Pre-doctoral Internship Training

In

Clinical Psychology

LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER
SCHOOL OF MEDICINE

Department of Psychiatry, Section of Psychology

New Orleans, Louisiana

Accredited by the American Psychological Association
Commission on Accreditation
750 First Street, NE,
Washington, DC 2002-4242
(202) 336-5979

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http://www.medschool.lsuhsc.edu/psychology/
THANK YOU FOR CONSIDERING THE LSU HEALTH SCIENCES CENTER PRE-DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

On behalf of all the faculty and myself, we hope that you have an exciting and rewarding year. The pre-doctoral psychology internship affords you the opportunity to consolidate and refine your existing clinical skills, develop new ones, and get exposure to a wide range of individuals and their problems. This brochure will highlight many aspects of the training experience here at LSUHSC. We take particular pride in teaching and training interns in clinical psychology.

Should you have any questions or need additional information, please do not hesitate to contact me or our Administrative Assistant, Ms. Susan Gould at (504) 903-9213. Additionally, should the applicant have complaints about the LSUHSC internship or internship process, he/she could call the Education Directorate of the American Psychological Association at 202-336-5979.

Best wishes,

William S. Walker, Ph.D.
Director of Psychology Internship Training
In Clinical Psychology
LSUHSC SCHOOL OF MEDICINE IN NEW ORLEANS

Louisiana State University Health Sciences Center School of Medicine New Orleans (LSUHSC-NO) is located in a large medical complex covering ten square blocks of downtown New Orleans. It has six, individual professional schools: Medicine, Dentistry, Nursing, Allied Health Professions, Public Health, and Graduate Studies. The school was opened October 1, 1931, in a nine-story building adjacent to the 2200-bed Medical Center of Louisiana at New Orleans (MCLNO; formerly known as Charity Hospital of New Orleans). Historically, MCLNO has been, and continues to be, one of the major teaching hospitals in the south. LSUHSC-NO has statewide teaching, research, and health care functions, and is affiliated with more than 100 hospitals and various health care institutions regionally, nationally, and internationally. In July 1997, LSUHSC took over the responsibility of administrating the MCLNO Charity Hospital System.

After being heavily damaged by Hurricane Katrina on August 29, 2005, Charity Hospital closed. Hospital services were provided at the Interim Louisiana Hospital until August 2015 when the new state of the art University Medical Center was completed.

Within the past three decades, LSUHSC has expanded its facilities substantially. In 1984, the School of Allied Health Professions was established. The 12-million-dollar Louisiana Lions’ Eye Center was completed in 1986, which serves as a clinical and research center for the Department of Ophthalmology, and houses outpatient clinics for the School of Medicine. An eight-story Resource Center opened in July of 1988, which includes a modern computer center and a health sciences library.

In 2001, an 8-million-dollar Clinical Sciences Research Building (CSRB) was completed, which provides lab and research facilities for the medical staff including state-of-the art simulation labs and conference rooms. In 2003, the School of Public Health was added.

In addition to its outstanding clinical facilities, LSUHSC has emerged as a major center for research, receiving over 37 million dollars in research support funds in 2001. In its long history of education, research, and service to the public, Louisiana State University Health Sciences Center is one of the major academic facilities in the South.

THE DEPARTMENT OF PSYCHIATRY

Howard J. Osofsky, M.D., Ph.D. is a psychiatrist who has served as Chair of the Department of Psychiatry at LSUHSC over the past three decades. The Department is committed to the finest quality medical student education, post-medical school training for residents and fellows in all aspects of psychiatry: general psychiatry; infant, child and adolescent psychiatry; emergency and administrative psychiatry; psychosomatic medicine, and consultation liaison psychiatry. We also provide excellent graduate and post-graduate training in social work and psychology.

The department provides major leadership in research spanning our field and makes important advances in the understanding of psychopharmacology and neuroscience, developmental disorders, psychodynamic psychiatry, and treatment of children and families exposed to community and family violence. It plays key roles related to decreasing transmission and providing treatment of HIV infection, and prevention of school failure and incarceration among high-risk youth, to name but a few areas. Our nationally recognized Harris Infant Mental Health Program trains professionals in several states to understand and treat the most vulnerable of our
children and their families during the first three years of life and provides specialized training for working with our youngest children in foster care.

After hurricanes Katrina and Gustav, the Department played key roles in the State’s Crisis Response Program in providing mental health services throughout metropolitan New Orleans including services for first responders and their families, in meeting the mental health needs of returning and displaced children and their families, and in rebuilding communities’ mental health infrastructure.

We take much pride in the department’s contributions to our community, the region and the state. Departmental programs at all stages in the life cycle make important contributions to enriching our community and serve as models for other areas of the country. We welcome you to our department and hope that you may find it an exciting place for the next step in your career.

THE PSYCHOLOGY SECTION

The Psychology Section is comprised of a core faculty consisting of ten doctoral level psychologists licensed to practice psychology in the state of Louisiana. They are a diverse group with varying clinical orientations, including behavioral, cognitive, developmental, family systems, psychodynamic, psychoanalytic, multicultural, and narrative theories. The psychology faculty strives to integrate contemporary views of biological, psychological, and social bases of human behavior with their respective areas of expertise. Psychologists at LSUHSC-NO engage in some blend of administration, teaching, research, practice, and supervision. Psychologists typically teach and supervise some combination of psychology interns, medical students, psychiatry residents, child psychiatry fellows, and/or social work fellows.

The Psychology Section is further enriched by 20+ psychologists from the greater New Orleans metropolitan area who are members of the Adjunct Clinical Faculty in the LSUHSC-NO Department of Psychiatry. The LSUHSC-NO Psychology Section enjoys a congenial and collaborative interaction with academic psychologists from other local institutions and with private practice psychologists.

CORE FACULTY OF THE CLINICAL PSYCHOLOGY INTERNSHIP

Kristin L. Callahan, Ph.D. (2010, Applied Developmental Psychology, University of New Orleans; 2010 Post-Doctoral Clinical Psychology Fellow, Louisiana State University Health Sciences Center Department of Psychiatry): Dr. Callahan is currently an Assistant Professor of Clinical Psychiatry with the Louisiana State University Health Sciences Center. Dr. Callahan is Assessment Coordinator for the Behavioral Sciences Center’s Assessment Clinic. She supervises infant/child track trainees conducting assessments and routinely presents on the assessment of pervasive developmental disorders and handling challenging childhood behavior problems. Dr. Callahan currently provides evaluative, therapeutic, and consultation services to young children of military families and educators at the Child Development Center at the Naval Air Station Joint Reserve Base in Belle Chasse, Louisiana. She is also the Project Coordinator for Supportive Services for the Mental and Behavioral Health Capacity Project within the Gulf Region Health Outreach Program. Her interests include providing comprehensive assessments, treatment, and
education for families with very young children (0-5) with and without developmental disabilities who have experienced complex trauma in both school and clinic settings.


