

DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY

Brochure for those applying in **2026**
for the **2027-2028** cohort



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INTRODUCTORY LETTER



Dear Applicant:

Thank you for your interest in the Doctoral Internship in Health Service Psychology at Rutgers University Behavioral Health Care (UBHC) at Piscataway! I hope you find the information within this brochure to be useful because I think we offer excellent training at Rutgers UBHC and would love to see your application. Rutgers UBHC is the mental health service delivery component of Rutgers Biomedical and Health Sciences (RBHS). It is also one of the largest and most comprehensive mental health service delivery systems in the country.

Our internship focuses on the advanced development of clinical skills among our trainees (referred to as "Psychology Residents"). We provide outstanding training opportunities with a wide variety of client populations across a wide range of treatment settings. Our training is primarily CBT-based.

Our five major rotation tracks include:

- Adult - Outpatient Track (one trainee)
- Adult – Substance Use Disorders Treatment Track (one trainee)
- Child / Adolescent – School-Based Track (one trainee)
- Child Therapeutic Day School Track (one trainee)
- Integrated Primary Care Track (four trainees**)

Four trainees will match with the Integrated Primary Care track, while one trainee will match with each of the other four tracks for a total of eight trainee slots.

**Please note that because the Integrated Primary Care track positions are supported by a grant from the US Health Resources and Services Administration, applicants must be a citizen, national, or permanent resident of the United States. Individuals on temporary or student visas are not eligible for these HRSA-supported positions. We are happy to accept applications from international trainees for the other four tracks, however.

Psychology Residents will spend three days per week in their major rotation (i.e, one of the five tracks listed above) and one day per week in a minor rotation. The fifth day will be spent attending our didactics program, providing clinical supervision to psychiatry residents, and participating in research. As part of an academic medical center, we have access to many faculty members conducting clinical research, and we will help you connect with a researcher doing work of interest to you.

Our Psychology Residents receive an annual stipend of \$38,480. We adhere to APPIC requirements and participate in the APPIC Internship Matching Program. We therefore ask that you complete the APPI Internship application, obtain an Applicant Agreement Package from the National Matching Services, and register for the Matching Program.

Along with the APPI Internship application, please include your CV and three (3) letters of recommendation from individuals who are in a position to evaluate your clinical skill and to comment on your strengths and growth areas. We also request an official graduate school transcript as part of the APPI Internship application. In addition, please provide one (1) de-identified assessment report.

When applying, please note that the Rutgers UBHC Internship at Piscataway is independent of the Rutgers UBHC Internship in Newark.

We will schedule only VIRTUAL interviews for December and January. This decision was initially made because of uncertainties regarding variants of COVID-19 and how this could influence travel, and we are continuing this decision because of our commitment to equity. Flying around the country for interviews is expensive and can be physically and emotionally difficult, potentially causing qualified applicants to apply to fewer programs. We hope that by offering only virtual interviews, we can contribute to a more equitable system.

Applications may be submitted until November 3, 2026. The top applicants will be invited to a required virtual interview. We will not conduct any in-person interviews or visits for the reason explained above. These virtual interviews will be scheduled in December and January. The start date for the 2027-2028 cohort will be August 16, 2027.

Please feel free to call or write if you have any additional questions. I look forward to reading your application!

Sincerely,

Marc L. Steinberg, Ph.D.,
Professor, Department of Psychiatry, Rutgers Robert Wood Johnson Medical School
Training Director, Doctoral Internship Program in Health Service Psychology,
Rutgers University Behavioral Health Care – Piscataway
marc.steinberg@rutgers.edu

INSTITUTIONAL SETTING

While the Rutgers University Behavioral Health Care Doctoral Internship Program in Health Service Psychology is sponsored by University Behavioral Health Care (UBHC), we function in conjunction with Rutgers Robert Wood Johnson Medical School (RWJMS). Both 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 was merged with Rutgers University by the NJ State Legislature in July 2013. The clinical tracks of the internship are primarily based at Rutgers UBHC, but research and clinical opportunities are also available in other academic departments at Rutgers.



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, current interventions.

As one of the largest mental health service delivery systems in the country, Rutgers UBHC provides a full spectrum of mental health services. We have a particular focus on providing services to underserved populations in the public sector in 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), and adult services (e.g., partial hospitalization programs, outpatient services, treatment for substance use disorders). Additionally, we maintain several robust, innovative, grant-funded programs that provide services to target niche populations. These include our multiple school-based programs and our Early Intervention Support Services program, as examples.

Rutgers UBHC also includes the Behavioral Research and Training Institute (BRTI). It is within this institute 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 empirically supported interventions; helping to develop research-based community mental health initiatives geared toward improving treatment access, quality, and outcomes; and developing a current evidence-based continuing education program for UBHC and community healthcare providers.

CULTURAL EXPERIENCES AROUND RUTGERS

The diversity of cultures at Rutgers University is a true strength of our program and of the surrounding area. The Rutgers Cultural Center Collaborative is committed to supporting the needs of Rutgers' campus communities by creating a welcoming and holistic learning environment for all members of the community, inclusive of all identities and allies. Member organizations include:

- [The Paul Robeson Cultural Center](#)
- [The Center for Social Justice Education and LGBT Communities](#)
- [The Center for Latino Arts and Culture](#)
- [Asian American Cultural Center](#)

In addition, you will find interesting museums, galleries, musical events, theatre, and other cultural events in the immediate area [here](#)

To learn about Rutgers' student experiences, click [here](#) and learn more about what's going on in general in New Brunswick, NJ [here!](#)

MISSION & AIMS / TRAINING

Rutgers University Behavioral Health Care's mission statement is: "University Behavioral Health



Care is dedicated to a mission of excellence that includes the delivery of evidence based and compassionate behavioral health and addiction services to individuals and families across New Jersey, advancing the science through programmatic research, and educating the next

generation of health care professionals." The corresponding vision is to be "a leader in the advancement of mental health for the people of New Jersey and the nation."

