

# Doctoral Internship in Professional Psychology

**Trinitas Regional Medical Center** | **RWJBarnabas HEALTH**



**Department of Behavioral Health and Psychiatry  
INTERNSHIP BROCHURE  
2022-2023**



## Our Aims and Mission Statement

Our mission is to train interns to have superb clinical, assessment, self care, cultural sensitivity, team collaboration and community dedication skills. We strive to strengthen our interns' capacities to function at the highest level of professionalism in a wide variety of settings including hospitals, agencies, schools, private practice and organizations helping underserved and multicultural populations. It is our endeavor to have interns use all of their personal and empirical knowledge resources to be innovative and effective in providing services to the clients, systems and organizations they serve. Our immediate aim is to prepare interns for entry level positions in psychology.

# Trinitas Regional Medical Center

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# Introduction to Trinitas Regional Medical Center

**Trinitas Regional Medical Center**, established in January, 2000 following the consolidation of Elizabeth General Medical Center and St. Elizabeth's Hospital, is a full service healthcare system serving those who live and work in Eastern and Central Union County, New Jersey. Operating on two major campuses in the City of Elizabeth (located eighteen miles southwest of mid-town Manhattan, New York City), Trinitas Regional Medical Center has 454 beds, including a 120-bed long-term care center, and employs approximately 2,100 full and part time staff members. The Hospital is licensed by the State of New Jersey, and is fully accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).



Trinitas generally has over 15,000 inpatient admissions and over 73,000 patient visits each year. The Hospital serves approximately 300,000 residents of Elizabeth and Eastern Union County. Elizabeth is a racially and culturally diverse city, with residents representing a wide array of ethnic backgrounds.

Trinitas Regional Medical Center is a private, non-profit Catholic teaching hospital sponsored by the Sisters of Charity of Saint Elizabeth. It offers comprehensive medical/surgical services, senior services, adult and child/adolescent psychiatric care, maternal/child health services including a high-risk newborn nursery and inpatient pediatrics care, cardiac care, cancer services and an infectious disease program. The Hospital serves as the regional center for renal care, providing inpatient treatment and dialysis, and two satellite dialysis centers. The Brother Bonaventure Extended Care Center is a 120-bed facility offering long-term and sub-acute care. The Emergency Department is the most experienced in Union County, offering specialized treatment areas for pediatric, adult, and psychiatric emergencies.

**The Department of Behavioral Health and Psychiatry** of Trinitas Regional Medical Center is one of the largest behavioral health systems in the State of New Jersey, including every level of mental health and substance abuse care for both children and adults. The department was originally part of the Elizabeth General Medical Center founded in 1904 and has been providing mental health services for over 100 years and hosting internship training for over 30 years. Following the consolidation that created Trinitas Regional Medical Center in January, 2000, the Chief Executive Officer identified the Department of Behavioral Health and Psychiatry as one of three centers of excellence for the Hospital, and as such, it has continued to flourish and grow.

The Department maintains up to 92 inpatient beds for adults, children and adolescents (including 10 beds for patients who are both mentally ill and developmentally disabled) and provides approximately 200,000 outpatient visits per year. The patients treated are from an economically varied, ethnically diverse, inner city population. The Department employs over 200 full and part-time staff members who are racially and culturally diverse, and who represent a myriad of mental health disciplines including psychiatry, psychology, social work, nursing, occupational therapy, and creative arts therapies.

**Mental Health Services for Adults include:**

- Psychiatric Emergency Services
- Inpatient Unit, voluntary and involuntary admissions, including beds for Geropsychiatric & Developmentally Disabled/Mentally Ill Patients
- Acute Partial Hospital Program
- Intensive Outpatient Program
- Outpatient Services
- Institute of DBT (Adult Services)
- Geropsychiatric Program
- Crisis Team for Developmentally Disabled/Mentally Ill (DDD/MI)
- HIV/AIDS Mental Health Program (Kinship Connection)
- Domestic Violence Program
- Wellness Management Services

**Mental Health Services for Children, Adolescents and Families include:**

- Psychiatric Emergency Services
- Inpatient Unit, ages 5 to 17
- Partial Hospital Programs
- Institute of DBT (Adolescent Services)
- Outpatient Services
- Mobile Crisis Assessment/Stabilization Program
- Therapeutic High School (Lamberts Mill Academy)
- Residential Treatment Program for Adolescents
- Juvenile Sexual Offenders Program



**Substance Abuse Services for Adolescents and Adults include:**

- Ambulatory Detoxification Program
- Adult Partial Hospitalization Program
- Adult Evening Intensive Outpatient Program (IOP)
- Adult and Adolescent Outpatient Services
- Adolescent Day Program
- Adolescent Intensive Outpatient Program (IOP)
- Women's Addiction Services/Partial Hospitalization
- Perinatal Addiction Services, Residential Program



The extensive array of innovative, community-oriented programs that have been developed and nurtured at Trinitas Regional Medical Center over the years provide a fertile ground for the training of pre-doctoral interns in professional psychology. Psychology interns at Trinitas Regional Medical Center are exposed to rich and challenging training experiences, and they have multiple opportunities to contribute in meaningful ways to the well-being of the patients who seek care at the Hospital, as well as to the community at large.

