

Brochure Training Year 2027-2028



**IMMACULATA
UNIVERSITY**

**PSYCHOLOGY INTERNSHIP
CONSORTIUM**

APA-Accredited

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[Immaculata University 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: [American Psychology Association Accreditation](#)

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

APPIC Central Office
 17225 El Camino Real, Suite #170
 Houston, TX 77058-2748

[Association of Psychological Postdoctoral & Internship Centers](#)

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, 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) Regularly recognizes their own needs for and initiates ongoing Training/Supervision/Consultation (intern exit / postdoctoral training level).;
- 5) Consistently excels at recognizing own needs and initiating Training/Supervision/Consultation that 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 (Regularly recognizes their own needs for and initiates ongoing Training/Supervision/Consultation) 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 biases, 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 lectures, 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 (Regularly recognizes their own needs for and initiates ongoing Training/Supervision/Consultation) 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 (Regularly recognizes their own needs for and initiates ongoing Training/Supervision/Consultation) 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: [Association of Psychological Postdoctoral & Internship Centers 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, “Regularly recognizes their own needs for and initiates ongoing Training/Supervision/Consultation”.
- 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 AAPI 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 [Association of Psychological Postdoctoral & Internship Centers 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 [Association of Psychological Postdoctoral & Internship Centers](#).

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 (1)

- 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 and application requirements within the IU-PIC, please contact the Executive Training Director, Dr. Kristen Ullrich. For questions about your submitted application, or the Match process, please contact the Associate Training Director, Dr. Krystal Gamez.

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. Interviews are conducted virtually November thru January (on-site visits are available upon request, generally after the virtual interview is conducted, but not mandatory; 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 usually includes meeting current trainees. Email contacts for former trainees may be provided by most sites, upon request.

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 2027-2028 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: >1
Total Direct Contact Assessment Hours	No	Yes	Amount: >1

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 – Philadelphia, PA

Annual Stipend/Salary for Full-time Interns		\$33,500
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		

*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*

Chester County Well-Being, LLC – Kennett Square, PA

Annual Stipend/Salary for Full-time Interns		\$33,500
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*

Children's Services Center – Wilkes Barre, PA

Annual Stipend/Salary for Full-time Interns	\$33,500	
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):		

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

**While access to medical coverage is provided, full cost of insurance may be the responsibility of the intern.

Financial and Other Benefit Support for Upcoming Training Year*

Elwyn, Inc. – Philadelphia, PA

Annual Stipend/Salary for Full-time Interns	\$33,500	
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.

*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	\$33,500	
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*

Neuropsychological Assessment & Therapy Services, LLC

Annual Stipend/Salary for Full-time Interns	\$33,500	
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 with up to a 3% match in a Simple IRA.		

*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*

Newark Behavioral Health

Annual Stipend/Salary for Full-time Interns	\$33,500	
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):		

*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*

Rowan University Counseling Psychological Services

Annual Stipend/Salary for Full-time Interns	\$33,500	
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.

**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*

TEAMCare Behavioral Health – Lancaster, PA

Annual Stipend/Salary for Full-time Interns	\$33,500	
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	\$33,500	
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.

**While access to medical coverage is provided, full cost of insurance may be the responsibility of the intern.

Initial Post-Internship Positions	2023-2025	
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	3
Community mental health center	2	2
Consortium	0	0
University Counseling Center	1	1

Hospital/Medical Center	1	0
Veterans Affairs Health Care System	0	0
Psychiatric facility	0	1
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	1
Independent practice setting	18	5
Other	0	2

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

*Of those who reported post-internship activities.

IU-PIC Sites

- Belmont Behavioral Hospital – Philadelphia, PA
- Chester County Well-Being, LLC, Kennett Square, PA
- Children's Service Center – Wilkes-Barre, PA
- Elwyn Inc. – Philadelphia, PA
- Hugh S. Smith, Ph.D. & Associates, P.C. – Lancaster, PA
- Neuropsychological Assessment & Therapy Services, LLC – Berwyn, PA
- Newark Behavioral Health – Newark, DE
- Rowan University Counseling and Psychological Services – Glassboro, 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 in 2015, 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.

