

STATE OF NEW JERSEY
DEPARTMENT OF HUMAN SERVICES

TRENTON PSYCHIATRIC HOSPITAL
CLINICAL PSYCHOLOGY INTERNSHIP
TRAINING PROGRAM

Trenton Psychiatric Hospital
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THE CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM OF TRENTON PSYCHIATRIC HOSPITAL

ACCREDITATION

The Psychology Department of Trenton Psychiatric Hospital (TPH), in conjunction with the New Jersey Department of Human Services and affiliated outpatient and specialized training sites offers a one year, full-time (1750 hours), APA accredited internship in Clinical Psychology. We have been APA accredited since 1990. Our most recent site visit occurred in October 2005. We were awarded accreditation for 5 years, to be visited again for review in 2010.

PHILOSOPHY AND GOALS

The aim of the predoctoral internship at TPH is to stimulate, support, and shape the professional growth of psychology interns. We seek both to build upon previously acquired competencies, and to facilitate development of new clinical competencies and professional skills. While we seek to enhance development of a broad range of competencies and skills, an important aspect of our training philosophy is to provide all TPH interns with particular expertise in providing psychological services to individuals displaying serious and persistent psychopathology.

Goals of the internship are to graduate interns who will apply the following characteristics to their continuing professional development and practice as psychologists:

1. the capacity to function as competent psychotherapists, psychodiagnosticians and multidisciplinary treatment team members;
2. the ability to conduct themselves in accordance with ethical and cultural sensitivities conducive to sound professional practice;
3. the possession of a repertoire of skills and abilities enabling them to provide effective psychological treatment for individuals displaying severe and persistent psychopathology.

These goals are achieved by providing interns with a program that integrates two broad training dimensions: (1) exposure to clinical and professional roles and experiences, and (2) didactic and supervisory experiences. These experiences are structured according to the unique training needs of each intern.

The first training dimension, exposure to a range of clinical roles and experiences, is achieved through clinical and other professional role experiences at TPH, and at training experiences at an outpatient or specialized site that matches the intern's training interests. In these settings, interns are exposed to patients and clients representing a broad spectrum of psychopathology and diverse demographic backgrounds. Interns are also exposed to psychologists functioning in a variety of professional roles, including multidisciplinary treatment team member, unit administrator, medical staff member, and hospital committee member.

The second dimension of training, didactic and supervisory experiences, involves education and guidance. Interns receive both individual and group clinical supervision, including 3 to 4 hours weekly of one to one supervision, and 1 hour of group supervision. Supervisors representing a range of theoretical orientations and areas of expertise provide guidance for interns. Interns also attend a state wide colloquium series as well as seminars and inservice programs based at TPH.

Finally, interns' experiences are structured according to individualized training plans that incorporate intern, supervisor, and university input. New training plans are developed for interns for each 6 month intern rotation.

PRACTITIONER-SCHOLAR TRAINING MODEL

We conceptualize our training model as a practitioner-scholar model. Training at TPH is characterized by intensive clinical experience supported by didactic programming and supervision that exposes interns to current research and literature relevant to their clinical work. Prior to completing the internship, interns demonstrate integration of clinical work and scholarship through an annual project. Interns are encouraged to maintain a year long therapy case, and most interns' Annual Project is a case study describing progress of this or another clinical case, with supporting theory and research. While most interns write a case study, some interns have a particular interest in research. If an intern has such an interest, s/he may develop and carry out an original research project relevant to their clinical work. The Annual Project demonstrates the intern's ability to utilize research or literature to understand or inform clinical work.

THE CONTEXT OF TRAINING TRENTON PSYCHIATRIC HOSPITAL

Where is TPH? What is its mission? Who is treated there?

Trenton Psychiatric Hospital (hereafter referred to as TPH) is an inpatient psychiatric facility accredited by the JCAHO. TPH maintains a census of approximately 450 adult patients. The hospital is located in West Trenton, New Jersey close to the Delaware River, approximately 20 miles northeast of Philadelphia and 60 miles southwest of Manhattan. It can be easily reached from the New Jersey Turnpike, I-95 or Route 1.

