



**IMMACULATA
UNIVERSITY**

**Psychology Internship Consortium
(IU-PIC)**

APA-Accredited

**Brochure
Training Year 2024-2025**

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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.accreditation.apa.org

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
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Introduction

The Immaculata University Psychology Internship Consortium (IU-PIC) is an APA-Accredited internship. The IU-PIC provides a 2080-hour professional doctoral internship to Psy.D. and Ph.D. students and is organized and monitored by the Immaculata University Department of Psychology and Counseling. It is a cooperative training program, which includes many agencies and organizations across the area, primarily within commuting distance to Immaculata University. The IU-PIC provides broad exposure to differing clinical populations and treatment modalities. It 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 Standards of Accreditation (SoA) of the American Psychological Association (APA).

Philosophy

IU-PIC is based upon a practitioner-scholar model of clinical practice. The internship prepares Interns to function ethically, competently, and independently as professional psychologists as they refine clinical skills and develop a sense of professional identity. Experiential and didactic training provides an enriching learning environment. Interns 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 prepares generalists who are capable of providing psychological services to diverse populations. Interns receive training in core areas of practice including research, ethical and legal standards, diversity, professional values, attitudes and behaviors, communication and interpersonal skills, assessment, intervention, supervision and consultation and interprofessional/interdisciplinary skills.

IU-PIC 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.

Immaculata University Mission

Immaculata University, a Catholic academic community, founded and sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to scholarship, formation of the whole person for leadership and service, and empowerment of all to seek truth, promote justice, and engage in dialogue between faith and culture.

Administrative Structure

The **Executive Training Director** is responsible for the quality and integrity of the internship training program by maintaining the highest standards of excellence and compliance with APA SoAs, and APA Implementing Regulations, APPIC membership policies, and the APA Ethical Principles of Psychologists and Code of Conduct. In this role, the Executive Training Director works in close collaboration with the Director of Internship Administration and APA Compliance Reporting on the daily management and function of the training program. The Executive Training Director provides presentations and identifies and invites professional speakers to present on topics related to clinical training competencies at the monthly didactic intern seminar. Additionally, the Executive Training Director reviews intern evaluations and oversees program self-assessment including quality of training. The Executive Training Director chairs Training Committee Meetings, which take place every other month, and maintains communication with Interns, Site Training Directors (and other site leadership and staff, as needed), Supervisors, and the DCT of the Intern's academic program.

The **Associate Training Directors** report directly to the Executive Training Director. They work with the Executive Training Director, Site Training Directors, Supervisors, Director of Internship Administration & APA Compliance Reporting, and the Training Committee to maintain compliance with APPIC membership criteria and policies, APA SoAs, 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 Training Directors, Executive Training Director, and Director of Internship Administration & APA Compliance Reporting through phone, video conferencing, e-mail, in-person communications, and during Training Committee meetings.

The **Training Committee** is a cooperative group consisting of the Executive Training Director, Associate Training Directors, Site Training Directors, Director of Internship Administration & APA Compliance Reporting, and an Intern representative. The overall purpose of the Training Committee is to provide the opportunity for feedback, discussion, and collaboration in making decisions for ongoing program self-improvement and change. The committee participates in conferences and meetings every other month: four (4) quarterly face to face—remote synchronous or in-person meetings—and two (2) phone conferences. 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 at Affiliated Training Sites have full legal responsibility for the activities of their Interns. Site supervisors communicate with the Training Committee directly or through the Site Training Director, Associate Training Directors, Director of Internship Administration & APA Compliance Reporting or Executive Training Director and during site administrative meetings. They are also invited to attend the Training Committee meetings. E-mails and information are sent to all supervisors (directly or through Site Training Directors), so they are apprised of guidelines, changes, and training expectations, and have an opportunity to make suggestions and give feedback to the Training Committee members. Site supervisors will ensure that all psychological services are provided in a manner that is consistent with best practices, site organizational policies, and relevant jurisdictional laws and regulations.

The **Director of Internship Administration & APA Compliance Reporting** works in partnership and collaboration with the Executive Training Director and Training Committee on decision-making processes for all current and future needs of the IU-PIC. Acts as liaison for Interns, supervisors and training directors from outside universities and mental health agencies, students and alumni, and maintains relationships for continued collaboration and communication. Is responsible for the initiation, coordination and management

of all administrative documents pertaining to site affiliation and intern placements to support APA accreditation. Develops procedures and work products based on internship needs for managing, collecting, and analyzing data and special projects for compliance. Maintains all pertinent records and files concerning sites, supervisors, and interns to support training needs and ensure adherence with APA/APPIC standards and accreditation guidelines.

The **Immaculata University Administrative Committee** consists of the Vice President of Academic Affairs, Dean-College of Graduate Studies, Dean-Academic Affairs, Clinical PsyD Program Director, IU-PIC Executive Training Director, Executive Director of Learning Support Services, two IU-PIC Associate Training Directors, and IU-PIC Director of Internship Administration & APA Compliance Reporting. This committee reviews site requests for participation in the IU-PIC, provides guidance on contract and legal issues, reviews requests for emergency funding, and is consulted with on an as-needed basis on any program changes or site-specific concerns.

Aims & Competencies

As students in training, Interns are provided with didactic training and a supervised clinical 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, communication 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, databases, 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, regulations, rules and policies 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, state, regional, and federal 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 when possible)
- 2.6 Conducts self in an ethical manner in all professional activities to promote quality client care

Individual and Cultural Diversity

Aim #3: Intern will demonstrate knowledge, awareness, sensitivity and skills when working with diverse populations in all 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 group membership, demographic characteristics, or worldviews 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, cultural humility, 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
- 4.13 Engages in activities aimed at improving performance, including personal well-being and professional effectiveness

Communication 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 using professional language and concepts in oral, non-verbal and written form
- 5.3 Manages difficult communications and demonstrates effective interpersonal skills
- 5.4 Demonstrates awareness of impact of own personal issues and behaviors within a professional clinical setting
- 5.5 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 client 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
- 6.12 Applies knowledge related to functional and dysfunctional behaviors, including context, to the assessment or diagnostic process.

Intervention

Aim #7: Intern will demonstrate the ability to apply evidence-based interventions 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 a clear evidence-base is lacking
- 7.6 Monitors and evaluates progress toward treatment goals and adapts 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 manage 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 health professionals
- 8.2 Provides useful direction, information and feedback for other trainees and/ or health professionals
- 8.3 Effectively deals with resistance in trainees and/or other health 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
- 8.8 Effectively integrates supervisor feedback
- 8.9 Seeks supervision/consultation as necessary for complex cases
- 8.10 Applies the supervisory skill of observing in direct or simulated practice
- 8.11 Applies the supervisory skills of evaluating in direct or simulated practice

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 other professionals in health service 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, other 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 health 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 runs from July 1, 2024 - June 30, 2025. Intern training is viewed as a developmental process that 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 programming 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 practice. Didactics are designed to increase knowledge across different content areas, while the supervised clinical training experience is 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 in terms 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).

By the time of degree completion, each Intern must demonstrate the **minimum level of achievement** in profession wide competencies, including 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 of Competencies 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.

The minimal level of achievement for completion of Internship is "Readiness for Entry Level Practice" defined as:

1. the ability to independently function in a broad range of clinical and professional activities;
2. the ability to generalize skills and knowledge to new situations; and,
3. the ability to self-assess when to seek additional training, supervision, or consultation.

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 (annual hour total includes holidays and allotted personal days). This includes direct face-to-face contact with patients/clients (500 hours minimum), case management, peer socialization, consultation, didactic training, orientation, supervision (208 hours minimum), treatment team meetings, outreach, program implementation, 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. While the delivery of telehealth services and tele supervision is not a standard practice for the IU-PIC, it may be utilized when necessary.

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. Evidence-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

Historically, monthly didactic seminars are held at Immaculata University, and hosted by training sites periodically. This provides greater opportunity 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. Didactic seminars may be held virtually when needed. During didactics, Interns have the opportunity to engage in professional discussion 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 their presentation.

