



**Hutchings
Psychiatric Center**

Internship in Clinical Psychology

2025 – 2026 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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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 and outpatient 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 two 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 and their families.

Internship Psychology Faculty

The faculty of the internship consists of the members of the Hutchings Psychiatric Center Psychology Department (9 psychologists), 6 psychologists from the Civil Sex Offense-Specific Treatment Program at STARC Oakview, 3 psychologists at the Prison-based Sex Offense-Specific Treatment Program at Marcy Correctional, 2 psychologists at Mohawk Valley Psychiatric Center – Child and Adolescent Unit, and one psychologist from Elmcrest Children’s Center. 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 client 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.

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).

Training objectives are also achieved through core seminars and complementary experiences on rotations. 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 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 2024-2025 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 2024), each applicant will indicate the track(s) for which they 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) – two slots**
- **Hutchings Psychiatric Center (HPC Adult) – two slots**
- **HPC-STARC Forensic Civil Commitment SOTP – one slot**
- **HPC- Marcy Forensic Prison Based SOTP – one slot**

Applicants who match with the HPC Child track are committed to completing a (two days/week) rotation within one of the programs' three Child/Adolescent training sites (inpatient, outpatient, Elmcrest, or Mohawk Valley as described below). They will also select an additional rotation from among all the other available (Child/Adolescent, Adult, or Forensic) rotation sites described below.

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 - Forensic Sex Offense- Specific Treatment (SOTP) tracks will complete a (two days/week) rotation within the specific program to which they matched (Prison-Based at Marcy or Civil Commitment at STARC) and will select an additional rotation from among all the other available (Child/Adolescent, Adult, or SOTP) 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 their 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 interns to make informed choices, 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.

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 facilitators 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 their 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 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 ages 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 ages 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. To assure program graduates have a range of background experience, we strongly encourage interns who have not had experience in an inpatient setting to obtain such during the internship year.

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 their 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: In May 2024, the Washington Street Clinic was relocated to the Hutchings campus. It is now designated the **Washington Street Clinic on Madison**.

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 to this acute care unit for stabilization, evaluation, and short-term treatment. The average length of stay 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. **Note:** The NYS Office of Mental Health announced in July 2021 that CYS Inpatient Services will be expanded and transitioned from Hutchings to SUNY Upstate University Hospital. Implementation of this plan has been postponed multiple times. It is unclear whether or to what extent this transition will impact the availability of the CYS inpatient unit as a rotation option for Hutchings' psychology interns. However, irrespective of how that transition unfolds, interns interested in gaining inpatient experience with children and/or adolescents should know that such experience **will be available** by selecting the Child and Adolescent Unit at Mohawk Valley Psychiatric Center as one of their rotation sites.

Children and Youth Services Outpatient Clinic – The multidisciplinary treatment team within the CYS Outpatient clinic consists of psychiatrists, clinical social workers, a licensed psychologist, a masters-level psychologists, and a licensed practical nurse. The clinic (located at 1330 E. Washington Street, 0.8 miles from Hutchings’ campus) 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.

IV. Affiliated Agencies:

Forensic Sex Offense-Specific 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 individuals that have committed a qualifying sexual offense and 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 participant’s risk of sexually re-offending, while promoting growth in key areas such as treatment engagement, self-regulation, managing unhealthy sexual interests, and developing pro-social attitudes and behavior to help participants live safely and successfully in the community. Treatment is provided consistent with the Risk-Need-Responsivity model such that treatment is planned on the basis of a risk assessment, addresses needs associated with the person’s identified risks, and is modified to account for individual differences that influence one’s ability to participate in treatment. Responsivity needs include serious and persistent mental illness, cognitive impairments, various medical diagnoses, and traits associated with psychopathy and/or personality disorders.

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

STARC: Secure Treatment and Rehabilitation Center (for individuals that have been Civilly Confined for Sex Offense-Specific Treatment) – STARC Oakview is a secure facility for individuals who have committed a qualifying sexual offense and been deemed dangerous by a Court (i.e., have demonstrated a pattern of sexual offending and other risk factors such that they require treatment in a secure facility after completion of a prison sentence). STARC Oakview is a 290-bed program in Marcy, NY (approximately 50 miles east of Syracuse) providing treatment to a population that predominantly consists of cisgender men along with a small number of transgender women.

