

**State of New Jersey**  
**Department of Human Services**  
**Office of Human Resources Operational Excellence -**  
**Training**



***Clinical Psychology Internship***  
**Program Guide and Policies**  
*2009-2010*

- Ψ Ancora Psychiatric Hospital
- Ψ Trenton Psychiatric Hospital
- Ψ Greystone Park Psychiatric Hospital
- Ψ Hagedorn Psychiatric Hospital
- Ψ Hunterdon Developmental Center
- Ψ Woodbridge Developmental Center
- Ψ Ewing Treatment Residential Center  
*(Department of Children & Families)*

Chris Christie  
Governor

Kim Guadagno  
Lt. Governor

Jennifer Velez  
Commissioner



# *Clinical Psychology Internship*

## *Program Guide and Policies*

*2009-2010*

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## **FEATURES OF PSYCHOLOGY INTERNSHIP PROGRAM**

Pre-Doctoral Training in Clinical Psychology

Emphasis on Developing a Broad Range of Clinical Skills

Observation of Clinical Skills with Progressive Evaluations

Individualized Training Goals

Varied Clinical Population Available

Individual Supervision (minimum 3 hours/week)

Interdisciplinary Team Interaction

Centralized Training Committee

Supervisor Training Program and Evaluation

Two-way Feedback and Evaluation System

Central Office Colloquium Programs (Twice Monthly)

Special Training Seminars in Assessment and Intervention  
Techniques

In-service Training Programs on Site

**Required Written Case Study or Research Project**

## **PART ONE: PROGRAM DESCRIPTION**

### **Introduction**

The New Jersey Department of Human Services' Psychology Internship Program offers training experiences from several state hospitals, agencies, community mental health clinics, and other approved training settings. The program affords interns multiple opportunities to develop a broad range of clinical skills under supervision.

### **Philosophy and Theoretical Orientation**

The training philosophy of the New Jersey Psychology Internship Program is to provide interns with diversified clinical experiences in which they carry out their major professional functions under appropriate supervision. More specifically, the goal of the internship year is to provide a guided clinical experience giving the interns opportunities to work with varying populations, with supervisors representing a variety of theoretical orientations, and with multidisciplinary treatment teams. In keeping with current clinical practice, numerous professional role models are available.

An eclectic mix of behavioral and dynamic models are represented in the program. During the year, the intern comes in contact with varying points of view and methodologies and participates in hospital programs that cover a broad spectrum of mental health issues. Interns attend centralized colloquia (two per month), where they can discuss professional and clinical issues with outstanding psychologists, psychiatrists, and other mental health specialists.

### **Objectives**

The training model espoused by the Psychology Internship Program emphasizes a broad range of clinical activities with varying populations to stimulate the development of clinical skills and understanding. Interns are exposed to and expected to demonstrate competence in crisis intervention, multiple assessment techniques, multidisciplinary team functioning, and group and individual brief and long-term psychotherapy. Interns are encouraged to avail themselves of additional activities, including program development, consultation and education, and applied psychological research. Each intern follows an individualized training plan specific to his or her needs and geared to his or her placement facility.

### **Administration**

The overall administration of the Psychology Internship Program is the responsibility of the Chief of Psychological Services (CPS) at the Central Office level in consultation with the Training Committee. The Committee consists of the CPS and the Directors of

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Internship Training from the training placements. Each facility's internship program is administered by the Director of Psychology and is coordinated by his/her appointed Director of Internship Training.

### **Chief of Psychological Services**

The CPS coordinates and integrates training programs among the various hospital facilities, agencies, and affiliated community mental health centers. In consultation with the Training Committee, the CPS holds periodic meetings and intern-discussion groups, conducts supervisor-training programs, arranges seminars and lectures, and facilitates the participation of interns in program development. He also consults periodically with Directors of Internship Training, intern supervisors, and interns regarding the training experiences of the interns

### **Training Committee**

The Training Committee, which meets on a regular basis, is chaired by the CPS and consists of the Directors of Internship Training from the various training sites. It functions as an advisory group to the CPS, and it assists the CPS in developing policies and standards, in monitoring the progress of interns, and in addressing issues pertaining to clinical staff as well as intern training. On occasion, the Committee is called upon to mediate problems when issues or conflicts that are not resolved at the local level arise.

The Committee also reviews the qualifications of psychologists who want to serve as supervisors of interns and who have completed the required Supervisor Training Seminars.

### **Nature of the Program**

The Psychology Internship Program has two aspects: centralized training and individual-setting training. The centralized portion is conducted by the CPS and involves lectures by invited speakers, diagnostic and therapy seminars, and written requirements.

The individual-setting program is administered by a Director of Internship Training, who is immediately responsible for the psychology interns placed at his or her particular hospital. Although the facilities' programs may vary according to their unique populations and psychological services offered, they uniformly emphasize the development of basic clinical skills, including assessment, intervention, interdisciplinary team functioning, program development, treatment planning, etc.

## **Training Placements**

The Department's training programs include a number of placements that allow interns to be exposed to a variety of clinical experiences. Among these are psychiatric hospitals, developmental disability centers, an adolescent residential treatment center, and outpatient agencies. One-day-a-week clinical experiences are offered at outpatient centers or other specialized treatment sites where interns are exposed to different clinical experiences. (For descriptions of various placements click the links to each facility on the main page website or see part 4.)

Working with both inpatient and outpatient clients, interns are provided with a diverse but unified training experience. Interns and supervisors from each training facility meet periodically to discuss the interns' training experiences, projected training plans, and progress reports. They give informal feedback to each other at these meetings.

