

## **RWJBH Trinitas Regional Medical Center Psychology Internship Program**

### **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 practices, and organizations helping underserved and multicultural populations. We 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.

### **Introduction to Trinitas Regional Medical Center of RWJBH**

Trinitas Regional Medical Center operates one of the most highly respected and comprehensive departments of behavioral health and psychiatry in New Jersey. Specialized services, including those for substance use disorders, are offered along a full continuum of care for adults, children, adolescents and their families, in addition to operating a 110-bed inpatient facility, the medical center provides almost 200,000 outpatient behavioral health visits annually.

Trinitas was acquired by the RWJBH (Robert Wood Johnson Barnabas Health) network as of January 1, 2022, which has added new levels of excellence to our programming. RWJBH Behavioral Health, together with Rutgers University Behavioral Health Care (UBHC), is a leading provider of integrated mental health and substance use treatment services, serving over half a million individuals each year. With both hospital and community-based care programs, we offer the broadest range of services in New Jersey, offering all levels of care for children and adults, including 24-hour crisis intervention and national peer helplines, inpatient and outpatient programs, psychiatric emergency screenings, case management, early intervention, counseling, medication management and integrated treatment plans. We are a leading provider of community-based programs, partnering with more than 200 schools and provide behavioral care in all correctional facilities in NJ.

The internship program offers students comprehensive learning experiences in many of the different units within the Department of Behavioral Health including:

#### **Mental Health Services for Adults:**

- Acute Partial Hospital Program
- Intensive Outpatient Program
- Traditional Outpatient Mental Health Services
- Comprehensive Adult Dialectical Behavior Therapy (DBT) through the Institute for DBT and Allied Treatments, a DBT-Linehan Board of Certification (DBT-LBC) Certified Program
- Prolonged Exposure (PE) Treatment for Post-Traumatic Stress Disorder (PTSD)

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

- Partial Hospital/Day Treatment Programs
- Traditional Outpatient Mental Health Services
- Comprehensive Adolescent (English and Spanish) Dialectical Behavior Therapy (DBT) through the Institute for DBT and Allied Treatments, a DBT-Linehan Board of Certification (DBT-LBC) Certified Program

- Residential Treatment Program for Adolescents
- School Based Wellness Management Services

We are working towards adding new training opportunities in other areas of the hospital as well. The extensive array of innovative, community-oriented programs and evidence-based treatment programs that have been developed and nurtured at Trinitas over the years provide a fertile ground for the training of pre-doctoral interns in professional psychology. Psychology interns at Trinitas are exposed to rich and challenging training experiences, and they have multiple opportunities to contribute in meaningful ways to the well-being of the consumers who seek care at the hospital, as well as to the community at large.

APA Accreditation of the Doctoral Internship in Professional Psychology is an integral part of Trinitas 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. We are proud to be APA accredited for over 30 years. 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.

#### **Program Hallmarks: What distinguishes us from other training programs**

*Dedication to Diversity:* Our staff, community, consumers, settings, and internship experiences are extremely varied. We value this diversity and it is central to our work. Regardless of chosen rotations or specializations, our interns will experience this diversity for themselves each day.

*Breath of Experience:* Our internship program uniquely provides intensive training in both child/adolescent and adult clinical experience. Interns are trained to provide services for an extremely broad range of mental health concerns and psychiatric diagnoses. 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.

Interns can also choose to get comprehensive DBT training and experience through the Institute for Dialectical Behavior Therapy and Allied Treatments in the clinical intensive DBT Track working in both the comprehensive outpatient adolescent and adult DBT programs which are DBT-LBC Certified Programs. There is also an option for a DBT Observational Track where 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 can choose to provide seminar leadership and supervision to our department's psychiatry residents.

*Didactic Seminars:* Interns attend seminars that provide education on a variety of different topics and therapies (e.g., severe and persistent mental illness (SPMI), Severe Dissociative Disorders, Complex-PTSD, DBT and other specialized treatment modalities, etc.).

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

*Integrative Training:* Our staff train and supervise interns from a variety of different theoretical orientations including DBT, cognitive behavioral therapy (CBT), and Prolonged Exposure Therapy. Work with consumers in our traditional outpatient programs often require an integration of interventions to help them attain their goals.

