



RUTGERS

Rutgers University Behavioral Health Care /
Robert Wood Johnson Medical School
DOCTORAL PSYCHOLOGY INTERNSHIP



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INSTITUTIONAL SETTING

While the Rutgers University Behavioral Health Care Doctoral Psychology Internship Training Program is sponsored by University Behavioral Health Care (UBHC), we function in conjunction with Rutgers Robert Wood Johnson Medical School's (RWJMS) Department of Psychiatry and University Correctional Health Care (UCHC). All three entities are components of Rutgers Biomedical and Health Sciences, the division of Rutgers University comprised of all programs formerly affiliated with the University of Medicine and Dentistry of New Jersey (UMDNJ) which merged with Rutgers University by the NJ State Legislature in July 2013. The clinical tracks of the internship are primarily set within Rutgers UBHC, but research and clinical opportunities are also available within Rutgers UCHC and Rutgers RWJMS.

Rutgers University Behavioral Health Care (UBHC) is the statewide mental health service delivery system of RBHS. Rutgers UBHC offers the broadest range of services in New Jersey and is the only behavioral health system that is part of a medical school, so our staff are trained in the most effective, most current treatments. In fact, some of those treatments have been developed right here at Rutgers UBHC.

As one of the largest mental health service delivery systems in the country, Rutgers UBHC focuses on providing a full spectrum of mental health services. We have a particular focus on providing services to the underserved public sector populations of New Jersey.

Our traditional services include crisis screening, acute psychiatric services, children and family services (e.g., individual, group, and family therapy; school-based programs, adolescent partial hospitalization program), adult services (e.g., adult inpatient unit, partial hospitalization programs, outpatient services, treatment for substance use disorders), and geriatric services. Additionally, we maintain a number of robust, innovative, grant-funded programs which provide services to target niche populations. These would include our multiple school-based programs, our First Episode Psychosis Clinic and our Early Intervention Support Services program, as examples.

Rutgers UBHC also includes the Behavioral Research and Training Institute (BRTI). It is within this division that the internship is positioned organizationally. BRTI's mission is broad and comprehensive. It includes: helping schools, businesses and other community groups develop and implement research validated interventions; helping to develop research-based community mental health initiatives geared toward improving access, quality and outcomes of treatment; developing a current evidence based continuing education program for UBHC and community healthcare providers.

MISSION AND AIMS

The Aspirational Statement of RBHS states; "RBHS aspires to be recognized as one of the best academic health centers in the United States, known for its education, research, clinical care, and commitment to improving access to health care and reducing health care disparities. This will be achieved through dedication to elevated standards of excellence and innovation, inter-professional collaboration and integration, and deep engagement of the community."

Following from these institutional aspirations, UBHC's mission statement is: "University Behavioral Health care is dedicated to excellence in providing behavioral health services to the people of New Jersey, We are committed to being a leader in the delivery of effective, compassionate and accessible care that is informed by research and education."

Our internship program has sustained a continuous four-decade focus on the training of clinical psychological intervention. This strong heritage informs our overall aim to prepare trainees to demonstrate that all profession-wide competencies identified by the APA Committee on Accreditation have been met

Specifically, we aim to develop and enhance our trainees' skills in Research, Ethical and legal standards, Individual and cultural diversity, Professional values, attitudes, and behaviors, Communication and interpersonal skills, Assessment, Intervention, Supervision, and Consultation / interprofessional/interdisciplinary skills. These skills will be developed within supervised clinical experiences, mentored research projects, and didactic seminars with a goal of supporting our trainees' professional growth.

We also seek to train our interns in settings that foster professional relationships with other allied health professionals. Through a continuous process which includes self-assessment, quality improvement, evidence-based awareness and best practice orientation, we aim to train our interns in cutting edge clinical practice. We aspire to maintain current with the distinctive evidence-based contributions of psychology while delineating the confluence of psychology with broader spectrum health service psychology.

PROGRAM TRAINING MODEL

The RBHS University Behavioral Health Care Doctoral Psychology Internship program emphasizes the development of intermediate to advanced level clinical competence, through intensive supervised clinical experiences in the application of theoretical and empirical psychological knowledge. The program provides interns with a continuum of clinical training opportunities within a broad range of multidisciplinary clinical settings. Our training curriculum strives to be relevant to the current demands of practicing psychologists and the populations they serve. The activities of the internship are designed to teach and develop professional competence, through modeling, practical experience and supervision. The internship emphasizes the provision of service to culturally diverse communities, including the treatment of underserved, marginalized and disenfranchised populations

The Internship supervision experience is sequentially structured through observation, co-facilitation, directed observation by supervisors, autonomous practice using audio/videotape, and verbal case presentation. Interns will be expected to assess cases and develop interventions based on matching clinical presentation to theory and evidence-based treatment. Our program is largely CBT based. Interns will be expected to understand and articulate the assumptions and limitations of their interventions, as well as implement modified practices that redress the problems they

encounter. Psychology interns generally start the year with fewer cases and gradually increase their responsibilities as their skills develop.

We offer two adult and three child/adolescent tracks, each of which is tied to a specific primary clinical rotation site. This primary rotation will span 3 days per week. These rotations are described later in the handbook. In addition, the intern chooses one minor rotation. This will account for an additional day per week.

