22 children, 9 boys and 13 girls and Thistle Cottage, an all-female residence for 13 girls.

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. Interns will also have the opportunity to participate in and support the adolescent DBT Skills groups within the Residential Treatment Facility

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 appropriately 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 Anita Bell, 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/Diagnostics: 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 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:** Marcy Schuster, Psy.D (Training Director), Philip Jason Winter, Ph.D. and Krystal Gamez, 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.


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 and recovery 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 some opportunities for 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, and developmental disorders including the autistic spectrum. Interns will also have some opportunity for neuropsychological assessment during the internship year. Court ordered or legal issues requiring assessment may also be available.

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 may also have the opportunity to co-facilitate or observe 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: Interns receive 4 hours a week of supervision: 2 hours of individual face-to-face supervision are with doctoral level licensed psychologists (1 of the 2 hours is with the Site Training Director or Director of Assessment and Training). The 2 additional hours of supervision comprise either additional supervision, co-therapy with a supervisor, such as co-therapy of Parent-Child Interaction Therapy (PCIT) by certified psychologist, or group supervision 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), Kathleen Cherry, Psy.D. (Director of Assessment and Training), Julie Keaveney, 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/CBR) conducted by a licensed psychologist are observed by Interns. Interns also collaborate with licensed psychologists to co-conduct and write CBE/CBR as assigned by their Primary Supervisor, and to conduct and write CBE/CBR 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: 2 hours of individual face-to-face supervision and 2
hours of group supervision with doctoral level licensed psychologists (2 hours, 1 individual and 1
group, of supervision is with the Site Training Director). 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) and Karen Curcio-Chilton, 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.

**Rost & Associates-York, PA**

**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.. The practice provides full-time internship positions for students interested in enhancing and refining clinical skills in psychotherapy, psychodiagnostics, and clinical consultation. Supervision of clinical work focuses on diagnosis, case conceptualization, treatment planning and transference/countertransference material. 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 treatment in a private practice setting. They apply their psychological knowledge base utilizing numerous theoretical orientations to create treatment interventions, develop and deliver 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.) including traditional psychotherapy treatment, conduction psychological evaluations, collaboration with medical/community services, and education in operating a private practice.

**Assessment/Diagnostics:** Interns conduct comprehensive psychological assessments of patients’ current level of functioning and evaluate psychological needs. Interns make use of a variety assessment tools by conducting personality, intellectual, pain management, neuropsychological, learning disability, psycho-somatic (gastric bypass and lapband surgical evaluations), police and firefighter personality, and comprehensive psychological evaluations. Treatment 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 adjustment/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 service/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.

**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; pre-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 Glassboro main campus at the Wellness Center in Winans Hall, which is located 20 minutes southeast of Philadelphia. Rowan University is the 2nd ranked public comprehensive research university in New Jersey. The Wellness Center at Winans Hall opened in September 2013 after a $4.4 million renovation. The facility houses a wide array of health and wellness services in one central location – Student Health Services, Counseling and Psychological Services, Alcohol and Other Drug Services, Healthy Campus Initiatives, and Emergency Medical Services. It has private computerized sign-in stations, two waiting rooms, a warm welcoming central lobby area, and a flowing single-floor layout. Interns have their own comfortably appointed office.

CPS provides services to undergraduate and graduate Rowan University students. Our student population is diverse in race, ethnicity, socioeconomic status, religion, disability status, gender identity, and sexual orientation. Services provided to students include individual and group, with occasional inclusion of partners or family members as clinically indicated. We offer a comprehensive Dialectical Behavior Therapy (DBT) program. Other services offered by CPS include on-call crisis response, comprehensive psychological testing, psychiatric evaluations and medication monitoring, outreach to the campus community, and consultation to staff, faculty, and parents. Interns are very active and important members of our treatment staff and we support both their clinical and professional growth as colleagues and psychologists. We value their contributions and encourage them to pursue their particular areas of interest with the same passion and commitment that all of the staff bring to CPS.