## **APA Accreditation**

The Doctoral Internship in Professional Psychology is an integral part of Trinitas Regional Medical Center and reflects the institution's mission and commitment to excellence in health care. The internship training program has been in existence for 35 years. It began at the former Elizabeth General Medical Center in 1979, and initial accreditation was granted by the American Psychological Association (APA) in 1990. The last APA site visit occurred in July, 2017 and in the Spring of 2018 our program was granted the maximum 10 year re-accreditation period. The program's next accreditation site visit will be in 2027. We are proud to be APA accredited for over 30 years.





## Program Hallmarks:

### What Distinguishes Us from Other Training Programs

**Dedication to Diversity:** Our staff, community, clients, settings and internship experiences are all extremely diverse. We value this dedication as central to our work. Interns gain experience and training in all facets of diversity issues.

**Breadth of Experience:** Our internship program uniquely provides intensive training in both child and adult clinical experience. Interns are trained to provide services for an intensely diverse range of psychiatric problems and diagnosis. Our services provide help to all age groups and lifespan issues. Interns work in a wide variety of therapeutic programs providing specialized approaches, and servicing specialized populations (e.g., trauma victims...).

**Our Dialectic Behavioral Therapy Training Elective:** Interns can receive experience and training in the Institute for DBT and Allied Treatments. Depending on an intern's training needs, interests, and experience, there are two options within the elective. In the DBT Clinical Track, interns receive extensive training, supervision and clinical experience in our adherent DBT programs with both adolescents and adults. In the DBT Observation Track, interns can get some exposure to DBT but will not get extensive training, supervision or clinical experience (see section on DBT Therapy Training Elective for more information).

**Supervisory Experience:** Interns rotate providing seminar leadership and supervision to our department's MD psychiatry residents.

**Number and Quality of Seminars** Interns attend an extremely diverse array of seminars.

**Personal Development is Valued:** Increasing self-confidence, professional identity, belief in one's clinical judgment, self-care and knowledge base is a major training goal.



**Integrative Training:** Our staff train interns in Psychodynamic, CBT, IFS, Schema Therapy, TFCBT, Family Therapy and Systems Approaches.

**A Belief In, and Support of, Our Interns:** Once you are accepted we believe in your capacities. You made it; you deserve to be training with us so we try to support our interns as much as possible. We help our interns dedicate the year to learning. Perfection is not the goal; competency building is the goal.

**Opportunity for Consultation Experience:** Wellness Management Services provides the unique opportunity for interns to learn how to be a psychology consultant serving schools and corporations (e.g., organizational development, workplace health improvement, manager training, student teacher parent success improvement programs...). Interns have the opportunity to participate in program creation, on-site training provision, marketing, presentation skill development, coaching and organizational consultation. Interns can work on developing their own consultation program.

**Evidence Based Projects:** We train interns to empirically determine if clinical programs and services are effective. Interns learn how to use simple therapeutic outcome measurement tools to evaluate personal, clinical and program effectiveness.

**“Candy Shop of Experience”:** The Trinitas Department of Behavioral Health and Psychiatry is one of the largest in N.J.. We have over 12 different psychiatric units and each of those units house multiple programs.

**Development of Efficiency:** Interns learn how to manage and juggle multiple tasks. Interns learn how to change set, multi-task and provide services in a time effective manner.

**Intern Self-Care Group:** Interns have the unique experience of having an hour each week scheduled for them to get together for support and self-care time. The intern group can choose what is most important for them to do during this time (e.g., professional identity development issues, stress management, yoga, debriefing...).

**Interdisciplinary Collaboration:** Interns work closely with social workers, psychiatrists, nurses, administrators and others. Our staff is very cohesive and integrative.

**Strong Group Psychotherapy Experience:** Interns potentially run adult DBT and adolescent multi-family DBT skills groups, as well as other specialized groups in our child and adult outpatient departments. If interns have an interest in starting a group with a particular focus, population or treatment approach, they are encouraged to do so.

**Valuing the Hiring of Former Interns:** Many psychologists on staff were former interns. Whenever possible we strive to offer our interns part (e.g., continuing with DBT clients) or full time positions at the completion of their internship year.

**Child and Adult Clinical Experience:** Interns expand their clinical skills with both child and adult clients, broadening their foundation, marketability and skill set.

**Prioritization of Cultural Diversity Clinical Skills:** Our primary goals include the furthering of multi-cultural understanding, exposing and training our interns in multi-cultural therapeutic and diagnostic service provision. We possess a diverse staff of psychologists who are dedicated to serving our multi-cultural population in Elizabeth and Union County with as much effectiveness as possible.

**Dedication to Under Served Population:** The City of Elizabeth and Union County consists of populations ranging from very low to very high SES. Many of the clients that we serve have intense systemic, legal, family, job, disability, trauma and/or financial problems. We strive to help our clients deal with and overcome life problems, personal hardship, economic stress and resource disparity difficulties.

**Building Change and Flexibility Skills:** Given the present volatile health care delivery environment interns can count on change as a constant. The internship and our psychiatric services are dedicated to responding to change. We not only survive as one of the largest behavioral health departments in N.J. but continue to develop and offer new programs to meet emerging community and client needs. Interns at Trinitas learn how to change course, be sensitive to the changing financial resources and constraints of the marketplace, navigate today's mental health care changes and take the initiative in redefining how psychologists can offer their services.

