



RUTGERS

Rutgers University Behavioral Health Care /
Robert Wood Johnson Medical School

DOCTORAL PSYCHOLOGY INTERNSHIP



Marc L. Steinberg, Ph.D.
Director of Internship Training
Rutgers University Behavioral Health Care

671 Hoes Lane West
Piscataway, New Jersey 08854
732-235-4295
(Kerri Kawiecki, coordinator)

TABLE OF CONTENTS

COVID-19	3
REQUIREMENTS FOR COMPLETION OF INTERNSHIP	3
INTERN SUPPORT	4
PROFESSIONAL BEHAVIOR	4
MAJOR ROTATIONS	5
MINOR ROTATIONS	6
DIDACTIC TRAINING	6
Mentored Research.....	7
PSYCHOLOGICAL EVALUATIONS	7
SUPERVISION	8
Individual Supervision.....	8
Group Supervision.	8
Testing Supervision.....	8
EVALUATION OF INTERNS	8
Quarterly Evaluations.....	8
Monthly Evaluations.....	9
Mid-Year.....	9
INTERNSHIP DUE PROCESS & GRIEVANCE PROCEDURES	13
INTERN CHALLENGE AND GRIEVANCE PROCEDURES	14
STAFF ALLEGATION OF INTERN VIOLATION OF STANDARDS	15
INTERN FEEDBACK	18
SUCCESS OF OUR INTERNS	18
ACCREDITATION STATUS	19
APPENDICES	20

COVID-19

Throughout this handbook, phrases such as “the intern will report to…” and “live trainings” are included as if all training and treatment will be delivered in-person. This is unlikely to be the case, at least in the beginning of the 2020 - 2021 Internship year. In these uncertain times, flexibility on the part of the Interns and supervisors is necessary. The Internship has adapted well to remote training and intervention and we will continue to do so until it is deemed safe to train in-person.

-Marc L. Steinberg, Ph.D.,
Professor, Department of Psychiatry &
Director, Doctoral Psychology Internship Program – Rutgers UBHC, Piscataway

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, doing research, attending didactic sessions, and completing psychological evaluations. 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. Interns must complete all assigned clinical documentation and administrative record keeping.
4. Interns must attend, and be an active participant in the Didactics Program.
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. 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.
9. 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. At least one faculty member 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.

INTERN SUPPORT

The following are key elements of intern support:

- The internship pays a stipend of \$27,000 per year. The stipend is paid out on a bi-weekly basis. The stipend covers the period from 9/1 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.

PROFESSIONAL BEHAVIOR

Doctoral Psychology Interns are expected to follow the Ethical Standards put forth in the *APA Ethical Principles of Psychologists and Code of Conduct* and to aspire to the goals outlined in its Preamble and General Principles. In addition, Rutgers guidelines, policies, and procedures are to be followed.

The Rutgers University policy library can be accessed here: <https://policies.rutgers.edu/about-library/about-policy-library>

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

As a Doctoral Psychology Internship within a system with more physicians than psychologists, you represent “Psychology” to many people, and it is important to represent “Psychology” well. Major areas of professionalism include verbal and digital communication (being polite, direct, clear, and timely), enthusiasm (being positively engaged in your work and with your colleagues), dressing appropriately, and punctuality (in all staff, client, and community interactions – including completing administrative and clinical documents in a timely and accurate manner.

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 (see Appendix for relevant form) as well as document the disclosure conversation with the client.

Calling out sick. During the first week of your rotations, Interns should speak with their supervisors to determine their preferred procedures for calling out sick and rescheduling patients. Each supervisor may have a different procedure depending upon the needs of the site. Interns will also reach out to Kerri Kawiecki and Dr. Steinberg via email to let them know if you are calling out sick.