*A Belief In, and Support of, Our Interns:* 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. Perfection is not the goal; competency building and professional self-confidence is the goal.

*Opportunity for Consultation Experience:* The Wellness Management Services rotation provides the unique opportunity for interns to learn how to provide behavioral consultation to schools. Interns have the opportunity to consult with teachers and school administration on implementing supportive services for specific students in need.

*Evidence Based Projects:* We believe it is essential for interns to empirically assess the effectiveness of the clinical programs and services that are provided here at Trinitas. Interns use simple therapeutic outcome measurement tools to evaluate personal, clinical, and program effectiveness.

*Development of Efficiency and Flexibility:* Because of the diversity of experiences offered, interns will learn how to manage and juggle multiple tasks, “change set,” and provide services in a time effective manner. Furthermore, given the ever-changing health care delivery environment, interns will inevitably learn how to effectively respond to change. Trinitas and the internship program continue to develop and offer new programs to meet emerging community and consumer needs, adapt to the changes in mental health care coverage, and take the initiative in redefining how psychologists can offer their services.

*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 protected time (e.g., professional identity development issues, stress management, debriefing, etc.).

*Interdisciplinary Collaboration:* Interns work closely with social workers, psychiatrists, nurses, administrators and others. Our staff is very cohesive and integrative and the common hierarchy that is found in many settings is almost non-existent at Trinitas. Everyone, from every discipline, work together towards consumers’ well-being and goals.

*Group Psychotherapy Experience:* Interns will run a variety of groups while on internship. Depending on their rotation and track choices, they will run adult DBT and adolescent multifamily DBT skills groups, specialized groups in our child and adult outpatient departments, partial hospital groups, and residential treatment groups. Interns may also have the opportunity to start a group with a particular focus, population, or treatment approach if they desire to do so and there is a clinical need.

*Valuing the Hiring of Former Interns:* Our psychology staff includes many former interns. Whenever possible, we strive to offer our interns part- or full-time positions at the completion of their internship year.

*Prioritization of Integrating Clinical Skills with Cultural Humility:* One of our primary goals is the furthering of each intern’s understanding of the crucial role that cultural, ethnic, religious, sexual, gender, and other identities play in a consumer’s strengths and struggles. Learning about, listening to,

and valuing the beauty of our differences and similarities is an incredible gift that we are given because of the diversity of the community that we treat.

*Dedication to Under Served Population:* The City of Elizabeth and Union County consist of populations ranging from very low to very high SES. Many of the consumers that we serve have intense systemic, legal, family, job, disability, trauma and/or financial struggles. We strive to help consumers effectively manage these issues and their effects on mental health and emotional well-being.

*Care and Development of Our Inner Selves is Critical:* We know 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 better take care of others. We believe that our own life experience, self-development, capacity for self-reflection and self-care skills are critical elements in being caring and effective clinicians.

More information about our services can be obtained at:

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

### **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 RWJBH employees effective September 1st. As full time, salaried professional employees, interns are expected to work a minimum of 40 hours per week, for a total of 1750 internship hours over the year. Interns receive 4 weeks (20 days) of paid time off (PTO), which includes sick days, vacation days, personal days. Interns also receive six paid national holidays off.

The internship at Trinitas Regional Medical Center RWJBH is a highly organized and structured training program that allows interns to function with increasing independence as the training year progresses, while continuing to provide intensive supervision and didactic experiences throughout the year. Internship related activities include delivering individual and group therapeutic services with clients across the lifespan, psychological assessment services including clinical intakes and testing, clinical paperwork and report writing, supervision, and didactic seminars.

### **The Six Components of Our Internship Training**

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

Interns are assigned to both the adult and the child/adolescent outpatient units and are expected to carry a caseload consisting of both individual clients and groups. Throughout the training year, interns participate in treatment teams and administrative staff meetings, and have the opportunity to both present their own cases, and to observe case presentations by experienced clinicians.

