

Psychology Internship Training Program

Welcome to the Psychology Internship Training Program, Department of Psychiatry, Penn State Hershey, Milton S. Hershey Medical Center, Hershey, Pennsylvania (PSU-HMC). This website provides a description of the program's philosophical underpinnings, mission, aims and goals, structure, and requirements, and other pertinent information to assist prospective applicants gain knowledge about our unique training program.

Penn State Hershey, Milton S. Hershey Medical Center's mission related to clinical service, education, and research has been articulated in detail. From a clinical standpoint, PSU-HMC is "committed to enhancing the quality of life through improved health, the professional preparation of those who will serve the health needs of others, and the discovery of knowledge that will benefit all." From an educational perspective, "we seek to enroll students of exceptional quality, and their education will be based on the present and future health needs of the Commonwealth of Pennsylvania and the nation." With regard to research, "we strive to be a national leader in pursuing scientific investigation and developing programs to advance medical and scientific knowledge, which will ultimately contribute to the health of the public, the practice of medicine, and the education of health professionals."

The Psychology Internship Training Program will have available three (3) full-time positions for Doctoral students during the 2015-2016 academic year who are currently matriculated and enrolled in APA-approved clinical, counseling or school psychology programs who are in good- standing, and who will be cleared by the Director of Training of their respective doctoral clinical programs prior to entering internship training. The PSU-HMC training program objectively selects, enrolls, and trains highly qualified and motivated interns in separate adult or pediatric track(s), depending on the quality of the applicants each academic year.

The PSU-HMC training faculty welcomes their roles as dedicated mentors, inspiring teachers, and ambassadors for professional psychology within our educational institution, the Commonwealth of Pennsylvania, and beyond our national borders. We are committed to providing exceptional education and training and are vested in matching your professional aims, expectations and educational objectives with our program's mission and goals. It is within such a welcoming context that we extend our heartfelt invitation to you to learn more about PSU-HMC's training program. I remain,

Sincerely,

Antolin M. Llorente, Ph.D.

Associate Professor

and

Director, Psychology Internship Training Program

Department of Psychiatry

Penn State Hershey

Milton S. Hershey Medical Center

Training Program Philosophy and Overall Description

The Psychology Internship Training Program, Department of Psychiatry, Penn State Hershey, Milton S. Hershey Medical Center resides within one of the largest and most comprehensive medical-research centers in South Central Pennsylvania. Penn State Hershey also was the *first* to have a dedicated Department of Humanities within a College of Medicine in the U.S. as a way of incorporating the Humanities into the rigors of a medical education including its applied and purely scientific aspects, a model that was subsequently adopted by other medical schools throughout the U.S. and abroad. As such, PSU-HMC, the Department of Psychiatry, and the Psychology Internship Training Program embrace a long standing and rich history in the humanities and sciences in medicine, providing rich opportunities for innovative clinical practice and applied research. Therefore, the Psychology Internship Training Program abides by the scientist-practitioner training model (Baker & Benjamin, 2000; Belar & Perry, 2002; Roberts et al., 1998¹) and it is guided by a developmental, biopsychosocial perspective. Interns are exposed, using a gradual exposure, experiential approach, to education and training that effectively endeavors to explain human behavior emerging as a result of complex biologically-based mechanisms bi-directionally interacting with environmental influences throughout a developmental, maturational course into adulthood influenced by the family, community, and society at-large through complex brain-behavior relationships and adaptive-assimilative mechanisms.

The education and training of interns takes place using an multi-disciplinary approach in which preceptors and mentors from medicine, psychology, social work, and other disciplines come together to provide exceptional, personalized patient care and evidenced-based interventions, produce innovative programmatic research, and provide unsurpassed, individualized instruction. As a result of such a collaborative, interdisciplinary instructional approach, education and training takes place in multiple settings within PSU-HMC, hospitals, and community mental health centers in a variety of configured training clinics and environments where significant emphasis is given to the professional development of an intern with significant skills as part of a multidisciplinary team. Such multi-faceted education and training with significant emphasis on experiential instruction, from a variety of mentors in multiple environments, provides a setting capable of engendering the development and growth of a competent, well-rounded, professional psychologist.

All interns in the training program participate in a series of gradually-exposed, experiential, cumulative sequence of clinical rotations involving assessment, evidenced-based interventions and treatments, consultation, and other duties. In addition, all interns participate in applied research as part of their training program. Therefore, all interns during their tenure in the training program at PSU-HMC are required to rotate through several rotations (2 Major, 1 Minor each semester²) so that their experiential training is broad in scope.

¹In 1942, Pennsylvania State University hosted *The Institute on Professional Training for Clinical Psychologists'* conference which represented a prelude to the Boulder Conference inextricably associated with the scientist-practitioner training model (c.f., *The Pennsylvania State College Bulletin, 1942*).

² Some minor rotations can be adapted as major rotations to allow interns to create an individualized training program that allows for a degree of flexibility within the overall educational requirements of the internship.

Supervision³ is provided in each rotation using individual and group formats, and a broad set of didactics are included as an integral part of the training program. Didactics include learning environments associated with the internship program in general as well as rotation-specific seminars and learning forums. All interns are required to participate in grand rounds in The Department of Psychiatry and have the opportunity and are encouraged to participate in learning settings in other departments (e.g., Pediatrics, Neurology, etc.). They are required to attend and benefit from other specific learning opportunities based on rotation-specific, training, and later educational needs and requirements (e.g., board certification in behavior analysis, clinical psychology, pediatric psychology). Whereas interns participating in the Neuropsychology Rotation are required to attend rotation-specific seminars associated with neuroanatomy, neuropsychological assessment, etc., and they are required to attend brain-cutting sessions and attend neuroimaging rounds, etc., interns participating in the Pediatric Track, Autism-spectrum Disorders and Clinics would be required to attend a different set of rotation-specific seminars addressing the assessment and treatment associated with the full spectrum of pervasive developmental disorders and their concomitants, aside from their attendance to core learning forums (see below under Didactics).