Planned Days Off. Kerri Kawiecki will have a form for you to complete. Interns will get the signature of the supervisor they would be working with on the day requested (e.g., If taking off a Tuesday, and the Intern is otherwise scheduled to be at their minor rotation on Tuesdays, the signature of the minor rotation supervisor is required). Interns may need more than one signature if they are taking off on more than one day. Interns should check with their supervisors on procedures for re-scheduling patients to be missed on planned days off.

MAJOR ROTATIONS

Each Intern has been admitted to the Internship Program on one of the five tracks that we offer. The “track” represents the major rotation for the year and Interns will report to their major rotation site on 3 days per week. Interns should check with their major rotation supervisors to determine at what time they are to report, as this may vary by site.

MINOR ROTATIONS

Each Intern will choose a minor rotation after consultation with the Training Director. Interns will report to their minor rotation on one day per week for the full training year.

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 distinct modules.

One module that will require outside reading/planning is the Research Development Seminar series. In this module, we will hold journal clubs in which we cover up-to-date research on clinical topics of interest to individual Interns. This will include both a critical analyses of the journal articles with a focus on the strengths and weaknesses of the study design, and, in some cases, written reviews of journal articles as an ad-hoc journal reviewer would provide to an author of a manuscript in submission to a journal. We will focus on articles with strong clinical implications.

In addition to the didactic trainings, Interns will complete a series of mandatory live and on-line trainings in the first two weeks of the Internship. Interns are required to attend mandatory Rutgers UBHC orientation and training that is provided to all Rutgers UBHC staff on a yearly basis regarding safety, infection control, corporate compliance, etc. The Rutgers orientation reviews the policies and procedures for all administrative requirements of Rutgers and UBHC (which can also be found at the links in the grey box below). Additionally, Interns receive a one-day training on the UBHC electronic medical record and HIPPA requirements. Finally, there are a number of required self-paced, online training offerings that Interns must complete during Internship orientation.

Rutgers UBHC and RWJMS also 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 for Rutgers RWJMS.

Mentored Research. Doctoral Psychology Interns have 2.5 - 3 hours per week protected for working on a research project. Given the limited number of hours allocated, the most appropriate types of projects are likely to be critical literature reviews and/or assistance in writing up manuscripts or grant applications. Most of the work is likely to be conducted remotely from the research mentor's lab / office space.

The goal is for the Doctoral Psychology Intern to gain valuable, mentored research experience. The hope is that this will be a "win-win" in which the research mentor also gains needed assistance in moving a paper or grant along.

The Doctoral Psychology Intern is to meet with the potential research mentor to come up with a research plan for the year. This should be a feasible plan in which the Intern contributes meaningfully to a research project and gains a meaningful educational experience.

The research plan should be submitted to the Director of Internship Training for approval though it is assumed that the plan will be flexible given the needs of the mentor and the Intern.

PSYCHOLOGICAL EVALUATIONS

Doctoral Psychology Interns will complete four comprehensive psychological/neuropsychological evaluations resulting in integrated reports and with providing feedback to the individual and/or their family. Interns will provide the clinician asking for an evaluation with a Referral Form (see Appendices) which will be sent to the Training Director. The Training Director will then match the Intern with an assessment supervisor for each evaluation. It will often, though not always, be the same testing supervisor. The assignment of a supervisor will depend upon the referral question and the supervisors' availability. Interns will often conduct these psychological evaluations on clients from their major or minor rotations, though referrals will sometimes come from outside their rotations.

Interns will use the 2019 CPT codes for psychological/neuropsychological evaluations (see [here](#) for guidance).

Following the completion of the evaluation, Interns will upload the associated integrated report to the appropriate electronic medical record so other, and future, treatment team members can benefit from the evaluation.

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, 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.

Individual Supervision. Each intern receives 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.

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

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

EVALUATION OF INTERNS

Quarterly Evaluations. 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” (i.e., 3 out of 5) will be counseled by their Supervisor and Director of Internship Training on ways to improve their level of competency in those areas. A remediation process may also be triggered at the discretion of the Training Committee based on any concerns brought to the committee by the Training Director or any individual supervisors. 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.

