Tulane University School of Medicine
Department of Psychiatry and Behavioral Sciences
New Orleans, Louisiana
(Revised 08/2017)
INTERNSHIP
IN CLINICAL PSYCHOLOGY
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APA-accredited since 1984, next site visit 2027
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appropriate.
INTERNSHIP IN CLINICAL PSYCHOLOGY

Tulane University School of Medicine

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INTERNSHIP IN CLINICAL PSYCHOLOGY

APA-accredited since 1984

The Tulane University School of Medicine was founded in 1834 as the first medical college in the Deep South, and is among the 15 oldest medical schools in the country. The Tulane University School of Medicine Clinical Psychology Internship was formed in 1983, and has trained clinical interns every year since, with the exception of the year following Hurricane Katrina. The Tulane University School of Medicine clinical psychology internship has been continuously APA-accredited since 1984.

This internship site 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.

OUR MISSION AND VISION

Mission:

To provide the highest quality training, clinical services, and research opportunities within a nationally recognized academic medical center that serves primarily an urban, culturally and economically diverse, medically underserved population.

Vision:

Our psychology community will foster knowledge, skills, and professional practices that:

1) enhance critical thinking and the generation, evaluation, and application of research findings

2) encourage the use of prevention strategies and evidence-based treatment modalities
3) emphasize effective culturally responsive approaches to individual and community challenges including trauma, disasters, and health disparities

4) foster collaborative interdisciplinary approaches in direct care and the interface of systems

5) ensure clinical and academic leadership development

**GENERAL TRAINING MODEL**

Our internship program offers training in General Clinical Psychology with additional concentration in specific areas of clinical psychology. All interns receive training in assessment and diagnosis; interventions, including evidence-based treatment models; and evaluation, consultation, and supervision, all with a focus on delivering ethical services that are sensitive to individual and cultural diversity.

Our mission is to train interns to approach the professional practice of psychology with science and scholarship serving as the foundation.

Our program currently offers two tracks: Adult Psychology and Child Psychology.

In the Adult Track, the concentration is Behavioral Medicine.

In the Child Track, intern applicants specify an area of concentration. The concentration in the Child Track is either Pediatric Psychology or Infant Mental Health.

Applicants should specify an interest in being considered for either the Adult or Child Track. If applying for the Child Track, they should specify an interest in being considered for either or both concentrations within the Child Track, and they should state a preference. These preferences will be used for arranging interviews only and for no other purpose.

The two Tracks are:

I. Adult Track
   Focus 1. Behavioral Medicine (Program Code: 131712)

II. Child Track (applicants may apply for either or both areas of focus (II.1. or II.2.)
   Focus 1. Pediatric Psychology (Program Code: 131715)
   Focus 2. Infant Mental Health (Program Code: 131714)
Overarching Aims

Our aim is to provide a superior level of clinical training in psychology, guided by the scientist-practitioner model, such that interns understand and make use of information derived from the interface of science, psychological theory, and clinical practice. Within the context of a competent generalist model, interns will develop clinical knowledge and skills in areas of special expertise.

PROGRAM TRAINING AIMS

To accomplish these overarching aims, the internship has identified the following program aims for internship training:

Aim 1: To develop competence in scholarly inquiry and the application of current scientific knowledge to practice, including the generation, evaluation, and application of empirical research.

Aim 2: To develop competence in theories and methods of psychological assessment and diagnosis in general clinical psychology and areas of specialty expertise.

Aim 3: To develop competence in theories and methods of effective psychotherapeutic intervention in general clinical psychology and areas of specialty expertise, with emphasis on the provision of evidenced-based treatment models.

Aim 4: To develop competence in professional conduct, ethics and legal issues, including ongoing professional development and appropriate use of supervision and/or consultation.

Aim 5: To develop competence in individual and cultural diversity, with emphasis on sensitivity and responsiveness to individual differences in service delivery and professional practice.

Aim 6: To develop competence in professional consultation, with emphasis on working with multidisciplinary teams and professionals from a variety of fields.

Aim 7: To develop competence in clinical supervision with individuals from diverse backgrounds.

We provide the opportunity for interns to broaden their clinical experiences with a diverse group of patient populations. Within the Adult and the Child Tracks, we can provide ample clinical experience with other populations for the intern who has a desire to gain additional experiences outside of his/her primary area of interest.
We select interns each year from approximately 100 applicants, and attempt to bring together trainees from different institutions and with different personal and training backgrounds to enhance personal interchange and professional stimulation. We train interns only in those clinical settings where our full-time faculty is actively involved.

The Psychology Division is part of a combined Psychiatry and Behavioral Sciences Department, which affords considerable opportunity for diverse training within both the Adult and Child Tracks. Interns consistently have discovered and taken advantage of a previously overlooked or undiscovered clinical training opportunity within the medical complex, and we strongly encourage such individual exploration.

Philosophy of and Educational Training Model

The Tulane University School of Medicine clinical psychology internship program is a highly integrated and cumulative training experience, incorporating didactic and clinical opportunities in a wide range of general and specialty areas. Training and supervised practice experiences emphasize adherence to responsible, ethical and empirical approaches to the practice of psychology, in which there is modeling of respect for patients' rights. The program is based on a cohesive overall philosophy, which is comprised of several basic and interrelated tenets:

1. The Tulane Psychology training faculty endorses the scientist-practitioner model of education and training for the professional practice of psychology. We train interns to competently and ethically engage in psychological practice, basing clinical decisions on a thorough understanding of the relevant contemporary scientific literature pertaining to assessment, treatment, consultation, and other aspects of professional practice. The overall program of training, as well as training in the major tracks, is consistent with current knowledge regarding the science and practice of psychology. Specifically, the interns are provided training materials, including journal articles and book chapters, pertinent to special topics, didactic seminars, and case presentations. This material is an integral aspect of scheduled didactic sessions, case conferences, topic seminars, and supervision.

We train interns to critically evaluate and appropriately use relevant professional literature and to apply that knowledge to the practice of psychology. At every training site, faculty psychologists and trainees use an approach to the practice of psychology that incorporates the current state of our scientific knowledge. We train interns to be effective consumers of the literature, to use this knowledge as a springboard for their own practice of psychology and to develop life-long
patterns of critically reviewing professional publications in general and in their particular psychological specialties.

2. We train interns to use a **biopsychosocial approach** to the practice of clinical psychology. Interns learn to assess patients presenting with a wide range of disorders, and to assist patients in improving psychiatric status, personal adjustment, interpersonal relationships, and daily functioning in work, family, and social contexts; and in reducing or eliminating undesirable and/or maladaptive behaviors. We approach our analysis of human behavior and functioning from a strengths-based perspective that incorporates knowledge and understanding of biological/medical, psychological, social, environmental, and contextual (e.g., individual, dyadic, systems) factors. We train interns to apply assessment and intervention techniques in an individualized fashion, evaluating and working within the unique intrapersonal and interpersonal contexts presented by the patient.

3. We train interns to identify and to be sensitive to individual variations in development and functioning. Faculty members model through our own practice respect for individual and group **diversity** in its numerous forms as they impact the individual patient’s clinical presentation. Appreciating diversity adds significant information to the effective practice of psychology regarding individual, cultural, and societal variations in behavioral and attitudinal adaptation. Acknowledging differences also presents the opportunity for an open dialogue about their importance to the functioning of the society at large. Interns are able to work with patient populations that are highly diverse in several ways, including age, race, ethnicity, culture, physical and emotional differences, gender, sexual orientation, and socioeconomic status. Across sites, diverse patient populations are well represented. Interns are taught that learning about patients’ degree of acculturation within various groups is important in understanding the individual’s status and clinical presentation. Diversity issues are emphasized across all training venues during supervision, didactics, case conferences, discussions and mentoring.

