



**Hutchings
Psychiatric Center**

Internship in Clinical Psychology

2021 – 2022 Training Year

620 Madison Street
Syracuse, NY 13210

*The HPC Psychology Internship Program is accredited by the
American Psychological Association*

American Psychological Association
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**Richard H. Hutchings Psychiatric Center
Internship in Clinical Psychology**

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Hutchings Psychiatric Center

The Richard H. Hutchings Psychiatric Center (HPC) is a comprehensive, community-based mental health system serving the ten-county region of Central New York. The Hutchings main campus (consisting of inpatient, outpatient and specialty units) is a series of townhouse-like buildings which were designed to blend into their surroundings and enhance a sense of integration within the community. Hutchings provides services to moderately and severely mentally ill individuals and their families in a community-based setting. Hutchings provides inpatient services for children, adolescents and adults. All services are under the auspices of the New York State Office of Mental Health.

Services for adults are organized around the recognized needs of this age group. Hutchings has three inpatient units for individuals who require this level of service. Hutchings also provides adult outpatient services at two clinic settings, which enable HPC to fulfill the mandate of providing services in the most accessible and least restrictive setting possible. A wide variety of specialized rehabilitative, social, and supportive housing programs, including day programs and vocational services, augments the therapeutic services. HPC fulfills its mandate to care for the chronically disabled in the community through this network of clinical and supportive programs. The broad range of adult outpatient and rehabilitation programs serves a population with a full range of psychiatric disorders. The key role of these programs in the HPC system is reflected by the fact that at any given time, fewer than ten percent of the 1300 patients served by HPC reside on inpatient units.

The Children and Youth Services (CYS) Unit provides inpatient services for children and adolescents from a six-county region of Central New York. An education program is provided for all child/adolescent inpatients. In addition, the CYS Outpatient Clinic provides services for youth ages 5 through 18 years.

Psychology Department

The faculty of the internship consists of the members of the Hutchings Psychiatric Center Psychology Department (11 psychologists) and 3 psychologists from Central New York Psychiatric Center Forensic Sex Offender Treatment programs. All faculty members possess doctoral degrees and provide direct psychological services at their worksites. The faculty members reflect a wide range of interests and orientations to clinical work, although there is an overarching, general commitment to evidence-based treatment.

Clinical Psychology Internship Program

Training Philosophy and Objectives

The Hutchings Psychiatric Center APA-accredited internship in Clinical Psychology is designed to systematically further the development of the core skills of clinical psychology. We promote functional and foundational competencies in an ethically competent and culturally sensitive way, applied within a community-based system of public mental health services. Interns select their rotations (one pre-committed and one or two electives) from a variety of treatment settings and patient populations. On-site supervision is emphasized throughout the internship and in all rotation experiences. Interns also participate in a series of treatment, evaluation, and professional issues seminars, designed to provide knowledge, skills, and conceptual integration to augment and enhance the rotation experiences.

The internship is a function of the HPC Psychology Department and its Training Faculty. While all Licensed Psychologists within the Department (and affiliated agencies) are not simultaneously involved in direct teaching or supervision of interns, all are available for such purposes. Program policy is formulated by the Training Committee under the leadership of the Director of Training.

Our conception of the internship program is based on the internship's vital role in preparing individuals to become entry level clinical psychologists. The academic program provides an extensive foundation in knowledge, research, and clinical skills. The internship complements this emphasis as it provides advanced experience as a practitioner within the **Local Clinical Scientist Model of Training**, [See Stricker, G. & Trierweiler, S.J. (2006). The local clinical scientist: A bridge between science and practice. *Training and Education in Professional Psychology*, 5(1), 37-46. Doi:10.1037/1931-3918.S.1.37] with a particular focus on professional development that is individualized for each intern. As local clinical scientists, our interns will be trained to "...think like a field scientist" and apply an empirical, scientific method to a local clinical problem, i.e., a particular, real-life situation occurring in the daily context of applied clinical practice. Thus, Psychology interns trained in this model will experience psychotherapy "...as the laboratory for the clinician and [an endeavor which] must be approached with the same discipline, critical thinking, imagination, openness to falsification, and rigor that characterizes the scientist in the traditional laboratory. This is not to say that psychotherapy itself is a science, but that psychotherapists can act like scientists and, by doing so, further hone their craft to the benefit of the patients they serve" (Stricker & Trierweiler, 2006, p. 41). In doing psychotherapy as a "field scientist", the local clinical scientist collaborates with clients to study the problems that brought them to therapy and the unique factors influencing those problems. Together, therapist and clients engage in a systematic process of problem identification, data collection, elaboration of potential solutions, development and implementation of an action plan and evaluation of the effectiveness of the implemented action plan. This process is repeated throughout the course of therapy and is embedded in an evidenced-based and theoretically rigorous practice. The therapist adheres to a scientific attitude characterized by

- Openness and receptivity to a multiplicity of approaches to the problem.
- Empirical support; this is valued greatly, but is tempered by skepticism about any foreclosed certainty.
- Awareness of personal biases, as these serve to shape and distort local observations.
- Attunement to the ethical implications of interventions, which can take on unexpected

meanings in local setting.

- Need for collegial interactions and feedback (Stricker & Trierweiler, 2006, p. 42).