**DBT Therapy Training Specialization:** We are proud to offer comprehensive DBT training and clinical experience for interns whose interests, training needs, and experience fit within the Trinitas Institute for DBT and Allied Treatments, a DBT-Linehan Board-Certified™ DBT program. Interns who choose the DBT specialization attend an initial 40 hours of training on DBT so that they can become familiar with this theoretical orientation. Participation in this program is optional; interested interns can choose to be in

our Clinical Intensive DBT or Observational DBT tracks. The Clinical Intensive Track interns participate in 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 Observational DBT Track attend the DBT didactics and adult DBT supervision group, attend adult Consultation Team, and co-lead an adult skills group, but do not carry a caseload of individual DBT clients. All DBT individual client sessions and group leading/co-leading counts towards the total outpatient hours required and does not represent additional clients and groups in addition to traditional outpatient clients.

### 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. Interns spend 8-10 hours per week on rotation assignments and receive clinical and administrative supervision from psychologists and experienced staff on each unit. The rotation choices are:

- *Child/Adult Outpatient Concentration*: Interns may elect to have an outpatient concentration, which includes interns taking on a larger outpatient caseload. Typically, this increase in caseload is made up of both individual clients and groups. When possible, interns' preferences for cases and treatment modalities are considered. Past interns participating in this concentration have utilized the following interventions when clinically indicated: Game-Based Cognitive Behavioral Therapy (GB-CBT), Prolonged Exposure therapy for PTSD (PE), and Trauma Focused CBT (TF-CBT). Additionally, groups run by interns in this concentration have included parent support groups, therapeutic groups in the MICA Adolescent Program (e.g., for court mandated substance abuse clients), Co-occurring Adult Groups, Managing Your Moods adult group (e.g., teaching coping skills to manage depression and anxiety), and ADHD Parents Education Group.
- *Adult Acute Partial Hospital Program (APH)*: The partial hospital program is an intensive, daily treatment intervention program for adults with a variety of psychiatric diagnoses who would benefit from a higher level of care while their symptoms are stabilized. Clients typically attend the program 3-5 days per week from 9am-2:30pm, depending on clinical need and availability. Interns function as members of the interdisciplinary team, carrying two individual clients, leading three psychotherapy social skills groups per week, conducting intake evaluations, and attending weekly treatment team meetings and supervision.
- *Child Partial Hospital Program (CPH)*: The child partial hospital program is a full-day, treatment intervention program for children and adolescents ages 5-17 who require a higher level of care. The program runs from 8:30am-4:30pm daily and interns provide individual, group, and family therapy as part of this rotation, in addition to functioning as members of the interdisciplinary team.
- *Adolescent Residential Program*: The adolescent residential program is a 15-bed facility serving adolescents who require extended voluntary treatment. Interns who select this rotation will carry a caseload of 1-2 individual clients and lead psychotherapy groups, in addition to functioning as members of the interdisciplinary team.
- *Wellness Management Services (WMS)*: Wellness Management Services provides interns the opportunity to gain consultation experience in school settings. Interns intervene to help

students at risk for social, emotional, and academic difficulties, as well as consult with teachers and administrators, and receive individual supervision by Trinitas staff.

### Component # 3: Individual and Group Supervision

Interns receive at least four hours of supervision per week, including two individual supervision sessions for outpatient cases (child/adolescent and adult), one individual supervision session for rotation experience, and one weekly group supervision session for psychological testing and assessment. Interns who choose the intensive specialization in DBT also receive one weekly 90-minute group supervision for adult DBT cases with the DBT-LBC Certified Adult DBT program director and one individual supervision session for adolescent DBT cases with the DBT-LBC Certified Adolescent DBT program director. Supervisory assignments are made based on a number of factors, including clinician and intern availability, caseload, and interns' preferences when appropriate. Each intern receives the required number of supervision hours by licensed psychologists, as stated by the New Jersey Board of Psychological Examiners, along with additional supervision from unit specific clinicians.

### Component # 4: Assessment Experience

Interns' assessment experience on internship includes psychological testing and providing feedback to clients, clinical intakes, and continuous assessment measures utilized to assess clients' symptoms throughout treatment. Interns consult with testing supervisors to develop individualized assessment batteries to best answer referral questions and receive feedback on interpreting results and report writing. When appropriate, a number of computer-assisted and online scoring programs are used to facilitate the scoring and interpretation of results (e.g., Pearson Qglobal). Interns conduct clinical intakes on both the Child/Adolescent Outpatient Unit and the Adult Outpatient Unit, in addition to rotation requirements. Through this experience, interns build diagnostic skills and strengthen their ability to connect clients with appropriate services to meet their individual needs. Throughout the course of treatment, interns also administer continuous assessments to measure client' progress in treatment and evaluate the efficacy of clinical interventions.