4. Throughout the internship year, we subscribe to a **supervisory mentorship approach** that is incremental and cumulative, in which the faculty members model the practice of psychology and provide hands-on supervision appropriate to the level at which the intern is operating. As the intern gains knowledge, skills, and confidence, the complexity of expectations and responsibilities increase accordingly to facilitate optimal growth and development. Eventually, the intern functions with increasing independence to most effectively develop his/her unique professional identity and method of practice. Nevertheless, at no time does the intern function without the direct supervision and guidance of the faculty. Upon entering the internship program, each intern chooses a psychology faculty mentor who remains with the intern for the entire year, regardless of where he/she may rotate. This allows mentoring continuity. In addition, each intern has a supervisor at each primary rotation site the entire year. Use of the
same mentor and primary supervisor(s) encourages professional modeling and
provides the intern with stable anchors as the training year progresses. Clinical
training sites are diverse in structure as well as in patient populations
served. Clinical responsibilities of the interns vary and increase during the
training year, preparing the interns for the multifaceted roles they will assume
during their professional careers.

5. We train interns to work within a **multidisciplinary framework**. This tenet is
manifest in two ways. First, at every site, in addition to psychology, members of
other professional disciplines (psychiatry, other medical and allied health
professionals) practice and train; we encourage interaction, cooperation and
dissemination of knowledge and input across these various fields. We believe
that such multidisciplinary interaction and training encourages an appreciation of
both the multidimensional nature of the human condition and the need for
multidimensional and multidisciplinary solutions to complex problems of
living. We teach interns to be intelligent consumers of other related disciplines’
knowledge bases and to consult with fellow professionals regarding the value of
psychological input. Second, the interns work with other systems outside the
mental health field, including medical, social services, educational, legal,
rehabilitation and correctional programs. In this way, they learn to consider and
include, as needed, the contributions and potential resources of other systems in
their intervention planning and delivery of care. Understanding their patients’
roles within other systems allows the interns to understand the larger framework
in which the patient lives and operates, and allows the intern to advocate for the
patient in multiple ways. Working with other systems also educates individuals
from those systems about the important role that psychology plays and what it
can add to a full understanding of the patient.

6. All intern training for clinical practice, consultation and research occurs
according to a **logical sequential plan that is cumulative**, building upon
previously learned material and techniques and graded in complexity over the
course of the internship year. Logical beginning intern assignments are based
on documented graduate school practicum experiences, with each successive
clinical activity being based on previous training experiences during the
internship program. The internship program is a highly integrated training
experience, incorporating didactic and experiential clinical opportunities in a wide
range of general and specialty areas. Upon completion of the internship, each
intern should be fully prepared for specialized postdoctoral training or clinical
practice (either independent in those states licensing psychologists after the
internship year or under supervision in those states requiring an additional year
of supervision).

**CLINICAL AND ACADEMIC SETTINGS**
The training of our psychology interns is carried out within the wide range of clinical facilities served by the Department of Psychiatry and Behavioral Sciences at Tulane University. The internship training encompasses broad and diverse experiences in the evaluation and treatment of patients with a wide range of medical and psychiatric illnesses. Located in the New Orleans Central Business District, Tulane University Medical Center constructed a teaching hospital and adjacent doctors' offices and clinic facilities across Tulane Avenue from the Medical School. Tulane Medical Center – the school, the hospital, and the clinic – is located at the hub of New Orleans' largest multi-institutional medical complex.

The faculty and administrative offices for the Department of Psychiatry and Behavioral Sciences are housed in two office buildings located within blocks of the Hospital: the Tidewater Building and the Murphy Building. Both are multi-story medical office buildings. The Adult Psychiatry Section is located in the Tidewater Building and the Section of Child Psychiatry is located in the Murphy Building, two blocks from the Tidewater Building.

The Tulane Cancer Center is located within the Medical Center Complex. The Metropolitan HSD Children and Youth Services Clinic is located on Elysian Fields Avenue, about two miles from the Medical Center. The Tulane Parenting Education Program is located on Poydras Street, across from the Mercedes-Benz Superdome, a few blocks from the Medical Center. Psychiatry has primary outpatient services at Tulane/Lakeside Hospital Behavioral Health Clinic, located in the Tulane/Lakeside Hospital for Women and Children in Metairie, LA, approximately 10 miles from the Tulane Medical Center. Northlake Behavioral Health Systems is located approximately 40 miles from the Medical Center, across Lake Pontchartrain.

**EXPECTATIONS**

**Expectations of Interns**

What we expect the interns to do:

- Adhere to the APA ethical code, and the policies and procedures of the University, the Psychology training program and the State licensure board
- Formally request vacation or leave through use of the Tulane University School of Medicine leave request forms, approved by supervisors and the Director of Training
- Participate actively in didactics, seminars, supervision, training experiences, and clinical responsibilities
- Be timely in reporting to training sites, supervision, didactics and other training experiences
- Complete work assignments (assessments, treatment plans, reports, etc.) in a timely manner as stipulated by the supervisor
• Be open to and prepared for supervision with supervisors
• Present cases in case conferences and didactic material in didactic sessions as scheduled
• Express concerns and/or needs to supervisors, mentors and/or the Director of Training
• Assist in selection of interns for the next academic year through interviews and review of applicants’ materials
• Continue to look for training opportunities and ways to enhance his/her own skills and the training program

Expectations of Tulane University School of Medicine

What interns should expect of Tulane University School of Medicine faculty:

• Adhere to the APA ethical code and policies and procedures of the University and the State licensure board
• Provide a thorough orientation to the interns at the beginning of the training year regarding policies and procedures of the University, the training program, the various training sites and the faculty’s expectations of the interns
• Provide effective and ample supervisory experiences to those interns assigned to them at the various training sites and rotations
• Provide didactics, seminars, and case conferences that are relevant and meaningful in developing the interns’ skills in the field of psychology
• Provide specialized training in ethics, as well as multiculturalism and diversity issues, legal issues, and supervision
• Provide regular communication with the intern’s graduate program regarding the intern’s progress in the program
• Provide regular verbal and written feedback to interns regarding their progress in the program
• Provide opportunities through supervision and training meetings for the intern to express his/her needs and concerns regarding the training experiences
• Solicit feedback from interns regarding their training experience and continue to look for ways to enhance the program through performance improvement and quality assurance approaches

EVALUATION

Evaluation of Interns
Each intern is supervised closely on his/her experiences at each training site. Part of the interns’ supervision includes feedback regarding their developing clinical skills and experiences. Every four months during the academic year, each supervisor completes an intern evaluation form. This information is shared and discussed with the intern. Strengths and needs are noted and areas for further development are stated. The intern is allowed to respond to this document in writing and to sign the evaluation form, stating whether he/she agrees or disagrees with the information contained in this document.

After all the supervisors have completed their evaluations of the interns for each evaluation period, the Director of Training reviews the collected evaluations with the Training Committee. The committee makes note of the progress of each intern for that quarter and may make additional comments or recommendations for the continued development of the intern. At the middle and the end of the academic year, the Director of Training sends information to each intern’s graduate program regarding his/her progress during the internship program. Additional forms are at times requested by certain graduate programs and these are completed by the Psychology Internship Training Director and shared with the graduate program and the intern.

**Program Evaluation and Quality Assurance**

The Tulane University School of Medicine Internship continues to look for ways to improve the program. In a meeting with the Training Director, after six months and at the end of the year, interns are asked for feedback regarding their training experiences. Interns are also asked to openly discuss their clinical and supervisory experiences, and to share feedback with their supervisors at the time of each evaluation.

After the completion of six months at rotation sites, each intern completes a written evaluation form assessing the strengths, weaknesses, and recommendations for improvement and/or change in the rotation. Interns also evaluate their supervisors at the midpoint and end of the training year. These forms are collected and collated by the Training Director, and subsequently discussed in a meeting of the Training Committee. Efforts are made to establish immediate changes in any rotation or supervisor based on the results of the evaluations, if considered necessary by the Committee.