Amy B. Dickson, Psy.D. (1998, Clinical Psychology, Nova Southeastern University; 1998-1999, Postdoctoral Fellow in Infant Mental Health and Trauma work, Louisiana State University Health Sciences Center): Dr. Dickson is an Assistant Professor of Clinical Psychology at LSUHSC and is the Psychology Section Deputy Chief and the Child Coordinator of the Psychology Internship Training Program. She co-directs the Harris Infant Mental Health training with Dr. Joy Osofsky, is a Child-Parent Psychotherapy trainer, and is the Director of the Orleans Parish Infant Team which treats children ages 0-5 years in the foster care system. She is part of a Safe Baby Court and trains around the country on infant mental health and court team work. Dr. Dickson is the psychology supervisor at the Metropolitan Child and Adolescent Behavioral Health Center, she consults to local child protection agencies, and sees clients at the Behavioral Sciences Center and at a federally qualified health clinic (NOELA). Dr. Dickson specializes in trauma.

Philip T. Griffin, Ph.D. Dr. Griffin received his PhD in Clinical Psychology from the University of South Carolina in 1975 with internship from Indiana University Medical School, Department of Psychiatry. Dr. Griffin is a licensed psychologist (1978) and clinical neuropsychologist (1995). Currently, Dr.Griffin is Professor of Clinical Psychiatry and Chief of the Division of Psychology. Prior to joining the LSUHSC Department of Psychiatry in June of 2007 Dr. Griffin was full time faculty at Tulane University Medical Center where he was instrumental in developing that institution’s first Pre-doctoral Internship in Clinical Psychology, APA accredited in 1983. Dr. Griffin was awarded the Diplomate in Clinical Psychology from the American Board of Professional Psychology (ABPP) in 1987 and became a Fellow of the Academy of Clinical Psychology in 1994. He was President of the Louisiana Psychological Association in 1993 and received the Distinguished Career Award from the Louisiana Psychological Association in 1995. Dr. Griffin’s clinical activity has revolved around serving the underprivileged and underserved primarily on adult inpatient psychiatry units. For over twenty years as Tulane faculty Dr. Griffin was a staff psychologist and director of psychological services at Charity Hospital of New Orleans, the primary teaching hospital for both Tulane and LSU prior to Hurricane Katrina. Currently Dr. Griffin is an inpatient staff psychologist and director of psychology at LSU Behavioral Health...
Center-DePaul Campus, and he serves as psychologist/neuropsychologist at the LSUHSC HIV Outpatient Program (HOP).

Jennifer B. Hughes, Ph.D., is a Licensed Clinical Psychologist and Assistant Professor of Clinical Psychiatry with the Department of Psychiatry at the Louisiana State University Health Sciences Center. Clinically, Dr. Hughes specializes in the assessment and treatment of young children who have experienced traumatic events and serves as an early childhood consultant within primary care clinics and schools in the greater New Orleans area. Her work focuses on the impact of trauma on child development and family functioning. Dr. Hughes also directs the Psychology Consult/Liaison program in the University Medical Center Trauma Unit, providing direct patient care, supervision for psychology interns and coordinating associated research projects.

Michelle B. Moore, Psy.D. (2009, Clinical Psychology, Pace University; 2009 Post-Doctoral Clinical Psychology Fellow, Louisiana State University Health Sciences Center Department of Psychiatry): Dr. Moore is currently a Clinical Assistant Professor of Psychiatry at LSUHSC and serves as Associate Director of the Psychology Internship Program. She specializes in complex trauma, infant mental health and school based populations. Dr. Moore received her master’s degree in School Psychology and her doctoral degree in Clinical Psychology from Pace University in New York, NY. Her interests include the psychological effects of complex trauma on children, adults and families in both outpatient and school settings.

Joy D. Osofsky, Ph.D. (1969, Clinical Psychology, Syracuse University; 1976-1978, Postdoctoral Fellow in Clinical Psychology, The Menninger Foundation; 1976-1985, Psychoanalytic Training, The Topeka Institute for Psychoanalysis): Dr. Osofsky is a psychologist and psychoanalyst and Professor of Pediatrics and Psychiatry at Louisiana State University Health Sciences Center in New Orleans. She is Head of the Division of Pediatric Mental Health. She is also an Adjunct Professor of Psychology at the University of New Orleans. Dr. Osofsky has been Co-Director of the Louisiana Rural Trauma Services Center, a center in the National Child Traumatic Stress Network, a member of the Early Trauma Treatment Network of NCTSN, and Director of the LSUHSC Harris Center for Infant Mental Health in New Orleans. She is editor of Children in a Violent Society (Guilford, 1997; paper, 1998), two editions of the Handbook of Infant Development (Wiley, 1979; 1987), and co-editor of the four volume WAIMH Handbook of Infant Mental Health. Dr. Osofsky’s 2004 (paperback 2007) edited book, Young Children and Trauma: Intervention and Treatment, includes contributions related to mental health, child welfare, the judiciary, and law enforcement. In 1995, she published an article, The Effects of Violence Exposure in Young Children (American Psychologist, 1995) that was chosen by the American Psychological Association as one of the top articles published in this journal in the past 50 years. Dr. Osofsky is also a previous editor of the Infant Mental Health Journal. Dr. Osofsky is Past-President of Zero to Three: National Center for Infants, Toddlers, and Families and Past-President of the World Association for Infant Mental Health. She served on the Pew Commission for Children in Foster Care. For several years, she consulted with Judge Cindy Lederman, Administrative Judge of the Juvenile Court in Miami/Dade County related to the development and evaluation of programs to benefit high-risk young children and families in court. In May 2006, Dr. Osofsky was honored by the
Juvenile Court Judges of the 11th Judicial Circuit, Miami-Dade, Florida with the Child’s Heart Award in recognition of contributions to enhancing the health and well-being of children.

Lindsey Poe, Psy.D. (2014, George Washington University, Doctor of Psychology in Clinical Psychology; 2014, Post-Doctoral Fellow, Louisiana State University Health Sciences Center): Dr. Poe is an Assistant Professor of Clinical Psychiatry at LSUHSC. She serves as Didactics Coordinator in the Psychology Internship Program and additionally is part of the Group Assessment Supervision team. Dr. Poe specializes in psychodynamic psychotherapy, telemedicine, and psychological assessment. Currently, Dr. Poe provides behavioral health services in the Mental Health Capacity Project (MBHCP) in primary care clinics surrounding Greater New Orleans. She additionally sees clients at the Behavioral Sciences Center and the LSU Gastroenterology Clinic. Her interests include complex trauma, chronic mental illness, advances in telemedicine, and the effects of physical health on mental wellness.