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.

Supervisors:

- David Goodwin, Ph.D. (Training Director)
- Adria Filmore, Psy.D

(Names and responsibilities of site supervisors are subject to change)

Chester County Well-Being – 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 bi-weekly 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 are provided weekly didactic training that is integrated into their weekly schedules, as needed. 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)
- Abigail Taylor-Trout, Psy.D.
- Emily Lavalley, Psy.D.

(Names and responsibilities of site supervisors are subject to change)

Children's Service Center – Wilkes-Barre, Pa

Description and Services: Founded in 1862, Children's Service Center of Wyoming Valley (CSC) is a non-profit community health organization with a mission to provide and promote quality services to enhance the health and well-being of individuals and families. CSC opened an adult care affiliate, Robinson Counseling Center (RCC) in 2010, and Conyngham Primary Health Care Center in 2022, and operates 25 programs for assessment, treatment, and support of individuals and families facing challenges with mental health, substance use, and autism spectrum disorders. A key area of focus across programming is the delivery of integrated mental and physical health services to reach underserved populations as a HRSA-designated Federally Qualified Health Center, Look-Alike. In addition to its main campus in Wilkes-Barre, PA (Luzerne County), CSC operates locations in Tunkhannock, PA (Wyoming County), Honesdale, PA (Wayne County), and Hazleton, PA (Luzerne County). CSC collaborates with more than 40 school districts through its Partial Hospitalization, Therapeutic Education, and Community and School-Based Behavioral Health programs.

Assessments/Diagnostics: The main focus of the interns' time at CSC will be related to conducting comprehensive psychological testing to rule out Autism Spectrum Disorder (ASD) and other neurodevelopmental disorders, in individuals across the lifespan. Assessments start with a structured psychological evaluation to determine appropriateness of testing. If testing is determined

to be appropriate, the intern will follow that client and complete comprehensive psychological testing with them. Interns will then determine the appropriate measures that will be administered. Typical assessments that interns may be exposed to are the WISC-5, WAIS-5, WPPSI-IV, TOVA, Vineland-3, ABAS-3, MMPI-3, and the ADOS-2 (Modules 1 through 4). Following completion of testing administration, interns will produce a written report that includes data interpretation, diagnoses, and treatment recommendations. Interns will then provide testing feedback to the client and/or their families. There may also be the potential to conduct general psychological testing, as well, but this will be determined on a case-by-case basis.

Psychotherapy/Interventions: While CSC is largely focused on providing comprehensive psychological testing, interns will have the opportunity to provide some individual, family, and/or group therapy to individuals across the lifespan, in an outpatient setting. Client concerns may include depression, trauma, anxiety, ASD, social difficulties, anger management, behavioral concerns, etc. Interns will be responsible for the development of treatment plans and tailoring treatment to meet the needs of the client.

Consultation: Interns will have the opportunity to consult with various providers within CSC (i.e., Case Managers, Psychiatrists, Primary Care Physicians, Licensed Mental Health Professionals, Psychologists, Crisis Clinicians, etc.). They will also have the opportunity to consult with providers from outside agencies, local school districts, and Children and Youth Services, as needed.

Supervision: Interns will receive a minimum of 4 hours a week of supervision: Two hours of individual face-to-face supervision with a doctoral level Licensed Psychologist (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 will participate in an initial orientation at CSC. Interns attend an 8-hour monthly didactic seminar, which covers all fundamental program aspects. Additional training is provided through outside conferences, video streaming training seminars, and/or article review materials.

Site Specific Clearances and Background Checks: Interns will have to obtain a criminal history clearance, child abuse clearance, FBI clearance, and provide a copy of a valid driver's license. Please note that this is subject to change.

Supervisors:

- Mary Sooy, Psy.D. (Director of Clinical Training)
- Gregory Michael, Psy.D. (Chief Psychologist)

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 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) 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.
- 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 a multidisciplinary outpatient group practice providing a broad range of psychological services across four locations in Pennsylvania: Lancaster, Mountville, Blue Bell, and the Harrisburg Area. The practice includes licensed psychologists, postdoctoral psychology trainees, psychological evaluators, and therapists providing individual, couples, family, and group psychotherapy across the lifespan, as well as comprehensive psychological, neuropsychological, and forensic assessment.