At the end of the academic year, the interns are asked to complete a written feedback form regarding their various training experiences. The intern group also has a meeting with the Training Director at this time, during which they verbally share feedback and recommendations for the training program. This written and verbal feedback is very helpful in identifying areas that need improvement, as well as the strengths of the program. Alterations in the training program, in general, are made (i.e., changes in clinical activities, supervisors, additions to elective rotations, etc.), if necessary, based on a combination of verbal and
written intern evaluations, and end-of-year group review of the training program. This method is valuable in identifying and solving problems within the program, and in efforts to continuously improve the internship experience.

The program also engages in a variety of self-study assessments to identify specific areas of need or issues that may need to be addressed to improve the program. Such assessments include need for specialized didactics that reflect new issues, ways to improve the faculty’s supervision and evaluation approaches, and documenting the variety of patients seen by interns to ensure depth and breadth of experience. These periodic self-assessments conducted by the Training Committee are useful in assisting the program to find ways to continue to improve the quality of training offered to the interns.

Due Process Guidelines

Due process guidelines are followed by the training program. These procedures are used to evaluate all interns in training and serve as guidelines in developing remediation contracts. It is important that decisions made about the interns are not arbitrary or based on personal biases. The guidelines for due process are:

1. Interns receive a written copy of the Aims, Objectives, and Assessment procedures at the beginning of the training year in the Intern Manual. This information defines what is expected from the interns to successfully complete the training program.

2. Interns receive a copy of the Intern Evaluation form at the beginning of the training year in the Intern Manual. These evaluations are completed in a timely manner by supervisors who directly observe the interns’ performance.

3. Interns receive copies of all policies related to interns’ rights (Management of Interns with Performance Difficulties or Problematic Behavior; Grievance Procedure; Sexual Harassment; APPIC Procedures for Handling Grievances and Violations of APPIC Policies) at the beginning of the training year in the Intern Manual. These policies describe program procedures regarding management of interns with performance or conduct problems. Grievance and appeals procedures are also described in these materials.

4. Interns are provided information regarding University and community resources for legal aid, financial assistance, and clinical counseling at the beginning of the training year in the Intern Manual.
5. Remediation contracts between an intern and the training program define the performance difficulties and/or problematic behavior, and include timelines for remediation, expected outcomes, and consequences if the expected outcomes are not achieved.

6. An appropriate amount of time is allowed for the interns to respond to actions taken by the program.

7. Sponsoring graduate programs are notified when any significant concerns arise regarding their interns during the training year.

8. Written documentation of program actions regarding interns are shared with all relevant parties.

**DESCRIPTIONS OF CLINICAL TRACKS**

**ADULT TRACK:**

The Tulane University School of Medicine training in adult psychology has been an integral part of the training program since its initiation in 1984. The training program offers a broad range of experiences and opportunities. This track provides concentrated training experiences in clinical outpatient and inpatient settings throughout the year to one well-qualified applicant.

The Adult Track intern will spend two days per week for the training year at a psychiatric inpatient hospital. This rotation offers a broad range of experiences, described below. The Behavioral Medicine concentration provides training experiences at the Tulane Comprehensive Cancer Center and with the Tulane Abdominal Transplant Program at Tulane Medical Center. Specific training opportunities are described below.

**Training Goals: Adult Track**

To prepare the intern to become a competent and thorough psychodiagnostician across the full range of adult psychopathology.

To enable the intern to become a valued member of a multidisciplinary treatment team in a hospital/medical center setting, an inpatient psychiatric hospital, and in community-based outpatient clinics.
To train the intern to become a competent psychotherapist. This includes appropriate evaluation/assessment, accurate psychological/psychiatric diagnosis, a plan of intervention including realistic and obtainable goals, and skilled provision of individual and group psychotherapy.

To train the intern to provide effective consultation to other professionals, and to educate them about psychological methods and principles.

To ensure that the intern maintains professional conduct with patients, colleagues, peers, and supervisors and to demonstrate that the intern obtains adequate knowledge of ethical principles and state law.

To engender sensitivity to cultural and individual diversity of patients, colleagues, peers, supervisors, and others with whom they interface, and to provide culturally sensitive and responsive care.

To ensure that the intern becomes proficient and professional in documentation in all settings, as required by accrediting agencies.

To assist the intern in considering different models of supervision and the elements central to becoming an effective supervisor.

Faculty supervisors facilitate and monitor interns’ acquisition of knowledge and skills through the following methods:

- Individual supervision at least once weekly at each training site.
- Direct observations of interns’ evaluation and treatment sessions with patients (at all rotation sites) provide the opportunity for immediate supervision on issues of evaluation, therapy content and process, and triage, as necessary.
- Attendance at psychology didactics and seminars, psychiatry grand rounds, case conferences and seminars, facilitates learning about pertinent theory, evaluation, treatment, clinical practice, and research issues in psychology and psychiatry.

Through direct and frequent supervision, monitoring and written reviews, the interns will be assessed in these areas of development over the year of training.

**PRIMARY SITES FOR CLINICAL TRAINING ON ADULT TRACK**

The intern on the Adult Track will be involved in training activities at these major sites:
- Northlake Behavioral Health System (Psychiatric Inpatient Hospital)
Northlake Behavioral Health System

Tulane’s Department of Psychiatry and Behavioral Sciences has partnered with Northlake Behavioral Health System to provide psychiatric services to adults, and in turn, provide Tulane trainees an opportunity to learn and practice clinical skills in an inpatient facility. Northlake is a private psychiatric hospital located in Mandeville, LA. Northlake provides an array of psychiatric services for adults coming from around the entire state of Louisiana who are experiencing a psychiatric crisis and require compassionate care.

Tulane services one of the four adult acute inpatient units for patients who are acutely ill and require 24-hour supervised care for their safety. The unit is staffed by an interdisciplinary team of dedicated professionals, including a Tulane board-certified psychiatrist, Tulane psychiatry residents, Tulane medical students, a Tulane licensed clinical psychologist, licensed social workers, 24-hour nursing staff, and psychiatric technicians.

The psychology intern will play a vital role in the planning, development and provision of clinical services, including assessment and treatment. The intern will work with a culturally diverse population of patients with psychiatric and/or substance use disorders. The rotation is fast-paced and fosters the development of strong general clinical skills.

The intern will be expected to provide the following services:

- Group therapy
- Individual therapy, when clinically indicated
- Psychological evaluations
- Psychological consultations
- Develop and implement behavioral plans
- Crisis intervention
- Enhance milieu treatment and management
- Participate in treatment teams
- Work as a member of a multidisciplinary team

The intern on this rotation will provide services under the supervision of Amanda Gallagher, Ph.D., Assistant Professor of Psychiatry and Behavioral Sciences.

The intern on the Adult Track will spend two days per week at Northlake throughout the year.

Tulane University Medical Center
Tulane University Medical Center is an active tertiary clinical care and academic medical training facility that presents interns with numerous opportunities to work with a variety of medical populations. Clinical activities include provision of psychological services (evaluation/assessment and psychotherapy) as well as consultation across a wide array of clinical situations. The model of treatment is comprehensive, and includes ongoing work with patients and their families.

**Tulane Comprehensive Cancer Center**

The Tulane Comprehensive Cancer Center is a 20,000-square-foot, state-of-the-art facility, serving patients from throughout the Gulf Coast. The clinic offers radiation oncology services, an infusion suite, a bone marrow clinic, a general oncology clinic serving patients with a wide array of cancer diagnoses, a patient resource library, and a psychosocial services program. The Tulane Cancer Center is home to several expert cancer physicians from a multitude of oncologic specialties, including surgery, radiation oncology, gynecology, urology, pediatrics, dermatology, otolaryngology, and bone marrow transplant. The intern can expect to provide services to a diverse patient population encompassing all of these diagnostic groups.

The intern will be a member of the Psychosocial Oncology Team at the Tulane Cancer Center, which consists of Psychology, Social Work, Dietary, and Arts in Medicine. The intern will provide outpatient psychotherapy on an individual basis and will co-facilitate a bi-monthly support group for patients and caregivers. The intern will conduct pre-transplant psychosocial evaluations for bone marrow patients, and will have opportunities to follow each patient throughout the transplant process. This includes providing inpatient services to bone marrow patients on the transplant unit.

