



INTERNSHIP IN
CLINICAL PSYCHOLOGY
APA-Accredited Since 1984



Tulane University School of Medicine
Department of Psychiatry and Behavioral Sciences
New Orleans, Louisiana
(Revised 09/2024)

**INTERNSHIP
IN CLINICAL PSYCHOLOGY
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Questions related to the program's accredited status should be directed to the Commission on Accreditation.

Tulane University is an Equal Opportunity/Affirmative Action/ADA/Veterans Employer. All eligible candidates are invited to apply for position vacancies as appropriate.

INTERNSHIP IN CLINICAL PSYCHOLOGY

Tulane University School of Medicine

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**Division of Psychology
Department of Psychiatry and Behavioral Sciences
Tulane University School of Medicine**

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

SOCIAL JUSTICE AND EQUITY, DIVERSITY, AND INCLUSION STATEMENT

Our Psychology Internship Training Program is housed in the Tulane School of Medicine and we stand in agreement with the equity, diversity and inclusion statement made by our **institution**.

The Tulane Psychology Training Program acknowledges the pain, outrage, anguish, and fear so many are feeling, and unequivocally condemns racist acts as well as the structural racism that allows these, and other violence against people of color, to persist. We also reject sexism, gender and gender identity bias, and all other forms of intolerance.

We stand in solidarity with the African American community and all communities of color and other marginalized communities in striving for equity, justice, and anti-racism. We also know easing human suffering cannot coexist with racism. We are a community that values each other, values caring for the vulnerable, and values equity and inclusion and the unique perspectives and experiences we all bring to our community.

Our Commitment to Diversity, Equity and Inclusion:

The Tulane Psychology Training Program will foster the development of knowledge, skills, and professional practices in faculty, staff, trainees and students that:

1. Adhere to the ethical principles of psychologists and code of conduct;
2. Acknowledge the disparities that exist in the ability of Black, Indigenous and People of Color (BIPOC) to access high quality mental health care; the history of exploitative research using communities of color; and the traumatic impacts of systemic and structural racism, sexism, homophobia, and associated oppression;
3. Are committed to sustainable change, particularly for communities with a history of inequitable health care, inequitable political representation and inaccurate overrepresentation in some mental health diagnoses;
4. Enhance critical thinking and the generation, evaluation, and application of research findings with an intentional focus on equitable representation of populations within research endeavors;

5. Encourage the use of prevention strategies and evidence-based treatment modalities that are attuned to the unique needs and inherent strengths of diverse individuals, families, and community systems;
6. Emphasize effective culturally-responsive approaches to individual and community challenges including trauma, disasters, and health disparities;
7. Foster collaborative interdisciplinary approaches in direct care and the interface of systems;
8. Promote clinical, academic and/or administrative leadership development among staff, trainees, and faculty members from underrepresented and marginalized groups.

The Tulane Psychology Training Program strives to foster a learning environment in which trainees, staff and faculty can learn and grow in conversation and collaboration with each other. We aim to integrate discussions about social justice, equity, diversity, and inclusion (JEDI) in every aspect of our program, including clinical care, supervision, didactics, and research. In addition, a number of initiatives have been implemented that trainees, staff and faculty participate in to address JEDI issues within the Department of Psychiatry and Behavioral Sciences at Tulane. An updated list of these activities can be found on our **website**.

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 Forensics.

In the Child Track, the concentration 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 major areas of study 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

Major Area of Study 1. Forensic Psychology (Program Code: 131711)

II. Child Track

Major Area of Study 1. 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 evidence-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 70 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 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 the intersectionality of different identities that individuals hold 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 clinical training 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 Parenting Education Program is located on Poydras Street, near the New Orleans Superdome, a few blocks from the Tulane Medical Center. The Metropolitan Human Services District Children and Youth Services Clinic is located on Elysian Fields Avenue, about two miles from the Medical Center. The New Orleans Forensic Aftercare Clinic is located about one mile from the Medical Center. Eastern Louisiana Mental Health System is in Jackson, LA, about two hours from New Orleans.

