



***Stevens Institute of Technology
Student Counseling and Disability Services***

Psychology Intern

This is a full time, 40-hour/week, 12-month position commencing in the Fall semester, 2016.

Under supervision, the doctoral intern provides direct clinical services, plans and delivers outreach, and consults with staff and faculty. S/he participates in overall mission of promoting healthy psychological development for SIT students. S/he will see a broad range of clientele from our student body.

The major goals of the Internship Program are:

- (1) to enable interns to develop sufficient knowledge and skill in broad aspects of counseling psychology, to allow them to successfully compete for post-doctoral fellowships and/or entry level positions, to obtain licensure and to have entry level skills for the independent practice of psychology;
- (2) to prepare interns to deliver professional services to patients and to consume research in a manner that shows dedication to applicable ethical, professional practice and legal standards;
- (3) to prepare interns to be aware of major sources of individual and group variation, to understand how such diversity affects psychological processes, clinical presentation, and responsiveness to intervention, and to apply such knowledge in addressing diversity related issues and problems;
- (4) and to enable interns to develop sufficient knowledge and skill to utilize and provide clinical teaching and supervision.

We seek to prepare the intern through supervised clinical training and didactics to function as an entry-level professional psychologist, to practice competently in applied areas of psychological assessment, consultation, and intervention, and, to develop attitudes for ongoing professional development within a context of an evolving body of scientific and clinical knowledge, with an understanding and appreciation of ethical, legal, and human diversity considerations in the practice of counseling psychology.

The internship program consists of supervised clinical training experiences that are sequential, cumulative and evaluated in complexity. Each clinical supervisor is expected to contribute to the intern's progression from relative dependence to increased autonomy and responsibility in the provision of clinical services.

Graduates of the program are expected to demonstrate specific competencies required for entry-level practice of psychology in a variety of settings. Graduates are expected to be skilled in the delivery of a broad variety of assessment intervention procedures. Graduates are expected to be cognizant of major sources of individual and group variation and to understand how such diversity affects psychological processes, clinical presentation, and responsiveness to intervention. Graduates are also expected to deliver professional services that shows dedication to applicable ethical, professional practice, and legal standards.

At the completion of training, interns are expected to demonstrate the ability to function as psychologists with entry-level knowledge and skills with respect to five substantive domains: (1) psychological assessment, (2) psychological consultation, (3) psychotherapeutic intervention, (4) professional standards, ethics, and law, (5) cultural and individual diversity. By the conclusion of the internship year, all interns are expected to demonstrate entry-level knowledge and competence with respect to counseling psychology in a college setting. Entry-level knowledge and competence is defined as ability to function competently as a professional psychologist with minimal supervision until achieving licensure as a psychologist.

Responsibilities:

- The primary focus of this position is the provision of direct clinical services. This includes initial assessments, crisis/triage assessments, referrals, case management and individual brief counseling (18 session model) and group psychotherapy.
- Case conceptualization and report writing (i.e., the integration of interview data, test findings, and collateral sources of information into a coherent framework that allows for the communication of an accurate diagnosis and the development of an appropriate treatment plan). The development of an appropriate interpersonal history that permits the gathering of information relevant to biobehavioral and psychosocial factors that cause or maintain the patient's presenting problem or symptomatology.
- Psychotherapeutic intervention (i.e., the development and implementation of an appropriate treatment derived from a data-based case conceptualization and an awareness of the relevant empirical literature regarding the efficacy of various treatments for the presenting problem or diagnosis).
- Report and note writing, case consultation, case management, professional development, consultation and collaboration with faculty, and staff. Scoring and interpretation of rating scales and other screening/evaluation measures.
- Consultation and communication with other professionals (i.e. treatment providers) regarding the contribution of psychological factors to the presenting problem or diagnosis and the availability of appropriate psychological intervention alternatives.
- Planning and development of campus outreach programs to undergraduate and graduate students.
- Program Development, Implementation and Evaluation.
- Co-facilitate a group with a staff psychologist.
- Awareness of issues of professional ethics, legal issues, and individual and cultural diversity as they affect the practice of psychology.
- Additional administrative roles and special projects may also be required depending on the needs of Student Counseling Services.
- Continued professional development.
- One evening per week is required.

The specific course of training is tailored individually to the intern's particular training needs. Early in the internship year, the Director and Supervising Psychologist meets with each intern to review the intern's prior practicum training experiences and self-assessment of professional training needs. The outcome of this review is a training plan across the following five categories: (1) consultation skills (e.g., interviewing, independent case conceptualization, report writing, feedback to referral sources, etc.); (2) intervention skills (e.g., individual or group psychotherapy, etc.); (3) theoretical orientations (e.g., cognitive, systems, interpersonal, dynamic, eclectic, etc.); and (4) other skills (e.g., supervisory experience, research involvement, etc.). The individualized training plan is reviewed biannually and is updated based on the intern's progress and input from the written and oral feedback from the intern's training supervisors.

Supervision:

- 2 hours of individual supervision per week with a licensed psychologist
- Weekly case conference with clinical team; weekly staff meetings (regularly scheduled learning activities)
- Weekly GSAPP School Psychology Internship Seminar.

The intern's experience of direct provision of clinical services occurs in conjunction with regular, ongoing (individual and/or group) supervision by the Director and Supervising Psychologist. It is generally preceded by opportunities for observational learning and guided participation by the supervisor. In addition, the clinical and supervisory experiences are supplemented with didactic experiences that address current trends in college counseling, theories and methods of assessment/diagnosis and consultation, psychological interventions, ethics and professional behavior, and issues of cultural and individual diversity. By the conclusion of the clinical internship, it is generally expected that the intern will be able to demonstrate a substantial increase in the ability to carry out the clinical/consultation skills and is expected that the intern's performance of the clinical/consultation training will be at or near the level judged by the supervisor to represent competent entry-level professional practice.

Qualifications:

- Certification in School Psychology by the state of N.J.
- Practicum background and strong interest to work in a college counseling setting is a plus.
- Experience with multicultural populations is a must.
- This individual must be flexible in their approach (educational, preventive and therapeutic).

SCADS is strongly committed to respecting and understanding cultural and individual diversity in its admission and training policies. Admission to the program is not limited by age, color, disabilities, ethnicity, gender, national origin, race, religion, sexual orientation, or socio-economic status. The program avoids any actions that would restrict admission on grounds that are irrelevant to successful completion of the internship.

Our Program is committed to treating interns with courtesy and respect. Interns are viewed as colleagues, and the faculty strives in all interactions to treat interns with dignity and with concern for their welfare as trainees and as persons. Moreover, the faculty show respect for cultural and individual diversity among interns. Interns are apprised of the APA ethical standards regarding their treatment as students.

About Stevens:

Founded in 1870, Stevens is a premier private coeducational institution focused on research and entrepreneurship. Stevens is committed to exploring the frontiers of engineering, science, and management. Stevens is located in Hoboken New Jersey and is a residential institution whose enrollment is approximately 2,500 undergraduate students and 3,200 graduate students.

Application:

Submit a letter of interest, CV/resume and the names and contact information for three references to the following address:

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