All interns are additionally required to participate in a research seminar and to become involved in extant or new research project(s) taking place within the Department of Psychiatry under the guidance of a faculty member and participating in the publication process. They also are required to participate in the peer-review process as part of the editorial duties of the training faculty in their roles as editors or on editorial boards of periodicals in various departments (e.g., Neurology, Psychiatry), or as Ad-Hoc reviewers of peer-reviewed manuscripts for scientific journals. Interns also are able to be excused from their internship program at PSU-HMC for a period of time no longer than one-week in order to defend and complete their dissertations if it involves empirical research, and with advanced departmental notice, and a letter from their graduate program director indicating that the defense of such dissertation is impending. These training opportunities guide interns in the application of evidence-based supported interventions, and they socialize interns into this aspect of the psychology profession related to the rigors of research and scientific discovery and genuine participation in empirical investigations.

Training Program Mission, Aims and Goals

The self-imposed mission of the Department of Psychiatry, Psychology Internship Training Program's teaching faculty at PSU-HMC is consistent with that of its host institution in the "preparation of those who will serve the health needs of others, and the discovery of knowledge that will benefit all," through exceptional training of future professional psychologists. The Psychology Internship Training Program's chief and overarching goal is to train advanced psychology doctoral-level students to lead to the competent preparation for entry-level practice into professional psychology. Another chief goal of the internship training program is to train residents to dispatch their professional responsibilities using an ethical framework consistent with the aspirational goals, defined standards, and values of the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010). A third goal of the Psychology Internship

³ Primary supervision is always provided by a Pennsylvania licensed clinical psychologist and each rotation for a minimum of 2 hours of scheduled, individual supervision each week. Additional individual or group supervision also is provided by licensed psychologists or other preceptors each week.

Training Program is to train interns to develop the skills that will allow them to provide evidenced-based, clinical services, including assessment and interventions, to diverse populations of patients-clients. Finally, a goal of the internship program is to train residents in scientific investigation and in the application and translation of research findings to their clinical practice. The internship program's aim is to train residents to reach these goals through a set of core competencies as noted below. PSU-HMC, the Psychology Internship Training Program, and its training faculty are highly committed to the education of professional psychologists as individuals capable of making revolutionary contributions to the field of psychology. The Psychology Internship Training Program is committed to preparing psychologists that will abide by the highest principles of ethics, civility and fairness, and be cognizant of diversity and individual differences while significantly contributing to the field of psychology through advocacy, legislative efforts, leadership in the profession in clinical practice and service delivery, scientific and research endeavors, education, community service, and other settings through principled multidisciplinary collaboration and scientific discovery.

The PSU-HMC, Department of Psychiatry, Psychology Internship Training Program is a one-year (12-month), 2000 hours, clinical and research program that typically includes three interns matched nationally through the APPIC Internship Matching Program. Annual salary is \$24,003.00 plus benefits. The program is horizontally organized along several competencies noted below. In addition, there are vertical competencies involving diversity and individual differences, professional development and research that cut across the various horizontal competencies. The program is horizontally structured through two clinical tracks (Adult-Pediatric), and it is divided into two, six-month blocks (semesters) where interns perform two major rotations each semester in addition to a minor rotation.⁴ In addition, all interns select a research year-wide project or rotation, satisfying competency in this area.

With regard to selection and placement in specific rotations, each intern selects a major track (Adult or Pediatric [and Adolescents]) within the program. Within each track, each intern chooses a major clinical rotation each semester in Evaluation and Diagnosis, Interventions and Treatment, and/or Consultation and Liaison that achieve the core competencies in addition to a minor rotation from one of the areas noted or others noted below. In addition, each intern selects a research project to participate throughout the entire tenure in the internship program to satisfy the Research and Scientific Endeavors core requirement. Each intern spends 40 percent of their time weekly providing face-to-face patient-client services in their clinical rotations. In addition to these rotations, formal didactics encompassing a minimum of 2 hours per week (Professional Development Seminar Series, rotation-specific seminars, Adult Didactics Seminar Series, Psychiatry Grand Rounds, etc.), individual supervision (minimum of 2 hours a week of scheduled, individual supervision with a licensed clinical psychologist), and addition group supervision (minimum of 2 additional hours of supervision), case conferences, and other activities are provided that support and engender the individual development of each intern as a professional psychologist. Throughout all training activities, evidence-based assessment (APA Presidential Task Force on Evidence-based Practice, 2006), intervention and consultation guided by available empirical data are emphasized while providing interns forums that lead to their growth and professional development in depth areas of their choice. The reciprocal and bidirectional relationship and application between research and practice is examined and

ii See Footnote 2 related to the adaptation of minor rotations.

monitored through the content of general and specific didactic seminars, case conferences, and journal clubs, as well as group and individual supervision through the year of training.

Training Objectives and Core Competencies Expected

The training objectives of our internship program revolve around the development of a set of core competencies that are to be achieved during the training year. These core competencies are essential to satisfy the training programs' goals and are critical for the practice of professional psychology in academic, community and private settings, and they are even part of the historical ontology and evolution of our profession. All interns are expected to exhibit competencies in the following domains:

I Ethics, Professional Development and Relationships, and Supervision

All interns are required to develop an understanding of the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010), the ability to resolve ethical dilemmas in applied settings through the appropriate applications of the ethical principles as they related to clinical practice, consultation, research, and supervision. Ethical principles and their application also are emphasized throughout the training year in all training settings and through case conferences providing an environment for honest and open discussion about ethical dilemmas. Interns also are required to develop appropriate skills managing stress and professional demands, identifying their own professional strengths and weaknesses while continuously assessing their capacity to work independently versus seeking assistance, seeking supervisory and peer consultation in a timely and planned manner (avoiding the "tipping point") when necessary, integrating supervisory feedback from mentors, preceptors, and peer input in a professional fashion, promoting professional development appropriately including instructional capacity and didactic presentations, organizing time and schedules effectively to enhance productivity while exhibiting a true commitment to expanding knowledge base in psychology in clinical and research settings, and establishing effective and functional relationships with professionals from other disciplines. All interns are expected to develop skills related to supervisory functions and models of supervision, and assisting faculty in the supervision of psychology externs (practica students) currently undergoing training in the Department of Psychiatry. Finally, all interns are required to develop skills associated with future professional planning and career aspirations, development and goals including applying for fellowship, faculty positions, or placement in private industry.