All tracks have been developed to provide consonant training opportunities for the interns, despite their divergent clinical population foci. The intern will be paired with a senior psychologist, who works within that clinical setting. This supervising psychologist will be responsible for fully orienting the intern to the practices and policies of that unit. The supervising psychologist will serve as a role model and mentor, supervising the intern for the range of psychological services provided by the intern within the setting. Supervisors review with interns the general and specific competencies they must develop as an ongoing function of supervision. They provide frequent and ongoing formative feedback in addition to participating in a summative evaluation process at 4 months, 8 months, and 12 months.

PROGRAM GOALS & OBJECTIVES

The Competency Areas have been designated by the Training faculty to prepare interns for the practice of Health Service Psychology within the scientist practitioner model. Our specific competency elements are subsumed under the below General Competencies. Interns will have experience within both their major and minor tracks, by which their attainment of these competencies will be formally evaluated. Our competency areas are:

Competency 1: Research.

Interns demonstrate the knowledge, skills, and attitudes to critically evaluate research in support of clinical activities. Interns will also participate in a mentored research experience.

Competency 2: Ethical and Legal Standards.

Interns are knowledgeable of and act in accordance with: the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations and policies governing health Service psychology.

Competency 3: Individual and Cultural Diversity.

Interns are able to effectively work with a range of diverse individuals and groups with sensitivity to cultural competence.

Competency 4: Professional Values and Attitudes.

Interns behave in ways that reflect the values and attitudes of a professional psychologist.

Competency 5: Communication and Interpersonal Skills.

Interns demonstrate excellence in communication and interpersonal skill on both a scientific and professional level.

Competency 6: Assessment.

Interns are able to conduct valid evidence-based assessments, including comprehensive clinical assessments, utilizing clinical interview, behavioral assessment, psychological testing and psychological inventory.

Competency 7: Intervention.

Interns demonstrate competence in evidence-based interventions consistent with Health Service Psychology practice.

Competency 8: Consultation and Interprofessional/Interdisciplinary Skills.

Interns effectively collaborate and share knowledge with others in promoting efficacy in professional activities.

Competency 9: Supervision.

Interns demonstrate competence in the values, knowledge, and skill set of supervision.

This training model and its goals and objectives inform the competencies that must be achieved by interns in order to successfully complete the internship. The Intern Evaluation Competency Based Evaluation Form defines the competencies to be rated by supervisors for each Objective. Each supervisor evaluates the interns they supervise using this Intern Evaluation Form at 4 months, 8 months and the end of the year. It is a basis for providing summative feedback at those four-month intervals. Interns are expected to attain a final competency level of at least “Intermediate skill” level for all 9 competencies in order to successfully complete the internship.

INTERNSHIP PROFESSIONAL STRUCTURE

Marc L. Steinberg, Ph.D. is the Director of the Doctoral Psychology Internship Training program at Rutgers UBHC in Piscataway and Associate Professor in the Department of Psychiatry, Rutgers RWJMS. He is a member of the training committee, which is the leadership group responsible for steering and executive decision making regarding the internship.

The Training Committee also includes:

- Roseanne Dobkin, Ph.D., Professor, Rutgers RWJMS
- Jason Fleming, Psy.D., Supervisor, Mental Health Department, NJ Training School for Boys
- Paul Lehrer, Ph.D., Professor, Rutgers RWJMS
- Stephanie Marcello, Ph.D., Director, BRTI
- Suzi Millar, Psy.D., Program Manager, School Based Programs
- Steven Silverstein, Ph.D., Director, Division of Schizophrenia Research
- Kelly Walker-Moore, Psy.D., Director, Children’s Center for Resilience and Trauma Recovery

Additional staff and faculty who have recently supervised the Doctoral Psychology Interns clinically or with research include: Mike Gara, Ph.D., Kate Hottinger, Ph.D.,

Jasdeep Hundal, Psy.D., ABPP, Pamela Kawano, Psy.D., Linda Kost, Psy.D., Schenike Massie-Lambert, Ph.D., Ryo Maruyama, Ph.D., Gahan Pandina, Ph.D., Ted Petti, M.D., Naomi Pickholtz, Ph.D., Shireen Rizvi, Ph.D., ABPP, Scott Roth, Psy.D., Michael Selbst, Ph.D.,

We have 34 professionals, including psychologists, psychiatrists and licensed clinical social workers who are affiliated with the program. Kerri Kawiecki is our Program Support Specialist.

INTERN SELECTION

Applicants should have completed all the coursework required for the Ph.D. or Psy.D. Degree in an APA-accredited doctoral program in clinical or counseling psychology and should have had supervised clinical practicum training. Although we have no minimum cutoff for face-to-face clinical experience, we have found more successful interns to have had above 600 practicum hours. Applicants should also have successfully passed comprehensive or qualifying examinations, and successfully proposed their dissertation proposal.

In addition to the APPIC application, a CV, three letters of recommendation, and graduate transcripts should be submitted. One written work sample is also required, preferably a treatment summary report. Applicants are expected to express interest in one of our five specific major tracks when applying. Practicum and/or research experience should support this major track choice. Applicants should highlight related experience, interest, and goals with respect to the track to which they apply. We emphasize that the internship demands maturity, motivation, autonomy and focus.