Psychology interns trained within the Local Clinical Scientist Model recognize that scientific observation in clinical work is a complex, multi-dimensional process: Thus,

“All empirical scientific work rests on observational skills. Shakow described four specific observational skills that are essential for good psychologists, whether we describe them as scientist-professionals, as thinking clinicians, or as local clinical scientists. These types of observation are objective observation (observation from the outside), participant observation (including an understanding of the reciprocal effects of the observer and the observed), subjective observation (empathic observation or intuition), and self-observation (self-examination). It is the breadth and depth of these skills, addressed to immediate clinical problems but imbued with the scientific approach and attitude, that constitute the heart of the activity of the local clinical scientist” (Stricker & Trierweiler, 2006, p. 41).

This conceptualization of the internship, as a final step in the development and integration of clinical skills, underlies the following overarching **training objectives**:

Objective One

Our first objective is for all interns to demonstrate competence with a range of core treatment modalities (individual, family and group) as applied to the seriously mentally ill population. This objective is measured in our intern evaluation materials, completed by each rotation supervisor at the end of every three months, and reviewed with the intern.

Objective Two

Our second objective is to assure that all interns demonstrate proficiency in the administration and interpretation of a full range of core assessment techniques and strategies for individuals manifesting significant emotional, behavioral and/or social difficulties. This objective is measured in our intern evaluation materials, completed by each rotation supervisor at the end of every three months, and reviewed with the intern.

Objective Three

The third objective is to have interns demonstrate advanced skill proficiency in individually defined modalities, populations or professional functions that are consistent with the intern's background, interests and career plans. Each intern defines (at the beginning of the internship) any additional core modalities that they wish to develop or enhance during the internship year. At that time, strategies to evaluate this objective are also defined.

Objective Four

Our fourth objective is to provide the intern with a variety of experiences in effectively and sensitively applying professional skills in a variety of treatment settings and to graduate interns who demonstrate respect for and understanding of cultural and individual diversity. We believe that the direct experience of providing services to varying clinical populations results in an increased awareness of the vital importance of both cultural factors and human differences to service delivery. This value is part of the rationale for the rotation system, which requires the

intern to elect one pre-committed full year rotation and one additional full-year (or two half-year) elective rotation(s). This objective is measured in our intern evaluation materials, completed by each rotation supervisor at the end of every three months, and reviewed with the intern.

Objective Five

Our fifth objective is the development of a professional identity as an entry-level clinical psychologist including the ability to articulate a clinical position and demonstrate professional self-awareness in a variety of situations, the ability to bring to a team of practitioners the unique perspective of psychology, as a scientifically based practice and a clinically informed science, and the ability to apply evidence based practices in the context of local knowledge and the specific needs of those with severe mental illness. Such identity must be based on a capacity to practice in an effective and autonomous manner. It is based further on identification with psychology role models and an introjection of this profession's values, ethics, and standards for professional practice. This objective is measured in our intern evaluation materials, completed by each rotation supervisor at the end of every three months, and reviewed with the intern. In addition, interns are asked to fill out self-report evaluation materials at the beginning and end of the internship, which assist in evaluating this objective.

These objectives are also achieved through core seminars and complementary experiences on rotations. Required seminars include a Treatment Series, an Evaluation Series, and a Professional Issues Series that run concurrently. These are described below. In addition to the core seminars offered at HPC, interns may attend Grand Rounds offered by the Psychiatry Department at SUNY Upstate Medical University and Satellite Grand Rounds offered by the NYS Office of Mental Health.

To achieve this objective, the internship is structured to gradually allow each intern to function with increasing independence over the course of the year. In the beginning on each rotation, interns are closely supervised as they familiarize themselves with the rotation setting and expectations. This may involve observation of the supervisor (for example in groups or intakes) and assuming clinical responsibilities with close consultation with the supervisor. As the year progresses, the intern is gradually able to assume clinical tasks with less reliance on supervision. By the end of the year it is expected that the intern will be ready to assume the independent clinical functioning that would be expected of an entry-level professional in this setting (and the supervision may gradually become more consultative in nature).

To aid in the development of professional standards and awareness of professional issues, the Director of Training and other faculty meet with the interns in a series of seminars on professional issues, including ethics, codes of professional conduct, current legal developments affecting professional practice, standards for delivery of psychological services, and credentialing processes. Multi-cultural issues are also a part of the core curriculum of this seminar series. Interns are exposed in the Department and on their rotations to a variety of role models and are urged to discuss issues related to their professional development with supervisors at the work site. Interns assume a position of responsibility in relation to the training program. They are vitally involved in the process of evaluating the program and elect a member to the Training Committee. They participate in the interview process for the next class of interns. Finally, every attempt is made to establish the intern at the rotation site as a fully participating member of the interdisciplinary team rather than as a student or assistant to the staff psychologist.

Internship Structure

The internship is designed to provide advanced training in the core skills of clinical psychology as they are applied in a comprehensive system of mental health services including both community-based and forensic settings. HPC has developed a series of internship experiences based upon broad areas of interests. For the 2021-2022 training year, we anticipate funding for **six** internship positions within four distinct tracks as described below. At the time of application and again after interviewing for the internship (in January 2021), each applicant will indicate the track(s) for which she/he would like to be considered. (Each track will be represented by a distinct 5-digit program code within the APPIC Match system):

- **Hutchings Psychiatric Center (HPC Child) – one slot**
- **Hutchings Psychiatric Center (HPC Adult) – three slots**
- **HPC-CNYPC Forensic Civil Commitment SOTP – one slot**
- **HPC-CNYPC Forensic Prison Based SOTP – one slot**

The intern who matches with the HPC Child track is committed to completing a (two days/week) rotation within one of the programs' two Child/Adolescent training sites (inpatient or outpatient, as described below). She/he will also select an additional rotation from among all the other available (Child/adolescent, Adult, or Forensic) rotation sites described below.