Phillip T. Stepka, Psy.D. (2009, Clinical Psychology, Argosy University Georgia School of Professional Psychology, 2009 Post-Doctoral Clinical Psychology Fellow, Louisiana State University Health Sciences Center Department of Psychiatry): Dr. Stepka is currently an Assistant Professor of Clinical Psychiatry with the Louisiana State University Health Sciences Center. His interest and specialties include trauma throughout the lifespan, child maltreatment, infant mental health, fetal alcohol effects/syndrome, pervasive developmental disorders, sexual abuse and sexual behavior problems, family therapy, and risk and resiliency factors in military families. Dr. Stepka currently provides evaluative, therapeutic, and consultation services to military children, their families, and educators at the Belle Chasse Naval Air Station/Joint Reserve Base. He also collaborates with Navy Fleet and Family Support Services in implementing resilience-building interventions for children with deployed caregivers and providing multi-disciplinary treatment to military families impacted by abuse, neglect, and domestic violence. In addition, Dr. Stepka also provides diagnostic and therapeutic services to children and adolescents impacted by mental illness and traumatic events. With regards to the psychology internship, Dr. Stepka is a former Infant-Child Track intern with LSUHSC, co-leads the intern clinical case conference, and teaches several intern didactics on pervasive developmental disorders, integrated treatment approaches for personality disorders, and treatment of complex trauma throughout the lifespan.

William S. Walker, Ph.D. (2002, Long Island University, New York; 2007, Infant Mental Health Fellowship, Louisiana State University Health Sciences Center Department of Psychiatry): Dr. Walker is an Assistant Professor of Clinical Psychiatry in the Department of Psychiatry and serves as the Director of the Psychology Internship Program. His interests include psychodynamic psychotherapy, psychoanalysis, chronic mental illness, and training and supervision of psychology interns and psychiatry residents. Dr. Walker teaches psychology interns and psychiatric residents on topics such as supportive psychotherapy, group psychotherapy, and psychodynamic psychotherapy. Primary Clinical Settings: Staff psychologist at UMC’s adult inpatient units, outpatient psychotherapy at the Behavioral Sciences Center, and school-based programs in Plaquemines Parish schools.
CLINICAL FACULTY ACTIVE IN PSYCHOLOGY INTERNSHIP TRAINING


Adrianne Brennan, Ph.D., Lecturer (2007, Louisiana State University, 2007 Post-Doctoral Fellow in Infant Mental Health, Louisiana State University Health Sciences Center Department of Psychiatry)

Patricia L. Blackwell, Ph.D., Lecturer on Infant Mental Health (1994, Developmental Psychology, University of New Orleans, New Orleans, LA)

Jose Calderon-Abbo, M.D., Lecturer, LSUHSC Clinical Assistant Professor of Psychiatry


Vincent J. Carbone, Ph.D., Child Psychotherapy Supervisor (1982, Counseling Psychology, University of Utah - Salt Lake City, Utah)

Charles C. Coleman, M.D., D.F.A.P.A., LSUHSC Child and Adolescent Psychiatrist; Supervisor; Lecturer (1986, General, Child & Adolescent Psychiatrist, Medical University of South Carolina, Charleston, SC; 1989, General Psychiatry Residency and Fellowship in Child and Adolescent Psychiatry, Medical College of Georgia, Augusta, GA; 1991, General Psychiatry Residency and Fellowship in Child and Adolescent Psychiatry, Vanderbilt University, Nashville, TN)

Erich Conrad, M.D., LSUHSC Associate Professor of Psychiatry; Program Director LSU-Ochsner Psychiatry Residency Training Program and Psychosomatic Medicine Fellowship, Lecturer (1999, LSU School of Medicine; 2003 LSU-Ochsner Psychiatry Residency Training Program)

Patrick Drennan, M.D., LSUHSC Child and Adolescent Psychiatrist; Lecturer (1998, Medicine, Louisiana State University School of Medicine; 2004, Adult Psychiatry and Child and Adolescent Psychiatry Fellowship, Louisiana State University School of Medicine at New Orleans; 2004 Harris Infant Mental Health Fellowship, LSUHSC, New Orleans)

Diane Franz, Ph.D., Child and Adolescent Outpatient Supervisor, New Orleans Children’s Hospital (1996, Clinical Psychology, University of Mississippi, Oxford, MS; 1996, Clinical/Pediatric Psychology Postdoctoral Fellowship, Georgetown University Medical Center, Washington, DC); Special interests include: Diabetic compliance, adjustment to chronic disease, childhood cancer, early child development

Dale Firestone, MSW, LCSW, Child, Adolescent, and Adult Outpatient Supervisor (1980, Master of Science in Social Work, Tulane University, New Orleans, LA; 2008, Graduate in Adult
Psychoanalysis, New Orleans-Birmingham Psychoanalytic Center, New Orleans Psychoanalytic Institute

Paul Frick, Ph.D., Lecturer, Child Psychotherapy Supervisor (1990, Clinical Psychology, University of Georgia, Athens, GA)

Amy Henke, Psy.D., Lecturer (2007, Clinical Psychology, Nova Southeastern University; 2010): Dr. Henke is a licensed psychologist on the Child and Adolescent Inpatient Unit operated by Children’s Hospital. She specializes in assessment and treatment of complex psychiatric diagnoses including Autism Spectrum Disorders and treatment in medically compromised children. As a graduate of the LSUHSC Harris Infant Mental Health Fellowship, Dr. Henke also provides Parent-Child Psychotherapy to infants, children, adolescents and families impacted by trauma.

Mindy Kronenberg, Ph.D. Lecturer (2003, Clinical Psychology, University of Memphis; 2004, Postdoctoral Fellow in Clinical Psychology, Louisiana State University) Special interests include: treatment of children and families exposed to trauma, parent-child psychotherapy, infant mental health, child abuse, neglect, and trauma exposure, pregnancy and prenatal distress.

