



IMMACULATA
UNIVERSITY

Predocrotal Internship Consortium IU-PIC
Brochure
2010-2011

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INTRODUCTION

The Immaculata University Predoctoral Internship Consortium (IU-PIC), organized and monitored by the Immaculata University Graduate Psychology Department, provides predoctoral internships in clinical and school psychology to PsyD students in the Graduate Psychology Department with a limited number of placements offered for intern applicants from other doctoral programs through the APPIC Clearinghouse. The Consortium provides oversight of the integration and integrity of the education and training aspects of the intern's experience. The Consortium offers 1,750 hour minimum predoctoral internships, typically beginning on July 1 and conducted either on a full-time (12 months) or half-time (24 months) basis.

The Consortium (IU-PIC) is a cooperative training program including many agencies and organizations across the area, primarily within commuting distance of Immaculata. Each agency ("site") is independent and maintains sole clinical and financial responsibility and liability for its clients and interns.

Background and Philosophy

The Immaculata University Predoctoral Internship Consortium (IU-PIC) was developed to respond to the needs of many Immaculata University Graduate Psychology students who need a local internship and are faced with a shortage of APPIC internships in the tri-state area.

Philosophy

The Immaculata University Predoctoral 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 and offers an opportunity for interns to develop and refine clinical knowledge and skills in the areas of diagnosis, assessment, psychotherapy, and concept integration. The consortium values knowledge and skills, as well as a scholarly attitude, professional behavior, and integration into the professional community. In particular, the consortium encourages social and diversity awareness, ethical reasoning, scholarly inquiry, reflectivity, familiarity with biopsychosocial and psychotherapy research, and professional development which are integrated into clinical activities, seminars and discussions. In addition, the consortium encourages interns to maintain effective coping skills and respectful, professional relationships with clients and colleagues.

The training of interns is carried out in a variety of clinical settings and each site provides a broad and diverse experience in the assessment and treatment with patients/clients with a wide range of medical and psychiatric problems.

Uniformed Goals and Objectives of Training

1. To provide to Psy.D. students at Immaculata a comprehensive, quality predoctoral internship training program which meets the training standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the PA State Psychology Board requirements for predoctoral internship.
2. To provide to doctoral students from external universities, selected through the APPIC Clearinghouse, a comprehensive, quality predoctoral internship training program which meets the training standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the PA State Psychology Board requirements for predoctoral internship.
3. To provide an internship training program in which interns address their professional development needs and interests while acquiring skills, knowledge, and scholarly values related to doctoral training in clinical, counseling and school psychology.
4. To provide a variety of local clinical training opportunities with diverse populations and develop both broad and specialized assessment, diagnosis, intervention and consultation skills.
5. To provide students a learning community of peer interns who come together to share learning activities and discuss training experiences to learn from and support each other.
6. To encourage appreciation and understanding of diversity and individual differences including ethnicity, race, language, socioeconomic status, sexual orientation, health status, religion.
7. To facilitate the development of a scholarly attitude, professional behavior and identity and integration into the professional and social community.

Program Description and Programmed Sequence of Uniformed Training Goals

The Immaculata University Predoctoral Internship (IU-PIC) is a full-time 12-month program or a part-time 24 month program that begins July 1 - June 31. The internship follows a practitioner-scholar model which prepares interns for the professional practice of psychology while being informed by scholarly inquiry. Interns are to develop and refine competencies in: diagnostic skills, assessment, psychotherapy/interventions, integration of advanced concepts, consultation, diversity and social awareness and scholarly attitude, and professional behavior and development.

The goal of training is to prepare interns for successful entry into the psychology profession for postdoctoral and entry-level positions. The training philosophy is a generalist one and involves extensive experience in direct clinical care as well as knowledge and skills to embrace future roles and jobs in psychology. The program trains interns to function at higher levels of performance in psychological assessment/diagnosis, treatment, conceptual integration, consultation, diversity and social awareness, and professional and ethical behaviors. In addition, the internship prepares interns to be

consumers of research and to develop a greater understanding of how cultural factors in human behavior.

During training, professional skills and attitudes are developed and internalized through mentoring, supervised clinical practice, relationship with clients and colleagues of diverse backgrounds, didactic training, scholarly inquiry, and the opportunity to work with professionals in other disciplines. Therefore, the program is structured and sequenced so that interns assume increasing clinical responsibilities in the context of appropriate supervisory support and professional role modeling; work with diverse populations and with professionals from other disciplines; participate in didactic training regarding clinical topics and professional issues; present assessment and psychotherapy teaching cases; and interact with and learn from peers and supervisors who are working in a variety of community mental health settings.

