

**Pre-Doctoral Internship in
Professional Psychology**



**Department of Behavioral Health and
Psychiatry**

**INTERNSHIP BROCHURE
2012-2013**

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 541 beds, including a 120-bed long-term care center, and employs a total of 2,400 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).

Over 18,000 inpatients, 70,000 emergency patients, and several hundred thousand outpatients are treated at Trinitas Regional Medical Center 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 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 1879 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 ten 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 over 200,000 outpatient visits per year. The patients treated are from an economically varied, ethnically diverse, inner city population. The Department employs over 300 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
- 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
- Outpatient Services
- Mobile Crisis Assessment/Stabilization Program
- Therapeutic High School (Lamberts Mill Academy)
- Residential Treatment Program for Adolescents
- Juvenile 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 Pre-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 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, 2010 at which time the program was fully re-accredited for seven years. The program's next accreditation site visit will occur in 2017.



Program Hallmarks:

What Distinguishes Us From Other Training Programs

Dedication to Diversity: Our staff, community, clients, settings and internship experiences are all extremely diverse.

Breadth of Experience: Our internship program uniquely provides intensive training in both child and adult clinical experience. Interns are exposed to, and trained in dealing with, an intense diversity of psychiatric problems and diagnosis. Our services provide help to all age groups and lifespan issues. Interns work in an intense variety of therapeutic programs providing specialized approaches, and servicing specialized populations (e.g., sexual offenders, trauma victims...).

Number and Quality of Seminars

Dialectic Behavioral Therapy Training and Experience is Now Given to All Interns

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

Integrative Training: Our staff trains interns in Psychodynamic, CBT, Family Therapy and Systems Approaches.

A Belief In, and Support of, Our Interns: There are no further tests. Once you are accepted we believe in your capacities. You made it; you deserve to be here, we believe in supporting you. We try to help our interns to dedicate the year to learning and not getting a Burnout Award for the best Intern Performance of the year. Perfection is not the goal; learning is the goal.

Opportunity for Consultation Experience: Wellness Management Services provides the unique opportunity for interns to learn how to be a psychology consultant to schools and corporations (e.g., organizational development, health promotion in the workplace, leadership, school / student success improvement programs, customer value...). It provides the opportunity for interns to participate in program creation, on site training provision, marketing, presentation skill development, coaching and organizational consultation.

Evidence Based Projects: We strive to help interns determine if their clinical interventions 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.

Process Group: Interns receive added support from attending the confidential Process Group to further their professional identity development, stress management and confidence.

Strong Group Psychotherapy Experience

Interdisciplinary Collaboration: Interns work closely with social workers, psychiatrists, nurses, administrators and others.

Valuing the Hiring of Former Interns: Many psychologists on staff were former interns. Whenever possible we strive to offer our interns positions at the completion of their internship year.

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, having a diverse staff of psychologists and 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 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, Burnout Protection, Stress Management and Self Nurturing Skills: 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 deal with stress and care for themselves.

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.

The **overall goals** of the program are:

- ❖ to provide pre-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
- ❖ 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

- ❖ 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.

Training Objectives:

With these overall goals in mind, the internship program of Trinitas Regional Medical Center has established the following **training objectives**:

1. Training Prepares Interns to Function Within a Variety of Clinical and Community Settings
2. Training Prepares Interns to Perform Competent Psychological Assessments
3. Training Prepares Interns in Psychotherapy and Intervention Skills, With an Ability to Integrate the Findings of Psychological Research and Theory into a Continuous Quality Improvement Approach
4. Training Helps Interns Enhance the Process of Self-Assessment and Self Knowledge, and to Utilize Personal Resources and Strengths
5. Training Prepares Interns to Function as Leaders Within the Complex and Competitive Healthcare Marketplace, and to Practice Within Ethical, Legal, Accreditation and Regulatory Guidelines
6. Training Assists in Nurturing the Ongoing Development of Professional Identity

The Uniqueness of Internship at Trinitas:

We believe that our internship program offers an incredibly unique and exceptional training experience in which interns:

Gain experience with a culturally and economically diverse population, and psychologists dedicated to serving these populations,

Encounter an intensely wide range of psychiatric clients and problems,

Receive experience in handling all nature of psychiatric crisis,

Get experience in child, adult and full lifespan psychological assessment and intervention,

Become conversant with both time limited therapeutic approaches as well as working with some clients throughout the entire internship year

- Have the unique opportunity to work in organizational consultation roles in delivering training, coaching, systems assessment, presentations and program development to schools, corporations, agencies and/or community groups,
- Receive a full range of didactic training and supervision covering a vast array of C/B, psychodynamic, object relations, family, systems and integrative models of treatment,
- Work with staff who take initiative to continually improve the quality and types of services provided in today's difficult health care environment,
- Are taught to value taking care of their own inner selves and to get the refueling necessary to perform the stressful work of being a psychologist,
- Get support from psychologists taking a personal interest in their professional development as well as their self care skills,
- Are guided to trust in their own personal life experience in addition to using feedback from clients and intervention outcome

Structure of the Internship Training Experience

The internship training year commences on August 31st, and concludes on August 30th of the following year. This allows interns to become eligible for the health benefits available to Trinitas Regional Medical Center employees effective September 1st. As full time, salaried professional employees, interns are expected to work a minimum of 37.5 hours per week, for a total of 1880 hours for the year. In actuality, interns typically spend between 45 and 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 program's design, however, allows for considerable customization of each intern's schedule. Incoming interns are asked to declare a primary emphasis, adult or child, but are assured experiences with all age groups as the internship is designed to provide generalist training for each intern.