**Care and Development of Our Inner Selves is Critical:** Our staff believes that being a psychologist is a demanding and difficult line of work. We strive to help interns learn how to take care of themselves in order to take care of others. We believe that our own depth of maturity, life experience, inner self development, capacity for self reflection and self care skills are critical elements in being caring and effective clinicians. We strive to help interns learn how to cope with the high demands of our field and work.

More information about our services can be obtained at:

**RWJBH Trinitas Regional Medical Center Department of Behavioral Health:**

<https://www.rwjbh.org/trinitas-regional-medical-center/treatment-care/mental-health-and-behavioral-health/>

**Our Adult and Adolescent DBT Program:**

<https://www.rwjbh.org/trinitas-regional-medical-center/treatment-care/mental-health-and-behavioral-health/dialectical-behavior-therapy/>

**RWJBH Trinitas Regional Medical Center:**

<https://www.rwjbh.org/trinitas-regional-medical-center/>

## TRAINING MODEL AND PHILOSOPHY

The training model for the Pre-Doctoral Internship in Professional Psychology at Trinitas Regional Medical Center is based on The Local Clinical Scientist Model (Stricker, G., & Trierweiler, S. J., 1995. The Local Clinical Scientist: A Bridge Between Science and Practice. *American Psychologist*, 50, 995-1002). The Local Clinical Scientist Model emphasizes the attitudes, knowledge



base, and approach of the scientist, rather than scientific activities that involve the design and implementation of original research per se. Stricker & Trierweiler have suggested that science and practice need not be regarded as incompatible if one focuses on the attitudes and identities of the scientist and the practitioner, rather than on the specific activities of research and practice. Within this framework, it is possible to envision professional psychologists who are trained to adopt the stance of a scientist while engaging in professional practice, that is, “the clinician as a thinking scientist”. The stance of a scientist includes the application of scientific knowledge to clinical issues, intellectual curiosity, critical thinking, observational skills, the development and testing of hypotheses, openness to new knowledge and approaches, and an appreciation for and proper use of data. Stricker & Trierweiler view the clinician as functioning as a scientist within the local setting, with each clinical or consultation interaction as a problem to be solved, not unlike the way a scientist would approach a problem in the laboratory.

Given the context in which the internship program operates, the Internship Director, Chief Psychologist, and training supervisors at Trinitas Regional Medical Center believe that the Local Clinical Scientist Model provides the most reasonable framework upon which to build the program’s training goals and objectives. Trinitas Regional Medical Center is primarily a service delivery organization, and while there are few resources dedicated to traditional research per se, the philosophy and activities related to Continuous Quality Improvement (CQI) pervade the organization, and serve as the structure within which staff members thoughtfully plan and evaluate the services that are provided. The CQI process is particularly compatible with the Local Clinical Scientist Model since similar philosophies and activities are involved.

## Internship Training: The Key Program Goals:

- ❖ **Instill an Effective, Professional and Ethical Foundation of Clinical Skills:** To provide doctoral psychology students with an intensive, practice-oriented, year of training that will prepare them to function effectively and ethically within the field of psychology
- ❖ **Build Interns' Capacity for Continual Skill Improvement and Learning:** To expose interns to a wide variety of settings in which psychologists can practice, and to enhance their ability to be self-directing with respect to areas of interest, and to the selection of training experiences that will further those interests
- ❖ **Strengthen an Expertize for Delivering Outcome Effective, Culturally Aware, Scientific, Clinical Services:** To produce new professionals who are critical thinkers and problem solvers, with a quality improvement mindset, who can deliver psychological services in a flexible, self-aware, ethical, culturally sensitive, and time-effective manner.



## The Profession Wide Competency Areas (PWCs):

In accordance with the new APA Standards that are expected of all Doctoral Internship Training Programs, we are dedicated to training our interns to achieve competencies in the following key Profession Wide Competency areas:

### 1. Research:

Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.



### 2. Ethical and legal standards:

Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and Relevant professional standards and guidelines. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. Conduct self in an ethical manner in all professional activities.

### 3. Individual and cultural diversity:

An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. The ability to integrate awareness and knowledge of individual and



cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

#### **4. Professional values, attitudes, and behaviors**

Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. Actively seek and demonstrate openness and responsiveness to feedback and supervision. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.



#### **5. Communication and interpersonal skills**

Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

#### **6. Assessment**

Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

#### **7. Intervention**

Establish and maintain effective relationships with the recipients of psychological services. Develop evidence-based intervention plans specific to the service delivery goals. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Demonstrate the ability to apply the relevant research literature to clinical decision making. Modify and adapt evidence-based approaches effectively

when a clear evidence-base is lacking. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

## **8. Supervision**

Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

## **9. Consultation and interprofessional / interdisciplinary skills**

Demonstrate knowledge and respect for the roles and perspectives of other professions. Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

### **Our Evaluation Competency Rating Scale:**

Intern competencies are evaluated at regular intervals during the internship program. Outcomes are measured through a numerical rating and written commentary of key competencies in our quarterly and trimester evaluations. Supervisors submit written evaluations of intern competencies every 3 to 4 months. Interns also rate themselves on these forms to have input concerning their perspective of their level of competency on each skill item. The supervisor and intern ratings and comments are then discussed by both parties in order to define goals and priorities for the next course of their work. All measurements are based on regular ongoing supervisor observations of interns in: 1) seminars, 2) unit team meetings, 3) consultation teams, 4) process group, 5) individual and group supervisions, 6) co-leading of groups with supervisors, 7) milieu supervisor observations on the units that interns are working on, 8) collaboration / supervision of crisis management with supervisors, 9) case presentations in variety of clinical settings, and 10) intern dissemination and discussion of research and clinical issues in a variety of settings. The Director of Training (DIT) communicates with seminar leaders and supervisors regarding their assessment and observations of the interns' progress in building competency elements. These two-way conversations and other ancillary information inform the evaluations of the interns in order to monitor the development of intern competencies as the year progresses.