Mental health services in the state of New Jersey are being transformed by the wellness and recovery philosophy the state has adopted. TPH's Mission Statement is: "It is our mission to provide hope, healing and successful community reintegration for our patients by assisting them in managing their psychiatric symptoms and developing a personal path of wellness and recovery." TPH has taken significant steps to assure that a wellness philosophy shapes hospital treatment. Among the ways the wellness and recovery philosophy is being put into practice are:

- staff members are trained to understand and apply a wellness and recovery paradigm;
- treatment includes psycho-educational and psychotherapeutic evidence based approaches such as "Integrated Dual Diagnosis Treatment" (IDDT), "Illness, Management, and Recovery" groups, and therapies incorporating CBT principals; and
- patients are being reintegrated into the community consistent with the NJ Division of Mental Health Services "Home to Recovery – CEPP Plan" with the help of innovative programs and

resources such as RIST and Supportive Housing, and case management services such as PACT and ICMS.

TPH provides inpatient psychiatric services primarily to residents of Mercer, Middlesex, Union, Burlington, and Monmouth counties. Residents of other counties, such as Somerset, Warren, and Hunterdon, presenting special legal or other issues, may also receive treatment at TPH. Patients 18 years of age and older, from diverse cultural and socioeconomic backgrounds, and with serious mental illnesses are provided mental health services designed to mitigate debilitating symptoms, enhance adaptive functioning, and facilitate successful reintegration into the community.

The Psychology Department

The hospital's psychology department is comprised of 14 psychologists, 4 psychology interns, and 4 Behavioral Management Program Technicians (BMPTs). Eight full time psychologists are licensed in New Jersey, with several other department members licensed in other states, including Pennsylvania, Colorado, and New York. Supervisors subscribe to a variety of theoretical orientations and provide opportunities for exposure to diverse supervisory styles and professional roles. Qualified supervisors are New Jersey licensed psychologists who have attended a supervisor training class led by the Chief of Psychology Services of New Jersey.

Hospital Organization: 3 Treatment Complexes - Drake, Raycroft, Travers

The hospital is divided into 3 primary sections or complexes. Each complex has unique functions, but is interdependent with other parts of the hospital.

The **Drake Complex** is composed of the hospital's 4 coed locked admissions units. Psychologists in the admissions units assess and treat involuntarily committed patients who present with acute symptoms, and behaviors including suicidality and aggression. In addition interns gain a familiarity with the care of patients who have significant legal issues including Detainer, Not Guilty by Reason of Insanity, and Sex Offender Registry. Treatment aims at helping to stabilize, support and discharge patients. Patients may stabilize quickly and return to the community, or progress to other hospital units for further treatment. Typically one intern is placed in Drake and gains experience and training on the unit where their primary supervisor provides psychological services. During a rotation in which interns' primary placement is in another complex, an intern may receive assessment supervision on one of the Drake units.

The **Raycroft Complex** is composed of several units servicing different subsets of the hospital population. The Raycroft Complex includes 4 locked units in the Raycroft Building and 1 locked unit in the Lincoln Building. Overall, the Raycroft Complex provides "post-admission" treatment for most patients determined to need continued acute treatment. The Raycroft Building units include 2 that are all male, 1 that is all female, and 1 that is coed for patients with special medical needs. The Lincoln Building unit is coed. In addition to patients needing continued acute treatment the Raycroft Complex may also include patients with sex offender charges, patients designated NGRI (not guilty by reason of insanity) and patients being evaluated for competence to stand trial.

One intern is assigned to the Raycroft Complex. Typically their primary placement in the Raycroft Complex is on the all female unit, but interns can arrange with their supervisor to see patients from other Raycroft units. Interns placed in the Raycroft Building receive their assessment supervision in the Drake Complex or the Lincoln Unit.