All applicants who successfully match with the HPC Adult track will complete a (two days/week) rotation on one of HPC's Adult (inpatient or outpatient) services and will select an additional rotation from among all the other available (Child/adolescent, Adult, or Forensic) rotation sites described below.

Both applicants who successfully match with one of the HPC-CNYPC Forensic Sex Offender Treatment tracks will complete a (two days/week) rotation within the specific program to which they matched (Prison-Based Sex Offender Treatment Program or Civil Commitment Sex Offender Treatment Program) and will select an additional rotation from among all the other available (Child/adolescent, Adult, or Forensic) rotation sites described below.

Given the variety of sites, interns are typically able to secure their first choice of elective rotation(s). Staffing patterns, the need for adequate supervision, the need for licensed supervisors, and demand for a particular rotation may at times require negotiation. Based on Interns' training needs and desires, the operational needs of particular services, and the availability of on-site supervision, interns may opt for two successive 6-month elective rotations (2 days/week) at different sites, or one year-long (2 days/week) elective rotation at a single site. The rotation structure provides interns with an extensive and intensive experience in their primary area of interest as well as the opportunity to receive more broad exposure to other clinical populations, clinical problems, or treatment modalities.

The selection of each intern's rotation sites is based on the intern's own formulated objectives as reviewed with the Training Director. Each intern further discusses with his/her supervisor the types of experiences he or she wishes to have, and the objectives to be met by the rotation. Because intensive supervision is essential to the quality of training, we have set the minimal standard of two hours per week of direct supervision (at least one hour of which is individual) for each rotation site. In the selection of rotation sites, our approach is to give interns a full range of choices within two general guidelines. First, the rotation sites must be consistent with a plan to achieve competencies and the overarching internship objectives, within a framework of

articulated career objectives and goals. In addition, interns' choices must represent a diversity of treatment settings and client populations. We generally recommend that interns who have not had experience in an inpatient setting obtain this experience during the internship year. To enable the intern to make an informed choice within the framework of longer-term goals, the first two weeks of the year are spent in a comprehensive tour of the Hutchings and affiliated agencies, including not only potential rotation sites but also other elements of the support network.

By encouraging interns to work with a diversity of populations, our goal is to assist them in developing a productive understanding of the ways in which human differences and context influence the delivery of psychological services. A unique variety of experiences are available including comprehensive services to children, adolescents and adults. Clients of Hutchings and the affiliated agencies include: the elderly, the chronically impaired, persons in acute distress, persons with both major psychiatric disorders and substance abuse, persons of both rural and urban backgrounds, persons of both lower and middle socioeconomic class, persons of diverse ethnic and racial backgrounds, and persons at high risk for sexual offending. To assist in understanding the diversity encountered on the rotations, the Psychology Department meets periodically as a group for presentations and discussion of current issues of human difference.

Supervision

Supervision of clinical practice is the core of the internship experience. Therefore, interns are regarded as trainees and their direct service responsibilities are always assigned with attention to their individual training needs. Interns receive one to two hours of individual face to face supervision weekly on each rotation they select as well as additional supervision on each rotation (totaling a minimum of four hours of weekly supervision and two hours of weekly individual supervision). Each intern also receives additional in-depth supervision on psychological assessment batteries.

Interns are also responsible for presenting one case to the Case Conference Seminar in which other interns and seminar leaders provide group supervision. The therapeutic orientations and supervisory styles among the training staff are varied and an attempt is made to match supervisors with the unique needs and preferences of each intern. Supervision is typically based on intern report, direct observation, audiotapes, videotapes and/or progress notes of each session. The Psychology Department's model of supervisory training encourages the growth of each intern, provides quality professional role models, and emphasizes the development of the psychologist as an emerging professional.

All interns will have sufficient supervision with licensed psychologists to meet the requirements for licensure within New York State.

Intern Competencies

Initially, each intern and their rotation supervisor contract for a mutually agreeable set of rotation goals and objectives that reflect progress toward the five overarching internship goals. Intern and supervisor activities and expectations are then developed which facilitate the attainment of these goals. Interns and supervisors formalize this process by signing the Intern Rotation Contract.

Each intern's performance is evaluated by her/his rotation supervisors at regular four-month intervals. (Evaluations are completed twice during 6-month-long rotations - either at 3 months and 6 months or at 4 months and 6 months into the rotation, depending on circumstances.) In evaluating interns' competencies supervisors utilize a standard form that rates (on a five-point scale) each intern's attainment of the Profession-Wide Competencies of Health Service Psychology. These include:

1. **Foundational Competencies:**

1. Professional Values, Attitudes & Behavior
2. Interpersonal and Communication Skills
3. Ethical and Legal Standard
4. Individual and Cultural Diversity

2. **Functional Competencies:**

5. Assessment (including test Selection & administration, Interpretation, writing, and feedback skills)
6. Intervention (broadly and with specific focus on individual psychotherapy and group intervention)
7. Research (i.e., scholarly inquiry to inform practice and capacity to present same)
8. Supervision
9. Consultation & Interdisciplinary Skills

Each of the Competencies is rated according to a key that provides anchors for each of the five points on the rating scale. Interns are also asked to do a self-rating of their competencies at the beginning and the end of the internship year.