Prison Based Sex Offense-Specific Treatment Program (PBSOTP) – The PBSOTP provides treatment services to individuals that have been assessed to be at high-risk for sexual recidivism. Incarcerated individuals are referred for the program during the last 36 months of their prison terms. The incarcerated individuals in this program have been evaluated by OMH as

likely to meet criteria for civil confinement (e.g., at STARC) upon discharge from prison. This intensive treatment program has been designed to offer incarcerated individuals who are likely candidates for civil confinement the opportunity to address their risk factors during incarceration. PBSOTP participants are housed separately from the general population and the housing units are organized into therapeutic communities which foster participants' ability to give and receive feedback and work collaboratively with security and treatment staff and their peers to take responsibility for maintaining a pro-social living environment. The site for this rotation is a program for 100 incarcerated individuals within Marcy Correctional Facility, a medium security facility in Marcy, NY (approximately 50 miles east of Syracuse.)

Elmcrest Children's Center, Inc.

Elmcrest (located at 960 Salt Springs Road, Syracuse – 2.4 miles from the Hutchings campus) has been dedicated to the care and safety of children since its inception as an orphanage in 1845. Today, Elmcrest is a multi-service treatment center for youths (ages 6 to 18) with emotional, behavioral, and psychiatric disturbances along with children with developmental disabilities and serious medical issues. Elmcrest's residential programs provide comprehensive services to address the emotional, behavioral, psychological, social, medical and academic needs of children and adolescents whose difficulties functioning at home, school, and community have led to involvement with Family Court and placement with the Department of Social Services or the New York State Office of Children and Family Services. Multidisciplinary teams use a trauma-informed framework for the treatment of youth who have endured significant trauma or have disabilities that have prevented them from being successful in their communities. Individual treatment plans are formulated for each child in care and delivered in a teaching and learning environment informed by the Boys Town Psychoeducational Model (PEM)

Mohawk Valley Psychiatric Center

"Working together with kindness and compassion, we provide exceptional mental health services in an atmosphere of inclusivity".

Children & Adolescents Inpatients (5-17 years of age)

Children and Youth Services at the Wright Building is located on the corner of Noyes and York Street in Utica NY (55 miles east of Syracuse). The program serves multiple counties which include, but are not limited to Oneida, Herkimer, Hamilton, Fulton, Montgomery, Warren, Schoharie, Saratoga, Washington, Greene, Schenectady, Columbia, Rensselaer, and Albany.

MVPC Pinefield is a 37-bed short term/acute care treatment program whose primary mission is to evaluate, stabilize, and teach skills in a safe and therapeutic environment, and to prepare the youth for discharge to home or to a less restrictive community setting. Evidenced-based programming, occupational and recreational programming, in addition to individual and group DBT therapy is offered to patients to provide education and skill building, and to increase emotional and cognitive regulation. In addition to individual, group and family therapy sessions, all children and adolescents at Pinefield participate in our **TRUST** Program with the goal that the

youth develop skills to help them successfully manage situations that they have struggled with at home and in their community.

Multidisciplinary Teams, consisting of child psychiatrist, social worker, psychologist, registered nurse, recreational and occupational therapist, and others provide evidence based psychiatric care in a youth friendly and safe setting. Medical needs are addressed by the Medical NP and Medical Specialist. MVPC also employs certified teachers to provide classroom instruction for elementary, secondary and special education levels. Involvement of family is expected; therefore, we offer lodging at our Hospitality House for families traveling from a distance. Community agency staff are invited and encouraged to participate throughout the treatment process for continuity of care.

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.

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.

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.

Seminar Series

The 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 / Peer Supervision Seminar - This seminar affords interns the opportunity to follow one of their own cases for an extended period, and to have the opportunity to be involved in peer supervision. Seminar facilitators, 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 Model 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 Offense-Specific Treatment Seminar – This seminar provides an historical background of sex offense-specific treatment and the evolution of the field to the current use of empirically supported treatment methods. This will include discussion of Article 10 (of NYS Mental Hygiene Law) and the treatment programs at STARC and PBSOTP

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 adult and child/adolescent 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 clinical settings and being aware of many aspects of diversity as they impact 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.

Seminars on additional topics will be offered. These may change depending on staffing and interns’ interests. Recent topics have included: Psychopharmacology; Psychiatric Diagnoses; Acceptance and Commitment Therapy; Personality Disorders; Antisocial Personality Disorder/Psychopathy; CPT for Groups; Rupture & Repair; Attachment; Child & Adolescent Psychotherapy; Trauma-Focused CBT; Self-Compassion Therapy; Exposure & Response Prevention; Dream Analysis; Transference-Focused Psychotherapy; Rational Emotive Behavior Therapy; Art Therapy; Mindfulness; Traumatic Grief; Anger Control and Violence Prevention; Substance Abuse; Supervision; and Psychologists as Administrators

Additional Educational Opportunities: Numerous other educational opportunities are 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.