Marva Lewis, Ph.D., Lecturer (1993, Sociocultural Psychology, University of Colorado)

Michele Many, LCSW, Infant Supervisor and Lecturer (1996, Tulane University Graduate School of Social Work)

John E. Mendoza, Ph.D., A.B.P.P., Lecturer (1973, Clinical Psychology, University of Georgia - Athens, Georgia)

Denise Newman, Ph.D., Child, Adolescent, and Adult Outpatient Supervisor (1994, Clinical and Developmental Psychology University of Minnesota - Minneapolis, Minnesota)

Lynn H. Parker-Malik, Ph.D., Lecturer, Child Psychotherapy Supervisor (1978, Clinical Psychology, Auburn University - Auburn, Alabama)

Anthony Speier, Ph.D., Lecturer (1986, Developmental Psychology, Louisiana State University - Baton Rouge, Louisiana)

Leigh Anne Terrebonne, Ph.D., Adult Psychotherapy Supervisor (1999, Counseling Psychology, Auburn University, Auburn, Alabama)

Mayling Walker, Ph.D., Lecturer (2004, St. Johns University, Jamaica, New York; 2007, Infant Mental Health Fellowship, Louisiana State University Health Sciences Center Department of Psychiatry)

John Wells, M.D., Lecturer, Assistant Professor of Psychiatry

Andrew Williams, M.D., Lecturer, Assistant Professor of Psychiatry
Community Members Involved in Teaching

Aaron Armelie, Ph.D., Lecturer; Department of Psychiatry and Behavioral Sciences, Tulane University Health Sciences Center (2009, Clinical Psychology, Kent State University)

Michael Bradley, Ph.D., Private Practice and the University of New Orleans (2002, Clinical and Community Psychology, University of South Carolina)

William R. Hill, Psy.D., Lecturer, Southeast Louisiana Veterans Health Care System

Jennifer Kopke, M.S., M.A., Director, Jefferson Parish Human Services Authority

Randall L. Lemoine, Ph.D., Lecturer (1981, Developmental Psychology, Louisiana State University - Baton Rouge, Louisiana)

Courtney Lewis, Ph.D., Lecturer

Karen van Beyer, LCSW, Ph.D., Lecturer


PHILOSOPHY AND GOALS OF THE PSYCHOLOGY INTERNSHIP PROGRAM

The overall aim of the psychology internship is to provide an opportunity for the psychology intern to learn and grow professionally and personally. Clinical psychology is an ever-changing and expanding field. In response to the changes brought about by managed care, we have been increasing our training emphasis on focused assessment, consultation, and importantly, the empirically-supported forms of clinical intervention. We hope to train students who will contribute to the field of psychology and to society at large in meaningful ways. The psychology internship program is designed to be flexible enough to take into account the needs and professional goals of each trainee. At the same time, the psychology internship is committed to the goal of helping the psychology intern to develop entry level competencies in the traditional core skills of clinical psychology such as psychodiagnostic testing, clinical interviewing, treatment planning, consultation, and psychotherapy.

VALUES AND PRINCIPLES OF THE TRAINING PROGRAM

We believe that the provision of high quality pre-doctoral psychology internship training in clinical psychology is an important contribution to the field of psychology, mental health, and to
the society at large. We feel that there is a continuing need for psychology internship training within medical schools affiliated with academic health science centers. These settings provide wonderful opportunities for professional development because psychology interns have access to contemporary theories, research, techniques and equipment. Also, faculty and staff in these settings address mental health problems and treatments from multiple perspectives, and model the multidisciplinary collaboration so necessary in the treatment of complex disorders.

We view training in psychology as a developmental process. We plan to develop competencies in the traditional core skills of clinical psychology: psychodiagnostic testing, clinical interviewing, treatment planning, consultation, psychotherapy, cultural diversity, ethics, professionalism, research and supervision. Our goal is to take the trainee with beginning psychology intern competencies, through mid-level psychology intern skills, all the way through advanced psychology intern competencies. The training is graded in complexity. We initially expose psychology interns to prototypic cases and then gradually introduce them to more complex differential diagnostic tasks and interventions with more difficult patients. Supervision is initially highly structured (involving direct observation, videotaping, and specific instructions) and gradually becomes less structured as the psychology intern becomes more skilled and capable of functioning with relative independence. Didactic seminars are also graded in complexity, and progress from basic overviews to advanced conceptualization and integration. Meaningful integration of clinical experiences, supervision, didactics, and role modeling is expected for successful completion of the psychology internship. Upon graduation from our graded sequence of training experiences, the psychology intern should be prepared to enter a postdoctoral fellowship in clinical psychology or supervised practice leading to licensure. Some interns may participate in electives sufficient to meet criteria for “specialty” postdoctoral fellowships.

The education and training models that have come out of the major conferences were aimed primarily at doctoral training programs rather than pre-doctoral psychology internships. We make use of components from each of three recognized models: 1) the scientist-practitioner (Boulder) model which supports traditional university based Ph.D. programs in applied psychology; 2) the scholar-professional (Vail) model which supports the professional school movement and Doctor of Psychology (Psy.D.) degree both within universities and free standing institutions; and 3) the local clinical scientist model (later defined) which is less specific to the type of graduate facility. We accept applicants based on our assessment of their beginning competencies, supervisability, growth potential, professionalism, integrity, and goodness-of-fit and not the training model of the applicant’s graduate school. Our training model is best conceived as a blend of what we feel to be the most relevant aspects of these three models.

We deeply value the scientific basis of psychology. It distinguishes psychologists from other mental health disciplines. The majority of our core faculty are involved in research. We believe that the scientific values involved in multivariate approaches to prediction, psychometric foundations of test construction, probabilistic reasoning, hierarchical analysis, and healthy skepticism must guide clinical practice. We build upon these domains that were taught in graduate school by teaching psychology interns how to apply them in day-to-day clinical work.
We agree with Shakow’s (1976) enunciation of the four types of observation which clinical psychologists must develop during their training and supervision: (1) objective observation (observation from the outside); (2) participant observation (which includes an understanding of the reciprocal effects of the observer and the observed); 3 subjective observation (empathic observation and intuition) and; (4) self-observation (self examination).

The priority of our psychology internship is to further develop, monitor, and assess clinical competencies and professionalism. Our psychology internship does not develop, assess, and certify to the public a psychology intern’s competency as a scientist (i.e. ability to develop new knowledge in psychology) or provide each student “...with opportunities to engage in additional formal research that supplements the scientist-practitioner experiences” (Belar & Perry, 1992). Participation in research protocols is not emphasized during the psychology internship year. However, we do support dissertation work with academic leave time for oral defense, library and computer access, and the opportunity to present research to other psychology interns and staff for constructive feedback.

Since our psychology internship is primarily practice-oriented, it naturally shares many of the values contained within the scholar-professional (Vail) model. The emphases of our program on integration of practice and theory, clinical skill development, learning how to become a critical consumer of scientific literature, and learning how to supervise others are all consistent with the Vail model. Our entire psychology faculty delivers direct services to patients and thus serves as professional psychologist role models to psychology interns.