### Component # 5: Intern Seminars

Interns attend weekly didactic seminars on topics relevant to their clinical training and professional development. Efforts are made to incorporate learning material and trainings of specific interest to interns. Current seminars include: Psychotherapy Seminar, DBT Seminar/ Supervision (for those interns doing a DBT specialization), Prolonged Exposure Seminar, and Psychological Testing Seminar.

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

In line with the Local Clinical Scientist Model, our training program fosters interns' 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 often 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. An intern can also propose a project of interest that is consistent with unit needs. Interns typically spend approximately one hour per week on Evidence-Based Project related activities.

## 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 trains professional psychologists to adopt the stance of a scientist while engaging in professional practice; that is, “the clinician as a thinking scientist.” This model emphasizes that clinicians should integrate the qualities of a scientist to address the clinical issues of individual clients, families, and specific systems (e.g., a classroom, school, group). 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 existing data. Stricker and 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 Directors and training supervisors at Trinitas believe that the Local Clinical Scientist Model provides the most reasonable framework upon which to build the program’s training goals and objectives. We are primarily a service delivery organization, and while there are few resources dedicated to traditional research, 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 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 expertise for delivering outcome effective, culturally aware, scientific, and 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 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:*
  - a. Demonstrate 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:*
  - a. 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.
  - b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
  - c. Conduct self in an ethical manner in all professional activities.
3. *Individual and cultural diversity:*
  - a. Have an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself.
  - b. Express 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.
  - c. 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 to apply a framework for working effectively with individual and cultural diversity not previously encountered over the course of one's careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create potential conflict with one's own.
  - d. Demonstrate the ability to independently apply knowledge and clinical treatment approach in working effectively with the range of diverse individuals and groups encountered during internship.
4. *Professional values, attitudes, and behaviors:*
  - a. 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.
  - b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, wellbeing, and professional effectiveness.
  - c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
  - d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
5. *Communication and interpersonal skills:*
  - a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
  - b. Produce and comprehend oral, nonverbal, and written communications that are informative and well integrated; demonstrate a thorough grasp of professional language and concepts.



- c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
6. *Assessment:*
    - a. 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.
    - b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases.
    - c. Distinguish the aspects of assessment that are subjective from those that are objective.
    - d. 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:*
    - a. Establish and maintain effective relationships with the recipients of psychological services.
    - b. Develop evidence-based intervention plans specific to the service delivery goals.
    - c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
    - d. Demonstrate the ability to apply the relevant research literature to clinical decision making.
    - e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
    - f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
  8. *Supervision:*
    - a. 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:*
    - a. Demonstrate knowledge and respect for the roles and perspectives of other professions.
    - b. 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.

#### **Feedback to Interns:**

- At the beginning of the training year, interns are given copies of the competency assessment tools that will be used to assess their progress, in addition to the forms that they will use to provide feedback to their supervisors and seminar leaders.
- Interns' progress is assessed within each aspect of their training every six months for year-long trainings components and every three months for half-year rotations, with the expectation that they will build on strengths and improve in key competency areas as the year progresses.

- At each assessment point, interns are also provided an opportunity to formally evaluate their own progress and discuss feedback with their individual supervisors.
- All measurements are based on regular ongoing supervisor observations of interns in:
  1. Individual and group supervisions
  2. Audio/video recordings of sessions
  3. Co-leading of groups with supervisors
  4. Milieu supervisor observations on the units that interns are working on
  5. Seminars
  6. Unit team meetings
  7. Consultation teams
  8. Collaboration / supervision of crisis management with supervisors
  9. Case presentations in variety of clinical settings
- The Training Directors communicate 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. Strong foundation level; moderate supervision and monitoring needed
  5. Average level of skills; ready for entry level job with close supervision, minimum baseline competency reached
  6. Above average level of skills; ready for entry level job with continued supervision
  7. Excellent skills: ready for entry level job with supervision, can serve as a mentor, supervisor or role model in this area
  8. Not observed

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

Our year-long training program prepares interns to function independently in an entry-level position and to satisfy requirements towards obtaining licensure in the state of their choosing.