The Competencies rating form asks supervisors to provide a narrative description of an intern's personal strengths and areas for additional development. Additionally, supervisors are asked whether the intern's overall performance has achieved expectations.

The Director of Training provides a midyear and final evaluation narrative report to the intern's graduate training program based upon feedback from each intern's immediate supervisors.

Rotation Options

Note: Rotations may not be available on each individual worksite based on staffing issues and other factors. However, a wide variety of settings (e.g. adult inpatient, adolescent outpatient, etc.) will always be available.

I. HPC Adult Inpatient Services

Adult Inpatient Services consist of two units. Treatment Units One (TU-1) and Eight (TU-8) are physically connected to one another creating one main inpatient complex. Each treatment team has a specific function and role in the overall facility, although there is significant overlap in client populations and the units are connected by a shared treatment mall. HPC inpatient programs emphasize treatment and rehabilitation services designed to assist residents in attaining psychiatric stability and to develop skills and resources necessary for successful community living. Populations served include the following:

Unit One (TU-1) consists of two 25-bed units serving adults age 18 and older. One of the units is specifically organized to accommodate older and more medically compromised patients. The other unit provides active treatment for a general population of adult individuals diagnosed with a serious and persistent mental illness.

Unit Eight (TU-8) also consists of two 25-bed units serving adults age 18 and older. Both of these units provide active treatment for individuals diagnosed with a serious and persistent mental illness. One of the TU-8 units is dedicated to the care of more vulnerable and non-violent patients for their treatment and protection.

Both treatment teams in the main inpatient complex consist of clinicians from various disciplines including psychiatry, medicine, nursing, psychology, social work, rehabilitation counseling, occupational therapy, recreation therapy and nutrition. Principle treatment modalities include assessment, medication management, individual/group therapy and therapeutic programming to assist each person in their recovery process. Group therapy and therapeutic programming take place primarily within the treatment mall, with additional programming offered on the unit for those unable to transition to the treatment mall. Among the persons served by our inpatient treatment teams are forensically involved patients who have been found not guilty of a crime by reason of mental disease or defect and who are retained in the hospital under NYS Criminal Procedure Law.

II. HPC Adult Outpatient Services

The Madison and Washington Street Clinics consist of staff representing multiple disciplines that provide clinical and case management services.

The services available from each clinic include:

- Psychiatric assessment and diagnosis.
- Treatment and rehabilitation planning which emphasizes consumer-focused goal setting.
- Psychotropic medication therapy.
- Goal-oriented counseling, supportive counseling and psychotherapy.
- Education designed to assist the consumer to understand and effectively manage his/her illness.
- Integrated services designed to meet the needs of persons with co-occurring psychiatric and substance use disorders
- Twenty-four-hour crisis services.
- Case management.
- Wellness programs.

Specialty services available include:

- Interpreter services for limited English speaking consumers.
- Trauma Survivor services including Dialectical Behavior Therapy
- Geriatric Services provided to elderly outpatients.

NOTE: Due to the ongoing COVID-19 pandemic, the Madison and Washington Street Clinics are largely limited to providing telephone and video therapy sessions as of this writing. Depending on how the pandemic continues to unfold, this may still be the case by the Fall of 2021.

III. HPC Children and Youth Services

Hutchings' Children and Youth Services (CYS) includes both inpatient and outpatient programs.

Children and Youth Inpatient Services - The ***Children and Youth Services (CYS) Unit*** consists of 19 beds serving children and adolescents who are exhibiting behaviors indicative of serious psychopathology (e.g., suicidal threats/gestures, assaultive behaviors, psychosis). Youth are admitted into these acute care units for stabilization, evaluation, and short-term treatment. The average length of stay on these units is approximately three weeks. A multidisciplinary team assesses and develops an individualized treatment plan focused on stabilizing acute symptoms and fostering the development of adaptive coping skills with the goal of discharging the child or adolescent back to the family and community as soon as possible.

Children and Youth Services Outpatient Clinic – The multidisciplinary treatment team within the CYS Outpatient clinic consists of psychiatrists, clinical social workers, two licensed psychologists, and a licensed practical nurse. The clinic provides individual, group, family and play therapy as well as pharmacotherapy to moderately to seriously disturbed children and adolescents from 5 to 18 years old. The enrollment of the clinic is about 400 youths/families.

NOTE: Due to the ongoing COVID-19 pandemic, the CYS Outpatient Clinic is largely limited to providing telephone and video therapy sessions as of this writing. Depending on how the pandemic continues to unfold, this may still be the case by the Fall of 2021.

IV. *Affiliated Agencies:*

Central New York Psychiatric Center Forensic Sex Offender Treatment Programs

The New York Office of Mental Health (OMH) serves a diverse population of individuals who have committed sexual offenses. Pursuant to 2007 legislation authorizing OMH to accept custody and confine sex offenders deemed dangerous by a Court (Article 10 of Mental Hygiene Law), secure treatment programs were created. Treatment services are individualized and strength-based, with the intended outcome of reducing the offenders' risk of sexually re-offending, while promoting growth in key areas such as treatment engagement, self-regulation, managing sexual deviancy, and developing pro-social attitudes and behavior.