We share some important values with the local clinical scientist model (Stricker & Trierweiler, 1995). This model recognizes that clinical research findings may not generalize well to every clinical environment, and acknowledges the “decay” that takes place in the generalization process (Cronbach, 1975, 1992). The local clinical scientist model holds that it is necessary to develop local norms and knowledge in order to increase the utility and effectiveness of assessment and intervention strategies. The local clinical scientist model at the same time warns against dogma and rigidity, and encourages clinicians to develop critical judgment capacities, which remain aware of personal biases. Related to this concern are the important issues of diversity, and the dialectical tension between the nomothetic and idiographic approaches. Because of the cultural diversity in New Orleans, we must be sensitive to cultural factors, which may necessitate modification of diagnostic and assessment approaches. We value the “differential therapeutics” conceptualization articulated by Clarkin and Perry (1984) which highlights the importance of tailoring interventions which best suit different age, cultural, socio-economic, and diagnostic groups. We also value a life-span developmental approach to the understanding of both normal and abnormal behavior, and make a concerted effort to expose psychology interns to clinical work with children, adolescents, adults, and older adults.

In summary, we emphasize the acquisition of psychodiagnostic, psychotherapy, and consultation competencies, with diverse patient populations covering the entire life span, through the modeling
of these competencies by supervisors and intensive supervised experience. We prepare our psychology interns for postdoctoral training or the job market by fostering their movement towards independence in the delivery of high quality clinical services by taking into account the most recent research and clinical findings as well as changes in the mental health care delivery system.

THE PROGRAM OVERVIEW

The clinical psychology internship is a one-year pre-doctoral program, conducted by the Section of Psychology in the Department of Psychiatry at Louisiana State University Health Sciences Center School of Medicine. Interns apply for and are accepted into one of three tracks they complete during the training year: Adult, Child/Adult, or Infant/Child.

Adult Track
Each Adult Track psychology intern will rotate through the adult inpatient psychiatric units (20 hours per week) located at University Medical Center for the entire training year. Inpatient rotations involve varying amounts of psychological assessment, group therapy, individual therapy, and consultation. Interns work within a multidisciplinary treatment team providing services in an acute inpatient hospital setting.

Adult interns will carry four to six adult outpatient psychotherapy cases at the Behavioral Sciences Center (8 hours/week). These cases may be follow-up treatments of patients previously seen in the inpatient setting, or may come from direct outpatient referrals, and may be year-long intensive treatments or serial brief therapy cases. When psychology interns want more than the required number of outpatient psychotherapy cases, the number and client mix will be based on the supervisor’s approval, as well as the psychology intern’s experience, interests, training needs, and available time.

In addition to inpatient psychological assessments of adults on the inpatient service, Adult Track psychology interns are required to maintain active assessment cases through the Behavioral Sciences Center-Assessment Clinic and complete outpatient batteries of psychological tests with adults (1-2 cases per month) during the entire psychology internship year. Assessments may include psychological, neuropsychological, and psychoeducational batteries.

Child/Adult Track
Child/Adult Interns, as part of their required placements, will work in an outpatient clinic setting located at the Algiers Child and Adolescent Behavioral Health Center (20 hours per week) for the entire training year. Each Child/Adult intern will carry a caseload of infant/child/adolescent outpatient psychotherapy cases and maintain ongoing assessment cases at the Algiers Clinic. A multidisciplinary didactic/case conference program at the clinic provides educational opportunities. Child/Adult interns participate in the Harris Infant Mental Health Program alongside the Infant/Child track interns. Additionally, Child/Adult interns may elect to supplement
their caseload with adult outpatient psychotherapy cases at the Behavioral Sciences Center Outpatient Clinic (depending on availability of clinic space and supervision).

The Child/Adult interns will also rotate through the adult inpatient units two mornings (8 hours per week) at University Medical Center for the entire training year. Inpatient rotations involve varying amounts of psychological assessment, group therapy, individual therapy, and consultation. Interns work within a multidisciplinary treatment team providing services in an acute psychiatric inpatient hospital setting.

Child/Adult psychology interns, like the other tracks, are required to maintain active assessment cases and complete outpatient batteries of psychological tests with children and adolescents (1-2 cases per month) during the entire psychology internship year. Outpatient assessments may include psychological, neuropsychological, and psychoeducation batteries.

**Infant/Child Track**

In the Infant/Child track, child cases are seen on an outpatient basis through the Behavioral Sciences Center. The infant component is conducted through the LSUHSC Harris Infant Mental Health Program. The Harris Program is devoted to the study and treatment of infants and young children. The Program trains psychologists, psychiatrists, and social workers in evaluation, treatment, and intervention with infants and their families. The focus is on relationship-based assessments and treatment for infants and toddlers in the first five years of life. Trainees also learn traditional play therapy techniques, different modalities of child-parent psychotherapy, and relevant aspects of family and parenting methods needed to work with very young children and their caregivers. Infant/Child interns participate in a two hour weekly seminar where they are taught theoretical aspects of infant development, about the parent-caregiver relationship, and evaluation and therapeutic techniques when working with this population. The seminar also incorporates the presentation of clinical evaluations and treatment, much of which is videotaped for discussion by the group. There are four other components to the infant/child psychology internship:

1) The psychology intern will conduct outpatient therapy with referred infants and toddlers and their caregivers;
2) The psychology intern will conduct infant observations with a normally developing, low risk infant twice a month and keep a journal of their observations;
3) The psychology intern will meet with a multidisciplinary team doing evaluations for the Orleans Parish Court system;
4) The psychology intern will have two hours of individual supervision each week in addition to one hour of group supervision weekly with Dr. Joy Osofsky.

By the end of the training year, interns will be able to be rostered nationally as a Child-Parent Psychotherapy provider.

The Harris Infant Program Faculty includes:
Joy D. Osofsky, Ph.D., Director
Amy Alvarez, LCSW
Kristin Callahan, Ph.D.
Richard Costa, Psy.D.
Martin Drell, M.D.
Amy Henke, Ph.D.
Courtney Lewis, Ph.D.
Michele Many, LCSW
Kathy Robison, Ph.D.

Amy Dickson, Psy.D., Co-Director
Adrianne Brennan, Ph.D.
Carrie Cassimere, MSW
Sharon Crane, LOTR, BCP
Erin Dugan, Ph.D.
Stacie LeBlanc, J.D., M.Ed.
Marva Lewis, Ph.D.
Michelle Moore, Psy.D.
Phillip Stepka, Psy.D

As with the other intern tracks, the Infant/Child interns will maintain active assessment cases and complete outpatient batteries of psychological tests with children and adolescents (1-2 cases per month) during the entire psychology internship year. Assessments may include psychological, neuropsychological, and psychoeducation batteries.

TRAINING SITES

University Medical Center – Adult Inpatient Psychiatry

The inpatient psychiatry service is housed in the newly built, state of the art University Medical Center which opened in August 2016. Currently, the inpatient behavioral health service consists of three adult units with the capacity for 45 patients. LSUHSC Department of Psychiatry provides psychiatric services on two of the three adult inpatient psychiatric units. Patients age 18 and older are admitted through University Medical Center’s Emergency Services. The current inpatient units consist of patients with a variety of mental health issues including mood disorders, psychotic disorders, anxiety disorders, substance use, and personality disorders. Programming for the inpatient units includes group therapies provided by various disciplines including psychology, psychiatry, social work, recreational therapy, and nursing.