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 Psychology Residents in settings that foster professional relationships with other allied health professionals. Through a continuous process that 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 remain 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 Rutgers University Behavioral Health Care Doctoral Psychology Internship program in Health Services Psychology 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 Psychology Residents 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. Psychology Residents will be expected to assess individuals and develop interventions based on matching clinical presentation to theory and evidence-based treatment. Our program is largely CBT based. Psychology Residents 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 Residents generally start the year with fewer cases and increase their responsibilities as their skills develop.

We offer three adult, and two 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 Major and Minor Rotations section. In addition, the Psychology Resident 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 Psychology Residents, despite their divergent clinical population foci. The Psychology Resident will be paired with a clinical supervisor who will be responsible for fully orienting the Psychology Resident to the practices and policies of that unit. The supervising psychologist will serve as a role model and mentor, supervising the Psychology Resident for the range of psychological services provided by

the Psychology Resident within the setting. Supervisors review with Psychology Residents 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 6- and 12 months.

PROGRAM GOALS AND OBJECTIVES

The Internship's 'Competency Areas' have been designated by the training faculty to prepare Psychology Residents for the practice of Health Service Psychology within the scientist-practitioner model. Our specific competency elements are subsumed under the below General Competencies. Psychology Residents 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.

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

Competency 2: Ethical and Legal Standards.

Psychology Residents 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.

Psychology Residents can effectively work with a range of diverse individuals and groups with sensitivity to cultural competence.

Competency 4: Professional Values and Attitudes.

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

Competency 5: Communication and Interpersonal Skills.

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

Competency 6: Assessment.

Psychology Residents can conduct valid evidence-based assessments, including comprehensive clinical assessments, utilizing clinical interview, behavioral assessment, psychological testing, and psychological inventory.

Competency 7: Intervention.

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

Competency 8: Consultation and Interprofessional/Interdisciplinary Skills.

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

Competency 9: Supervision.

Psychology Residents 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 Psychology Residents to successfully complete the internship. The Psychology Resident Evaluation Competency-Based Evaluation Form defines the competencies to be rated by supervisors for each Objective. Each supervisor evaluates the Psychology Residents they supervise using this evaluation form at 6-months and at the end of the year. Supervisors also provide a more streamlined evaluation monthly. Psychology Residents are expected to attain final competency levels consistent with an independent psychologist for all 9 competencies to successfully complete the internship program.

INTERNSHIP PROFESSIONAL STRUCTURE

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



Joye Anestis, Ph.D.



Roseanne Dobkin, Ph.D.



Holly Lister, Ph.D.



Stephanie Marcello, Ph.D.



Suzi Millar, Psy.D.



Marc L. Steinberg, Ph.D.

As pictured above, the Training Committee also includes:

- Joye Anestis, Ph.D., Associate Professor, Department of Health Behavior, Society and Policy, Rutgers School of Public Health
- Roseanne Dobkin, Ph.D., Professor, Department of Psychiatry, Rutgers RWJMS
- Holly Lister, Ph.D., Program Coordinator, Center for Integrated Care & Program Director, RUISTP and RUISIP, Behavioral Research and Training Institute
- Stephanie Marcello, Ph.D., Director, Behavioral Research & Training Institute, Assistant Vice President of Academics, Integration, and Innovation, Rutgers UBHC
- Suzi Millar, Psy.D., Program Manager, Child & Adolescent Services - School Based Programs, Rutgers Health - University Behavioral Health Care

Additional staff and faculty who have recently supervised the Psychology Residents clinically or with research include: Liliana Almeida De Oliveira, Ph.D., Paul Boxer, Ph.D., Nina Cooperman, Psy.D., Anthony Deo, M.D., Katie Devine, Ph.D., Todd Glover, Ph.D., Jessica Hamilton, Ph.D., Kate Hottinger, Ph.D., Evan Kleiman, Ph.D., Ana Konova, Ph.D., Lenna Neopymnaschy, Ph.D., Ann Nguyen, Ph.D., MPH, Gahan Pandina, Ph.D., Marilyn Piccarillo, Ph.D., Michelle Pigott, Psy.D., Shireen Rizvi, Ph.D., Scott Roth, Psy.D., Michael Selbst, Ph.D., Edward Selby, Ph.D., Anthony Tobia, M.D., and Mark Versella, Ph.D.

We have psychologists, psychiatrists, and licensed clinical social workers who are affiliated with the program. Denise Parker is our Program's Staff Assistant.

MAJOR AND MINOR ROTATIONS

Our APA accredited Doctoral Psychology Internship Program offers five distinct major tracks (major rotations) in addition to many minor rotations, research opportunities, and a robust didactics program to fully round out our Psychology Residents' training.

Psychology Residents spend three days per week at their major rotation and one day per week at a minor rotation. The remaining day is spent in didactic activities, providing clinical supervision to PGY 3 and 4 Psychiatry Residents and working on research.

Our five major tracks are:

1. Adult - Outpatient Track (1 position)
2. Adult – Substance Use Disorders Track (1 position)
3. Child / Adolescent - School-Based Track (1 position)
4. Child Therapeutic Day School Track (1 position)
5. Integrated Primary Care Track (4 positions)

Each of the tracks are discussed below:

ADULT – OUTPATIENT TRACK

Dr. Joye Anestis provides clinical supervision to the Psychology Resident in Adult-Outpatient track. The New Brunswick Outpatient office 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 approximately 4000 active patients at this site. Approximately 14.2% report their primary language as Spanish and 32% - 45% of the population is Latine, many presenting with immigration related issues, often trauma-involved.

Psychology Resident activities include assessment and evaluation; individual, family, and group therapy; multidisciplinary team participation; and consultation with other mental health staff and paraprofessionals.



Joye Anestis, Ph.D.

ADULT – SUBSTANCE USE DISORDERS TREATMENT TRACK



Nina Cooperman, Psy.D.