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
- Be open to considering and discussing issues of equity, diversity, and inclusion in supervision and in didactics
- Express concerns and/or needs to supervisors, mentors and/or the Training Director
- 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
- Engage meaningfully in professional development regarding issues of equity, diversity, and inclusion
- 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
- 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 Training Director 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 Training Director 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 clinical training sites, each intern completes a written evaluation form assessing the strengths, weaknesses, and recommendations for improvement and/or change in the training experience. 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 clinical training 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. For 2024-2025, this track provides concentrated training experiences in forensic outpatient and inpatient settings throughout the year to one well-qualified applicant.

The Adult Track intern's major area of study is Forensic Psychology. The intern spends four days per week for the training year at an inpatient forensic and psychiatric hospital (Eastern Louisiana Mental Health System). Specific training opportunities are described below. The aim of the Forensic Psychology major area of study is to offer a planned, programmatic sequence of supervised forensic training experiences in accordance with the education and training guidelines promulgated by the America Board of Forensic Psychology (ABFP).

Training Goals: Adult Track

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

To train the intern to complete thorough and comprehensive forensic assessments.

To enable the intern to become a valued member of a multidisciplinary treatment team in an inpatient psychiatric hospital setting and in a community-based outpatient clinic.

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.

Supervisors facilitate and monitor interns' acquisition of knowledge and skills through the following methods:

- Individual supervision at least once weekly at the training site.
- Direct observations of interns' evaluation and treatment sessions with patients (at all clinical training 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 intern 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:

- Eastern Louisiana Mental Health System (Psychiatric and Forensic Inpatient Hospital)

Eastern Louisiana Mental Health System

Tulane's Department of Psychiatry and Behavioral Sciences has partnered with Eastern Louisiana Mental Health System (ELMHS) to provide psychiatric and forensic services to adults, and in turn, provide Tulane trainees an opportunity to learn and practice clinical and forensic skills in an inpatient facility. Located in Jackson, Louisiana, ELMHS is the only inpatient psychiatric facility in Louisiana which specializes in the custody, care, evaluation, and treatment of forensic patients. ELMHS is operated by the Louisiana Department of Health and the Louisiana Office of Behavioral Health.

ELMHS is an integrated system of mental health care designed to provide a wide array of services within a multi-faceted system. Maintained within ELMHS are 573 licensed inpatient psychiatric and forensic beds, affiliated community residential settings with over 261 licensed and residential beds, and an array of forensic outpatient services. ELMHS is accredited by the Joint Commission on the Accreditation of Healthcare Organization and certified by the Centers for Medicare/Medicaid Services. The hospital is comprised of two divisions: the East Division and the Forensic Division. The East Division, which houses a number of forensic patients, has 334 beds and the Forensic Division is comprised of 239 beds.

Inpatient services are staffed by multidisciplinary treatment teams comprised of board-certified forensic psychiatrists, social services, and nursing services. Each patient participates in a treatment program based on their individual needs and interests which may include psychiatric medication, cognitive behavioral therapy, substance abuse treatment, competency restoration, individual and/or group therapy, sex offender treatment, work therapy, and assistance with permanent supported housing upon discharge.

The psychology intern will train in two inpatient facilities within ELMHS. The East Division of ELMHS consists of two units providing care to civilly committed patients requiring long term psychiatric care, three Adult Community Group homes, and two units that house forensically-involved patients, including pretrial and adjudicated (NGRI) patients. The Forensic Division of ELMHS is a 239-bed inpatient adult forensic psychiatric hospital. The Forensic Division provides evaluation and treatment, including

competency restoration of pretrial forensic patients and insanity acquittees. ELMHS-Forensic consists of three specialized units: 1) The Admissions and Special Security Area 2) the Intermediate Treatment Unit, and 3) the Crossroads Rehabilitation Unit.