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.

Monthly Evaluations. The Training Director checks in with each clinical supervisor in a less formal way each month to ensure that any concerns are caught early. The Training Director also checks in with each Intern monthly to ensure that clinical hours are being accrued and testing cases are being completed.

Mid-Year. At mid-year and at the end-of-year, Interns will submit an attestation of clinical hours accrued. The Training Director will also submit a letter to your graduate program DCT to provide an update.

DEFINITION OF PROBLEMATIC PERFORMANCE AND/OR CONDUCT

Problem behaviors are said to be present when supervisors perceive that: a trainee's behaviors, attitudes, or characteristics are disrupting the quality of his or her clinical performance and/or movement toward competencies; his or her relationships with peers, supervisors, or other staff; or his or her ability to comply with appropriate standards of professional behavior. It is a matter of professional judgment as to when an intern's problem behaviors are serious enough to fit the definitions of problematic performance or conduct rather than merely being typical problem behaviors often found among trainees.

The program defines *problematic performance* and *problematic conduct* as present when there is interference in professional functioning that renders the intern: unable and/or unwilling to acquire and integrate professional standards into his/her repertoire of professional behavior; unable to acquire professional skills that reach an acceptable level of

competency; or unable to control personal stress that leads to dysfunctional emotional reactions or behaviors that disrupt professional functioning.

More specifically, problem behaviors are identified as problematic performance and/or problematic conduct when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
3. The quality of services delivered by the intern is significantly negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

Interns must follow all applicable laws, Rutgers University policies, and APA Ethical Standards.

PROCEDURES FOR RESPONDING TO PROBLEMATIC PERFORMANCE AND/OR CONDUCT

The program has procedures to guide its response to interns with problematic performance or problematic conduct. When supervisors' evaluations indicate that an intern's skills, professionalism, or personal functioning are inadequate for an intern in training, or if an intern is in danger of not passing the internship year as per the graduation requirements above, the Training Committee, with input from other relevant supervisory staff, initiates the following procedures:

First, the negative evaluations will be reviewed, and a determination made as to what action needs to be taken to address the problem(s). Second, the intern will be notified in writing that a review is occurring and that the Training Committee is ready to receive any information or statement that the intern wishes to provide with reference to the identified problems. Third, after reviewing all available information, the Training Committee may adopt one or more of the following steps, or take other appropriate action.

1. The committee may elect to take no further action.
2. The committee may issue an Acknowledgement Notice that formally states the following:

- a. The committee is aware of and concerned about the negative evaluation.
 - b. The evaluation has been brought to the intern's attention and the committee or other supervisors will work with the intern to rectify the problem within a specified time frame.
 - c. The behaviors associated with the negative evaluation are not significant enough to warrant more serious action at the time.
3. Alternatively, the committee may issue a Probation Notice, which specifies that the committee, through the supervisors and Training Director, will actively and systematically monitor for a specific length of time, the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. The Probation Notice is a written statement to the intern that includes the following items:
- a. A description of the problematic performance or conduct.
 - b. Specific recommendations for rectifying the problems.
 - c. A time frame for the probation during which the problem is expected to be ameliorated.
 - d. Procedures to assess whether the problem has been appropriately rectified.

If the Training Committee deems that remedial action is required, the identified problems in performance or conduct must be systematically addressed. Possible remedial steps include (but are not limited to) the following:

1. Review and restructuring of training plan
2. Increased supervision, either with the same or other supervisors
3. Change in the format, emphasis, and/or focus of supervision.
4. A recommendation that personal therapy or Employee Assistance Services be undertaken with a clear statement about the manner in which such contacts will be used in the intern evaluation process.
5. Recommendation of a leave of absence where indicated.