A particular strength of HSSA is the breadth and complexity of its assessment practice. Services include comprehensive psychological and neuropsychological evaluations for children and adults, parenting capacity and bonding assessments, and multidisciplinary Comprehensive Diagnostic Team Evaluations, which bring together professionals such as clinical and school psychologists and psychiatrists to develop in-depth diagnostic formulations and recommendations for individuals with complex presentations.

Forensic psychology represents another significant component of the practice. HSSA conducts competency to stand trial, mental health, capacity, amenability, psychosexual, trauma, fire-setting risk, and other specialized forensic evaluations. The practice also provides consultation to the FBI and regional task forces regarding prevention of planned acts of targeted violence, including comprehensive team-based threat risk evaluations and recommendations for intervention and risk management. Interns interested in family forensic practice may also have opportunities to participate in team-based custody/parenting plan evaluations.

HSSA's psychotherapy program offers both traditional and innovative intervention experiences. In addition to individual, couples, family, and group psychotherapy, experiential and specialty groups include Therapeutic Tabletop Role-Playing Games (TTRPGs), movement-based interventions, expressive arts, and horticultural therapy incorporating the greenhouse at the Mountville office.

The HSSA predoctoral internship in psychology is designed as a comprehensive and flexible training experience that can be individualized to the intern's prior experience, developing competencies, professional interests, and career goals. Interns primarily train at the Lancaster and Mountville offices, which together provide extensive opportunities in psychological assessment and psychotherapy with children, adolescents, and adults. Interns interested in broadening their experience may also provide services through the Blue Bell and Harrisburg Area offices. Participation at secondary sites is mutually determined by the intern and Site Training Director based upon the intern's training goals and the needs of the program.

Training at HSSA is intended to expose interns to a broad range of clinical populations, referral questions, professional roles, and service settings, while allowing interns to develop greater depth in areas that align with their emerging professional identities. The breadth of available experiences allows interns to pursue a strong generalist foundation while developing specialized experience in areas of particular professional interest.

Training Locations

1. Lancaster, PA – Primary Assessment Location
1831 Lititz Pike, Lancaster, PA

The Lancaster office serves as HSSA's primary psychological assessment location and provides extensive opportunities in neuropsychological, forensic, diagnostic, and comprehensive psychological testing with children and adults. Interns may also participate in evaluations of juveniles at the Lancaster County Youth Intervention Center. Psychological and neuropsychological testing materials are maintained on site.

2. Mountville, PA – Primary Therapy Location

375 Highland Drive, Mountville, PA

The Mountville office provides an inviting outpatient setting for individual and group psychotherapy with children and adults. In addition to traditional psychotherapy, interns may gain experience with experiential interventions involving movement, expressive arts, and horticulture, as well as social flourishing groups incorporating Therapeutic Tabletop Role-Playing Games (TTRPGs).

3. Blue Bell, PA – Secondary Location

653 Skippack Pike, Suite 300-44, Blue Bell, PA

The Blue Bell office provides opportunities in outpatient psychotherapy, intake assessment, and neuropsychological, forensic, and comprehensive psychological testing with children and adults. Opportunities may also include evaluations of juveniles at the Montgomery County Youth Center. Testing materials are available on site.

4. Harrisburg Area, PA – Secondary Location

1035 Mumma Road, Suite 203, Wormleysburg, PA

The Harrisburg Area office provides outpatient psychotherapy and psychological assessment for children and adults, including parenting capacity evaluations and evaluations of juveniles at the Schaffner Youth Center. Interns may also have opportunities to participate in evidence-informed parenting groups.

Assessment/Diagnostics: Psychological assessment is a significant training emphasis at HSSA. Interns participate in all phases of the assessment process, including clarification of referral questions, selection of appropriate measures, clinical interviewing, administration and scoring of psychological and neuropsychological instruments, integration of collateral information, case conceptualization, and preparation of comprehensive written reports.