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.

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. Finally, there is a SATS program at the Middlesex County jail where male and female inmates receive IOP services. There are 370 unique clients in the New Brunswick SATS outpatient program. The racial makeup is approximately 30% White, 30% Black / African American, and 22% Hispanic / Latine. Few have private insurance.

There is a very large addiction research community at Rutgers. Please see possible research mentors here: <https://www.addiction.rutgers.edu/research/our-research/>

CHILD / ADOLESCENT – SCHOOL-BASED TRACK



Suzi Millar, Psy.D.

Dr. Suzi Millar is the primary supervisor for the Child / Adolescent - School-Based Track. 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 services.

This opportunity allows the Psychology Resident 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 Psychology Resident is not on the child study team. It is a highly clinical role where the Psychology Resident 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 Psychology Residents 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 Psychology Resident 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.



CHILD THERAPEUTIC DAY SCHOOL TRACK



Suzi Millar, Psy.D.

Dr. Suzi Millar is the primary supervisor for the Child Therapeutic Day School Track. The Rutgers Day School unit serves students who 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 Psychology Resident 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, Psychology Residents 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 Psychology Resident.

INTEGRATED PRIMARY CARE TRACK



Holly Lister, Ph.D.

Drs. Holly Lister, Stephanie Marcello, Kristen Riley, and Mark Versella are the primary supervisors for the Integrated Primary Care track. The four positions within this track are funded by a Health Resources and Services Administration (HRSA) grant.

Trainees interested in working with a multidisciplinary team of healthcare providers in primary care medical settings, who also have interest in substance use disorder treatment, will be a good match for this track. The Psychology Residents on the Integrated Primary Care track will provide behavioral

medicine interventions for patients in primary care settings. Consults will include care for depression, anxiety, trauma, sleep disorders, substance use, chronic health conditions such as diabetes, and lifestyle management (e.g., changes to health behaviors such as nutrition and physical exercise). Psychology Residents on this track will train in settings with other disciplines including physicians, nurses and advance practice nurses, physician assistants, and social workers.



Stephanie Marcello, Ph.D.

The Clemow Behavioral Health Clinic at Family Medicine Monument Square team sees between 300-350 patients per year for longitudinal care, with another 50-75 additionally likely seen for warm handoffs that are one-offs, triage of care, etc. Approximately 40% of patients seen at Family Medicine in general (not necessarily specific to the Behavioral Health Clinic) are of a minority racial background, and a third are monolingual Spanish speakers. Approximately 40% of patients are low-SES, as defined by the type of insurance they use at the office (either a

Medicaid plan, or a Medicare plan without supplemental commercial coverage).

Important Note:

Because the Integrated Primary Care Track is funded by the HRSA, applicants to this track must be a citizen, national, or permanent resident of the United States. Individuals on temporary or student visas are not eligible. Please note that we accept applications from international trainees for the

We encourage applicants from underrepresented and diverse groups, including applicants who are Spanish speaking to apply. One of this track's supervisors, Dr. Kristen Riley, can conduct supervision and clinical services in Spanish.



Kristen Riley, Ph.D.

All Psychology Residents on this track will complete their minor rotation in a track providing strong opportunities for substance use disorder treatment. Possible relevant minor rotation sites include Specialized Addiction Treatment Services (SATS) / ASAP Program in Middlesex County Jail, Consultation / Liaison at Robert Wood Johnson Hospital Department of Psychiatry, RWJMS Division of Addiction Psychiatry, and the Rutgers Health Addictions Center (see SUD Treatment minor rotation below for more details).

Because this track is federally funded, interns of this track must be a citizen, national, or permanent resident of the United States. Individuals on temporary or student visas are not eligible. Please note that we are happy to accept applications from international trainees for the other four tracks.



Mark Versella, Ph.D.

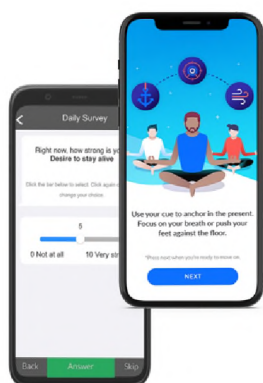
Given the recent uncertainty regarding federal grants being pulled at some universities, we wish to be clear that even if the federal grant funding for this rotation is unexpectedly pulled, Rutgers University Behavioral Health Care is committed to funding the four slots associated with this rotation.

SECONDARY (MINOR) ROTATIONS

In addition to their core rotation, each Psychology Resident spends 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, Psychology Resident participation is typically limited to one Psychology Resident per minor rotation. Below is a list of currently available secondary rotations, including a description of each. Please note that availability is subject to change in response to changes in research grant funding, new COVID-19 policies, or other unforeseen circumstances.

Suicide prevention interventions in inpatient psychiatry



Residents who choose this rotation will be involved in: (1) delivering a brief cognitive-behavioral intervention based on the Unified Protocol and (2) a research study that tests the effect of augmenting this in-person psychotherapy with a smartphone app that allows patients to practice the skills learned in therapy in the real world. There are opportunities to deliver this intervention in both adult and adolescent populations to patients presenting with suicide risk as well as a broad range of other transdiagnostic complaints.

In addition to the clinical training opportunities, Dr. Kleiman will serve as a research mentor to residents who choose this minor rotation. Dr. Kleiman's lab (www.kleimanlab.org) focuses on using technology to predict and prevent suicidal thoughts and behaviors. Residents will be able to learn about how to use technology like smartphones and wearable devices in their research, as well as how to work with the data that come from these technologies.

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 services. This opportunity allows the

Psychology Resident 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 setting in that the Psychology Resident is not on the child study team. It is a highly clinical role where the Psychology Resident 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. The program is located approximately 5 miles from the main Rutgers campus. Dr. Suzi Millar is the primary clinical supervisor for this rotation.

Children's Center for Resilience and Trauma Recovery.