## **Accreditation Status**

The program is recognized as fulfilling one year (1,750 - 2000 hours) of the clinical experience required for licensing by the New Jersey Board of Psychological Examiners. Currently, Ancora Psychiatric Hospital, Greystone Park Psychiatric Hospital, and Trenton Psychiatric Hospital have received full accreditation by the American Psychological Association.

## **Individualized Training Emphasis at Various Levels**

The New Jersey Psychology Internship Program is designed to provide individually tailored internship training to doctoral psychology students enrolled in accredited university programs and to postdoctoral students who are changing their area of specialization.

Interns come from various university programs in psychology and may initially be at different levels of clinical preparedness. For this reason, a personal training plan is developed by interns' supervisors in the first month of their placement. Training plans are based on an individualized assessment of the intern's clinical skills and input from university program representatives.

The training plan not only provides for the development of basic clinical skills, but also offers training in the specific responsibilities that psychologists assume at each facility. Input from the university programs is integrated into the training plan so that the internship experience is in accord with the student's overall educational goals.

## **Supervision**

The program offers training and supervision by qualified supervisors who maintain a close relationship with the intern. The program requires a minimum of three hours per week of individual supervision per intern, along with periodic written evaluations, which the supervisor reviews with the intern. In addition, the CPS is available to observe and evaluate the progress of the interns and to offer supplementary supervision and consultation.

In order to qualify for the training of interns, supervisors must be licensed at the doctoral level and have successfully completed the Supervisor Training Program.<sup>1</sup> Other qualified staff provide additional training. Supervisors regularly consult with the CPS on the progress of the interns and participate in conferences and workshops devoted to the discussion of supervisory practices. As part of their duties in training an intern, supervisors are required to submit written evaluations of the intern's progress to the CPS twice during the year, at six-month intervals. By the same token, interns are required to submit evaluations of each of their supervisors as well as evaluations of their overall training experience.

## **Certification**

The Training Program offers a certificate upon an intern's satisfactory completion of the internship year. Interns must have served at least twelve months<sup>1</sup> (1,750 hours) in the program, satisfactorily completed all clinical and written requirements, and received a favorable recommendation from the Training Committee in order to be granted a certificate. This recommendation is based on the evaluations submitted by the intern's supervisors and the Director of Internship Training. The certificate is signed by the Commissioner of the Department of Human Services, the CPS, and the on-site Director of Internship Training.

## **Program Requirements**

The interns must actively participate in ongoing centralized seminars at which they present materials from their caseload for discussion. As a professional in training, the intern should demonstrate an increasing familiarity with the clinical literature and adhere to APA and Department professional and ethical standards for psychologists.

Each month the interns submit to the CPS an outline of their past month's professional activities. During his or her year of training, each intern develops, under supervision, a relevant clinical research project or clinical case study. By August 1st of the training year, the intern must submit a written paper describing the project or case study for approval from the CPS. The CPS must review and approve the paper before a certificate is issued.

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<sup>1</sup> Exceptions must be approved by the Training Committee.

**Salary and Benefits**

As of August 2009, the annual intern salary is \$26,493.89. From September 2009 through December 2009 interns also earn 9.6 hours of paid administrative leave; 22.75 hours of vacation time, and 22.75 hours of sick leave. From January 2010 through August 2010 interns earn 17 hours of paid administrative leave, 46 hours of vacation time and 56 hours of sick leave along with 12 holidays. Interns do not receive health-benefits coverage and are expected to carry their own malpractice insurance. Note: Interns are also subject to unpaid furlough.

## PART TWO: ADMISSIONS REQUIREMENTS

The Candidate must have a Bachelor's Degree from an accredited college or university, supplemented by a Master's Degree in psychology (or its equivalent) from an accredited college or university. Candidates must be enrolled in a doctoral program in applied psychology (clinical, counseling, or school) at an accredited university or professional school, be approved by their Director of Training for the internship, and have completed graduate course work in each of the following areas:

1. Self-report and Projective Testing with practical experience.
2. Psychotherapeutic Techniques and Counseling with practical experience.
3. Motivation or Learning Theory.
4. Personality Development and Psychopathology.
5. Research Design and Statistical Analysis.

(The candidate must have completed a minimum of 500 hours of practicum experience)

### Postdoctoral Candidates (Changing Specialties)

Candidates with a doctoral degree in psychology 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. They must have acquired the equivalent of pre-doctoral internship preparation (didactic and field experience) through participation in an organized program. (See pre-doctoral requirements for specific course work and practicum experience).

### Application Procedures

- Applications may be obtained directly from the Association of Psychology Postdoctoral and Internship Center (APPIC) Internet website or by writing to the Director of Training at the facility.
- The completed APPIC application form, including three letters of recommendation and copies of undergraduate and graduate transcripts, must be submitted. Completed applications should be postmarked by November 15, 2009. Please consult specific placement brochures for additional information.
- Personal interviews with the Director of Training (and staff) at potential placements are required. Applicants who live at a great distance and for whom a personal interview would create a hardship may arrange for a telephone interview with the placement facility's Director of Training.

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- Three internship sites participate in APPIC's Internship Matching Program. They are Ancora Psychiatric Hospital, Greystone Park Psychiatric Hospital, and Trenton Psychiatric Hospital. Ewing Residential Treatment Center, Hagedorn Psychiatric Hospital, Hunterdon Developmental Center, and Woodbridge Developmental Center do not currently have APPIC internship matching program.

### **Hiring Policy and Procedures**

In accord with New Jersey state procedures regarding hiring of personnel, acceptance to the New Jersey Psychology Internship Program is not only subject to review and approval by the Commissioners of the Department of Personnel and the Department of Treasury, but also contingent upon final approval by the Department of Human Services (DHS). Please note that, in accordance with state law, the DHS employment process includes state and federal criminal-history record checks.