Referral questions are diverse and individualized and may include the effects of head trauma, diagnostic clarification, autism spectrum assessment, intellectual and learning disabilities, personality functioning, and determination of appropriate level of care. Evaluations conducted for the Office of Vocational Rehabilitation (OVR) may address psychological, cognitive, neuropsychological, educational, and vocational factors relevant to educational and employment planning.

Court-related evaluations may include parenting capacity, competency, guardianship, bonding, psychosexual, fire-setting, and mental health assessments. Interested interns may also have opportunities to shadow and gain experience with amenability evaluations addressing whether juveniles charged as adults are appropriate for adjudication within the juvenile or adult criminal justice system, as well as exposure to court testimony regarding evaluation findings.

Additional advanced opportunities may include participation in multidisciplinary Comprehensive Diagnostic Team Evaluations, custody/parenting plan evaluations, and HSSA's threat risk

assessment and management work. The extent of participation in specialized forensic activities is based upon the intern's interests, level of training, and demonstrated competencies.

Psychotherapy/Interventions: Interns provide individual, couples, family, and group psychotherapy and intake evaluations for children, adolescents, and adults presenting with diverse backgrounds, symptoms, and treatment needs. Opportunities include trauma-focused interventions and innovative social flourishing groups, including TTRPG-based interventions.

Interns may also have opportunities to provide supervision to practicum students under the direction of a supervising psychologist, participate in program development, and gain exposure to court-related experiences associated with forensic evaluations.

Research: HSSA encourages interns to participate in research and program-development activities that connect scholarship with clinical practice. Recent and ongoing projects include development of a teen psychosexual measure, exploration of relationships between pain and trauma, examination of the impact of trauma and autism spectrum characteristics on specific neuropsychological measures, and investigation of emerging dimensions of psychopathy. Interns may also develop projects aligned with their own professional interests in collaboration with supervisors.

Consultation: Interns providing assessment and clinical services across HSSA sites gain experience in consultation and interdisciplinary collaboration with referring practitioners, county professionals, attorneys, community agencies, and other stakeholders regarding diagnostic findings, client needs, treatment planning, and appropriate interventions.

Supervision: Interns receive four hours of supervision each week, including at least two hours of individual supervision with a full-time doctoral-level licensed psychologist. Weekly group supervision is provided in both psychological assessment and psychotherapy. Additional supervision is provided by licensed psychologists and other licensed mental health professionals as appropriate to the intern's clinical activities and training experiences.

Didactic Training Activities: Interns participate in an eight-hour monthly didactic seminar covering core areas of professional psychology and the major clinical and assessment activities represented within the program. Interns also participate in an initial orientation and work collaboratively with their primary supervisors to identify individualized areas for continued professional development. Regular shadowing opportunities are available in specialized areas of assessment, and interns have access to additional training through streaming seminars, professional presentations, and selected readings.

Site Specific Clearances and Background Checks: ChildLine Clearance, Pennsylvania State Police Criminal Record Check, and FBI Criminal Background Clearance. Please note that requirements are 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.
- Katelyn Witkowski, 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, two 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 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 [Next Generation Neuropsychology Education](#) 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)
- Julie Guay, Psy.D., ABPP
- Jamie Vanartsdalen, Psy.D.

(Names and responsibilities of site supervisors are subject to change)

Newark Behavioral Health – Newark, De

Description and Services: Newark Behavioral Health is an outpatient private practice comprising more than 40 clinicians representing diverse clinical specialties. Owned and directed by alumni of Immaculata University's Psy.D. program, the practice provides psychotherapy, psychological assessment, and medication management to individuals across the lifespan presenting with a wide range of concerns. Our client population reflects the diversity of the surrounding community and includes many individuals affiliated with the University of Delaware. The practice is within walking distance of the University and serves as a primary referral source for the University's Center for Counseling and Student Development.

Predoctoral interns receive broad training in both psychotherapy and psychological assessment, with the opportunity to select a training track that emphasizes one area based on their clinical interests and professional goals. Additional training opportunities include providing supervision to practicum students, participating in community outreach, contributing to training presentations, and reviewing video-recorded sessions during individual and group supervision.

Our practice offers a dynamic, primarily in-person training environment in which interns develop their clinical identity while maintaining a strong emphasis on self-care and work-life balance.