Applicants should apply via the APPIC Application process. In ranking candidates, we are particularly attentive to the match of the applicant's interest focus and career goals with our opportunities and resources. We are particularly attuned to the match between the intern and their choice of major track.

We adhere to all APPIC requirements in meeting, interviewing, and considering candidates for our internship program. The following steps are taken from the time the completed application is received through to the final ordering of applicants:

1. The Doctoral Psychology Internship Director and Training Committee read and review all applications. Based on the prospective intern's credentials and our judgment as to goodness of fit, decisions are made regarding extending interview invitations.
2. We prefer candidates who have completed all or almost all requirements for their degree, have outstanding letters of recommendations (top quarter or better of class), have completed at least 2-3 years of practicum experience and are an excellent match for their major track of choice. We invite approximately 45 individuals, out of approximately 150 applications for in-person interviews.
3. Selected applicants are invited to attend one of 3 interview dates scheduled in December and January. Each candidate participates in individual interviews

with faculty or staff members as well as in a small group interview. The prospective applicants then meet with the current intern group in order to obtain unencumbered and uncensored feedback from the interns who are immersed in the program. Our interview days run from 8:30am -1:00p.m.

4. Interviewers complete a rating form describing the applicant's strengths, weaknesses and goodness of fit. Interviewers also discuss their impressions of the candidates with each other to determine a final ranking.
5. Finally, the Training Committee reviews ranked lists of candidates for inclusion in the computerized match.

REQUIREMENTS FOR COMPLETION OF INTERNSHIP

The following requirements must be met to the satisfaction of the Training Committee to receive satisfactory certification of internship completion:

1. The internship requires a total of 2000 hours. The bulk of this will time will be supervised work in the major rotation, but will also include time in the minor rotation, as approved by the Doctoral Psychology Internship Director of Training. A **minimum** of 500 hours in the provision of direct face-to-face clinical services is required.
2. All rotations must be satisfactorily completed. All profession-wide competency ratings must be at a level of at least "intermediate skill" level by the completion of the internship.
3. All assigned clinical documentation and administrative record keeping must be completed.
4. Regular attendance within the Didactics Program must occur.
5. At least four Psychological Evaluations with an integrated written report must be completed. Feedback on the results of the evaluation must be provided to the referral source and the individual tested, as well as to family members when appropriate.
6. All supervisor evaluation forms, seminar evaluation forms, and Internship Program Evaluation forms must be completed.
7. Participation in routine case conferences and meetings required for the major and minor rotations are expected.
8. Participation in a research presentation is required. This exercise involves presenting on an article chosen by the Director of Internship Training relevant to the intern's interest. The presentation will be attended by the Director of Internship Training and their fellow interns. Feedback on the presentation will be provided.

The intern will also write up a review of the article as if they were reviewing a manuscript under consideration for publication. Two faculty members will read the article and the interns' write-up. They will then provide feedback to the intern and the Director of Internship Training. Should faculty deem the review inadequate, the intern will complete another review of another article until it is completed to faculty satisfaction.

DESCRIPTION OF TRAINING OPPORTUNITIES

The Rutgers UBHC-Piscataway Doctoral Psychology Internship program provides core advanced training experience within five major rotations. One intern is matched for each of these five rotations. These specialty areas are the 1. Rutgers Day School – Child Program, 2. Edison School-Based Program, 3. University Correctional HealthCare - New Jersey Training School for Boys, 4. Adult - Outpatient (including intensive outpatient treatment and support services and/or Clinica Latina), and 5. Adult – Substance Use Disorders Treatment Program. Interns receive supplemental training and experience in other areas of interest via the inclusion of minor rotations.

Primary Rotations:

Rutgers Day School - Child Program.

This unit serves students that are classified by their school district and require out-of-district, therapeutically based treatment. The students range in age from 3 to 13 and are of diverse cultural backgrounds. Interns provide services such as assessment, treatment planning, individual therapy, family therapy, group therapy, and milieu therapy. The intern functions as part of a multidisciplinary team and provides consultation to other mental health and non-mental health staff, including teachers and specialists. Due to the high need of this population, interns rotating at Rutgers Day School will carry an individual caseload of up to 4 students, and additional clients will be acquired through group therapy provided by the intern. Dr. Kelly Moore is the primary clinical supervisor for this rotation.

Edison School-Based Program.

This program is a unique collaboration between Rutgers UBHC and the Edison School District, a large, suburban, culturally diverse school district in central New Jersey. The program is funded through the school district, which allows for the students to receive mental health services within the school at no cost to them. This allows individuals who would otherwise not seek services to receive quality mental health therapy and psychiatry.