The intern will be expected to provide the following services under the supervision of a licensed psychologist:

- Forensic evaluations and assessments, including initial psychological screenings, competency to stand trial, malingering, violence risk, intellectual, personality, and psychopathology
- Produce integrated forensic reports suitable for use in court
- Development and oversight of Behavior Support Plans (BSPs)
- Group therapy
- Individual therapy, when clinically indicated
- Psychological consultations
- Work as a member of a multidisciplinary team

The intern on the Adult Track will spend three days per week at ELMHS throughout the year.

- Gain experience working with a diverse adult forensic outpatient population.
- Understand and learn to apply relevant theory and research regarding violence risk assessment.
- Perform violence risk assessments and develop empirically-based risk management plans.
- Become familiar with and operate as a member of a multidisciplinary treatment team in a forensic setting.
- Develop group therapy modules and conduct group therapy based on best practices with forensic patients from diverse backgrounds.
- Conduct short-term and long-term individual therapy with forensic outpatients.
- Perform intellectual and psychological assessments, including personality assessment and the administration of forensic assessment instruments.
- Participate in research in forensic psychology and have the opportunity to develop independent research opportunities, as desired and feasible.
- Understand and appreciate the role of professional ethics, particularly the Specialty Guidelines in Forensic Psychology as they relate to the intern's professional duties.

The Forensic Psychology intern will provide services at ELMHS under the primary supervision of Amanda Gallagher, Ph.D., Assistant Professor of

Psychiatry and Behavioral Sciences and adjunct psychologists. Chelsey Mahler, Psy.D. (intervention) and Shannon Sanders, Ph.D. (assessment).

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.

Two interns will be selected for the Infant Mental Health major area of study.

Clinical sites for the Infant Mental Health major area of study include the Tulane Parenting Education Program and the Metropolitan Human Services District Children and Youth Services Clinic.

Child track interns 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 clinical training 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 Infant Mental Health interns)
- Tulane Parenting Education Program (for Infant Mental Health interns)

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. The Clinic serves clients who are Medicaid eligible.

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 clinical training experience, the interns will:

- Evaluate and recommend appropriate treatment for the child and family of a patient presenting to the Metropolitan Human Services District 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 all significant parents or caregivers, if possible, taking complete individual, relationship, and relationship histories, as appropriate, taking and recording the child's developmental history, formulating a working diagnosis and case conceptualization.
- 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, families and young adults 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 or young adults require for symptom remediation and improvement in functioning.
- Develop skills to effectively and cooperatively function in a multidisciplinary team, including participating in team staff meetings and providing case consultation when requested by other team members.
- Document all work according to State and accreditation standards.

The interns at this clinical training site receive weekly supervision from Valerie Wajda-Johnston, Ph.D., Assistant Professor of Psychiatry and Behavioral Sciences.

Interns on the Child Track within the Infant Mental Health major area of study spend two days a week here all year.

Tulane Parenting Education Program

Tulane Comprehensive Assessment and Treatment Team

The Tulane Comprehensive Assessment and Treatment Team (T-CATT) provides intensive intervention for maltreated children, birth to age 17 years, 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 this 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. 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 non-family foster homes or with relative caregivers while the biological parents address the impediments to their safe, effective parenting. T-CATT is located at 1340 Poydras Street, near the

New Orleans Superdome, about one-half mile from Tulane University Medical Center.

The Tulane Comprehensive Assessment and Treatment Team 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-CATT team and, at times, DCFS caseworkers and supervisors, Bureau of General Counsel attorneys, and DCFS senior administrators. Clinicians present a case to the group, sometimes including video 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 in a culturally responsive manner with a 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 very rare occasions, may have the opportunity to testify in Juvenile Court. All children are referred due to prior maltreatment and many display a range of behavioral, social-emotional, psychiatric, and relationship-based difficulties. In the last year, for example, the traumatic effects demonstrated by the infants and young children referred for services ranged from clinical diagnoses of Post-Traumatic Stress Disorder and Disinhibited Social Engagement Disorder to a variety of subclinical manifestations, including sleep disturbances, hypervigilance, concentration difficulties, distressing memories, irritable behavior, disturbed social relatedness, toileting difficulties, sexualized behavior, aggressive outbursts, and social withdrawal. Regarding ethnicity, the population served is 6% Hispanic/Latinx and 94% non-Hispanic/Latino. Regarding race, the patient base is 52% Caucasian, 42% African American, and 6% Hispanic/Latinx. Approximately 6% speak Spanish primarily. Fifty-five percent are female. The majority of families are low-income and most parents have low levels of education.