HPC is adjacent to a medical-educational complex, which includes *Syracuse University, SUNY Upstate Medical University, Syracuse Veteran’s Administration Hospital, and Crouse-Irving 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. With supervisor approval, interns can attend workshops, seminars, 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 of 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 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 Sunday, September 1, 2024, and ends on Sunday, August 31, 2025. The current salary for Psychology Interns at HPC is **\$39,104** 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:

- Completed AAPI application: (<https://www.appic.org/Internships/Internship-Application-AAPI-Portals/AAPI-For-Applicants/AAPI-Step-by-Step>) including:
- Cover Letter: Please indicate in your cover letter and within the AAPI 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 10th, 2024**.

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.

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 \$102.50 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 (through **NMS Interview**) no later than **December 16, 2024**, to schedule a personal interview. All interviews will be conducted by video conferencing technology (i.e., Webex) or telephone. Interviews will consist of individual conversations (approximately 40" each) with the Director of Training and three other faculty psychologists; one each from Child/Adolescent, Adult, and SOTP Services (to the extent that the logistics of scheduling allow). Interviewees will also have the opportunity to converse with one or more current interns.

Tentatively, Interviews will be scheduled for the following dates:

Thursday	January 2, 2025
Friday	January 3, 2025
Monday	January 6, 2025
Tuesday	January 7, 2025
Wednesday	January 8, 2025
Thursday	January 9, 2025
Friday	January 10, 2025

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

Internship Admissions, Support, and Initial Placement Data

<i>Date Program Tables Updated: 6/24/2024</i>
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<p>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</p>	<p style="text-align: right;">___ Yes</p> <p style="text-align: right;"><u>X</u> No</p>																						
<p>If yes, provide website link (or content from brochure) where this specific information is presented: N/A</p>																							
<p style="text-align: center;">Internship Program Admissions:</p> <p>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:</p> <p>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 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.</p> <p>The Internship does not require applicants to have had coursework and/or clinical experience with projective assessment techniques and many 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.</p>																							
<p>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:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Total Direct Contact Intervention Hours</td> <td style="width: 10%;">Yes</td> <td style="width: 40%;">Amount: 400</td> </tr> <tr> <td>Total Direct Contact Assessment Hours</td> <td>Yes</td> <td>Amount: 75</td> </tr> </table>		Total Direct Contact Intervention Hours	Yes	Amount: 400	Total Direct Contact Assessment Hours	Yes	Amount: 75																
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<p>Describe any other required minimum criteria used to screen applicants: None</p>																							
<p style="text-align: center;">Financial and Other Benefit Support for Upcoming Training Year</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Annual Stipend/Salary for Full-time Interns</td> <td style="width: 30%;">\$39,104</td> </tr> <tr> <td>Annual Stipend/Salary for Half-time Interns</td> <td>N/A</td> </tr> <tr> <td>Program provides access to medical insurance for intern?</td> <td>Yes</td> </tr> <tr> <td colspan="2">If access to medical insurance is provided:</td> </tr> <tr> <td>Trainee contribution to cost is required?</td> <td>Yes</td> </tr> <tr> <td>Coverage of family member(s) available?</td> <td>Yes</td> </tr> <tr> <td>Coverage of legally married partner available?</td> <td>Yes</td> </tr> <tr> <td>Coverage of domestic partner available?</td> <td>Yes</td> </tr> <tr> <td>Hours of Annual Paid Personal Time Off (PTO and/or Vacation):</td> <td>144</td> </tr> <tr> <td>Hours of Annual Paid Sick Leave:</td> <td>104</td> </tr> <tr> <td>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?</td> <td>Yes</td> </tr> </table>		Annual Stipend/Salary for Full-time Interns	\$39,104	Annual Stipend/Salary for Half-time Interns	N/A	Program provides access to medical insurance for intern?	Yes	If access to medical insurance is provided:		Trainee contribution to cost is required?	Yes	Coverage of 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
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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: 2021, 2022, 2023 graduates)

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: 2

	Post-doctoral Residency Position	Employed Position
Academic Teaching	1	0
Community Mental Health Center	0	0
Consortium	0	0
University counseling center	0	1
Hospital Medical Center	3	1
Veterans Affairs Health Care System	1	0
Psychiatric Facility	0	5
Correctional Facility	0	3
Health Maintenance Organization	0	0
School District/System	0	0
Independent Practice Setting	0	0
Other	0	1

***Hutchings Psychiatric Center
Internship Program Psychology Staff List***

Administrative Staff:

Stacey Alfieri. Psychology Department Administrative Assistant

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

Adult Services Staff:

Gina D. Alago Colon, Psy.D. (Carlos Albizu University, 2018) Licensed Psychologist, Adult Inpatient Service. Special Interests: Personality Disorders, Mood and Psychotic Disorders, Sexual Offending Behavior, Sex Offense and Violence Risk Assessment, Personality Assessment, Group Psychotherapy, Individual Psychotherapy; Acceptance and Commitment Therapy, DBT, MI, SCT, ITP.