Interns must achieve a rating of Ready for Entry Level Job with Supervision by the end of the year for graduation on each of the key PWC competency areas that they are required to build. Our rating scale consists of the following scale points: 1: area of deficiency, action plan and focused, skill building needed; 2: some capacity but needs marked improvement, very close supervision and training needed; 3: fair foundation level; significant supervision and monitoring needed; 4: good capacities in this area, moderate supervision needed; 5: ready for entry level job, minimum baseline competency reached, weakness remains, considerable supervision needed in this area; 6: good level of skills in this area: ready for entry level job with continued supervision; 7: excellent skills in this area: ready for entry level job with supervision, can serve as a mentor, supervisor or role model in this area; not observed.

### **Expected Post Internship Training Outcome:**

Training as an intern at Trinitas is performed with the expectation that at graduation our interns will be capable of functioning in a productive level at an entry level position en-route to being licensed as a psychologist in the state of post internship employment.

## Structure of the Internship Training Experience

The internship training year commences on August 31<sup>st</sup> and concludes on August 30<sup>th</sup> of the following year. This allows interns to become eligible for the health benefits available to Trinitas Regional Medical Center employees effective September 1<sup>st</sup>. As full time, salaried professional employees, interns are expected to work a minimum of 40 hours per week or a total of 1880 internship hours for the year. In actuality, interns typically spend between 40 to 50 hours per week on internship related activities, including direct service, clinical paperwork, report writing, supervision, didactic seminars, and seminar readings. Interns receive 4 weeks of paid PTO / sick time / holiday leave during the year plus 5 paid national holidays off.

The internship at Trinitas Regional Medical Center is a highly organized and structured training program that allows interns to function with increasing independence as the training year progresses, while providing intensive supervision and didactic experiences throughout the year. The program's design, however, allows for considerable customization of each intern's schedule. Incoming interns gain experience with both adult and child clients. They are assured experiences with all age groups as the internship is designed to provide generalist training for each intern.

## The 6 Components of Our Internship Training

There are six basic components of the internship program:

### **Component # 1: Year-long Outpatient Clinical Experience**

Interns are assigned to both the adult and the child/adolescent outpatient units. Interns are expected to carry a caseload of outpatient clients and outpatient groups. Interns also conduct four intakes per month, two per month on the adult unit and two per month on the child/adolescent unit. Throughout the internship year, interns participate in the units' weekly treatment team meetings and have the opportunity to both present their own cases, and to observe case presentations by experienced clinicians. Interns are expected to attend administrative staff meetings on the units as well, rotation schedules permitting.



**DBT Therapy Training Elective:** We are excited and proud to offer extensive DBT training and clinical experience for interns whose training needs and experience fit with [the DBT Institute](#). It is unique for interns to gain experience on internship in both adolescent and adult adherent DBT treatment. Interns can choose to be in our Clinical Intensive DBT or Observational DBT tracks. All interns attend an initial 8 hours of training on DBT so that they can become familiar with this theoretical orientation. The DBT Clinical Track interns attend a year-long DBT experience which includes participating in the adult and adolescent DBT Consultation Teams, individual DBT supervision, DBT didactics and supervision group, and providing adolescent and adult DBT clinical services (i.e. DBT individual therapy, DBT skills/multi-family skills groups, phone coaching). Interns in the DBT Observation Track attend the DBT didactics and supervision group, attend adult Consultation Team, and co-lead an adult skills group.

## **Component # 2: Two Six Month Clinical Rotations**

Through a collaborative process that takes into account each intern's training interests and priorities, interns are assigned to two six-month rotations, one starting in September and the other in March (some rotations are for the entire training year). Interns spend 12 to 14 hours per week on rotation assignments. Psychologists and/or other staff on the units provide clinical and administrative supervision. In some cases supervision may be provided by psychology supervisors not based on the unit. Priority is given to placing interns on units where there are psychologists on staff. The primary rotation choices are:



### **Adult and Child Intensive Outpatient Rotation:**

Interns may elect to have an outpatient clinic rotation which involves interns with a more intensive experience within one or both of our outpatient units with a selected mix of specific populations and/or therapeutic modalities. Intern activities on this rotation in the past has included: Game Based CBT (providing manualized tx to child clients), Prolonged Exposure CBT (for adult trauma clients), Pre-k Parent Support Group, manualized treatment of The Incredible Years Protocol, MICA Group Adolescent Program (e.g., for court-mandated substance abuse clients), Co-occurring Adult Group, Managing Your Moods Adult OPU Program (e.g., teaching coping skills to manage depression and anxiety), Supervision of Psychiatry Residents, Partial Hospital activities, Trauma Focused CBT and ADHD Parents Education Group.



### **Adult Rotation – Partial Hospital Program:**

The partial hospital program is an intensive, daily treatment intervention program for adults with intensive psychiatric diagnosis. The program is offered either as a step-down from, or as an alternative to, inpatient care. Interns function as members of the interdisciplinary team, carrying two to three cases at any given time, leading a daily psychotherapy social skills group and attending treatment team meetings.

