

APA-Accredited

**Doctoral Internship in
Clinical Psychology**

2020-2021

**GREYSTONE PARK
PSYCHIATRIC HOSPITAL**

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Accreditation Information

The Greystone Park Psychiatric Hospital (GPPH) Doctoral Internship Program in Clinical Psychology is a one-year, full-time program accredited by the American Psychological Association (APA). Questions related to this program's accredited status should be directed to the Commission on Accreditation:



Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

This internship is listed with and follows the guidelines of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Additional information about APPIC and internship applications may be obtained from APPIC by calling 832-284-4080, by logging on to www.appic.org, or by writing to: 17225 El Camino Real, Onyx One-Suite #170 Houston, TX 77058-2748.

The GPPH Doctoral Internship Program in Clinical Psychology complies with New Jersey law prohibiting employment discrimination based on an individual's age, sex (including pregnancy), race, creed, color, religion, ancestry, nationality, national origin, familial status, genetic information, marital/civil union status, domestic partnership status, affectional or sexual orientation, gender identity and expression, atypical hereditary cellular or blood trait, liability for military service, and mental or physical disability (including perceived disability and AIDS and HIV status).

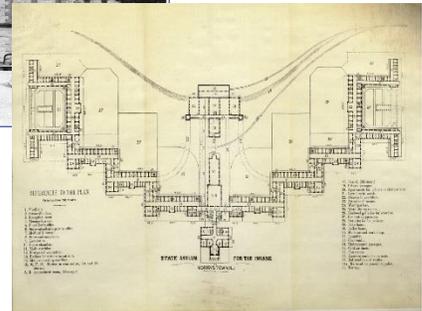
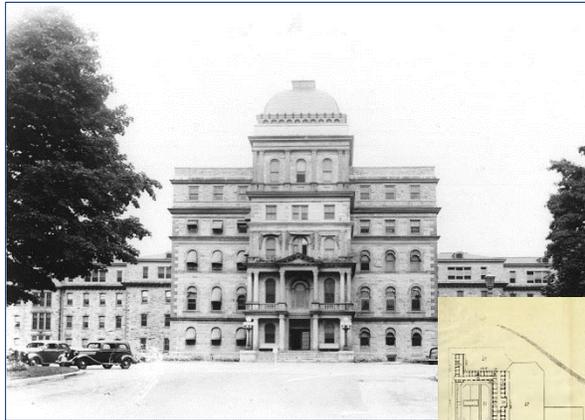


Improving Health Through Leadership and Innovation

About Greystone

History of the Hospital

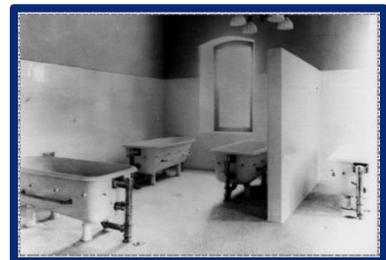
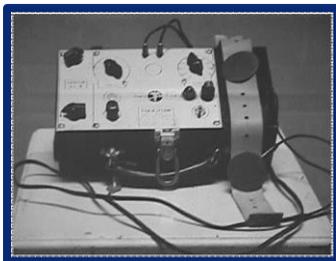
In the 1870's, the New Jersey Legislature appropriated 2.5 million dollars to purchase 700 acres of land on which to build New Jersey's second state hospital. The New Jersey State Lunatic Asylum at Morristown opened its doors to 292 patients on August 17, 1876, who were transferred from the overcrowded hospital in Trenton. The hospital's name was later changed to Greystone Park Psychiatric Hospital (GPPH) because of the grey stones used to construct the main building. By 1914, the hospital housed 2,412 patients. Thirty years later the hospital population grew to 7,000. With the introduction of thiorazine and the emergence of the



deinstitutionalization movement, the census drastically reduced but the hospital kept growing. On August 12, 1982, 20 independent living cottages were opened to help patients transition to community living.

The New Jersey Lunatic Asylum at Morristown opened in 1876.

Treatment at GPPH has mirrored the history of psychiatry and included endocrine treatment, purgatives and emetics, ECT, hydrotherapy, foci of infection surgery, insulin treatment, and lobotomies.



Greystone Today

Presently, Greystone functions in a state-of-the-art building that opened in July, 2008. The hospital provides inpatient psychiatric services to residents of Bergen, Essex, Hudson, Hunterdon, Mercer, Middlesex, Monmouth, Morris, Passaic, Somerset, Sussex, Union and Warren counties. Patients 18 years of age and older from diverse socioeconomic backgrounds are provided mental health services designed to mitigate debilitating symptoms, enhance adaptive functioning, promote wellness and recovery, and facilitate successful community reintegration. GPPH provides treatment for psychotic disorders, mood disorders, severe personality disorders, behavioral disturbances, developmental disabilities, and dementia.



The hospital offers patients a treatment mall for multi-disciplinary evidence-based group practices, swimming pool, music studio, art studio, digital art studio, horticulture program, auditorium, and café.

Each patient has a treatment team consisting of a Psychiatrist, Psychologist, Social Worker, Medical Doctor, Rehab Staff, Registered Nurse, Direct Care Staff, Nutritionist, Co-Occurring Staff and Chaplain. After being admitted from a screening facility, the team and patient work together to create an individualized treatment plan focused on recovery and discharge to the community.

Each of our 18 units houses a maximum of 26 patients and features a patient information center, dining room, two socialization rooms, treatment team room, activity room, computer room, medical examination room, recovery suite and two consultation rooms. Staff work areas are located behind the patient areas.

Mission and Vision Statements

Greystone's innovative team collaborates to provide quality patient-centered care, based on individual's strengths, needs, abilities and preferences to help patients reach their full potential.



*Foster hope,
practice wellness,
live recovery*

Patient Units

The hospital has three floors, and divided into four areas. **Area 1** on the first floor (units **D1, E1, F1** and **G1**) houses patients 65 years and over, patients with ambulation issues, or who have been diagnosed with dementia. These units were redesigned in 2011 after we began admitting geriatric patients to GPPH following the closure of Hagedorn Psychiatric Hospital. These units also operate a bit differently in terms of programming type and length, eating times, and environmental cues in order to accommodate the needs of older adults.

Area 2 on the second floor (units **D2, E2, F2** and **G2**) are our legal units, with patients classified as Not Guilty by Reason of Insanity, Incompetent to Stand Trial, or a "special status" designation because of demonstrated institutional violence. These patients have committed a variety of offenses including petty theft, trespassing, drug sales or possession, simple or aggravated assault, arson, weapons possession, sexual assault, and homicide, and they have equally varied clinical presentations. Two of these units are co-ed, and the other two are all male.