II Evaluation and Diagnosis

All interns are required to demonstrate the development of effective competence in behavioral, emotional, psychological and/or neuropsychological assessment and evaluation skills as they learn to comprehensively assess the nature and characteristics of a person or group's (adult, adolescent, child, single parent-child dyad, family) biopsychosocial functioning. All interns are expected to develop core competency conducting effective clinical interviewing with adults, adolescents, children, and families, efficiently obtain collateral data from other sources including individuals, medical records, schools, etc., and to effectively integrate and analyze data from multiple sources and disciplines. With regard to specific assessment competencies, all interns are expected to develop skills associated with the appropriate selection of tests and measures to

be used in assessments based on theoretical (e.g., nomothetic versus ideographic, process vs. fixed battery approaches) and practical reasons (patient's age, time allotted, number of tests, disorder(s), injury, medical condition(s), mental status, setting, economic constraints, current treatments, etc.), the ability to accurately administer, score, and interpret them. All interns also are expected to demonstrate skills and knowledge of DSM-5, and skills in diagnostic assessment of psychopathology and conceptualizing important clinical issues, while assessing adults, adolescents, children, and families from diverse backgrounds. All interns also are expected to reach competence writing timely, accurate, and organized reports, and effectively communicating findings to individuals, families, and multidisciplinary team forums (e.g., case conferences, school IRBs).

III Interventions and Treatment

All interns are expected to develop effective interventional and treatment skills through a progressive refinement of their existing skills learned during their tenure in graduate school and previous externships, and training in additional treatment modalities and evidence-based interventions and treatment under the supervision of our training faculty. Although training largely focuses on cognitive-behavioral intervention and treatment modality, using individual, family, and group therapy, interns are exposed to a broad range of evidenced-based interventional strategies applicable with a broad array of patients, yet in some instances, applicable only to very specific group of patients (e.g., parent-child interaction therapy for externalizing disorders). Interns are expected to exhibit skills associated with the formulation and implementation of interventional plans, after well-defined treatment goals have been identified, committed to employing evidence-based interventions. In doing so, interns are expected to demonstrate the ability to engage and ally patients in the establishment of such goals, exhibiting appropriate and healthy interventional collaborations with parents, children, families, and community resources. All trainees also are expected to become familiarized with a broad variety of intervention strategies, and to demonstrate skills monitoring and adjusting interventions and treatment plans over time as required. All interns are expected to demonstrate effective collaborations with other disciplines, resources, and community partners in establishing appropriate, effective functional interventions with children, adolescents, adults and families, while demonstrating an understanding of ecological, developmental, and theoretical foundations of their interventions with individuals from diverse backgrounds. Finally, all interns are expected to demonstrate the ability to effectively evaluate treatment outcomes using empirical methods, in addition to other methodologies.

IV. Consultation and Liaison

The Psychology Internship Training Program instructs interns and they are expected to exhibit appropriate skills associated with consultation and liaison, clarification of the referral question or issue leading to the request for the consultation, and rapid case response and disposition. Interns are expected to demonstrate effective consultation with professionals across multiple disciplines, and in various environments including hospital, schools, and other community referral sources. Interns are expected to effectively learn how to communicate findings and recommendations, linking hospital and treatment centers with the needs of the individual patient, family, or community entity, including consultations with professionals from diverse backgrounds. By the

end of their training, trainees are expected to demonstrate skills understanding their individual role of the professional psychologist as a consultant within a large hospital setting and community treatment centers and the referral source.

V. Research and Scientific Endeavors

Because the Psychology Internship Training Program abides by the scientist-practitioner model, partially the result of its historic roots (c.f., Footnote 1) research and scientific components of training are given balanced emphasis in the level of importance given to clinical and research endeavors. Therefore, all trainees are expected and are highly encouraged to complete their dissertations by the end of the internship year. In addition, interns are expected to develop effective research-related skills that directly inform all aspects of their clinical practice. Interns also are expected to demonstrate skills capable of providing research leadership to other health care trainees with less level of training. Finally, all interns are expected to participate in a project associated with extant research within the Department of Psychiatry under the supervision of a faculty member, and in some unusual instances, to develop his/her own project under the supervision of a faculty member.

VI Individual Differences, Diversity, Cultural Competence, Civility, and Fairness

Civility, cultural diversity, fairness, and individual differences permeates all areas of training and all interns are expected to exhibit competent skills while interviewing individuals from such backgrounds be they children, adolescents, adults or families. In addition, trainees are expected to demonstrate skills when consulting or during liaison with professionals from diverse backgrounds in all settings (hospital, schools, etc.) and when conducting research with such populations. The Psychology Internship Training Program values and expects interns to exhibit awareness and be sensitive and responsive to such individual differences related to age, culture, ethnicity, gender, language, race, religion, and sexual orientation, all exemplified by the faculty in the training program. The internship program values and trains interns to be aware of such rich diversity and individual differences, within an overall and underlying expectation that all interns will exhibit civility and fairness towards all individuals.