Although training is primarily conducted on-site, opportunities for remote work may be available. Located near local nature trails, the practice also offers opportunities for walk-and-talk therapy sessions and supervision.

Assessments/Diagnostics: Psychological assessment is an integral component of the internship experience. Interns participate in the full diagnostic process, including clinical intake interviews, standardized test administration, scoring, interpretation, report writing, and feedback sessions. The practice maintains a wide range of assessment materials, including cognitive, personality, objective, and projective measures. Commonly used instruments include the WAIS-V, TONI-4, WIAT, WRAML-3, TAT, CPT-3, and Sentence Completion Series.

The practice also regularly utilizes major online testing platforms, providing access to a broad range of assessment measures. Commonly administered measures include the BRIEF-2A, Conners 4, CAARS, PAI, TSI-2, MCMI-IV, MMPI, SRS, and ABAS. Therapeutic outcome measures are also available through the practice's electronic medical record system, including the GAD-7, PHQ-9, ACE, and Y-BOCS-II, to support ongoing assessment and treatment planning.

Psychotherapy/Interventions: Aligned with their professional interests, competencies, and training goals, interns have opportunities to provide outpatient psychotherapy to children, adolescents, adults, and older adults, facilitating individual, couples, family, and group therapy. Through this robust clinical experience, interns develop proficiency in case conceptualization, treatment planning, evidence-based interventions, clinical documentation, and management of diverse clinical presentations, including depression, anxiety, mania, adjustment disorders, grief, attention and learning difficulties, trauma, autism spectrum disorders, interpersonal difficulties, and substance use concerns.

Consultation: Interns participate in consultation with supervisors and other clinicians regarding case conceptualization, treatment planning, ethical and professional issues, risk management, and coordination of care. We foster opportunities for clinicians to meaningfully connect and support one another through weekly group supervision and consultation meetings, as well as psychology book clubs, potlucks, holiday gatherings, and ongoing professional development activities. As members of a collaborative, multidisciplinary team, interns benefit from rich opportunities for consultation, mentorship, and interdisciplinary learning.

Supervision: Regularly scheduled weekly supervision is provided for both psychotherapy and psychological assessment activities. Jessica Hessler, PsyD, Clinical and Training Director, provides primary supervision for psychotherapy, while Brittany Lebretoire, PsyD, Director of Assessment, provides primary assessment supervision. Interns also participate in group supervision and may have opportunities to provide supervision to practicum students. In the event of an urgent client concern, interns follow established practice protocols and have access to a rotating on-call clinician, supervisors, and administrative leadership for immediate support.

Didactic Training Activities: Interns participate in a structured training curriculum designed to foster clinical competence, professional growth, and the development of professional identity. Weekly didactic seminars address essential psychological topics and complement interns' direct clinical experiences. Training may include case presentations, clinical consultation, psychological assessment, ethics, risk assessment and management, evidence-based interventions, and professional development. The practice maintains both an electronic shared library of administrative and clinical resources and a dedicated physical resource area stocked with professional texts, therapy videos, and referral 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:

- Jessica Hessler, PsyD — Clinical Director and Training Director & Primary Psychotherapy Supervisor
 - Brittany Lebretoire, PsyD — Director of Assessment; Primary Assessment Supervisor.
- (Additional licensed psychologists and senior clinicians provide consultation as needed)

Rowan University Counseling And Psychological Services – Glassboro, Nj

Description and Services: The Wellness Center at Rowan University is located on the main Rowan University campus in Glassboro New Jersey, twenty minutes southeast of Philadelphia. Rowan University is the 2nd ranked public comprehensive research university in New Jersey. In one central location, the Wellness Center facility houses a wide array of health and wellness services: Student Health Services (SHS), Counseling and Psychological Services (CPS), Alcohol

and Other Drug Services, Emergency Medical Services, and the Shreiber Family Pet Therapy Program. We have two satellite counseling offices located in charming houses on Victoria Street and Whitney Avenue, both just a few blocks away. Interns have their own comfortably appointed offices. The Wellness Center provides services to undergraduate and graduate Rowan University students. Our student population is diverse in terms of race, ethnicity, socioeconomic status, religion, disability status, gender identity, and sexual orientation.