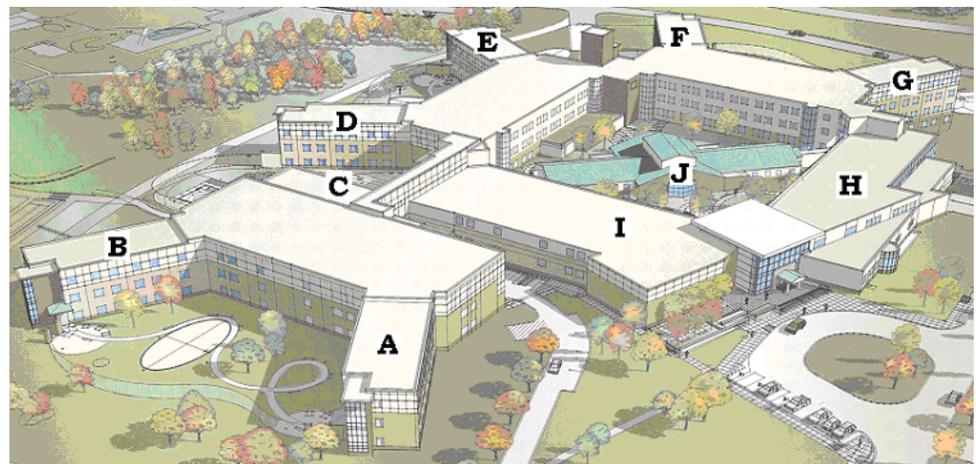
Area 3 on the third floor (units **A3, B3, D3, E3, F3** and **G3**) is our largest inpatient area and is comprised of a variety of units. There are general units (A3, D3, F3 and G3) that treat patients who have shown a minimal response to treatment in the community and require more care. Most of these patients vary widely in terms of their symptom presentation. We also have a unit dedicated to the treatment of Borderline Personality

Disorder (E3) that utilizes both Schema Therapy and DBT approaches to manage the milieu. Finally, Area 3 has our unit dedicated to serve vulnerable adults with developmental disabilities (B3) who present with psychiatric and behavioral support needs. The physical space of the unit, as well as the group and individual therapeutic activities provided there have been adapted to better fit the special learning and support needs of this population. The unit also has Behavior Support Technicians who work under the supervision of a licensed psychologist to facilitate staff training in applications of learning theory to the needs of the patients, complete functional assessments, and provide programming. The overall approach of B3 emphasizes the use of positive behavioral supports embedded in a multifaceted therapeutic milieu.

Finally, **Area 4** is comprised of our admissions units (**A1** and **B1**), our deaf unit (**A2**), a unit dedicated to chronic mental illness and low cognitive functioning (**B2**). Admissions

serves patients who were recently admitted from community hospitals, screening centers, or jails,

and who continue to require inpatient psychiatric treatment beyond what the community can provide. Some patients in Admissions are transferred within the hospital for continued care while others are discharged to the community. The deaf unit is the only state-funded psychiatric inpatient unit for deaf and hearing-impaired psychiatric patients in New Jersey. There are staff on the unit who use ASL, and sign language interpreters available for therapeutic communication as well as ASL instructors.



*A, B, D, E, F, G: Patient Units C: Gym, Medical Records
J: Treatment Mall H: Administration
I: Business Office, Human Resources, Court Room, Clinics*

In addition to the locked inpatient units, Area 4 also contains the hospital's semi-independent living cottages. Mountain Meadow helps patients transition to semi-independent or independent community living. Patients residing in Mountain Meadow have full grounds privileges, attend programs, do their own cooking and cleaning, and focus on acquiring functional living skills.

Centralized Programming

GPPH offers therapeutic programming both on the patient's unit and in our treatment mall, also called the "J-wing." Twice per week, patients migrate from their units to the J-wing by treatment area to attend groups in the mall. Patients are offered a wide variety of programs including music



therapy, art therapy, occupational therapy, educational programs, horticulture classes, physical therapy, and therapeutic groups lead by psychology, social work, co-occurring, and rehab departments.



In an effort to increase success at independent community re-integration, GPPH also offers patients the opportunity to build vocational skills in the Creative Employment Center. The hospital hosts periodic programming fairs for patients to learn about treatment opportunities available in the J-wing. In addition, patients receive a J-wing catalog when admitted to facilitate their engagement in active treatment.

Psychology Programs

**Schema Therapy • CBT for Psychosis • DBT Skills • Metacognitive Training
Cognitive Remediation • Symptom & Anger Management • Sex-Offender
Treatment • Narrative Writing • ACT • Positive Behavioral Supports**

About the Internship Program

Training Philosophy, Model and Aim

The training faculty at GPPH are committed to creating a supportive educational environment that provides progressive clinical exposure within a framework of collaborative supervision. We aim to simultaneously encourage self-awareness and critical independent thought in order to facilitate growing competence, and we believe that is best achieved through deliberate application of empirical and theoretical knowledge into clinical practice. Regardless of a supervisor’s theoretical orientation, the faculty is dedicated to providing interns with a supervisory space that facilitates creativity, reflection, and open communication of thoughts and feelings. We place equal emphasis on psychotherapy, assessment and professional development in our training decisions.



The GPPH internship program is designed in accordance with the “local clinical scientist” (LCS) training model defined by Stricker and Trierweiler (1995). The LCS model stresses that clinical practice in local settings be guided by applied scientific



activity, including openness to an array of appropriate interventions, empirically informed choices, awareness of ethical implications and personal biases, and collegial interactions (Stricker & Trierweiler, 1995). GPPH promotes the inclusion of this scientific frame into the individual clinical treatment of our patients with serious mental illness in order to produce effective, competent generalist adult practitioners. The type and severity of pathology in our hospital population often makes it difficult to directly employ evidence-based practices. Therefore in keeping with the LCS model, we strive to provide patients with *evidence-informed* practices that adapt theory and research to benefit and serve our patients locally. Consistent with our hospital’s mission, interns work collaboratively with their

supervisors to apply scientific knowledge that flexibly modifies evidence-based treatment and assessment strategies to best meet the needs of individual patients. Furthermore, interns are expected to reflect on observational data in order to evaluate the effectiveness of therapeutic interventions, provide thorough and thoughtful clinical recommendations based on assessment data and supporting literature, and serve as

Internship Training Aim

By the end of the training year, interns will be competent to work with adults in a multidisciplinary setting.

effective consultants to multidisciplinary treatment teams.

Interns are expected to further the development of their own cultural competence across all domains of practice and to work with underserved and diverse patient populations in our culturally rich environment. To that end, interns are expected to broaden their experiences and work with patients of all levels of functioning from diverse cultural, religious, and socioeconomic backgrounds. Interns will also have exposure to working collaboratively with healthcare professionals from varied educational and cultural backgrounds in a collective effort to safely discharge our patients back to the

community.

As functional and foundational skills allow, interns are provided the opportunity to act with increasing autonomy. Interns are first assigned more “typical” cases for individual therapy before being asked to work with more complex presentations. Additionally, interns are encouraged to develop their own identity as a psychologist, and make treatment decisions consistent with this identity as they collaborate in supervision. Over the course of the training year, there is a gradual shift in the amount of autonomy afforded to the intern from rotation to rotation, with decreasing reliance on direct observation as time and skill progress.