Descriptions of Training Tracks and Rotations

The PSU-HMC Psychology Internship Training Program provides instruction and experiential training using one of two major electives or tracks (Adult or Pediatric). The Adult and Pediatric Tracks are individually designed to educate and train interns through a combination of multiple major and minor rotations in the integration of the best available clinical and research knowledge-base for adults, adolescents, and children according to the latest consensus statements and bodies of scientific literature (c.f., APA, Presidential Task Force on Evidence-Based Practice, 2006). Training takes place in several inpatient and outpatient settings throughout the medical center and its outlying community clinics and hospitals. Although the Adult and Pediatric Tracks provide individual training using this primary demarcation or chief instructional focus, all interns are exposed directly or indirectly throughout their training program to both populations and all are required (Core Didactics) or highly encouraged to attend didactics available to interns in both tracks. The Psychology Internship Training Program also

encourages, and through close coordination and collaborative efforts, attempts to create an educational environment where "cross-pollination" in training and education of the psychology interns and residents in psychiatry and fellows and other learners takes place enhancing the educational experiences of all trainees and faculty. To this end, close and extensive coordination of didactic and clinical programs takes place under the leadership of the Departmental Vice-Chair for Education and the various training program Directors to create educational and training schedules that permit the majority of psychology interns and medical residents to electively attend each other's didactics and/or training programs.

Major Rotations

The internship program offers the following major rotations:

Adult Inpatient Psychiatric Program

The Adult Inpatient Psychiatric Program affords training with adults with severe mental illness in a high-intensity, acute environment. Interns are exposed to a multidisciplinary treatment approach and receive training in a wide array of services and interventions including exposure to medical, psychiatric, and psychological evaluations; evidenced-based therapies (individual, family, and group therapy); and other behavioral health interventions. In addition, interns are exposed to medication management and compliance issues, patient and family education and exposure to factors associated with relapse prevention. Interns selecting this rotation are required to conduct research in an area preferably associated with adult psychopathology in ongoing departmental projects (e.g., depression) as a way of receiving comprehensive education and training in preparation for further studies in this area through fellowship training and future careers addressing the needs of individuals with severe mental illness.

Supervisor: Scott Bunce., Ph.D.

Adult Outpatient Psychiatric Programs and Clinics

PSU-HMC and the Pennsylvania Psychiatric Institute (PPI) offer a number of specialty outpatient services and clinics that afford interns comprehensive training in this area. The outpatient clinics rotation is designed to allow trainees to receive supervised instruction providing a broad range of outpatient consultation, evaluation, and treatment interventions for emotional, psychological, or cognitive problems. It offers interns the ability to receive training through the Evaluation and Longitudinal Follow-up Clinics and the Adult Outpatient Psychiatric Program whereby interns learn to conduct comprehensive initial assessments and develop individualized treatment plans. Interns are additionally exposed to a range of short- and long-term individual therapies including cognitive behavioral and other interventions and modalities including couples and family therapy. They also are able to receive training through the Outpatient Mood Disorders Clinic focusing on the care of patients with a primary mood disorder, often refractory to treatment and often comorbid with other psychiatric and medical conditions. Interns are exposed to broader treatment issues that include specialized evaluation and education on mood disorders and healthy lifestyle including sleep hygiene, nutrition, and stress management. Cognitive therapy or interpersonal therapy is provided in conjunction with the Outpatient Therapy Services, with frequent interaction and communication between providers, thus exposing interns to a multidisciplinary approach to patient care. The Outpatient Medication

Management Clinic provides interns the ability to interact with psychiatrists and address specialized care associated with medication management and treatment adherence with psychiatric patients who have a wide variety of diagnoses. If the Adult Inpatient Psychiatric Program (requiring a research project) is not selected in combination with this major rotation, all interns selecting this rotation are required to become involved in a research project involving adult psychopathology and/or treatment using extant research projects within the department (e.g., depression) with the expectation that the project will be completed by the end of the internship year. This rotation also affords instruction with populations that may come from diverse backgrounds, namely ethnic cultural, minority, gender and linguistic divergent populations from a large metropolitan area. The combination of research and clinical training provided through this rotation prepares interns for future fellowship training and clinical-research careers involving adults, particularly those with severe mental illness.

Supervisors: Scott Bunce, Ph.D.; Julio Fernandez-Mendoza, Ph.D.

Child and Adolescent Outpatient Program

The Child and Adolescent Outpatient Program is designed to provide training involving children and adolescents ages 5-21 (young adults, if only in school) in an outpatient setting. Interns are exposed to comprehensive initial assessments and the development of individualized treatment plans. Training also includes exposure to a broad array of consultation, evaluative and evidenced-based treatment interventions including psychiatric evaluations, psychological assessments, individual (CBT), group, and family therapy. Interns selecting this rotation also receive training in other areas including medication management, anger management, and social skills training. Interns additionally have the opportunity to become involved in psychoeducational groups with parents or groups of children. If the Child Diagnostic Clinic is not selected in combination with this major rotation, all interns selecting this rotation are encouraged to become involved in a research project involving childhood psychopathology and/or treatment using the existing outpatient database noted in the Child Diagnostic Clinic or another clinic with the expectation that the research project will be completed by the end of the internship year. This combination of research and clinical training is provided with the intention of preparing interns for fellowship training and clinical-research careers involving children.

Supervisors: Amanda Pearl, Ph.D.; Daniel Waschbusch, Ph.D.; Timothy Zeiger, Psy.D.

Child Diagnostic Clinic (Infants, Children, Adolescents and Young Adults)

The Child Diagnostic Clinic provides comprehensive instruction in psychological assessment and psycho-diagnostics. Interns are exposed to outpatient populations in an outlying clinic with a variety of neurodevelopmental and neuropsychiatric conditions. The clinic is for children through young adults who need an intensive evaluation, and therefore, interns are exposed to rapid clinical interviewing methods, psychological assessment, formal feedback, and treatment planning as part of their training. Children seen in this clinic often are referred for an evaluation of ADHD, autism-spectrum disorder, learning disabilities, or other highly prevalent psychiatric disorders such as anxiety, depression, and/or oppositional-defiant disorder. Trainees also are exposed to consultation with schools and other stakeholders as part of referrals to appropriate agencies, providers, and funding sources to allow the family to access services. All interns are exposed to the integration of empirical research and the scientific literature into their clinical

practice. This rotation also provides instruction in psychological assessment with populations that may come from diverse backgrounds, namely rural areas from South Central Pennsylvania and surrounding communities. Selection of this rotation requires participation in a year-long research project under the supervision of one or both of the primary supervisors using an extant data set with an excess of 5000 participants with the expectation that the research project will be submitted for potential publication by the end of the internship year.