Internship training staff adopts a developmental model of supervision recognizing that each intern begins at varying levels of professional development. At each site, training is sequenced with the goal of increasing higher levels of autonomy and independence as an intern progresses through the year. At the beginning of the training year, supervisors review and assess an intern's Initial Individual Training Goals. Supervisors respond to the intern's readiness in terms of *willingness, ability, and confidence* when addressing clinical and supervisory issues and responsibilities. A developmental model allows the supervisor to address competency and readiness levels. The goal is to facilitate the intern's development from novice to experienced clinician. The expected competencies outline all activities essential to training psychologists during internship. An intern is evaluated along a continuum and ratings represent how supervisors at each quarter rate the intern's competency with graduated expectations. Evaluations comment on clinical skills, professional behavior and personal attributes. Ratings reflect a developmental model and range from ***Concerns Noted-Remediation work needed; Beginning Competency: Intensive Supervision; Intermediate Competency-Routine supervision needed; High Competency – Supervision needed for non-routine cases, level of competency expected at completion of internship and Advanced Competency – Autonomous practice expected after post-doctoral training is completed.***

Movement to collegiality and collaboration is expected as higher skill levels and the development of higher levels of responsibility are given. Interns work closely with their supervisors to evaluate and determine readiness for more independence and responsibility. Interns are required to reach adequate levels of competency in all areas noted on the Intern Evaluation of Competency and Individual Training Goals form.

Existing skills of interns are refined as new skills are assimilated. The internship trains competent clinical, counseling, and school psychologists to be capable of functioning autonomously in a variety of settings. Core competencies are noted on the Intern Evaluation form and include both foundational and functional competences.

Foundational: professionalism, interpersonal/intrapersonal, ethics/legal, cultural diversity, reflective self-assessment, and scientific knowledge and skills. Functional: Diagnostic assessment and case conceptualization, consultation, intervention, supervision and teaching. The IU-PIC Intern Evaluation of Competencies and Individual Training Goals addresses the following competency areas: Diagnostic, Assessment,

Psychotherapy/Intervention, Integration of Advanced Concepts (Consultation), Diversity and Social Awareness, Scholarly Attitude development and Professional behaviors and Development.

Competencies

1. **Diagnostic:** Interviewing, Classification and Diagnosis, Case Formulation,
2. **Assessment:** Test Selection, Administration, Interpretation, Report Writing, Feedback
3. **Psychotherapy/Intervention:**
Case Formulation, Treatment Planning, Therapeutic Alliance, Clinical Boundaries, Interventions, Integration of Theory and Research
4. **Integration of Advanced Concepts:** Use of Process, Use of Self, Intrapsychic/Relational Dynamics, Countertransference, Consultation
5. **Diversity and Social Awareness:** Diversity Awareness, Social Awareness and Responsibility
6. **Scholarly Attitude Development:** Critical Thinking, Scholarly Inquiry, Study of Current Theory & Research
7. **Professional Behavior and Development:** Ethical and Legal Reasoning and Behavior, Professional and Administrative Responsibilities, Respectful Relationships, Interpersonal Boundaries and Awareness of Impact on Others, Use of Supervision, Engaged in Professional Development, Involved in Professional Community

Programmed Sequence of Training Experiences- Uniformed Goals/Expectations Related to Competencies

Each intern, during initial supervisory sessions with their site supervisors, reviews his/her current knowledge and skill levels across all competencies and discuss individual training goals (competencies identified on the Intern Evaluation of Competencies and Individual Training Goals form. Training goals are modified as the intern progresses through the internship year. Additionally, as the intern's competency levels evolve and develop throughout the year, greater independence and autonomy are expected, as well as, movement toward a more collegial, collaborative, and consultative relationship with supervisors. This progression is consistent with literature that addresses the expectation of progressive, developmental changes related to internship training in general, and also responds to changes in the intern's conceptual and technical/procedural skill maturation during internship.

Ongoing feedback is routinely collected and includes quarterly evaluations from supervisors and quarterly feedback from interns, intern's mid-year evaluation, and end-of-the-year evaluation of program, site, and supervisor. Feedback data assists in identifying strengths and weaknesses of the program and determining progress toward competencies.

Competencies and Sequence of Program Expectations:

Diagnostic and Assessment: Interns are trained to increase knowledge and skills related to interviewing, classification, case formulation, testing, report writing, feedback and treatment planning. As the training year evolves, the intern is expected to receive less intensive supervision and monitoring and gain more independence with administration, scoring, interpretation, and report writing. Supervision becomes less didactic regarding basic administration and scoring with a greater focus on case conceptualization. At the end of training, interns are expected to have greater skill and confidence in integrating clinical test/assessment data, formulating diagnostic considerations and utilizing assessment findings in developing a treatment plan and appropriate recommendations.

Psychotherapy/Intervention: Interns are trained to competently provide individual, group, psychosocial rehabilitation, case management, and treatment planning including the use of effective and appropriate interventions and monitoring treatment plan goals in collaboration with clients. Although initially, close monitoring and observation are required initially; however, it is expected that as the year progresses, the intern will acquire more skills in handling complex cases. Moreover, it is expected that the intern will demonstrate greater clinical judgment and autonomy regarding implementing treatment strategies and using empirically based treatment interventions. At the end of internship, it is expected that an intern is able to organize treatment inferences differently with greater sophistication and internalization of various theoretical models and strategies depending on the case presentation.

Integration of Advanced Concepts: Interns are trained to understand the importance of self-reflection, intrapsychic/relational dynamics, and countertransference. It is expected, throughout the year, the intern will increase his/her understanding of case dynamics, reflective practice and self-assessment, and transference/countertransference. Toward the end of training, it is expected the supervisory relationship will move toward collaborative consultation. These expectations target increasing internalization of core concepts, flexible applications, and consolidation of professional identity congruent with the role of an emergent psychologist.