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

Tracy L. Clouthier, Ph.D. (Pennsylvania State University, 2019) Licensed Psychologist, Washington Street Clinic. Special interests: Personality Disorders, DBT, ACT, Psychotherapy Integration, Therapeutic Alliance, Individual Psychotherapy, Personality Assessment

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

Carly Loehr, Psy.D. (William James College, 2023) Associate Psychologist, Adult Inpatient Service. Special Interests: Psychosis, Trauma, Substance Use Disorders, Forensic Involvement, Individual Psychotherapy, Group Psychotherapy, Therapeutic Alliance, Acceptance and Commitment Therapy, DBT

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

Children & Youth Services Staff:

Julie Cooney, Psy.D. (Pepperdine University, 2007) Licensed Psychologist, MVPC Children and Youth Services Inpatient. Special interests: Trauma in children, Reactive Attachment Disorder, non-suicidal self-injury, personality disorders, adolescent assessment, CBT, DBT, DBT program implementation, Functional Family Therapy, the impact of the family system on the child's mental health and /behavior

Sarah Feocco, Psy.D. (University of Hartford, 2016) Licensed Psychologist, Elmcrest Children's Center. Special Interests: child and adolescent therapy, eating disorders, personality and projective assessments, trauma, CBT, DBT, Maudsley Method

Michael J. Raab, M.A., LMHC Psychologist II, Children and Youth Services Outpatient Clinic. Special Interests: DBT, CBT, trauma, child and adolescent assessment, child and adolescent individual therapy, family therapy, substance abuse treatment.

Ramos-Acosta, Janette, Ph.D. (Carlos Albizu University, 2000) Licensed Psychologist, MVPC Children and Youth Services Inpatient Unit. Special Interests: CBT, DBT, EMDR, Military,

trauma, PTSD, psychosis, mood disorders, pain/chronic illness, Personality Assessment, Group/Individual Psychotherapy, Disaster Mental Health, Cognitive Remediation.

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, exposure therapy

***Secure Treatment and Rehabilitation Centers
Forensic Sex Offense-Specific Treatment Programs***

STARC (Civily Confined Sex Offense-Specific Treatment Program):

Bud C. Ballinger III, Ph.D. (Texas Tech University, 2000) STARC Director of Treatment Services. 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

Alayna Davison, Psy.D. (Roberts Wesleyan University, 2020) Associate Psychologist, STARC Oakview. Special Interests: Forensic/sex offense-specific assessment and treatment

Andrea Kiss, Ph.D. (University of Toledo, 2018) Licensed Psychologist, STARC Oakview. Special interests: Assessment and treatment in forensic settings, Rorschach Performance Assessment System (R-PAS), multi-method assessment, malingering, severe and persistent mental illness, trauma and object relations

Youstina Mina, Psy.D. (Rosemead School of Professional Psychology, 2023) Associate Psychologist, STARC-Oakview. Special Interests: sex offense-specific treatment, group psychotherapy, personality and projective/performance-based assessment, diversity and multicultural issues in forensic settings

Aaron Shupp, Psy.D. (Pacific University, 2004) Chief Psychologist, STARC Oakview Special interests: Assessment and Treatment in Forensic Settings, Program Development, Ethical Issues, Interpersonal and Gestalt Psychotherapy

Michael Webb, Ph.D. (University of South Dakota, 2021) Licensed Psychologist, STARC Oakview Special Interests: Sex Offense Specific Treatment, Assessment and Treatment of Psychopathy, Cognitive Processing Therapy, Emotion Regulation, Substance Use, Statistical Modeling

Prison-Based Sex Offense-Specific Program (PBSOTP) – Marcy Correctional Facility:

Lorenz S. Angeles, Psy.D. (Illinois School of Professional Psychology, 2022) Licensed Psychologist, PBSOTP Marcy Correctional Facility. Special Interests: Mindfulness-Based interventions; DBT; ACT; cultural humility and diversity issues; LGBTQ+ experiences; program development

Kathryn Miller, Psy.D. (Pacific University, 2022) Associate Psychologist, PBSOTP-Marcy Correctional Facility. Special Interests: psychosexual and forensic evaluations, psychological assessment, sex offense-specific treatment, penile plethysmograph (PPG), program development, correctional psychology, group interventions, intimate partner violence

Caitlyn Taylor, Psy.D. (Alliant University/CSPP, 2018) Principal Psychologist, PBSOTP-Marcy Correctional Facility & STARC Oakview. Special Interests: Psychological Assessment, CBT and ACT, Sex Offense-specific Treatment, Sex Offense Risk Assessment, Group Psychotherapy, Gender dynamics/Women's issues