Supervisors: Susan Calhoun, Ph.D., ABPP; Susan Mayes, Ph.D., Amanda Pearl, Ph.D.

Comprehensive Surgical Weight Loss (Bariatrics) Program (Adults and Adolescents only)

The PSU-HMC Psychology Internship Training Program affords interns the ability to rotate through the Comprehensive Surgical Weight Loss Program, a Center of Excellence denoted by the American Society for Bariatric Surgery. This rotation offers interns the opportunity to train and participate in a minimally invasive surgical program that offers comprehensive weight management services including medical evaluation, nutritional counseling, psychological and psychiatric evaluation, and weight loss surgery (sometimes called stomach stapling) for patients with clinically severe obesity using a multidisciplinary approach. As part of their rotation through this elective, interns also can become involve in the pre-surgical assessment of patients undergoing organ transplants within PSU-HMC, and in minor occasions, in their inpatient and post-surgical follow-up. Limited opportunities also are available for intervention and treatment within this rotation as part of patient follow-up. All interns are required to undertake a research project in this area under the supervision of the primary supervisor or in another area associated with this subspecialty (e.g., eating disorders). The combination of clinical and research training is provided with the goal of preparing interns who will pursue further training though fellowship, and who will later seek academic-research careers within this subspecialty.

Supervisor: Andrea Rigby, Psy.D.

Consultation-Liaison Program (Adults, Adolescents, and Children)

This major rotation is designed to provide interns with supervised training and experiences for those trainees with significant interest in consultation-liaison and psychosomatic factors. Interns are exposed to consultation for patients hospitalized at PSU-HMC, and facilitating interactions with medical and other colleagues on the various services within the hospital. The patient population is either adults or pediatric-adolescents of all ages, including geriatric patients. Consultations are provided for routine organ pre-transplantation evaluations, epilepsy monitoring unit patients, trauma service patients, and patients on other surgical, medical (e.g., pain), and subspecialty units as the consult-liaison service provides direct and on-going psychiatric patient care to the general hospital population. Interns are exposed to the most common conditions seen in adults including delirium, mood, anxiety, adjustment, and somatoform disorders. Cases with adults also may include evaluations for competency and other aspects of forensic practice. With regard to children consultations, approximately 60% of the patients seen through the pediatric floors suffer from mood disorders with suicidal behavior. Adjustment disorders, eating disorders, and disruptive behavior disorders also are common, and interns are therefore exposed to a variety of conditions. Interns are introduced to consultation-liaison that follows a biopsychosocial treatment and team approach and coordination of care with the primary services, including assessment, crisis intervention, and referral to appropriate treatment services. Interns are

exposed to crisis intervention counseling techniques, as well as family consultation and subsequent placement of the patient in the appropriate treatment setting when indicated. Additionally consults are frequently provided for children with chronic illnesses who may be suffering secondary mood or other disturbances. Interns selecting this rotation are required to conduct a research project as part of their other major rotation selected.

Supervisors: Scott Bunce, Ph.D.; Paul Eslinger, Ph.D. (Neuropsychological Evaluations only); Susan Calhoun, Ph.D., ABPP; Claire Flaherty-Craig, Ph.D., ABPP (Neuropsychological Evaluations only); Antolin Llorente, Ph.D., ABPdN (Neuropsychological Evaluations only), Susan Mayes, Ph.D.; Richard Mattison, M.D.; Mark Rapp, M.D.; Andrea Rigby, Psy.D.; James Waxmonsky, M.D.

Eating Disorders Programs and Clinics (Adults, Adolescents, and Children)

Rotation through the Eating Disorders Programs and Clinics allows interns to receive instruction and training using a multidisciplinary (e.g., medicine, psychology, nutrition) approach in a set of programs that prepares trainees for further education through advanced fellowship training, and as a foundation for future careers in this subspecialty of professional practice. Interns are exposed to a variety of eating disorders including anorexia nervosa, bulimia nervosa, and co-existing-ancillary conditions including mood disorders, anxiety disorders, amenorrhea, and osteoporosis. Training takes place in a variety of modalities including individual, group, and family therapy. Opportunities exist for training in long-term therapy and follow-up until patient recovery is achieved. In addition, group sessions allow interns to become involved in patient education through psycho-educational groups and weekly support group for patients, family, and friends (age sixteen and older). Training takes place in one or more programs and clinics including the Eating Disorders Outpatient Clinic, the Eating Disorders Partial Hospitalization Program, the Inpatient Hospitalization at Pennsylvania Psychiatric Institute for adolescents or Hershey Medical Center for adults who are medically unstable, and innovative programs such as the Eating Disorders Intensive Outpatient Program, the only program of its kind receiving referrals from as far as Philadelphia, PA. Although participation in an extant research project in this area is recommended as part of this major rotation, interns also can select to participate in research in different areas (e.g., child abuse) under the supervision of a faculty member.

Supervisors: Barbara Gershenson, Ph.D.; Susan Lane-Loney, Ph.D.; Fauzia Mahr, M.D.

Inpatient Pediatric Hematology-Oncology (Children's Hospital)

This major rotation within the PSU-HMC Psychology Internship Training Program allows interns to receive experiential instruction in the assessment and treatment of children being treated for cancer and blood disorders in an oncology-hematology service using a multidisciplinary approach and multiple assessment and interventional modalities (individual, family, etc.). It also allows interns exposure to additional training associated with bone marrow transplants, neuro-oncology, sickle cell disease, and hemostasis/thrombosis as part of a consultation-liaison service, preparing interns for careers in pediatric consultation-liaison. In addition, this rotation allows interns to be exposed to complex ethical issues associated with end of life factors and other complex ethical dilemmas. Although a research project in this area is

recommended, interns rotating through this major rotation also can select to conduct empirical research in another area under the supervision of a faculty member. Highly motivated and committed interns who have exhibited appropriate progress in their empirical research component and who have completed their dissertation prior to their arrival at PSU-HMC, also may choose to participate in a theoretical or non-empirical research project related to ethical issues under the supervision of one or both of the two primary supervising psychologists in this rotation.