Consultation: Interns are trained to consult with a wide range of mental health professionals, community organizations, referral sources and professionals in the management of clients. As the year progresses, direct monitoring of intern interactions will become less as the intern assumes more independence and increases consultation skills in clinical case dialogs and the development of positive professional relationships. At the end of internship, interns are expected to work collegially and responsively with others.

Diversity and Social Awareness: Interns are trained in sensitivity to the influences of individual and cultural differences in patient/client care and to appropriately attend to disability, religious beliefs, gender issues, and sexual orientation. Interns are also expected to recognize and challenge their own premises and biases, to expand awareness and address social and diversity issues and to understand the influence, significance, and power of cultural factors in human behavior.

Scholarly Attitude and Inquiry: Throughout the year, interns are exposed to current literature and are trained to discriminate appropriate applications of research to clinical/counseling/school practice. They also are expected develop “Toolkits” for

seminar presentations consisting of the most current references (from peer reviewed journals) and resources related to their own case presentation. The intern is expected, toward the end of internship, to be more independent and confident in the application of research findings to clinical practice.

Professional Behavior and Development: During the training year, the intern is expected to discuss personal reactions to clients. Should there be consistent reactions that have been identified as obstacles to treatment or performance objectives in general, the intern, based on continuous supervisory feedback, is expected to become more aware of these reactions as the year progresses, and to recognize the need to seek professional resources and support as warranted. It is expected toward the end of the year, an intern will increase his/her ability to manage stress and anxiety, identify self-care resources, manage time, maintain interpersonal boundaries, and facilitate of positive relationships. During the training year, interns are also encouraged through didactic training and exposure to role-models to develop a professional identity. It is expected, toward the end of the training year, an intern will develop a more consolidated identity, assume more responsibilities and independence with regard to professional and administrative practices, clearly recognized ethical situations, and engage in sound ethical reasoning.

Expectations

Interns are expected to:

- Adhere to the policies and procedures of the Consortium training program and the APA ethics code
- Be timely in reporting to training sites and other scheduled activities
- Attend orientation, monthly seminars, didactics, and supervision
- Present cases and didactic materials in the monthly intern seminar and at sites as scheduled
- Present case material to supervisors in the agreed upon format(s) and be receptive to supervisory feedback
- Successfully complete clinical responsibilities as assigned by supervisors
- Maintain and keep current documentation (via Time2Track) of clinical hours for each quarterly evaluation period. Turn in required Consortium documents in a timely manner
- Bring concerns and questions to the attention of site supervisors and/or the Administrative Coordinator depending on the situation
- Permission for vacation and leave time must be requested and received in writing. Requests are to the attention of site supervisors.
- Complete work in a timely manner (e.g. psychological reports, assessments, chart documentation, treatment plans, etc.)
- Seek ongoing professional development and additional clinical skills and knowledge

Intern Activities

Interns can expect to spend approximately 40-50% of their time providing treatment and intervention, 10-20% in psychological assessment and report writing, 20% in team meetings, consultation, attending professional meetings, 10% in didactic seminars. Training activities may vary somewhat depending on the site populations.

The following categories list the major training activities:

- Diagnostic/Assessment – intake assessments; high risk assessments; comprehensive psychological assessment; neuropsychological assessment.
- Treatment/Intervention – individual, group, family, & couples therapy; crisis intervention; psychoeducational workshops; outreach presentations.
- Supervision – 2 hours per week of supervision with 2 or more licensed psychologists; case conceptualization and management.
- Consultation – grand rounds; emergency consultation; consultation with colleagues; consultation across mental health settings; consultation with multidisciplinary teams.
- Professional Behavior and Development – attendance at conferences and professional workshops; formal presentations in grand rounds and/or seminar.
- Indirect Activities – progress notes; treatment planning; integrating diagnostic/assessment data; discharge planning.

Requirements

1. 1750 hours of clinical training documented by supervisors.
2. Satisfactory evaluations of competencies and individual training goals provided and reviewed four times a year.
3. 25% of intern time in Direct Service with clinical activities including treatment, assessment, and psychological testing.
4. Two hours per week of individual supervision by Doctoral Level Licensed Psychologists who meet supervision standards required by the Pennsylvania Board of Examiners in Psychology.
5. Direct clinical supervision and mentoring from 2 or more licensed psychologists as well as multi-disciplinary collaboration.
6. Participation in 90% of consortium seminar didactic activities and 2 hours per week of didactic training activities.
7. Participation in ongoing professional socialization and peer support with other IU-PIC Interns.

Application Process

Applicants to the Immaculata University Predoctoral Internship Consortium must complete the AAPI Online application. The AAPI Online application can be accessed through the Applicant Portal at:

http://www.appic.org/match/5_3_match_application.html

The following items are included in the application:

1. Cover Letter

The cover letter, addressed to Dr. Dan Gordon, Co-Training Director, should indicate why the applicant is interested in a particular site/s within the Consortium. Applicants may apply to several sites.

2. Curriculum Vitae

Please include your 5-digit NMS Applicant Code Number

3. AAPI Online Application

We require the AAPI Online application (which includes essays, DCT verification of eligibility and readiness, official graduate transcript/s and three letters of recommendation).

Most applicants who are ultimately matched with the Consortium, depending on the site, may be required to submit criminal background checks, child abuse clearing, drug testing and/or other workplace specific requirements prior to the beginning of the internship year. Appointments to internship positions at Immaculata are contingent upon the results.