### **Adult/Child Rotation - Wellness Management Services:**

Wellness Management Services (WMS) provides consultation and training for businesses, schools, agencies and community groups to improve organizational and employee health and success. The program offers a very unique opportunity for interns to gain training and experience in psychological consultation. Interns build their skills in the areas of school program development, community-based initiatives, preventive health care and/or corporate interventions. WMS programs include school services (e.g., programs to improve teacher effectiveness, at risk student achievement, etc.), corporate organizational development (e.g., leadership excellence, customer care, effective workplace communication, managerial coaching, stress management, violence prevention, workplace conflict resolution, change management...) and health care improvement (e.g., behavioral medicine, stress management, smoking cessation...). Most recently, interns rotating on this service have been providing consultation, counseling, presentations, and assessment in both a local high school and early childhood education (kindergarten and pre K)

settings. In both school settings interns intervene to help students at risk for social, emotional, learning, spectrum, ADHD and other difficulties. In the high school interns consult with teachers and administrators and provide individual and group counseling to students. Interns at the High School carry a caseload of individual and group clients in addition to running the educational intervention program. In the early childhood setting at a different school district interns provide consultation, assessment, counseling and presentations to teachers, administrators, parents and pre-school students ages 3 to 6. Interns receive on site supervision by Trinitas psychologists in both these settings.

#### **Adult/Child Rotation – Emergency Services (mini-rotation):**

The 6 bed ER department provides screening, assessment, crisis intervention, triage, and disposition services for patients referred to the hospital for psychiatric evaluation. Although this is not a full rotation interns do have the opportunity to take an observation role in the psychiatric emergency room during their internship year.

#### **Component # 3: Four Sessions Per Week of Supervision**

Interns receive at least four 45-60 minute supervision sessions per week, including two individual supervision sessions for outpatient cases, one individual supervision session for rotation experience and one weekly group supervision session for psychological testing. Three of the four supervisory sessions are on a one-to-one basis. The psychological testing and group psychotherapy supervision is conducted in a small group format. Supervisory assignments are made based on a number of factors, including interns' preferences; and, the need to assure that each intern receives the required number of supervision hours by licensed psychologists who meet the criteria stated by the New Jersey Board of Psychological Examiners.

#### **Component # 4: Psychological Testing Experience**

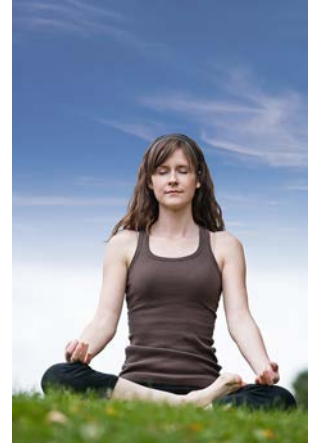
Interns complete a minimum of 6 psychological test batteries during the course of the year. Interns consult with testing supervisors and the testing seminar leader to determine which instruments to use and how to interpret test results. Interns give verbal feedback to referring clinicians and clients. Interns write up test reports and place recommendations in the patient's electronic chart. A number of computer assisted and online scoring programs are used by our interns (e.g., Pearson Qglobal measures).

## **Component # 5: Intern Seminars**

Interns attend a wide array of weekly didactic/case presentation seminars designed specifically for them. They also participate in other educational and clinical forums sponsored by the Department of Behavioral Health and Psychiatry.

### **Current seminars include:**

- Adult Psychotherapy Seminar (weekly, full year)
- Dialectic Behavioral Therapy Seminar (weekly, full year)
- Family Therapy, Cultural - Ethical Issues and Child Psychotherapy Seminar (weekly to biweekly)
- Psychological Testing and Assessment Seminar (weekly, full year)
- Seminar on Supervision, Empirical Based Research Projects and Group Psychotherapy (biweekly during the year)
- Intern Personal/Professional Self-Care Process Group (weekly)
- Psychology Staff Meeting on Effectiveness of Psychotherapy and other psychology issues (twice monthly, full year)
- Interns/Internship Director Meeting (weekly, full year)
- Grand Rounds Presentations (approximately one to two per month)



## **Component # 6: Quality Improvement / Evidence-Based Treatment Projects**

In using the Local Clinical Scientist Model, we want interns to strengthen their ability to integrate objective feedback and treatment outcome indicators to inform their clinical decision making and intervention strategies. To help achieve this outcomes-based approach to clinical work, interns conduct outcome projects using instruments and feedback tools to collect data on the effectiveness of their therapeutic interventions. Alternately, interns can select and contribute to one of the ongoing quality improvement or evidence-based treatment projects that are being conducted on our service units. Interns spend a minimum of one hour per week on Evidence Based Project related activities. An intern can also propose a project that is consistent with his/her interests as well as unit needs.

## Intern Benefits

During a full day Hospital-Wide Orientation program that interns attend, and also during the internship orientation period, interns are informed about the benefits and supports available to them as interns and employees of Trinitas Regional Medical Center. The interns are paid an internship salary stipend of \$25,000 per year, receive medical and dental coverage, and have access to an Employee Assistance Program. They have 20 days of paid time off (PTO), as well as the 5 paid holidays that are observed by the organization.