Supervisors: George Blackall, Ph.D., MBA (Clinical, Ethics and Research)

Neuropsychology

The Neuropsychology rotation provides comprehensive instruction that follows APA (Division 40, Houston Conference) guidelines for internship-level training in clinical neuropsychology that leads to preparation for subsequent fellowship training and careers in clinical neuropsychology. Interns are exposed to inpatient and outpatient populations acquiring experience with a variety of neurological and psychiatric conditions including CNS infectious diseases, developmental-learning disorders, memory disorders, movement disorders, neoplastic growths (tumors), stroke, seizure disorders, traumatic brain injury (Rehabilitation Hospital), and toxic-metabolic conditions. Interns receive training in established clinics within the medical center and as consultants in a variety of settings. Training takes place using a multidisciplinary clinical assessment team approach and learning forums, and it includes exposure to neuroanatomy, neuroimaging, and neuropathology. All interns are exposed to the integration of empirical research and the scientific literature into their clinical practice, and they must become involved in a research project under the supervision of a faculty participating in extant research within the medical center (e.g., Departments of Pediatrics, Psychiatry, or Neurology). This rotation also provides opportunities for instruction in clinical neuropsychology with monolingual, Spanish-speaking populations for those interns who are fully bilingual (English-Spanish) interested in such training.

Supervisors: Scott Bunce, Ph.D. (MRS and Neuroimaging research); Paul Eslinger, Ph.D.; Claire Flaherty-Craig, Ph.D., ABPN; Antolin Llorente, Ph.D., ABPdN

Sleep Research and Treatment Center and Sleep Clinic (Adults, Adolescents and Children)

The Psychology Internship Training Program allows interns to select the Sleep Research & Treatment Center (SRTC) and Sleep Clinic as one of their major rotations. This rotation is designed to prepare interns for further specialized training in this area at the fellowship level and as a foundation for a career in this subspecialty. This rotation allows interns to participate, as part of a multidisciplinary approach, in a setting that provides for diagnostic evaluation and subsequent treatment of specific sleep disorders including sleep apnea, narcolepsy, insomnia, and parasomnias. This rotation also affords interns an opportunity to be exposed to more global issues associated with sleep disorders and training including consultation and liaison as the SRTC serves as an educational resource for those in the medical profession and community at large. Further, the SRTC conducts cutting-edge, ongoing scientific research to gain new knowledge and insight in several areas of sleep disorders medicine, and all interns are required to

participate in an extant project in this rotation throughout their training year if they select this as one of their major rotations.

Supervisors: Edward Bixler, Ph.D. (Research only), Susan Calhoun, Ph.D., ABPP, Julio Fernandez-Mendoza, Ph.D.

Minor Rotations

The internship program offers the following minor rotations:

Partial Hospitalization Psychiatric Program (Adults, Adolescents, Children)

Rotation through the Adult Partial Hospitalization Psychiatric Program allows interns to receive instruction and experience in evaluative and interventional skills with psychiatric patients who are in need of a greater level of treatment than traditional outpatient services are able to provide, but do not necessarily require inpatient hospitalization as a result of their increased functional level. This program also exposes interns to a program designed for adults who require the safety and structure of an inpatient stay and now require daily treatment following their transition and return to their home environments. As part of this rotation interns are exposed to psychological evaluation, medication management, individual (CBT) and group therapy, and care planning.

Supervisors: Scott Bunce, Ph.D.; Angela Gorman, Ph.D.

Autism-Spectrum Disorder Clinic and Programs (and Medication Clinic)

This rotation provides interns with extensive experience as part of a clinic and programs dedicated to the evaluation of children, adolescents, and adults with an autism-spectrum disorder (ASD). Interns are trained in the assessment of the individual's developmental strengths and weaknesses including diagnostic impressions and the establishment of a complete developmental and behavioral profile. Interns are exposed to evaluations that review all previous medical, educational, and therapeutic records, clinical interviewing with the individuals, parents, and/or other significant care providers, and the assessment of the individual's current developmental milestones. Interns additionally are exposed to formal developmental and behavioral assessments completed by the interventional team consisting of unstructured and structured interviews and assessments, and a physical examination. Interns experience the comprehensive integration of findings and recommendations through a multidisciplinary team approach to develop recommendations for supports and services. In close coordination with the PSU-HMC, Director of Clinical Training, and this rotation's primary supervisors, interns can select this rotation as one of their major rotation in lieu of the major rotations noted above. If this rotation is selected as a major elective, interns are expected to participate in a yearly project related to a specific aspect of ASD under the supervision of one of the primary supervisors with the expectation that the project will be submitted for potential publication by the end of internship training.

Supervisors: Amanda Pearl, Ph.D.; Michael Murray, M.D.; Jolene Hillwig-Garcia, M.D. (PPI Harrisburg only)

Child ADHD Clinic

This minor rotation allows interns to receive supervised training as part of a multidisciplinary approach to the assessment and treatment of children with attention-deficit/hyperactivity disorder (ADHD) in an outpatient, outlying clinic. Interns participate in a comprehensive diagnostic evaluation conducted by a multidisciplinary team. Interns also are exposed to clinical interviewing and the ascertainment of medical and family history, interviews with the parents and child, interpretation of behavior rating scales from the parents and other stakeholders (e.g., teachers), reviews of educational records, etc. Interns also are exposed to the diagnostic process, treatment planning (including modern, evidence-based interventions; e.g., Babinski's Behavior Therapy Program for ADHD), follow-up, support and education for the family and school, and medication consultations if required. In close coordination with the Director of Clinical Training, and this rotation's primary supervisors, interns can select this rotation as one of their major rotation in lieu of the major rotations noted above. If this elective is selected as a major rotation, interns are expected to participate in a yearly project related to a specific aspect of ADHD under the supervision of one of the primary supervisors.