Sample Seminar Schedule:

8:30-8:45	Professional Behavior and Development (Informational)
8:45-10:00	Modules: Ethics & Professional Behavior/Supervision/Diversity
10:00-12:00	Professional Speaker Module
12:00-1:00	Intern Lunch and Peer Socialization
1:00-2:30	Assessment Module
2:30-4:00	Didactic Case Presentation Module
4:00-5:30	Didactic Case Presentation Module

The monthly 8-hour didactic seminar components consist of:

- **Professional Behavior and Development (Informational)**
 This module is led collaboratively by the Executive Training Director and Director of Internship Administration & APA Compliance Reporting, and is provided on an as-needed basis. Interns will be asked to share any training-related questions, comments, or concerns; the ETD and DIA & ACR will review/disseminate important information (e.g., exit criteria for the successful completion of Internship; changes in speaker/seminar schedule; upcoming deadlines, etc.). ETD will encourage engagement in professional development activities when possible (e.g., identify upcoming continuing education opportunities, etc.).
- **Ethics and Professional Behavior and Development 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. Topics related to professional development (e.g., EPPP preparation, Board Certification, Post-Doctoral Training) may also be covered within this module.
- **Supervision and Consultation Module**
 This module covers supervision roles and responsibilities, relevant issues, current trends, as well as exposure to issues related to consultation and leadership roles in mental health.
- **Diversity and Multicultural Competence Module**
 This module is designed to increase Interns' 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 often incorporated throughout the didactic curriculum (e.g., covered by guest speakers' presentations; included in all didactic case presentations).

- **Professional Speaker Module**

This module provides lecture, discussion of professional literature, and learning activities on a variety of clinical topics. The seminars are provided by professionals who typically work in clinical settings and present on their areas of expertise. Topics may include: professional development, treatment interventions, empirically-supported treatments, diversity, ethics, and more complex diagnostic and assessment issues.

- **Assessment Module**

Training focuses on diagnostic considerations and the integration and interpretation of multiple sources of assessment data (i.e., data from cognitive, personality, neuropsychological and specialty tests). It may also include a review of different psychological tests and the ways in which these may be utilized in a targeted or comprehensive assessment battery.

- **Didactic Case Presentation Module**

Each Intern chooses a clinical topic for a didactic presentation which includes research literature related to a formal de-identified case presentation. **Interns are required to review their case presentation with and obtain approval from their supervisors prior to giving their presentation.** Following the presentation, Interns are provided feedback from peers.

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. The Intern will record the additional didactics on the Didactic Log.

Interns are also invited to attend lectures and didactic trainings provided by Immaculata's Department of Psychology and Counseling (when available).

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, to promote 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. Tele supervision has not been our standard practice in the IU-PIC; however, at times tele supervision may be necessary and acceptable to meet requirements of training, with consideration given to regulatory standards and guidelines around its limitations. Documentation of virtual supervision is completed quarterly and submitted by the Intern to the training committee.

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

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. 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 Training Director

and Interns at the monthly seminars and between the Executive Training Director, Director of Internship Administration and APA Compliance, Associate Training Directors, Site Training Directors and Supervisors.

At the beginning of the training year, Interns review and discuss the Intern Evaluation of Competencies form (with their 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 (Intern Evaluation of Competencies form). 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. All individuals who provide supervision to the Intern are indicated on the Intern Evaluation of Competencies form.

In order to maintain good standing and to progress satisfactorily 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 of Competencies form, Interns must obtain ratings of at least 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. By the final quarterly evaluation, no N/A ratings are expected.

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 level 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: 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 and Director of Internship Administration and APA Compliance Reporting review 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 feedback related to the quality of the professional speakers, access to resources for professional growth, exposure to clinical approaches and interventions, coordination of Seminar day and overall satisfaction with the Monthly Didactic training experience. This information is reviewed by the Executive Training Director and Director of Internship Administration and APA Compliance Reporting, and discussed with the Training Committee to determine if modifications are needed. The feedback is used for future curriculum planning.

Supervisor- This evaluation provides feedback regarding interns' satisfaction with supervisor's competence in areas of service delivery, supervision, professionalism, diversity, assessment/evaluation, and ethical and legal considerations. This 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.

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.

Interns also complete a Post Internship Survey of Graduates. Upon completion of internship, interns complete a survey asking them to rate how well the program prepared them for professional practice in each of the program's broad competency areas. The survey also asks for information related to their career and professional accomplishments and achievements. The interns also complete a survey 2- and 5-years post internship survey.

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, and 208 are supervision hours, 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.
 - According to APPIC, “The definition of an integrated psychological testing report is a report that includes a **review of history, results of an interview and at least two psychological tests from one or more of the following categories:** personality measures, intellectual tests, cognitive tests, and neuropsychological tests.” (Source: <https://www.appic.org/Internships/AAP/Integrated-Report>)
 - IU-PIC interns will have access to testing materials through the Testing and Research Center at Immaculata University. Reservations for testing materials can be made using the IU-PIC TRC Google link.
- Attend monthly 8-hour didactic seminars as well as site specific trainings.
- Present one formal de-identified case presentation as part of the didactic seminar series. Each presentation includes research literature and development of a Toolkit related to the case.
- Complete a research/resource development project with focus on diversity and disseminate findings at the local, regional or national level.
- 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).
- Obtain supervisor’s attestation that the Intern possesses readiness for entry level practice (Quarter 4,) as indicated in the APA CoA Implementing Regulations (Minimal Level of Achievement for completion of Internship.)
- Complete all required paperwork - End-of Year Completion Checklist.
- Complete all evaluation forms.

Application Criteria: APPIC Phase I, Phase II, and PMVS

The following criteria must be met for applicants to be considered for placement in the IU-PIC:

- APA-accredited doctoral program in Clinical or Counseling Psychology.
- Good academic standing as evidenced by DCT verification and support regarding readiness and eligibility.
- Completion of a minimum of 1,000 clinical practicum hours at the doctoral level (a minimum of 300 direct contact hours).
- Strong interest in and sensitivity to diversity.
- Diagnostic and intervention experience.
- Completion of comps or qualifying exam at time of respective application deadline (i.e., Phase I, Phase II, and/or PMVS) as indicated in the AAPIC online application or the applicant’s cover letter.

- Successful defense of dissertation proposal at time of respective application deadline (i.e., Phase I, Phase II, and/or PMVS) as indicated in the AAPI online application or the applicant's cover letter.
- Completion of all doctoral coursework by June 30th prior to start of Internship year.
- Interpersonal maturity and sensitivity, high ethical standards, professionalism and overall compatibility between the intern and the training site.

Application Process

Immaculata University Psychology Internship Consortium (IU-PIC) is a member of the Association of Psychology Postdoctoral Internship Centers (APPIC). Internships are offered through APPIC National Computer Match process and Post-Match Vacancy Service (when applicable). Instructions for the APPIC Match Procedures are found on the APPIC website at www.appic.org/match.

The IU-PIC 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 the IU-PIC.

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 IU-PIC must complete the AAPI Online application. The AAPI Online application can be accessed through www.appic.org.

The IU-PIC is committed to enhancing diversity and inclusiveness within the internship experience and seeks applicants who have special interests or experience in working with diverse populations.

Online AAPI (required documents):

- Cover Letter
- Curriculum Vita
- Essays (4)
- Transcripts
- Standardized Reference Form (3)
- 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.

For questions about training opportunities within the IU-PIC, please contact the Executive Training Director, Dr. Kristen Ullrich. For questions about application requirements, your submitted application, or the Match process, please contact the Associate Training Director, Dr. Christina Wohleber.

Background Check and Required Clearances

One month prior to beginning internship, all applicants must submit the results of a Criminal Background Check and Child Abuse Clearance (where available), the results of which are shared with IU-PIC and site leadership. 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 CastleBranch 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.**

Selection Procedures

The IU-PIC abides by APPIC Standards, Policies, and Selection Procedures. During Phase I of the Match, Immaculata students submit applications directly through the APPIC AAPI Portal. Site Training Directors can view a list of applicants and have access to their complete applications on the APPIC AAPI portal.

Applicants will only be considered for sites they checked off on their AAPI online application. Site Training Directors, Site Supervisors, Training Staff and Site Administration discuss applications, which include a review of the AAPI online application, cover letter, C.V., essays (autobiographical, theoretical orientation, diversity and research), standardized reference forms, transcripts and DCT verification.

Applicants are invited for an interview based on the criteria listed above (see *Application Criteria: APPIC Phase I, Phase II, and PMVS*). The IU-PIC is committed to enhancing diversity and inclusiveness and seeks applicants whose training experience and goals are consistent with opportunities available at the site.