The Wellness Center at Rowan University Offers Two Internship Tracks:

General Track (two positions): Services provided to students through CPS include individual and group therapy, with the 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 daytime crisis services provided by our REACH team. Other services offered by CPS include after-hours crisis response, comprehensive psychological testing, psychiatric evaluations and medication monitoring, outreach to the campus community, and consultation with staff, faculty, and parents.

Interns also participate in weekly didactic seminars and case conferences, as well as provide supervision to an extern trainee. Interns are active and valued 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 staff members bring to the Wellness Center.

Integrated Behavioral Health Track (one position):

In addition to training in Counseling & Psychological Services (CPS), interns in this track also train within Student Health Services (SHS), which is co-located with CPS in the Rowan University Wellness Center. The IBH intern functions as part of the SHS medical team, which includes physicians, advanced practice nurses, and registered nurses. The IBH intern spends a portion of their time training in SHS, working within a holistic, “whole person” model of care.

A key component of the IBH program is identifying students who present for medical care and may benefit from psychological services. Accordingly, the intern provides evidence-based interventions, including risk assessment and crisis intervention, consultation, psychoeducation, and psychotherapy in response to patients’ needs. The intern may also have the opportunity to further develop a particular area of interest or specialization within the field of integrated care. The intern also facilitates referrals to university resources and outside services, as clinically indicated.

Along with General Track interns, the IBH intern participates in various didactic seminars (see below), case conferences, assessment, individual and group therapy, supervision, and campus outreach as part of the training experience.

Assessments/Diagnostics: Interns conduct mental health triage evaluations for 4-5 hours per week (General Track) or 2-3 hours per week (IBH Track). During this time, students who are in crisis or seeking services are briefly evaluated and provided with recommendations for treatment and/or crisis stabilization services. Interns also complete biopsychosocial intake evaluations for new clients assigned to their caseload. All interns are required to complete a minimum of 3 comprehensive psychological/psychoeducational evaluations over the course of their internship year, inclusive of a semi-structured clinical interview with developmental history, a selected testing battery, feedback session, and full report. Additional supervised testing experience is 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, symptom inventories, and other

instruments for specific psychological concerns. Interns also have access to the IU-PIC testing library as well.

Psychotherapy/Interventions: Interns in the General Track typically have a caseload of 12-16 individual CPS clients, with the intern in the IBH Track having a caseload of 6-8 individual CPS therapy clients. All interns can expect to work with clients presenting with a range of 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.

The Wellness Center 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, LGBTQIA+ 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 (DBT Skills or RO-DBT Skills), 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 may also have an opportunity to participate in our "Let's Talk" program, which provides students with brief and informal consultations with mental health professionals virtually or at different locations around campus.

Supervision: The Wellness Center 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 whom are appropriately credentialed health care providers. The intern in the IBH track will receive additional supervision from licensed allied health professionals in the medical and addiction fields. Live observations of therapy sessions are a vital part of supervision. The staff at CPS includes licensed psychologists, clinical social workers, professional counselors, addictions counselors, 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 RO-DBT, cognitive-behavioral, psychodynamic, systems focused, interpersonal psychotherapy, motivational interviewing, Acceptance and Commitment Therapy, brief solution-focused, prolonged exposure, trauma-focused, and Exposure Response Prevention.

Both General Track and IBH track interns will have the opportunity to engage in providing supervision to a practicum or extern trainee in order to build their competency as emerging clinical supervisors. They will meet individually with their supervisee and also meet as a group with a licensed staff member for supervision where they will consult on cases they are supervising, discuss successes and challenges of supervision and develop their professional identities as supervisors.

In addition to clinical supervision, there are a number of opportunities for case consultation and clinical discussion. These include: a 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.

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 are also encouraged to 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 Wellness Center 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. Interns are also typically trained as Question, Persuade, Refer (QPR) trainers for suicide prevention, and provide these trainings to the campus community throughout the year.