Within the Behavioral Medicine concentration, the intern will provide services at the Tulane Cancer Center under the supervision of Lisa Abbrecht, Psy.D., Assistant Professor of Psychiatry and Behavioral Sciences.

**Tulane Abdominal Transplant Institute**

At the Tulane Abdominal Transplant Program, the psychology intern will work within a highly specialized interdisciplinary team of surgeons, hepatologists, nephrologists, nurses, social workers, and patient coordinators to evaluate and prepare individuals for solid organ transplantation, including liver, kidney, and pancreas. The intern will conduct pre-surgical psychological and, when indicated, cognitive assessments and will take an active role in team decision-making regarding the suitability of patients for transplant.

In addition to an inpatient clinic, the intern will provide services to inpatients on the Tulane Abdominal Transplant Unit, a 22-bed inpatient unit dedicated solely to the pre and post-surgical care of solid organ transplant patients.
As part of the rotation at Tulane University Hospital and Clinic, the intern will:

- Develop expertise regarding specialized psychological needs of patients with severe medical illness and their families.
- Develop expertise in broad areas of health psychology, with specialized training in transplant psychology.
- Work as a member of transdisciplinary patient treatment teams.
- Engage in supervised psychotherapy with patients and caregivers.
- Conduct specialized evaluations of medically ill patients.
- Write timely, professional reports suitable for a fast-paced medical setting.
- If desired and as time permits, develop and initiate independent research activities.
- Perform all these activities in a highly diverse and dynamic environment.

Within the Behavioral Medicine concentration, the intern will provide services under the supervision of Maryellen Romero, Ph.D., Clinical Neuropsychologist and Assistant Professor of Psychiatry and Behavioral Sciences.

The intern on the Adult Track – Behavioral Medicine Focus spends two days per week all year at Tulane Medical Center.

**CHILD TRACK:**

The Tulane University School of Medicine training in child and adolescent psychology has been an integral part of the training program since its initiation in 1984. The training program in this area offers a broad range of opportunities.

Three interns will be accepted in this track; one intern will be selected for the Pediatric Psychology focus of concentration and two interns will be selected for the Infant Mental Health focus of concentration.

Clinical sites for the Pediatric Psychology focus of concentration include Tulane/Lakeside Hospital for Women and Children and Behavioral Health Clinic and Tulane Center for Autism and Related Disabilities. The intern also has a rotation at the Metropolitan HSD Children and Youth Services Clinic.

Clinical sites for the Infant Mental Health focus of concentration include the Tulane Parenting Education Program and the Metropolitan HSD Children and Youth Services Clinic.
Child/adolescent track interns in both areas of concentration have ample opportunity for training with adult patients throughout the year. Parents and other significant caregivers are involved in the treatment of their children in most cases.

**Training Goals: Child Track**

To prepare the intern to demonstrate knowledge regarding child and adolescent development and psychopathology.

To train the intern to conduct comprehensive evaluations of children and adolescents and determine strengths and areas of concern regarding the child/adolescent's current functioning.

To train the intern to develop and implement treatment plans to intervene with problematic functioning in children and adolescents, problematic parenting, and other issues that impede parents’ ability to care for their children/adolescents in an effective manner.

To ensure that the intern becomes proficient and professional in documentation in both the inpatient and outpatient setting as required by accrediting agencies, including documentation of services delivered to the child/adolescent, through comprehensive evaluations, treatment progress notes, and disposition and discharge/transfer summaries.

To prepare the intern to function as a member of an interdisciplinary team, and work with professionals from outside agencies in service delivery to children, adolescents, and their families.

To train the intern to provide effective consultation to other professionals, and educate them about psychological methods and principles.

To ensure that the intern maintains professional conduct, including with patients, colleagues, peers, and supervisors and to demonstrate that they obtain adequate knowledge of ethical principles and state law.

To engender sensitivity to cultural and individual diversity of patients, colleagues, peers, supervisors, and others with whom they interface, and to provide culturally sensitive and responsive care.

To assist the intern in considering different models of supervision and the elements central to becoming an effective supervisor.

Faculty supervisors facilitate and monitor interns’ acquisition of knowledge and skills through the following methods:

- Individual supervision at least once weekly at each training site.
- Attendance at child psychiatry grand rounds, case conferences and seminars, facilitates learning about pertinent theory, evaluation, treatment,
clinical practice, and research issues in infant, child, and adolescent psychology and psychiatry.

- Direct observations of interns' evaluation and treatment sessions with infants, children, adolescents, and their caregivers (at all rotation sites) provide the opportunity for immediate supervision on issues of evaluation, therapy content, and process.

Through direct and frequent supervision, monitoring and written reviews, the interns will be assessed in these areas of development over the year of training.

**PRIMARY SITES FOR CLINICAL TRAINING ON CHILD TRACK**

The interns on the Child Track will be involved in training activities at these major sites:

- Metropolitan Human Services District Children and Youth Services Clinic (for all Child Track interns)
- Tulane Parenting Education Program (for Infant Mental Health Focus)
- Tulane/Lakeside Hospital for Women and Children and clinics (for Pediatric Psychology Focus)
- Tulane Center for Autism and Related Disabilities (for Pediatric Psychology Focus)

**Metropolitan Human Services District Children and Youth Services Clinic**

The Metropolitan Human Services District (HSD) Children and Youth Services Clinic, located at 719 Elysian Fields Avenue in New Orleans, is a community-based, outpatient mental health clinic. The clinic serves children, adolescents, and their families who reside on the East Bank of Orleans Parish in the city of New Orleans. Individuals, ages 0 to 21 years, are seen at the clinic for behavioral, emotional, psychological, and/or psychiatric difficulties. This licensed community mental health center provides an array of services: screening and assessment; emergency crisis care; individual evaluation and treatment; medication administration and management; clinical casework services; specialized services for children and adolescents; and individual, dyadic, family, and group psychotherapy.

Staff at the Clinic includes Tulane University School of Medicine faculty members from the Department of Psychiatry and Behavioral Sciences, Section of Child Psychiatry. The mental health disciplines represented at the clinic include social work, psychology and psychiatry. Trainees from psychology and psychiatry rotate through the clinic. The Clinic offers a continuum of care for various levels of acuity. Comprehensive evaluations are conducted once a patient is referred to one of the services offered by the Clinic. The Clinic is open Monday through Friday. The interns conduct various interventions at the clinic. Depending upon
the needs of the patient, these may include intake evaluations, psychological testing, consultation, and psychotherapy, including evidence-based approaches. The Clinic is comprised of a general clinic, which serves primarily youth with histories of trauma and/or diagnosis of ADHD, and two specialty clinics, one which offers Infant Mental Health services for children under 6 years of age, and one which offers intervention and assessment services to young adults ages 18-21 years in the Transitional Clinic. The interns can see clients with any presenting problem, including Infant Mental Health needs. The emphasis is on the provision of therapy services, although interns may conduct psychological assessments depending on availability and need.

As part of this rotation, the interns will:

- Evaluate and suggest appropriate treatment for the child and family of a patient presenting to the Metropolitan HSD Children and Youth Services Clinic.

- Develop competence in the intake process. This includes defining the presenting problems, making the first contact, ascertaining commitment on the part of parents or caregivers, helping promote a firm commitment from the patients and family, planning the evaluation, and identifying and dealing with mental health emergencies.

- Develop competence in the evaluation process. This includes involving both parents or caregivers, if possible, taking complete individual, relationship, and marital histories, as appropriate, taking and recording the child's developmental history, formulating a working diagnosis and case conceptualization, and handling the evaluation sessions.

- Develop an understanding of the importance of family dynamics in psychopathology.

- Discuss the use of conjoint approaches, family therapy approaches, and the referral of family members to other therapists, if appropriate.

- Develop developmentally appropriate skill in the use of play techniques to facilitate emotional expression and contribute to the therapeutic process.