## **PART THREE: POLICIES REGULATING THE INTERNSHIP PROGRAM**

### **A. The Chief of Psychological Services and Training Committee**

1. The Chief of Psychological Services is responsible for the overall administration and quality of the Psychology Internship Program. He organizes the centralized colloquium programs and meets regularly with the Training Committee.
2. The Training Committee is comprised of Directors of Psychology Training (or appointed representatives) from each of the training facilities and the Chief of Psychological Services, who chairs the committee.
3. The Training Committee regulates the policies and procedures of the Psychology Internship Program.
4. All members of the Training Committee have one vote each.
5. Through regularly scheduled meetings, the Training Committee engages in periodic self study to ensure the relevance of the program's training philosophy, objectives, and procedures.

### **B. Application Procedures for the Psychology Internship Program**

1. Applications may be obtained directly from the Association of Postdoctoral Psychology and Internship Centers (APPIC) internet website.
2. The application materials consist of a completed APPIC application form, official university transcripts, and three letters of recommendation (including the endorsement of the Director of Training of the applicant's university or professional school program).
3. Selected candidates will be interviewed following a review of their application materials. Those screening potential applicants follow the Department's policies of equal employment opportunity and affirmative action.
4. Interns are ranked on the basis of interview results and an overall review of the application materials.
5. Three internship sites participate in APPIC's Internship Matching Program.

### C. Requirements for Admission

1. An applicant must have completed a master's degree within an accredited<sup>1</sup> psychology program and be enrolled in a doctoral program in clinical, counseling, or school psychology. Postdoctoral applicants in the process of changing specialties must be certified by a Director of a graduate professional psychology training program as having participated in an organized program in which they acquired the equivalent of pre-internship preparation (didactic and field experience appropriate to the applied area).
2. An applicant must have successfully completed graduate course work in areas of individual intelligence testing (with practicum), projective techniques (with practicum), abnormal psychology, personality theory, and psychotherapy/counseling theory (with practicum). Courses in the areas of research and statistical analysis are also required.
3. The applicant must present supervised practicum experience of at least 500 hours.

### D. The Program

1. Interns are involved in full-time intensive training for twelve months (1,750 – 2000 hours). Interns will always be under close supervision when involved in clinical activities at their internship facility or any other clinical facility affiliated with the program.
2. The workweek consists of four days of clinical experience/ training at the Department's facility and one day of voluntary/discretionary out service training, which must be approved by the intern's Training Director.
3. A full day, at least twice a month, is spent in a centralized program of seminars and colloquia.
4. Each intern will be required to present either a diagnostic battery or a therapy case in a Central Office colloquium.
5. During the initial stages of training, the interns will focus on sharpening basic clinical skills in psychological assessment, intervention techniques (including crisis intervention, individual and group psychotherapy), program planning, etc. Interns are challenged to develop a wide repertoire of clinical skills with a variety of clients. Active participation in interdisciplinary treatment team meetings, consultation, inservice activities, and program development and assessment are all essential goals of the training year.

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<sup>1</sup>Accredited by recognized accrediting agency.

### **E. Training Assignments and Progress Evaluations**

1. Interns spend six months at one unit of the facility, then rotate to another for the next six months. The Director of Training, who has ongoing communications with supervisors and the University representative, decides where to assign the intern. The individual intern's training needs are assessed through direct observation, clinical supervision, and input from the intern.
2. Written evaluations of the intern are made at six-month intervals by the supervisors. Similarly, all interns are required to submit an evaluation of their placement and supervision experiences at the midpoint and at the end of the internship year.

### **F. The Supervisor**

1. A primary supervisor of interns must have a doctoral degree in Psychology, be licensed in New Jersey, and receive the recommendation of his/her Director of Psychology. Supervisors must successfully complete the series of supervisory training seminars conducted by the Chief of Psychological Services.
2. Each supervisor must submit a detailed evaluation of assigned interns every six months to the facility's Director of Training, who forwards a copy to the Chief of Psychological Services.
3. Each intern must receive a minimum of three hours of individual supervision per week. This supervision entails face-to-face discussion of clinical issues with the intern.
4. A supervisor of interns must meet all necessary and minimum requirements as established by the Training Committee.

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5. The supervisor must submit to the Director of Training a projected training plan for each intern assigned to him/her within six weeks of the beginning of each rotation. This plan is developed in cooperation with the intern after the supervisor has carefully assessed the intern's basic clinical skills.
6. Interns are required to submit to the Chief of Psychological Services monthly experience reports describing their training and supervision during the previous month. A final written paper describing a clinical case study or a clinical research project must be submitted to and approved by the Chief of Psychological Services before a certificate is granted. Those failing to fulfill all performance requirements (as stated herein) will not be certified as having completed the internship program.

### **G. The Internship Facility**

1. Internship sites (inpatient, outpatient, and agencies) are expected to meet acceptable standards for intern training. (See Appendix A)
2. A training facility must agree to and abide by the policies formulated by the Training Committee and the Chief of Psychological Services.
3. A training facility must permit each intern to attend the required activities of the centralized colloquia.
4. The Training Committee periodically reviews the training offered at each facility.
5. All interns shall work within the usual hours of the assigned facility. Any exception shall be approved by the Chief of Psychological Services before going into effect. A qualified supervisor (or his/her designee) must be available to the intern at the placement facility during any and all working hours.
6. An internship facility can be dropped from the Training Program if it fails to maintain the standards of the program. Such action would be taken only after adequate notice has been given and sufficient time for corrective measures has elapsed. Before dropping a facility from the program, the Chief would first seek the advice and counsel of the Training Committee before final action is taken.