Specifically, interns participate in interdisciplinary treatment team meetings and group psychotherapy commensurate with their skill level, and gradually increase their active

voice guided by their supervisor. Interns begin their training experience by directly observing the supervisor in his or her role as a unit psychologist before joining in clinical experiences during the first rotation. Interns start the second rotation initially joining their supervisors before being tasked to work independently. As interns gain increased exposure to different teams and units and refine their skills, interns function more autonomously by the third rotation as a “junior colleague” to the supervisor. Throughout the training year, supervisors provide support and constructive feedback in order to promote optimal growth both personally and professionally. In addition to the supervisory experience, clinical training is supplemented by didactic instruction which serves to further facilitate the development and internalization of psychologist as the intern’s identity.

Available Rotations

Admissions (A1, B1)

Deaf Unit (A2)

DD-MI Unit (B3)

Dementia Unit (D1)

Geriatric Unit (E1)

Emotion Regulation Unit (E3)

Forensic Units (D2, E2, F2, G2)

General Units (F3, G3)

Structure of the Training Year

Interns are assigned to three 4-month rotations based on their preference and supervisor availability. Each year following the Match, interns are asked to rank order four rotations that interest them, and every effort is made to accommodate each intern’s top three choices depending on supervisor availability.

As a member of the multidisciplinary treatment team, the interns will assist in designing and recording treatment plans, lead treatment team meetings, lead therapeutic community meetings, share clinical impressions of patient functioning, and act as consultants when providing feedback and recommendations following psychological assessments.

Psychotherapy

Each intern is expected to carry a caseload of approximately 3-5 individual psychotherapy patients, one of whom will be in treatment year-long. The size of an intern's caseload varies depending on the strengths of the intern, the required demands, and the time constraints based on the remainder of the training plan.



Patients are assigned based on the training goals of the intern, with a deliberate attempt to broaden the intern's exposure to various patient populations and treatment goals.

Interns also are assigned to 2-3 groups per week. In the beginning of the training year, interns join their supervisor's groups first as an observer and then as a co-leader. By the second and third rotations, it's expected that interns will design and lead their own groups to meet the needs of the patients. Groups can be held on the assigned unit or in the J-wing, with patients in other areas of the hospital.

Psychotherapy supervision is provided for a minimum of one hour each week by the unit psychologist, not including informal communications that occur between intern and supervisor frequently throughout the day. Supervisors at GPPH work from a multitude of theoretical orientations including Psychodynamic/Psychoanalytic, Schema therapy, DBT, CBT, Attachment, Developmental, and Integrative approaches. GPPH does not utilize telesupervision for psychotherapy or assessment.

Assessment

Interns meet with their assessment supervisor approximately one to two hours each week and are expected to complete a minimum of **18** assessments throughout the training year.

Interns are assigned to a testing supervisor each rotation, and intern assessment skills are gradually developed through observation to independent practice. Interns work collaboratively with supervisors throughout all stages of assessment including selecting appropriate tests to answer the



choosing an intervention, rather than on the intern being “right,” recognizing that there is often several different ways to work clinically with patients.

Interns are expected to apply scholarly readings into their clinical work, with the understanding that interns will learn from each other as much as they will from faculty members. Throughout the year, interns will present a minimum of three formal case presentations, focusing on mental status and differential diagnosis, application of a theory into clinical practice, and comparison of competing theories. Interns will be encouraged to reflect upon treatment decisions, their developing professional identity, and areas for future growth.

Assessment Seminar

Each week, interns will meet for an Assessment Seminar in order to further the intern’s understanding of assessment procedures, and to increase exposure to a wide variety of assessment measures. Throughout the year, interns will be exposed to a wide range of assessment measures and will present at least three assessment cases. Seminar topics will include accessing assessment records, responding to referral questions, selecting assessment measures, recovery-oriented report writing, creating meaningful recommendations, reporting findings to patients and teams, and understanding the impact of culture on assessment.

Assessment Measures

MMPI-2-RF • MCMI • PAI
PAS • TAT • Rorschach • BETA-3 • CTONI • KBIT-2 • RPM • RAIT • RIAS
RIST • SIT-R3 • SB-5 • TONI-4 • WASI-II • WAIS-IV • WJIV • Dyslexia Screening Instrument • GORT-5
PPVT-4 • WRAT-IV • BCSE • Conners CPT 3 • D-KEFS • DRS • Luria-Nebraska Neuropsychological Battery • C-SSRS
MATRICS • NAB • Purdue Pegboard & Grooved Pegboard • QNST-3 • RBANS
SIB • Stroop Color and Word Test • TOMAL-SE • TOMM • VAT
WMS-IV • WCST • BPAD • CASE
NEUROPSI 2 • BTA • Beery VMI
Bender-Gestalt Test • KOPPITZ-2 • Beck Inventories • CBOCI • DAPS
FAST • FASI • HDI • STAI • TSI-2 • PDSS
ADS • ASDS • ASD-A • BSI • CAARS
GARS-3 • PCL-R:2 • M-FAST • MBMD
SCQ • SRS-2 • SCL-90-R • VSVT • SIMS
GSBI • SASSI • ADIS-IV • ADI-R
CAADID • IPDE • MINI • MMSE-2
PANSS • SCID I& II • SIRS • ABAS-3
TFLS • Vineland-3 • ASEBA • AFLS
DASH-3 • SIB-R • VRAG • SORAG • HCR-20^{V3} • SVR-20 • STATIC-99 • MnSOST-R
PDDST-II • FIAS • UPSA • MMAA • SSPA
GRRAS • Eating Inventory • Cognistat

Outpatient Rotation

To supplement learning experiences at Greystone, interns spend one day each week at nearby Summit Oaks Hospital. The focus of the outpatient rotation experience is on



providing exposure to shorter-term treatment modalities and different patient populations such as adolescents and those who struggle with substance abuse. These

experiences differ greatly from GPPH's patient population and is intended to provide interns with a balanced, well-rounded training experience. Depending on availability, interns may have training opportunities on the adult inpatient mental health unit, adult inpatient co-occurring unit, adult inpatient detoxification unit, adult inpatient drug and alcohol unit, child and adolescent inpatient unit, adult outpatient psychiatric program, adult outpatient co-occurring program, adult outpatient drug and alcohol program, or the partial hospitalization program. The supervisors at Summit Oaks have a flexible approach and work to meet the individual training needs of our interns.

Didactic Training

Each month, interns participate in various didactic training presented by members of the Psychology Department. At times, webinars or videos are used to supplement live instruction. In addition, interns have the opportunity to attend didactic training organized by the Department of Health's Central Office. Along with discrete training experiences, interns also participate in a year-long didactic training in Ethics.