- Develop skills to evaluate children and families in an outpatient clinical setting, formulate reasonable differential diagnoses and recommendations for treatment and/or follow up information, and convey results of evaluations to mental health or allied professionals also assigned to the cases.

- Develop the ability to competently perform the treatment and other intervention services the child, caregivers, and/or other family members
require for symptom remediation and improvement in functioning.

- Document all work according to State and accreditation standards.

The interns on this rotation receive weekly supervision from Valerie Wajda-Johnston, Ph.D., Assistant Professor of Psychiatry and Behavioral Sciences.

Interns on the Child Track with a focus on Infant Mental Health spend two days a week here all year. Interns on the Child Track with a focus on Pediatrics spend one day a week here all year.

**Tulane University Medical Center**

**Tulane/Lakeside Hospital for Women and Children and clinics (Pediatric Psychology Focus)**

The intern who chooses to focus on Pediatric Psychology will spend three days per week providing services to children with medical and developmental problems. Inpatient pediatric medical services are located within Tulane/Lakeside Hospital for Women and Children and clinics. Children are referred for specialty as well as general pediatric medical problems from throughout Louisiana and the Gulf South. The pediatric psychology intern may provide services to children who are medically hospitalized on the general child/adolescent inpatient unit or the pediatric intensive care unit, or who are receiving outpatient medical or emergency services, as well as behavioral health services.

**Tulane Center for Autism and Related Disabilities (Pediatric Psychology Focus)**

The intern who chooses to focus on Pediatric Psychology will also provide services to the Tulane Center for Autism and Related Disabilities (TCARD). TCARD is an interdisciplinary clinic that provides diagnostic assessments, treatment planning, social skills groups, and Applied Behavior Analysis for individuals with a diagnosis of Autism Spectrum Disorder (ASD). Referrals come from pediatricians, neurologists, psychiatrists, counselors, geneticists, early interventionists, schools, and parents from across Louisiana and the Gulf South. TCARD provides diagnostic services for the lifespan, starting at 12 months through 50+ years. The TCARD patient population is diverse with regard to socioeconomic status, geographic representation, and race/ethnicity.
The intern will be responsible for the following:

- conducting developmental interviews
- administering psychological tests
- providing feedback to families
- writing interdisciplinary reports
- participating in weekly case conferences and monthly journal clubs

The intern may have the opportunity to provide parent training sessions, social skills groups, or other psychoeducational groups for children and families affected by ASD.

Referrals on the Pediatric Psychology rotation for child, adolescent and/or family assessment and treatment services may come directly through TCARD, the Tulane/Lakeside Behavioral Health Clinic, or through the Pediatric Psychiatry Inpatient Consultation-Liaison service. Most of the children and adolescents who are referred on this rotation have some type of serious and/or chronic illness and/or also demonstrate significant developmental, social, emotional, or behavioral problems that warrant assessment and/or psychotherapeutic services. Psychopharmacological consultation is available to the intern’s inpatients and outpatients from child psychiatry residents.

Lisa Settles, Psy.D. is the primary supervisor for the Pediatric Psychology internship rotation. Dr. Settles is a clinical psychologist with expertise in diagnosis and treatment of children with Autism and other developmental delays. In addition, the intern will work under the guidance from the medical director of the inpatient Pediatric Psychiatry Inpatient Consultation-Liaison service. Because of the complex nature of the medical conditions of the children served, the intern must work closely and collaboratively with the pediatric teams and child psychiatry team as part of a larger multidisciplinary team that provides coordinated patient care, staff support, and education (liaison activities). Over the course of the internship, the intern is expected to become more independent in providing clinical and liaison services for medically ill children and for children with developmental delays.

As part of this rotation, the intern will:

- Develop an understanding of the current and long-term effects of chronic or severe illness on child development and family functioning.
- Develop a systematic strategy for assessing children with autism and related disorders.
- Provide competent psychological assessment of medically ill children and their families.
- Develop a range of psychotherapeutic intervention skills appropriate for medically ill children and their families, including behavioral and cognitive behavioral strategies, parenting and family interventions, as well as liaison
approaches that modify the team/setting/structural issues that may impact the child’s response to illness and treatment.

- Develop intervention skills for children with autism and their families.
- Develop experience in providing liaison services (support, guidance, education) to non-mental health medical providers, including physicians, nurses, social workers, child life, and other health care professionals.

**General expectations of the psychology intern include:**

1. Timely and appropriately responding to consults and other clinical activities
2. Actively and clearly communicating with team members and supervisors to clarify and coordinate responsibilities and expectations for patient care activities
3. Seeking appropriate client-related and medical diagnosis-related information and input from other team members to guide assessment and treatment
4. Maintaining current, clear, thorough documentation in the medical record
5. Taking responsibility for his/her own learning, including developing knowledge of relevant medical terminology, diagnoses and interventions, with focus on evidence-based approaches for the medically ill child
6. Participating actively in team educational and liaison activities
7. Maintaining cognizance of legal and ethical issues that are relevant to clinical work in pediatric psychology
8. Following policies and procedures of the rotation and psychology internship
9. Developing knowledge of cultural, ethnic, and linguistic influences on pediatric health and mental health
10. Increasing self-awareness of the intern’s behaviors and attitudes on patient care as well as interactions with other professionals and colleagues
11. Conducting oneself in a professional, collegial manner at all times

The Pediatric Psychology intern receives weekly supervision by Lisa Settles, Psy.D., Assistant Professor of Psychiatry and Behavioral Sciences.

On the Child Track (with Pediatric Psychology Focus) three days per week of the intern’s time all year is spent at the Tulane/Lakeside Hospital for Women and Children and clinics and the Tulane Center for Autism and Related Disabilities.
Tulane Parenting Education Program

The Tulane Parenting Education Program (T-PEP) provides intensive intervention for maltreated infants/young children and their caregivers in Jefferson, Orleans, and other parishes in Southeast Louisiana. The team works collaboratively with a variety of systems to provide assessment and treatment for a high-risk population. All referrals to the team come from the Department of Children and Family Services (DCFS, the state Child Protection Agency) and involve cases of suspected or validated abuse and neglect of children ages birth to 60 months. Children who are referred for T-PEP services may remain in their homes. For these families, intervention is provided to assist in preserving the placement with biological parents. Alternatively, when safety issues are of significant concern, DCFS places children in foster homes while the biological parents address the impediments to their safe, effective parenting. T-PEP is located at 1555 Poydras Street, across from the Mercedes Benz Superdome, about one-half mile from Tulane University Medical Center.

The Tulane Parenting Education Program is staffed by a multidisciplinary group of faculty and trainees from Tulane University School of Medicine, including child psychiatrists, clinical and developmental psychologists, clinical social workers, pediatricians, parent educators, and paraprofessionals, all of whom have knowledge of infant and child development and developmental psychopathology. There is a weekly clinical case conference, which includes the entire T-PEP team and, at times, Department of Children and Family Services case workers and supervisors, Bureau of General Counsel attorneys, and senior administrators. Clinicians present a case to the group, often including videotape excerpts selected for the illustration of individual, dyadic, and family characteristics. This conference is used to develop specific recommendations about what will be required to intervene with a young child and his or her biological and/or foster parents. Clinical decision-making skills are modeled at the weekly case conference. Interns are also exposed to the forensic process and, on rare occasions, may have the opportunity to testify in Juvenile Court. All children are referred for maltreatment and many display a range of behavioral, social-emotional, psychiatric, and relationship-based difficulties. In the last year, the traumatic effects demonstrated by the infants and young children referred for services ranged from clinical diagnosis of Post-traumatic Stress Disorder to a variety of subclinical manifestations, including sleep disturbances, hypervigilance, concentration difficulties, distressing memories, irritable behavior, and social withdrawal. Regarding ethnicity, the population is 3% Hispanic/Latino and 97% non-Hispanic/Latino. Regarding race, the patient base is 49% African-American, 40% Caucasian, 2% Hispanic/Latino, 1% Asian-American, and 8% multiethnic/other. Approximately 2% are Spanish speakers. Fifty-one percent are male. Children range in age from 1 month – 72 months, with a mean age of 33 months. The majority of families are low-income and most parents have low levels of education.
The interns receive weekly individual supervision, in addition to weekly group supervision and consultation with the entire team. Hands-on-training in the procedures used by the team occurs on a daily basis.