Adult and Child/Adult Track interns complete a twelve-month (20-hour per week for Adult Track interns and 8 hours/week for Child/Adult interns) rotation on the psychiatric inpatient units where they are supervised by Drs. Phillip Griffin and William Walker who are both licensed clinical psychologists and fulltime clinical faculty members at LSUHSC-NO. The psychology interns, residents in psychiatry, medical students, and nursing students rotate through these units as part of their respective training programs. Adult and Child/Adult Track clinical psychology interns are integral members of the multidisciplinary treatment teams taking the role of consultant, diagnostician, and therapist as they provide group psychotherapy, individual psychotherapy, and psychological testing services for the units.

Algiers Child and Adolescent Behavioral Health Center

Located on the west bank of New Orleans, the Algiers Child and Adolescent Behavioral Health Center serves children, adolescents, and families from Orleans, St. Bernard, and Plaquemines
Parishes. At this clinic, interns have the opportunity to work closely with children and their families at the clinic and in schools. The center serves infants and children through late adolescence, from 0 to 21 years. Individuals present to the clinic with a variety of presenting problems, including but not limited to, attention problems, behavioral issues, relational problems, trauma, and internalizing disorders. Supervision of the work at the clinic can include theoretical orientations such as child-parent psychotherapy, intensive psychodynamic psychotherapy, brief psychotherapy, and cognitive and behavioral therapy.

In addition to therapy cases, interns conduct psychological and psychoeducational evaluations which are generally referred from psychiatry residents working within the clinic. At this clinic, interns will become an integral member of a multidisciplinary team which includes psychiatrists, psychiatry residents, psychologists, psychology interns, social workers, and nurses. In addition to direct patient services, interns have the opportunity to participate in school consultations. Cases are provided to interns based on need and training goals. Under the direction of Dr. Michelle Moore, interns receive direct supervision and attend weekly multidisciplinary didactic seminars that focus on various topics and case presentation/conceptualization.

Behavioral Sciences Center (BSC) Outpatient Psychotherapy Clinic

The Behavioral Sciences Center is located on the 3rd and 4th floors of the Touro-Gumble Building, 3450 Chestnut Street, New Orleans, in close proximity to the other major training sites. Since 2008, the Behavioral Sciences Center has become the primary outpatient clinic for the entire department and its various trainees of all disciplines. This clinic is operated by the Department of Psychiatry to provide training experience in outpatient mental health services for psychology interns, psychiatry residents, and social work interns. Referrals to the clinic come from both the public and private sectors, including private practitioners in the community, pediatric clinics at local hospitals, community mental health centers, and local schools and universities.

Psychology interns see patients from infancy through adulthood at the BSC where they perform intake evaluations, various types of assessment, individual psychotherapy, and couples and family therapy. Supervision is provided by the full-time faculty psychologists and by several part-time clinical faculty who are actively engaged in clinical practice in the community.

There are opportunities to provide a full range of psychotherapeutic interventions including psychodynamic psychotherapy, interpersonal therapy, play therapy, parent training, cognitive therapy, behavior therapy, and child-parent psychotherapy. Psychology Interns assigned to the BSC will carry cases for the entire year. The types of cases will be determined by the intern’s supervisor and the Director of Internship Training based on the needs of the intern and the cases available.

Behavioral Sciences Center-Assessment Clinic (BSC-AC)

The BSC Assessment Clinic was established in 2010 to help meet the urgent need for psychological evaluation services to the greater New Orleans area which was heavily impacted
by Hurricane Katrina resulting in a decrease of available diagnostic centers and clinicians in the region. The BSC-AC provides interns with more specialized training and experience assessing patients of all ages referred for a variety of psychiatric, neurological, and behavioral issues. Psychological/cognitive issues including learning problems, ADHD, depression, anger, anxiety, and memory/cognitive disorders are routinely assessed with a customized battery which may include the WPPSI/WISC/WAIS, Woodcock-Johnson Tests of Achievement, Trail Making Test, Achenbach Scales, PAI/MMPI, and IVA+ to name a few.

A customized approach is used by the clinician, with the assistance of their clinical supervisor, based on the referral question. Services are available for individuals ages 3 to 89. Psychology interns receive supervision from a licensed clinical psychologist on the core faculty. In addition, all interns attend a weekly Assessment Group Supervision to formally present and discuss cases. Interns are required to carry an active assessment case at all times throughout the training year with adjustments made to their caseload depending on complexity of cases assigned (average 1-2 per month). The majority of services completed through the BSC-AC are conducted in two sessions with additional sessions scheduled as needed. Results with appropriate recommendations are provided in 60-minute feedback session appointments within a month of completion of all aspects of testing including collection of collateral reports from caregivers, teachers, etc.

School-Based Consultation/Intervention

Since 2009, Louisiana State University Health Sciences Center Department of Psychiatry (LSUHSC) and Belle Chase Academy, have worked collaboratively to meet the psychosocial and educational needs of students and families. The LSUHSC team provides training for school personnel, consultation with teachers and staff, and evidence-based trauma focused resiliency building interventions for children exposed to trauma who are at increased risk for academic and behavioral difficulties. Children are seen for individual or group treatment depending upon the presenting problem. Some of the interventions that have been utilized in schools include: Trauma-focused Cognitive Behavioral Therapy, Cognitive Behavioral Intervention for Trauma in Schools, and Strength after Trauma.

SUPERVISION

The emphasis of the program is on the provision of quality clinical training under the supervision of LSUHSC-NO faculty. A major strength of our training program, based on feedback from graduates who are currently in practice, is the quantity and quality of supervision provided for each psychology intern. Each psychology intern receives an average of 4-6 hours of supervision per week. We encourage psychology interns to experience supervision with supervisors of different theoretical orientations. It is expected that psychology interns will require the most directive supervision during the first third of a given rotation, somewhat less during the middle, and that they will function more independently towards the end of a rotation. Thus, while supervision is provided throughout the year, the amount of structure is dependent on the psychology intern’s capabilities and needs. If it is found that psychology interns require remedial
training in a particular clinical area they will have more supervised experience in that area until they can more competently perform that role. Videotaping and direct observation of interns providing services is used in all settings to facilitate supervision throughout the year. Equipment for taping is available for interns’ use.