The Rutgers Children's Center for Resilience and Trauma Recovery (CCRTR) is a grant funded program focused on



engaging mental health professionals, community members, and caregivers in educational opportunities that increase the knowledge of youth mental health needs and provide the practical evidence-informed skills needed to support youth with mental health concerns. A Psychology Resident on this rotation is provided with training in evidence-informed approaches to trauma, including Attachment, Self-Regulation, and Competency (ARC); ARC Grow - A Caregiver Skill Building Intervention; Question, Persuade, Refer (QPR); and Youth Mental Health First Aid. In addition, the Psychology Resident has opportunities to provide education and consultation and to assist in ongoing trainings. Psychology Residents also develop important science communication skills by writing a monthly article for the CCRTR website and posting to the CCRTR social media accounts. Additional information may be found on their [website](#). The grant supporting this program will be up for renewal and is dependent upon successful renewal for the 2026-2027 cohort and beyond.

Integrated Pediatric Primary Care.

This minor rotation is in the Department of Pediatrics, with locations at Pediatrics in Somerset, and the Child Health Institute of New Jersey (CHI) in New Brunswick. As part of a multidisciplinary team of healthcare providers, the Psychology Resident will provide brief assessments and interventions for patients who have behavioral health needs in primary care medical settings. The range of consults will include care for depression, anxiety, sleep disorders, substance use, diabetes management, and lifestyle management around nutrition and physical exercise. Dr. Holly Lister is the clinical supervisor for this rotation.

Children's Specialized Hospital.

The Children's Specialized Hospital minor rotation for Psychology Residents is located in an inpatient rehabilitation pediatric hospital for patients with complex medical needs recovering from conditions such as brain injury, neonatal conditions, orthopedic surgeries, cancer treatments, spinal cord injuries, chronic illness and pain syndromes. Patients stay for an average of 4-6 weeks at a time. This is a fast-paced environment where psychology residents have the opportunity to conduct intake diagnostic interviews and psychological testing. There is also opportunity to provide consultation/liaison services and brief psychotherapy interventions, as well as psychoeducational/skills-based group interventions. There is also a strong need for family support in individual and group formats to support caregivers coping with their child's severe injuries and medical conditions. Each day's schedule is dependent on patient needs and requires the psychology resident to be flexible and adaptable. Individual supervision with psychology supervisor occurs 1 hour per week. This rotation is a prime opportunity for those interested in health psychology and interested in working in a hospital setting.

Consultation / Liaison (C/L).

A Psychology Resident will have the opportunity attend morning reports, go on rounds, and see patients on the C/L service in Robert Wood Johnson University Hospital in New Brunswick. The Psychology Resident will work on a multidisciplinary treatment team and will have opportunities to teach medical students.

**Rutgers Cancer Institute (RCI).**

This minor rotation is located in the RCI Morris Cancer Center (165 Somerset, New Brunswick). As part of a multidisciplinary team of healthcare providers, the Psychology Resident will provide psychooncology services for people being treated for a range of cancer diagnoses. The resident has options to work within:

- *Pediatrics.* The resident will work with ambulatory and inpatient pediatric oncology and hematology patients, as well as benign hematology patients (i.e., sickle cell & thalassemia). Residents will address the needs of both the child and the family unit as they journey through the cancer diagnosis, treatment, and survivorship. These patients may undergo surgery, radiation therapy, and chemotherapy. An additional component of this training experience can include pediatric transplant, and cellular & gene therapy programs.
- *Breast & GI Cancer.* The resident will receive referrals for adult patients of all ages experiencing breast or gastro-intestinal (GI) cancers. The opportunity would allow Residents to interact with patients from cancer diagnosis through treatment and onto survivorship. Patients in these clinics are primarily ambulatory (outpatient) who are experiencing cancer and range from young women with breast cancer to individuals facing recurrence of disease or end-of-life decision-making.

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/Psychology Resident/student team. Services provided by the Psychology Resident include evaluation and treatment planning; crisis screening; individual, and family therapy. The Psychology Resident consults with medical staff as well as psychology graduate students. Please note that as of this writing (July 2026), the availability of this minor rotation for 2027-2028 will be determined at a later date as we determine supervisor availability.

Tobacco Research and Intervention Lab.

Rutgers RWJMS Department of Psychiatry faculty member Marc Steinberg, Ph.D. is the director of the [Tobacco Research and Intervention \(TRI\) Lab](#). The TRI lab focuses on tobacco use and dependence, including tobacco dependence treatment development, tobacco use in smokers with psychiatric comorbidity, the relationship between smoking and task persistence/distress tolerance, and motivational interviewing as an approach to encourage smokers to make a quit attempt. We have used human laboratory designs to study predictors of initiation of quit attempts (i.e., task persistence / distress tolerance) and clinical trials to develop treatments to encourage and facilitate quit attempts (i.e., variations of cognitive behavioral therapy,

motivational interviewing, and reduction-to-quit strategies). A minor rotation in the TRI lab is dependent upon funding for a clinical trial grant application submitted to the NIH. Dr. Steinberg will serve as a research mentor to a Psychology Resident interested in doing their required research on issues related to tobacco or cannabis use disorder regardless of grant funding.

Addiction Psychiatry Division - Nina Cooperman, Psy.D., Marilyn Piccirillo, PhD Research Lab

A psychology resident could receive training in and experience with a series of NHI-funded clinical trials aimed at testing different psychological interventions. Interventions include a group manualized mindfulness-based intervention for opioid use disorder, motivational interviewing, tobacco dependence treatment, and treatment for chronic physical pain conducted in methadone treatment and primary care clinics. Interventions also include individual counseling using cognitive behavioral skills for problematic drinking and co-occurring anxiety/stress. The intern will have the opportunity to be part of a multidisciplinary team that includes researchers and clinicians. The opportunity for research and supervision experience is also available.

Rutgers Health Addictions Center (RHAC) - Substance Use Disorder (SUD) Treatment.