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.

The deadline for application to Immaculata’s Predoctoral Internship Consortium program is November 15.

Applicants will be contacted on or before December 10 by phone or email regarding their application status and whether or not they will be invited for an interview.

Training Sites
(arranged alphabetically)

Bancroft NeuroHealth Brain Injury Services – Cherry Hill, New Jersey

Description and Services:

Bancroft provides day treatment rehabilitation for individuals with acquired brain injury. A team approach is emphasized when consulting with occupational therapy, physical therapy, nursing, speech therapy, residential management and direct care staff to determine treatment interventions. Interns have the opportunity to develop skills in assessment and treatment of adults with neuropsychological deficits. The placement is flexible and can be tailored to the needs of individual students, with the possibility for individual treatment, co-facilitation of groups, clinical research, and neuropsychological assessment. Psychology interns may also consult with other departments, including pediatric and geriatric settings.

Assessment and Psychodiagnostics: Training in neuropsychological assessment is provided. There is limited use of projective assessment tools.

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

Consultation: Consultation to other program sites is available. The intern also consults with clinical team members in designing programmatic treatment interventions and behavior plans.

Additional Training and Educational Opportunities: As part of an interdisciplinary team, the intern attends weekly team meetings and family conferences, and develops treatment programs.

Supervision: Two hours of weekly individual supervision is provided (one of the hours is with the site training director). Weekly cognitive remediation therapy group supervision is provided. Informal supervision is integrated into the daily routine, as provided by the clinical team, including nursing, physical therapy, speech therapy, occupational therapy, and cognitive remediation therapy. Interns may also have the opportunity to provide supervision to a practicum student or cognitive remediation therapist.

Didactic Training Activities: Interns participate in 2 hours of weekly didactic training. Interns attend the neuropsychology seminar and rehabilitation conferences. The weekly neuropsychology seminar addresses relevant topics in brain injury, psychotherapy, and neuropsychology. In addition, twice monthly, the entire team meets for Rehabilitation Rounds, a topic-focused discussion with a consulting psychiatrist. Interns may also attend psychiatric Grand Rounds at University of Pennsylvania and Albert Einstein Hospital. All

interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: Karen Lindgren, Ph.D. (Site Training Director) and Cynthia Boyer, Ph.D.

Belmont Comprehensive Treatment Center- Philadelphia, PA

Description and Services:

Belmont Center for Comprehensive Treatment Outpatient Care Center provides outpatient care for an inner-city and suburban population. Interns see largely patients with Community Behavioral Health. The intern offers individual, family and group modalities and serves children and adults. Three hours of clinical supervision are provided (one of the hours is with the site training director).

Assessments/Diagnostics: The intern completes 3 assessments in the inpatient or outpatient unit. The testing battery is dependent on referral questions.

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 may also conduct group therapy with individuals with eating disorders in the partial hospitalization program. Specialty group therapy (Mindfulness for Chronic Pain and Mindfulness based women's depression) is also available.

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

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

Supervision: Interns participate in weekly individual supervision with two licensed clinical psychologists (one of the hours is with the site training director). Weekly hour long group supervision with a LCSW for child therapy is also provided.

Didactic Training Activities: The intern participates in 2 hours of weekly didactics. Weekly hour long group supervision didactic is also provided with the site training director. Interns attend weekly case conferences and topics may include: multicultural considerations and test interpretations, psychosomatic/factitious disorders, pseudoseizures, chronic pain, medication compliance, and PTSD treatments. The majority of didactic conferences focused on issues related to working with a minority, low SES population and psychodynamic topics as related to treatment issues. Interns also

attend psychiatry Grand Rounds at Albert Einstein Hospital (which Belmont is associated with), and may complete didactic training through online training websites, and participate in the Pennsylvania Psychological Association CE Study program. All interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: David Goodwin, Ph.D. (Site Training Director), Patricia A. Kleven, Psy.D., Marsha Friedman, Ph.D., and Ian Douglas Rushlau, Psy.D.

Berkshire Psychiatric Services - Wyomissing, PA

Description and Services:

Berkshire Psychiatric Services is a large group private practice serving a diverse client population. In addition to outpatient therapy and assessment cases, interns have the opportunity to provide consultation for nursing home and hospital referrals. Training opportunities include direct observation via 1-way mirrors and other mentoring opportunities such as shadowing/observing the training director on unique clinical and court cases. Interns may also have the opportunity to participate in training for Disaster Relief Response. Two hours of weekly supervision is provided (one of the hours is with the site training director).

Assessment/Diagnostics : Interns complete a range of psychological assessments (cognitive, emotional, personality) with adults and children. Interns also have the opportunity conduct child custody assessments, competency evaluations, anger management evaluations, and eating disorder assessments.

Psychotherapy/Interventions: Interns provide outpatient psychotherapy services to all ages (child, adolescent, adult, and seniors) with a range of mental health concerns. They may also conduct couples/marital/family therapy. The intern may develop and conduct a group therapy program and has the option to focus on a more forensic population such as divorcing adults, children adjusting to divorce, anger management, and PTSD, etc.

Consultation: The intern is involved in forensic consultation. They may provide consultation to attorneys concerning a variety of legal/psychological issues as well as psychological testing results.