### **H. Appraisal of Facility for Purposes of Training<sup>1</sup>**

1. Adequate office space and a reference library must be provided.
2. Appropriate psychological test materials must be readily accessible.

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3. In order to evaluate the appropriateness of the facility for training, a site visit will be made by the Chief of Psychological Services at least yearly.
4. The Training Committee will judge the fitness of any facility and designated supervisor to provide psychological training.
5. A letter of administrative support from a proposed training placement must be received before approval can be granted.

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<sup>1</sup>See guidelines on page 20-21

### **Excused or Excluded Interns**

1. At the discretion of the Training Committee, an intern may be excused from the program for maternity leave, for severe illness (physical or emotional), or for other legitimate reasons. Interns can be excluded from the internship program for professional misconduct, excessive absences, incompetence, or violation of ethical standards.
2. The University Training Director should receive periodic feedback regarding the intern's progress and, in the case of unsatisfactory performance of an intern, should be invited to a conference with the intern's supervisors before final action by the Training Committee.
3. An intern that is provided notice that he or she is being excluded from the program, may make a written request for a hearing within 14 days of notice.
4. In such instances, program officials will follow procedures in compliance with the policies of the Department of Human Services.

### **I. Dispute Resolution Process**

Disputes on conflicts involving an intern shall be addressed in the following manner. The intern/ supervisor, intern/ staff will make every effort to resolve the matter between themselves. If not resolved, the issue should be brought to the attention of the Director of Internship Training. The Director of Psychology or immediate supervisor of the Director of Internship Training will be consulted as necessary. The parties may meet to facilitate resolution. Finally, if the issue remains unresolved, it may be brought to the attention of the Chief of Psychological Services, and when appropriate, the intern's University Director of Internship Training and/or other individuals.

## J. The Internship Certificate

1. An intern will receive a certificate at the conclusion of his or her internship program upon satisfactory completion of the following requirements:
  - a) The intern shall have participated in the program for twelve months (1,750 hours) or, under unusual circumstances, its equivalent, with the prior approval of the Training Committee.
  - b) The intern must have satisfactorily completed all the program and training requirements including: seminar presentations, monthly experience reports, placement evaluations, written project or case study, etc.
2. The Training Committee has the final approval in the granting of certificates and may recommend an extension of the internship when it seems warranted. The committee's decision is based upon periodic evaluations from supervisors and the recommendation of the placement's Director of Training.

**PART FOUR: PLACEMENT DESCRIPTIONS**

**PROGRAM A: ANCORA PSYCHIATRIC HOSPITAL**

*Name of Placement:* Ancora Psychiatric Hospital  
*Address:* 301 Spring Garden Road  
Ancora, NJ 08037-9699  
*Telephone:* (609) 561-1700x7403  
*Fax:* (609) 567-7304  
*Director of Intern Training:* Leland Mosby, Ed.D.  
*APA Accreditation Status:* Full accreditation

Located on an attractive, wooded campus in the famous pinelands of Southern New Jersey, Ancora Psychiatric Hospital (APH) is halfway between Philadelphia and Atlantic City. Outstanding academic, cultural, recreational, and housing opportunities are within easy commuting distance.

With over 1200 staff serving hundreds of clients, APH is a major hospital with an exciting array of resources that are creatively utilized to meet each intern's unique needs. The hospital has 21 full-time psychologists on staff representing a wide variety of clinical and research interests.

The purpose of APH's program is to help each intern become highly competent in the basic skills required of today's clinician: psychodiagnostics, group and individual therapy, and consultation. With over 100 new admission each month, the hospital offers interns opportunities to work intensively with short- and long-term patients in various psychiatric categories.

Individual supervision is the fundamental ingredient of the program. APH has an experienced corps of 11 licensed supervisors, who work to meet an intern's specific needs and interests. To achieve the most effective feedback regarding supervision and treatment capitalization, the psychology department maintains its own videotaping equipment. The staff also provides interns a curriculum of special courses including advanced psychopathology, theory and practice of group therapy, projective testing, and psychological ethics. These courses complement the series of seminars and workshops offered by the Office of Human Resources Operational Excellence - Training.

APH offers interns an opportunity to participate in family therapy sessions. The hospital has a Family Center wherein patients and their families may interact in a home-like setting. An intern can also gain experience in working with substance abusers as well as with forensic, geriatric, and developmentally disabled patients.

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Interns spend one day/week in outpatient facilities, among them: Atlantic Mental Health Center, the Counseling Center at the College of New Jersey, and the Counseling Center at Rutgers Camden. This experience gives them the opportunity to work with patients different from those in the psychiatric hospital. Supervision in the outpatient setting is provided by licensed psychologists.

**PROGRAM B: TRENTON PSYCHIATRIC HOSPITAL**

*Name of Placement:* Trenton Psychiatric Hospital  
*Address:* P.O. Box 7500  
West Trenton, New Jersey 08628  
*Telephone:* 609) 633-1944, (609) 633-1551  
*Director of Training:* David Buckley, Ph.D.  
*APA Accreditation Status:* Full Accreditation

TPH's Psychology Department, in conjunction with affiliated outpatient and specialized treatment sites, offers a 1,750-hour, year-long, full-time internship in Clinical Psychology. Interns are trained to work with patients exhibiting a wide range of symptoms, psychosocial issues, and diagnostic conditions. The emphasis at TPH is on treating patients displaying severe psychopathology. Interns gain therapy and assessment experience with patients presenting problems such as major affective disorders, psychotic disorders, substance abuse, personality disorders, neuropsychological involvement, and posttraumatic or dissociative symptoms. Interns also gain exposure to, and may provide treatment to, patients with forensic issues. In affiliated sites, interns gain experience with a clinical population that is distinctly different from that with which they work in the hospital. Affiliated sites have included college counseling centers, community mental health centers, the Ann Klein Forensic Center, a medical-hospital-based neuropsychological evaluation unit, and others.