Following the delivery of an Acknowledgment Notice or Probation Notice, the Training Director will meet with the intern to review the required remedial steps. The intern may elect to accept the conditions or may challenge the committee's actions as outlined below. In either case, the Training Director will inform the intern's sponsoring graduate program, and

indicate the nature of the inadequacy and the steps taken by the Training Committee. The intern shall receive a copy of the letter to the sponsoring graduate program.

Once the Training Committee has issued an Acknowledgement Notice, the problem's status will be reviewed within three months' time, or the next formal evaluation, whichever comes first. In the case of a Probation Notice, the problem's status will be reviewed within the time frame set by the notice.

FAILURE TO CORRECT PROBLEMS

When a combination of interventions does not rectify the problematic performance or problematic conduct within a reasonable period of time, or when the trainee seems unable or unwilling to alter his or her behavior, the training program may need to take more formal action. If an intern on probation has not improved sufficiently to rectify the problems under the conditions stipulated by the Probation Notice, the Training Committee will conduct a formal review and then inform the intern in writing that the issues have not been adequately addressed in the probationary period. The committee may then elect to take any of the following steps, or other appropriate action:

1. It may continue the probation for a specified time period.
2. It may suspend the intern with or without pay whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified.
3. The Training Director may request a review by outside, non-supervising psychologists if there is a question regarding the intern's successful completion of the internship.
4. It may inform the intern, the intern's sponsoring graduate program, the Executive Director of Internship Training of Rutgers University Behavioral Health Care and President & Chief Executive Officer of Rutgers University Behavioral Health Care that the intern will not successfully complete the internship if his/her behavior does not change. If by the end of the training year, the intern has not successfully completed the training requirements, the Training Committee may give the intern only limited certification, or no certification at all. The Committee may specify those settings in which the intern can or cannot function adequately. The intern and the intern's home department will be informed that the intern has not successfully completed the internship.
5. It may inform the intern that the Committee is recommending to the Executive Director of Internship Training of Rutgers University Behavioral Health Care and the

President & Chief Executive Officer of Rutgers University Behavioral Health Care that the intern be terminated immediately from the internship program, and with the Executive Director of Internship Training and President's approval, terminate the intern.

All the above steps will be appropriately documented and implemented in ways that are consistent with due process procedures, including opportunities for interns to initiate grievance proceedings to challenge Training Committee decisions. The intern may still engage in a challenge of the Training Committee's decision even if they have been terminated.

INTERNSHIP DUE PROCESS & GRIEVANCE PROCEDURES

The training program follows due process guidelines to ensure that decisions about Interns are not arbitrary or personally based. The program uses the same procedures to evaluate all trainees, and it has appeal procedures that permit any Intern to challenge program decisions. The due process guidelines include the following:

1. All interns receive a written statement of program expectations for professional functioning.
2. Evaluation procedures are clearly stipulated, including when and how evaluations will be conducted.
3. The procedures and actions for making decisions about problematic performance or conduct are outlined in written statements given to all interns.
4. Graduate programs are informed about difficulties with interns.
5. Remediation plans are instituted for identified inadequacies, and they include time frames for remediation and specify consequences for failure to rectify the inadequacies.
6. All interns receive a written description of procedures they may use to appeal the program's actions, and procedures they may use to file grievances.
7. Interns are given sufficient time to respond to any action taken by the program.
8. Decisions or recommendations regarding the intern's performance or conduct are based on input from multiple professional sources.
9. Program actions and their rationale are documented in writing to all relevant parties.

INTERN CHALLENGE AND GRIEVANCE PROCEDURES

Interns who receive an Acknowledgment Notice or Probation Notice, and/or otherwise disagree with any Training Committee decision regarding their status in the program, are entitled to challenge the Committee's actions by initiating a grievance procedure. This is done independently of the Training Committee's actions as described in the Failure to Correct Problems section above.