#### **Intern Benefits:**

During the orientation period, information is provided to interns about the benefits and supports available to them as employees of Trinitas Regional Medical Center RWJBH. Interns are paid an internship salary stipend of \$30,000 per year, receive optional medical and dental coverage, and have access to an Employee Assistance Program (EAP). They have 20 days of paid time off (PTO), as well as the six paid holidays observed by Trinitas (New Year's Day, Memorial Day, July 4<sup>th</sup>, Labor Day, Thanksgiving, Christmas).

### **Intern Resources:**

There are two offices exclusively reserved for use by our interns, in addition to offices made available to interns on an as-needed basis on both the child/adolescent and adult outpatient units. There are additional offices reserved for interns who choose the DBT specialization in the DBT Institute. Interns have access to personal voicemail boxes, e-mail, and the electronic medical records system (EPIC) on all units. In addition, the Library Services department of the Hospital provides on-line access to a number of databases that feature professional papers and journals in psychology and the behavioral health sciences. Each intern also has access to audio/video recording devices for filming psychotherapy and testing sessions.

### **Training Supervisors and Instructors:**

Our internship training supervisors offer expertise in a wide array of diagnostic and therapeutic interventions. Psychology staff members (PsyD and PhD) have a diversity of training backgrounds in clinical, school, and counseling psychology. Many of the supervisors completed the Trinitas doctoral internship program before becoming full-time staff members. A broad range of theoretical orientations are represented by our dedicated training staff, including but not limited to CBT, DBT, and PE. Work with clients in our traditional outpatient programs often require an integration of interventions to help them attain their goals.

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 supervisors involved with the internship program:

- Essie Larson, PhD, DBT-LBC Individually Certified Clinician: Supervisor, Interim Co-Director of the APA Accredited Psychology Internship, Co-Director of the Trinitas Institute for DBT and Allied Treatments, and Adult DBT Program Team Lead
- Atara Hiller, PsyD, DBT-LBC Individually Certified Clinician: Supervisor, Interim Co-Director of the APA Accredited Psychology Internship, Co-Director of the Trinitas Institute for DBT and Allied Treatments, and Adolescent DBT Program Team Lead
- Katerina Michaels, PsyD: Supervisor, Wellness Management Services and Clinician, Adult Outpatient Unit and Trinitas Institute for DBT and Allied Treatments
- Sara Longo, PsyD: Supervisor, Testing and Assessment Services and Clinician, Adult Outpatient Unit and Trinitas Institute for DBT and Allied Treatments
- Nina Arbadji, LCSW: Director and Supervisor, Adult Partial Hospital Program
- Rachel Davidovic, LCSW: Supervisor, Adolescent Residential Program
- Michelle Perna, LCSW: Director and Supervisor, Child/Adolescent Partial Hospital Program
- Catherine Jung, LCSW: Supervisor, Child/Adolescent Partial Hospital Program
- Masha Belova, LCSW, DBT-LBC Individually Certified Clinician: Supervisor, Clinician, Adult and Adolescent DBT programs at the Trinitas Institute for DBT and Allied Treatments
- Maria Santiago, LCSW, PE Certified Clinician, PE Certified Consultant: Clinical Coordinator Adult DBT Program, PE Supervisor/Trainer, Clinician, Adult DBT program at the Trinitas Institute for DBT and Allied Treatments
- Victoria Blom, LCSW, EMDRIA Certified Therapist, CIT: Consultant, Clinician, Adult DBT program at the Trinitas Institute for DBT and Allied Treatments

- Nicole Livingston, Ph.D.: Supervisor, Adult Outpatient Unit, Psychological Testing and Assessment Services

### **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 three years in a doctoral program in psychology, with a minimum of 500 practicum hours and six psychological test 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 considered if they have completed courses and have practicum experience in psychotherapy and psychological testing.