## Intern Resources

There are two offices dedicated for use by our interns. Each office has a computer and printer. Interns have voice-mail boxes, e-mail, internet access and use of computers on all units. In addition, the Library Services department of the Hospital provides on-line access to a number of data bases that feature professional papers and journals in psychology and the behavioral health sciences. Each intern has the use of a digital voice recorder for recording psychotherapy and testing sessions. The Department of Psychiatry has an electronic patient record system called Avatar. Interns are trained in using this electronic data software.

## Feedback to Interns

The program has multiple methods for providing feedback to interns. At the beginning of the training year, interns are given copies of all the relevant policies that address their rights and the processes by which they will be evaluated, and they are given copies of the competency assessment tools that will be used to assess their progress. In addition, during orientation interns are given copies of the forms that they will use to give feedback to their supervisors and seminar leaders.

More information about our services can be obtained at:

**RWJBH Trinitas Regional Medical Center Department of Behavioral Health:**

<https://www.rwjbh.org/trinitas-regional-medical-center/treatment-care/mental-health-and-behavioral-health/>

**Our Adult and Adolescent DBT Program:**

<https://www.rwjbh.org/trinitas-regional-medical-center/treatment-care/mental-health-and-behavioral-health/dialectical-behavior-therapy/>

**RWJBH Trinitas Regional Medical Center:**

<https://www.rwjbh.org/trinitas-regional-medical-center/>

Dr. Rodger Goddard, Director of Training / Chief Psychologist can be contacted for more in-depth information (e.g., policies and procedures...) concerning all aspects of our internship program.

## Training Supervisors and Instructors

A highly skilled group of training supervisors offer expertise in a wide array of diagnostic and therapeutic interventions. Psychology staff members have a diversity of training backgrounds in clinical (PsyD and PhD), school, and counseling psychology. A number of supervisors are themselves graduates of the Hospital's doctoral internship program. A broad range of theoretical orientations are represented, including psychodynamic, CBT, Internal Family Systems (IFS), relational, and family - systems approaches. Psychology staff members have diverse specialties and interests and are highly committed to the success of the internship program. Interns also have many opportunities to collaborate with, and be mentored by, skilled staff from other mental health disciplines, including social work, nursing, and psychiatry.

The following is a list of current psychology staff members, both licensed and un-licensed. Six of the individuals listed are licensed in New Jersey and/or other states. Following each name is the person's primary location within the hospital. The codes following each name indicate the person's role in the internship program:

- A Internship Director
- B Chief Psychologist/Internship Co-Director
- C Rotation Supervisor
- D Seminar Teacher
- E Clinical or Testing Supervisor
- F Unit Based Mentor
- G Process Group Facilitator



Catharina Carvalho, Ph.D.	Staff Child Outpatient Unit Supervisor, Seminar Instructor	C, D, F
Kathy Forlenza, PhD	Senior Psychologist, Outpatient Clinic (908) 994-7286	E
Rodger Goddard, PhD	Director, Internship Training Director, Wellness Services Chief Psychologist (908) 994-7334	A, B, C, D, E
Essie Larson, PhD	Coordinator, Adult DBT Program OPU (908) 994-7287	D, E, F

Atara Hiller, Psy.D.	Staff Child Outpatient Unit Coordinator, Adolescent DBT Program Supervisor (908) 994-7378	E, F
Pat Neary-Ludmer, Ph.D.	Director, Family Resource Center (Suburban Hospital Clinic) (908) 276-2244 x15	E
Julie Neuspiel, M.A.	Clinician, Child Outpatient (909) 994-7335	D
Jamie Stillwell, Psy.D.	School Based Clinician Wellness Management Services (908) 994-7334	C, D, E
Isabel Rodrigues Psy.D.	Clinician, Child Outpatient Supervisor, Testing Seminar Instructor (908) 994-7161	D, E, F

## Internship Leadership

Rodger Goddard, PhD, is the Director of the Doctoral Internship Training Program, Director, Wellness Management Services (our corporate and school consultation and organizational development program) and Chief Psychologist. He can be reached at (908) 994-7334 or [Rodger.Goddard@rwjbh.org](mailto:Rodger.Goddard@rwjbh.org)



## Eligibility for Application

Four interns are offered positions at Trinitas Regional Medical Center each year. To be considered for the internship program, applicants must have completed a minimum of 3 years in a doctoral program in psychology, with a minimum of 500 practicum hours and 10 psychological test batteries with integrated reports. **Only applicants from APA-accredited programs will be considered.** Accredited psychology clinical programs are preferred, but APA-accredited school and counseling psychology program applicants are also very welcome to apply if they have completed courses and have practicum experience in psychotherapy and psychological testing.



Each APPIC written / submitted application is reviewed by the Internship Director and one other training supervisor. minimum requirements specified above are rank ordered factors include: the breadth and relevance of the candidate's clinical training experiences; the perceived "fit" between the candidate's stated training goals and the experiences that Trinitas has to offer.

Applications that meet the based on a number of factors. These

Following the review and ranking of application APPIC materials as described above, the 36 candidates with the highest rankings are invited in for face-to-face interviews. Applicants will be notified by e-mail on or before December 23<sup>th</sup>, 2022 as to whether they have been selected to come in for an interview. Interviews are conducted on four separate mornings during late December and the first two to three weeks in January. Each applicant who is invited for an interview will be scheduled for one of our four dates based on applicant availability and slot openings.