The T-CATT faculty specializes in assessment and intervention with children under age 6 years and interns receive specialized Infant Mental Health training at this site. Interns may treat 1-2 selected cases of children older than age 6 years. Interns receive weekly individual supervision, in addition to weekly group consultation with the entire team. Hands-on-training in the procedures used by the team occurs on a regular basis.

As part of this clinical training experience, the interns will:

- Acquire skills in the evaluation techniques used by the team, including intake interviews, caregiver-child interaction procedures, caregiver perception interviews, possible home visits to biological parents', relatives'

and foster parents' domiciles, possible visits to schools/childcare centers, and various ancillary assessments.

- Develop skills in various therapeutic 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 therapies may be provided when indicated, including Parent-Child Interaction Therapy, Child-Parent Psychotherapy, Cognitive Behavioral Therapy for PTSD, and Circle of Security Intervention.
- Learn to work on a multidisciplinary team.
- Gain experience collaborating or consulting with professionals from other agencies including DCFS, Court-Appointed Special Advocates (CASA), 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 Child Track interns with the Infant Mental Health concentration work here two days a week all year.

Primary Supervisors: Dr. Julie Larrieu and Dr. Devi Miron Murphy

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

The faculty are trained in evidence-based treatments, including Acceptance and Commitment Therapy, Cognitive- Behavioral Therapy, Motivational Interviewing, Parent-Child Interaction Therapy, and Child-Parent Psychotherapy, among others.

PATIENT POPULATIONS

Interns 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, Latinx, 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

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. **Internship Processing Group** – A psychology faculty member who is not directly involved in the supervision of interns or the administration of the training program facilitates this informal group with all psychology interns monthly. Interns have the opportunity to reflect on their experiences of internship during this group.
4. **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. When 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. **Forensics Didactic Core Curriculum and Expert/Legal Seminars** – This is a weekly interdisciplinary series facilitated by the Forensics Division of the Department covering forensics background and historical topics, malingering, criminal law, civil law, child forensic psychiatry, legal regulation of psychiatry, neuropsychiatry, special issues in curriculum, and components specific to correctional psychiatry, as well as report-writing, development of the forensic opinion, and expert witness testimony.

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 diversity, equity and inclusion in child mental health, 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. **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.”
3. **Assessment** - This 8-12-week series includes training in specific adult and child assessment instruments and discussions of other special topics in assessment, such as neuropsychological assessment.
4. **Evidence-Based Treatments Seminar** – This course covers the theory and practical application of several evidence-based treatments (including Child-Parent Psychotherapy, Parent-Child Interaction Therapy, and Acceptance and Commitment Therapy) for both children and adults. The course meets weekly and both psychology and psychiatry trainees attend. Trainees are encouraged to discuss their own cases during the course.
5. **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)
- 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

Elizabeth Allain, Ph.D.

(The University of Houston, 2018)
Assistant Professor of Psychiatry
Specialty: School Psychology

Aaron Armelie, Ph.D.

(Kent State University, 2009)
Assistant Professor of Psychiatry
Specialty: Clinical Adult 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

Anna Kelley, Psy.D.

(University of Denver, 2016)

Assistant Professor of Psychiatry

Specialty: Clinical Psychology

Angela Keyes, Ph.D.

(University of New Orleans, 2004)

Associate Professor of Psychiatry and Behavioral Sciences

Specialty: Applied Developmental, Infant/Child Psychology

Julie Larrieu, Ph.D.

(Purdue University, 1983; Kent State University, Clinical Respecialization, 1991)

Professor of Psychiatry and Behavioral Sciences

Director, Psychology Division

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

Amy Mikolajewski, Ph.D.