PAST DIDACTIC TRAINING TOPICS

Risk Assessments • Clinical and Forensic Interviewing • Schema Therapy • Private Practice • LGBT Issues in Psychotherapy • Positive Behavioral Supports • Dementia Working with DD Patients • Forensic Mock Trials • Countertransference • DBT Rorschach • Metacognitive Training • Getting Published • Managing Risk • Sex Offender Treatment • Threat Management • Workplace Violence • CBT for Psychosis

Externship Mentoring Supervision

Interns gain experience supervising junior staff via GPPH's externship program. Interns serve as mentor-supervisors to the externs, and discuss assessment cases, milieu



issues, treatment team dynamics, and professional development, all while maintaining a close and collaborative relationship with the extern's licensed supervisor. Interns also foster a collaborative learning environment by presenting didactic trainings to the externs. Interns participate in interviewing and selecting the new incoming class, and are directly involved in shaping the externship

training components through program evaluation. Interns receive group supervision of their supervision from the Director of Psychology weekly.

End of the Year Project

In order for interns to develop an understanding of the operational aspects of working within a large hospital system and gain experience in the role of a consultant, interns are required to work collaboratively with each other to develop a Performance Improvement project. Interns are asked to identify an area of the organization that needs improvement, either clinical or operation, and to design a plan. Interns present their project to the Psychology Department at the end of the training year. Many times, the Department implements the plans developed by our interns after the interns have graduated.



Clinical and Grand Rounds

Interns have the opportunity to attend Clinical Rounds led by a consulting psychiatrist from Rutgers University. These rounds are designed to provide consultation to treatment teams who might be struggling with a patient's behavior or treatment. In these rounds, interns learn how staff work together to solve problems, as well as how teams can effectively provide treatment to some of the most difficult patients in the hospital. Interns also observe a consultant in action. In addition to the Clinical Rounds, Interns will attend the Grand Rounds presented by the Psychiatry

Department at GPPH, and can attend any Grand Rounds presented at Summit Oaks. Recent GPPH Grand Rounds topics have included the Impact of Immigration Law on Patient Care, Opioid Addiction, Expert Witness Testimony, and Foreign Body Ingestion.

Training Hours

Interns typically work from 8:00am to 4:00pm, Monday through Friday. Interns are never treated as ancillary staff at GPPH, and never have on-call or evening hours. Interns are only permitted in the hospital when their licensed supervisors are also present. Our program is designed for a total of 1750 hours, but interns needing 2000 hours to fulfill degree requirements can make minor adjustments to meet their specific needs.



Physical Amenities

In July 2008, GPPH moved into a new, state-of-the-art building. Ample parking is available in the parking lot in front of the hospital. Interns are assigned to cubicles with lockable cabinets, personal computers, and telephone lines. Each intern will be given email and voicemail accounts. Interns also have access to office supplies, departmental resources such as treatment manuals and books, the IT department help desk, and the department's testing closet. Within the hospital, there are conference and consultation rooms that interns use for therapy and testing sessions. Each unit has a pair of consultation rooms with a one-way observation mirror that is used for therapy and testing supervision as needed. In addition to the onsite library, interns have remote access to PsycINFO, UptoDate, Psychiatry Online, and several other online databases. Most resources, if not available online or in the library, may be accessed easily through interlibrary loan by making a request to the hospital's librarian.



Requirements for Successful Completion

Interns receive a certificate at the conclusion of the internship year upon satisfactory completion of the following requirements:

1. Completion of at least 1750 hours during the training year.
2. Successful performance in professional team membership, therapeutic and assessment work, and extern mentoring-supervision as measured collaboratively by all supervisors at the end of each rotation.
3. Satisfactory completion of all written requirements, as determined by supervisors and noted on the Competency Assessment.
4. Demonstrated clinical competence of assessment skills as measured by successful completion of a minimum of 18 assessments.
5. Demonstrated clinical competence of both individual and group psychotherapy in accordance with the LCS model, as measured by supervisor evaluations of at least four (4) individual patients and at least two (2) psychotherapy groups.
6. Attendance and participation as indicated at didactic programs.

As previously mentioned, our training aim is to produce generalist adult psychology practitioners who are competent to work effectively as part of a multidisciplinary team. Successful performance towards our training goal is measured on the Intern Competency Assessment, which is jointly completed at the end of each rotation by the intern's therapy and assessment supervisors. Competencies and essential components are rated on a 5 point Likert-type scale designed to align with stages of professional development (Fouad et al, 2009). Ratings of 1 indicate readiness for practicum training, ratings of 2 indicate readiness for advanced practicum training, ratings of 3 indicate readiness for internship training, ratings of 4 indicate readiness for post-doctoral training, and ratings of 5 indicate readiness for entry to practice.

GOOD STANDING REQUIREMENTS		
First Rotation	Second Rotation	Third Rotation
All competencies rated 2 or higher	All competencies rated 3, with 50% of essential components rated 4 or higher	All competencies rated 4, with 50% of essential components rated 5

INTERN COMPETENCY ASSESSMENT

Competencies	Essential Components
<p>1. Effective utilization of research to inform practice.</p>	<p>1A. Scientific Foundations of Psychology: Knowledge of core body of science related to patient population.</p> <p>1B. Scientific Foundation of Professional Practice: Knowledge and understanding of scientific foundations independently applied to practice.</p>
<p>2. Upholds professional ethical and legal standards of the field.</p>	<p>2A. Knowledge of Ethical, Legal, and Professional Standards and Guidelines: Routine command and application of the APA Ethical Principles and Code of Conduct and other relevant and ethical, legal, and professional standards and guidelines of the profession.</p> <p>2B. Awareness and Application of Ethical Decision Making: Commitment to integration of ethics knowledge into professional work.</p>
<p>3. Exhibits awareness of and sensitivity to working with diverse individuals and groups.</p>	<p>3A. Interaction of Self and Others as Shaped by Individual and Cultural Diversity: Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation.</p> <p>3B. Applications Based on Individual and Cultural Context: Applies knowledge, skills, and attitudes regarding intersecting and complex dimensions of diversity, for example, the relationship between one’s own dimensions of diversity and one’s own attitudes towards diverse others to professional work.</p> <p>3C. Knowledge of the Shared and Distinctive Contributions of Other Professions: Working knowledge of multiple and differing worldviews, professional standards, and contributions across contexts and systems.</p>
<p>4. Demonstrates professional values, attitudes, and behaviors.</p>	<p>4A. Professional Identity: Consolidation of professional identity as a psychologist; knowledgeable about issues central to the field.</p> <p>4B. Accountability: Independently accepts personal responsibility across settings and contexts</p> <p>4C. Demeanor: Consistently conducts self in a professional manner across settings and situations</p>
<p>5. Demonstrates effective communication and positive interpersonal skills.</p>	<p>5A. Interpersonal Relationships: Develops and maintains effective relationships with a wide range of patients, colleagues, organizations and communities.</p> <p>5B. Affective Skills: Manages difficult communication; possesses advanced interpersonal skills.</p>
<p>6. Demonstrates competency in assessment, diagnosis, conceptualization, and recommendations, and is able to provide professional guidance to treatment teams in order to further person-centered recovery goals.</p>	<p>6A. Measurement and Psychometrics: Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diversity.</p> <p>6B. Evaluation Methods: Independently understands the strengths and limitations of diagnostic approaches & interpretation of results from multiple measures for diagnosis and treatment planning.</p> <p>6C. Diagnosis: Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity.</p> <p>6D. Conceptualization and Recommendations: Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment.</p> <p>6E. Communication of Findings: Communication of results in written and verbal forms clearly, constructively, and accurately in a conceptually appropriate manner.</p>