Assessments/Diagnostics: Interns conduct mental health triage evaluations for 3-4 hours per week. During this time, students who are in crisis or seeking services are briefly evaluated and provided with recommendations for treatment. Interns also complete biopsychosocial intake evaluations for new clients and provide drug and alcohol screenings as part of the Alcohol & Other Drugs concentration. All interns are expected to complete a minimum of 3 comprehensive testing batteries and reports, with additional testing experience available if further training is desired by the intern. Testing batteries are tailored to the referral question, which is often differential diagnosis. CPS has an extensive testing library, including measures of cognitive functioning, objective and projective personality measures, and other instruments for specific psychopathology.

Psychotherapy/Interventions: Interns typically have a caseload of 10-14 individual clients with varying diagnoses and levels of functioning. Common concerns include depression, anxiety, post-traumatic stress, Autism Spectrum Disorder, alcohol and drug abuse, suicidality, self-injurious behaviors, eating disorders, relationship issues, alcohol and drug abuse, and personality disorders. While we have implemented a general 12-session limit on treatment, there is flexibility for longer-term interventions when dictated by client need. There is an emphasis on evidence-based interventions.

Interns also typically co-facilitate one or two therapy groups each semester in conjunction with a licensed staff member. CPS has a very well-developed group therapy program that offers approximately 15 groups each semester. Examples of typical groups include DBT skills, Radically Open DBT, Interpersonal Skill Building, Body Image, Anxiety Skills, Mindfulness, LGBTQ+ support, and general therapy. Interns also may have an opportunity to participate in our “Let’s Talk” program, which provides students with brief and informal consultations with mental health professionals at different locations around campus.

Supervision: CPS strongly emphasizes the importance of supervision for interns, as well as continued professional development for all staff. Interns receive at least 4 hours of supervision each week. This includes two hours per week of individual, face-to-face supervision with two
different licensed psychologists, and an additional two hours of supervision from their group co-leader, and training concentration program coordinator, all of who are appropriate credentialed health care providers. Audio and video recording of therapy sessions are a vital part of supervision. The staff at CPS has a wide range of expertise, theoretical orientations, and specializations. Staff includes licensed psychologists, clinical social workers, professional counselors, addictions counselor, and psychiatrists. All of our staff have extensive training in DBT. Other theoretical orientations/approaches include cognitive-behavioral, psychodynamic, systems focused, interpersonal psychotherapy, motivational interviewing, acceptance and commitment therapy, brief solution-focused, prolonged exposure, trauma-focused, and EMDR.

In addition, there are numerous additional opportunities for case consultation and clinical discussion. These include a weekly case conference presentation/discussion and meetings for clients presenting with high risk behaviors, eating disorders, or alcohol and drug issues. There are also biweekly meetings for interpersonal psychotherapy consultation and our group therapy program. As part of our comprehensive DBT program, all staff and interns are important members of our weekly 2 hour DBT consultation team. This meeting provides an opportunity to discuss clients, as well as to develop our own professional limits, process feelings of burnout, and address any issues within the team.

In order to develop their own supervisory skills, interns may also have the opportunity to co-facilitate group supervision for graduate-level practicum students.

Consultation Interns provide information and consultation to staff, faculty, and families as requested. Interns routinely consult and collaborate with other university departments, including Residential Life, Student Health Services, Department of Public Safety, and the Academic Success Center. Interns also participate in the numerous outreach activities provided by CPS Services 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 screenings. Examples of such events include suicide prevention, sexual assault prevention, transgender awareness, stress management workshops, therapy dogs, substance abuse prevention, depression screenings, trainings for residential assistants, new student orientation, and presentations about CPS services.

Interns are also trained in Psychological First Aid and crisis intervention, and serve as a member of the Stress Management and Response Team (SMART). SMART is the CPS coordinated campus-wide trauma response service for critical incidents impacting large segments of the Rowan community. Such events may include the death of a student or faculty member, a natural disaster affecting campus, or a tragedy that affects members of our campus.