The **Travers Complex** provides care for patients transferred from either Drake or Raycroft who are considered either stable enough to benefit from the unique treatment environments available in the Transitional Living Unit (TLU) cottages, or are in need of continued acute treatment or a dual diagnosis program. Psychological and other interventions focus on treating problems and issues that persist and recur even in those patients who are considered most stable and capable of returning to the community. Patients in the Travers Complex participate in therapies addressing psychological, psychiatric, substance abuse, health, vocational, and other needs. Psychologists and interns conduct assessments, and provide individual and group therapies addressing issues such as psychological trauma, women's issues, stress management, and discharge preparation. Treatment in Travers Complex has also been increasingly integrating psychosocial models of treatment, including intensive discharge preparation through such models as the Illness Management and Recovery (IMR) approach.

Travers Complex treatment occurs in several settings in the hospital – the open unlocked Transitional Living Unit cottages, and 3 locked units including The King Building providing all male continued acute treatment, the Lazarus Building providing coed continued acute treatment, and the Kennedy Cottage, housing a coed population who participates in our Integrated Dual Diagnosis Treatment program (IDDT). That is, patients who have a substance abuse diagnosis and a psychiatric diagnosis.

Two Interns are typically placed in the Travers Complex to provide services to our TLU patients and Lazarus patients. Assessment supervision for the Travers interns takes place in TLU and either Drake or Lincoln. In the TLU cottages, patients reside in 12 unlocked renovated homes on the hospital grounds, each housing between 5 and 8 patients. Patients attend programming on the hospital grounds from Monday to Friday, with many patients utilizing off grounds privileges on weekends. Preparation for discharge into the community is facilitated in part through residing in a home-like environment.

Where do interns get their training within TPH?

The year is divided into two 6 month training rotations. During the course of the year, each intern has 2 primary assignments. Assignments are based on the intern's previous experiences, current training needs, and preferences. Exposure to hospital units outside of an intern's primary placements can also be arranged to broaden the diversity of the training experience.

Interns' primary assignments are to the Drake Complex, the Raycroft Complex, and the Travers Complex. One Intern is assigned to Drake, one to Raycroft and two to Travers.

What about outpatient or other specialized training experiences?

Depth and variety of experience are further promoted by having our interns spending one full day per week at an outpatient or specialized training site affiliated with the internship program. An effort is

made to match each intern's training interests with their specialized site placement. An intern may be placed at an established site, or a new site. New sites are added regularly in response to intern needs and requests, and changes in availability. Sites recently available to interns have included: New Jersey's Ann Klein Forensic Center in West Trenton, NJ; the Ann Klein Forensic Center's Special Treatment Unit Annex for sex offenders in Woodbridge, NJ; the Ewing Residential Treatment Center for adolescent boys; Cooper Hospital/University Medical Center's Neurology Group in Camden, NJ; and college counseling services at The College of New Jersey, Rider University, and at Rutgers University campuses in Camden and Newark, NJ. These sites provide interns with the opportunity to gain experience in outpatient or specialized inpatient settings serving a variety of populations.

THE CONTENT OF TRAINING

The TPH Psychology Internship Training Program has two broad training dimensions: (1) exposure to clinical and professional roles and experiences, and (2) didactic and supervisory experiences. Six primary components of training fit into these dimensions. Psychotherapy, psychological assessment, professional role development, and outpatient or specialized site clinical experiences fall into the first dimension. Supervision and educational experiences fall in the second dimension.

1. PSYCHOTHERAPY:

Psychology Interns at TPH gain psychotherapy experience treating a variety of patients, with intensive supervision. Interns' caseloads include patients displaying varying levels of psychopathology and a diverse personal, cultural, and demographic characteristics. All interns gain experience with a patient population displaying severe and persistent psychopathology. Interns are exposed to a variety of theoretical viewpoints and treatment modalities. Each intern is observed doing individual and group psychotherapy. The Training Plans that are developed each 6 month rotation, include identification of competencies and goals intended to remediate areas of weakness and promote growth as a psychotherapist. All interns gain extensive experience in individual and group therapy. When opportunities arise, interns may also provide family therapy. At TPH, therapy cases are chosen from the entire range of acute psychoses and chronic schizophrenias, major affective disorders, character disorders, dissociative disorders, neurological conditions, and substance abuse disorders. At outpatient or specialized sites, interns gain additional supervised experiences treating populations which may display less severe psychopathology than the TPH population, such as college students; they may represent a population that differs from the TPH patients, such as adolescents; or they may present with particular issues such as forensic involvement. Both inpatient and outpatient supervisors employ supervision techniques such as monitoring of taped sessions, feedback, case discussion, didactic instruction, role-playing, and discussion of assigned readings, to foster theoretical understanding and technical competence.