Each APPIC written / submitted application is reviewed by the Internship Directors and one other training supervisor. Applications that meet the minimum requirements specified above are offered interviews based on a number of factors including: the breadth and relevance of the candidate's clinical training experiences and the perceived "fit" between the candidate's stated training goals and the experiences that Trinitas has to offer. Upon review of submitted applications, up to 36 candidates are invited for face-to-face virtual interviews. All applicants will be notified by e-mail on or before December 15th, 2024 as to whether they have been selected to come in for an interview. Interviews are conducted on four separate mornings in December and possibly early 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. The interview schedule includes an overview of the training program, an interview with one or both of the Interim Internship Co-Directors, an interview with a training psychologist / intern supervisor, an overview of our DBT services, and a question-and-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 Trinitas 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 request that applicants submit three letters of recommendation, a de-identified case summary and de-identified psychological test report. Applicants should submit all required application forms and materials by November 5, 2024 11:59pm EST by way of the Internet Portal at: <https://portal.appicas.org>. Please direct your application to: Trinitas Regional Medical Center - APPIC Program Code # 142411. 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).

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INTERNSHIP ADMISSIONS SUPPORT AND INITIAL PLACEMENT DATA: GREATER DETAIL

Date Program Tables Updated: June 28, 2024

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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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, school-clinical combined, counseling, and child psychology 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: Yes Amount: 500  Total Direct Contact Assessment Hours: Yes Amount: 50
<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

Applicant requirements:	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.
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The minimum number of intervention hours required for application:	Minimum Total Direct Contact Intervention Hours Amount For Application: 500
The minimum number of assessment hours required for application:	Minimum Total Direct Contact Assessment Hours Amount: 50
Annual stipend/salary for full-time interns:	30,000
Annual stipend/salary for half-time interns:	Half time applicants are not accepted
Medical insurance coverage:	Applicants begin our program on the last date in August in order to have access to medical insurance coverage beginning September 1st.
Cost of coinsurance to be paid by interns during internship year for medical coverage:	Starting at \$40-80 per pay period every two weeks of internship depending on coverage, e.g., self + one child starting at \$50-100 per pay period; self + family \$65-130 per pay period, all depending on coverage.
Family member coverage:	Yes, with additional cost
Legally married partner coverage:	Yes, with additional cost
Coverage of domestic partner:	No
Hours of annual paid personal time off (PTO and/or vacation) and sick leave:	20 days plus six national holidays (New Year's Day, Memorial Day, July Fourth, Labor Day, Thanksgiving, Christmas)
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?	Yes
Other benefits (please describe):	Dental plan available at an extra cost, starting at \$17.50-50 per pay period
Total # of interns who were in the last 3 cohorts:	12
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree:	1 in past 3 years

Financial and Other Benefit Support for Upcoming Training Year	
Annual Stipend/Salary for Full time interns	30,000
Annual Stipend/Salary for Half time interns	N/A
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 Sick Leave	Included with 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

Initial Post-Internship Positions

	2021-24	
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	EP
Academic teaching	0	0
Community mental health center	0	1
Consortium	0	0
University Counseling Center	0	0



Hospital/Medical Center	1	2
Veterans Affairs Health Care System	0	0
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	3	5
Other		

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.

### **Brief Description of Internship Experience**

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 ethnically diverse, urban population. All interns work with both adults and children, and gain experience in providing individual, family, and group psychotherapy, and assessment. Settings include outpatient, partial hospital, residential, and school environments. Trinitas offers the unique opportunity for all interns to receive intensive training in the use of both adult and adolescent DBT at the Trinitas Institute for DBT and Allied Treatments, a DBT-Linehan Board of Certification Certified Program. Our program also offers the unique opportunity to deliver services as a consultant to schools. Interns work in our child and adult outpatient clinics during the entire year. Interns additionally choose two 6-month rotations from the following: adult acute partial hospital, child/adolescent partial hospital, adolescent residential, psychology consultation to schools, and outpatient concentration. Interns perform 120 hours of assessment of the year including psychological testing, intakes and client specific assessments to aid in therapy. Interns also participate in an evidence-based outcome project. Intern seminars include: Psychotherapy seminar, Prolonged Exposure seminar, DBT seminar, and Psychological Testing and Assessment seminar. Interns attend a weekly intern self-care process group. Interns receive a minimum of four supervision sessions per week (at least two hours of individual supervision). Supervision is provided for outpatient psychotherapy cases, rotations, and psychological testing (group supervision). Each intern carries outpatient cases (half in adult and half child/adolescent), plus 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.