Treatment targets include the following:

- Sexual deviance
- Sexual self-regulation difficulties
- Antisocial orientation
- General self-regulation difficulties
- Intimacy deficits
- Poor treatment/supervision compliance
- Poor pro-social supports/activities

Facilities available for pre-committed and elective rotations include the following:

Civilly Confined Sex Offender Treatment Program (CCSOTP) – The CCSOTP is a maximum-security facility for sex offenders who have been deemed dangerous by a Court (i.e., have demonstrated a pattern of sexual offending and other risk factors such that they have been civilly confined after completion of a prison sentence). The facility participating in the internship is a 280-bed program in Marcy, NY (approximately 50 miles east of Syracuse) serving a population of men ages 23 to 82. Specialized treatment tracks have been designed to meet the needs of offenders with serious and persistent mental illness, cognitive impairment, or psychopathy.

Prison Based Sex Offender Treatment Program (PBSOTP) – The PBSOTP provides treatment services to high-risk sexual offenders during the last 24 months of their prison terms. The inmates in this program have been evaluated by OMH as likely to meet criteria for civil confinement upon discharge from prison. This intensive treatment program has been designed to offer inmates the opportunity to address their risk factors during incarceration that would otherwise likely propel them into civil confinement after completion of their prison term. The facility participating in this rotation is a program for 150 inmates within Marcy Correctional Facility, a medium security facility in Marcy, NY (approximately 50 miles east of Syracuse.)

V. HPC Specialty Units and Services - Involvement with these units and services may be available in an adjunctive manner to interns' primary clinical experiences on their rotation sites. Some of these units offer experiences with specialty populations; others provide training in evaluation, research, teaching, and program development.

Education & Training - Learning and training at HPC is designed to improve the quality of job performance and to provide all facility staff and consumers (and their families) with skills to work effectively as partners in a managed care delivery system. The Education & Training Department is responsible for providing orientation, mandated and continuing education opportunities through a team training approach. Interns are invited to attend all offerings and to participate as trainers in areas of interest and expertise.

Program Evaluation - This department provides information and data-based evaluation studies to the facility in support of administrative and clinical decision-making and planning processes. This mandate necessarily assumes many forms and ranges from the provision of aggregate patient data to sophisticated research such as studies of treatment outcomes and of "at risk" populations. Department staff also provide support in developing continuous quality improvement programs.

Member Support Services (MSS): This program provides a wide variety of social, recreational, respite and educational services at a single location on the HPC campus. Unlike a traditional day treatment program, consumers are not expected to attend for a prescribed number of hours each day, but rather attend activities selected for their individualized schedules. In this way, it is a program which is intended to support consumers in making choices about what is considered personally helpful. This program's mission is to offer a continually evolving set of services which is responsive to consumer's needs and desires.

Seminar Series

The basic seminar series is required for all interns. Most seminars meet for two hours per week for a specified number of sessions. These seminars are typically held on Wednesdays, which gives all interns the opportunity to spend one day a week together, furthering intern interaction and socialization. This combination of seminars and rotation experiences provides the vehicle by which interns acquire and practice the application of psychological concepts and scientific knowledge to the professional delivery of psychological services.

Treatment Series

Seminar on the Process of Becoming a Therapist – In this seminar participants will be encouraged to examine the various influences which shaped their decision to become a therapist, how their work as a therapist has developed over time, the evolution of their current beliefs about how therapy works and how people change, and in what theoretical/philosophical direction they now see themselves moving.

Case Consultation Seminar - This seminar affords interns the opportunity to follow one of their own cases for an extended period, and also to have the opportunity to be involved in peer

supervision. Seminar leaders, guest psychologists, and other interns as participants will discuss and provide feedback on all cases presented.

Dialectical Behavior Therapy Seminar – This seminar reviews the philosophy and assumptions underlying Dialectical Behavior Therapy, the Skills Modules, and DBT Adherent and DBT informed treatment.

Cognitive Processing Therapy Seminar – This seminar entails a review of the processes underlying the development of Post-Traumatic Stress Disorder, and an overview of the rationale and steps involved in providing CPT to treat PTSD.

Evidence Based Treatment for Schizophrenia – This seminar reviews a number of evidence-based strategies for working with the seriously mentally ill population.

Seminar in Group Therapy - Using a discussion group format and experiential exercises, this seminar aims to familiarize participants with the following issues: reasons to treat people in groups rather than individually, whether some people are better treated in groups, different types of groups, considerations in forming a therapy group, stages of group development, the role of the group therapist, analysis of the group process, interpretation and other techniques used by the group therapist, and special problems encountered in group process.

Psychoanalytic Seminar - This seminar will provide an overview of contemporary psychoanalytic diagnosis and treatment using readings, videotapes and case discussions. Some review of historical issues will be delineated to provide a context for contemporary perspectives.

Sex Offender Treatment Seminar – This seminar will provide background into the history of sex offender treatment and the evolution of the field to the current use of empirically supported treatment methods. This will include discussion of Article 10 and the treatment program at CNYPC

Evaluation Series

Seminar in Psychological Assessment - This advanced seminar in psychological assessment assumes a basic knowledge of administering and scoring the most popular clinical testing instruments. The seminar will involve a brief overview of the administration and scoring of tests and then will focus on deriving and integrating hypotheses from major testing tools: e.g. MMPI, MCMI, Rorschach, and others, as well as the integration of personality and cognitive testing. The focus will be on both child/adolescent, and adult assessment. Final sessions will involve special topics, e.g., neuropsychological, autism and risk assessments, relevant to testing and the analysis of several testing batteries, each to be presented by interns. The seminar will also address the structure of psychological reports and writing style

Program Evaluation Seminar – This seminar provides an overview of Program Evaluation as it is applied in a Public Mental Health Setting and familiarizes interns with resources and metrics employed in evaluating programs for purposes of quality assurance and measuring outcomes

Professional Issues Series

Ethics Seminar— This seminar involves review of the APA's Ethical Principles and Code of Conduct for Psychologist and discussion of ethical Issues and dilemmas faced by psychologist generally and within HPC/CNYPC programs specifically.