Didactic Training Activities: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Interns participate in site didactic trainings led by CPS staff. These are designed to focus on the types of issues and concerns seen at an active university counseling center. Examples of didactics include: developing the therapeutic alliance, diversity issues, collaborating with psychiatry, assessing suicidality, eating disorders, alcohol & drug use on campus, managing high-risk behaviors, acceptance and commitment therapy, EMDR, group dynamics, motivational interviewing, students with Autism Spectrum Disorder, case conceptualization, and managing transference & countertransference. Interns also participate in the weekly DBT homework group, which allows them to gain a better understanding of DBT skills. In addition, interns participate in trainings throughout the year, including presentations and workshops by CPS staff, outside speakers, and streamed webinars. The vibrant Rowan campus offers numerous opportunities to attend lectures, discussions, and conferences in related disciplines. In addition, Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.
Supervisors: Jennifer Perry, Psy.D. (Co-Training Director; Rowan’s Co-Coordinator of Training) and Helen Polak, Psy.D. (Co-Training Director – Rowan 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., and Romana Bresin, Ph.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 risk assessments. In addition, they assess for crisis management and triage. They are also expected to complete a minimum of 8 to 12 comprehensive diagnostic batteries for determination of academic accommodations for ADHD and learning disabilities, as well as full psychological batteries including personality assessment to assist in treatment planning and diagnosis.

Psychotherapy/Interventions: The Student Health Center offers primarily outpatient individual psychotherapy, 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 considerable array of diagnostic challenges for Interns to address in treatment. 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 internally with our psychiatrist, psychologists, our addiction specialist, and medical staff. They also work with other offices within the university, outside referral sources, family, or others as needed that are relevant to his/her caseload. In addition, they may provide consultation to medical staff, RAs, deans, and other university personnel as needed. There are also opportunities for outreach to the university community, such as psychoeducational and health promotion programming.

Supervision: Interns receive 4 hours a week of supervision, at least two hours of which are individual face-to-face supervision with doctoral level licensed psychologists. The two remaining hours are provided by a licensed psychologist and/or professionals who are appropriately credentialed health care providers. Roughly half the supervision hours are for assessment cases, and half is psychotherapy supervision. There may also be the opportunity to provide supervision to an assessment practicum trainee.

Didactic Training Activities: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Weekly training seminars are held which include case consultation and disposition as well as formal didactics on topics of particular relevance to a university counseling center. All Psychological Services staff, including the Intern and other trainees, are expected to present on a range of topics, such as particular assessment instruments, or a topic of
particular relevance to a trainee’s caseload or another topic of their choosing. In addition, Interns have access to didactic training opportunities through video streaming seminars, article reviews, collaborative treatment with our in-house drug and alcohol specialist, 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.

Assessments/Diagnostics: Interns are provided weekly opportunities to conduct assessments for children, adolescents and adults in the areas of personality, diagnostic clarification, learning and cognition/ neuropsychological functioning, medical necessity, comprehensive assessments for the Office of Vocational Rehabilitation.

Psychotherapy/Interventions: TEAMCare offers a variety of individually tailored therapies for children, adolescents, and adults. Therapy services are provided in both our main office location, and in a range of school districts in Lancaster County. Typical presenting problems include, depression, anxiety, relationship discord, trauma, anger managements and parent management of childhood disorders such as ADHD. Interns will also provide treatment services in our 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, and parent training 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 and our clinical staff.

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 Karen McClure-Snodgrass, 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 and within a primary care practice.

Assessments/Diagnoses: 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. Two days of the internship will focus on psychological assessments.

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, Children of Divorce, Grief/Loss, Healthy Choices, and Skills Building. 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
Psy.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
Psy.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
Psy.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
Psy.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. / Co-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

Helen Polak, Psy.D. / Co-Site Training Director
Psy.D., Clinical Psychology
Indiana University of Pennsylvania, Pennsylvania
Site: Rowan University Counseling and Psychological Services
Theoretical Orientation: Integrative, Dialectical Behavior Therapy, Cognitive Behavior Therapy, Solution Focused Therapy
Professional Interests: grief and loss, transition to college, sexual assault prevention, bystander intervention training, mindfulness meditation, training student leaders in active listening and referral skills, crisis intervention
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

Marcy Schuster, Psy.D. / Site Training Director
Psy.D., Clinical Psychology
Immaculata University, Pennsylvania
Site: Elwyn
Theoretical Orientation: Integrative
Professional Interests: trauma, ASD, intellectual disability, genetic syndromes and behavioral health

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