Community Involvement: The intern may also provide community/EAP presentations on a wide variety of topics to community agencies. In addition, the intern has the opportunity to observe the site training director testify in court and interact with lawyers and the judge.

Supervision: Two hours of weekly individual supervision is provided with two licensed psychologists (one of the hours is with the site training director). The intern may also have the opportunity to supervise undergraduate interns.

Didactic Training Activities: Interns participate in two hours of didactics per week. Weekly case conferences are provided where therapists/psychologists/psychiatrists share information and discuss challenging clinical issues such as sexual addictions, assessment of OCD, ADHD, child custody, autism, and co-parenting coordination, etc. Ethical concerns are also presented and discussed such as how to respond to a subpoena, communicate information to attorneys, and court testimony. Workshops on treatment interventions will be held quarterly. Interns may attend psychiatric Grand Rounds at Reading Hospital or Penn State Hershey Medical School, participate in the Pennsylvania Psychological Association CE Study Program, and complete didactic training websites. All interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: Timothy Ring, Ed.D. (Site Training Director) and Melissa Conti, Psy.D.

Drexel University Counseling Center- Hahnemann – Philadelphia, PA

Description and Services:

The Drexel University Student Counseling Center, Center City Hahnemann Campus, offers varied clinical experiences for psychology interns, who provide direct services to Drexel University and Drexel University College of Medicine students, the majority of whom are graduate students seeking a degree as a health professional. The psychology intern's primary responsibilities include: assessment and evaluation; psychotherapy; psychoeducation/campus outreach; and adjunct supervision.

Assessment and Psychodiagnostics: Interns conduct initial clinical interviews/intakes for students seeking psychotherapy and/or other services at the Student Counseling Center; conduct disability determination evaluations/intellectual assessments and provide additional evaluations (e.g., personality assessments) as appropriate.

Psychotherapy: Part-time interns carry a caseload of approximately 10-12 clients; Interns provide individual and couples therapy (with an option of conducting group therapy), and are expected to handle all aspects of case management including treatment planning, file management, client database entry, progress notes and referrals for psychiatric medication consultations.

Consultation: Interns maintain an on-call schedule (carry an in-house pager for 1 week every 2-3 months); and respond to walk-in clients who are seeking therapy or are in crisis on an as-needed basis. Consultation with University faculty, staff and administrators, as well as with psychiatrists or others relevant to the intern's caseload may be required.

Community Outreach/Psychoeducational Programming: Interns participate in Drexel University's new student orientation programs; develop and provide psychoeducational workshops to the Drexel University community throughout the year on topics that complement the intern's clinical interests; and have the opportunity to lead additional

outreach efforts to the university community (e.g., programs related to National Depression Screening Day).

Supervision: Interns also receive 2 hours of weekly individual supervision with the Training Director and/or other senior staff members (licensed psychologists). Interns also may have the opportunity to receive supervision of practicum students also rotating through the Student Counseling Center.

Didactic Training Activities: Interns participate in weekly 3 ½ hour training programs from July through mid-September (trainings include coverage of required paperwork; screening procedures; administration/scoring/interpretation of psychoeducational tests and report-writing skills; use of client database; introduction to campus programs and services; introduction to a variety of therapeutic techniques, including ACT, CBT and DBT; ethics and crisis intervention; after September, participate in a 1-2 hours, weekly staff meeting and group supervision, which includes trainings on specific clinical topics and psychotherapy skills and case conference presentations by Student Counseling Center staff. Interns may also attend psychiatric Grand Rounds at University of Pennsylvania and Albert Einstein Hospital, participate in the Pennsylvania Psychological Association CE Study Program and complete online training activities. All interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: Pamela A. Geller, Ph.D.(Site Training Director), Dina Goldstein Silverman, Ph.D., Jill E. Adaman, Ph.D., Eric Levin, Ph.D., and Thomas Swirsky-Sacchetti, Ph.D., A.B.P.P.

Elwyn's Children's Behavioral Health Services – Elwyn, PA

Description and Services:

Elwyn's Children's Behavioral Health Services serves children and adolescents, ages 2 through 21, who have social, emotional, and behavioral challenges. These residential and community-based behavioral services, which are located in Delaware and Philadelphia Counties, empower children and adolescents to develop their full potential. Through education, intervention, and identification of resources, the most clinically appropriate services are provided in the least restrictive and least intrusive manner. And because each child is viewed as an individual, we are able to offer cooperative team-oriented solutions and focused treatments for each patient in a comfortable and respectful place. Elwyn's Children's Behavioral Health Services adhere to Child and Adolescent Service System Program (CASSP) principles, and teams are provided with ongoing supervision and training. Services include: Wraparound Services, School-Based Behavioral Health Services (SBBH) for Children and Adolescents, Extended Assessment Program and an Extended Assessment Autism Specialty Child/Adolescent Therapeutic Socialization Program, Child/Adolescent Intensive After-school Program, Summer Therapeutic Activities Program (T-Camp), and Residential Treatment Facilities (RTF).

Assessment/Psychodiagnostics: The intern has opportunities to assess children and adolescents and to rule out the need for Behavioral Health services in the school, home, and community. Assessment includes collaborating with the treatment team and Clinical Supervisor and working progressively independently.