Located 20-minutes from New Brunswick, research and training in evidence-based practice is a central part of this center's mission. The Center has several SUD treatment components and levels of care including inpatient, inpatient withdrawal management, partial hospitalization, outpatient/intensive outpatient, and medication treatment services including for OUD.

DIDACTICS



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 Psychology Residents alone, or as part of integrated training with the Rutgers RWJMS psychiatry residents. The didactic trainings are composed of distinct modules. The didactic program is subject to change each year based on Psychology Resident needs and faculty availability.

Didactics topics and seminar series offered over the past two years include:

- ACEs and trauma-informed clinical care
- ARC training series
- Cannabis use
- Case-based assessment series
- CBT case conceptualization
- CBT in patients with physical health comorbidity (e.g., Parkinson's Disease)
- Clinical supervision
- Electronic cigarettes
- Grand Rounds at RWJMS Department of Psychiatry – many topics

- Journal club – many topics based on Psychology Resident interest
- MMPI-3
- Motivational Interviewing seminar series (usually 7 sessions)
- Multicultural treatment considerations
- New Jersey screening/commitment laws and the role of designated screening centers
- Opioid use disorder
- Professional development
 - Applying for post-docs
 - Personal productivity
 - Leadership and management for psychologists
- Psychological interventions for cancer survivors
- School violence
- Sleep and sleep disorders
- Social Emotional Learning
- Suicide assessment
- Therapy for Arab American clients
- Tobacco use & dependence in behavioral Health
- Treating substance use disorders in the LGBTQ community
- Working with LGBTQ clients

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

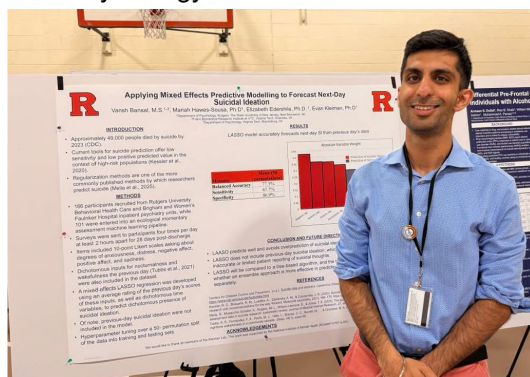
RESEARCH



The Psychology Residents have 2.5 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 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 Psychology Resident 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.

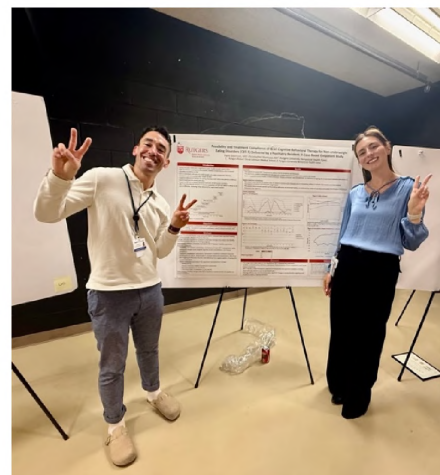
The Psychology Residents is to meet with the potential research mentor to come up with a



research plan for the year. This should be a feasible plan in which the Psychology Resident contributes meaningfully to a research project and gains a meaningful educational experience.

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

The included photos are from a poster session at the Rutgers Robert Wood Johnson Medical School's Department of Psychiatry. We expect this to be an annual event.



Some recent publications and presentations resulting from Psychology Residents' research projects with their research mentors include:

Publications (Psychology Resident name in boldface type, faculty mentor with *)

Agterberg, S., Bridgeman, M.B., Billingsley, B., Rosen, R.L., O'Kane, T.W., & *Steinberg, M.L. Examining the Roles of Psychological Inflexibility and Distress Tolerance on Cigarette Dependence and Binge Drinking among Individuals who Co-use Cannabis for Therapeutic Purposes. *Int J Ment Health Addiction*, 2025; <https://doi.org/10.1007/s11469-025-01594-z>

*Cooperman, N. A., **Khuli, N.**, Hanley, A. W., & Garland, E. L. (2026). Implicit opioid associations in OUD treatment: prediction of treatment response and moderation by mindfulness-oriented recovery enhancement. *Psychological Medicine*, 56. <https://doi.org/10.1017/s0033291725102973>

Donadio, M., *Valera, P., & Sinangil, N. (2021). Understanding attachment styles, adverse childhood events, alcohol use, and trauma in Black and Latino Men with criminal justice histories. *Journal of Community Psychology*, 1-13. <http://doi.org/10.1002/jcop.22773>

Flores, D.N., Moerdler, S., Palmisiano, N., Parsons, S.K., Roth, M.E., *Devine, K.A. (2025). Transition to Survivorship Care for Adolescents and Young Adults (AYAs) with Acute Leukemia: Provider Perspectives. *Journal of Adolescent and Young Adult Oncology*, Published Online: 20 January 2025. <https://doi.org/10.1089/jayao.2024.0139>