COMMUTING

Please note that psychology interns must commute by personal automobile from LSUHSC-NO to the Behavioral Sciences Center (BSC), the Algiers Child and Adolescent Behavioral Health Center, as well as to outpatient psychotherapy supervision sessions with members of the clinical faculty (located at various locations in the community), and for some selected elective experiences. It generally takes between fifteen and thirty minutes to travel and park one-way.

REQUIRED DIDACTIC SEMINARS AND GROUP SUPERVISION

Psychotherapy Group Supervision with Dr. Phill Stepka
Mondays from 1:00pm – 2:00 pm (1542 Tulane Ave., 2nd Floor)

Fundamentals of psychotherapy are reviewed in an effort to develop a common language among all the psychology interns, who presumably have been taught how to conceptualize clinical cases from differing theoretical orientations and emphases. This unique, year-long supervision involves presentations of therapy cases seen at the various training settings. Psychology interns formally present cases which are then discussed from varying clinical orientations/schools of thought (i.e., Cognitive-behavioral, Psychodynamic/Psychoanalytic, Family Systems, Multicultural, Narrative perspectives).

More advanced levels of diagnostic and treatment issues with various populations are also presented (e.g., the borderline conditions, the spectrum of narcissistic disorders, and the spectrum of depressive disorders). Particular attention is paid to the technical and process issues involved in therapeutic alliance building, alliance maintenance, development of a focus, collaborative efforts to translate understanding into behavioral change, and the sensitive handling of termination. Videotapes/audiotapes of actual therapy sessions are viewed/discussed. Occasionally, participants present special topics including current literature, empirically-supported treatment approaches, resources for patients, and other topics related to clinical practice.

Topics in Clinical Psychology/Ethics and Various Issues
Mondays from 2:00 – 3:15 pm (1542 Tulane Ave., 2nd Floor)

This weekly didactic/discussion session consists of various special topics in clinical psychology, ethical decision-making, and professional development as a psychologist. Multidisciplinary core faculty and outside lecturers from the community (e.g. psychologists, psychiatrists, neurologists, lawyers, law enforcement personnel, and social workers) discuss a variety of issues including juvenile violence, licensing issues, job negotiation, cultural diversity, financial issues following graduation, child/adult neuropsychology, and challenging treatment issues. If available, additional topics may be included at the request of the current intern class.
The early part of the year will focus on covering Louisiana laws related to the practice of psychology, suicide/homicide assessment, and child/elder abuse reporting. The series of lectures builds from basic introductory-level trainings to increasingly complex and specialized areas and issues related to practice in health service psychology. In addition, each clinical psychology intern is required to make a formal presentation/job talk on a topic or issue of his/her choice prior to the end of the training year.

**Assessment Group Supervision with Drs. Kristin Callahan, Phillip Griffin, and Lindsey Poe**  
*Mondays from 3:15 - 5:00pm (1542 Tulane Ave., 2nd Floor)*

This weekly group supervision allows all interns to formally present assessment cases of infants, children, adolescents, and adults evaluated through the outpatient clinics. Fundamentals of psychological assessment including test administration, selection of testing instruments, collection of collateral reports, integration of testing data, report writing, recommendations for feedback sessions, etc. will be discussed throughout the year. Integration of test data, history, and DSM 5 diagnostic criteria will be emphasized with particular attention placed on differential diagnosis.

**Harris Infant Mental Health Seminar Series**  
*Tuesdays 1:30-3:30 (1542 Tulane Avenue, 2nd Floor)*

One of the primary teaching components in the Harris Infant Mental Health training program is the weekly didactic seminar. The didactic seminar is taught by core Harris faculty who speak on a variety of topics relevant to infant mental health. The fellowship year begins with seminars providing a comprehensive overview of Attachment Theory, infant observation, and assessment techniques. It then addresses various treatment modalities utilized when working with young children and then expands into specialized topics regarding this population, i.e. feeding disorders, infants exposed to violence, etc. Group supervision of infant cases and discussion of interns’ and fellows’ observations of their normally developing babies meets prior to the Harris seminars on Tuesdays from 12:30-1:30pm.

**Internship Meeting with Training Director Dr. William Walker**  
*Tuesdays from 3:30 – 4:00 (1542 Tulane Ave., 2nd Floor)*

This meeting provides an opportunity for the psychology interns to discuss programmatic issues, problems, or general concerns about the psychology internship experience. Professional development issues also will be discussed.

**OTHER EDUCATIONAL OPPORTUNITIES**

- While on the primary rotations, psychology interns will be required to attend in-service and other training activities, which are germane to their functioning as members of the multidisciplinary team. For example, Adult psychology interns will attend in-service training and case presentations at University Medical Center.

- Psychiatry Grand Rounds are held at 1542 Tulane Ave. in the first floor auditorium from 1:00-2:00 pm, usually three Thursdays each month. Local, national, and international experts give presentations on diagnostic and treatment issues, biological psychiatry,
epidemiological findings, socio-political issues, theoretical developments, and philosophical issues in clinical psychiatry.

- Psychology interns may attend evening study groups that are held on a monthly basis by the New Orleans Neuropsychology Association. Also, psychology interns have an open invitation to attend monthly lectures offered by the New Orleans-Birmingham Psychoanalytic Center, a well-established training program for mental health professionals interested in psychoanalysis.

- The psychology interns are invited to attend any of the psychiatry residents’ classes which include supportive psychotherapy, psychodynamic psychotherapy, group psychotherapy, and cognitive-behavioral psychotherapy. Sedette Skaggs, Residency Training Coordinator, can give you a copy of their schedule.

- New Orleans is a popular city for continuing education programs and conventions. In the last several years the American Psychological Association, the American Academy of Behavior Therapy, the Society for Research in Child Development, the Society for Personality Assessment, the International Neuropsychological Society, the American Academy of Child and Adolescent Psychiatry, National Child Traumatic Stress Network, ISTSS, and the Louisiana Psychological Association have held their annual conventions here. Each Fall, the Louisiana Psychological Association holds a workshop for psychologists. In recent years, the LPA and local hospitals have sponsored many useful clinical workshops. Some examples are "The MMPI-2 in Clinical Practice" presented by James Butcher; "Diagnosis and Treatment of Borderline Personality Disorder" presented by Otto Kernberg; "Differential Therapeutics" presented by John Clarkin; "Systemic Interventions" presented by Paul Watzlavick, etc. Psychology interns are usually charged a reduced fee or are admitted gratis to these workshops and programs.