Supervisors: Daniel Waschbusch, Ph.D.; James Waxmonsky, M.D.

Drug and Alcohol Consultation-Liaison

Interns selecting this minor rotation have the opportunity to receive instruction and training associated with drug and alcohol consultations in all departments within PSU-HMC's hospital. They also are exposed to multidisciplinary training provided by a licensed psychologist and a PA certified drug and alcohol specialist licensed in both social work and addictions. Interns are exposed to comprehensive substance abuse assessments and referral to appropriate drug and alcohol treatment services upon hospital discharge. Interns are exposed to specialized evaluations for drug and alcohol use disorders available for trauma cases in which substance use is suspected to have been a causative factor in the trauma. Interns are additionally trained to provide substance abuse consultation and evaluations for patients who are being considered for kidney or heart transplants or gastric bypass surgery.

Supervisors: Andrea Rigby, Psy.D. (Surgery only); William Milchack, MSW

Admissions Department

Rotation through the Admissions Department affords interns the ability to be exposed to critical, clinical decision-making processes through rotation in a center serving as the gateway to most of the inpatient and outpatient services offered by the Pennsylvania Psychiatric Institute (PPI). This rotation allows interns to learn about the process of rapid collection of pertinent information including medical and psychiatric histories and a description of relevant, current problems, the determination of degree of acute services necessary, and the search for available programs and subsequent placement that best meets the patient's needs. In addition, this rotation allows interns to provide patient education associated with the admissions process. In addition, interns are exposed to financial, insurance, and treatment funding sources impacting the field with significant repercussions for their future practice.

Supervisors: Angela Gorman, Ph.D.; Jolene Hillwig-Garcia, M.D.

Didactics

The PSU-HMC Psychology Internship Training Program is geared towards providing exceptional instruction. Aside from the experiential clinical and research training afforded throughout the year, interns are required to attend series of lectures in an attempt to enhance their professional development, subsequent fellowship training, and chosen careers. In addition to their required attendance in specific didactics, they are highly encouraged to attend other elective, formal learning forums within the Department of Psychiatry and in other departments (Pediatrics, Neurology, etc.), and more informal didactics within the medical center. The following is a selected list of core didactics required for interns:

- Professional Development Seminar Series (monthly)⁵
- Research Seminar Series (Monthly)
- Adult Didactics Seminar Series (bi-monthly)
- Pediatric Didactics Seminar Series (bimonthly)
- Psychiatry Grand Rounds (1st, 3rd, and 4th week per month)

In addition, interns are required to attend a one-hour, biweekly didactic seminar series tailored to their specific selected rotation (e.g., Outpatient Psychiatry Rotation, Neuropsychology Rotation) as follows:

- Pediatric Neuropsychology Didactic Seminar Series
- Adult Neuropsychology Didactic Seminar Series
- Didactic Seminar Series - Eating Disorders
- Didactic Seminar Series - Oncology/Hematology and Bariatrics
- Outpatient Psychiatry Didactic Seminar Series
- Inpatient Psychiatric Didactic Seminar Series
- Didactic Seminar Series in Autism-spectrum Disorders

Finally, interns are expected to attend other required or non-required (elective) rotations as noted above (e.g., neuropathology rounds [brain cutting sessions] and neuroradiology rounds for interns selecting the Neuropsychology Rotation). These rotation-specific seminars and learning opportunities provide a broader scope and depth in coverage of topics associated with the specific rotations selected.

The following didactic seminars are scheduled to be provided for the 2014-2015 academic year:

⁵ All didactics are reviewed yearly taking into consideration proximal and distal ratings from intern classes and evolutions in the scientific and professional literature. Those not shown are under current review and editing.

Professional Development Seminar Series (2014-2015)
(3rd or 4th Thursday/Monthly - Room C-5602 – 04:00pm-05:00pm)

Date (2014)	Topic	Faculty
July 24	Ethical issues in professional psychology	Llorente
August 28	Applied research at Penn State (Psychiatry)	Bixler/Waschbusch
September 25	CV, interviewing, references*	Bunce/Calhoun
October 23	Postdoctoral fellowships: Nuts and bolts	Pearl/Mendoza
November 26	Career development (Presentations/talks)	Lane-Loney/Rigby
December 18	Psychology, ethics and the media	Shapiro
Date (2015)	Topic	Faculty
January 22	Mental health systems in the 21st Century	Gelenberg
February 26	Supervision: A view from the top	(S. Knapp/PA Psy. Assoc.)
March 26	Licensing: Applications, (EPPP+PPLE)	Pearl
April 23	Board certification in psychology	Flaherty-Craig/Llorente
May 28	Psychology careers (Academia, etc.)	Eslinger/Gorman/Cothren
June 18	The end: Termination and the future	Mayes/Gershenson

*required reading before attending this seminar: Megargee, E. I. (2012). *Megargee 's guide to obtaining a psychology internship*. New York: Taylor & Francis.

Research Seminar Series (2014-2015)
(1st THU/Monthly -Room C-5635 - 04:00-05:00 pm)

Date (2014)	Topic	Faculty
July 3	Ethical issues in research	Bixler/Mayes

August 7	Experimental design and methods: The foundations of null hypothesis testing	Bixler
September 4	Descriptive statistics with SPSS mock data	Mendoza
October 2	Descriptive statistics - continued	Mendoza
November 6	Inferential statistics with SPSS mock data	Calhoun
December 4	Inferential statistics - continued	Calhoun
Date (2015)	Topic	Faculty
January 29*	Presentations: Communicating Research findings	Mayes/Waschbusch
February 5	Manuscript preparation: What and what not to do when reporting research	Bixler
March 5	The peer review process: The advancement of science and constructive criticism+	Llorente
April 2	Grant writing: Funding your research	Pearl
May 7	Grant writing - continued	Bunce
June 4	Research-driven clinical practice in Tourette's disorder	Byler

*seminar not held the first week of the month

+required reading before attending this seminar: Taubes, G. (1993). *The short life and weird times of coldfusion*. New York: Random House.