This opportunity allows the intern to see students in the setting where they spend the majority of their day and provides them access to a number of individuals that play a significant role in the child's life - teachers, counselors and child study team. This position is not a typical school counseling internship in that the intern is not on the child study team. It is a highly clinical role where the intern will work with the most at-risk students within the school, providing individual, group and family counseling, as well as participating in crisis assessments for individuals presenting as suicidal, homicidal or actively psychotic. Additional Services provided by interns include: evaluation and assessment; multidisciplinary team participation; faculty and parent training, consultation with other mental health staff; and participation in school and

community advocacy groups. The primary location for the intern is the Edison High School, although there are opportunities for assessment, group work and training at the Middle and Elementary schools depending on interest. A typical caseload would consist of 7-10 individual/family therapy cases as well as 1-2 groups. Every effort is made to provide the intern with a culturally, clinically and socioeconomically diverse caseload. The program is located approximately 5 miles from the main Rutgers campus. Dr. Suzi Millar is the primary clinical supervisor for this rotation.

University Correctional HealthCare - New Jersey Training School for Boys.

Interns interested in Forensic and Correctional psychology, and training to work with the adolescent and young adult population may wish to apply to the Juvenile/Adolescent Forensic Track of the Rutgers University-Piscataway Psychology Internship Program. Interns who match for this track will be spending their major rotation primarily within the Mental Health Department at the New Jersey Training School for Boys (NJTS). The NJTS is a secure care correctional facility located in Monroe Township, NJ. It is located approximately 25 minutes from the main Rutgers-Piscataway campus. The NJTS is operated by the Juvenile Justice Commission (JJC) of New Jersey and is one of two secure care locations in New Jersey for incarcerated males between the ages of 14 and 24. Interns will be supervised by clinical supervisor, Dr. Jason Fleming, and will participate on a multidisciplinary team. Interns should expect to engage weekly in individual therapy, family therapy, group therapy, crisis intervention and management, treatment planning and evaluation, psychological assessment/testing, completion of psychological evaluations for various purposes, and daily clinical rounds for residents on special statuses. Interns should also expect to provide mental health consultation to fellow clinicians as well as to non-mental health professionals who are serving the resident population in other capacities (social work, custody, education/vocational, administrative, recreational, etc). As the Juvenile/Adolescent Forensic Track rotation is a major rotation for the Rutgers University-Piscataway Psychology Internship Program, the intern is expected to train at the Mental Health Department at the NJTS for three days a week and for the duration of the internship year.

Adult – Outpatient

The New Brunswick Outpatient provides services to the underserved population of New Brunswick (a small city in central New Jersey) and its surrounding area. Patients with a wide variety of diagnoses seek services at the New Brunswick Outpatient program, including many with serious and persistent mental illness and very low socioeconomic status.

There are, on average, about 1000 active patients at this site, at any point in time. Approximately 44% of the population is Latino, many presenting with immigration related issues, often trauma involved. Therefore, the intern has the opportunity to provide services in Spanish and in English.

Intern activities include: assessment and evaluation; individual, family, and group therapy; multidisciplinary team participation; and consultation with other mental health staff and paraprofessionals. In addition to general outpatient treatment, the intern at

this site has the opportunity to see patients in the Intensive Outpatient Treatment Specialized Services (IOTSS) and/or the Clinica Latina programs.

The Clinica Latina program allows for monolingual Spanish-speaking clients to receive services in Spanish. Individual and group therapy are offered.

Intensive Outpatient Treatment Specialized Services (IOTSS) serves individuals with frequent acute crisis episodes or those just released from partial hospitalization. Clients receive individual and group therapy before moving to traditional outpatient services after being in the program for approximately 3 months.

Dr. Deborah Riviere is the primary clinical supervisor for rotations at New Brunswick Outpatient.

Adult – Substance Use Disorders Treatment Track

This track is housed primarily in the New Brunswick Outpatient office which provides services to the underserved population of New Brunswick (a small city in central New Jersey) and its surrounding area. There are, on average, about 1000 active patients at this site, at any point in time. Approximately 44% of the population is Latino, many presenting with immigration related issues, often trauma involved. Therefore, the intern has the opportunity to provide services in Spanish and in English.

The Adult – Substance Use Disorders Treatment Track is part of the Specialized Addiction Treatment Services (SATS) program, which provides multidisciplinary treatment for individuals with substance and alcohol use concerns. Clients with opioid use disorders may participate in the Acute Withdrawal Management program for buprenorphine induction before returning to SATS. In addition to traditional outpatient, there is an intensive outpatient program within SATS so clients can get 3 hours of treatment per day 3x/week. Finally, there is a SATS program at the Middlesex County jail where male and female inmates receive IOP services.

Dr. Deborah Riviere is the primary clinical supervisor for this rotation.

Secondary Rotations:

In addition to their core rotation, each intern spends approximately one day per week within a secondary rotation. Like the core rotations, the secondary rotations have been positioned strategically by the Training Committee. Consonant with the core rotations, the secondary rotations have sufficient variability within the treatment population to allow for adequate experiential exposure toward meeting internship goals. These placements are mostly at Rutgers UBHC. However, given our collaboration with Rutgers Robert Wood Johnson Medical School, there are also opportunities to work with licensed psychologists who are Rutgers RWJMS faculty on clinically based research projects and on service units affiliated with Rutgers RWJMS. As is the case with the major rotations, intern participation is typically limited to one intern per minor rotation. The following is a list of currently available secondary rotations, including a description of each:

Acute Psychiatric Services.