2. PSYCHOLOGICAL ASSESSMENT:

Interns gain and improve skills in the administration, scoring and interpretation of major intelligence, neurological, objective, projective and actuarial assessment instruments such as the: WAIS III, WASI, WMS, Bender-Gestalt, Folstein Mini Mental Status Exam, Draw-A-Clock, Luria-Nebraska Screening Inventory, PAI, MMPI II, MCMI III, Beck Scales, Interpersonal Adjective Scales, Rorschach, TAT,

House-Tree-Person, Static 99 and HCR-20. Interns can access our many computerized scoring and interpretive systems for the aforementioned tests as directed by their assessment supervisor who evaluate how best to incorporate and utilize these tools based on the level of expertise each particular intern has. Interns meet with their diagnostic supervisor a minimum of one and a half hours per week. Interns are taught how to select tests to answer referral questions, learn to use the diagnostic categories of the *DSM-IV*, develop clinical interviewing skills, and make specific and viable treatment recommendations. Referral questions include such questions as risk to self and others, and differential diagnosis including level of intellectual functioning, neurological conditions, presence of thought, mood and character disorders, PTSD, and identify the content of specific life and emotional issues unique to the individual being assessed.

3. PROFESSIONAL ROLE DEVELOPMENT:

Development of a positive professional image through identification with professional role models is a significant aspect of our program. In addition to their more traditional roles as therapists and psychodiagnosticians, TPH's psychologists act as skilled facilitators at community meetings, as planners of innovative programming efforts, and as integral team members on their assigned units. By virtue of their treatment team experiences, interns gain exposure to different theoretical points of view and learn how to work with members of other disciplines. Psychology is also represented in leadership roles on all major hospital policy committees, including the Executive Committee of the Medical Staff Organization, the Performance Improvement Council, and the Research Review Committee.

4. OUTPATIENT/SPECIALIZED SITE CLINICAL EXPERIENCES:

Each intern spends one full day each week at one of the affiliated outpatient or specialized sites. This day is spent at one site for the full year. Assignment to the outpatient/specialized setting is designed to bring diversity to intern experiences by bringing interns into contact with patient populations other than psychiatric hospital inpatients. In addition, these experiences provide interns with opportunities to become familiar with alternate settings in which psychological services are delivered. In addition to examples of recent intern placement options described earlier in this brochure, intern placements have included community mental health centers in New Jersey and Pennsylvania, a community hospital based child evaluation unit, a community hospital based EAP program, a rape crisis counseling center, a women's therapy center, and a medical school based family health clinic where medical residents are trained by a psychologist to become better attuned to psychological dimensions of physical illness. New sites continue to be added in response to training needs and interests.

5. SUPERVISION:

The internship program at TPH provides 3 to 5 hours of supervision per week by New Jersey licensed psychologists. Supervisors maintain a close relationship with their intern. All supervisors at TPH have also completed or are currently enrolled in the NJ Department of Human Service sponsored year long Supervisor Training Seminar. Interns are assigned a TPH psychotherapy supervisor and a TPH psychodiagnostic supervisor. Interns also participate in the year long Group Intern Seminar

which includes weekly supervisory and didactic components facilitated by the Director of Psychology Internship Training. Additionally, a supervisor is assigned at the outpatient or specialized training site.

6. EDUCATIONAL EXPERIENCES:

To supplement their clinical experiences, TPH interns attend 2 to 3 full days of training each month in a colloquium program offered by the New Jersey Department of Human Services, (see Department of Human Services brochure). This is consistently one of the most highly rated aspects of the internship program and includes such experiences as attending presentations by psychologists on site in their Manhattan offices, experiential psychodrama training, and speakers who are leaders in the field in subjects such as forensic psychology, cultural sensitivity, and personality theory.