Applicants selected to be interviewed are contacted by e-mail or by telephone to schedule an interview. On-site interviews are conducted during December and January (interviews may also be completed virtually via telephone or video conferencing; all efforts will be made to maintain equitable interviewing practices across applicants while considering unique circumstances). Training Staff members participate in the interview of applicants. Staff completes the Applicant Structured Interview and Screening protocol. The interview is approximately 90 minutes and includes a structured interview and a case review. Time is also provided for applicant questions and a tour of the site (when applicable, depending on virtual versus in-person interview format).

In a meeting of the Training Staff at each site, ranking of applicants is completed through a process of discussion and consensus (each site has a separate match number). The Site Training Director formalizes the ranking list and submits it to the Associate Training Director responsible for the Match, who then reviews all sites' rank order lists for submission to the National Matching Service.

During Phase II of the Match, applications are reviewed on the same criteria used in Phase I, to identify those who meet requirements (see *Application Criteria: APPIC Phase I, Phase II, and PMVS* above for additional information). A list of interested and eligible applicants are forwarded to Site Training Directors to discuss and determine which applicants to invite for an interview. Site Training Directors can view a list of applicants and have access to their complete applications on the APPIC AAPI portal. **Applicants will only be considered for sites for which they have indicated interest in the student's AAPI online application.** Applicants selected to be interviewed are contacted by e-mail or by telephone to schedule an interview. On-site, telephone and video interviews are utilized during the two weeks prior to ranking notification. Training Staff participate in the interview and staff complete the same Applicant Structured Interview and Screening Protocol as used in Match Phase I. In a meeting of the Training Staff, ranking of applicants is completed through a process of discussion and consensus. The Site Training Director formalizes the ranking list and submits it to the Associate Training Director, responsible for the Match, who then reviews all sites' rank order lists for submission to the National Matching Service.

During the Post Match Vacancy Service, applicants are reviewed based on the same criteria used in Phase I and Phase II (see *Application Criteria: APPIC Phase I, Phase II, and PMVS* above for additional information). A list of interested and eligible applicants and their submitted application materials are forwarded to Site Training Directors to discuss and determine which applicants to invite for an interview. Applicants who are identified as strong candidates exhibiting compatibility with the site are contacted and offered an interview. On-site, telephone or video interviews are utilized.

Attendance

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 of their 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. Some training sites, due to company policy and outside contractual agreements, may offer more than ten allotted personal days for the training year; in such cases, all attempts will be made by the Affiliated Training Site to be transparent with applicants and the IU-PIC training committee. Similarly, orientation at some training sites is required prior to client contact, and any variation to attendance dates will be communicated openly during the application and interview process. 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, MLK, Jr. Day, Memorial Day, Independence Day, Juneteenth, plus one (1) floating holiday.

Health benefits are not provided by Immaculata University or the IU-PIC. Individual sites may provide access to health benefits; however, full cost of insurance may be the responsibility of the Intern.

Disclosure

Interns are discussed via phone, e-mail, and in-person among the IU-PIC Training Committee as well as other staff at individual sites, an Immaculata University-affiliated Consultant, and Immaculata University leadership on an as-needed basis. Confidential consultation with APPIC and APA may be initiated by the Executive Training Director when required. 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, and Section 504 of the Rehabilitation Act of 1973, IU-PIC is committed to providing equal access and opportunity with respect to educational programs and activities. Students who may need a disability related accommodation should contact the Executive Training Director as soon as possible. IU-PIC will work with IU's Disability Services Office, the Intern's home institution (if applicable), and the IU-PIC site to provide reasonable accommodations in compliance with applicable law.

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 IU-PIC will not engage in nor tolerate such unlawful harassment, discrimination, intimidation, violence and/or retaliation.

COVID-19- related provisions

As a Consortium with sites in varying geographic locations, COVID-19 provisions are being made on a site by site basis consistent with current CDC guidelines, organization-specific policies, state and local ordinances, and APA and APPIC policies and recommendations. Please note, regulations and policies may vary between sites due to differences in state and organizational policies.

IU-PIC interns are expected to comply with the COVID vaccination requirements of their training sites. Many hospitals and other clinical sites have announced that they require the Covid-19 vaccine. IU-PIC has no control over the vaccine requirements or exemption policies of site locations. Interns are advised to

address any questions about vaccination requirements or exemption policies with the training site directly. Note, too, that policies are subject to change as the global response to COVID and preventative measures continue to develop.

As of July 2023, the following modifications have been made and are expected to continue through the 2024-2025 Internship training year:

- Didactic Seminar Days, which are held once per month, will resume being held **in-person at Immaculata University unless otherwise noted.**
- Supervision is being delivered both **remotely and in-person**, depending on the specific Consortium site.
- Direct services, such as psychotherapy and assessment, are being delivered both **remotely and in-person**, depending on the specific Consortium site and regulations and policies governing that site.
- Additional non-direct service training activities, such as clinical writing, documentation, research, and peer socialization may be conducted **remotely** depending on the specific Consortium site employment policy.
- When interns are physically on-site for any amount of time, interns will follow the safety procedures required of the site and adhere to relevant safety measures outlined by the CDC and Department of Health.
- Site training directors and site supervisors will keep Interns apprised of changes to COVID-related provisions at their respective sites, and remain in ongoing communication with the IU-PIC Executive Training Director and Director for Internship Administration and APA Compliance regarding COVID-related provisions and any expiration of them, at their site.

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 be in good academic standing as evidenced by the DCT Verification and Support section on the AAPI.
- Completion of comprehensive or qualifying examinations **and** completion of the dissertation proposal at time of the respective application deadline (i.e., Phase I, Phase II, and/or PMVS) are required. **Please indicate this in your cover letter or the respective AAPI online application fields.**
- Applicants should have diagnostic and intervention experience.
- The IU-PIC is committed to enhancing diversity and inclusiveness within the internship experience. Applicants should exhibit sensitivity and special interests in working with diverse populations.
- Completion of all doctoral coursework by June 30th prior to start of Internship year.
- Interpersonal maturity and sensitivity, high ethical standards, professionalism and overall compatibility between the intern and the training site.

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
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Total Direct Contact Assessment Hours	No	Yes	Amount: N/A
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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
Although all attempts are made to maintain equity across sites, IU-PIC recognizes minor unavoidable inequities due to site specific internal contracting.

Financial and Other Benefit Support for Upcoming Training Year*
Belmont Behavioral Hospital

Annual Stipend/Salary for Full-time Interns	\$31,200	
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, Day after Thanksgiving, Christmas, New Year's Day, Martin Luther King, Jr. Day, Memorial Day, Juneteenth, 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*
Carson Valley Children's Aid

Annual Stipend/Salary for Full-time Interns	\$29,120	
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.

Financial and Other Benefit Support for Upcoming Training Year*
Chester County Well-Being, LLC

Annual Stipend/Salary for Full-time Interns	\$31,200	
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 (includes sick leave)	
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: New Year's Day, Independence Day, Thanksgiving Day, Christmas Day, and two (2) floating holidays		

Financial and Other Benefit Support for Upcoming Training Year*
Elwyn, Inc.

Annual Stipend/Salary for Full-time Interns	\$31,200	
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: Christmas Day, New Year's Day, Memorial Day, Thanksgiving, Independence Day, Martin Luther King Jr. Day and Good Friday.		

*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*
Hugh Smith, Ph.D. & Associates, P.C.

Annual Stipend/Salary for Full-time Interns	\$31,200	
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:	N/A	
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, Martin Luther King, Jr. Day. Memorial Day, Juneteenth Independence Day, plus 1 floating holiday.		

Financial and Other Benefit Support for Upcoming Training Year*
Joseph J. Peters Institute – Safety & Responsibility Program

Annual Stipend/Salary for Full-time Interns	\$31,200	
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: New Year's Day, Martin Luther King, Jr. Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day & Day after Thanksgiving, Christmas Day.		

*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*

LifeStance Health

Annual Stipend/Salary for Full-time Interns	\$31,200	
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, Martin Luther King, Jr. Day, Memorial Day, Juneteenth, Independence Day, plus 1 floating holiday.		

*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*

Site Name

Annual Stipend/Salary for Full-time Interns	\$31,200	
Annual Stipend/Salary for Half-time Interns	Not applic.	
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 of Annual Paid Sick Leave	24	

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. Interns may contribute to a 401 K savings plan if they choose. This would be employee funded only.		