This emergency service department provides crisis assessment and intervention, both on site and through outreach programs. It services all ages. These services are provided to an average of 325 patients per month from the surrounding urban and suburban community. Activities include crisis assessment of patients and families, interdisciplinary consultation, case disposition, and referral to varying levels of care.

Employee Assistance Program.

Services are provided to clients from companies, organizations, and municipalities with whom UBHC has contracted to provide services. Clients span the age range from early childhood through later adulthood and represent the cultural diversity of the surrounding area. Services provided by the intern include evaluation and treatment planning, individual brief therapy, family therapy, and referral for longer term treatment when indicated. The intern functions as part of, and consults with, a multidisciplinary team. The intern also has the opportunity to be involved in trainings provided to organizations which have contracted services with the EAP unit. This track is located in Piscataway, a few miles from the main Rutgers campus.

University Correctional HealthCare.

This minor track is within UCHC. There are multiple locations from which to choose, including a men's facility, a women's facility and a convicted sex offender's facility. All three facilities are within 25 miles of the main Rutgers campus. Services provided by the intern include evaluation and treatment planning, individual therapy, and group therapy. The intern functions as part of, and in conjunction with, a multidisciplinary team. The intern may also consult with non-mental health employees of the prison system.

Early Intervention Support Services.

This minor track is within a grant funded program designed to provide brief but intensive outpatient services to an acute and often severely mentally ill population. who are non-traditional users of services. The population contains many individuals who are at risk for, and often default to, hospitalization. Services provided by the intern include evaluation and treatment planning, individual and group therapy. The intern functions as part of and in consultation with a multidisciplinary team. The intern also consults with paraprofessional staff.

Intensive Outpatient Treatment and Support Services.

Operated in affiliation with the New Brunswick Outpatient Office, this grant-funded Intensive Outpatient Program focuses on an acute/intensive mentally ill population. It offers medium term services for clients who are both resistant to treatment and at risk of hospitalization/re-hospitalization. Service provided by the intern include evaluation and treatment planning; and individual and group therapy. As part of a multidisciplinary team, the intern also consults with professional and paraprofessional staff.

Family Medicine.

This minor track is located in a medical clinic in New Brunswick in affiliation with RWJMS. Adolescent and adult medical patients who are deemed by medical personnel to be at potential psychological risk are referred to a

psychologist/intern/student team. Services provided by the intern include: evaluation and treatment planning; crisis screening; individual, and family therapy. The intern consults with medical staff as well as psychology graduate students.

Tobacco Research and Intervention Lab.

Rutgers RWJMS Department of Psychiatry faculty member Marc Steinberg, Ph.D. is conducting a National Institute on Drug Abuse funded clinical trial for a CBT-based protocol for smoking cessation within a persistently mentally ill population. Interns learn and conduct the manualized CBT treatment for individuals. Interns also consult with a multidisciplinary staff and attend research team meetings. Dr. Steinberg and his research team also conduct other studies on tobacco use and dependence.

Neuropsychology Services.

Jasdeep Hundal, Psy.D. is a board certified neuropsychologist for this program under the auspices of Rutgers RWJMS. Interns are exposed to a neurologically complicated patient population through comprehensive outpatient assessment and evaluation. Interns have opportunity to attend weekly neurology rounds and participate in a range of special procedures. They are able to consult with a multidisciplinary staff.

Children's Specialized Hospital.

In affiliation with Rutgers RWJMS, this minor rotation offers interns an opportunity to work in an inpatient rehabilitation pediatric hospital for patients in need of intensive and comprehensive therapy as a result of brain injury, chronic illness, spinal cord injury, prematurity of infancy, and chronic pain syndromes. In addition to individual therapy, interns are able to facilitate groups, conduct psychological testing, work with family members and consult with other disciplines.

First Episode Clinic.

This minor rotation offers interns an opportunity to work in a first episode psychosis outpatient program. Interns are able to do individual, family and group therapy. There are occasional testing needs. Interns also consult with other disciplines including a peer support specialist.

Consultation / Liaison (C/L).

A C/L rotation is currently being developed in which an intern will have the opportunity to work on the C/L service in Robert Wood Johnson University Hospital in New Brunswick working on a multidisciplinary treatment team.

In addition, there are opportunities for interns to design a minor rotation to meet more intern-based internship goals, to the extent that resources allow. As an example, during the 2014-2015 internship year, the Internship Director worked with the forensic intern to design and implement a child testing minor rotation to support her career goals of providing testing for adjudicated youth.

DIDACTIC TRAINING

One day per week is dedicated to didactic training which includes mentored research time, attendance at Rutgers RWJMS Department of Psychiatry Grand Rounds

presentations, and seminars attended either by the interns alone, or as part of integrated training with the Rutgers RWJMS psychiatry residents. The didactic trainings are composed of seven distinct modules

The Evidence Based Treatment module focuses on:

- Motivational Interviewing, CBT, ACT, Stress Management. These modules typically run for 3 to 8 sessions. They begin with a theoretical overview and then drill down to technique. Interns utilize technique in practice and reconvene to discuss and critique experiences in application.
- Briefer modules on treatment with specific populations including: CBT with PTSD; CBT with Psychotic Disorders; Trauma-informed treatment.
- Risk Assessment
- Psychopharmacology
- Case Conferences

The Assessment Seminar series focuses on:

- Overviews of neuropsych, intelligence, personality testing with adults, adolescents, children and geriatric patients.
- Training and discussion of specific instruments such as Wechsler scales; MMPI, PAI, Projective tests.
- Behavioral assessment
- Forensic assessment
- Assessment of substance abuse
- Assessment of Autism Spectrum Disorders
- Assessment of ADHD
- Case presentation of integrated batteries

The Cultural Competence Seminar series focuses on:

- An ongoing experiential seminar in Cultural Treatment Considerations
- Individual seminars focused on specific cultural groups including African-American clients, Latino clients, Indian-American clients, LGBTQ clients, Arab-American clients and Mixed-race clients.