<p>7. Employs evidence informed intervention practices that are designed to alleviate suffering and promote wellness and recovery.</p>	<p>7A. Knowledge of Interventions: Applies knowledge of evidence-based practice, including empirical bases of intervention strategies, clinical expertise, and patient preferences.</p> <p>7B. Intervention Planning: Independent intervention planning, including conceptualization and intervention planning specific to case and context.</p> <p>7C. Skills: Clinical skills and judgment</p> <p>7D. Intervention Implementation: Implements interventions with fidelity to empirical &/or theoretical models and demonstrates flexibility to adapt where appropriate.</p> <p>7E. Progress Evaluation: Evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures.</p>
<p>8. Shows advanced knowledge of clinical supervision including expectations, process, ethics, and factors affecting supervision quality.</p>	<p>8A. Reflective Practice: Demonstrates reflectivity in context of professional practice (reflection-in-action), reflection acted upon, and self used as a therapeutic tool.</p> <p>8B. Self-Assessment: Shows accurate self-assessment of competence in all competency domains; integration of self-assessment in practice.</p> <p>8C. Self-Care: Demonstrates self-monitoring of issues related to self-care and prompt interventions when disruptions occur.</p> <p>8D. Expectations and Roles: Understands complexity of the supervisor role including ethical, legal, and contextual issues.</p> <p>8E. Processes and Procedures: Has knowledge of procedures and practices of supervision.</p> <p>8F. Awareness of Factors Affecting Quality: Has an understanding of other individuals and groups and intersection of dimensions of diversity in the context of supervision practice, able to engage in reflection on the role of one’s self in therapy and in supervision.</p>
<p>9. Serves effectively in the consultation role, and develops meaningful interpersonal and interdisciplinary skills.</p>	<p>9A. Functioning in Multidisciplinary and Interdisciplinary Contexts: Basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning, such as communicating without jargon and dealing effectively with disagreements.</p> <p>9B. Role of Consultant: Determines situations that require different role functions and shifts roles accordingly.</p>

The supervising faculty has the final approval in the granting of certificates. Its decision is based upon evaluations from all supervisors and the recommendation of the Director of Psychology.

Human Resources Policies

The New Jersey Department of Health is an Equal Opportunity Employer.



Newly hired employees must agree to a thorough background check that will include fingerprinting. Because you are a candidate for a position that involves direct client care in one of our State facilities, you will be subject to pre- and/or post-employment drug testing/screening. The cost of any pre-employment testing will be at the candidate's expense. Candidates with a positive drug test result, or those who refuse to be tested and/or cooperate with the testing requirement, will not be hired.

In compliance with federal law, all persons hired will be required to verify identity and eligibility to work in the United States and to complete the required employment verification form upon hire.

In accordance with N.J.S.A. 52:14-7, the "New Jersey First Act," all employees must reside in the State of New Jersey, unless exempted under the law. If you do not live in New Jersey, you have one year after you begin employment to relocate your residence to New Jersey.

Newly hired employees accrue their paid time off at a rate of about 1 day per month.

Our outpatient placement requires that all interns be covered by malpractice insurance (\$2M occurrence/\$4M aggregate). Some doctoral programs offer coverage to their students, and there are other low cost options. Please contact Dr. Romei for more information if needed.

Due Process and Grievance Procedures

The psychology internship program follows and adheres to dispute resolution and grievance procedures prior to considering termination of an intern from the program. This policy deals exclusively with issues related to the internship that impact the individual intern's potential to successfully complete the training program. Therefore, the focus of this policy is on conflicts between interns and supervisors/staff regarding competency, training and evaluation.

Behavior that violates the rules, regulations and standards of the agencies within which the program operates (including the State of NJ, Greystone Park Psychiatric Hospital, and the NJ Department of Health, Division of Behavioral Health Services, Integrated Health Services) will be addressed by the appropriate authority and supersede the program's termination, grievance and dispute resolution policies.

The following procedural framework is provided to protect interns' rights to due process for the resolution of significant conflicts that might arise during the internship year. Unresolved conflicts start at Level 1 and proceed to the next level after seven working days (Monday through Friday, except holidays), unless otherwise indicated. If the complaint is regarding the Director of Psychology, the Medical Director will appoint a designee to follow the procedures below.

Level 1	
Issue/Problem	A problematic issue arises between an intern and supervisor/staff.
Procedure	Intern and supervisor/staff make every effort to resolve the matter amicably between them.
Level 2	
Issue/Problem	The problematic issue is not resolved at Level 1.
Procedure	The issue is brought to the attention of the Director of Psychology by either the intern or the supervisor/staff who then meets with all relevant parties to facilitate problem resolution.
Level 3	
Issue/Problem	The problematic issue is not resolved to the satisfaction of either the intern or supervisor/staff as evidenced by verbal feedback to the Director of Psychology.

Procedure	<p>If the intern voices the complaint, the Director of Psychology will immediately provide the intern with a Grievance Form and upon receipt of the completed form will forward it to the Senior Faculty for review within 3 business days. The Senior Faculty will meet to review the grievance and provide a written recommendation on how the parties should proceed to resolve the issue within one week (7 calendar days) of receipt of the Grievance Form. The Director of Psychology will alert the University Training Director to inform him/her of the grievance and our Senior Faculty's recommendation within one week (7 calendar days) of the completed recommendations. In addition, the Office of the Medical Director at the Division of Behavioral Health Services is notified within one week (7 calendar days) of the completed recommendations.</p>
	<p>If the supervisor/staff voices the complaint, the Director of Psychology will direct the supervisor to complete a Competency Evaluation Form that documents the areas of remediation that need to be addressed by Competency and Objective within 3 business days. A Support Plan to remediate the issue is then developed within one week (7 calendar days) by the Supervisor, the Director of Psychology, the Senior Faculty, and the intern, and the intern and University Training Director are provided with copies. The plan is implemented immediately and the supervisor provides weekly feedback and documentation to the intern and Director of Psychology about the progress of the intern, including a statement about whether or not the supervisor anticipates the intern meeting minimal standards by the end of the rotation. In addition, the Office of the Medical Director at the Division of Behavioral Health Services is notified within 7 calendar days of completion of the Support Plan.</p>
Level 4	
Issue/Problem	<p>The problematic issue not resolved at Level 3. For an intern-initiated grievance, this is evidenced by their signature of disagreement on the Grievance Form. That is, the intern does not agree with the recommendation by the Senior Faculty or the recommendation was not followed through to the satisfaction of the intern. For a supervisor, this is evidenced by his/her documentation that he/she does not anticipate the intern progressing with the Support Plan and meeting minimal requirements by the end of the rotation.</p>
Procedure	<p>The issue is brought to the attention of the Medical Director. The Director of Psychology informs the University Training Director in writing that the grievance has not been resolved or the intern is not progressing satisfactorily and may not graduate on time, or depending on the magnitude of the deficiency, may not pass the program. The Medical Director meets with all parties and offers alternative solutions to facilitate a resolution as documented on the Grievance Form or Competency Evaluation. In addition, the Office of the Medical Director at the Division of Behavioral Health Services is notified and may be consulted.</p>
Level 5	
Issue/Problem	<p>The problematic issue not resolved at Level 4. This is evidenced by a signature of disagreement of the recommendations on the Grievance Form made by the Medical Director, or that the intern has repeatedly demonstrated an inability to meet the minimal requirements of the program despite his/her attempts at remediation per the Support Plan.</p>