Interns also participate in a variety of didactic and experiential programs at TPH on a monthly basis throughout the year. TPH Psychologists present to interns on such topics as Psychological Treatment of Psychosis, PAI Interpretation, Rorschach Interpretation, Cultural Diversity, Interpretation of the Bender Gestalt, the Interpersonal Circumplex, Historic approaches to treatment at TPH, Ethics and Professional Standards, Competency and other Forensic Issues, and Private Practice. Interns have additional opportunities for didactic training in Monthly Psychology Department and Journal Club meetings, and TPH Medical Staff CE Programs. Psychology Interns have opportunities to interact with trainees in other disciplines as well. TPH has training programs for Occupational Therapists, Nurses, Pastoral Counselors, and Social Workers.

COMPLETION OF THE INTERNSHIP

In order to successfully complete the internship, interns must: (1) complete a minimum of 1,750 hours of training (2) submit an approved and acceptable Annual Project, (3) complete and submit all required documentation – including clinical documentation (e.g., progress notes, psychological assessments), and administrative documentation (e.g., intern evaluations of supervisors), and (4) receive satisfactory ratings by supervisors on the end-of-year evaluation forms.

Many interns are interested in obtaining more than the minimum 1,750 hour of training. Interns can arrange to accumulate additional training hours within our program. With proper documentation, interns can complete 2,000 hours or more.

POST INTERNSHIP

The long term objective of our internship program is that our internship graduates are prepared and expected to work in a variety of professional settings and roles as psychologists. Many interns apply to our program specifically because they want to acquire psychological treatment skills with individuals displaying severe and persistent psychopathology, consistent with one of the broad goals of our program identified in our literature. Most intern graduates are working in staff positions providing psychological services. Many are providing services in settings with underserved populations that include individuals who display severe psychopathology, such as forensic settings and psychiatric hospitals. Some intern graduates move on to postdoctoral fellowship positions or jobs in settings such as university psychological counseling centers. Others are engaged in other professional activities such as consulting or research.

We encourage interns to continue on the professional path towards psychology licensure. We provide whatever guidance and assistance we can towards that goal. Many of our intern graduates have become licensed psychologists in New Jersey and other states. Others are in the process of becoming licensed.

TRENTON PSYCHIATRIC HOSPITAL PSYCHOLOGY DEPARTMENT STAFF

ACTING DIRECTOR OF PSYCHOLOGY:

Dr. Michael Siglag (Supervisor) has worked in the Psychology Department of TPH since 1984. He served as Chief of Psychology Services for the Travers Complex and as Acting Director and then Director of Psychology Internship Training since 1989. He earned his Ph.D. in Clinical Psychology from the University of Detroit, and is licensed in New Jersey and Pennsylvania. Treatment, training, and research interests include group therapy, trauma issues, and psychosocial rehabilitation approaches to working with emotionally disturbed individuals. He has served as a board member of the American Association for Psychosocial Rehabilitation (AAPR), and the New Jersey Group Psychotherapy Society (NJGPS). Other professional activities have included a private practice in the Trenton area and serving as a dissertation committee/adjunct faculty member in graduate psychology programs locally. He is Chair of the TPH Research Review Committee. Intern supervision and training activities have included group and individual therapy supervision, assessment supervision, running a Group Therapy Seminar, and leading a Trauma Issues Study Group. Dr. Siglag returned to TPH in September 2001 after spending a year leave of absence traveling around the world.