ELECTIVE EXPERIENCES

University Hospital Inpatient Trauma Psychology:

The Spirit of Charity Trauma Center at University Medical Center (UMC) is the only Level 1 trauma center in Louisiana. It is also one of the busiest trauma centers in the county and a national leader in trauma related research, teaching, prevention, and outpatient care programs. Located on the LSUHSC main downtown campus, the Trauma Center provides multidisciplinary treatment to patients with acute traumatic injuries such as motor vehicle accidents, gunshot wounds, and other accidental or violent injuries. The psychology team in the Trauma Center provides psychological screening of all traumatic injury patients, screening and brief intervention (SBI) for patients with elevated blood alcohol levels, and consultation and brief interventions to inpatients who have psychological problems during their treatment and recovery at UMC. Issues typically include acute stress disorder, depression, adjustment disorders, and other mental illness. The psychology team works closely with the inpatient psychiatry team to provide comprehensive patient care. As part of the Spirit of Charity Psychiatry Research Unit, the trauma psychology team also participates in research initiatives including prevention and treatment of posttraumatic
stress disorder and violence prevention programs. Psychology interns will have the opportunity to participate in research, provide psychological screenings, brief interventions, inpatient psychological evaluation, and individual treatment for inpatients at the Trauma Center. Supervisor: Dr. Jennifer Hughes.

* Note: Additional elective experiences may be available depending on individual intern’s expressed interest and/or availability of appropriate faculty. Prior approval from training director is required before beginning any elective experience.

APPLICATION PROCEDURES

We are currently using the APPIC uniform application for Psychology Internship. As per APPIC’s instructions, applicants are to download the most current application from APPIC’s Web site: http://www.appic.org/match.

Interested applicants need to submit the completed application form together with the following supporting materials: all graduate transcripts, three letters of reference (via the reference portal), and verification of readiness from the Director of Clinical Training (DCT portal) at the applicant’s school which certifies readiness for internship training. Additional information requested includes: Include a cover letter that states which track you are applying for (i.e., Child/Adult track, Infant/Child track, or Adult track), vita, de-identified therapy closing summary (please limit to 3 pages), and de-identified sample psychological assessment. All applications must be received no later than November 15, though we encourage earlier submissions. For additional questions regarding the aforementioned application materials please feel free to contact our Administrative Assistant, Ms. Susan Gould:

gould@lsuhsc.edu

Physical Address or to contact Dr. Walker and/or Ms. Gould directly:
Louisiana State University Health Sciences Center, School of Medicine
Department of Psychiatry, Section of Psychology
1542 Tulane Avenue, 2nd Floor New Orleans, LA 70112
C/o William S. Walker, Ph.D.

We welcome telephone calls or e-mails to the Director of Internship Training, Administrative Assistant and/or other psychology faculty in order to clarify issues related to the program or the application procedure (504) 903-9213. We appreciate early applications so that we have time for careful consideration of all applicants. Applicants are encouraged to interview at LSU Health Sciences Center when invited. Phone interviews can be conducted if an invited intern is unable to travel to New Orleans.

SELECTION PROCEDURES

The Director of Internship Training reviews all applications for basic eligibility: Graduate student status in clinical psychology from an APA accredited program or APA requirements for psychologists changing specialty to clinical psychology. Applicants who do not meet these requirements will be notified immediately.
Applications and supporting materials are reviewed by Dr. Walker as well as members of the Clinical Psychology Internship Committee. Reviewers make quantitative and qualitative ratings of the applicant's suitability for the program and our ability to meet the applicant's training needs. The applicants are then ranked in terms of goodness of fit. The top ranked applicants will be contacted to schedule a face to face interview. During the interview we will ask permission to photograph interviewees. Given the large number of interviewees, we find that a photograph, along with notes we make during the interview process, helps to keep clear who we are discussing when final ranking decisions are made. Should an applicant decline to be photographed it will have no negative impact on their ranking.

Note: LSUHSC-NO will participate in APPIC's computerized matching process. If you have any questions regarding the matching process, please refer to APPIC's match policy.

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 prior to Uniform Notification/Match Day. In addition, the LSU Health Sciences Center School of Medicine Department of Psychiatry, Section of Psychology will follow the attached rules and guidelines of APPIC. Additionally, should the applicant have complaints about the LSUHSC internship or internship process, he/she could call the Education Directorate of the American Psychological Association at 202-336-5979.

It is the policy of the Louisiana State University Health Sciences Center (LSUHSC) New Orleans campus and the Medical Center of Louisiana at New Orleans (MCLNO) to promote and safeguard the workplace from consequences of substance abuse. All post job offer applicants are REQUIRED to undergo and pass post job offer substance abuse testing prior to beginning employment. They must test free of drugs as a condition of hiring. A negative test result must be received by LSUHSC and MCLNO before you can attend orientation and begin work. You have the right to refuse to have the alcohol and/or drug test done. Post job offer applicants who refuse to submit to a drug test will no longer be eligible to begin the internship. Random drug/alcohol testing and testing due to behavior suggestive of drug/alcohol use during work are possible.

**Equal Opportunity/Affirmative Action (Statement of the LSUHSC Chancellor)**

The Louisiana State University Health Sciences Center recognizes its legal and moral obligations to guarantee equal employment opportunity to all persons in all segments of University life. We also recognize the historical denial of equal opportunity to certain segments of our population. We are, therefore, committed to providing equal opportunity at the Health Sciences Center to fulfill our legal and moral obligations.

It is with a genuine concern for all the people that we publicly express our commitment to equal employment opportunity and affirmative action. This commitment includes not only providing equity in our present employment practices, but also a commitment to the removal of past barriers that hinder equal employment opportunities.

The Health Sciences Center is committed to this policy because it is our belief that it is morally right, it is good personnel management, and it is legally required by Title VII of the Civil Rights Act of 1964, as amended, by Equal Employment Opportunity Act of 1972, Executive Order Number 11246, the Rehabilitation Act of 1973, as amended, Title IX of the Education

Louisiana State University Health Sciences Center will take affirmative action to insure that the following will be implemented at all levels of administration:

1. Base employment decisions so as to further the principles of equal employment opportunity;

2. Ensure that all personnel actions, such as, compensation, tenure, benefits, transfers, layoffs, recall from layoffs, education, tuition assistance, social and recreation programs be administered without regard to race, color, religion, sex, age, national origin, handicap/veteran status, or any other non-merit factor.

Basic guidelines and methods of achieving the goal of equal employment opportunity will be set forth in Louisiana State University Health Sciences Center’s Affirmative Action Program.

Overall responsibility for the reaffirmation of policy and program is the responsibility of the Chancellor's Office.

Implementation of the program coordination and monitoring to ensure compliance is the responsibility of the Department of Human Resource Management.

Any persons having questions regarding this program should contact the Director of Human Resource Management or the Labor Relations Manager (504-568-8742).

Therefore, in keeping with application of federal and state laws and regulation, we at the Louisiana State University Health Sciences Center commit ourselves to this Affirmative Action Plan that is designed to demonstrate our good faith to successfully achieve, for academic and non-academic staff, the goal of equal employment opportunity.