Psychotherapy/Interventions: The intern is primarily centered in our School Based Behavioral Health programs. Located within three schools in Philadelphia County, these intensive, school-based programs complement other behavioral health services and are viewed as short-term. They help children move to less intensive levels of care, and they are an alternative for children whose medical and clinical needs may warrant traditional wraparound services. A clinical manager, mental health professionals, behavioral health workers, and a care coordinator comprise the team providing these services. These professionals are available to the children, adolescents, school personnel, and family on site at the school. The intern is expected to provide psychotherapy to a progressively larger caseload of elementary school aged children, and for those children prescribed individual and group psychotherapy. The intern is responsible for providing both therapy and care coordination for those children who graduate to the less intense level of SBBH services (called “Stepdown”). The intern is expected to travel to any or all of the three schools Elwyn serves. Source: <http://www.elwyn.org/BHS/CBHS/SBHS>

Consultation: The intern has opportunities to consult with the child’s family and treatment team, including but not limited to outside agencies, managed care organizations, psychiatrists, and school personnel. Interns are guided through crisis interventions and are expected to provide services within 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 therefore is expected to grow increasingly independent in terms of providing psychoeducation as needed. More formal opportunities to educate and present are welcomed and are discussed during the course of the internship.

Supervision: The intern is provided at least two individual hours of supervision by licensed Clinical Psychologists. One of the two hours of supervision is with the site training director. Opportunities to attend group supervision would be offered if available. Collaboration with the treatment team at regularly scheduled meetings and supervision by the Clinical Manager at each School Based site is in addition to the two hours of required supervision. During the months when school is not in session, the intern and the supervisor will discuss additional rotations and opportunities, based upon mutual need and interest, from among CBHS’ other Services, listed above in the site description.

Didactic Training Activities: Interns participate in two hours of weekly didactic training. Elwyn offers regularly scheduled e-trainings and live trainings on various topics relevant to our many Divisions. The intern would attend relevant trainings. Interns may also attend psychiatric Grand Rounds at University of Pennsylvania and Albert Einstein Hospital, participate in the Pennsylvania Psychological Association Study CE Program,

and complete didactic training websites. All interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: George Collins, Psy.D. (Site Training Director) and Caroline Kohl, Psy.D.

Growth Opportunity Center- Huntingdon Valley, PA

Description and Services:

The Growth Opportunity Center (the Center) was founded in 1974 as a community outreach service of Gloria Dei Church. The Center has grown to become an independent, non-profit, mental health service organization and is currently one of the largest providers of mental health services in the Delaware Valley. In keeping with our mission, "...to develop support and outreach services for the community so as to assist people of all ages and from all backgrounds to reach their fullest potential as creative and loving human beings," the Center has developed a full range of mental health services for all ages, and has multidisciplinary treatment teams that provide interventions for young children and their families, family therapy throughout the developmental range, individual therapy, couples' therapy, and senior citizens' support services. The Center has developed an Autism Spectrum Disorder treatment program that has social skills groups, and has developed a program which provides academic coaching and educational support services, as well as in-house speech therapy. To complement our treatment services the Center offers a full range of psychological and educational testing services to children and adults of all ages. To insure comprehensive treatment for our clients the Center has psychiatric services with six in-house psychiatrists.

Growth Opportunity Center is an outpatient practice with a number of service teams and supervision groups. Our service teams include the following: family therapy with young children; adolescent therapy; general adult psychology, psychoeducational testing and evaluation; autistic spectrum disorders (social skills groups), geriatric psychology, and EMDR. The majority of the intern's time is spent performing family therapy with the remaining time spent conducting psychodiagnostic evaluations and testing, participating in supervision, didactics, and consultation. Additional time may include performing individual therapy and/or exploring the additional areas described above. An intern with a particular interest in the autistic spectrum can evenly split his/her time between autistic spectrum diagnosis and treatment, and family therapy.

Assessment: Interns complete at least one (1) psychoeducational testing evaluation per month. Assessments are educational and diagnostic in nature with the majority of referrals being for ADHD, LD and/or ruling out psychiatric problems that contribute to poor academic performance. All potential testing cases will be screened by the site training director for appropriateness for the intern prior to the first session. All interns will be identified as such and under the supervision of a psychologist. All testing will be conducted at the Huntingdon Valley site.

Psychotherapy/Intervention: The internship program has a strong emphasis in family therapy. All interns will be expected to have an interest in treating children within a family context. At least 70% of the intern's cases will have a family therapy component (except those who seek to specialize in autistic spectrum as described above). Full-time interns will be expected to hold twenty (20) face-to-face sessions per week. All new assignments will be discussed between intern and supervisor prior to the first appointment. After the first session, the intern and supervisor will establish a working diagnosis and treatment or testing plan which will be revised as necessary. Interns will be encouraged to videotape or audiotape their sessions if permission is granted by the patient/client. The intern is responsible for maintaining all appropriate records for each patient. All potential therapy and cases are screened by the site training director for appropriateness for the intern prior to the first session. All therapy is conducted at the Huntingdon Valley site.

Consultation: Interns consult with all referral sources regarding assessment feedback and treatment planning and progress. Referral sources include educational teams, teachers, preschool staff, therapists, social workers, licensed professional counselors, psychiatrists and primary care physicians.

