

STATE OF NEW JERSEY
DEPARTMENT OF HUMAN SERVICES

TRENTON PSYCHIATRIC HOSPITAL
CLINICAL PSYCHOLOGY INTERNSHIP
TRAINING PROGRAM

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THE CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM OF TRENTON PSYCHIATRIC HOSPITAL

ACCREDITATION

The Psychology Department of Trenton Psychiatric Hospital (TPH), in conjunction with the New Jersey Department of Human Services and affiliated outpatient and specialized training sites offers a one year, full-time (1750 hours), APA accredited internship in Clinical Psychology. We have been APA accredited since 1990. Our most recent site visit occurred in April 2010, and we were awarded accreditation for 7 years.

PHILOSOPHY AND GOALS

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

Goals of the internship are to graduate interns who will:

1. Function as competent psychotherapists, psycho-diagnosticians and interdisciplinary treatment team members.
2. Effectively apply literature, supervision and continuing education to their clinical work.
3. Conduct themselves in a professional manner, in accordance with ethical and legal matters applicable to the setting in which they practice.
4. Possess sensitivities to individual and cultural differences that enable them to provide effective psychological treatment for the individuals they serve.

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

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

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

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

PRACTITIONER-SCHOLAR TRAINING MODEL

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

THE CONTEXT OF TRAINING TRENTON PSYCHIATRIC HOSPITAL

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

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

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

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

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

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

Hospital Organization: 4 Treatment Sections

The hospital is divided into 4 primary sections. Each complex has unique functions, but is interdependent with other parts of the hospital.

The **Drake Complex** is composed of the hospital's 3 coed locked admissions units. Psychologists in the admissions units assess and treat involuntarily committed patients who present with acute symptoms and behaviors including suicidality and aggression. In addition interns gain a familiarity with the care of patients who have significant legal issues including those on Detainer status, those found Not Guilty by Reason of Insanity (NGRI), and sex offender registrants. Treatment aims at helping to stabilize, support and discharge patients. Patients may stabilize quickly and return to the community or progress to other hospital units for further treatment. The intern placed in Drake gains experience and training on the unit where his or her primary supervisor provides psychological services and gains assessment experience on a different Drake Unit where their assessment supervisor is assigned.

The **Raycroft Complex** is composed of two buildings (Raycroft Building and Lincoln Building) and several units servicing different subsets of the hospital population. The Raycroft Building includes 4 locked units and provides "post-admission" treatment for most patients determined to need continued acute treatment. The Raycroft Building units include 2 that are all male, 1 that is all female, and 1 that is coed for patients with special medical needs. In addition to patients needing continued acute treatment, the Raycroft Complex may also include patients with sex offender charges, patients designated NGRI, and patients being evaluated for competence to stand trial. Recently, a new Treatment Mall was built on the 2nd floor of the Lincoln Building. Patients will attend diverse programming including Art Therapy, Music Therapy, and Yoga in addition to traditional process groups. Under the supervision of the Training Director, the intern assigned to the Raycroft Building completes therapy training across all the Raycroft Building units within the Treatment Mall setting and on the Lincoln Unit which is described below. Interns receive their assessment supervision from a supervisor working within the Raycroft Building and may draw cases from units in Raycroft and throughout the hospital.

The Lincoln Building contains 4 locked units including, the Lincoln Unit providing coed continued acute treatment, the Lazarus Cottage providing coed continued acute treatment, the King Cottage, providing all male continued acute treatment to low functioning patients, and the Kennedy Cottage, housing a coed population who participates in our Integrated Dual Diagnosis Treatment program (IDDT). Patients in IDDT have both a substance abuse diagnosis and a psychiatric diagnosis. Patients from the three locked cottages attend programming in the Lincoln Building all day long from Monday to Friday. Approximately 25% of patients in the Lincoln complex also have legal issues or a

history of violence. The Lincoln Building intern receives therapy supervision in the Lincoln Building and assessment supervision with our Director of Psychology drawing cases from throughout the hospital.