Diversity Seminar – This seminar takes place throughout the year. The emphasis is on bringing didactic knowledge of diversity into the clinical settings and being aware of many aspects of diversity as it impacts personal and professional functioning

Professional Development Seminar – This ongoing seminar addresses issues related to the role of psychology, both within our affiliate agencies and in a more general sense. We discuss professional organizations and opportunities, and the changes that impact our profession.

Additional seminars may be offered. Please note that these seminars may change depending on staffing and interns' interests. These include:

Seminar in Psychopharmacology - This seminar, conducted by a Hutchings psychiatrist, presents interns with a basic understanding of psychopharmacological principles and discussion of medications commonly used in an acute psychiatric setting and within a recovery framework.

Seminar in Substance Abuse - This seminar will address the following: brief review of psychoeducation associated with substance abuse (e.g., tolerance, withdrawal, addiction), overview of substance abuse categories in DSM-V, and behavioral/emotional effects; discussion of substance use in institutionalized settings and related treatment.

Therapeutic Boundaries Seminar – This seminar is designed to provide interns with strategies to establish and maintain therapeutic boundaries with individuals whose pathology involves challenging therapists' boundaries. It will include discussion of therapists' emotional responses to clients' attempts to challenge their boundaries, managing those responses while maintaining a therapeutic alliance, and strategies to address clients' behaviors

Additional Educational Opportunities: Numerous other educational opportunities are also available in the form of half-day, daylong, and luncheon presentations, sponsored by HPC, Central New York Psychological Association, SUNY Upstate Medical University, Syracuse University, NYS Office of Mental Health and other local community agencies.

Additional Resources

In addition to being responsible for meeting the training needs of HPC staff, the *Education & Training Department* also provides educational services to the community in relation to topics involving mental health. Its resources include classroom space and a library. These resources are available to interns who may wish to undertake a project involving staff or community education.

The HPC *Department of Program Evaluation* and Applied Research also offers the opportunity for interns to become involved in ongoing evaluation and research activities or to receive technical assistance with interns' own projects.

HPC is adjacent to a medical-educational complex, which includes *Syracuse University*, *SUNY Upstate Medical University*, *Syracuse Veteran's Administration Hospital*, and *Crouse-Ingving Memorial Hospital*. Both SUNY Upstate Medical University and The Veterans Administration Hospital also have APA Accredited Psychology Internships. Interns also have the option of attending seminars, conferences and Grand Rounds conducted at SUNY Upstate Medical University. Interns will have access to a variety of library, computer, and educational resources provided by these institutions and can attend workshops, colloquia, etc., conducted within the Syracuse professional community that includes the Central New York Psychological Association.

HPC is centrally located adjacent to downtown Syracuse and is in walking distance to restaurants, theaters, and community activities.

The Community and Surrounding Area

Metropolitan Syracuse has a population of approximately 500,000 and is located in the central part of New York State. Syracuse serves as the cultural, educational, and recreational center for the region. Syracuse has an abundance of cultural resources, including art and science museums professional theater (e.g., Syracuse Stage, located adjacent to the HPC campus), a film festival, numerous concerts, ethnic festivals, etc. In recent years, there has been a great deal of development in downtown Syracuse, particularly in an area (Armory Square) with many shops and restaurants and festivals. Marcy, NY is within the Utica, NY metropolitan area which has a population of about 300,000. Marcy is approximately 50 miles from Syracuse.

Syracuse and Utica are surrounded by hills and are a short drive to the Finger Lakes region, which is the wine region of New York and where there are several state parks with waterfalls, hiking trails, and other recreational activities. Numerous ski resorts, the 1000 Islands and St. Lawrence River region and the Adirondack Mountains (the largest state or national park area outside of Alaska) are also nearby. Syracuse and Utica are quite centrally located with direct connections to most major cities by air. In addition, long distance and regional bus companies service the area, as does Amtrak. Syracuse and Utica are easily within a one day automobile drive of the major metropolitan centers of the Northeast including New York City, Philadelphia, Boston, Montreal, and Toronto.

The area is served by three local television stations, and numerous AM and FM radio stations. A major Syracuse newspaper, plus a weekly alternative paper also serve the area.

The Syracuse and Utica areas offer a wide variety of houses, apartments, and townhouses in an affordable price range.

Training Period and Salary

The internship year begins on Wednesday, September 1, 2021 and ends on Wednesday, August 31, 2022. The current average salary for interns at HPC is approximately \$35,000 per year.

Time off is accrued throughout the internship year for vacation and sick leave at one day for each four-week work period. In addition, there are 12 paid holidays and five personal leave

days awarded. Please note that vacation time, although accrued, cannot be utilized until the seventh month of employment. Due to a lag payroll system, interns' first paychecks are issued about three to four weeks after the beginning of the internship.

Application Requirements

Applicants must be students in good standing in an APA-accredited (or CPA-accredited) doctoral program in Psychology. Though applicants from Clinical programs are preferred, those from Counseling, School, or "Combined" programs are acceptable.