The Ethics Seminar series focuses on:

- Practical application of the Psychologist's Code of Ethics, including with regards to clinical research
- Understanding of NJ state specific reporting requirements and systems of care
- HIPPA regulations

The Professional Development Seminar series focuses on:

- Career development
- Finding and applying for Post-docs
- Teaching skills
- Clinical Supervision
- Supervision of research or clinical teams

The Research Development Seminar series focuses on:

- Journal-club style reviews of recent journal articles covering the most up-to-date research on clinical topics of interest to the individual interns
 - Critical analyses of these journal articles with a focus on the strengths and weaknesses of the study design.
 - Written reviews of journal articles as an ad-hoc journal reviewer would provide to an author of a manuscript in submission to a journal.
- Intern-led presentations covering up-to-date research on a clinical topic of their choice.

This seminar series will provide opportunities to examine up-to-date clinical literature, provide interns with opportunities to practice, and receive feedback, on their presentation skills, and enhance skills in recognizing strengths and weaknesses in clinical study designs.

In addition to the didactic trainings, interns are required by UBHC to complete a series of mandatory live and on-line trainings that are required of all behavioral healthcare clinicians. Information on these required trainings is reviewed with interns at orientation and completed during the orientation period. Completion of these trainings by interns is monitored by UBHC. Rutgers UBHC and RWJMS provide a broad range of optional training presentations, conferences and seminars that supervisors and interns are encouraged to attend. Interns will attend relevant Rutgers RWJMS Department of Psychiatry Grand Rounds presentations and one intern will have an opportunity to present at Grand Rounds.

Finally, interns will attend the Rutgers RWJMS Department of Psychiatry annual poster session in which all faculty and many students present their research. Doctoral Psychology Interns are eligible to compete for the annual Early Career Research Award.

SUPERVISION

Supervision is a core component of the internship program that provides interns with guidance and models for professional conduct and activities. Supervision is provided by NJ Licensed Psychologists who are primarily of CBT orientation. Supervisors serve as professional role models. As such they understand and embrace the specific goals, objectives and competencies defined in the program's training model. All of them work closely with the Director of Internship Training, through the Supervisor Committee, to plan, implement, monitor, and evaluate the progress of the interns in attaining the required competencies of the Internship Training Program. Supervisors provide ongoing formative feedback as well as summative feedback every four months. This feedback is synthesized by the Director of Internship Training to formulate a mid-year and end of year letter to be sent to the intern's Director of Graduate Studies. Interns will receive a minimum of 200 hours of direct supervision over the internship year, of which at least 100 hours will be individual.

1. Individual Supervision

Each intern receives a minimum of 2-3 hours of individual supervision weekly from their primary supervisors, who are licensed psychologists (one hour minimum with each supervisor). These primary supervisors maintain full responsibility for each intern's work. The primary supervisors are the site supervisors for the interns major and minor rotations.

2. Group Supervision

Interns receive group supervision within regularly scheduled case conferences within the didactic schedule.

3. Testing Supervision

Each intern is paired with a testing supervisor for purposes of supervision on their testing cases.

PSYCHOLOGICAL ASSESSMENT

Assessment is an integral part of the internship and all interns must complete a minimum of 4 testing assessments and integrated reports. Referrals for psychological assessment are accepted from UBHC clinical staff. Upon receipt of a testing case, the intern will consult with their testing supervisor and arrange a supervision schedule. Assessment supervisors evaluate the interns using the intern assessment form when the testing is completed. Each intern will be supervised in the following activities of the assessment process:

- Review of medical records (and school records, if applicable)
- Clarification of testing question(s)
- Clinical interviewing with clients and family members
- Test battery selection
- Administration and scoring of psychological and neuropsychological tests
- Interpretation of test results
- Analysis of client behavior during the clinical interview and testing sessions
- Writing of comprehensive reports that integrate medical records (and school records, if applicable), clinical history, behavioral observations during testing, psychological and/or neuropsychological test results, and include recommendations for treatment and/or additional evaluation
- Consultation with client, client's family members, referring physicians/clinicians to communicate evaluation findings and recommendations.

CULTURAL COMPETENCY AND DIVERSITY

As part of our values, at the RBHS and UBHC levels, we have been committed to recruiting and maintaining a diverse professional staff. Likewise, our internship program has been committed to training diverse cohorts of interns who will be optimally prepared to provide mental health services and conduct research, to

augment the professional capacity of psychology to address the needs of the diverse population of our surrounding community.