*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*
Rowan University Counseling and Psychological Services

Annual Stipend/Salary for Full-time Interns	\$31,200	
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)	70 hours (including sick time)	
Hours of Annual Paid Sick Leave	See above	
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): National and state holidays are provided time off.		

*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*
Rutgers-Camden Student Health Services

Annual Stipend/Salary for Full-time Interns	\$31,200	
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 will be excused from attending the Affiliated Training Site where such is closed for certain generally recognized holidays, for example: Labor Day, Thanksgiving Day, Day After Thanksgiving, Christmas, week between Christmas and New Year's Day, Martin Luther King Day, New Year's Day, Memorial Day, Juneteenth, Independence Day, plus 1 floating holiday (to be used during Christmas Week).		

*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

Financial and Other Benefit Support for Upcoming Training Year* TEAMCare Behavioral Health

Annual Stipend/Salary for Full-time Interns	\$31,200	
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): TEAMCare offers full time employee the following holidays: New Year's Day, Martin Luther King Day, Memorial Day, Labor Day, Thanksgiving and Day after Thanksgiving, and Christmas.		

*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* The Center for Behavioral Health at Woods

Annual Stipend/Salary for Full-time Interns	\$31,200	
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		
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, Martin Luther King, Jr. Day or President's Day. Memorial Day, Juneteenth, Independence Day		

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

** Cost of contribution to insurance is variable based on individual, family, or partner need. Additionally, may not be eligible for 30 -60 days.

Initial Post-Internship Positions	2020-2022	
Total # of interns who were in the 3 cohorts	55	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching	0	0
Community mental health center	11	0
Consortium	1	0
University Counseling Center	4	0
Hospital/Medical Center	10	0
Veterans Affairs Health Care System	0	0
Psychiatric facility	1	0
Correctional facility	1	0
Health maintenance organization	0	0
School district/system	1	0
Independent practice setting	22	0
Other	2	0

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position.

IU-PIC Sites

- Belmont Behavioral Hospital – Philadelphia, PA
- Carson Valley Children's Aid – Philadelphia, PA
- Chester County Well-Being, LLC, Kennett Square, PA
- Elwyn Inc. – Philadelphia, PA
- Hugh S. Smith, Ph.D. & Associates, P.C. – Lancaster, PA
- Joseph J. Peters Institute (JJPI) – Philadelphia, PA

- LifeStance Health – Wilmington, DE
- Neuropsychological Assessment & Therapy Services, LLC – Berwyn, PA
- Rowan University Counseling and Psychological Services – Glassboro, NJ
- Rutgers-Camden Student Health Services – Camden, NJ
- TEAMCare Behavioral Health – Lancaster, PA
- The Center for Behavioral Health at Woods – Langhorne, PA

Training Site Descriptions

BELMONT BEHAVIORAL HOSPITAL - PHILADELPHIA, PA

Description and Services: Belmont Behavioral Hospital is a community-based mental health center located in the West Park section of Philadelphia at the city line. It is owned and operated by Acadia Healthcare. Since purchasing Belmont from Einstein six years ago, Acadia has built a brand-new state of the art premiere psychiatric facility. Belmont has been in operation for over 75 years as one of the largest providers for mental health care in Philadelphia. 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.

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., PAI, MMPI-3, MCMI-IV), semi-projective measures (e.g., Incomplete Sentence Blank) and projective measures (e.g., RPAS). Testing may occur in inpatient or outpatient settings. However, Belmont is primarily a therapy site.

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. Additionally, Interns are involved with the daily operation of the child and adolescent partial program providing psychotherapy interventions. Training in Parent Child Interaction Therapy (PCIT) is also available.

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: Interns receive a minimum of 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). Two additional hours of group supervision include: one geared towards child development, play therapy and working with families, and another focusing on formulation, intervention and clinical issues. There is also an additional 1.5 hours of DBT supervision provided in a group format.

Didactic Training Activities: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Interns are welcome to attend Einstein Psychiatry Grand Rounds. Also monthly case conferences are offered by trainees. All Interns have access to

additional didactic training opportunities through video streaming training seminars and article review materials.

Site Specific Clearances and Background Checks: ChildLine Clearances, FBI Clearances, Criminal Background Check/Drug Screening and Health Clearances (e.g. immunizations, chest x-ray, etc.). Please note that this is subject to change.

Site Specific Meal Break: Interns are required to take a 30-minute break daily, which comes out to a 42.5-hour week.

Supervisors: David Goodwin, Ph.D. (Training Director), Adria Filmore, Psy.D., and Julia Vahlsing, Psy.D. (Names and responsibilities of site supervisors are subject to change).

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.

Intensive Behavioral Health Services (IBHS) 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 IBHS 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.

Assessment/Diagnostics: Interns will have the opportunity to receive a broad scope of training and provide services across the three programs. Within the IBHS program, Interns will be trained in case conceptualization, diagnostics, and medical necessity of treatment recommendations through the completion of written orders and the biopsychological evaluation process. Direct services will

consist of conducting written orders or evaluations and re-evaluations for clients and making treatment recommendations based upon these interactions. 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 provided within the IBHS, outpatient and residential care programs. Furthermore, Interns will have the opportunity to provide supervision and trainings to IBHS and Outpatient staff. This will include conducting individual supervision and direct observation of clinical staff. Interns will also have the opportunity to participate in and support several evidence-based practices, such as the adolescent DBT Skills group with the Residential Treatment Facility, Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Bounce Back, and Bridging Mental Health and Education in Urban Schools (BRIDGE) throughout home, school, and community settings within the IBHS program. Additional opportunities to learn and provide Trauma Focused CBT and evidence-based therapy interventions to a diverse population are available across programs. There is also the potential to gain knowledge and training in working with transgender youth. This is based on referral sources and intern interest.

Consultation: Interns consult with professionals across all three programs: IBHS, 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 and/or school staff.

Supervision: Interns will receive weekly supervision and training at each of the sites. Interns receive a minimum of 4 hours a week of supervision. Supervision consists of at least two hours of individual supervision each week from licensed psychologists. In addition, Interns will receive one hour or more 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 individual and/or group supervision and direct observation of staff within the IBHS 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.

Site Specific Clearances and Background Checks: DPW Child Abuse Clearance, State Police Clearance and FBI Clearance. A physical is also required. COVID vaccination is required; religious and/or medical exemption requests are considered on a case-by-case basis with the Human Resources department. Please note that this is subject to change.

Supervisors: Christina Wohleber, Psy.D. (Training Director), Pamela Jarden, Ph.D. and Anita Bell, Psy.D., Antonella Pontoriero, Psy.D.

CHESTER COUNTY WELL-BEING, LLC – KENNETT SQUARE, PA

Description and Services: Chester County Well-Being, LLC is a private psychological practice that serves Southern Chester County residents. We offer individual, couples, family, and group therapy, psychological and psycho-educational testing, and other ancillary services for all age ranges. The practice has strong community ties with local organizations and businesses. Given the wide range of services, interns have the opportunity to tailor their experiences to their clinical interests in a nurturing and supportive environment. We strive to promote inclusion and diversity while simultaneously providing professional comprehensive, quality services. Interns have regular opportunities for training and ongoing consultations with other providers.

Assessments/Diagnostics: Interns conduct monthly comprehensive psychological and psycho-educational evaluations. They have the opportunity to complete psychological evaluations for all ages that explore cognitive profile, learning differences, attentional concerns, social and emotional well-being, personality features, and differential diagnosis.

Psychotherapy/Interventions: Interns engage in outpatient individual, couples, and family therapy, for individuals ranging in age from childhood to older adults. Client concerns may include depression, anxiety, panic, grief, trauma, life transitions, attention and learning issues, disruptive behaviors, social skills, autism spectrum disorders, interpersonal relationship problems, and eating disorders. Interns may also have the opportunity to co-facilitate therapy groups, such as social skills, behavioral self-regulation, parental support, and co-occurring disorders. Interns are responsible for the development of treatment plans and tailoring treatment goals based on changing needs (in collaboration with primary supervisor).

Consultation: Interns have the opportunity to consult with psychiatrists, psychologists, educators, families, practice administrator, and other therapists who are part of the treatment team (e.g., occupational or speech therapists). The environment at the office is open which fosters ongoing consultations with colleagues. Interns also have the opportunity to supervise and provide consultation to graduate level practicum students.