Hutchings Psychiatric Center is an affirmative action, equal opportunity employer and abides by all laws pertaining to fair employment practices. Established policies regarding race, color, religion, creed, age, gender, national origin, ancestry, marital status, physical or mental disability, veteran status or sexual orientation are in place to ensure equitable treatment of all employees and applicants. Policies also have been established which ban sexual harassment and/or intimidation, including verbal harassment or abuse, demands or subtle pressure for sexual activities or favors. The Psychology Department and Internship Training Program are committed to respecting and understanding cultural and individual diversity in its admission and training policies and the program is committed to the recruitment of culturally and ethnically diverse interns. Inquiries and applications are encouraged from all qualified individuals.

Application Process

The following application materials are to be provided consistent with the APPIC AAPI online process:

- AAPI application form (**download from APPIC web site: www.appic.org**) - **Please indicate in your cover letter which position(s) you are considering (HPC Adult, HPC Child, Forensic Civil SOTP and/or Forensic Prison SOTP)**
- **Official** university graduate transcript
- Curriculum vitae
- One de-identified Psychological Assessment Report completed by the applicant
- Three letters of recommendation

HPC will abide by APPIC guidelines for internship selection. The deadline for all applications is **November 9th, 2020**

Hutchings Psychiatric Center agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant. HPC will be participating in the APPIC Internship Matching Program.

All applicants must obtain an Applicant Agreement Package from National Matching Services, Inc. (NMS) and register for the matching program in order to be eligible to match to HPC. You can request an Applicant Agreement package from NMS through the Matching Program web site at www.natmatch.com/psychin or by contacting NMS at either of the addresses, phone or fax numbers shown below:

*National Matching Services, Inc.
595 Bay Street
Suite 301, Box 29
Toronto, Ontario, Canada
M5G 2C2
Telephone: (416) 977-3431
Fax: (416) 977-5020
E-mail: psychint@natmatch.com*

*National Matching Services, Inc.
P.O. Box 1208
Lewiston, NY 14092-8208
Telephone: (716) 282-4013
Fax: (716) 282-0611*

Please Note: Candidates who match to the Internship Program at Hutchings are subject to background checks as a condition of employment with the New York State Office of Mental Health. Specific checks include:

- 1) Screening through the Staff Exclusion List (SEL), which is maintained by the New York State Justice Center for the Protection of People with Special Needs. Persons whose names appear on the SEL as having been found responsible for serious or repeated acts of abuse or neglect will be barred from appointment.
- 2) Investigation through a Criminal Background Check (CBC), which includes New York State and FBI criminal history record checks. Each case will be determined on its own merits, consistent with the applicable provisions of state and federal laws, rules, and regulations. (As part of this process, you will be required to pay a \$102.00 fingerprinting fee, which will be deducted from your first one or two paychecks.)
- 3) Screening through the Statewide Central Register of Child Abuse and Maltreatment (SCR). Among the HPC Employment papers you will receive after matching to the internship is the Statewide Central Register Database Check Form which you will need to complete and return along with a money order for \$25 made out to the NYS Office of Children and Family Services. If you are indicated, you must authorize the indicated report to be released to Hutchings Psychiatric Center. Once a copy of the indicated report is received from OCFS, it will be evaluated on its own merits, consistent with Social Services Law and OCFS recommended guidelines to determine risk to vulnerable persons. Your responsibilities may be modified or your employment/internship terminated due to an indicated report.

Interview Process

Those applicants under serious consideration will be contacted by e-mail no later than **December 14, 2020** to schedule a personal interview. Because of the ongoing COVID-19 pandemic, all interviews will be conducted by video conferencing technology (e.g. Webex) or

telephone. Interviews will consist of individual conversations (approximately 40" each) with the Director of Training and one psychologist each from Child/Adolescent, Adult, and Forensic SOTP Services. Interviewees will also have the opportunity to converse with one or more current interns.

Tentatively, Interviews will be scheduled for the following dates:

Monday	January 4, 2021
Wednesday	January 6, 2021
Friday	January 8, 2021
Monday	January 11, 2021
Wednesday	January 13, 2021
Friday	January 15, 2021
Wednesday	January 20, 2021

Up to four intern applicants may be scheduled at each interview time.

Internship Admissions, Support, and Initial Placement Data

Date Program Tables Updated: 7/31/2020

Internship Program Admissions:

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

The population served by Hutchings (and other agencies affiliated with the Internship Program) is diverse along many dimensions including the types and severity of psychopathology represented. However, the population as a whole skews toward the more severe end of the spectrum and interns who do well here often convey a passion for working with persons with severe mental illness/emotional disturbance. Minimally, they are comfortable (or rapidly become comfortable) working with such individuals and witnessing the behavioral manifestations of SMI/SED. Related to this, Interns (and other clinicians) who value collaboration with patients (as opposed to more clinician-directed care) and embrace the concept of recovery fit well here.