The **Transitional Living Unit (TLU)** is open and unlocked. Patients reside in 12 renovated homes on the hospital grounds, each housing between 5 and 8 patients. Patients attend programming on the hospital grounds from Monday to Friday, with many patients utilizing off grounds privileges on weekends. Preparation for discharge into the community is facilitated in part through residing in this home-like environment. Patients in TLU may also hold a job through the Vocational Rehabilitation program on the hospital grounds. The TLU intern receives assessment and therapy supervision in TLU.

Training Rotations

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

Interns' primary assignments are to the Drake Complex, the Raycroft Building, the Lincoln Building or the Transitional Living Unit. One intern is assigned to Drake, one to Raycroft, one to Lincoln, and one to Travers.

What about outpatient or other specialized training experiences?

Depth and variety of experience are further promoted by having our interns spending one full day per week at an outpatient or specialized training site affiliated with the internship program. An effort is made to match each intern's training interests with his or her specialized site placement. An intern may be placed at an established site or a new site. New sites are added regularly in response to intern needs and requests or changes in availability. Sites recently available to interns have included: Children's Specialized Hospital Outpatient in Hamilton NJ; New Jersey's Ann Klein Forensic Center in West Trenton, NJ; the Special Treatment Unit which services civilly committed sex offenders in Rahway, NJ; Cooper Hospital/University Medical Center's Neurology Group in Camden, NJ; and college counseling services at The College of New Jersey and at Rutgers University campus in Camden, NJ. These sites provide interns with the opportunity to gain experience in outpatient or specialized inpatient settings serving a variety of populations.

THE CONTENT OF TRAINING

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

1. PSYCHOTHERAPY:

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

2. PSYCHOLOGICAL ASSESSMENT:

Interns gain and improve skills in the administration, scoring and interpretation of major intelligence, neurological, objective, projective and actuarial assessment instruments such as the: WAIS-IV, WASI, WMS-IV, Bender-Gestalt 2, Folstein Mini Mental Status Exam, Draw-A-Clock, PAI, MMPI 2RF, MCMI III, Personality Assessment Inventory, Beck Scales, Interpersonal Adjective Scales, Rorschach, TAT, House-Tree-Person, Static 99 and HCR-20. Interns can access our many computerized scoring and interpretive systems for the aforementioned tests as directed by their assessment supervisor, who evaluates how best to incorporate and utilize these tools based on the level of expertise of each particular intern. Interns meet with their diagnostic supervisor for a minimum of one and a half hours per week. Interns are taught how to select tests to answer referral questions, learn to use the diagnostic categories of the *DSM-IV TR*, develop clinical interviewing skills, and make specific and viable treatment recommendations. Referrals include questions such as risk to self and others and differential diagnosis including level of intellectual functioning, neurological conditions, presence of thought, mood and character disorders, and PTSD. Interns will also identify the content of specific life and emotional issues unique to the individual being assessed.

3. PROFESSIONAL ROLE DEVELOPMENT:

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

Organization, Root Cause Analyses, the Performance Improvement Council, and the Research Review Committee.

4. OUTPATIENT/SPECIALIZED SITE CLINICAL EXPERIENCES:

Each intern spends one full day each week at one of the affiliated outpatient or specialized sites. This day is spent at one site for the full year. Assignment to the outpatient/specialized setting is designed to bring diversity to intern experiences by bringing interns into contact with patient populations other than psychiatric hospital inpatients. In addition, these experiences provide interns with opportunities to become familiar with alternate settings in which psychological services are delivered. New sites continue to be added in response to training needs and interests.

5. SUPERVISION:

The internship program at TPH provides 3 to 4 hours of one to one supervision and 1 hour of group supervision per week by New Jersey licensed psychologists. Supervisors maintain a close relationship with their intern. Supervisors at TPH have also completed the NJ Department of Human Services sponsored year-long Supervisor Training Seminar as well as other seminars and training on the provision of supervision. Interns are assigned a TPH psychotherapy supervisor and a TPH psychodiagnostic supervisor. Interns also participate in the year-long Group Therapy Seminar which includes weekly supervisory and didactic components facilitated by the Director of Psychology Internship Training. Additionally, a supervisor is assigned at the outpatient or specialized training site.