Community involvement: Interns have the opportunity to engage in community outreach through small business/organizational fairs. Additionally, the intern can participate in events at a local business associated with the practice. Events are intended to provide a safe environment for individuals to develop their social skills and/or confront social worries/anxieties.

Supervision: Interns received 4 hours of weekly supervision, including 2 hours of individual supervision with a full-time doctoral-level licensed psychologist. Additional 2 hours are provided by a licensed psychologist or mental health provider, co-therapy with a supervisor, or group supervision.

Didactic Training Activities: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. Weekly training seminars include case consultations and topics such as suicide risk assessment, educational advocacy, testing and assessment, ethical boundaries, and other similar topics. Additional training is provided through outside conferences, video streaming training seminars, and article review materials.

Site Specific Clearances and Background Checks: Child Abuse Clearance and State and Federal (FBI fingerprinting) criminal background checks. Please note that this is subject to change.

Supervisors: Malynn Kuangparichat, Psy.D., J.D. (Training Director) and Bianca Stern, Psy.D. (Names and responsibilities of site supervisors are subject to change)

ELWYN INC. – PHILADELPHIA, PA

Description and Services: Elwyn's Outpatient and Recovery Orientated Psychiatric Service is located at 12 N Preston St, Philadelphia, PA. This program serves 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: Interns 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: Opportunities in Elwyn's Behavioral Health Department incorporate traditional psychotherapy and treatment team collaboration and include individual and group modalities. Client population covers a wide spectrum of diagnoses, though trauma and stressor-related disorders are most prevalent. Treatment approaches are individualized based on client need, allowing the intern to build skills in multiple modalities, including client-centered, cognitive behavioral, and dialectical behavioral therapies. The intern has the opportunity to provide supervision and oversee the history and provisional diagnostics of Masters level practicum students in order to further their administrative and supervisory skills. The Intern also participates in clinical meetings and training with other staff and trainees.

Consultation: The Intern has opportunities to consult with the biological/foster families as well as 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 such as interdisciplinary team meetings and staff meetings. Therefore, he/she is expected

to grow increasingly independent in terms of providing psychoeducation and clinical leadership as needed. The intern additionally assists in organizing one or more community outreach events incorporating behavioral health screenings and psychoeducation for community members (e.g., National Depression Screening Day event offering behavioral health screenings at a local library). More formal opportunities to educate and present are welcomed and can be discussed during the course of the internship with the 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 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 Outpatient and Recovery program such as safe crisis management and effective clinical supervision. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

Site Specific Clearances and Background Checks: State background check, child abuse clearance, FBI fingerprinting, TB test, drug screen and a physical. COVID vaccination is required; religious and/or medical exemption requests are considered on a case-by-case basis with the Human Resources department. Please note that this is subject to change.

Supervisors: Marcy Schuster, Psy.D (Training Director), Krystal Gamez, Psy.D., and Marcus Garrido-Balanzategui, Psy.D. (Names and responsibilities of site supervisors are subject to change)

HUGH S. SMITH, PH.D. & ASSOCIATES, P.C. – LANCASTER, PA

Description and Services: Hugh S. Smith, Ph.D. & Associates, P.C. (HSSA) is an outpatient group practice providing a full range of services across 4 locations. Lancaster, Harrisburg Area, and Allentown are outpatient offices, and a fourth location is our site at Bethany Children’s Home in Womelsdorf, PA, which is a long-term residential treatment setting on a beautiful campus. The practice is presently comprised of licensed psychologists, post-doctoral psychology trainees, and contracted psychological evaluators and therapists providing services such as individual, couple, group, and family psychotherapy to individuals of all ages, as well as comprehensive psychological and neuropsychological assessments for children and adults, parenting capacity assessments and bonding assessments. We provide an integrative team approach through our Comprehensive Diagnostic Team Evaluations, which include collaboration with clinical and school psychologists and psychiatrists in development of in-depth reports on complex clients. Forensic evaluations are also a strong component of our practice, including competency to stand trial, mental health, and amenability evaluations as well as psychosexual, trauma and fire-setting risk assessments. We provide consultation to FBI and regional task forces in prevention of planned acts of targeted violence, including comprehensive team threat risk evaluations and recommendations for intervention.

The HSSA predoctoral internship in psychology is a comprehensive and flexible training opportunity tailored to the intern’s experience and goals for professional development. Interns will primarily be operating out of the Lancaster office, which provides ample opportunity for both psychotherapy and assessment with a broad range of clients. However, if interested in expanding or supplementing their experience, interns have the option to provide additional services at other sites including Bethany Children’s Home, Harrisburg Area, and the outpatient office in Allentown. The degree to which the intern provides services outside the main Lancaster location will be mutually determined between the intern and site Training Director, based on the intern’s goals, and needs. Training at

HSSA will provide the intern with a broad array of training opportunities in a variety of services and settings with diverse populations. The sites interns have the opportunity to participate in include the following:

1. **Lancaster, PA: Central Location** (1831 Lititz Pike, Lancaster, PA). This location serves as the main outpatient practice location where interns will primarily conduct their training. Services include outpatient psychotherapy, intakes, neuropsychological, forensic, and comprehensive testing for children and adults. All testing materials are available on site.
2. **Bethany Children's Home** (1863 Bethany Rd., Womelsdorf, PA). This location is a residential facility for teens placed through county CYS and probation services, most of whom are survivors of trauma. Services include trauma-focused psychotherapy (individual, group, family). Psychological testing opportunities are also available, as well as the ability to collaborate and consult with a multidisciplinary team.
3. **Allentown, PA: Secondary Outpatient Location** (2132 S. 12th St., Ste 5, Allentown, PA) This location provides outpatient psychotherapy and some psychological assessment for children and adults. Group therapy opportunities are also available, including our social skills training groups through role playing games.
4. **Harrisburg Area, PA: Secondary Outpatient Location** (1035 Mumma Rd., Suite 203, Wormleysburg, PA) This location provides outpatient psychotherapy and psychological assessment for children and adults.

Assessment/Diagnostics: Interns will be responsible for all phases of psychological assessment, including determination of measures, clinical interview, administration and scoring of neuropsychological and psychological tests, and production of written report. Referral questions for psychological evaluations are diverse and individualized and may include assessing impact of head trauma, diagnostic clarification, autism assessment, intellectual and/or learning disability, personality assessment, and determination of appropriate level of care. Assessments for the courts include parenting assessments for individuals involved with CYS, competency assessments, capacity assessments, bonding assessments, psychosexual, fire-setting, and mental health assessments for interventions. Interested interns will also have opportunity to shadow and gain experience in amenability assessments for determination of placement in juvenile versus adult criminal system for juveniles charged as adults, and with court testimony on findings. Participation in the multidisciplinary Comprehensive Diagnostic Team Evaluations is also an opportunity for interested interns, as is training in our threat risk assessment and management team.

Psychotherapy/Interventions: Interns will provide individual, group and family psychotherapy and intake evaluations for children, adolescents, and adults of diverse backgrounds and presenting symptoms and needs. Additionally, interns also have the opportunity provide supervision to practicum students under the directions of supervising psychologist, engage in program development, and participate in court experiences related to forensic evaluations.

Consultation: Interns at Bethany Children's Home will regularly provide consultation to case managers, house parents and supervisors in addressing the needs of residence and therapeutic tools. Interns providing assessment services across sites will provide consultation and collaboration with referring practitioners and county workers on the needs and appropriate interventions for their clients.

Supervision: Interns receive 4 hours of weekly supervision. They receive individual supervision (at least 2 hours/week) from a full-time doctoral-level licensed psychologist. Additional supervision is provided by either a licensed psychologist, post-doctoral trainee, or appropriately credentialed mental health provider.

Didactic Training Activities: Interns attend an 8 hour monthly didactic seminar, which covers all fundamental program aspects. In addition, the intern participates in an initial orientation and 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. Regular shadowing opportunities are available in areas of assessment interest. All interns also have access to various didactic training opportunities through video streaming training seminars and article review materials.

Site Specific Clearances and Background Checks: ChildLine clearance, State Police Criminal record check, and FBI Criminal Background Clearance. Please note that this is subject to change.

Supervisors: Hugh S. Smith, Ph.D. (Site Training Director), Andrea Weller, Psy.D., Jessica Port, Psy.D., Donna-Mae Fierras, Psy.D. (Names and responsibilities of site supervisors are subject to change)

JOSEPH J. PETERS INSTITUTE (JJPI) - PHILADELPHIA, PA.