The Internship does not require applicants to have had coursework and/or clinical experience with projective assessment techniques and a number of previous interns arrived here with none and did very well here. However, projective assessment (particularly the Rorschach) is covered in our assessment seminar and used here clinically. Prior experience with the instrument is helpful.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate How many:

Total Direct Contact Intervention Hours	Yes	Amount: 400
Total Direct Contact Assessment Hours	Yes	Amount: 75

Describe any other required minimum criteria used to screen applicants: None

Financial and Other Benefit Support for Upcoming Training Year		
Annual Stipend/Salary for Full-time Interns	\$35,000 (approx.)	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	
Trainee contribution to cost of medical insurance is required?	Yes	
Coverage for family member(s) available?	Yes	
Coverage of legally married partner available?	Yes	
Coverage of domestic partner available?	Yes	
Hours of Annual Paid Personal Time Off (PTO and/or Vacation):	144	
Hours of Annual Paid Sick Leave:	104	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave?	Yes	
Other Benefits (please describe): Dental Insurance; Up to 3 professional leave days; participation in the New York State and Local Retirement System		
Initial Post-Internship Positions (Aggregated Tally for the Preceding 3 Cohorts: 2016-2019)		
Total number of interns who were in the 3 cohorts: 18		
Total number of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree: 3		
	Post-doctoral Residency Position	Employed Position
Community mental health center	1	0
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	2	0
Psychiatric hospital	0	3
Academic university/department	0	1
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	5
School district/system	0	0
Independent practice setting	1	1
Not currently employed	0	0
Changed to another field	0	0
Other	0	1
Unknown	0	0

Hutchings Psychiatric Center Internship Program Psychology Staff List

Administrative Staff:

Stacey Stopyro. Psychology Department Administrative Assistant

Brian K. Thomson, Ph.D. (Southern Illinois University, 1987), Chief Psychologist, Director of Training. Special Interests: child assessment and psychotherapy, adolescent psychotherapy, family therapy, brief systemic/strategic interventions, Rational-Emotive Behavior Therapy and Dialectical Behavior Therapy.

Adult Services Staff:

Gina D. Alago Colon, Psy.D. (Carlos Albizu University, 2018) Associate Psychologist, Adult Inpatient Service. Special Interests: Personality Disorders, Sexual Offending Behavior, Sex Offense Risk Assessment, Personality Assessment, Group Psychotherapy, Individual Psychotherapy; Acceptance and Commitment Therapy, DBT, MSC, CBT

Julie Aspenleiter, Psy. D. (University of Hartford, 2000) Licensed Psychologist, OnTrackNY - Early Intervention Program for First Episode Psychosis. Special Interest: Treatment of Trauma, Projective Assessment, Psychodynamic Psychotherapy and Family Systems.

Gregg Engel, Psy.D. (Adler School of Professional Psychology, 2009) Licensed Psychologist, Madison Street Clinic. Special interests: seriously, persistently mentally ill, REBT, criminal personality, group psychoeducation, cognitive remediation, individual therapy.

Catherine E. Moffitt, Ph.D. (University of Hawaii, 2007) Licensed Psychologist, Madison Street Clinic. Special interests: anxiety disorders, depression, living with chronic health conditions, CBT & DBT

Lisa Harrell-Delamater, Ph.D. (Northern Illinois University, 1987) Licensed Psychologist, Adult Inpatient Service. Special interests: Complex PTSD, Autism Spectrum Disorders, Cognitive Behavioral Treatment of Schizophrenia, Psychoanalytic Diagnosis and Psychotherapy, Public Service and Management, Program Design, Implementation and Evaluation.

Jane Vaetchikov, Psy.D.. (The Wright Institute, 2018) Associate Psychologist, Adult Inpatient Service. Special Interests: Treatment of Trauma, Severe Mental Illness, Borderline Personality Disorder, risk assessment, projective testing, neuropsychology, art therapy

Children & Youth Services Staff:

Cecily Anders, Psy.D. (Baylor University, 2016) Licensed Psychologist, Children and Youth Services Inpatient Unit. Special Interests: ACT, DBT, CBT, trauma, psychosis, child and adolescent assessment, child and adolescent individual therapy, family therapy, and group therapy

Kristyn Saveliev, Ph.D. (Bowling Green State University, 2010) Licensed Psychologist, CYS Outpatient Clinic. Special Interests: child and adolescent psychotherapy, treatment of emerging personality disorders and mood dysregulation, DBT, CBT, evidenced-based treatment of psychotic symptoms.

Robin Dean, Psy.D. (Rutgers University, 2015) Licensed Psychologist, CYS Outpatient Clinic. Special Interests: child and adolescent individual and group psychotherapy; child and adolescent assessment; diversity and multiculturalism.

***Central New York Psychiatric Center
Forensic Sex Offender Treatment Programs***

Civilly Confined Sex Offender Treatment Program:

Bud C. Ballinger III, Ph.D. (Texas Tech University, 2000) Unit Chief, PBSOTP. Special Interests: forensic assessment, sexual deviance assessment and treatment, sex offense risk assessment, working alliance in mandated treatment, assessing therapeutic change, community risk management for sex offenders, evolutionary psychology, partner violence.

Prison-Based Sex Offender Treatment Program (PBSOTP) – Marcy Correctional Facility:

Aaron Shupp, Psy.D. (Pacific University, 2004) Licensed Psychologist, PBSOTP-Marcy Correctional Facility. Special interests: Assessment and Treatment in Forensic Settings, Program Development, Ethical Issues, Interpersonal and Gestalt Psychotherapy.

Caitlyn Taylor, Psy.D. (Alliant University/CSPP, 2018) Licensed Psychologist, PBSOTP-Marcy Correctional Facility. Special Interests: Psychological Assessment, Forensic/sex Offender Assessment and Treatment, Substance Abuse Treatment, CBT.