As part of this rotation, the interns will:

- Acquire skills in the evaluation techniques used by the team, including intake interviews, caregiver-child interaction procedures, caregiver perception interviews, possibly home visits to biological and foster parents' domiciles, and various ancillary assessments.

- Develop skills in various treatment interventions, which may include individual play therapy with children, individual psychotherapy with caregivers, dyadic caregiver-child psychotherapy, couples psychotherapy, group therapy and family therapy. Evidence-based and evidence-informed treatments are provided when indicated, including Parent-Child Interaction Therapy, Child-Parent Psychotherapy, Cognitive Behavior Therapy for PTSD, Attachment and Biobehavioral Catch-up, and Circle of Security Intervention.

- Learn to work on a multidisciplinary team.

- Gain experience collaborating or consulting with professionals from other agencies including DCFS, substance abuse counseling, developmental and special education services, and adjunctive therapies to strengthen family functioning.

- Document all work according to State and accreditation standards and produce reports for forensic and legal consumers.

The interns on this rotation receive weekly supervision from Julie Larrieu, Ph.D., Professor of Psychiatry and Behavioral Sciences, and/or Angela Breidenstine, Ph.D., Assistant Professor of Psychiatry and Behavioral Sciences.

The Child Track interns with the focus on Infant Mental Health work here two days a week all year.

**THEORETICAL APPROACHES FOR PSYCHOLOGY TRAINING**

The Adult and Child Tracks offer a variety of training experiences with faculty who possess a diversity of theoretical approaches. Faculty members are interested in and respect various approaches. The primary theoretical
approaches to assessment, case formulation and intervention that are available and utilized include:

- Cognitive-behavioral approaches
- Mindfulness- and acceptance-based approaches
- Behavioral approaches
- Psychodynamic approaches
- Family system theories and interventions
- Additional specialized approaches (e.g., clinical hypnosis)

The faculty are trained in empirically-supported treatments, including Cognitive Behavior Therapy, Motivational Interviewing, Parent-Child Interaction Therapy, and Child-Parent Psychotherapy, among others.

**PATIENT POPULATIONS**

Interns receiving primary training on the Adult and Child Tracks will have the opportunity to work with a wide range of patients that offer a diversity of training experiences. The patient population available for training experiences includes:

- Age range from birth to elderly; male and female patients; inpatient and outpatients, and parents and caregivers
- Diversity of ethnic, cultural backgrounds (e.g., African American, Asian, Vietnamese, Latino(a), Caucasian, French Canadian, multi-ethnic, etc.)
- Diversity of religious/spiritual backgrounds (e.g., Catholic, Protestant, Jewish, Muslim, Unitarian, etc.)
- Wide range of disorders listed in DSM for children, adolescents, and adults
- Acute and chronic psychotic disorders
- Maltreated infants, toddlers, children and adolescents (neglect, physical and sexual abuse cases) and their parents (especially within the Infant Mental Health concentration)
- Legally adjudicated patients and forensically-related cases (especially at the Infant Mental Health site)
- Medically ill and neurologically-impaired patients (especially within the Behavioral Medicine and Pediatric Psychology concentrations)

**DIDACTICS**

*Required Didactics for All Tracks:*

1. **Psychology Didactic Seminar** - This course is a weekly special topic series addressing a broad range of theoretical, clinical, and related issues, including diagnosis, special assessment and therapeutic techniques, supervision, evaluation, and consultation in professional practice.
2. **Special Topics Seminar in Psychology** - This seminar is a weekly series that cover important topics in psychology that apply across contexts, including multiculturalism, diversity, ethics, legal issues, and professional identity development and practice.

3. **Evidence-Based Treatments Seminar** – This course covers the theory and practical application of several evidence-based treatments for children and adults. The course meets weekly and both psychology and psychiatry trainees attend. Trainees are encouraged to present their own cases during the course.

4. **Diversity-informed Mental Health Tenets** – This is a highly interactive, interdisciplinary 4-week series completed at the beginning of the academic year to review and discuss diversity-informed tenets of mental health. The tenets were originally created for the field of infant mental health but have been applied to older children and adults. There are 10 tenets such as, “Work to Acknowledge Privilege and Discrimination” and “Support Families in their Preferred Language.”

5. **Internship Processing Group** – A psychology faculty member facilitates this informal group with all psychology interns monthly. Interns have the opportunity to reflect on their experiences of internship with a psychology faculty member who is not directly involved in the supervision of interns or the administration of the training program.

6. **Internship Review Meetings** – The Training Director facilitates this informal meeting with all psychology interns several times per year. Interns have the opportunity to reflect on their experiences of the internship and to voice any concerns. If needed, the Training Director will create a plan of action to address concerns.

**Required Didactics for Adult Track:**

1. **Psychiatry Grand Rounds** - This series is a weekly conference, which includes presentation and discussion of particularly interesting and/or highly illustrative clinical cases and special topics in psychiatry and psychology.

2. **Assessment** - This 8-12-week series includes training in specific adult assessment instruments and discussions of other special topics in assessment, such as neuropsychological assessment.

**Required Didactics for Child Track:**

1. **Child Psychiatry Grand Rounds** - This conference covers clinical topics, case presentations, and research ideas and outcomes pertinent to child and adolescent psychiatry. Topics have included infants raised in institutions, foster care placement dilemmas, pica, post-traumatic
stress disorder, behavior disorders, maternal representations and behavior, and stress, emotion, and immaturity.

2. **Assessment** - This 6-8-week series includes training in specific child assessment instruments and discussions of other special topics in assessment, such as assessment with developmentally disabled children.

3. **School Issues** – This 4-week series covers issues related to providing direct service and consultation in schools.

Other interdisciplinary didactics with Psychiatry trainees vary each year and may be required.

**ADDITIONAL SEMINARS AND CONFERENCES**

The following conferences and workshops are available for interns to participate in, with permission from their supervisors and the Psychology Training Committee.

- The Louisiana Psychological Association Annual Meeting
- Kids Are Worth It – Prevent Child Abuse Louisiana
- Tulane Brain and Behavior Conference (mandatory)
- The Infant Mental Health Conference
- Tulane Forensics Conference (mandatory)

**POSTDOCTORAL PROGRAMS**

For interns desiring to continue their clinical training in the greater New Orleans area, the Tulane University School of Medicine Psychology Division, in association with various components of the Psychiatry and Behavioral Sciences Department, have offered one-year postdoctoral training programs in the areas of adult and child psychology. It is our expectation that these offerings will continue and may well expand. Depending upon funding, postdoctoral experiences may be available for adult- and child-focused work.