DIRECTOR OF PSYCHOLOGY INTERNSHIP TRAINING:

Dr. David Buckley (Supervisor, Travers Complex) was newly appointed as Director of Training in June of 2008. He is a treatment team member and psychologist in the Travers complex providing treatment and assessment services to the TLU Cottage population. Prior to this at TPH he had been serving as an assessment supervisor in the Drake Admissions complex for eight years. Dr. Buckley completed his internship at Trenton Psychiatric Hospital and received his Ph.D. in Clinical Psychology from Seton Hall University in 1997. He is a NJ licensed psychologist, maintains a limited private practice and treats children and their families several evenings at Children's Specialized Hospital. Dr. Buckley worked primarily with children and adolescents prior to joining Trenton Psychiatric Hospital. He has assessment and treatment experience with infants and preschoolers at Beth Israel Hospital, latency age children and families at the Youth Development Clinic in Newark and adolescent inpatients at UMDNJ in Piscataway. He has taught as an adjunct faculty member at Raritan Valley Community College. His professional interests include interpersonal theory and research, and the analytically oriented depth approaches. Personally, he is a husband and father of three, teaches Sunday school, and coaches youth baseball and basketball.

SUPERVISORS AND OTHER TPH PSYCHOLOGY STAFF:

Dr. Paul Barnes (Drake Complex) received his Ph.D. in Clinical and School Psychology from the University of Iowa. He also completed a J.D., with an emphasis in Family Law, Law and the Handicapped, from Notre Dame University. He is a licensed psychologist in the state of Colorado. Dr. Barnes' experience includes both administration and direct provision of psychology services for people identified as having mental health and difficulties and developmental disabilities. He has also

done research and has served as a university professor in the areas of child development and developmental disabilities.

Dr. John Bolger (Drake Complex) received his Psy.D. from Yeshiva University. He has been a psychologist at TPH since 2005. Prior to that, he worked as a psychologist at Ancora Psychiatric Hospital from 2001 to 2005. His primary theoretical orientation is cognitive behavioral. His experience includes working in a community based partial hospitalization setting, a general forensic unit, and a male transitional ward. His interests include treating individuals suffering from chronic mental illness, and the treatment and management of depression in the inpatient population.

Dr. Judith Carr (Raycroft Complex – Raycroft Building) received her M.A. in Clinical Psychology from Loyola College. She received her Ph.D. in Counseling Psychology from Temple University. She is interested in the psychology of women and in multi-cultural issues. In her doctoral dissertation, she researched the influence of culture on women's perceptions of love and intimacy. She has worked in community counseling centers and in a feminist therapy center, where she has utilized a relational, interpersonal model that incorporates dynamic, humanistic, and existential components. She completed her internship at Trenton Psychiatric Hospital in 2000. As a psychology department staff member, she has worked providing psychology services in the Travers Complex transitional cottage program and in the Raycroft Complex, and has provided inservice training to psychology interns.

Dr. Marie Dole-Farrell (Travers Complex – DOP/King Cottage) received her M.S. in Psychology from Millersville State College in 1980 and her Ph.D. in Psychoeducational Processes from Temple University in 1998. She is licensed in the state of Pennsylvania. Dr. Dole-Farrell has worked in outpatient and inpatient settings since 1980. Within the state system she has worked both in the Division of Developmental Disabilities for 7 years and the Division of Mental Health for 16+ years, primarily at Ancora Psychiatric Hospital. Her training and experience has been mainly in group dynamics and behavior therapy/analysis. Additionally, she served as a volunteer member of the back-up crisis team for the National Disaster Medical System during the Desert Shield/Desert Storm military operations in 1990 and 1991.

Dr. Joan Mysiak (Supervisor, Raycroft Complex – Raycroft Building) received her Ph.D. from Rutgers University in Developmental Psychology, supplemented with clinical courses. She is licensed in New Jersey and supervises interns in the Raycroft Complex at TPH. Dr. Mysiak is a member of APA, and the Biofeedback and Self Regulation Society of New Jersey. Fully utilizing her developmental degree, she has worked with children and adolescents, the mentally retarded and the elderly, applying a cognitive behavioral approach. She has a keen interest in the sciences, especially biology.

Dr. Vincent Nola (Raycroft Complex) received his Psy.D. from Nova Southeastern University in May 2005. Since obtaining his doctoral degree he has worked at Bronx Psychiatric Center and Ancora Psychiatric Hospital. Dr. Nola joined TPH in July of 2008.