Description and Services: The Joseph J. Peters Institute (JJPI), an affiliate of Public Health Management Corporation, is a Philadelphia based non-profit, licensed, organization dedicated to providing specialized outpatient assessment and treatment services for trauma survivors and individuals with sexual behavior problems and individuals who have engaged in relational violence. JJPI is an experienced and qualified thought leader in the areas of sexual and interpersonal violence, post-traumatic stress disorder and other forms of trauma. JJPI has served the Delaware Valley since 1955 and is nationally recognized for contributions in research and education, prevention and training, and evaluation and treatment through both Survivor and Safety and Responsibility Services. JJPI is one of the few agencies in the country that offers a comprehensive approach to trauma by addressing the entire cycle of abuse.

The outpatient services of JJPI is offering the following track:

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

The Sexual Behavior Program (SBP) predominantly provides clinical services, individual and group therapy, to adults (both male and female) who have been found guilty of sexual crimes or have otherwise been referred for sexual behavior problems. Evidence-based treatment models used in the SBP program are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), Prolonged Exposure (PE), Trauma Affect Regulation: Guide for Education and Therapy (TARGET), and Cognitive Processing Therapy (CPT).

Relational Violence Program (RVP) provides outpatient services to adults (both male and female) who have engaged in intimate partner or domestic/relational violence. Many of these adults have been arrested, charged, and convicted of assault against their intimate/domestic partner. Evidence-based treatment models used in the RVP program are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), Prolonged Exposure (PE), Trauma Affect Regulation: Guide for Education and Therapy (TARGET), and Cognitive Processing Therapy (CPT).

The Youth Safety & Responsibility Program provides services, individual, group, and family therapy, to youth with sexual behavior problems and who have engaged in teen dating violence who are 10 years of age or older. Many of these youth have been charged or adjudicated for a sexual crime. Treatment is delivered through a combination of psycho-education, Cognitive Behavioral Therapy (CBT), CBT for Problematic Sexual Behavior (CBT-PSB), Trauma Focused Cognitive Behavioral Therapy (TF-CBT), Dialectical Behavioral Therapy (DBT), Trauma Affect Regulation: Guided for Education and Therapy (TARGET), Family therapy, Psychiatry, and support.

Partial Hospitalization Program (PHP) provides services to adult males with serious and persistent co[1]morbidity psychiatric illness, developmental disabilities, and other serious impairments who also demonstrate sexual behavior problems and thus, need

more support than is received on a traditional outpatient basis. The program provides psychiatric, sexual, psychological, social, and recreational assessment and rehabilitation. We focus on strengthening individuals' ability to cope with stressors that accompany community living, with the ultimate purpose of eliminating sexual misconduct. The primary modality is group therapy but each individual also receives at least 2 individual sessions a month and case management services.

Interns receive training as well as individual and group supervision (by licensed psychologists) in working with these highly specialized populations in both the forensic and survivor environment, track dependent, both emphasizing trauma-informed care. Treatment is organized around evidence-based models and various types of cognitive behavioral therapies are the central thrust of our treatment programs. The programs utilize a multi-disciplinary approach with contributions from psychology, psychiatry, social work, and counseling. We work closely with child protective services, courts, probation and parole, public defenders, and private attorneys in service to our clients and stakeholders. Hence, within the Safety and Responsibility Program, 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 Survivor Services Programs, YSRP, and specific SRP adult cases) and group therapy throughout all the outpatient programs at JJPI, including child, adolescent, and adult Survivors, Youth Safety and Responsibility Program, Relational Violence Program (RVP), and the Adult Outpatient Sexual Behavioral Program (SBP).

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 and 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 appropriately 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 at Immaculata, which covers all fundamental program aspects. In addition, all interns at JJPI attend a weekly 2 hour didactic session, the first semester of their internship, that covers an array of topics including, but not limited to: Youth with Sexual Behavior Problems, Evaluation, Risk Assessment, Trauma-Focused Cognitive Behavioral Therapy, Motivational Interviewing, Boundaries within a clinical setting, Adults with Sexual Behavior Problems and Treatment Interventions Intimate Partner Violence Treatment and Interventions, Diagnostic formulation, Dialectical Behavioral Therapy, Commercial Sexual Exploitation of Children, and many more topics throughout the year. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

Site Specific Clearances and Background Checks: Child abuse clearances (PA and any state you have lived in within the past 5 years), Criminal Background check and FBI fingerprinting. Please note that this is subject to change.

Stipend, Benefits, Vacation, Professional Leave The stipend is established by the consortium and reviewed on a regular basis to pay a fair and reasonable stipend. Students will be allotted 40 hours of personal time to be used at their discretion. Professional leave will be arranged for training and educational activities, tailored to the unique interests/needs of each intern. Interns may be excused from attending internship responsibilities for federal holidays such as: Labor Day, Thanksgiving, Christmas, New Year's Day, Martin Luther King, Jr Day, Memorial Day, Juneteenth Day, Independence Day, and one additional (1) floating holiday.

Supervisors: Brandi Stewart, Psy.D. (Training Director), Ademole Fawole, Psy.D., Julie Vayner, Psy.D., (. (Names and responsibilities of site supervisors are subject to change)

LIFESTANCE HEALTH – WILMINGTON, DE

Description and Services: Lifestance Health is a diverse group of licensed psychiatrists, psychiatric nurse practitioners, 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 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 may also have some opportunity for neuropsychological assessment during the internship year.

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, LifeStance 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). 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.

Site Specific Clearances and Background Checks: State and federal (FBI) background checks, and child abuse clearance. Please note that this is subject to change.

Supervisors: Kathryn Pierce, Psy.D., (Training Director), Kathleen Cherry, Psy.D. (Director of Assessment), Jamie DiOrio, Psy.D., Jolyn Pinamonti, Psy.D. (Names and responsibilities of site supervisors are subject to change)

NEUROPSYCHOLOGICAL ASSESSMENT AND THERAPY SERVICES, LLC - BERWYN, PA

Description and Services: Neuropsychological Assessment and Therapy Services, LLC is a private practice focused on neuropsychological and forensic assessment and therapy services. Staff include two board certified neuropsychologists, one licensed neuropsychologist, and one clinical psychologist. Other trainees including a post-doctoral fellow in neuropsychology and several graduate practicum level students. We offer neuropsychological testing, psychological testing, psychotherapy, family education, and forensic psychology services. Clients present with a range of presenting problems including ADHD, Learning Disability, Autism, Traumatic Brain Injury, Epilepsy, Multiple Sclerosis, Stroke, Dementia, somatic and psychological conditions. Our training experience is tailored to each intern, with the balance between therapy and assessment services determined based on the intern's individual interests and goals.

Assessment/Diagnostics: Interns will have the opportunity to hone their assessment skills while working with a wide range of patients, from children to older adults, for a variety of reasons including diagnostic clarification, legal disposition, and for treatment recommendations. Neuropsychological testing, psychological testing, psychoeducational testing, intellectual testing will be conducted to increase the intern's skill and expertise in administration, scoring, interpretation and report writing. Interns will have 3-4 testing cases per week with some time for report writing and scoring on site. Report writing may also be required when not on site, especially earlier in the training year.

Psychotherapy/Interventions: Interns will have the opportunity to provide outpatient psychotherapy services to children, adolescents, adults, and seniors. Client concerns may include depression, anxiety, mania, adjustment, grief, dementia, caregiving, 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.

Consultation: Interns will be afforded the opportunity to communicate and consult with family physicians, psychiatrists, teachers, and lawyers in conjunction with their case work.

Supervision: Interns receive 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 neuropsychologist

in the practice. Interns will be expected to discuss cases during group supervision. 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: One hour KnowNeuropsychology.com webinars presented weekly as a “lunch and learn” activity covering a variety of topics related to clinical neuropsychology, professional issues, and brain function. Interns are also expected to attend scheduled monthly didactics presented by the practice on various topics including differential diagnosis of dementia, evaluating pilots for flying safety, independent medical examinations, forensic psychology, cognitive rehabilitation strategies, professional practice issues, and more. 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. All Interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

Site Specific Clearances and Background Checks: Childline clearance, State Police Criminal Record Check, and FBI Criminal Background Clearance. Please note that this is subject to change.