- Hawes-Sousa, M.T.** & *Kleiman, E.M. (2026). An Ecological Momentary Assessment Study of Momentary Distress Intolerance: The Role of Trait Distress Tolerance, Emotional Intensity, and Arousal. *Cognitive Therapy and Research*.
<https://doi.org/10.1007/s10608-026-10734-1>
- *Kleiman, E.M., **Hawes-Sousa, M.T.**, Rizvi, S.L., & Nock, M.K. (2026). Updating Psychological Treatment during Inpatient Psychiatric Care: A New Approach in a Critically Understudied Setting. *JAMA Psychiatry*.
- Hawes, M.T.**, Marcello, S., & *Kleiman, E. (2025). Adapting Evidence-based Psychological Treatments for Inpatient Care: Commentary on Rudd (2025). *Psychological Medicine*.
<https://doi.org/10.1017/S0033291725101621>
- Hawes, M.T.**, Marcello, S. & *Kleiman, E. (2025). We Need More Research on Inpatient Group Therapy: A Call to Action. *Psychological Medicine*.
<https://doi.org/10.1017/S0033291725000960>
- Hawes-Sousa, M.T.**, Edershile, E.A., Marcello, S., Miller, M., Moutier, C.Y., Harkavy-Friedman, J.M. & *Kleiman, E.M. (2025). A clinical primer on evidence-based suicide risk assessment and intervention. *Psychiatric Annals*. <https://doi.org/10.3928/00485713-20251023-01>
- Interian, A., Miller, R. B., St. Hill, L. M., Latorre, M., King, A. R., Rodriguez, K. M., Mann, S. L., **Kashan, R. S.**, Dissanayaka, N. N., & *Dobkin, R. D. (2023). A pilot study of telehealth mindfulness-based cognitive therapy for depression in Parkinson's disease. *Journal of Geriatric Psychiatry and Neurology*, 36(2), 143-154.
<https://doi.org/10.1177/08919887221103579>
- Interian, A., Mann, S. L., Mavandadi, S., St. Hill, L. M., **Kashan, R.**, Rodriguez, K. M., & *Dobkin, R. D. (2022). Criticism in the Parkinson's caregiving relationship: A key target for intervention. *Journal of Geriatric Psychiatry and Neurology*, 35(5), 671-679.
doi:[10.1177/08919887211049119](https://doi.org/10.1177/08919887211049119)
- O'Kane, T. W., **Rackoff, G. N.**, Hawes, M. T., & *Kleiman, E. M. (2026). Rethinking psychological services on acute inpatient units: A call to action to improve care for patients with psychosis. *Psychiatric Services*, 77(4). <https://doi.org/10.1176/appi.ps.20250378>
- Schweitzer, E. M., **Urmanche, A.**, Kong, J., Hafezi, S., Zhao, J., *Cooperman, N. A., & Konova, A. B. (2024). The role of social connection in opioid use disorder treatment engagement. *Psychology of Addictive Behavior*, 38(2), 222-230. <https://doi.org/10.1037/ad0000934>
- Ziminski, D., **Suresky, R.**, Lee, E., & Semenza, D. (2026). Associations between media gun violence exposure (GVE) and mental health: A national cross-sectional study. *BMC Public Health*, 26(1). <https://doi.org/10.1186/s12889-026-27260-0>

Posters / Presentations (Psychology Resident name in boldface type)

- Abdelwahab, Y.**, Mikesell, L., Marcello, S., Gigliotti, R., *Nguyen, A.M. Leadership Attributes of Successful Integrated Behavioral Health Sites. Poster Session: Mental Health and Substance Use. 2026 AcademyHealth Annual Research Meeting. Seattle, WA. May-June 2026.

- Agterberg, S.**, Bridgeman, M.B., Billingsley, B., Rosen, R.L., *Steinberg, M.L. (2024, November) The role of psychological inflexibility on cigarette dependence and binge drinking among individuals who co-use cannabis for therapeutic purposes. Poster to be presented at the 58th Annual Convention of the Association for Behavioral and Cognitive Therapies (ABCT), Philadelphia, PA.
- *April, K., **Baker, S.**, & April-Sanders, A. (2024, March). Ripple effects of police encounters: Understanding police stops' impact on adolescent wellbeing [Paper presentation]. American Psychology-Law Society Annual Conference, Los Angeles, California.
- Clapp, D. J.**, & *Lister, H. (2025, October). Determinants of cultural assessment in pediatric integrated primary care: Preliminary findings in quality improvement [Poster presentation accepted]. Center for Family Healthcare Associations Annual Integrated Care Conference, Raleigh, NC.
- Clapp, D. J.** (2025, August). Quality improvement in integrated care: Suicide screening and cultural assessment projects [Invited presentation]. Rutgers University Behavioral Health Care – Center for Integrated Care Didactics Series.
- Clapp, D. J.** (2025, March). Anxiety and exposure therapy in the school setting [Invited presentation]. Edison Township School District Guidance Counseling Department, Professional Development Training Series.
- *Cooperman, N.A., **Khauli, N.**, Hanley A.W., Garland, E.L. (2025, June). Mindfulness-Oriented Recovery Enhancement Moderates the Impact of Implicit Opioid Associations on Relapse in Patients with Opioid Use Disorder. Oral presentation at The College on Problems of Drug Dependence. New Orleans, LA.
- Moore, K., *Massie-Lambert, S., **Martinez, E.M.**, & Gara, M. (2019, August). The impact of a caregiver intervention for families of young children affected by complex trauma. Poster presented at the American Psychological Association Annual Convention.
- Mournet, A., Yin, Q., Buerke, M., **Seidman, S.** (November, 2024). Use of Mixture Modeling to Advance the Understanding of Suicide-related Outcomes. Symposium presented at the Association for Behavioral and Cognitive Therapy, Philadelphia, PA.
- Rackoff, G. N.**, Edershile, E. A., Bentley, K. H., & *Kleiman, E. M. (2025, August). Forecasting daily usage of a digital mental health intervention. In N. H. Zainal (Chair) AI-Powered Mental Health: Leveraging Machine Learning and NLP in Digital Cognitive-Behavioral Therapy. Symposium presented at the 13th Annual Meeting of the International Society for Research on Internet Interventions, San Diego, CA.
- Rackoff, G. N.**, Ball, M. I., & *Kleiman, E. M. (2025, August). Prospective forecasting of daily mental health assessment completion. Poster presented at the Rutgers Biomedical Informatics and Health Artificial Intelligence 2025 Annual Symposium, New Brunswick, NJ.
- Schweitzer, E., **Urmanche, A.A.**, Zhao, J., Kong, J., Hafezi, S., & *Konova, A. (2022, June). When everyone's a critic: How social factors impact individuals with opioid use disorder and

influence treatment engagement. Poster presented at the 84th Annual Scientific Meeting of the College on Problems of Drug Dependence, Minneapolis, MN.