Dr. Jonathan Rapaport (Supervisor, Travers Complex – DOP) received a Ph.D. in Clinical Psychology from the University of Alabama in 1984. He is a licensed psychologist in New Jersey, and supervises interns at TPH since 1985. Dr. Rapaport is currently assigned to the Travers Complex, DOP Unit in the Lincoln Building. He supervises individual and group therapy, and psychological assessment. Dr. Rapaport enjoys working with supervisees who are willing to experiment with different techniques to achieve personal and professional growth. His eclectic psychotherapeutic approach has varied influences from the realm of cognitive-behavioral, psychodynamic, interpersonal, and pragmatic

existentialist schools. He has extensive experience and has conducted seminars on the MMPI. Dr. Rapaport has an interest in private practice issues and the advancement of the psychology profession in such areas as the movement to gain mental health parity.

Dr. Glenn Ryer (Supervisor, Drake Complex) obtained his Ph.D. in Counseling Psychology from Temple University in 1980. He is licensed to practice psychology in New Jersey (inactive status) and Pennsylvania and supervises interns in TPH's Drake Complex. His work experience and treatment interests include schizophrenic, forensic issues, ethical practice and surviving within a managed care environment. Dr. Ryer's interests include the history and systems of mental health care, particularly the early asylum movement. His hobbies include music, fishing and canoeing. He supervises group therapy, individual therapy, and psychological assessments at TPH and serves as the Chief of Psychology Services for the TPH Drake Complex.

Dr. Nena T. Sapp (Supervisor, Travers Complex) earned her B.A. in Psychology cum laude from Mount Holyoke College and her Psy.D. in Clinical Psychology from Rutgers University (G.S.A.P.P.). She is a member of the American Counseling Association, is licensed in New Jersey, and supervises interns in the transitional living unit of Travers Complex. Since 1981, Dr. Sapp has worked primarily with the seriously and persistently mentally ill. She has also, however, had her own private practice, and worked as a consultant at a state operated juvenile detention facility. Dr. Sapp's areas of special interest include women's issues, illness management and recovery strategies, and enhancing employee-patient relations. She is a past Director of Intern Training, a past Vice President of the TPH Medical Staff, and a recipient of an Employee of the Year award.

Dr. Mahmood Shafieyan (Raycroft Complex – Raycroft Building) completed his Ph.D. in Counseling Psychology from the University of Pennsylvania in 1983. He has worked in settings serving emotionally disturbed clients, developmentally disabled clients with behavior problems, clients with sexual offense backgrounds, and children and adolescents. He has worked as a psychologist both here in the United States and in Iran. He currently provides psychological services in the Raycroft Complex.

Dr. Raymond Terranova (Supervisor, Drake) received his Ph.D. in Clinical Psychology from Fairleigh Dickinson University (FDU), and completed his Internship at Trenton Psychiatric Hospital (TPH). He is currently an Adjunct Faculty member at FDU, teaching at the graduate and undergraduate levels. He is a Licensed Psychologist in New York and New Jersey, and maintains a small private practice. He is also a consultant for the Port Authority of New York and New Jersey, where he conducts fitness evaluations for Port Authority Police candidates. Prior to being employed at TPH, Dr. Terranova worked at the Special Treatment Unit (STU), in Kearny NJ – a state forensic facility housing male residents classified under the New Jersey Sexually Violent Predators Act. Dr. Terranova worked in both treatment and assessment capacities there and regularly provided courtroom testimony on his assessment findings. Dr. Terranova has a strong assessment background, and completed his Dissertation on Rorschach interpretive strategies. He has also published research on the MMPI-2 in the Journal, Assessment. His theoretical orientation is eclectic, with an emphasis on psychodynamic and existential theory.

Dr. Nicole Waldron (Supervisor, Raycroft) received her Psy.D. in Clinical Psychology from the Georgia School of Professional Psychology in 2000 and completed her internship at Trenton Psychiatric Hospital. She is a licensed psychologist in both New Jersey and New York and maintains a private practice. Dr. Waldron has been working for the State of New Jersey for 8 years, previously

at the Special Treatment Unit in Kearny and currently at Trenton Psychiatric Hospital. Her primary theoretical orientation is cognitive behavioral, but she adopts an eclectic approach in working with patients in a psychiatric inpatient setting. Her interests include the treatment of anxiety and depression, disaster response, and the treatment and assessment of forensic populations. She has particular expertise in sex offender specific therapy and currently serves on the Megan's Law Task Force and is Chair of the Female Megan's Law Task Force.