Trenton Psychiatric Hospital (TPH) is a JCAHO accredited state psychiatric hospital. TPH's census is approximately 450 patients. Patients treated at TPH are generally between 18 and 65 years of age, and they represent the ethnic, religious, and socioeconomic diversity present in New Jersey, as well as the geographic diversity of New Jersey. Patients are admitted from urban, suburban, and rural areas of the state. TPH is located in West Trenton, New Jersey, adjacent to Trenton, New Jersey, and approximately 30 miles from center city Philadelphia and 60 miles from Manhattan.

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.

Individualized Training Plans guide each intern in developing a broad base of clinical skills as well as enhancing previously acquired competencies. Goals of the internship year include: (1) promoting interns' growth as competent psychotherapists, psychodiagnosticians, and multidisciplinary team members; (2) helping interns become sensitive to ethical, cultural, and psychosocial dimensions of treatment and professional conduct; and (3) developing and refining interns' abilities to provide effective psychological treatment for individuals displaying severe and persistent

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psychopathology. The training program fosters these goals by integrating clinical, didactic, and supervisory experiences and by attending to specific training needs of each intern.

The hospital's Psychology Department is comprised of 15 psychologists, 4 interns, and 4 Behavioral Management Program Technicians (BMPT). Interns are supervised by New Jersey licensed members of the department, and they have opportunities to interact with all TPH psychologists as well as other professionals and paraprofessionals throughout the hospital. Affiliated sites also provide supervision by New Jersey licensed psychologists, and they offer interns opportunities to interact with additional professional and paraprofessional staff. Supervisors at TPH and at affiliated sites represent various specialties and theoretical orientations, and they provide diversity in supervisory styles and professional roles.

The hospital is divided into three primary sections: (1) the Drake Complex, with four admissions units, (2) the Travers Complex, with an emphasis on discharge preparation in the unlocked transitional cottage program, and other locked continued acute treatment, including an Integrated Dual Diagnosis Treatment program (IDDT), and (3) the Raycroft Complex, with patients who may have a variety of legal issues including Sex Offending Registry, Not Guilty by Reason of Insanity (NGRI/KROL), and Incompetent to Stand Trial, as well as patients with special medical needs. The training year is divided into two six-month rotations, with different unit and supervisor assignments each rotation. Interns also gain depth and variety of experience by spending one full day per week at an affiliated site.

Interns at TPH have numerous didactic opportunities. These include the New Jersey Department of Human Services Colloquium Series, TPH Medical Staff education programs, TPH Psychology Department presentations, and year-long trainings such as the Group Psychotherapy Seminar and the Trauma Issues Study Group.

TPH's internship can be conceptualized as consisting of two training dimensions: (1) exposure to clinical and professional roles and experiences, and (2) didactic and supervisory experiences. Our broad aim is to provide a well-rounded, training-oriented experience in order to develop interns who will be well prepared for their next step as ethical, competent, and caring professionals.

**PROGRAM C: GREYSTONE PARK PSYCHIATRIC HOSPITAL**

*Name of Placement:* Greystone Park Psychiatric Hospital  
Psychology Internship Program  
*Address:* 59 Koch Avenue  
Morris Plains, New Jersey 07950-4400  
*Telephone:* (973) 538-1800x4020  
*Director of Intern Training:* Jennifer Romei, Ph.D.  
*APA Accreditation Status:* Full Accreditation

Greystone Park Psychiatric Hospital (GPPH) is an inpatient facility accredited by the Joint Commission on the Accreditation of Hospitals. It is located in Morris County, New Jersey, approximately 40 miles west of New York City and 60 miles northeast of Philadelphia. The hospital is easily accessible from routes 80, 287, 202, and 10.

GPPH provides inpatient psychiatric services to residents of six northern counties in New Jersey. Patients 18 years and older, from diverse cultural and socioeconomic backgrounds, are provided mental health services designed to mitigate debilitating symptomatology, enhance level of adaptive functioning, and facilitate successful reintegration into the community.

At present, the hospital has a population of approximately 500 adults, the majority having diagnoses of schizophrenia and affective disorders. GPPH has specialized programs for MICA patients and is the only New Jersey state hospital with a treatment program for the hearing impaired.

The Psychology department is comprised of 22 psychologists, 20 of which are at the doctorate level with 16 of those having licenses, and 4 others actively working towards licensure. They represent varying theoretical orientations, (predominately psychodynamic and cognitive behavioral) and provide diversity in supervisory styles and professional role models.

The philosophy of our internship program is that learning takes place best in an environment that provides support, encouragement, and a challenging and educative experience with a program tailored to the strengths, needs, and interests of each intern. While the internship follows a standardized core program, attempts are made to tailor the training and experience to each intern's unique backgrounds and skills.

The main focus of our training program is to help interns develop the skills for providing individual and group psychotherapy and for carrying out psychological assessments. However, interns also participate on treatment teams and attend case conferences, grand rounds, and staff briefings.

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Interns receive an average of four to five hours of supervision a week and spend one full day per week in an outpatient setting.

In summary, the internship at GPPH is designed to provide experience in working with a highly diverse patient population, utilizing an array of treatment modalities. The primary goal of the internship program is to facilitate optimal professional development tailored to the needs of the intern.