6. EDUCATIONAL EXPERIENCES:

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

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

COMPLETION OF THE INTERNSHIP

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

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

POST INTERNSHIP

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

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

THE PSYCHOLOGY DEPARTMENT

The hospital's psychology department is comprised of 18 psychologists, 4 psychology interns, and 5 Behavioral Support Technicians (BSTs). Eight full time psychologists are licensed in New Jersey, with several other department members licensed in other states, including Pennsylvania, Colorado, and New York. Supervisors subscribe to a variety of theoretical orientations and provide opportunities for exposure to diverse supervisory styles and professional roles. Qualified supervisors are New Jersey licensed psychologists who have attended a supervisor training class led by the Chief of Psychology Services of New Jersey.

Psychology Department Staff

Acting Director of Psychology:

Dr. Michael Siglag (Supervisor) has worked in the Psychology Department of TPH since 1984. He served as Chief of Psychology Services for the Travers Complex and as Acting Director and then Director of Psychology Internship Training since 1989. He earned his Ph.D. in Clinical Psychology from the University of Detroit, and is licensed in New Jersey and Pennsylvania. Treatment, training, and research interests include group therapy, trauma issues, and psychosocial rehabilitation

approaches to working with emotionally disturbed individuals. He has served as a board member of the American Association for Psychosocial Rehabilitation (AAPR), and the New Jersey Group Psychotherapy Society (NJGPS). Other professional activities have included a private practice in the Trenton area and serving as a dissertation committee/adjunct faculty member in graduate psychology programs locally. He is Chair of the TPH Research Review Committee. Intern supervision and training activities have included group and individual therapy supervision, assessment supervision, running a Group Therapy Seminar, and leading a Trauma Issues Study Group. Dr. Siglag returned to TPH in September 2001 after spending a year leave of absence traveling around the world.

Director of Psychology Internship Training:

Dr. Nicole Waldron (Supervisor, Raycroft Complex) received her Psy.D. in Clinical Psychology from the Georgia School of Professional Psychology in 2000 and completed her internship at Trenton Psychiatric Hospital. She is a licensed psychologist in New Jersey, New York and Pennsylvania and maintains a private practice. Dr. Waldron has been working for the State of New Jersey for 10 years, previously at the Special Treatment Unit in Kearny (civil commitment unit for adult, male sex offender) and currently at Trenton Psychiatric Hospital. Her primary theoretical orientation is cognitive behavioral, but she adopts an eclectic approach in working with patients in a psychiatric inpatient setting. Her interests include the treatment of anxiety and depression, disaster response, and the treatment and assessment of forensic populations. She has particular expertise in sex offender specific therapy and currently serves on the Megan's Law Task Force and is Chair of the Female Megan's Law Task Force. She also has an interest in Ethics and provides Inservice training on Ethical Standards and Practice. She also facilitates Therapy Case Presentations at the colloquia series.

Supervisors and other Psychology Staff:

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

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

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

Dr. Marie Dole-Farrell (Raycroft Complex/King Cottage) received her M.S. in Psychology from Millersville State College and her Ph.D. in Psychoeducational Processes from Temple University. She is licensed in the state of Pennsylvania. Dr. Dole-Farrell has worked in outpatient and inpatient settings. Within the state system she has worked in the Division of Developmental Disabilities for 7 years and the Division of Mental Health for 16+ years, primarily at Ancora Psychiatric Hospital though at Trenton Psychiatric Hospital since 2007. Her training and experience has been mainly in group dynamics and behavior therapy/analysis. Additionally, she served as a volunteer member of the back-up crisis team for the National Disaster Medical System during the Desert Shield/Desert Storm military operations in 1990 and 1991.

Dr. Janet Eig (Travers Complex) has 14 years of experience working in Mental Health serving in a variety of settings including inpatient, partial hospitalization programs, and outpatient. She received her Master degree from West Chester University in Clinical Psychology and graduated from Philadelphia College of Osteopathic Medicine with a Doctorate of Psychology. She completed her internship at Trenton Psychiatric Hospital. Her theoretical orientation is CBT and DBT. Her areas of interest include the use of DBT to treat patients with personality disorders, neuropsychology, rehabilitation psychology, and trauma informed care. She is currently working on several projects including the development of a Special Treatment Cottage for patients who are resistant to discharge or difficult to place outside the hospital; examining organization stress/trauma in order to implement trauma informed care at TPH; and increasing the use of DBT to treat patients with personality disorders and emotion management problems.