UBHC and the RWJMS Department of Psychiatry serve such a large and varied community. New Jersey is amongst the most diverse states in the country; Middlesex County is amongst the most diverse counties in New Jersey. Although there are slight variations from site to site, the overall cultural demographics of our population base are: African American/Black (19.5%); Asian (6.4%); Caucasian/White (44.4%); Latino/Black (4.2%); Latino/White (15.3%); Latino/Undifferentiated (6.8%); Multiracial/Other (2.6%); Other 0.7%.

Special attention is paid to differentiation of cultural background, age and diagnosis in making all selections for intern caseloads, such that our interns are exposed to a population that is maximally diverse in terms of ethnicity, religion, culture, sexual orientation, age, socioeconomic status, medical status and psychiatric status. Throughout the Medical School and UBHC, respect for cultural and individual difference is not only expected, but it is a living reality. We actively embrace and recruit for diversity.

The leadership of the internship program is very mindful of the importance of incorporating understanding of cultural concepts into mental healthcare. The interns are exposed to a broad range of ethnicity, religion, culture and sexual orientation within their caseloads. The Adult Outpatient track provides a particularly strong opportunity for working with immigrant Latino populations. The intersection of culture and diversity with assessment and treatment issues is a clear focus of the internship. Cultural issues are routinely addressed in supervision, as well as in the internship's formal didactic seminars. The Behavioral Research and Training Institute within Rutgers UBHC, provides or sponsors many conferences and workshops devoted to issues of diversity, which interns are encouraged to attend. Hence, within the internship, as well as throughout Rutgers RWJMS and Rutgers UBHC, understanding of, and respect for, cultural and individual difference is not only valued, but it is an objective reality.

EVALUATION OF INTERNS

Our Competency Based Intern Evaluation form is the cornerstone of intern evaluation. Interns self-assess with this form during orientation. Their self-assessments are discussed initially with their supervisors and become a prominent part of ongoing supervision process. Supervisors give ongoing formative feedback. The interns are evaluated by each supervisor at 4 months, 8 months and end-of-year, utilizing this form. This serves as the basis for summative feedback which is provided at the same time points. The evaluations are forwarded to the Intern Director, who also meets at these points with each intern to discuss their progress.

The evaluation scores are aggregated and discussed with the Training Committee. If there is a need for a remediation plan this is formalized and discussed with the primary supervisors. Interns who receive ratings below "Intermediate" will be counseled by their Supervisor and Director of Internship Training on ways to improve their level of competency in those areas. When there are areas of concern regarding an intern's

performance, the supervisor will indicate these concerns both verbally and in writing. If the corrective action is not effective, the intern's performance will be reviewed by the Training Committee and Internship Director in consultation with the intern to determine if the intern's performance meets the minimum requirements for retention in the program (see Due Process and Grievance Procedures).

All feedback is synthesized by the Internship Director at mid-year and at year's end to provide a letter to the intern's Director of Clinical Training. As stated earlier, all profession-wide competencies must be rated as at least "intermediate skill" level, by the end of the internship year.

INTERN SUPPORT

The following are key elements of intern support:

- The internship pays a stipend of \$25,000 per year. The stipend is paid out as salary, on a bi-weekly basis. The stipend covers the period from 9/4 through 8/31 of the internship year.
- The internship provides for a total of 15 personal/vacation days per year, in addition to 12 sick days.
- Interns are provided with health coverage benefits as per choices listed on the Rutgers website. Note that health coverage benefits do not begin until 60 days after internship commencement.
- Interns are provided with dedicated office space both centrally and on rotation sites.
- Interns are provided with full administrative support including, but not limited to, secretarial support, individual desktop computer and internet access, and access to the Rutgers Library system.

INTERN FEEDBACK

As a program, and as part of our ongoing valuation of Quality Improvement, we actively solicit feedback from interns in a range of ways. The Director of Internship Training meets routinely with the interns. One focus of these meetings is feedback from interns, both individually and collectively, as to how their training is proceeding. At the end of the internship year, the Director of Internship training has a more formal meeting with the interns in which he goes through all the components of the program for final summative intern feedback.

As part of the 4-month cycle of evaluations, the interns are also asked to rate their supervisors using a supervisor rating form. The interns rate their supervisors on supervisory competencies which we expect of our supervisors.

In addition, and on the same cycle, we ask interns to rate the program using a program rating form. This aggregated data is then presented to the Training Committee as part of our ongoing self-study process.

PROFESSIONAL BEHAVIOR

Interns are expected to behave professionally and ethically. Responsibility and punctuality in staff, client, and community interactions are expected. Interns are expected to dress professionally. Administrative and clinical documents are to be completed in a timely and accurate manner. Rutgers UBHC guidelines, policies and procedures are to be followed, and interns are required to attend mandatory orientation and training that is provided to all Rutgers UBHC staff on a yearly basis regarding safety, infection control, corporate compliance, etc. Interns understand that they must complete all required pre-employment physicals through our Environmental & Occupational Health Sciences Institute at no cost to the intern. Interns use the title of “Doctoral Psychology Intern” on all clinical records, letters and other documents. Interns need to inform all clients that they are a trainee under supervision. They must procure signed consent from their clients as well as document the disclosure conversation with the client.