If the recommendation is made that the intern be terminated, it is at the discretion of the Training Committee whether the intern would be terminated immediately or after a period of suspension. An appeals process could take place either during the suspension or following termination. Within 5 working days of receipt, the Training Committee's notice or other decision, the Intern must inform the Training Director in writing that he or she is challenging the Committee's action. The Intern then has 5 additional days to provide the Training Director with information as to why they believe the Training Committee's action is unwarranted. Failure to provide such information will constitute a withdrawal of the challenge. Following receipt of the Intern's challenge, the following actions will be taken.

1. The Training Director will convene a Review Panel consisting of two staff members selected by the Director and two staff members selected by the intern. The intern retains the right to hear all facts and the opportunity to dispute or explain his or her behavior.
2. The Training Director will conduct and chair a review hearing in which the intern's challenge is heard and the evidence presented. The Review Panel's decisions will be made by majority vote. Within 5 days of completion of the review hearing, the Review Panel will prepare a report on its decisions and recommendations and will inform the intern of its decisions. The Review Panel will then submit its report to the Executive Director of Internship Training of Rutgers University Behavioral Health Care and the President & Chief Executive Officer of Rutgers University Behavioral Health Care.
3. Once the Review Panel has informed the Intern and submitted its report, the Intern has 5 working days within which to seek a further review of their grievance by submitting a written request to the Executive Director of Internship Training of Rutgers University Behavioral Health Care and the President & Chief Executive Officer of Rutgers University Behavioral Health Care. The Intern's request must contain brief explanations of the grievance and of the desired settlement they are seeking, and it must also specify which policies, rules, or regulations have been violated, misinterpreted, or misapplied.
4. The Executive Director of Internship Training of Rutgers University Behavioral Health Care and the President & Chief Executive Officer of Rutgers University Behavioral

Health Care will then conduct a review of all documents submitted and render a written decision. They will render their decision within 5 working days of receipt of the Review Panel's report, and within 5 working days of receipt of an intern's request for further review if such request was submitted. The Internship Executive Director and President may either accept the Review Panel's action, reject the Review Panel's action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. The panel will report back to the Internship Executive Director and President within 5 working days of the request for further deliberation. The Internship Executive Director and President will then make a final decision regarding actions to be taken.

5. Once a final and binding decision has been made, the intern, sponsoring graduate program and other appropriate individuals will be informed in writing of the action taken.

The above grievance procedure can also be enacted for significant and intransigent supervisory disagreements, when all other avenues of mediation have been unsuccessful, including consultation with the Training Director and the Training Committee.

STAFF ALLEGATION OF INTERN VIOLATION OF STANDARDS

Any staff member of any Rutgers unit may file a written complaint against an intern for the following reasons: (a) unethical or legal violations of professional standards or laws; (b) failures to satisfy professional obligations and thereby violate the rights, privileges, or responsibilities of others.

1. The staff member should first report the issue to the Training Director
2. The Training Director will review the complaint with other members of the Training Committee and determine if there is reason to go further or whether the behavior in question is being rectified.
3. If the Training Director and other Training Committee members determine that the alleged behavior cited in the complaint, if proven, would not constitute a serious violation, the Training Director shall inform the staff member who may be allowed to renew the complaint if additional information is provided.
4. When the Training Director and other Training Committee members decide that there is probable cause for deliberation by a Review Panel, the Training 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, the Training Director and the other Training Committee members shall decide whether to proceed with the matter.

5. If the intern is informed of the complaint, the Training Director 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 COMPLAINTS / GRIEVANCES

Interns are employees of RBHS, and, as such, are entitled to the avenues open to all employees concerning problems that may emerge 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. Psychology Internship Executive Director.
4. CEO and President of UBHC.
5. Association of Psychology Postdoctoral and Internship Centers (APPIC), www.appic.org Chair, APPIC Standards and Review Committee, 17225 El Camino Real, Suite #170, Houston TX 77058, Phone: (832) 284-4080, E-Mail: appic@appic.org
6. American Psychological Association, Office of Program Consultation and Accreditation (OPCA) Commission on Accreditation (CoA), 750 1st Street NE, Washington, DC 20002, Phone: (202) 336-5979, Fax: (202) 336-5978, E-mail (General): APAAccred@apa.org; Web: <http://www.apa.org/ed/accreditation>

In addition, interns may register complaints or concerns about issues in a particular service in UBHC with the following individuals:

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 Psychology Internship Training.
5. CEO and President of Rutgers UBHC.