Supervision: Two hours of supervision are provided with one of the required hours with the site training director. In addition, there are at least 2 group supervision sessions per week during which some formal teaching is conducted. Family therapy group supervision occurs every other week. Other service teams in the areas of adolescent and adult treatment, Autistic Spectrum Disorders, Geriatrics, and Psychological Testing offer supervision groups once or twice per month. These supervision groups also include didactics as a component of supervision.

Didactic Training Activities: Interns participate in two hours of weekly didactics. Once a week a didactic entitled "Tools of the Trade: An integrated approach to family therapy with young children" is provided. This continues for about 20 weeks out the year. The other half of the year is spent exploring topics relevant to students' current case load - or current "hot" topics in the field. The topics vary, but currently a module on Mindfulness based approaches in psychotherapy is provided. Supervision groups related to service teams (identified in the supervision section) also include a didactic component. Interns may also attend psychiatric Grand Rounds at University of Pennsylvania and Albert Einstein Hospital. All interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: Diane Sizer, Ph.D. (Site Training Director) and Saul Fisher, Ph.D.

Northern Home for Children - Philadelphia, PA

Description and Services:

Northern Home for Children offers clinical experience in work with children and families. The internship position in the Outpatient Clinic provides services to a cultural

diverse population of children, adolescents and families most who 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 will 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 detail and comprehensive in-take 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 bio-psychosocial 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 primary supervisor and 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 level 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 : Supervision is two hours per week with licensed psychologists, as well as additional supervision with the outpatient director and supervising psychiatrists. One of the two required individual supervision hours will be with the site training director. Additional supervision on specific projects suggested by primary supervisor is also provided. Interns may also supervise master level clinicians on topics assigned by supervisor or respective department heads.

Didactic Training Activities: The intern participates in two hours of weekly didactic training. 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 has the opportunity to participate in additional training opportunities throughout the agency including case conferences and program didactic trainings. Interns also attend psychiatric Grand Rounds at University of Pennsylvania and Albert Einstein Hospital, participate in the Pennsylvania Psychological Association Study

CE Program, and complete didactic training websites. All interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: Natalie S. Bilynsky, Ph.D. (Site Training Director & Consortium Co-Training Director) and Karen Curio-Chilton, Ph.D.

Rost & Associates- York, PA

Description and Services:

Rost & Associates, a private psychology practice that serves south central Pennsylvania, Maryland, and Washington, D.C., provides both full and part-time internship positions for students interested in reforming clinical skills in psychotherapy, psychodiagnostics, and clinical consultation. Supervision of clinical work focuses on diagnosis, case conceptualization, treatment planning, and transference/countertransference. Interns are trained to consider themselves as social scientists and are mentored to master the complex independence of the “art and science” of delivering psychological services in a private practice setting. They apply their psychological knowledge base to create treatment interventions, develop and deliver social service and community education presentations, and conduct psychological evaluations. Rost & Associates is a general psychological practice committed to providing interns with a diverse experience (DSM diagnosis, social context, ages) ranging from traditional psychotherapy treatment to forensic evaluations.

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

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

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

Community Outreach/Psychoeducational Programs: Interns participate in a wide range of social and community services by providing psychoeducational training to schools, social services in the community, and support services for staff and volunteers of non-profit organizations such as the local SPCA, Health Education Center, Big Brother/Big Sister program, 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: Interns attend at least two hours of face-to-face supervision on a weekly basis. One of the two hours of supervision is with the site training director. In addition, group supervision with all clinical staff occurs monthly. Additional opportunities for supervision related to special interest/research/skill developmental are available.

Didactic Training: Interns complete 2 hours of didactic training weekly. Topics include, but are not limited to: crisis intervention, suicide prevention and risk management, acute and post traumatic stress disorders, how anxiety and compulsive disorders affect learning and the college student, obesity – children and adults, eating disorder (high school, college, and adult), helping caregivers understand dementia; frontal lobe dementia; Alzheimer’s and other serious, long-standing mental illness in the elderly. Interns may also participate in didactic training outside the practice by attending professional conferences that add to their skill development and are related to specific areas of clinical interest. This could include local and state conferences. Interns are expected to attend York Hospital’s Behavioral Health Education Series which includes monthly half-day trainings. Topics vary, but have included clinical issues such as: anger management, autism spectrum disorders, psychological treatment with patients having medical conditions, positive psychology, the art and science of mind-body therapy, clinical management of the suicidal patient: safeguards and interventions, our stories: dealing with vicarious traumatization, and ethics in behavioral health. Interns may also attend psychiatric Grand Rounds at York Hospital, participate in the Pennsylvania Psychological Association CE study program, and didactic training offered on websites.

All interns attend the consortium monthly seminar which provides 7 hours of didactic training.

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

Rowan University Counseling and Psychological Services- Glassboro, NJ

Description and Services:

Rowan University Counseling and Psychological Services Center is located on campus in Savitz Hall and provides services to undergraduate and graduate University students. Interns provide individual therapy, couples therapy, group psychotherapy, crisis evaluations to University students and consultations to students, staff and faculty. Psychotherapy ranges from brief and solution focused to longer-term treatment and draws from different theoretical orientations - cognitive-behavioral, supportive-expressive, psychodynamic, family systems, motivational interviewing, etc. Interns also provide psychological testing services to assess intellectual and emotional functioning. During the course of the year, we provide outreach mental health workshops to students, staff and faculty. Interns are expected to actively participate in all of the above activities. Interns receive 2 hours of individual supervision per week (one of the two hours with the site training director), 1 hour of group supervision per week, and attend weekly case conference and didactic seminar. Interns are an active part of our treatment staff in the counseling center.