Dr. Linda Kavash (Drake Complex) received her Psy.D. in Clinical Psychology from Wright State University School of Professional Psychology in 1989. She is a Pennsylvania licensed psychologist. She has been employed by the state since 1990, having worked previously at Ancora Psychiatric Hospital and North Princeton Developmental Center. As such, she has worked with both acute and chronic inpatient populations, in addition to dually diagnosed patients with developmental disabilities and mental illness. In the past, she has served as the Psychology Unit Coordinator and provided supervision to psychology interns and BMPT staff. Her professional interests include working with the DD/MI population and psychological assessment. Dr. Kavash currently provides psychological services in the Drake Complex.

Dr. Joan Mysiak (Supervisor, Raycroft Complex) received her Ph.D. from Rutgers University in Developmental Psychology, supplemented with clinical courses. She is licensed in New Jersey and supervises interns in the Raycroft Complex at TPH. Dr. Mysiak is a member of APA, and the

Biofeedback and Self Regulation Society of New Jersey. Fully utilizing her developmental degree, she has worked with children and adolescents, the mentally retarded and the elderly, applying a cognitive behavioral approach. She has a keen interest in the sciences, especially biology.

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

Dr. Jonathan Rapaport (Supervisor, Travers Complex/Lazarus Cottage) received a Ph.D. in Clinical Psychology from the University of Alabama in 1984. He is a licensed psychologist in New Jersey, and supervised interns at TPH since 1985. Dr. Rapaport is currently assigned to the Travers Complex, Lazarus Cottage in the Lincoln Building. He supervises individual and group therapy, and psychological assessment. Dr. Rapaport enjoys working with supervisees who are willing to experiment with different techniques to achieve personal and professional growth. His eclectic psychotherapeutic approach has varied influences from the realm of cognitive-behavioral, psychodynamic, interpersonal, and pragmatic existentialist schools. He has extensive assessment experience and has conducted seminars on the MMPI 2. Dr. Rapaport has an interest in forensic issues, private practice issues and the advancement of the psychology profession in such areas as the movement to gain mental health parity. He serves on the Megan's Law Task Force, which reports to the governor. He serves as the Chief of Psychology Services for the Travers Complex.

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

Dr. Nena T. Sapp (Supervisor, Travers Complex/TLU) earned her B.A. in Psychology cum laude from Mount Holyoke College and her Psy.D. in Clinical Psychology from Rutgers University (G.S.A.P.P.). She is licensed in New Jersey, and is the Therapy supervisor for interns in the Transitional Living Unit of Travers Complex. Since 1981, Dr. Sapp has worked primarily with the seriously and persistently mentally ill. She is a part-time private practitioner and has worked as a consultant at a state operated juvenile detention facility. Dr. Sapp's areas of special interest include women's issues, wellness and recovery strategies, and enhancing employee-patient relations. She is a past Director of Intern Training, a past Vice President of the TPH Medical Staff, and recipient of an Employee of the Year award.

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

Dr. Clint C. Stankiewicz, (Raycroft Complex) completed his undergraduate work at Moravian College in Bethlehem PA, and attained his Masters Degree in Education in Counseling and Human Service

from Lehigh University. He recently graduated in the summer of 2009 with his doctorate in clinical psychology from the Philadelphia College of Osteopathic Medicine. He completed his internship at Trenton Psychiatric Hospital. Dr. Stankiewicz, has diverse clinical experiences with children, adolescents, and adults, including work in internal medicine, a college counseling center, an afterschool program, and at school based settings, residential, and community mental health. He also has experience teaching, conducting research (on somatoform disorders, cognitive remediation and multicultural issues), presenting at conferences, and program development. He presently works as a staff psychologist in the Raycroft Building where he has developed and works as a member of the Integrated Technology Based Cognitive Remediation program. He has a diverse range of interests that include cognitive remediation, trauma informed care, mind-body and behavioral medicine, and cognitive behavioral therapy.

