



Hackensack  
Meridian *Health*  
Jersey Shore University  
Medical Center

## PSYCHOLOGY INTERNSHIP PROGRAM



### Jersey Shore University Medical Center Department of Psychiatry

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### About Us

Hackensack Meridian *Health* Jersey Shore University Medical Center in Neptune, New Jersey stands out as the Jersey Shore's premier not-for-profit health care facility. Hackensack Meridian *Health* has consistently been rated among the top performing health systems in New Jersey for clinical quality. Jersey Shore University Medical Center's inpatient psychiatric unit (Rosa 2) is a 29-bed unit with 26 voluntary beds and 3 Short Term Care Facility (STCF), or commitment beds, which treats adults suffering from psychiatric and emotional disorders. Jersey Shore University Medical Center houses K. Hovnanian Children's Hospital, which provides a rich consult/liaison experience, pediatric neurology and sleep medicine rotations, and a busy psychiatric emergency room. The Hackensack Meridian health System currently consists of several licensed psychologists, both on staff or credentialed for consults, each with specific areas of specialized treatment focus. We serve our community as psychotherapists, evaluators, consultants, and supervisors for a broad range of programs. We are committed to evidenced-based therapeutic approaches, social justice, and diversity. Jersey Shore University Medical Center offers a comprehensive suite of mental health services for outpatients and inpatients. These include individual psychotherapy, dyadic therapy, family therapy, group psychotherapy, personality assessment, neuropsychological testing, substance abuse and trauma recovery program.

### Internship Overview

The aim of the training program is to provide Interns with a broad-based clinical training that will prepare Interns to be ethical, competent and culturally sensitive practitioners. Completion of the program requires a minimum of 2,000 hours of supervised clinical and research experience and learning over the course of the one-year contract. The training

year is structured to provide a progressive experience such that Interns are expected to have mastered competencies which are key to effective functioning as general clinicians, and psychologists. Interns generally work five, eight hour days each week for a total of 40 hours a week, meeting a minimum of 2000 training hours beginning on July 1 of the calendar year. More than 25% of Interns' time is spent in providing direct services. At a minimum, Interns will spend two hours per week in individual supervision by a licensed psychologist. This supervision will be regularly scheduled and in person. Interns will also participate in a combination of content and process-based focused group supervision facilitated by members of the training committee. Interns will receive regular feedback through the course of supervisions and formal written evaluations.

### Goals of the Psychology Internship:

- Develop competence in psychological evaluation and assessment of children and adults who present a wide range of diagnoses and difficulties.
- Develop competence in psychological interventions with children and adults who present a wide range of diagnoses and difficulties.
- Demonstrate competent professional and ethical behavior and sensitivity to diversity issues.
- Develop maturing professional identity, an understanding of professional issues and a perception of themselves as psychologists.
- Develop a skilled interface between science and practice by applying scientific knowledge in clinical settings, being educated consumers of empirical

research, and engaging in research projects or program evaluation.

## Competencies of Training

Note: The competencies and related elements are consistent with the Standards of Accreditation (SoA) outlined by American Psychological Association (APA) Commission on Accreditation (CoA). The elements under each competency are drawn from the IR C-8.I (Profession Wide Competencies).

### Research

-Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

### Ethical and Legal Standards

-Be knowledgeable of and act in accordance with each of the following:

- The current version of the APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

-Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

-Conduct self in an ethical manner in all professional activities.

### Individual and Cultural Diversity

-An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;

-Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;

-The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own

-Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

### Professional Values and Attitudes

-Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

-Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

-Actively seek and demonstrate openness and responsiveness to feedback and supervision. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

### Communication and Interpersonal Skills

-Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

-Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

-Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

### Assessment

-Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

-Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). -Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

-Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.  
-Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

### **Intervention**

-Establish and maintain effective relationships with the recipients of psychological services.  
-Develop evidence-based intervention plans specific to the service delivery goals.  
Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.  
-Demonstrate the ability to apply the relevant research literature to clinical decision making.  
-Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,

-Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

### **Supervision**

-Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee. Trainees are expected to:  
-Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals.

### **Consultation and Interprofessional/Interdisciplinary Skills**

Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include but are not limited to: role-played consultation with others and peer consultation, provision of consultation to other trainee

## **Application Process**

Candidates will only be considered if they have completed adequate and appropriate training for the position prior to application:

- Completed their formal academic coursework toward a doctoral degree in professional psychology (e.g. clinical, counseling, school)
- Successfully completed their institution's qualifying/comprehensive exams
- Participated in closely supervised experiential clinical training in practicum or externship placements.

### **For Applications:**

For applications, please email the Psychology Internship Training Team:

[JSUMCPsychologyInternship@hmhn.org](mailto:JSUMCPsychologyInternship@hmhn.org) with the following information:

- A letter of interest
- Current Curriculum Vitae
- Two letters of recommendation

*The JSUMC Internship program is seeking acceptance to APPIC and will participate in the match application process when approved to do so.*

## **Psychology Internship Training Team**

### **Gina Radice-Vella, Psy.D**

*Psychology Internship Training Director and Chief Psychologist, Jersey Shore University Medical Center*

### **Angelica Wills, Ph.D**

*Psychologist, Jersey Shore University Medical Center*

### **Ted Batlas, Psy. D**

*Assistant Professor, Department of Psychiatry and Behavioral Health, Seton Hall, Hackensack Meridian Health*

### **Letizia Duncan, Ph.D**

*Manager of Clinical Operations, Hackensack Meridian Health, Behavioral Health Services, Riverview Medical Center*

### **Grace Hickey, Ph.D**

*Director, Behavioral Health Services - Southern Region, Hackensack Meridian Health  
Manager, Clinical Operations, Jersey Shore University Medical Center*

### **Morgan Peltier, Ph.D**

*Research Biostatistician, Department of Psychiatry, Jersey Shore University Medical Center*

### **Aakash Shah, M.D.**

*Medical Director of Hospital-Based Violence Intervention Program, Department of Psychiatry and Behavioral Health, Jersey Shore University Medical Center*

### **Lisa Sussman, Psy. D**

*Health Psychologist, Hackensack Meridian Health Medical Group, Integrative Health & Medicine*

### **Benjamin Steinberg, Psy.D., ABPP**

*Psychologist, Meridian Medical Group Faculty Practice PC, Hackensack Meridian Health - Jersey Shore University Medical Center*

### **Ramon Solkhkahl, M.D., M.B.A**

*Founding Chair, Department of Psychiatry & Behavioral Health*

*Professor of Psychiatry & Behavioral Health and Pediatrics*

*Hackensack Meridian School of Medicine  
Chair, Department of Psychiatry; Jersey Shore University Medical Center*

*Fellowship Training Director, Addiction Medicine, Jersey Shore University Medical Center*

*Section Chief, Psychiatry; Ocean University Medical Center*

*Section Chief, Psychiatry; Southern Ocean Medical Center*

*Associate Physician-in-Chief, HMM Behavioral Health Care Transformation Service*

### **Stacy Doumas, M.D., M.B.A**

*Chief, Division of Child & Adolescent Psychiatry, Residency Program Director & Vice Chair of Education & Research, Department of Psychiatry, Jersey Shore University Medical Center*

*Director of Education, Meridian Behavioral Health Services*

*Vice Chair & Associate Professor, Department of Psychiatry, Hackensack Meridian School of Medicine*

## **Learn More & Contact Us!**

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