Adult Didactics Seminar Series (2014-2015)
(Twice Monthly - Room C-5635 - Conference Rm-03:00-04:00pm)

Date (2014)	Topic	Faculty
July 10	Ethical issues in practice with adults	Dougherty
July 17	Mortality and Suicide - From the trenches	Hameed
August 14	Adult Psychopathology - A review and modern findings	Bunce
August 21	Autism spectrum disorders and other developmental disabilities and adults	Pearl

September 11	Biological bases of behavior - Review and update	Mendoza
September 18	Advances in the study of personality	Bunce
October 9	Psychological assessment of adults in the 21st Century	Llorente/Pearl
October 16	Modern functional analysis in adults	Layton
November 13	Substance use disorders in adults -DSM-5 and beyond	Milchak
November 20	Dialectical behavior therapy with adults	Gorman
December 11 Mendoza	Evidence-based treatment for anxiety and mood disorders	Fem.-
December 24	Cognitive disorders in adults	Eslinger
Date (2015)	Topic	Faculty
January 8	Memory disorders in adults	Eslinger
January 15	Psychiatric disorders comorbid with intellectual disability	Murray
February 12	Delirium in adults	Rapp
February 19	Bariatrics - Psychological evaluations and post-surgical follow-up	Rigby
March 12	Selected topics in health psychology	Rigby
March 19	Cultural issues in assessment and treatment	Llorente
April 9	Latest developments in eating disorders and SEEDS	Gershenson
April 16	Assessment & treatment of complex sleep disorders	Mendoza
May 14	The role of behavioral data in medication management	Murray
May 21	Medical coding and billing in psychology	Duck
June 11	Alternative therapies and treatments in psychiatry	Gelenberg
June 25	Legal issues with adults: Triumphs and Losses	Rapp

Pediatric Didactics Seminar Series (2014-2015)
(Twice Monthly - Room C-5635 - Conference Rm-03:00-04:00pm)

Date (2014)	Topic	Faculty
July 10	Ethical issues in practice with children and adolescents	Gershenson
July 17	Age-appropriate and typical child development	Lane-Loney
August 14	Neurodevelopment of judgment in children	Flaherty-Craig
August 21	Cultural issues in the assessment and treatment of children and families	Gorman/ Gershenson
September 11	Genetic disorders in children	TBD
September 18	Childhood psychopathology	Mattison
October 9	Pediatric psychopharmacology	Petersen
October 16	Childhood maltreatment and neglect	Petersen/Levi
November 13	Substance use disorders in children and adolescents: Current trends	Milehack
November 20	Evidence-based behavioral treatment for children with ADHD	Waschbusch
December 11	Evidence-based treatment for internalizing childhood disorders	Gorman/Pearl
December 24	Evidenced-based treatment of eating disorders and SEEDS	Lane-Loney/ Gershenson
Date (2015)	Topic	Faculty
January 8	Learning disorders in children: Assessment, Dx, and Rxs	Mayes
January 15	School consultations	Mayes/Mattis.
February 12	Assessment, diagnosis and treatment of autism spectrum disorders	Mayes/Pearl
February 19	Childhood cancer and psychological aspects of end of life care	Blackall
March 12	Selected topics in cognitive development of school-age children	Flaherty-Craig
March 19	Autism spectrum disorders and social skills training	Murray/Pearl
April 9	Child and adolescent bereavement	Zeiger

April 16	Assessment and treatment of complex sleep disorders	Calhoun
May 14	Introduction to neuropsychological assessment	Llorente/ Flaherty-Craig
May 21	The future: The development of psychological tests for children	Llorente/ Pearson Corp.
June 11	Evidence-based prevention programs for children at-risk	Greenberg
June 25	Legal issues and children - Juvenile Justice System	Dougherty

Evaluations

Interns are evaluated twice a year (mid-year and end-of-year evaluations) at the end of each selected major and minor rotations and as part of their selected research rotation. Interns evaluate supervisors serving as their immediate preceptors in each selected rotation at the end of each clinical rotation and research rotation. In addition, interns also have the ability to rate and evaluate the Psychology Internship Training Program once a year at the end of their training. Interns, through representation in the Training Advisory committee, have the ability to provide input into didactics. Such feedback is used to establish proximal, and eventually distal, program measurement, self-assessment, and to develop and establish alterations when required. Interns are provided with copies of such evaluations at the onset of the training program each year to create a translucent and open evaluative process and provide interns with information related to the core expectations associated with their training.

Policies (Disciplinary Action, Due Process and Grievance Procedures, Sexual Harassment Policy)

Aside from having its own policies, the Psychology Internship Training Program abides by published PSU-HMC's disciplinary action, due process and grievance procedures, and sexual harassment policies found under its Human Resources Manual. They can be accessed on the PSU-HMC Website.⁶

Application and Intern Selection

Applications are due December 1st, 2014. Completed applications are carefully reviewed and interns are selected for interviews using objective, established criteria based on past academic merit, scholarly and research productivity, and training. Interns selected for interviews are notified in late November through early December and will be scheduled for group and individual interviews from mid-December through January.

⁶ Copies of evaluations and policies are available for perusal upon request from the Director of Clinical Training by prospective interns selected for interview by the internship program.

As APPIC Members, the PSU-HMC Psychology Internship Program abides by guidelines and criteria set forth by APPIC (Member Code 2266) and uses National Matching Services, Inc. (Program Code Number: 226611) for the selection and match of all interns.

References

American Psychological Association (2010). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved June 19, 2013 from <http://www.apa.org/ethics/code2010.html>

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Baker, D. B. (2000). The affirmation of the scientist-practitioner: A look back at Boulder. *American Psychologist*, 55, 241-247.

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Roberts et al. (1998). A model for training psychologists to provide services for children and adolescents. *Professional Psychology: Research and Practice*, 29, 293-299.

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