**FACULTY**

**Lisa Abbrecht, Psy.D.**
(University of Denver, Graduate School of Professional Psychology, 2011)
Assistant Professor of Psychiatry and Behavioral Sciences

**Specialty:** Clinical Psychology
Aaron Armelie, Ph.D.  
(Kent State University, 2009)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Clinical Adult Psychology

Allison Boothe, Ph.D.  
(University of Alabama, 2005)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Infant/Clinical Child Psychology

Angela Breidenstine, Ph.D.  
(University of Virginia, 2004)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Infant/Clinical Child Psychology

Anna Breuer, Ph.D.  
(Biola University, 2011)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Infant/Clinical Child Psychology

Julia Cretu, Psy.D.  
(PGSP-Stanford University PsyD Consortium Program, 2012)  
Clinical Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Clinical Psychology

Leah Crouch, Psy.D.  
(University of Denver, Graduate School of Professional Psychology, 2006)  
Clinical Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Clinical Psychology

Amanda Gallagher, Ph.D.  
(Florida State University, 2014)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Clinical Adult Psychology

Margaret Hauck, Ph.D.  
(University of Connecticut, 1993)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Clinical and Neuropsychology

Sherryl Heller, Ph.D.  
(University of New Orleans, 1997)  
Clinical Associate Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Infant Mental Health

Angela Keyes, Ph.D.
Julie Larrieu, Ph.D.
(Purdue University, 1983; Kent State University, Clinical Respecialization, 1991)
Professor of Psychiatry and Behavioral Sciences
Specialty: Infant/Clinical Child Psychology

Gina Manguno-Mire, Ph.D., ABPP
(Louisiana State University, 2000)
Associate Professor of Psychiatry and Behavioral Sciences
Specialty: Clinical Adult Psychology, Forensic Psychology

Laura Marques, Ph.D.
(Tulane University, 2015)
Assistant Professor of Psychiatry and Behavioral Sciences
Specialty: Clinical Child and School Psychology

Melissa Middleton, Ph.D.
(University of Central Florida, 2012)
Assistant Professor of Psychiatry and Behavioral Sciences
Specialty: Clinical Child Psychology

Devi Miron Murphy, Ph.D.
(Tulane University, 2005)
Associate Professor of Psychiatry and Behavioral Sciences
Training Director, Psychology Division
Specialty: Infant/Clinical Child and School Psychology

Jenna Rosen, Psy.D.
(Pace University, 2013)
Assistant Professor of Psychiatry and Behavioral Sciences
Specialty: Clinical Child and School Psychology

Maryellen Romero, Ph.D.
(Drexel University, 2005)
Assistant Professor of Psychiatry and Behavioral Sciences
Specialty: Clinical and Neuropsychology

Frederic Sautter, Ph.D.
(University of Cincinnati, 1984)
Clinical Professor of Psychiatry and Behavioral Sciences
Specialty: Clinical Psychology
Lisa D. Settles, Psy.D.  
(University of Indianapolis, 2003)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Infant/Clinical Child Psychology

Anna Smyke, Ph.D.  
(University of New Orleans, 2000)  
Clinical Associate Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Applied Developmental Psychology; Infant/Child Psychology

Monica Stevens, Ph.D.  
(University of Florida, 2011)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Clinical Psychology

Tracy Vozar, Ph.D.  
(University of Iowa, 2008)  
Assistant Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Infant/Clinical Child Psychology

Valerie Wajda-Johnston, Ph.D.  
(St. Louis University, 2001)  
Assistant Professor of Psychiatry and Behavioral Sciences  
Psychologist, Mental Health Clinic  
**Specialty:** Infant/Clinical Child Psychology

Paula Zeanah, Ph.D.  
(University of Connecticut, 1992)  
Clinical Professor of Psychiatry and Behavioral Sciences  
**Specialty:** Infant/Clinical Child, Pediatric Psychology

**INTERNSHIP ADMISSIONS, SUPPORT AND INITIAL PLACEMENT DATA**

**Date Program Tables are updated:** 8/1/2017

**Internship Program Admissions**

We welcome applicants from diverse backgrounds who are enrolled in an APA-Accredited Clinical or Counseling Psychology Ph.D. or Psy.D. program. They
must have completed a minimum of 300 hours of intervention and 200 assessment hours by the time they begin their internship year. The applicant must have completed their third year in the doctoral program, have passed their comprehensive exams, and have had their dissertation proposal approved. They must be deemed ready to apply for internship by their graduate program’s Director of Training and have satisfied all prerequisites and be in good academic standing. The Tulane University School of Medicine Training Director verifies that the applicants’ programs are currently APA-accredited.

To assess goodness of fit with what our training program is able to provide potential interns, we review applicants’ qualifications, aptitudes, prior clinical experiences, and interests as we read their application materials. In our interviews, we assess applicants’ clinical experiences, ability to discuss professional interests and goals, as well as their compatibility with our program. We strongly encourage intern applicants to inquire about our philosophy, goals, model of training, and available training experiences. We appreciate that there are many qualified applicants, and exploring the manner in which we meet the best interests of the applicants and how each applicant fits with our program are essential aspects of the application and interviewing process. We encourage each applicant to visit our facilities and interview in person with our faculty and current interns and postdoctoral fellows, if possible. In any case, the interview process assists in assuring that the prospective intern has the qualifications that are appropriate for our internship, and that we are able to meet each applicant’s individual training needs.

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Contact Intervention Hours</td>
</tr>
<tr>
<td>Total Direct Contact Assessment Hours</td>
</tr>
</tbody>
</table>

Describe any other required minimum criteria used to screen applicants: see above

**APPIC General Policy Regarding Internship Offers and Acceptance**

This internship site 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. Over the years APPIC has developed guidelines for procedures used in student-internship matching. The guidelines evolved over time and will probably continue to evolve as APPIC remains responsive to the varied concerns around this issue. Please be certain that you are aware of and adhere to these standards. Please check the APPIC web site at www.appic.org.
### Financial and Other Benefit Support for Upcoming Training Year*

<table>
<thead>
<tr>
<th>Benefit Description</th>
<th>Amount/$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Stipend/Salary for Full-time Interns</td>
<td>$26,000</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>If access to medical insurance is provided</td>
<td>Yes</td>
</tr>
<tr>
<td>Trainee contribution to cost 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>No</td>
</tr>
<tr>
<td>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</td>
<td>80</td>
</tr>
<tr>
<td>Hours of Annual Paid Sick Leave</td>
<td>96</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/residents in excess of personal time off and sick leave?</td>
<td>Yes, case-by-case basis</td>
</tr>
<tr>
<td>Other Benefits (please describe)</td>
<td>13 paid holidays, 10 professional leave days, others as described below</td>
</tr>
</tbody>
</table>

* Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

### Stipend, Benefits and Resources

The internship officially starts on the first working day in July; however, the intern is expected to be at a University-wide orientation the last Friday in June, unless July 1 is a Friday. The internship officially ends on the last day in June. The internship provides a minimum of 2000 hours of supervised clinical experience, which meets the internship requirements of all State Boards of Examiners of Psychologists. The internship stipend is $26,000 plus an additional percentage in benefits per year (Federal and State taxes, Social Security payments and other benefits are deducted from this amount). A health insurance plan and a dental plan (individual and family) are available.

The internship year includes 10 working days of paid vacation. The department also allows up to 10 working days for absences due to professional meetings or conventions, dissertation defense and postdoctoral fellowship or job interviews. In addition to vacation time, there are 13 paid holidays that allow for numerous long weekends.

Independence Day                  Martin Luther King Day
Labor Day                         Lundi Gras
Each intern has office and/or clinic space at both the administrative offices and each clinical rotation site. The office spaces may be shared at times, but if this space is used to see clients/patients, the space is made private. The program ensures that the interns have the necessary resources required to achieve all training goals and objectives. Each rotation site has a computer available to the intern for work at that location. The Department has sufficient clerical support for faculty and interns to assist in various clerical and administrative needs. The Psychology Division has one Program Coordinator, Ms. Karly Hunter, assigned to deal specifically with administrative and clerical needs of the Division. Additional clerical assistance can be requested from the Department of Psychiatry and Behavioral Sciences at times when the needs of the Psychology Division increase. The various sites at which the interns train also have sufficient clerical and administrative staff to assist with the needs of the faculty and interns.

All psychological test materials needed by the faculty and interns are available at the various rotation sites or are easily accessible from the Downtown Campus. Psychological testing kits, scoring sheets, software, questionnaires and inventories, etc. are accessible. Various training sites (Northlake Behavioral Health Systems, Metropolitan Human Services District Children and Youth Services Clinic, Tulane Parenting Education Program, etc.) also provide test materials for faculty and interns working at those sites. Computers with test scoring and statistical software are also available to assist in psychological data analysis and test scoring.