(Florida State University, 2015)

Assistant Professor of Psychiatry

Specialty: Clinical 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

Kristen Pearson, Ph.D.

(Duquesne University, 2017)

Assistant Professor of Psychiatry
Specialty: School Psychology

Kasia Plessy, Ph.D.
(Louisiana State University, 2019)
Assistant Professor of Psychiatry
Specialty: Child Clinical Psychology

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

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

Taylor Terrebonne, Ph.D.
(Texas A&M University, 2019)
Assistant Professor of Psychiatry and Behavioral Sciences
Specialty: Counseling Psychology

Allison Boothe Trigg, Ph.D.
(University of Alabama, 2005)
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)
Professor of Clinical Psychiatry
Specialty: Infant/Clinical Child, Pediatric Psychology

INTERNSHIP ADMISSIONS, SUPPORT AND INITIAL PLACEMENT DATA

Date Program Tables are updated: 7/1/2022

Program Disclosures

As articulated in Standard I.B.2, programs may have “admission and employment policies that directly relate to affiliation or purpose” that may be faith-based or secular in nature. However, such policies and practices must be disclosed to the public. Therefore, programs are asked to respond to the following question.

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, provide website link (or content from brochure) where this specific information is presented:	N/A

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:

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 200 hours of intervention and 100 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. For the 2023-2024 internship year, interviews will be conducted remotely only. 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.

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:

Total Direct Contact Intervention Hours	Y	200
Total Direct Contact Assessment Hours	Y	100

Describe any other required minimum criteria used to screen applicants: Enrolled in an APA-Accredited Clinical or Counseling Psychology Ph.D. or Psy.D. program; Must have completed third year in the doctoral program, have passed comprehensive exams, and have had dissertation proposal approved; Must be deemed ready to apply for internship by graduate program's Director of Training and have satisfied all prerequisites and be in good academic standing.

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*

Annual Stipend/Salary for Full-time Interns	\$30,000
Annual Stipend/Salary for Half-time Interns	n/a
<hr/>	
Program provides access to medical insurance for intern?	Yes
If access to medical insurance is provided	
trainee contribution to cost required?	Yes

Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	40
Hours of Annual Paid Sick Leave	96
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?	Yes, case-by-case basis
Other Benefits (please describe)	14 paid holidays, 10 professional leave days, others as described below

* 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 July 1; 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 June 30. 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 \$30,000 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 14 paid holidays that allow for numerous long weekends.

Independence Day	Martin Luther King Day
Labor Day	Lundi Gras
Thanksgiving (2 days)	Mardi Gras
Christmas (2 days)	Memorial Day
New Year's (2 days)	Juneteenth
	Floating Holiday

Each intern has office and/or clinic space at both the administrative offices and each clinical training 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 clinical training 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 clinical training sites or are easily accessible from the Downtown Campus. Psychological testing kits, scoring sheets, software, questionnaires and inventories, etc. are accessible. Various training sites (Eastern Louisiana Mental Health System, 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, and at the Medical School computer labs. Internet access is provided at each of the clinical training 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-serves 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 PC 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

	2019-2022	
Total # of interns who were in the 3 cohorts	11	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching	0	1
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	5	0
Veterans Affairs Health Care System	0	0
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	5	0
Other	0	0

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).

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 AAPI 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

For 2025-2026, all interviews will be conducted remotely by telephone or videoconference.

Applicants will be informed by email on or before December 2, 2024 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 early December and January. The interviews will begin at approximately 8 a.m. and typically are completed by 5:00 p.m. Fridays are typically when interviews are held, but other days potentially are available on request. Each applicant typically will interview with a minimum of 2 faculty members and a postdoctoral fellow. Candidates will also have an opportunity to meet with the current interns. Contact Ms. Hunter for information 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, Garden District, Mid-City, or Downtown.

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 School of Medicine, we suggest that you try the following websites:

<https://medicine.tulane.edu>

<https://www.nola.com>

<https://www.jazzandheritage.org>

<http://www.neworleansonline.com/>

<https://www.wwoz.org>