If an Intern has a complaint about issues on a rotation in the Department of Psychiatry (e.g., Consultation-Liaison Services), the intern may register concerns with the Supervisor or Administrator of the unit or the Chair of the Department of Psychiatry.

Interns may also discuss concerns about a particular service with Director of Internship Training prior to lodging a complaint with supervisors of a service unit.

While usage of the supervisory chain of command is usually the best course of action, it is sometimes necessary to skip one or more steps. Interns' concerns are important to us and we never want interns to feel that any avenues of access are closed. Interns are free to consult with the Training Directors in their home institutions, with outside official or unofficial mentors, with other supervisors, or with anyone else whom the intern feels would be helpful.

The University recognizes that employees may have more difficulty bringing complaints through the normal chain of command in certain cases, and has offices in charge of certain types of issues, which employees may access directly. At the beginning of the internship year, interns will be expected to complete several web-based trainings that educate students about their rights and obligations in this respect. Specifically:

1. Harassment: The Office of Employment Equity at Rutgers handles all complaints of sexual harassment, as well as complaints of harassment based on race, age, ethnicity, religion, disability, and any other class protected by law, against faculty, staff and third parties. The phone number for the Office is 848-932-3973
2. Corporate Compliance: The Office of Business Conduct of RBHS oversees the University's compliance with all governmental regulations. Employees who believe there is an issue related to such regulations can register that concern with that office. The phone number for that office is: 973-972-8000. There is also a Corporate Compliance Hotline at: 833-RU-ETHICS: 1-833-783-8442

3. HIPAA compliance: HIPAA compliance is monitored by the RBHS Director of Privacy. Concerns about HIPAA violations can be brought to this officer at RBHS Director of Privacy (800-215-9664) or Rutgers Privacy Officer <http://compliance.rutgers.edu/hipaa>.
4. Confidentiality and safeguarding electronic records: Governs electronic storage. Interns must learn this policy, and a form attesting such must be signed by each intern prior to seeing patients.
5. Research integrity: All research proposals are reviewed by the Institutional Review Board. Concerns about research issues should be brought to the IRB at 732-235-9806. Concerns about scientific misconduct should be reported to the Committee on Research Integrity. The mechanism for doing this is described on the RBHS website in the "Research" section.

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.

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, University of Minnesota, 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
Phone: (202)-336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

APPENDICES



Doctoral Psychology Internship
Rutgers University Behavioral Health Care - Piscataway
Rutgers Robert Wood Johnson Medical School - Department of Psychiatry

REFERRAL FORM FOR PSYCHOLOGICAL OR NEUROPSYCHOLOGICAL TESTING
(revised 07/2020)

Date of Request: _____ Clinician/ Referral Name: _____ Phone: _____

Patient's Name: _____ ID#: _____ DOB: _____

Patient's Preferred Phone #: _____

Patient's Caregiver name or agency (if applicable): _____

Referral Question:

Is there an external deadline for the resulting report (e.g., a court date)?