Seidman, S., Imani Boyd, S., Burke, T.A., Choukas-Bradley, S., Nesi, J., & *Hamilton, J. (November, 2024). Understanding Social Media Use and Mental Health in Teens: Using Latent Class Analysis to Identify Patterns of Teen Social Media Use. Symposium presented at the Association for Behavioral and Cognitive Therapy, Philadelphia, PA.

*Shernoff, E.S., Kratochwill, T.R., Boustani, M.M., **Ballard, S.**, Chen, M.S., Hijazi, F. Sun, Y., Patel, G., Zhou, J., & Swant, E. (2024, August). *A Systematic review of effective school-based consultation interventions* [poster presentation]. American Psychological Association Annual Meeting, Seattle, WA.

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:

- The internship requires a total of 2000 hours. The bulk of this time will be supervised work in the major rotation, but will also include time in the minor rotation, doing research, attending didactic sessions, providing clinical supervision to psychiatry residents, and completing psychological evaluations. A minimum of 500 hours of direct, face-to-face clinical services is required.
- All rotations must be satisfactorily completed. All final profession-wide competency ratings must be at a level consistent with those of an independent psychologist across all 9 competencies to successfully complete the internship program.
- Psychology Residents must complete all assigned clinical documentation and administrative record keeping.
- Psychology Residents must attend and actively participate in the Didactics Program.
- 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, and to family members when appropriate.
- All supervisor evaluation forms, seminar evaluation forms, and Internship Program Evaluation forms must be completed on time.
- Participation in routine case conferences and meetings required for the major and minor rotations is expected.
- Participation in a research presentation is required. This exercise involves presenting on a peer-reviewed article relevant to the Psychology Residents' interests. The presentation will be attended by the Director of Internship Training and their fellow Psychology Residents. Feedback on the presentation will be provided. The Psychology Resident will also write up a review of an article as if they were reviewing a manuscript under consideration for publication. At least one faculty member will read the article and the Psychology Resident's write-up. They will then provide feedback to the Psychology Resident and the Director of Internship Training. If necessary, the Psychology Resident will update the review to meet faculty expectations.

APPLYING TO THE PROGRAM



Rutgers University Behavioral Health Care in Piscataway is seeking applicants who are trained in evidence-based practices and open to learning in a productive and supportive setting. Applicants must have successfully completed any qualifying exams and have successfully proposed their dissertation by the time the application is submitted. They must also have completed at least 450 direct contact hours, including at least 100 direct contact assessment hours by the time the application has been submitted.

Applicants should highlight how their clinical and research interests and experience align with their major rotation choice. Applicants may apply to more than one track when there is a good reason to do so. We place a high value on prospective Psychology Residents' understanding of, and experience with, a variety of diversity issues.

INTERNSHIP ADMISSIONS, SUPPORT, AND INITIAL PLACEMENT DATA

Applicants should have completed all the coursework required for the Ph.D. or Psy.D. Degree in an APA-, CPA-, or PCSAS-accredited doctoral program, and should have received supervised clinical practicum training. We typically receive applications from clinical psychology programs, but we will also consider applicants from counseling psychology and from school psychology programs. Rutgers RBHS is committed to recruiting and maintaining a diverse professional staff and student body.

The program tables and other information below have been updated as of 7/1/2026.

PROGRAM DISCLOSURES

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	☐ Yes ☒ No
If yes, provide website link (or content from brochure) where this specific information is presented: N/A	

INTERNSHIP PROGRAM ADMISSIONS

Applicants must have successfully passed comprehensive or qualifying examinations, and successfully proposed their dissertation proposal before applying.

Along with the APPI Internship application, please include your CV and three (3) letters of recommendation from individuals who are qualified to evaluate your clinical skill and to comment

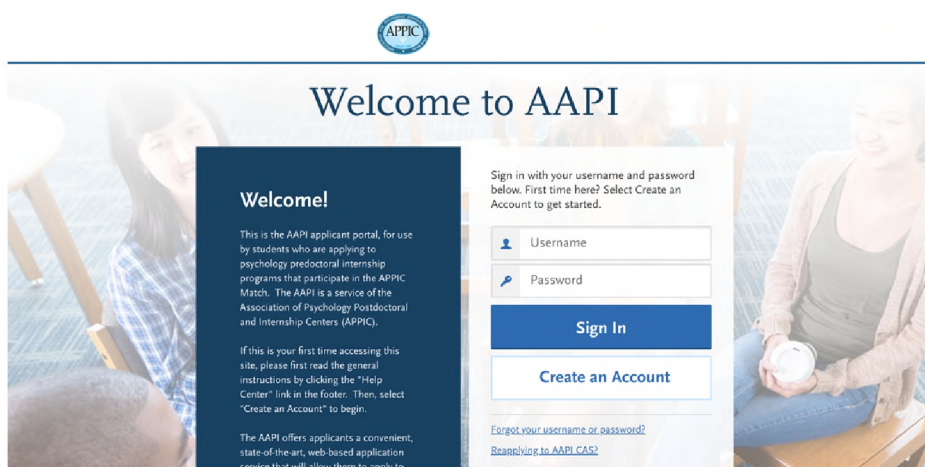
on your strengths and growth areas. We also request an official graduate school transcript as part of the APPI Internship application. In addition, please provide one (1) de-identified integrated assessment report.

Applicants are expected to express interest in one or more of our five specific major tracks when applying. Practicum and/or research experience should support your 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.

We **require** that applicants have received a minimum number of hours of the following **at the time of application:**

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:		
Total Direct Contact Intervention Hours	YES	Amount: <u>450</u>
Total Direct Contact Assessment Hours	YES	Amount: <u>100</u>

Applicants should apply via the APPIC Application process. In ranking candidates, we are particularly attentive to how well the applicant's interests and career goals align with our opportunities and resources. We are particularly attuned to the match between the applicant and their choice of major track. You may apply to more than one major track, however, there should be a clear rationale for doing so.