Procedure	The Director of Psychology provides a summary of the due process procedures followed and efforts of all parties to resolve the issue to the CEO who appoints a Special Advisory Committee for final resolution of the issue. The University Training Director is copied on the summary and decision of Special Advisory Committee. In addition, the Office of the Medical Director at the Division of Behavioral Health Services is notified and consulted.
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Application Procedures, Selection Process & Record Retention



GPPH utilizes the online APPIC Application for Psychology Internship (APPI) available at APPIC’s website, www.appic.org. Once the AAPI is received, two faculty members review and score the application, and a selection of applicants (typically about 30 candidates) are invited to interview with two faculty members, and meet the current cohort of interns. Applicants invited to interview are asked to bring two copies of a testing report with them on the day of the interview. Following the interview all applicants are rank ordered for participation in the Match.

All intern training records, including those related to selection and performance, are maintained permanently by the internship program. GPPH also maintains a record of any complaints or grievances received about the program, and makes this record available to the Commission on Accreditation for review.

The application deadline for the **2020-2021** internship year is **November 4, 2019** and notification of invitation to interview is sent via email on **November 18, 2019**.

Contact Information

For more information please contact:

Jennifer Romei, PhD
 Acting Director of Psychology
 59 Koch Avenue; H221
 Morris Plains, NJ 07950
 (973) 538 1800 Ext. 4578
 Jennifer.Romei@doh.nj.gov (preferred)

[https://www.nj.gov/health/integratedhealth/documents/hospitals/greystone/GPPH Internship Brochure 2019-2020.pdf](https://www.nj.gov/health/integratedhealth/documents/hospitals/greystone/GPPH_Internship_Brochure_2019-2020.pdf)

Internship Admissions, Support, and Initial Placement Data

Date Tables were updated: 7/19/2019

Internship Program Admissions

Internship applicants must have a Bachelor's Degree from an accredited college or university, supplemented by a Master's Degree in psychology (or its equivalent) from an accredited college or university.

Candidates must be enrolled in a doctoral program in applied psychology (clinical or counseling) at an accredited university or professional school, approved by their chairman to attend internship, and have completed graduate course training that shall have included a minimum of six semester hours of credit in each of the following areas:

1. Objective and projective testing with practicum experience
2. Psychotherapeutic techniques with observed practicum experience
3. Personality development and psychotherapy
4. Motivation and learning theory
5. Research design and statistical analysis

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

Applicant *minimum* requirements include:

- at least 500 intervention hours completed at the time of application submission, with 1000 intervention hours completed by the time internship begins;
- 50 assessment hours completed at the time of application submission;
- Experience administering, scoring, and interpreting the WAIS-IV, self-report measures (e.g., the Beck Inventories, SCL-90, etc.), and one of the following personality measures: MMPI-2-RF, MCMI-III, or PAI
- Three letters of recommendation; and
- A portion of practicum experience occurring under the direct observation of a supervisor or supervised audio/video tape review.

Does the program require that applicants have received a minimum number of hours of the following at time of application?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Amount of Total Direct Contact Intervention Hours:	1000	
Amount of Total Direct Contact Assessment Hours:	50	
Describe any other required minimum criteria used to screen applicants: Please see above		

Financial and Other Benefit Support for Upcoming Training Year			
Annual Stipend for Full-time Interns:	\$29,166.38		
Annual Stipend for Half-time Interns:	N/A		
	Yes	No	N/A
Program provides access to medical insurance for intern?		X	
If access to medical insurance is provided:			X
Trainee contribution to cost required?			X
Coverage of family member(s) available?			X
Coverage of legally married partner available?			X
Coverage of domestic partner available?			X
Hours of Annual Paid Personal Time Off (PTO and/or Vacation) Accrued at the rate of approximately one day per month from July through December, then full balance is available after January 1 st .	83.25 hours		
Hours of Annual Paid Sick Leave Accrued at the rate of approximately one day per month from July through December, then full balance is available after January 1 st .	84 hours		
In the event of medical conditions and/or family needs that require extended leave, does the program allow unpaid leave to interns/residents in excess of personal time off and sick leave?	X		
Other Benefits (please describe): 12 State Holidays paid at 80% Worker's Compensation Deferred Contribution Retirement Program	X		

Initial Post-Internship Positions (2016-2019)		
Total # of Interns who were in the 3 cohorts: 12		
Total # of Interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree: 1		
	PD	EP
Community Mental Health Center	N/A	1
Federally Qualified Health Center	N/A	N/A
Independent Primary Care Facility/Clinic	N/A	N/A
University Counseling Center	N/A	N/A
Veterans Affairs Medical Center	N/A	N/A
Military Health Center	1	N/A
Academic Health Center	N/A	N/A
Other Medical Center or Hospital	2	1
Psychiatric Hospital	N/A	3
Academic University/Department	N/A	N/A
Community College or Other Teaching Setting	N/A	N/A
Independent Research Institution	N/A	N/A
Correctional Facility	N/A	1
School District/System	N/A	N/A
Independent Practice Setting	1	N/A
Not Currently Employed	N/A	N/A
Changed to Another Field	N/A	N/A
Other	N/A	N/A
Unknown	N/A	1

Note: "PD" = Post-doctoral Residency Position; "EP" = Employed Position

Psychology Internship Faculty

Dr. Rana M. De Gil is a licensed psychologist with over 15 years of experience working with individuals aged 16 and over, in both group and individual therapy, who are experiencing a range of issues. She is a licensed psychologist in both New York and New Jersey and has been qualified as an expert in the fields of both Clinical and Forensic Psychology by the New York Supreme Court and the United States Department of Justice. Dr. De Gil completed her doctoral internship at the Manhattan Psychiatric Center and graduated with honors from the California School of Professional Psychology-Fresno where she majored in Clinical and minored in Forensic Psychology. She earned her Master's Degree in Clinical/Forensic Psychology from the John Jay College of Criminal Justice in New York City. Dr. De Gil has also conducted private clinical and forensic evaluations since 2006 and has extensive experience working with the legal system and testifying in forensic psychology matters. She has conducted over nine years of DBT groups and has treated individuals who have suffered trauma as well as anxiety, mood, and personality disorders. She also has experience helping people with OCD, women's issues, self-esteem issues, and relational difficulties. Dr. De Gil currently coordinates the GPPH Psychology Externship Program.