[] *Yes: _____ [] No, just ASAP

*Please note that we will always work as quickly as possible, but there are often outside considerations, such as supervisors' availability that are out of our control and may make a quick turnaround difficult)

Current diagnoses: _____

Patient medications: [] None Meds currently taking: _____

Highest level of education attained: _____

Is the patient's primary language English? [] Yes [] No

From a Rutgers email address, please scan and email this referral form with the word "ZixSecure" Referral' in the subject line to: Marc L. Steinberg, Ph.D. at marc.steinberg@rutgers.edu

From outside Rutgers, please FAX this referral form along with a Confidential Cover Page to Kerri Kawiecki at 732-235-3923

PLEASE NOTE: Once referral is assigned, the Doctoral Psychology Intern will contact referral source for further clarification of testing objectives. Please be ready to provide copies of available summary records (intake, treatment plan, other consults, previous evaluations, etc)



Doctoral Psychology Internship
Rutgers University Behavioral Health Care - Piscataway
Rutgers Robert Wood Johnson Medical School - Department of Psychiatry

I understand that my assigned therapist, _____, is a Doctoral Psychology Intern. Doctoral Psychology Interns have a Master’s degree in psychology and have completed all necessary courses for a doctoral degree. They are completing their final year of training before becoming an independent professional.

All Doctoral Psychology Interns receive clinical supervision by a licensed professional. My therapist’s clinical supervisor is:

Name: _____

Title: _____

Phone: _____

I have been offered an opportunity to meet the supervisor in person.

I understand that the Doctoral Psychology Intern will meet weekly with their clinical supervisor and will discuss and share all aspects of my (or my child’s) treatment and assessment. The supervisor will review and approve all treatment plans, as well as all progress notes. I understand that the Intern may be required to videotape/audiotape some sessions and/or arrange for sessions to be observed by the supervisor.

Client signature

Date

Parent signature (if client is under 21 or otherwise has a guardian)

Doctoral Psychology Intern signature



Doctoral Psychology Internship
Rutgers University Behavioral Health Care - Piscataway
Rutgers Robert Wood Johnson Medical School - Department of Psychiatry

I understand that my assigned examiner, _____,
is a Doctoral Psychology Intern. Doctoral Psychology Interns have master’s degrees in psychology and have completed all necessary courses for a doctoral degree. The supervisor for the Intern is a licensed psychologist and an employee of Rutgers UBHC/UCHC or adjunct faculty member of Rutgers Robert Wood Johnson Medical School. My examiner’s supervisor is:

Name: _____

Title: _____

Phone: _____

I have been offered an opportunity to speak with the supervisor directly.

I understand that my examiner will meet regularly with their supervisor and will discuss and share all information discussed with me and/or my child. The supervisor will review and approve all evaluation reports. I understand that the Intern may be required to videotape some sessions and/or arrange for sessions to be observed by the supervisor. Each videotaped session will require specific written consent.

Client signature

Date

Parent signature (if client is under 21 or otherwise has a guardian)

Doctoral Psychology Intern signature



Doctoral Psychology Internship
Rutgers University Behavioral Health Care - Piscataway
Rutgers Robert Wood Johnson Medical School - Department of Psychiatry

Attestation of Training Hours

Intern: _____

Supervisor: _____

Dates of Attestation: From _____ through _____

Name of Rotation: _____

Activities:

- | | |
|----------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Clinical Assessment | <input type="checkbox"/> Psychological testing |
| <input type="checkbox"/> Individual therapy | <input type="checkbox"/> Intern Seminar |
| <input type="checkbox"/> Family Therapy | <input type="checkbox"/> Assessment Seminar |
| <input type="checkbox"/> Group Therapy | <input type="checkbox"/> Other Training |
| <input type="checkbox"/> Milieu Therapy | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Consultation | <input type="checkbox"/> Other |
| <input type="checkbox"/> Research | |

Total Hours within Rotation _____

Total Hours Face-to-Face Service _____

Total Number of Clients _____

Total Number of Minority Clients _____

Total Hours of Individual Supervision _____

Total Hours of Group Supervision _____

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____



Doctoral Psychology Internship
Rutgers University Behavioral Health Care - Piscataway
Rutgers Robert Wood Johnson Medical School - Department of Psychiatry

Attestation of Testing Activities

Intern: _____

Supervisor: _____

Dates of Attestation: From _____ through _____

Number of test batteries administered: _____

Number of integrated reports written: _____

Number of feedback sessions provided: _____

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____