**PROGRAM D: HAGEDORN PSYCHIATRIC HOSPITAL**

*Name of Placement:* Hagedorn Psychiatric Hospital  
*Address:* 200 Sanatorium Road  
Glen Gardner, NJ 08826  
*Telephone:* (908) 537-2141 x2019  
*Director of Intern Training:* Gary Dushkin, Psy.D.  
*APA Accreditation Status:* Non accredited

Hagedorn Psychiatric Hospital (hereafter HPH) is located in a beautiful setting on 600 acres atop Mt. Kipp in Glen Gardner, Hunterdon County, New Jersey, about 5 miles north of Exit 17 (Clinton) on Interstate 78. HPH's property is a game preserve, so herds of deer graze quietly, and flocks of wild turkey can sometimes be seen walking near the road.

Until recently, HPH was a 188-bed inpatient geropsychiatric facility, known for excellent patient care and effective discharge to the community of many patients once thought to be "institutionalized." With the addition in 1998 of a new 100-bed building for younger acute and chronic psychiatric patients, HPH has become a treatment facility addressing the needs of psychiatric patients across the spectrum of age and disorder.

HPH's Psychology Department is made up of six staff psychologists plus the Director of Psychology. Three members of our Department are licensed. The theoretical orientations of staff include cognitive-behavioral, psychodynamic, eclectic, and other approaches.

For maximum educational benefit, intern training opportunities are divided among geropsychiatric, younger acute, and chronic patients. Interns spend one full day in an outpatient setting, typically Hunterdon Behavior Health at the Hunterdon Medical Center. Training at HPH supports the intern in developing a wide range of assessment, diagnostic, and treatment skills and in achieving his or her individualized training goals.

In sum, HPH is an excellent internship training site. The Psychology Department is invested in helping interns to grow professionally.

**PROGRAM E. HUNTERDON DEVELOPMENTAL CENTER**

*Name of Placement: Hunterdon Developmental Center*

*Address: Department of Psychological Services*

*PO Box 4003*

*40 Pittstown Road*

*Clinton, NJ 08809-4003*

*Telephone: 908-735-5719*

*Director of Intern Training: Loren Amsell, Ph.D.*

*APA Accreditation Status: Non-accredited at this time*

Of the six developmental centers operated by the Division of Developmental Disabilities (DDD) of the State of New Jersey's Department of Human Services, Hunterdon Developmental Center (HDC) serves the largest number of clients and is the fifth largest in the country. Founded in 1969 and located on 104 acres in the rural setting of Hunterdon County (known for its history, culture, excellent schools, and rolling hillsides), HDC is approximately 32 miles from Trenton and New Brunswick, New Jersey, and a little over one hour from New York City. It is well known for its provision of behavioral, psychological and psychiatric care to primarily adult residents from many New Jersey counties. The center employs approximately 1450 full and part-time employees, and is certified to provide services to over 600 individuals. The majority of these clients have some degree of medical and/or physical complications in addition to their cognitive disabilities and behavioral/psychological problems.

Currently, the Psychology Department, directed by a New Jersey and Pennsylvania licensed psychologist, employs 14 psychologists and 23 behavior modification program technicians (BMPT). While performing as a member of an interdisciplinary treatment team at HDC, a psychology intern also receives training opportunities at an outpatient community-based setting one day per week. In this way, HDC supports the intern in developing a wide array of assessment, diagnostic, and therapeutic skills utilizing developmental, behavioral and forensic applications.

**PROGRAM F. WOODBRIDGE DEVELOPMENTAL CENTER**

Name of Placement: Woodbridge Developmental Center  
Address: P.O. Box 189  
Woodbridge, N.J. 07095-0189  
Telephone: (732) 499 - 5120  
Director of Intern Training: Darin Schiffman, Psy.D.  
APA Accreditation Status: APPIC member

Woodbridge Developmental Center (WDC), a State operated Intermediate Care Facility was founded in 1965. It provides long-term, client-centered care for individuals with severe developmental disabilities. WDC is located in the Avenel section of Woodbridge Township, approximately 20 miles south of New York City, N.Y and 25 miles northeast of Princeton, N.J. The facility is easily accessible from Route 1, Route 9, Route 35, The Garden State Parkway, and The New Jersey Turnpike.

WDC employs approximately 1,500 full and part-time employees and is certified for providing services to approximately 450 individuals. Presently, the facility is attempting to downsize through attrition in order to afford individuals more privacy, greater space, and a better homelike environment; according to our latest census, there are 390 individuals residing at the center. Residents, possessing a wide variety of disabilities receive total care and treatment covering their medical, developmental, mental health, and behavioral needs. Some of these residents are dually-diagnosed with a broad range of mild to severe psychiatric disorders represented.

The Psychology Department of WDC consists of eight full-time doctoral level Psychologists, three of whom are licensed New Jersey Psychologists. All Psychologists provide supervision of additional departmental staff who offer specialized services and program support to the residents. Additionally, four Board Certified Behavior Analysts serve as full-time consultants to the Psychology department. Psychiatric care is provided by two Psychiatrists and a Neurologist employed by WDC.

The theoretical orientation of the Psychologists is varied. Most have a background in either Psychodynamic or Cognitive-behavioral theories, while being eclectic in practice. Together, the varied background and specialties of the clinical supervisors offer interns a great deal of diversity in supervision and exposure to professional roles. It is the principles and application of Learning Theory, however, which provide the framework for supervision and the treatment of individuals exhibiting severe and challenging behaviors. An average of 3-4 hours of supervision is provided per week between WDC and the intern's one- day per week off-site placement.