We adhere to all APPIC requirements in meeting, interviewing, and considering candidates for our internship program. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any applicant. The following steps are taken from the time the completed application is received through to the final ordering of applicants:

The Doctoral Psychology Internship Training Director and Training Committee read and review the submitted applications. Based on the prospective Psychology Resident's credentials and our judgment of the goodness of fit, decisions are made regarding the extension of interview invitations.

We favor candidates who have completed the majority of their dissertation, have outstanding letters of recommendation, have completed at least 2-3 years of practicum experience, and, most importantly, are an excellent match for their major track of choice. Over the past five years, we have invited an average of 38.7% of applicants to interview and anticipate inviting 7-8 applicants per available slot in the coming year.



Selected applicants are invited to attend one of several interview dates scheduled in December and January. The prospective applicants meet with faculty and staff before also meeting with the current internship cohort to obtain uncensored feedback from the Psychology Residents who are immersed in the program. We will schedule only VIRTUAL interviews. This decision was initially made due to ongoing uncertainties about COVID-19 variants and their potential impact on travel, and we are maintaining it because of our commitment to

equity. Flying around the country for interviews is expensive and can be physically and emotionally difficult, which may cause qualified applicants to apply to fewer programs. We hope by offering only virtual interviews, we can contribute to a more equitable system.

Interviewers complete a rating form describing the applicant's strengths, weaknesses, and goodness of fit.

If you are matched with Rutgers University Behavioral Health Care, the University will conduct a criminal background check at no cost to you. To do so, we will give our Human Resources department your identifying information. While employment is contingent upon successful completion of a background check, a criminal conviction does not automatically prohibit employment.

Eligibility for employment will be determined by the administration of University Behavioral Health Care in consultation with Rutgers Human Resources. Applicants who match to our program but do not successfully pass this background check will not be employed as Psychology Residents (APPIC Match policy 6b states, "Appointments of applicants to internship positions may be contingent upon the applicants satisfying certain eligibility requirements. Such eligibility requirements must be clearly specified in the internship programs' written materials and provided to applicants in advance of the deadline for submitting rankings for the APPIC Match.") This section of our brochure serves as the required advanced notice.

In addition, if you are working on a unit treating substance use disorders, you will be required to pass a drug test. Most clinical rotations will also require that you are fingerprinted, and you should note that fingerprinting is at your own expense because it is not done by Human Resources themselves.

Finally, please visit [here](#) for the most up-to-date requirements for covered individuals as it relates to COVID-19 immunizations and [here](#) for requirements related to the Seasonal Influenza vaccine.

NON-DISCRIMINATION POLICY

It is university policy to provide equal employment opportunity to all its employees and applicants for employment regardless of their race, creed, color, national origin, age, ancestry, nationality, marital or domestic partnership or civil union status, sex, pregnancy, gender identity or expression, disability status, liability for military service, protected veteran status, affectional or sexual orientation, atypical cellular or blood trait, genetic information (including the refusal to submit to genetic testing), or any other category protected by law. As an institution, we value diversity of background and opinion and prohibit discrimination or harassment on the basis of any legally protected class in the areas of hiring, recruitment, promotion, transfer, demotion, training, compensation, pay, fringe benefits, layoff, termination or any other terms and conditions of employment. For additional information, please see the [Non-Discrimination Statement](#).

FINANCIAL AND OTHER BENEFIT SUPPORT FOR UPCOMING TRAINING YEAR

The internship stipend is \$38,480 and includes medical benefits, which begin 60 days after the internship start date. Medical Insurance and Prescription Plan (with small employee contribution towards premium cost); Optional Dental Plan available at low premiums (Benefits initiate 60 days after effective day of hire); 15 Vacation Days, 12 Sick Days, and 8 Paid Holidays. Psychology Residents do not receive Pension and Life Insurance Benefits.

Psychology Residents also receive free Professional Liability Coverage. Our self-insurance program provides coverage for Rutgers University Behavioral Health Care employees, students, staff and agents with respect to activities within the scope of their Rutgers employment or affiliations, with limits of \$1,000,000 per occurrence and \$3,000,000 in the annual aggregate. As a body corporate and politic and instrumentality of The State of New Jersey, all claims against Rutgers are governed by the terms and provisions of The State of New Jersey Tort Claims Act, N.J.S.A. 59:1-1 et seq.

Annual Stipend/Salary for Full-time Interns	\$38,480
Annual Stipend/Salary for Part-time Interns	N/A
Program provides access to medical insurance for intern?	Yes
If access to medical insurance is provided:	
Trainee contribution to cost required	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	Yes
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	15 days, plus up to two days to attend national conferences if you are a presenter and time for remote post-doc interviews.
Hours of Annual Paid Sick Leave	12 days
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes

INITIAL POST-INTERNSHIP POSITIONS

Aggregated Tally for the Preceding 3 Cohorts (2022 - 2023, 2023 - 2024, 2024 - 2025)		
Total # of Psychology Resident who were in the 3 cohorts	22	
Total # of Psychology Residents who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching	0	1
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	6	0
Veterans Affairs Health Care System	0	0
Psychiatric facility	0	0
Correctional facility	0	1
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	6	1
Other (Academic Psychology Department)	7	0
Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position		

ACCREDITATION STATUS

The Rutgers University Behavioral Health Care psychology internship program is accredited by the Commission on Accreditation of the American Psychological Association. The program's last site visit was in August 2017. We received 10 year reaccreditation. Our next site will occur in 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 First Street, NE
Washington, DC 20002

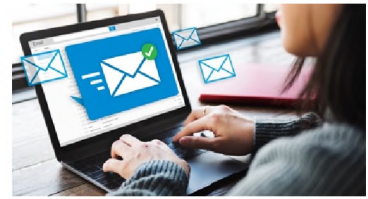
[202-336-5979](tel:202-336-5979)

 apaaccred@apa.org

<http://www.apa.org/ed/accreditation/>

CONTACT US

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