Nine applicants are scheduled per day. The schedule includes an overview presented to all applicants by the Internship Director / Chief Psychologist, an interview with the Internship Director / Senior Psychologist, a 45 minute interview with a training psychologist / intern supervisor, an interview with our Director of DBT services, and a question & answer period with the current interns. Interviews are conducted with significant attention to appropriateness of "fit". Interns who have had clinical experience and coursework that have prepared them for the clinical situations they will face at Trinitas, and who have stated interests and training goals that match the experiences available at the Hospital, are given priority in the selection process.

**We are an Equal Opportunity Employer with a Strict No Discrimination Policy and Encourage the Application of Candidates from All Cultural and Ethnic Backgrounds**

## Application Procedure

We participate in the APPIC online doctoral internship application process and adhere to all APPIC standards. We require that all intern applicants submit their application online at AAPI Online which can be accessed at [www.appic.org](http://www.appic.org). We are an equal opportunity employer. We request that applicants submit at least 3 letters of recommendation, a case summary and psychological test report – all with identifying data and names blocked out, through the online portal.

Applicants should submit all required application forms and materials by midnight November 6<sup>th</sup> 2022 by way of the Internet Portal at: <https://portal.appicas.org> Please direct your application to:  
Trinitas Regional Medical Center - APPIC Program Code # 142411

### Contact Information:

Rodger Goddard, Ph.D.  
Director of Psychology Internship Program  
Chief Psychologist  
Trinitas Regional Medical Center  
655 East Jersey Street  
Elizabeth, New Jersey 07206  
[Rodger.Goddard@rwjbh.org](mailto:Rodger.Goddard@rwjbh.org)



Remember, the deadline for receipt of applications is **November 6, 2022**. An interview is not offered to everyone. Thirty-six applicants will be contacted and invited for on-site interviews. For further in-depth information concerning all aspects of our training program (e.g., actual policies and procedures, in depth seminar descriptions / curriculum...) candidates or interested parties can contact Dr. Goddard to obtain a link to documents relevant to the internship training program.

This internship site adheres to all APPIC Match policies and procedures and agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Please visit the APPIC web site for additional information about policies and procedures: [www.appic.org](http://www.appic.org)

### APA Contact Information

American Psychological Association  
Office of Program Consultation and Accreditation  
750 First Street, NE  
Washington, DC 20002-4242  
(202) 336-5979

# INTERNSHIP ADMISSIONS SUPPORT AND INITIAL PLACEMENT DATA: GREATER DETAIL

Date Program Tables Updated: June 10, 2022

## Program Disclosures

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

## Internship Program Admissions

<b>Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:</b>
We welcome the application of doctoral psychology students from clinical, school, combined, counselling and child concentrations. Applicants must be from APA accredited programs.
<b>Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:</b>
Total Direct Contact Intervention Hours: <u>Yes</u> Amount: <u>500</u> Total Direct Contact Assessment Hours: <u>Yes</u> Amount: <u>50</u>
<b>Describe any other required minimum criteria used to screen applicants:</b>
Applicants must have completed at least 3 years of graduate level courses.

## Internship Admissions Support and Initial Placement Data: Greater Detail

<b>Applicant requirements:</b>	We welcome the application of doctoral psychology students from clinical, school, combined, counseling and child concentrations. Applicants must be from APA accredited programs. Applicants must have completed at least 3 years of graduate level doctoral courses.
<b>The minimum number of intervention hours required for application:</b>	Minimum Total Direct Contact Intervention Hours Amount for Application: 500
<b>The minimum number of assessment hours required for application:</b>	Minimum Total Direct Contact Assessment Hours Amount: 50
<b>Annual stipend/salary for full-time interns:</b>	25,000
<b>Annual stipend/salary for half-time interns:</b>	Half time applicants are not accepted.
<b>Medical insurance coverage:</b>	Applicants begin our program on the last date in August in order to have access to medical insurance coverage beginning September 1 <sup>st</sup> .
<b>Cost of coinsurance to be paid by interns during internship year for medical coverage:</b>	Starting at \$ 40 to \$ 60 per pay period every 2 weeks of internship depending on coverage, e.g., self plus 1 child starting at \$ 50 to \$ 80 per pay period Self plus 2 children, family or partner \$ 65 to \$ 110 per pay period all depending on coverage.
<b>Family member coverage:</b>	Yes With Additional Cost per above
<b>Legally married partner coverage:</b>	Yes With Additional Cost per above
<b>Coverage of domestic partner:</b>	No
<b>Hours of annual paid personal time off (PTO and/or vacation) and sick leave:</b>	20 Days plus 5 National Holidays
<b>In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave?</b>	Yes
<b>Other benefits (please describe):</b>	Dental Plan Available at An Extra Cost starting at \$7.50 to \$30 per pay period
<b>Total # of interns who were in the last 3 cohorts:</b>	12
<b>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree:</b>	1 in past 3 years

Date Program Tables and information last updated on APPIC Site: June 1, 2022

### Financial and Other Benefit Support for Upcoming Training Year\*

Annual Stipend/Salary for Full-time Interns	25,000	
Annual Stipend/Salary for Half-time Interns	NA	
Program provides access to medical insurance for intern?	Yes	
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	Yes	
Coverage of family member(s) available?	Yes	
Coverage of legally married partner available?	Yes	
Coverage of domestic partner available?		No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	150	
Hours of Annual Paid Sick Leave	Included in PTO	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	
Other Benefits (please describe): Dental coverage with intern payment: Dental benefits with trainee biweekly contribution		