Assessments/Diagnostics: Assessments included clinical interviews, cognitive and projective testing. Interns also conduct intakes, triage and crisis assessments.

Psychotherapy/Interventions: Interns provide individual, group, and couples therapy.

Consultation: Interns provide consultation to students, staff and faculty. Interns also consult with other professionals within the university setting such as drug and alcohol counselors and therapists as well as psychiatrists who are treating students at the counseling center.

Community/University Involvement: Numerous outreach activities are available for interns to train others and provide psychoeducation and initial mental health screenings on the following topics: eg. stress management and assertiveness trainings, depression and eating disorder screenings.

Supervision: Two hours of individual supervision per week is provided with 2 licensed psychologists (one hour is with the site training director). In addition, they attend 1 hour of group supervision per week.

Didactic Training Activities: Interns participate in 2 hours of weekly didactics. Weekly in-services and case conference topics include the following: Child Abuse, Therapeutic Alliance, Diversity, Assessing Suicidality, Sexual Abuse, Collaborating with the

Psychiatrist, Stages of Change, Eating Disorders, Substance Abuse, Psychopharmacology, High Risk Behaviors, Stress Management, CBT, Anxiety and Treatment, PTSD, Group Therapy, Transference and Countertransference Relationships, DBT, Motivational Interviewing, Family Systems, AspergersTreatment, Personality Disorders, Acceptance and Commitment Theory, EMDR. All interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: David Rubenstein, Psy.D. (Site Training Director), Michael Silverstein, Ph.D., and Amy Hoch, Psy.D.

Rutgers-Camden Student Health Center- Psychological Services - Camden, NJ

Description and Services:

Rutgers-Camden Health Center is a comprehensive outpatient medical and mental health facility serving a community of approximately 6,000 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. The Center offers *part-time* pre-doctoral internships, typically combined with another site to accommodate the training needs of the intern.

Assessment/Intakes: The intern builds a caseload by completing initial interviews and writing intake reports for new patients. Typically, clinicians continue treating those patients they have seen for initial interviews, unless referred for drug and alcohol treatment, caseload or scheduling limitations necessitate transfer to another clinician, or the patient requests transfer, or for other clinical or practical reasons.

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

Supervision: One hour of individual supervision per day by one of three full-time, licensed psychologists is provided (one of the hours of supervision will be with the site training director).

Didactic Training Activities: **Rutgers is paired with Bancroft for the full time internship.

The intern participates in two hours of weekly didactics offered at their primary site (Bancroft NeuroHealth Brain Injury Services). They also complete didactic training through online training websites (and e-trainings) and may participate in the Pennsylvania Psychological Association CE Study program. Interns may also attend Psychiatric Grand Rounds at University of Pennsylvania and Albert Einstein Hospital (within close proximity of Rutgers-Camden site). All interns attend the Consortium monthly seminar which provides seven hours of didactic training.

Supervisors: Daniel Gordon, Ph.D. (Consortium Co-Training Director), N. Maria Serra, Psy.D. (Site Training Director) and Patricia G. Rice, Psy.D.

Upper Bay Counseling Center- Elkton, Maryland

Description and Services:

Upper Bay Counseling and 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, psychiatric rehabilitation services for adults and children, public school consultation and involvement, community after-school programming, parenting education and support, customized EAP programs, critical incident de-briefing, and special needs adoptions with post-counseling. *Outpatient programs services* include: individual & family assessment medication evaluation & management case coordination/management short-term therapy groups school-based therapy child therapeutic day programs intensive summer programming crisis intervention services detention-based mental health services community awareness & education. *Rehabilitation program services* include: child psychiatric rehabilitation, supported employment programs, adult psychiatric rehabilitation, adult residential rehabilitation community & specialized services, special needs adoption & counseling, community after-school programs, parenting education & support, mental health case management, customized EAP programs, pre-employment screenings, employee, professional, and anger management workshops.

Assessments/Diagnostics: Interns are required to complete three psychological test batteries consisting of cognitive and personality assessments. Test administration, scoring, and interpretation and report writing are carefully reviewed by the intern's supervisor. Initial clinical interviews (biopsychosocial history) are completed with the intern's supervisor.

Psychotherapy/Interventions: Interns provide individual and group 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, Job Start, Divorcing Adults, and Children of Divorce. Interns may also

have the opportunity to develop group therapy curricula with a colleague and 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, Job Start, Divorcing Adults, and Children of Divorce.

Supervision: Interns participate in two hours of supervision per week with two licensed psychologists (one of the hours is with the site training director).

Didactic Training Activities: Interns participate in 2 hours of weekly didactics. Team meetings occur weekly. Peer presentations occur monthly and cover a wide variety of topics including differential diagnosis, risk assessment, and ethical issues. Drug representatives regularly in-service 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 also participate in didactic training through online training websites (and e-trainings), and may complete the Pennsylvania Psychological Association CE Study program. All interns attend the Consortium monthly seminar which provides seven hours of didactic

Supervisor: Robert Wilson, Psy.D. (Site Training Director) and Cynthia Elko, Psy.D.