Faculty and interns have access to a variety of technical and research support systems at the Departmental and Medical Center levels. Computer support is available at the Tidewater Building and Murphy Building Administrative Offices, at Tulane/Lakeside Behavioral Health Clinic, and at the Medical School computer labs. Internet access is provided at each of the rotation sites, and wireless internet access for individual interns with their own personal computer can be arranged. The computer and technical support staff provide the intern with an email address through Tulane and this address becomes part of all necessary list-servs to ensure the intern receives timely communications. Statistical analysis programs are readily available in the Department and in the Psychology Division, with additional access to the Tulane University mainframe computer. The Department is supplied with IBM and Mac compatible computers. Research methodology and statistical consultation for particular projects (e.g., dissertations) can be arranged with various University faculty members.

Tulane has 18 libraries and/or special collections that contain more than 2.2 million volumes, 14,000 periodicals and 1.6 million government documents. The Medical School Library has an excellent series of professional journals and texts, with easy access to interlibrary loans (including the Uptown campus which houses most Psychology journals and texts), and Medline and PsychScan...
literature searches. Many journals and books can be accessed electronically, either when on campus or at an off-campus location. Support for library research is free of charge to the interns. Copy facilities, specialized production services, technical computer support, and other services necessary to support the usual array of clinical and research activities are readily available in the Department.

**Initial Post-Internship Positions**

<table>
<thead>
<tr>
<th>2014-2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # of interns who were in the 3 cohorts</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Community mental health center</strong></td>
<td>PD: 0, EP: 0</td>
</tr>
<tr>
<td><strong>Federally qualified health center</strong></td>
<td>PD: 0, EP: 0</td>
</tr>
<tr>
<td><strong>Independent primary care facility/clinic</strong></td>
<td>PD: 0, EP: 0</td>
</tr>
<tr>
<td><strong>University counseling center</strong></td>
<td>PD: 0, EP: 0</td>
</tr>
<tr>
<td><strong>Veterans Affairs medical center</strong></td>
<td>PD: 3, EP: 0</td>
</tr>
<tr>
<td><strong>Military health center</strong></td>
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</tr>
<tr>
<td><strong>Academic health center</strong></td>
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</tr>
<tr>
<td><strong>Other medical center or hospital</strong></td>
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</tr>
<tr>
<td><strong>Psychiatric hospital</strong></td>
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</tr>
<tr>
<td><strong>Academic university/department</strong></td>
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</tr>
<tr>
<td><strong>Community college or other teaching setting</strong></td>
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<tr>
<td><strong>Independent research institution</strong></td>
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</tr>
<tr>
<td><strong>Correctional facility</strong></td>
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<tr>
<td><strong>School district/system</strong></td>
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<tr>
<td><strong>Independent practice setting</strong></td>
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<tr>
<td><strong>Not currently employed</strong></td>
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<tr>
<td><strong>Changed to another field</strong></td>
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<tr>
<td><strong>Other</strong></td>
<td>PD: 1, EP: 0</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>PD: 0, EP: 0</td>
</tr>
</tbody>
</table>

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table is counted only one time. For former trainees working in more than one setting, their primary position is represented.

**APPLICATION PROCEDURES**

The application deadline is November 1. We require the following material and information from each applicant:

When applying, specify which track (either Adult or Child) and if applying to the Child Track, which area of concentration within that track you wish to apply for
(Pediatric Psychology or Infant Mental Health or both). If possible, specify which area of concentration you prefer. These preferences will be used for arranging interviews only and for no other purpose.

Applicants must be enrolled in APA-accredited Programs in Clinical Psychology (preferred) or Counseling Psychology. Applicants who are in Ph.D. or Psy.D. programs that meet these criteria are invited to apply.

Completed APPIC Application for Psychology Internship: This application must be completed in its entirety and will be received through the AAPI Online Service, which may be accessed at www.appic.org, click on "Access AAPI Online."

Applications must include the following items:

- A cover letter, specifying the track and area(s) of concentration to which you are applying
- A Curriculum Vitae
- The actual application
- All graduate transcripts
- Three letters of recommendation will be required as part of the materials sent to the AAPI Online Service (Note: The individuals who are writing letters for you will send their letters directly to the AAPI Online Service; you will supply the contact information to them).
- Supplemental Materials Required: A sample of a de-identified psychological assessment report should be included.

Questions should be directed to:

Ms. Karly Hunter  
Program Coordinator  
Tulane University School of Medicine  
Department of Psychiatry and Behavioral Sciences  
1430 Tulane Avenue, #8055  
New Orleans, LA 70112

Contact Information:  
Phone: (504) 988-5407  
Email: khunter1@tulane.edu
INTERVIEW PROCEDURE

We strongly encourage a personal visit to Tulane for an interview, although telephone or videoconference interviews are acceptable. APPIC recommends that all interviews be concluded by January 21.

Applicants will be informed by email on or before December 8 whether or not they will be invited to interview.

Applicants should personally initiate a request for a specific interview date. To do so, please contact the Program Coordinator after receipt of invitation to interview.

Interviews are conducted in mid-December and January. The interviews will begin at approximately 8 a.m. and typically are completed by 5:00 p.m. Mondays and Fridays are typically when interviews are held, but other days potentially are available on request. Each applicant typically will interview with a minimum of 3 faculty members and a postdoctoral fellow. Lunch with the current interns is provided. Contact Ms. Hunter for information about travel and hotel accommodations at 504-988-5407 or through email at khunter1@tulane.edu.
LIVING IN NEW ORLEANS

New Orleans is a unique city with a harmonious blend of the old and the new. It is considered one of America’s most interesting cities. Cradled within a crescent on the lower Mississippi River, New Orleans began as a French colony in 1731. It was then ruled alternately by the French and the Spanish until the Louisiana Purchase by the United States in 1803. The streets of the Vieux Carre, or the French Quarter, are the sites of the original settlements. They remain today essentially as they were laid out almost 250 years ago. Much of the original charm of the city is still reflected in its architecture, language, cuisine and unique traditions. From the Vieux Carre, the city spreads to other areas, each with its own distinctive culture, architecture and attractions. For instance, the Garden District is a magnificent assemblage of antebellum and Victorian mansions. Relatively newer but historic residential areas are found in the uptown University section (Tulane University and Loyola University) and along the shores of Lake Pontchartrain. As with most large cities, typical modern suburbs surround New Orleans, offering further living opportunities. Many of our interns have lived either in the Uptown section or the Garden District, although those with children often find the suburb of Metairie to be highly compatible with their needs. Following Katrina, there has been widespread construction and renovation of homes and apartments. Therefore housing is available and rental units can be found throughout the city. Most of the sections of the city well known to tourists are revitalized and “open” for business and leisure-time activities.

Tulane’s medical school, teaching hospital and many of its associated clinics are located in the Central Business District, within walking distance of the French Quarter, the Mississippi River and famous Canal Street and St. Charles Avenue. Not only is the area the regional center for health care programs, but it also continues to be the hub for the city’s commercial, cultural, and recreational activities.

New Orleans is renowned for Mardi Gras, the world famous Jazz and Heritage Festival, a vast number of other cultural, historical and regional festivals, and for its superb cuisine served in restaurants ranging from elegant Antoine’s and Commander’s Palace to colorful oyster bars and neighborhood restaurants. The city also offers cultural activities, including the Louisiana Philharmonic Orchestra, the Mahalia Jackson Theatre for the Performing Arts, the Contemporary Arts Center, the Ogden Museum of Southern Art, and the New Orleans Museum of Art.

A cosmopolitan city, New Orleans is well suited to a variety of lifestyles. Many guidebooks to New Orleans are available in your local bookstore and libraries, as well as online; we recommend that you look at them to get a bit of “the flavor of New Orleans.”
For further information about living in New Orleans and about Tulane University Medical Center, we suggest that you try the following web sites:

http://www.tuhc.com/
http://tulane.edu/som/index.cfm
http://www.experienceneworleans.com/
http://www.nola.com/
http://www.jazzandheritage.org/
http://www.neworleanscvb.com/
http://www.neworleansonline.com/
http://www.neworleans.com/