Stipend, Benefits, Vacation, Professional Leave: The stipend is established by the consortium and reviewed on a regular basis to pay a fair and reasonable stipend. Students will be allotted 2 weeks of leave to be used at their discretion. Professional leave will be arranged for training and educational activities, tailored to the unique interests/needs of each intern. Interns may be excused from attending internship responsibilities for federal holidays such as: Labor Day, Thanksgiving, Christmas, New Year's Day, Martin Luther King, Jr Day, Memorial Day, Juneteenth Day, Independence Day, and one additional (1) floating holiday.

Supervisors: Julie Keaveney, Psy.D., ABPP (Training Director) and Julie Guay, Psy.D., ABPP.

ROWAN UNIVERSITY COUNSELING AND PSYCHOLOGICAL SERVICES – GLASSBORO, N.J.

Description and Services:

Rowan University’s Counseling and Psychological Services (CPS) is part of the Wellness Center on the Glassboro main campus, twenty minutes southeast of Philadelphia. Rowan University is the 2nd ranked public comprehensive research university in New Jersey. In one central location, the facility houses a wide array of health and wellness services– Student Health Services, Counseling and Psychological Services, Alcohol and Other Drug Services, Healthy Campus Initiatives, Emergency Medical Services, and the Shreiber Family Pet Therapy Program. We have a satellite counseling office located in a charming house on Victoria Street, which is a few blocks from our main site. Interns have their own comfortably appointed offices. 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.

CPS at Rowan University offers two internship tracks:

General Track (two positions):

Services provided to students include individual and group therapy, with occasional inclusion of partners or family members as clinically indicated. We offer comprehensive Dialectical Behavior Therapy (DBT) and Radically Open – Dialectical Behavior Therapy (RO-DBT) programs, in addition to a High Risk Treatment Team. 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.

Integrated Behavioral Health Track (one position):

Interns in this track also work within our Student Health Services (SHS), which is co-located with Counseling & Psychological Services in the Rowan University Wellness Center. The IBH intern will work together with the SHS medical team, including a physician and nurses who provide a range of evidence-based clinical services and interventions. The IBH intern will spend a portion of their time in SHS, working from a behavioral-health integrated care model of treatment. The intern will provide evidence-based brief interventions, crisis intervention and risk assessment, consultation, and education to students, including college athletes. Areas of intervention may include alcohol or drug use, tobacco cessation, sleep disturbance, sexual health, disordered eating, and chronic illness. The intern may also have the opportunity to further develop a particular area of interest or specialization within the field of behavioral health. The intern also facilitates communication between medical staff and counseling staff when referrals are clinically indicated, further developing consultation skills through these contacts and interventions. The intern will also participate in various didactics, case conferences, assessment, and campus outreach as part of the training experience.

Assessments/Diagnostics: Interns conduct mental health triage evaluations for 4-5 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. 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 in the general track typically have a caseload of 12-16 individual clients, with the intern in the IBH track having a caseload of 6-8 CPS individual therapy clients. All interns can expect to work with clients having 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, and personality disorders. There is an emphasis on evidence-based interventions. While we utilize a brief treatment approach, the number of sessions offered is guided by the evidence-based treatment best suited to clients' presenting concerns.

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 skills, Interpersonal Skill Building, Body Image, Anxiety Skills, LGBTQ+ support, grief and loss support, first generation college student support, and general therapy. Interns in the General track will typically co-facilitate two therapy groups, one process group and one skills-based group, each semester in conjunction with a licensed staff member. The IBH track intern may co-facilitate at least one group, such as one focused on behavioral health concerns. Interns will also 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 clinical 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. Interns in the General track will receive additional hours of supervision from their group co-leader and consultation team members (DBT and/or RO-DBT), all of who are appropriately credentialed health care providers. The intern in the IBH track will receive additional supervision from by licensed allied health professionals in the medical and addiction fields. Audio and video recording of therapy sessions are a vital part of supervision. The staff at CPS includes licensed psychologists, clinical social workers, professional counselors, addictions counselor, and psychiatrists; all with a wide range of expertise, theoretical orientations, and specializations. In addition to extensive training in DBT, our staff are trained in other theoretical orientations and approaches that 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 to clinical supervision, there are a number of opportunities for case consultation and clinical discussion. These include: weekly case conference with presentations, discussion and meetings for clients presenting with high risk behaviors; eating disorders; and/or alcohol and drug issues. Our General track interns will also participate as part of our DBT or RO-DBT consultation teams. These teams each meet weekly for 90 minutes to discuss clients, develop our own professional limits, and address any relevant issues within the team. Our IBH intern will work closely with the High Risk team, in addition to participating in Alcohol and Other Drug and Eating Disorder consultations.

Consultation: Interns provide information and consultation to university staff, faculty, and families as requested. Interns routinely consult and collaborate with other Wellness Center and university departments, including Residential Life, Department of Public Safety, Student Health Services, the Office of Accessibility Services, and the Shreiber Pet Therapy Program. Interns also encouraged create and participate in the many outreach activities provided by CPS Services, such as workshops and trainings for students, faculty, and staff. These primary and secondary prevention events offer a wide variety of opportunities to provide psychoeducation, orientation information, and mental health screenings. Examples of topics for these 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, 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 with their peers from different sites, as well as on-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, collaborating with psychiatry, assessing suicidality, eating disorders, alcohol & drug use on campus, managing high-risk behaviors, acceptance and commitment therapy, group dynamics, students with Autism Spectrum Disorder, case conceptualization, grief and loss, DBT-PTSD, RO-DBT, and managing transference & countertransference. 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. Additionally, interns have access to didactic training opportunities through video streaming training seminars and article review materials.

Site Specific Clearances and Background Checks: Rowan University background checks are completed by TrueScreen. Please note that this is subject to change.

Supervisors: Helen Polak, Psy.D. (Training Director), Amy Hoch, Psy.D. (Associate Director of the Wellness Center), Ann Villinski, Ph.D., (Associate Director of CPS), Jillian Threadgill, Psy.D. (Associate Director of CPS), Stacey Cahn, Ph.D., and Romana Bresin, Ph.D. (Names and responsibilities of site supervisors are subject to change)

RUTGERS-CAMDEN STUDENT WELLNESS CENTER - CAMDEN, NJ

Description and Services: Rutgers University – Camden Student Wellness Center is a comprehensive outpatient medical and mental health facility serving a community of approximately 6,100 undergraduate, graduate, law, and other professional students. The Psychological Services division of the Student Wellness Center functions as the campus counseling center, in close association with and sharing facilities with medical services and the wellness promotion 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, developmental disabilities, traumatic brain injury, and supplemental testing for medical disabilities to assist in treatment planning and diagnosis.

Psychotherapy/Interventions: The Student Wellness Center offers primarily outpatient individual psychotherapy, with occasional opportunities for crisis intervention, outreach to the campus community, and consultation with other administrative and academic departments. Interns will conduct psychoeducational groups with clients as part of our continuum of care. 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 expected to audio record their sessions when permission is granted by the patient.

Consultation: In the context of an integrated healthcare model, Interns regularly consult internally with our psychiatrist, psychologists, licensed clinical social worker, licensed clinicians with specializations in addictions and medical staff. They also work with other offices within the university, such as Disabilities Services and the Dean of Students office, outside referral sources, family, or others as needed that are relevant to their caseload. In addition, they may provide consultation to medical staff, residence life staff, deans, and other university personnel as needed. There are also opportunities for outreach to the university community, such as psychoeducational and health promotion programming.

Sport Psychology: A component of our training especially for those interns with a particular interest in Sport Psychology, this program aims to provide integrated and culturally sensitive mental health services to our diverse student and student athlete population. It also aims to work in an environment that requires flexibility and active collaboration with our multidisciplinary staff, specifically with our Consulting Sport Psychologist, other team members within an integrated clinical setting, and members of our Athletics Department and coaching staffs.

This trainee will work under the supervision of the Sport Psychologist to develop and implement complementary sport related mental health interventions, along with having a dedicated therapy and assessment caseload that will include non-athletes as well. Roles in outreach and health promotions will be expected including promoting mental health awareness to athletes and coaches. Consultations with staff, coaches, and athletic directors will be expected. The primary Sport Psychologist supervisor will provide weekly supervision, will review notes, assign cases when appropriate and be the primary contact for coaches when issues arise.

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, using a multicultural framework. 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. Finally, Interns are also expected to provide supervision to an assessment practicum trainee which includes direct observation of testing, modeling testing practices, assistance with scoring and interpretation of reports.