Dr. Gary Dushkin received his Psy.D. in Clinical Psychology from the School of Psychology at Florida Tech. He completed his pre-doctoral internship at Rutgers Medical School. Prior to coming to Greystone Park Psychiatric Hospital, he worked for many years at Hagedorn Psychiatric Hospital. His specialization in working with the gero-psychiatric population continues in his work at GPPH. His interests is in neurocognitive screening for dementia and providing appropriate therapeutic services to this population. Dr. Dushkin is licensed in New Jersey and maintains a private practice providing psychotherapy to children and families, adolescents, adults and couples. He is a former consultant to various area nursing homes.



Dr. Aliza Feldman earned her Psy.D. in Clinical Psychology from the Ferkauf



Graduate School of Psychology at Yeshiva University in 2015. She completed her doctoral internship at Greystone Park Psychiatric Hospital. Prior to GPPH, she has worked in a variety of clinical settings, including college counseling centers, outpatient clinics, community hospitals, nursing homes, and rehabilitation centers. She enjoys adapting evidence-based interventions to individuals with severe mental illness. She primarily utilizes an integrative approach to treatment, employing cognitive-behavioral, third wave, and psychodynamic techniques. At GPPH, Dr. Feldman works on the Severe Personality Disorder Unit, where she runs the DBT programming as well as co-leads schema therapy groups.

Dr. Paresh Kasabwala earned his Psy.D. in Clinical Psychology from the California



School of Professional Psychology in Los Angeles. His work is guided by evidence-based methods and interventions of cognitive behavior therapy and dialectical behavior therapy. He has worked with a diverse clientele varying in age groups, ethnic, cultural and sexual orientations in inpatient, college counseling, community mental health, and child care settings. Dr. Kasabwala is currently a psychologist for the co-ed

cottages at GPPH, and he runs the year-long didactic in Ethics for the internship program.

Dr. Michael Keren is a 1991 graduate of Yeshiva University's Ferkauf Graduate



School of Psychology. He completed his internship in Clinical/Community Psychology at the UMDNJ Community Mental Health Center. He has had post-doctoral training in both Psychoanalysis at the Institute for Psychoanalytic Study of Subjectivity, Family and Couple's therapy from the UMDNJ Family Therapy Training Program, and Divorce Mediation from Seton Hall University's program in Divorce Mediation. He has had a

variety of experiences from inpatient, day treatment, and community mental health outpatient treatment. Prior to joining the staff at GPPH Michael worked for 5 years at the Special Treatment Unit, NJ's facility for the civil commitment of sexually violent predators. He has published and presented on topics in the treatment of gay and

lesbian couples. He has also been on the faculty of the Graduate School of Professional Psychology at Rutgers, the State University, where he provided psychodynamic supervision to students and taught projective assessment.

Dr. Thomas Kot



obtained his Ph.D. in combined Clinical and School Psychology from Hofstra University. He receiving training at the BioBehavioral Institute in New York, a world renowned clinic that specializes in the treatment and research of anxiety spectrum disorders. He also worked at the Psychological Evaluation and Research Center (PERC) at Hofstra University where he conducted behavioral therapy and performed comprehensive psychological and psycho-educational

assessments for learning disabilities and various other disorders. Dr. Kot has experience working with the developmentally disabled adults and children diagnosed with behavioral disorders. Dr. Kot has been involved in various research projects throughout his career, has presented papers at national and international conferences, and has been published in peer reviewed journals. Dr. Kot is an assessment supervisor whose theoretical orientation is cognitive behavioral. In addition to his work at GPPH, Dr. Kot has a private practice.

Dr. Marc Lipkus

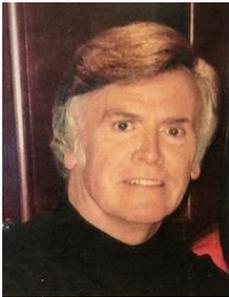


earned his Psy.D. in Clinical Psychology from the Illinois School of Professional Psychology in Chicago. Also, he has a certificate in Psychoanalytic Psychotherapy from the Institute for Mental Health Education. Dr. Lipkus is a licensed psychologist who began his career working with troubled adolescents in the Bergen County Youth Counseling Program. Over the course of his career, Dr. Lipkus has worked for various agencies including the FDU Counseling Center, several large practice groups, and his own practice. Dr. Lipkus has

worked in various units throughout GPPH including the Admissions unit for over a decade. His theoretical orientation borrows from several theories including psychoanalytic, ego psychology, and cognitive behavioral. His favorite theorists include Heinz Kohut, Harry Stack Sullivan, and Carl Rogers. His supervision style is process oriented and focuses on how the therapist understands the patient's communications and dynamics as the pathway to create useful and evidenced based interventions. He

examines countertransference issues as an important therapist tool to gain a deeper understanding of the patient.

Dr. Francis McGovern graduated from St. John's University with a Ph.D. in Clinical



Psychology in 1984. He is licensed in New Jersey and has experience working in community mental health centers, a prison/treatment facility for sex offenders, and two state psychiatric hospitals. He has been a caseload carrying psychologist at GPPH for over 30 years during which time he has assumed the roles of psychologist for the Deaf unit, the Director of the Psychology Internship and the Acting Director of the Psychology Department. He developed a token economy program for low functioning patients during the 1980's and was the primary trainer for treatment planning during the 1990's. He has had a private practice for over 20 years with a focus on marriage counseling, depression and anxiety. His primary theoretical orientation is interpersonal/psychodynamic.

Dr. Gene Nebel received his Ph.D. in Child Psychology from St. John's University. He is



a graduate of the Department of Human Services Psychology Internship Training Program. As a licensed psychologist and certified school psychologist, he is a member of both the New Jersey Psychological Association and the New Jersey Association of School Psychologists. His interests lie in psychoanalytic developmental psychology and in psychodiagnostic assessment with particular emphasis on the Rorschach. He is a fellow of the Society for Personality Assessment. At GPPH, he works on one of the legal units.

Dr. Denise Paulson received her Psy.D. from La Salle University in Philadelphia in



2005. She has a variety of clinical experience working in community mental health, juvenile detention, a VA hospital, and a university counseling center. She has been working in Admissions since 2007 and supervises interns on the second and third rotations employing Stoltenberg's Integrated Developmental Model of Supervision. Dr. Paulson's theoretical orientation is psychodynamic, specifically as

defined by Donald Winnicott; however she utilizes Cognitive Behavioral Therapy for certain presenting issues of her patients. She presents on LGBT issues in psychotherapy for the internship colloquia, and is on the Diversity Task Force to promote awareness and support of diversity at GPPH. Dr. Paulson is a licensed psychologist and has a private practice in Essex County, NJ.