The primary purpose of the training program is to teach interns current clinical practices in the development and coordination of comprehensive behavioral services. Interns will learn to critically evaluate and synthesize information from various domains of cognitive,

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emotional, and social functioning in order to provide more effective psychological services. More specifically, they evaluate the various functions of an individual's severe and challenging behavior. Based on their comprehensive functional assessment, interns formulate and make recommendations to the interdisciplinary treatment team regarding alternate, functionally equivalent skills that can be taught to the individual as replacement behavior.

Training at WDC emphasizes the development of a broad-range of diagnostic and clinical skills and the refinement of those previously acquired in other settings. Supervisors consider the individual strengths, needs, and interests of interns in determining the types and number of cases assigned to them. Interns are expected to demonstrate competency in psychotherapy, crisis intervention, multidisciplinary team functioning, completing a comprehensive behavior assessment, and psychological testing using multiple assessment techniques.

Several concurrent training experiences are offered. Interns will spend one full day per week at an affiliated off-site facility. There, interns provide therapeutic and diagnostic services to a more varied and typically higher functioning patient population. Currently, interns are being supervised by licensed Psychologists at Trinitas Hospital Developmental Disabilities Services and The Department of Human Services, Special Treatment Unit, a facility that provides treatment to patients who are civilly committed for sexual offenses. Interns also have numerous didactic and experiential opportunities for learning. These include the WDC Psychology Department presentations, workshops on treating individuals with Developmental Disabilities, and the New Jersey Department of Human Services Colloquium Series.

Through the above training opportunities, interns will enhance their general knowledge and clinical skills, while learning discipline-specific techniques for working with individuals with developmental disabilities.

In summary, WDC provides an excellent opportunity for interns seeking training and experience in working with individuals who have developmental disabilities. Our aim is to instill in the intern an appreciation of and respect for working with a population that is often misunderstood and neglected as an area of Psychology

**PROGRAM G: EWING RESIDENTIAL TREATMENT CENTER**

Name of Placement: Ewing Residential Treatment Center  
Address: 1610 Stuyvesant Avenue  
Trenton, NJ 08618  
Telephone: (609) 530-3350 or (609) 530-6096  
Director Intern of Training: David M. Young, Ph.D.  
Acting Clinical Director: Edward Zupkus  
APA Accreditation Status: None

The Ewing Residential Treatment Center (ERTC) is a clinical inpatient treatment facility located in Ewing Township a suburb of Trenton, New Jersey. Fully accredited by the Joint Commission on the Accreditation of Healthcare Organizations, it can be easily reached from the New Jersey Turnpike, I-95, or U.S. Route 1. Ewing Residential Treatment Center operates under the auspices of the New Jersey Department of Children and Families, Division of Youth and Family Services (DYFS). Our internship program participates in the New Jersey Psychology Internship Program, an association of affiliated internship programs that is operated by the New Jersey Department of Human Services. ERTC It provides a full range of services including psychological, social, educational, and psychiatric services to adolescent males in its catchment area. However, adolescents from other counties are considered for admission as well.

The Clinical Department at ERTC offers a one-year, full-time internship in clinical psychology. Interns receive intensive supervision while working with a population of behaviorally disordered and emotionally disturbed males. Although the age range for admission is 12½ to 17½ years, residents can remain in the program up to the age of 21 years, if they are still in a school program. Training here emphasizes the development of the diagnostic and clinical skills necessary to treat these youth and their families, with the goal of returning the residents to the least restrictive environment.

Interns are expected to help develop and implement treatment plans as part of a multiple disciplinary team which meets weekly to review each resident's progress in the program. In addition, interns have ample opportunity to provide individual therapy to residents several times per week if desired. Group therapy is also offered to residents, with emphasis on helping them improve social, coping and adaptive skills and to aid in the development of empathy. There are ample opportunities for interaction with team members representing various disciplines such as education, social work, nursing, medical, residential staff, recreation, occupational and family therapy, and psychiatry, as well as with other social agencies in the communities serving residents and their families.

Interns are trained in the administration of psychological tests and in preparing written reports for treatment teams. Interns are also expected to be available to provide crisis counseling to residents and to consult with staff concerning treatment issues. Attendance at clinical staff meetings, and at community meetings in the residential units are other important parts of the internship experience.

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Other training experiences and opportunities include participation at our school, The Lincoln School at ERTC, which operates under the auspices of the New Jersey State Office of Education. Additionally, the Mercer County District DYFS offices in Trenton are available as one-day outpatient sites where interns will participate and provide psychodiagnostic evaluations and psychotherapy of adults and children experiencing family problems.

ERTC currently has four part-time consulting psychologists, and two part-time consulting psychiatrists and three full-time social workers. We currently are seeking a full-time psychologist to fill the role of Clinical Director. We also contract with other licensed psychologists who are experienced supervisors to provide additional individual supervision. All psychologists are licensed in New Jersey. ERTC also has two consulting psychiatrists and three full-time social workers who are available for consultation with our interns. Clinical supervisors have a variety of theoretical orientations and can introduce the intern to diverse supervisory styles and professional roles. Interns are provided a minimum of three hours per week of individual face to face supervision for their clinical and assessment work. Interns at ERTC also participate in the Group Therapy supervision group that meets biweekly at nearby Trenton Psychiatric Hospital, as well as attending the weekly full-day New Jersey Psychology Internship Colloquium Seminar series. At ERTC, interns also participate in our monthly Grand Rounds and in-service presentations that are presented to by our Clinical Department. Over the course of the internship year, interns are also expected to make a presentation of their own to our department.