\*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

## Summary of The Characteristics of The Specified Training Classes

	<b>2015- 2016</b>	<b>2016- 2017</b>	<b>2017- 2018</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>	<b>2022- 2023</b>
<b>Completed applications</b>	141	140	151	140	123	134	110	96
<b>Applicants invited for interviews</b>	36	36	36	36	36	36	36	33
<b>Total number of interns</b>	4	4	4	4	4	4	4	4
<b>Interns from APA/CPA accredited programs</b>	4	4	4	4	4	4	4	4
<b>Interns from Ph.D. Programs</b>	1	0	1	2	3	2	0	0
<b>Interns from Psy.D. Programs</b>	3	4	3	2	1	2	4	4
<b>Interns from Ed.D programs</b>	0	0	0	0	0	0	0	0
<b>Interns from a clinical psychology program</b>	3	3	2	3	2	2	3	2
<b>Interns from a counseling psychology program</b>	0	0	0	1	2	0	0	0
<b>Interns from a school psychology program</b>	1	1	2	0	0	2	1	2
<b>Range of integrated assessment reports: lowest number</b>	18	17	19	28	32	15	14	16
<b>Range of integrated assessment reports: highest number</b>	87	81	79	75	78	42	53	64

## Initial Post Training Placement / Activities of Past Interns

	2018 – 2021	
Total # of interns who were in the 3 cohorts	12	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	ED
Academic Teaching	0	0
Community mental health center	0	0
Consortium	0	0
University counseling center	0	0
Hospital Medical Center	5	1
Veterans affairs medical center	0	0
Psychiatric facility	0	0
Health maintenance organization	0	0
School district/system	1	0
Independent practice setting	3	2
Other	0	0

Note: “PD” = post-doctoral residency position; “EP” = employed position. each individual represented in this table should be counted only one time. for former trainees working in more than one setting, select the setting that represents their primary position.

## Initial Post Training Placement / Activities of Past Interns: Greater Detail

Placement	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Community mental health center	0	2	0	0	0
HMO	0	0	0	0	0
Veterans affairs or military medical center	0	0	0	0	0
Military medical center	0	0	0	0	0
Private general hospital	3	0	1	0	1
General hospital	0	1	2	1	0
Other medical center	0	1	0	1	0
Private psychiatric hospital	0	0	0	0	0
State/county/other public hospital	0	0	0	0	0
Correctional facility	0	0	0	0	0
School district/system	0	0	0	0	1
University counseling center	0	0	0	0	0
University teaching faculty	0	0	0	0	0
Undergraduate teaching position	0	0	0	0	0
Medical school	0	0	0	0	0
Academic non-teaching position	0	0	0	0	0
Research position or ind. research institution	0	0	0	0	0
Independent practice	0	0	1	2	0
Other (e.g., consulting)	0	0	0	0	0
Not currently employed	0	0	0	0	0
Changed to another career field	0	0	0	0	0
Federally qualified health center	0	0	0	0	0
Independent primary care facility/clinic	0	0	0	0	2
Academic health center	0	0	0	0	0
Psychiatric hospital	0	0	0	0	0
Academic university/department	0	0	0	0	0
Community college or other teaching setting	0	0	0	0	0
Changed to another field	0	0	0	0	0
Not currently employed	1	0	0	0	0
Unknown	0	0	0	0	0

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Working on dissertation/student	0	0	2	0	1
Postdoctoral fellow	0	2	2	4	3

Total Post-doctoral Residency position placement past 4 cohorts: 8

Total Known Employed Positions Last 4 Cohort Groups: 12

## Brief Description of Internship Experience

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Trinitas provides an in depth, broad-based, training in the delivery of all facets of psychological services across the life span. Interns work in one of the largest behavioral health services in the state of New Jersey. We use the local clinical scientist model to guide our training. We provide services to an extremely ethnically diverse, urban population. All interns work with both adults & children. Interns gain experience in providing adult, child, family, & group psychotherapy & assessment. Settings include outpatient, partial hospital, residential and school environments. Our program offers the unique opportunity for all interns to receive intensive training in the use of both adult and adolescent DBT in our DBT Institute. Our program also offers the unique opportunity to deliver services as a consultant providing training, program development & consultation to corporations and/or schools. Interns work in our child and adult outpatient clinics during the entire year. Interns additionally choose two 6-month rotations. Rotation choices include: Adult Partial Hospital, Psychology Consultation to Schools and Corporations and Intensive Child and Adult Outpatient Rotations. Interns perform at least 6 psychological testing batteries during the year. Interns also participate in an evidence-based outcome project. Intern seminars include: Adult Psychotherapy, Child, Family, Culture & Ethics, DBT, Group Therapy, Testing & Assessment and Supervision weekly or biweekly seminars. Interns attend a weekly intern self-care process group. Interns receive four supervision sessions per week (3 individual & 1 group). Supervision is provided for outpatient psychotherapy cases, rotation and psychological testing (group supervision). Each intern carries outpatient cases (half in adult & half child/adolescent), plus 3 to 4 outpatient groups. Our training environment is supportive and flexible. The hospital has a long tradition of hiring former interns and we have a number of former interns on staff who function in a variety of roles in the department. Training supervisors work from a variety of theoretical orientations, including Psychodynamic, CBT, IFS, Schema Therapy, DBT, Family Systems and Interpersonal Approaches.