Dr. Lucas Rockwood has been licensed as a practicing psychologist since 2008. He



received his Psy.D. in Clinical Psychology from the Georgia School of Professional Psychology. He completed his pre-doctoral psychology internship at Greystone Park Psychiatric Hospital (GPPH) and has been employed as a clinical psychologist at GPPH since that time. He is currently a psychologist for an inpatient unit focusing on the

treatment of Borderline Personality Disorder. Dr. Rockwood has been a therapy supervisor for psychology pre-doctoral interns for over 12 years. His primary theoretical orientations include Cognitive Therapy for individuals with short-term/acute problems and Schema Therapy for individuals with more pervasive/lifelong problems. He is an Advanced Certified Schema Therapist/Supervisor. His clinical specialties include providing individual and group psychotherapy for individuals experiencing symptoms of personality disorders, depressive disorders, anxiety disorders, and relationship problems. In addition to working at GPPH, Dr. Rockwood maintains a part-time private practice in Morristown, New Jersey.

Dr. Jennifer Romei is the Acting Director of Psychology and oversees both the Psychology Department and the Internship Training Program. She received her Ph.D. in Clinical Psychology from the Brooklyn campus of Long Island University in 2003 after interning in the New Jersey VA Healthcare System. Prior to joining GPPH, Dr.



Romei worked as a Psychologist on an adult and pediatric consultation-liaison service for medicine and surgery, and later as the Senior Psychologist on an acute inpatient psychiatric unit in New York city. She has experience working as both a therapy and testing supervisor, and was a training faculty member in the New York city hospital system. While at GPPH, Dr. Romei worked as the Psychologist on one of the legal units. She served as Director of Internship Training before becoming the Acting Director of Psychology in June 2010. She works from an object-relations perspective and integrates techniques and concepts from CBT and Mentalization into her practice. In addition to her role in the Psychology Department, Dr. Romei also serves as GPPH's Workplace Violence Prevention Coordinator. Dr. Romei's areas of interest include threat management, process and outcome variables in CBT for psychosis and Mentalization-based treatments, and the role of psychotherapy supervision in the professional development of psychologists. She has a private practice in Ridgewood, NJ, teaches at the Teaneck campus of Fairleigh Dickinson University, and is licensed to practice in both New Jersey and New York.

Dr. Ronald Schaffer received his Ph.D. in Counseling Psychology from Seton Hall University in 1988. He is licensed in both New Jersey (1990) and Florida (1992). He began his career in the VA hospital, where he worked for 13 years. In 1990, he joined the GPPH department. He has been an intern psychodiagnostics supervisor at GPPH since 1991. Additionally, he supervises NJ licensure candidates earning their post doctoral hours. He is a member of APA, NJPA, and FPA.



Dr. Darin Schiffman is a NJ and NY licensed Psychologist. He is assigned to G2, which



is one of four forensic units at GPPH. Dr. Schiffman received specialized training in marriage and family therapy at Alliant International University, San Diego, where he earned a PsyD in Clinical Psychology (2004). Prior to his doctorate, he received an MA in Clinical Psychology (1997) from Fairleigh Dickinson

University, Madison, NJ. In 2001, he completed an APA internship at Ancora Psychiatric Hospital in Hammonton, NJ with a concurrent training experience at The College of New Jersey Counseling Center. Following his internship, Dr. Schiffman joined the Psychology Department at Woodbridge Developmental Center (WDC). He later completed his Post-Doctoral training at WDC and developed their Dedicated I/DD-Specific Pre-Doctoral Psychology Internship program. Prior to its closing, Dr. Schiffman became the acting Director of the WDC Psychology Department. While his case conceptualizations draw on his psychodynamic theoretical background, in practice, Dr. Schiffman employs an integrative approach, combining dynamic, humanistic, family systems, and cognitive-behavioral techniques. Dr. Schiffman has 20+ years of experience conducting individual and group psychotherapy with individuals manifesting severe and persistent mental illness at various in-patient and out-patient facilities. He has also worked in the areas of substance abuse prevention and the treatment of individuals with co-occurring mental illness and substance abuse disorders. He has specific interests and experience in family conflict resolution, stress-management, emotional resiliency, facilitating interventions with bereaved individuals and their families, projective psychological assessment, the treatment of affective disorders, and solution-focused psychotherapy.

Dr. Thomas Schimpf earned his Ph.D. in Clinical Psychology from Walden University.



He has an M.A. in Counseling Psychology from Goddard College and B.A. in General Psychology from Montclair State University. Dr. Schimpf has worked in varied clinical settings including Acute Partial Hospitalization, Intensive Out-Patient, and Community/State Hospital In-Patient programs. He has worked as

a psychologist for the state of NJ for the Division of Developmental Disabilities and the Division of Mental Health Services for the past nine years. Clinical and research

interests include crisis intervention, disaster psychology, staff development and wellness, burnout and stress response, mood and anxiety disorders, anger management, and positive psychology. Dr. Schimpf is also a licensed psychologist in NJ.

Dr. Christine Schloesser received her Psy.D. in Clinical Psychology from Argosy



University in Washington, D.C. After completing her internship at GPPH, she joined the psychology department. Dr. Schloesser currently serves as the unit psychologist on a co-ed legal unit and as conducts both psychotherapy and assessment supervision. Her primary orientation is Kohutian; however, she often integrates cognitive-behavioral concepts in order to meet the needs of her

patients. She has experience working in school-based settings, inpatient facilities for children, adolescents and adults, and correctional facilities. Her research and professional interests include psychodiagnostics, ethical dilemmas, and the interplay between law and psychology. Dr. Schloesser also has a private practice in Morristown, NJ.

Dr. Deborah Worth earned her Psy.D. in Clinical Psychology from Ferkauf Graduate



School (Yeshiva University) after completing her predoctoral internship at GPPH. Her doctoral research project was titled "The Therapist's Use of Humor in Psychotherapy." Dr. Worth has a variety of clinical experiences in both inpatient and outpatient settings. Prior to earning her doctorate, she was in a

community mental health center in Morris County for 12 years; three years in the partial care program and nine years as an outpatient therapist for children and adults. After her internship, she worked as a psychologist at the Matheny School and Hospital, which serves people with serious developmental disabilities such as Cerebral Palsy, Spina Bifida, and Lesch Nyhan Syndrome. She returned to GPPH in 1999 and is a licensed psychologist.

Dr. Maria Xiques



received her Psy.D. from the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Xiques' over 30 year career includes 11 years as a behavioral support person and more than 16 years in a state developmental center. Most recently, she has served as a unit psychologist at GPPH. Her focus is on medically and physically vulnerable clients who are dealing with chronic and/or terminal medical conditions, physical disabilities, cognitive disabilities, and complex mental health needs. Her interests include the adaptation of psychotherapeutic and diagnostic strategies for persons with special needs, the therapeutic use of music, the psychological and physical context of treatment, the service recipient's subjective experience of treatment, and trauma-informed care. She is certified as a Teacher of the HC, certified NJ Disaster Response Crisis Counselor, and a Licensed Psychologist.



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