Interns are expected to contact the Director of Clinical Training, the Internship Coordinator, and any other relevant supervisor/rotation in the case of absence. Absences may include: illness, vacation time, or personal emergency. Interns are responsible for contacting and rescheduling their own patients/clients and to reschedule any missed appointment due to an unexpected absence. Time off requests must be cleared through the Director of Training using a request for leave form. Subsequently, interns are expected to notify all of their supervisors of their vacation time.

All interns are required to attend an Orientation Training during the first two weeks of the internship. This training reviews the policies and procedures for all administrative requirements of Rutgers and UBHC. The policies and procedures may be found at the following web addresses:

Institutional policies pertaining to Rutgers Robert Wood Johnson Medical School can be found on the website, www.rutgers.edu.

Institutional policies pertaining to University Behavioral Health Care (UBHC) can be found on the Rutgers UBHC intranet, www.ubhcweb/ubhcweb_internal/index.htm

Interns also receive a one-day training on the UBHC electronic medical record and HIPPA requirements. Additionally, there are a number of required online training offerings.

INTERNSHIP DUE PROCESS & GRIEVANCE PROCEDURES

The procedures for internship due process and grievance are presented in our Due Process and Grievance Policy as an appendix to this handbook.

Extending beyond the internship itself, any staff member of the UBHC, RWJMS, or other RBHS unit may file a written complaint against an intern for the following reasons: (a)

unethical or legal violations of professional standards or laws; or (b) failures to satisfy professional obligations and thereby violating the rights, privileges, or responsibilities of others. If a staff member who is not affiliated with the internship program determines a need to proceed with such a complaint, the following protocol should occur:

The staff member should first report the issue to the Director of Internship Training.

1. The Director of Internship Training will review the complaint with other members of the Training Committee and determine if there is reason to proceed, or whether the behavior in question is being rectified.
2. If the Director of Internship Training and other Training Committee members determine that the alleged behavior cited in the complaint, if proven, would not constitute a serious violation, the Director of Internship Training shall inform the staff member who may be allowed to renew the complaint if additional information is provided.
3. When the Director of Internship Training and other Training Committee members decide that there is probable cause for deliberation by a Review Panel, the Internship Director shall notify the staff member and request permission to inform the intern. The staff member shall have 5 days to respond to the request and shall be informed that failure to grant permission may preclude further action. If no response is received within 5 days, or permission to inform the intern is denied, Director of Internship Training and the other Training Committee members shall decide whether to proceed with the matter.
4. If the intern is informed of the complaint, the Director of Internship Training and Training Committee make a recommendation as outlined in the "Procedures for Responding to Problematic Performance and/or Problematic Conduct". The intern has the opportunity to follow full Challenge and Grievance Procedures as previously outlined. However, the Review Panel would include 2 internship staff selected by the Complainant and 2 internship staff selected by the intern. The Review Panel will respond as previously outlined.

Intern Complaint Or Grievance About Supervisor, Staff Member, Trainee, Or The Training Program

Interns are employees of Rutgers University, and, as such, are entitled to the avenues open to all employees concerning problems that may come up during their internship year. In general, employees are encouraged to discuss concerns, complaints, and grievances with their immediate supervisors, and to take those concerns up the supervisory chain of command, if the situation is unresolved after discussion with the immediate supervisor.

In the case of the internship program, interns may individually, or as a group, use the following supervisory chain of command that exists for interns regarding their experience as interns:

1. Direct supervisor for the specific clinical rotation in which the student is located.
2. Director of Internship Training.
3. BRTI Executive Director.
4. CEO and President of UBHC.

In addition, interns may register complaints or concerns about issues in a particular service unit within UBHC, with the following individuals in addition to the Director of Internship Training:

1. Clinician Supervisor of the unit.
2. Clinician Administrator of the unit.
3. Vice President (UBHC) of the level of service involved.
4. Executive Director of Behavioral Research and Training.
5. CEO and President of UBHC.

If an intern has a complaint about issues on a rotation in the Department of Psychiatry the intern may register concerns with the following individuals in addition to the Director of Internship Training:

1. Supervisor or Administrator of the unit
2. Vice Chair of the Department of Psychiatry for Clinical Services
3. Chair of the Department of Psychiatry

SUCCESS OF OUR INTERNS

Our interns have had a very high rate of success after leaving our program. Within the past ten years, all of our interns have attained their doctoral degree and work as psychologists. They have moved forward into a range of career paths, including research, clinical practice, teaching, and administration. They have been working in a broad array of settings including hospitals, universities, clinical care systems, forensic facilities and private practice including such prestigious settings as Brown University, Tulane University, Yale University, University of Michigan, N.I.H. and U.C.L.A. We have had a very impressive record of post-doctoral placement, with most interns being matched to their first or second choices. Post-doctoral placements have included: University of Pennsylvania, Brown University, Sloane-Kettering, and Johns Hopkins University. All of our interns have been successful when seeking licensure.

ACCREDITATION STATUS

The Rutgers University Behavioral Health Care Doctoral Psychology Internship is accredited by the Commission on Accreditation of the American Psychological Association. Our last site visit was in August 2017. We are fully accredited until 2027.

Questions related to the program's accredited 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
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Web: www.apa.org/ed/accreditation