There are six basic components of the internship program:

1. Year-long Outpatient Clinical Experience

Interns are assigned to both the adult and the child/adolescent outpatient units. Interns are expected to carry ten outpatient cases and two outpatient groups at any one time, ideally five cases and one group on each unit. They 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 more experienced clinicians. Interns are expected to attend administrative staff meetings on the units as well, rotation schedules permitting.

New Starting 2010: We are excited to offer a new DBT training and clinical experience for all interns in the coming 2010 internship year in our adult DBT program. Starting in 2010 interns will receive a year long course in Dialectic Behavioral Therapy, participate in the DBT team and conduct DBT clinical services (e.g., individual and/or group DBT patient treatment).

2. Two Six Month Clinical Rotations

Through a collaborative process that takes into account each intern's training interests and priorities, as well as the needs of the organization, interns are assigned to two six-month rotations, one starting in September and the other in March. Interns spend 14 to 16 hours per week on rotation assignments. Interns with an adult training emphasis are expected to select at least one adult rotation, and interns with a child training emphasis are expected to select at least one child rotation for the year. Psychologists and other staff on the units provide clinical and administrative supervision, and in addition, supervision may be provided by senior 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:

- **Child Rotation - Therapeutic High School:** Lamberts Mill Academy is a psychotherapeutic educational program for adolescents, ages 13 through 21, who have been classified as emotionally disturbed by Child Study Teams in their local school districts. It is run in conjunction with the Union County Department of Special Education Services. Students participate in academic programs conducted by licensed special education teachers and aides, and also receive individual, group, and family therapy from the staff of mental

health clinicians on site. Interns based at the High School carry a caseload of approximately four students for whom they provide clinical services scheduled during the school day. They also co-lead skill building groups with teachers and/or other clinicians, and consult with teachers and aides about classroom behavior management. **Note:** This rotation runs throughout the school year, for ten months rather than six, and the intern participates in a mini-rotation for the remaining two months.

- **Child Rotation - Child/Adolescent Inpatient Department:** The Department has a short-term unit (CCIS - Children's Crisis and Intervention Services), an intermediate unit (CIU - Children's Intermediate Unit), and a partial day program. Within the context of a therapeutic community, a multidisciplinary team offers diagnostic, crisis stabilization, and therapy services to patients ranging in age from 5 through 17. There are five beds on the unit designated for developmentally disabled youngsters. The intern begins the rotation as an observer, attending staff meetings and sitting in on new patient intakes, and eventually assumes treatment, case management, and discharge planning responsibilities for two to three cases at any given time. The intern will continue to follow cases that are stepped down to the partial program after an inpatient hospital stay. In addition, the intern leads or co-leads assigned groups on the unit.
- **Adult Rotation - Partial Hospital Program:** The partial hospital program is an intensive, 5-hour per day treatment intervention for seriously disturbed adults, 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 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., training and programs for companies in leadership, customer care, workplace communication, change management, coaching, stress management, violence prevention, conflict resolution, etc.) and preventive health care (e.g., behavioral medicine, stress management, smoking cessation and health improvement programs). The intern participates in all aspects of service delivery, including marketing, program delivery, materials development, consultation, presentations and training. Depending on previous experience interns initially co-lead seminars and interventions, but eventually provide services on their own. Interns may choose specialty areas in the second half of the rotation.

- **Child Rotation - Newport Residential Treatment Center (NRTC) / Juvenile Sexual Offenders Program (JSOP):** The NRTC Program provides milieu, group, individual and family psychotherapy to adolescents with various psychiatric diagnoses and/or a history of disruptive behaviors (e.g., runaway, fire starting, self mutilation, assaultive, sexual offending...). Adolescents in the program stay for 6 to 18 months. Interns participate in all aspects of service delivery including individual counseling, group therapy, case management and psychological testing. JSOP provides sex offender specific cognitive behavioral therapy for adolescent sexual offenders. Interns provide psychotherapy and work closely with probation to coordinate treatment planning.
- **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. Initially interns observe the screening process and then gradually conduct the assessment interviews.

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 and group psychotherapy. 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.

4. Psychological Testing Experience

Interns complete between 6 to 12 psychological testing cases during the course of the year depending on training and service needs. Interns consult with testing supervisors to determine what instruments to administer to address the questions of the referring clinician; conduct the testing; give verbal feedback to clinicians and to patients as appropriate; and write up testing summaries and recommendations for the patient's chart. A number of computer assisted scoring programs are available for use by the interns.