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. Yearlong monthly training is provided on sport psychology and on multicultural therapy and supervision. All Psychological Services staff, including the Intern and other trainees, are expected to present on a range of topics, such as specific assessment instruments, or a topic relevant 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 social work case manager, and readings assigned by individual supervisors.

Site Specific Clearances and Background Checks: Criminal Felony & Misdemeanor/Global Criminal Search, Federal Criminal, Statewide Criminal, SSN Validation, Name and Address Trace and WideScreen Plus (e.g., county court records, sex offender registries, etc.). Please note that this is subject to change.

Supervisors: Daniel Gordon, Ph.D. (Training Director), Daniel Lee, Psy.D., Rachel Thuer, Psy.D., and Angela Boyd, LCSW, Valerie Nordquist, MD (Names and responsibilities of site supervisors are subject to change), Stacy Haynes, Ed.D., Shari Welsh, Psy.D., Michael Zito, Ph.D., Raymond Nwaneri, DNP

TEAMCARE BEHAVIORAL HEALTH, LLC - LANCASTER, PA

Description and Services: TEAMCare Behavioral Health LLC, provides comprehensive outpatient Psychological and Psychiatric services, as well as Intensive Behavioral Health Services, [School Based Outpatient Programs \(SBOP\)](#), [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 to biweekly opportunities to conduct assessments for children, adolescents, and adults in the areas of diagnostic clarification, Autism Spectrum Disorders, learning and cognition and personality functioning, and medical necessity for treatment services.

Psychotherapy/Interventions: TEAMCare offers a variety of individually tailored therapies for children, adolescents, and adults. Therapy services are provided in both our main office locations

(Lancaster and Dauphin), and in a range of school districts in Lancaster, York and Dauphin Counties. Typical presenting problems include, depression, anxiety, relationship discord, trauma, anger managements and parent management of childhood disorders such as ADHD. Interns will provide services in the Lancaster office only.

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 and continuity of care.

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 appropriately 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. Interns also have access to additional didactic training opportunities through video streaming training seminars and article review materials. Interns may also have additional opportunities for training through attendance at professional conferences and workshops.

Site Specific Clearances and Background Checks: PA State Criminal Background Check, PA Child Abuse Clearance and FBI Clearance through PA DHS. All clearances must be for "Employment Purposes", not volunteer, and through DHS (not for purposes of employment in the educational sector). Please note that this is subject to change.

Supervisors: Rebecca G. Murray, Psy.D. (Training Director) and Karen McClure-Snodgrass, Psy.D. Kim Myer, LCSW (Names and responsibilities of site supervisors are subject to change)

THE CENTER FOR BEHAVIORAL HEALTH AT WOODS – LANGHORNE, PA

Description and Services: The Center for Behavioral Health at Woods (CBHW) is a community-based mental health center located in Langhorne, PA. It is operated under Woods Community Services and is part of Woods Healthcare, which is an integrated health care system comprising of behavioral health, primary and specialty medical care, and dental medicine. CBHW is newly renovated and located on the campus of Woods Services. CBHW serves children, adolescents, adults, and older adults who have social, emotional, behavioral, developmental, and/or intellectual challenges. CBHW programming includes a range of services offering long and short-term treatments for varying diagnoses and severity of illness. A multidisciplinary team of child and adult psychiatrists and clinicians staff the program to provide evaluations and individualized treatment. Other services include assessment, individual, group, and family therapy, psychoeducation, psychiatric evaluations, medication management, psychological testing, coordination of care, telepsychiatry, and telehealth.

Assessments/Diagnostics: Interns will have opportunities to assess children, adolescents, and adults. Interns may have opportunities to administer the following types of assessments: Intelligence, Personality, Achievement, Aptitude, Adaptive, and Projective. Interns may also have

opportunities to learn and observe the ADOS-2 and other neuropsychological tests. The assessment process assists individuals with treatment planning, ruling out higher level of care needs, and identifying appropriate resources.

Psychotherapy/Interventions: Interns will provide individual, group, and family psychotherapy to individuals across all age groups. The client population comprises of a wide spectrum of diagnoses including depression, anxiety, impulsivity and hyperactivity, trauma, intellectual disability, and Autism. CBHW's approach to providing treatment includes strengths-based programming focused on autonomy, self-determination, growth, and recovery. It allows for a mutually respectful and collaborative relationship between the individual, the community, natural supports, and the treatment team. Treatment approaches are individualized based on client need, allowing the intern to build skills in multiple modalities, including client-centered, cognitive behavioral, psychodynamic, and dialectical behavioral therapies. CBHW also utilizes a trauma-informed approach. Additionally, interns may have the opportunity to provide supervision to Masters level practicum students under the direction of a supervising psychologist.

Consultation: CBHW utilizes a Multi-Disciplinary Treatment Team (MDTT) approach to ensure that all treatment needs are identified, addressed, and collectively shared in order to provide and maintain comprehensive, holistic treatment. The MDTT is comprised of a Board-Certified Psychiatrist, Psychiatric Nurse Practitioners, Licensed Psychologists, Licensed Counselors, Social Workers, and Clinicians. The treatment team is involved from the time of referral, throughout treatment and during the development of a comprehensive discharge and after care plan. The intern will be a part of the MDTT and participate in weekly meetings with the team.

Supervision: Interns receive a minimum of 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 appropriately credentialed health care providers and may be individual or group.

Didactic Training Activities: Interns attend an 8-hour monthly didactic seminar, which covers all fundamental program aspects. Interns will also have access to Relias, an online training platform with hundreds of hours of accessible training on relevant topics, such as treatment modalities, ethics, crisis management, HIPAA, etc. Additionally, all interns have access to additional didactic training opportunities through video streaming training seminars and article review materials.

Site Specific Clearances and Background Checks: State background check, child abuse clearance, FBI fingerprinting, TB test, drug screen and a physical. Please note that this is subject to change.

Supervisors: Lindsay Brown, Psy.D. (Site Training Director), Susan Mills, Ph.D., Keelin Milligan, Psy.D., and Ryan Garrison, LPC. (Names and responsibilities of site supervisors are subject to change)

Executive Director, Assistant Director, Associate Directors and Site Training Directors

***Lindsay Brown, Psy.D. / Site Training Director
Psy.D., Clinical Psychology
Immaculata University, Pennsylvania***

Site: The Center for Behavioral Health at Woods

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. / 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**Julie Keaveney, Psy.D., ABPP / Site Training Director****Psy.D., Clinical Psychology; Board Certified in Neuropsychology****Indiana State University, IN****Site:** Neuropsychological Assessment & Therapy Services, LLC**Theoretical Orientation:** Cognitive-Behavioral**Professional Interests:** Neuropsychological and forensic assessment, clinical supervision and teaching**Malynn Kuangparichat, Psy.D. & J.D. / Site Training Director****Psy.D., Clinical Psychology; Juris Doctor****Widener University, PA****Site:** Chester County Well-Being, LLC**Theoretical Orientation:** Cognitive-Behavioral, Integrative approach according to client need**Professional Interests:** Comprehensive Psychological and Psycho-Educational Evaluations, small business / community outreach**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**Katie Pierce, Psy.D. / Site Training Director****Psy.D., Clinical Psychology****Immaculata University, Pennsylvania****Site:** LifeStance Health**Theoretical Orientation:** Integrative approach with strong foundation in CBT**Professional Interests:** General mental health, trauma, depression/mood, anxiety, LGBT issues, family/relational issues, grief counseling, life transitions, couples work, and psychological testing**Helen Polak, Psy.D. / Associate Training Director / 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

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

Hugh S. Smith, Ph.D. / Site Training Director
Ph.D., Clinical Psychology
University of Delaware, Delaware

Site: Hugh S. Smith & Associates, P.C.

Theoretical Orientation: Integrative, Solution Focused, Family Systems, Cognitive Behavioral Therapy.

Professional Interests: Psychological testing, clinical supervision and training, forensic assessments, program development.

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 perpetrators of interpersonal violence and trauma

Kristen Ullrich, Psy.D. / Executive Training Director
Psy.D., Psychology
Long Island University- Post, New York

Theoretical Orientation: Cognitive and Dialectical Behavioral Therapies, Trauma-informed

Professional Interests: Serious mental illness, trauma, therapeutic effectiveness, psychotherapy integration, equine/animal-facilitated psychotherapy & green-care models

Christina Wohleber, Psy.D. / Associate Training Director / 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