STIPEND AND BENEFITS

The expected stipend for the 2008-2009 internship class is \$26,493. Interns receive 8 vacation days, 8 sick days, 2 Administrative Leave days, and 3 professional days for attending conferences or professional workshops. TPH Interns receive lunch in the employee cafeteria at no charge. No medical/health insurance coverage is provided.

INTERN CANDIDATE REQUIREMENTS

Pre-Doctoral Candidates

To be considered as a candidate for TPH's Psychology Internship program, applicants must have graduated from an accredited college or university with a Bachelor's Degree, supplemented by a Master's Degree in psychology (or certified equivalent) from an accredited college or university. Candidates must be enrolled in a doctoral program in applied psychology (clinical or counseling) at an accredited university or professional school, be approved by their chairman for the internship. Successful applicants should have completed graduate course training in each of the following areas:

1. Psychotherapeutic techniques and counseling with practicum experience.
2. Objective and projective testing with practicum experience.
3. Personality development and psychopathology.
4. Theories of learning and motivation.
5. Research design and statistical analysis.

In addition, applicants should have completed at least 500 hours of practicum experience.

Post-Doctoral Candidates (Changing Specialties)

Doctoral psychologists who are attempting to change their specialty to qualify in an applied area of psychology must be certified by a director of graduate professional training as having participated in an organized program in which the equivalent of pre-internship preparation (didactic and field experience) has been acquired. (See pre-doctoral requirements for specific work and practicum experience.

APPLICATION PROCEDURE

Submit Application Requests and Materials to:

David Buckley, Ph.D.
Director of Psychology Intern Training
Trenton Psychiatric Hospital
P.O. Box 7500
West Trenton, New Jersey 08628

Phone: (609) 633-1944. Phone requests may be made to Psychology Department support staff at (609) 633-1551, or faxed requests sent to (609) 633-1876.

Web Site

Additional information about the TPH and other New Jersey Department of Human Service affiliated internships is available at: www.state.nj.us/humanservices/internship.html

Application Form

We utilize the APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP (AAPI) form available at APPIC's website, www.appic.org . Please complete this form and have all supportive materials completed and sent to us at the address of the Director of Psychology Internship Training.

Supportive Materials

Supportive materials which should be submitted as part of your application, in addition to the AAPI application form:

- 1) Undergraduate and Graduate Transcripts.
- 2) 3 letters of recommendation.
- 3) Copy of your curriculum vita, or resume.
- 4) A recent work sample (e.g., a psychological assessment).

Deadline

The DEADLINE for sending the APPLICATION (AAPI) and all supportive materials is NOVEMBER 15. Please submit your materials in sufficient time so that they are postmarked by that date.

INTERNSHIP MATCHING, APPIC GUIDELINES, AND NEW JERSEY REGULATIONS

We abide by APPIC board decisions applicable to all internship sites, and participate in the national computer matching program. Intern applicants can obtain information about registering for the matching program at the matching program's web site: www.natmatch.com/psychint .

However, New Jersey laws and regulations require that offers of Psychology Internship positions to applicants identified through the national matching program are contingent upon necessary approvals following satisfactory fingerprinting clearance, background/reference checks, and health screening.

APA CONTACT ADDRESS

For current information on our status, you may contact us directly, or contact APA at:
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Office of Program Consultation and Accreditation
750 First Street, NE
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DISABILITY INFORMATION

TPH abides by federal and New Jersey regulations regarding disabilities. Information about resources for graduate students with disabilities is available from APA at the following internet link: <http://www.apa.org/pi/cdip/resource/home.html> . Additional information for students with disabilities is available from APPIC on their website at the internet link: http://www.appic.org/training/7_3_2_1_training_resource_disability_students.html .