## APPENDIX A

### SOME GUIDELINES FOR EVALUATION OF PSYCHOLOGY INTERNSHIP PLACEMENTS

1. Is there administrative support for the internship training program?
2. How varied a training experience is available in terms of clinical activities and population?
3. How qualified are staff members, especially supervisors? Will they be able to attend required training seminars in supervision?
4. Is there a licensed psychologist who will be directly responsible for the quality of training at the facility and who will attend regular centralized Training Committee meetings?
5. Is there a variety of role models available?
6. Is there enough stability among staff to provide an ongoing program?
7. Does the intern have an opportunity to interact with a wide range of professionals from other disciplines?
8. What is the quantity and quality of the supervision? The program requires a minimum of three hours per week of supervision by a qualified supervisor.
9. Does the placement provide inservice programs and opportunities for professional development?
10. Is the physical space adequate to provide acceptable working conditions for the intern?
11. Are testing materials and needed supplies available for diagnostic work?
12. What type of library resources and support services are available?
13. Does the intern have an opportunity to participate in the Central Office Program?
14. Does the supervisor evaluate the background of individual interns and take their specific needs into account.
15. Are intern evaluations given to interns, and are there opportunities for open discussions with supervisors?

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16. What are the opportunities for collaborating on research projects?
17. Does the training facility provide for periodic self-evaluation?
18. Regarding an outpatient training facility, is there administrative support for the internship program and a willingness to provide time for a licensed psychologist to carry out training responsibilities?

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**APPENDIX B: COLLOQUIUM PROGRAMS  
(SEPTEMBER 2008– AUGUST 2009)**

<b>Date</b>	<b>Presenter</b>	<b>Topic</b>
September 3, 2008	T. Stephen Patterson, Ph.D., ABPP	Orientation of New Interns
September 17, 2008	Gene Nebel, Ph.D.	The Standardized Administration of the WAIS-III
October 15, 2008	Barry Mitchell, Ph.D.	Group Psychotherapy for Hospitalized Psychiatric Patients
October 15, 2008	Gene Nebel, Ph.D. Shirley Jenks, Ph.D. Cerena Buckley, Ph.D. David Buckley, Ph.D.	What Goes Into a Good Psychological Report
October 29, 2008	Frank Dyer, Ph.D.	An Introduction to The Millon Clinical Multiaxial Inventories
November 19, 2008	Philip Witt, Ph.D.	Psychological Assessment of Sex Offenders
December 3, 2008	Carol Goodheart, Ed.D.	Evidence-Based Practice Movement: Impact on Practitioners
December 17, 2008	Pamela Hall, Psy.D.	An Overview of Diagnosis and Treatment of Multiple Personality Disorders
December 17, 2008	Habib Nayerahmadi, Ph.D.	Risk Assessments
January 7, 2009	Joseph Springer, Ph.D.	Psychopharmacology for Psychologists
January 7, 2009	Amy Altenhaus, Ph.D.	How to Conduct Custody Evaluation, Write a Report, and Testify
January 17, 2009	George McCloskey, Ph.D.	Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
January 28, 2009	Nancy McWilliams, Ph.D.	Personality Differences and Their Implications for Psychotherapy
January 28, 2009	Nancy McWilliams, Ph.D.	Problems with the Medical Model of Diagnosis
February 11, 2009	George Kapalka, Ph.D.	ADHD: Diagnosis and Treatment
February 18, 2009	Susan Esquilin, Ph.D.	Child Abuse and Neglect
March 11, 2009	Marc Friedman, Ph.D.	An Introduction to Developmental Disabilities
March 18, 2009	Vivian Ota Wang, Ph.D.	Issues of Race and Culture in Research and Clinical Practice
March 25, 2009	Raymond Hanbury, Ph.D.	Disaster Psychology
April 1, 2009	Peter Paul, Ph.D.	How to Conduct Competency Evaluations
April 15, 2009	Nancy McWilliams, Ph.D.	Personality Differences and Their Implications for Psychotherapy
April 15, 2009	Nancy McWilliams, Ph.D.	Problems with the Medical Model of Diagnosis
April 22, 2009	Dominick DePhilippis, Ph.D.	Cognitive Behavioral Techniques for Establishing Token Economies and Reducing Dangerous Behaviors that Precipitate Hospitalization
April 22, 2009	Amy Altenhaus, Ph.D.	How to Conduct a Custody Evaluation, Write a Report, and Testify
April 29, 2009	Sudarshan Bagchi, M.D.	Geriatric Psychiatry
May 6, 2009	Jane Daniel, Ph.D.	Organizational Dynamics in Mental Health

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May 6, 2009	Linda Knauss, Ph.D.	The American Psychological Association Ethics Code
May 13, 2009	Shalonda Kelly, Ph.D.	Joining, Understanding, and Supporting Couples in the Face of Cultural Differences
May 20, 2009	Allen Weg, Ed.D.	Diagnosis and Treatment of Obsessive Compulsive Disorders
May 20, 2009	Marvin Lebowitz, Ph.D.	Projective Drawings
May 27, 2009	Cary Cherniss, Ph.D.	Emotional Intelligence: An Overview
June 3, 2009	Christopher Gates, Ph.D.	Military Psychology
June 3, 2009	Joan Kakascik, Ed.D. Mary Ann Olsen, Esq. Eunja Talbot, M.A.	Guardianship and Surrogate Decision Making for Vulnerable Adults
June 10, 2009	Louis Schlesinger, Ph.D.	Sexual Murder, Crime Scene Analysis, and New Directions in Forensic Psychology
June 17, 2009	Virginia Brabender, Ph.D.	Group Psychotherapy: Using Stages of Group Development to Achieve Therapeutic Goals
June 17, 2009	Gina Fusco, Psy.D.	Cognitive Behavioral Therapy with Personality Disorders