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

Dr. Claudia Viggiano (Raycroft Complex) received her Bachelor of Arts degree in psychology from New York University in 2001. Prior to attending graduate school, Claudia worked as a mental health worker at a private psychiatric hospital in Queens, New York. She received her Psy.D. degree from the Virginia Consortium Program in Clinical Psychology, an APA-accredited clinical psychology doctoral program jointly offered by the College of William & Mary, Eastern Virginia Medical School, Norfolk State University, and Old Dominion University. Claudia's research interests include significant-other relationships and intimate partner aggression. For her doctoral dissertation she is completing an experimental analysis of situational couple aggression amongst college students. Her practicum experiences have been diverse and have included training in an inpatient forensic/psychiatric hospital, rural pediatric clinic, sexual assault support center, VAMC, public school system, and community mental health center. Claudia enjoys working with adults and adolescents with serious mental illness, particularly using a group modality. She is now a staff member at TPH in the Raycroft Complex. Her theoretical approach to treatment is eclectic, though grounded in psychodynamic, humanistic, and existential theory. More recently, Claudia has become interested in theory and clinical application of positive psychology. Her hobbies include practicing yoga, playing guitar, and cooking.

Dr. Sean Wasielewski (Raycroft Complex) earned his Doctorate degree in School Psychology, with a specialization in Neuropsychology, from Ball State University in 1998. Dr. Wasielewski completed a two-year Post-Doctoral Fellowship in Neuropsychology at Children's Specialized Hospital in Mountainside, NJ from 1998-2000 before moving to the Kessler Institute for Rehabilitation located in Welkind, NJ where he was employed as a Clinical Neuropsychologist from 2000-2003. While at Kessler, Dr. Wasielewski was responsible for providing psychotherapy, cognitive rehabilitation and ancillary services to individuals with traumatic brain injuries in both individual and group settings and was one of the forces involved in designing a Cognitive Rehabilitation program at the facility. In 2003 Dr. Wasielewski left Kessler to go to Hunterdon Developmental Center, where he served as a member of the Medical Human Rights Committee and was one of four state psychologists chosen to train other state employees on the applied behavioral analysis certification program emphasizing positive programming and functional analysis of problematic behaviors. In 2009 Dr. Wasielewski joined the staff at TPH, where he currently works as part of the Raycroft 2 East treatment team.

STIPEND AND BENEFITS

The stipend for the 2010-2011 internship class was \$26,493. Interns receive 8 vacation days, 11 sick days, and 2 Administrative Leave days. TPH Interns receive lunch in the employee cafeteria at no charge. No medical/health insurance coverage is provided.

INTERN CANDIDATE REQUIREMENTS

Pre-Doctoral Candidates

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

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

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

Post-Doctoral Candidates (Changing Specialties)

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

APPLICATION PROCEDURE

Application Form

We utilize the online APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP (AAPI) form available at APPIC's website, www.appic.org . Click "APPI Online", complete the application AND submit all supportive materials electronically.

Supportive Materials

Supportive materials which should be scanned electronically and submitted in addition to the AAPI application form include:

- 1) Undergraduate Transcripts.
- 2) A recent work sample (e.g., a psychological assessment).

Deadline

The DEADLINE for sending the APPLICATION (AAPI) and all supportive materials is NOVEMBER 15th.

Further Questions or Clarification

If you have any further questions about our program or the application process, contact the Director of Training:

Nicole Waldron, Psy.D.

Director of Psychology Internship Training

Trenton Psychiatric Hospital

P.O. Box 7500

West Trenton, New Jersey 08628

email: nicole.waldron@dhs.state.nj.us

Phone: (609) 633-1626.

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

Web Site

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

INTERNSHIP MATCHING, APPIC GUIDELINES, AND NEW JERSEY REGULATIONS

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

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

APA CONTACT ADDRESS

For current information on our status, you may contact us directly, or contact APA at:

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

DISABILITY INFORMATION

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