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, trauma informed care, working with LGBTQIA+ students, and the Unified Protocol, 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:

- Romana Bresin, PhD (Training Director)
- Colette McLean, LCSW (Training Coordinator)
- Amy Hoch, Psy.D. (Director of the Wellness Center)
- Ann Villinski, Ph.D., (Associate Director of CPS)
- Gabriel Aquino, LCSW (Associate Director of CPS)
- Stacey Cahn, Ph.D. (IBH Coordinator)
- Anna Stadtmueller, PsyD
- Andrea Falzone, PsyD
- Marta Diaz-Pupek (Managing Physician)
- James Kim, PsyD

- Revae Burton, LCSW (Outreach Coordinator)
- Fatma Dugme, LPC, LCADC
- Tina Green, LPC, LCADC
- Andrea Leach, LCSW (Group Coordinator)
- Bob Logan, LPC, LCADC
- Tracey Swain, LCSW
- Lisa Twardzik, LPC
- Melissa Young, LCSW

(Names and responsibilities of site supervisors are subject to change)

Teamcare Behavioral Health, Llc - Lancaster, Pa

Description and Services: **TEAMCare Behavioral Health LLC**, provides comprehensive outpatient Psychological and Psychiatric services, outpatient therapy, and school based outpatient well as Intensive Behavioral Health Services, Family Based Mental Health and Parent-Child Interaction Therapy. We work collaboratively 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 Best Practice Evaluation for children and adolescents, in the areas of diagnostic clarification, and medical necessity for treatment services. Interns will also complete comprehensive evaluation in area of Autism Spectrum Disorder. Interns will see assessment cases in both the Lancaster and Dauphin offices.

Psychotherapy/Interventions: TEAMCare providers 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 management, and parent management of childhood disorders such as ADHD. Interns will provide therapy services in the Lancaster office only.

Consultation: Interns have regular 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 occasionally 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 when requested.

Supervision: Four hours a week of supervision are provided to interns. 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). One hour of supervision are provided to the interns together as a team by the training director. The final hour of group supervision hours is 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)
- Karen McClure-Snodgrass, Psy.D.
- Stephanie McDonough, Psy.D., LPC
- John Frain, LPC

(Names and responsibilities of stie supervisors are subject of 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)
- Keelin Milligan, Psy.D.
- Pamela Najera, Psy.D.
- Daniel Mills, 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
- **Krystal Gamez, Psy.D. / Associate Training Director**
Psy.D., Clinical Psychology
Immaculata University, Pennsylvania
Site: Elwyn
Theoretical Orientation: DBT & Biomedical Research
Professional Interests: Clinical research, individuals diagnosed with schizophrenia and autism
- **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

- **Jessica Hessler, Psy.D. / Site Training Director**
Psy.D., Clinical Psychology
Immaculata University, Pennsylvania
Site: Newark Behavioral Health
Theoretical Orientation: Person-Centered Foundation/DBT/EFT/IFS
Professional Interests: Cultural humility, anxiety, grief, adjustment issues, trauma
- **Julie Keaveney, Psy.D., ABPP / Site Training Director**
Psy.D., Clinical Psychology; Board Certified in Neuropsychology
Indiana State University, Indiana
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, Pennsylvania
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
- **Romana Bresin, Ph.D. / Site Training Director**
Ph.D., Counseling Psychology
University of Missouri, Missouri
Site: Rowan University Counseling and Psychological Services
Theoretical Orientation: Integrative, drawing largely from DBT, CBT, Person-Centered Theory.
Professional Interests: Individual and group therapy, clinical supervision, gender identity, sexual orientation, multicultural/diversity concerns
- **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.

- **Mary Sooy, Psy.D. / Site Training Director**

Psy.D., Clinical Psychology

The Chicago School of Professional Psychology, Illinois

Site: Children's Service Center

Theoretical Orientation: Cognitive-Behavioral, Family Systems, Integrative approach according to client need

Professional Interests: Comprehensive psychological testing, Autism spectrum disorders, clinical supervision and training

- **Kristen Ullrich, Psy.D. / Executive Training Director**

Psy.D., Psychology

Long Island University- Post, New York

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

Professional Interests: Supervision and training, , Narrative and Cognitive-behavioral treatments for trauma, human-animal interaction, AI, therapeutic effectiveness, psychotherapy integration