5. Intern Seminars

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

Current seminars include:

- Adult Psychotherapy Seminar (weekly, full year)
- Dialectic Behavioral Therapy and Case Conference Seminar (weekly, full year)
- Family Therapy, Cultural - Ethical Issues and Child Psychotherapy Seminar (weekly, full year)
- Psychological Testing and Assessment Seminar (biweekly, full year)
- Group Therapy Seminar (biweekly, full year)
- Intern Personal/Professional Issues Process Group (weekly, full year)
- 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 two per month)

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 \$20,000 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 to the internship program. Each intern shares an office with another intern. Each office has a computer and printer for intern use. Interns have voice-mail boxes and pagers, e-mail and internet access and can use the computers that are located in the offices of the Internship Director and the Chief Psychologist. The interns also have access to the staff computers located on various units where they work. 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, with PC download capability, for recording psychotherapy and testing sessions. The Department of Psychiatry is scheduled to significantly enhance its computerization of patient records and computer resources in early 2011.

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 at mid-year and at year-end to give feedback to their supervisors and seminar leaders.

Training Supervisors

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 graduates of the our pre-doctoral internship program. A broad range of theoretical orientations are represented, including psychodynamic, cognitive-behavioral, and family - systems approaches. Psychology staff members have diverse specialties and interests and are highly committed to the success of the internship program. Interns have many opportunities to collaborate with, and be supervised by, staff members from other mental health disciplines, including social work, nursing, and psychiatry.

The following is a list of current psychology staff members, both licensed and unlicensed. 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

Lucille Esralew, PhD	SCCAT/Developmental Dis. Svcs	D,E
Kathy Forlenza, PhD	Adult OPU	E,G
Rodger Goddard, PhD	Wellness Services, Psychology Chief	B,C,D

Steve Haran, PsyD	Juvenile Sex Offenders Program	D
Essie Larson, PhD	Testing Service/Adult OPU	E
Fawn McNeil-Haber, PhD	Child/Adol OPU	D,E
Ruben Lambert, Ph.D.	High School Services Program	C, D
Ghislene Meance, PsyD	Adult OPU	C
Alejandra Morales, PsyD	Director, Child/Adol OPU	D,E
Pat Neary-Ludmer, PhD	Director, Family Resource Center	E
Stephanie Rubain, LPC, PsyD	Therapeutic High School	C
Arlene Dunbar, Ph.D.	Child/Adol IP Unit	C,E

Internship Leadership

Rodger Goddard, PhD, is the Director of Pre-Doctoral Internship Training and Chief Psychologist (908) 994-7334 rgoddard@trinitas.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 professional psychology, with a minimum of 500 practicum hours and 5 psychological testing batteries with integrated reports. **Only applicants from APA-accredited programs will be considered.** Accredited clinical psychology programs are preferred, but APA-accredited school and counseling psychology program applicants are also welcome to apply if they have completed courses and have practicum experience in psychotherapy and psychological testing.

Each application is reviewed by the Internship Director and one other training supervisor. Applications that meet the minimum requirements specified above are rank ordered based on a number of factors. These factors include: the breadth and relevance of the candidate's clinical training experiences; the perceived "fit" between the candidate's stated training goals and priorities and the experiences that Trinitas has to offer; and the contributions that the applicant might make to the organization. Since Trinitas has a long tradition of hiring former interns, applicants with desirable experience and skills who might stay on at Trinitas after internship are given special consideration.

Following the review and ranking of application materials as described above, the 32 candidates with the highest rankings are invited in for face-to-face interviews. Applicants will be notified by e-mail on or before December 23th, 2011 as to whether they have been selected to come in for an interview. Interviews are conducted on four separate mornings during the first two to three weeks of January. Interview dates for 2012/2013 candidates will be scheduled for late December and the first 3 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. No exceptions will be made, except in cases of hardship (i.e., in the event that illness or travel emergencies make it impossible for an applicant to interview on one of those four days).

Eight to ten applicants are scheduled per day. The schedule includes a general overview presented to all applicants by the Internship Director and Chief Psychologist; an interview with the Internship Director or Intern Director Assistant; a 45-60 minute interview with another internship supervisor or psychologist 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. In addition, interviewers also assess the candidate's ability to manage multiple placements and priorities during the training year.

Application Procedure

We will be participating in the APPIC online predoctoral internship application AAPI format. We are requiring that all intern applicants submit their application online at AAPI Online which may be accessed at www.appic.org by clicking on "AAPI Online."

We request that applicants submit at least 3 letters of recommendation and a case summary (with names blocked out) through the online portal.

Applicants should submit all required application forms and materials by November 15th 2011 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

Remember, the deadline for receipt of applications is **November 15, 2011**. An interview is not offered to everyone. Thirty-two (32) applicants will be contacted and invited for on-site interviews.

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

APA Contact Information

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