Psychology Internship Program

An APA Accredited Psychology Internship

New York City Children's Center
Queens Campus
74-03 Commonwealth Blvd.
Bellerose, New York 11426
(718) 264-4500

Internship Brochure

Issued: Sept., 2012

New York City Children's Center Executive Director:
June Da Costa, Registered Nurse (R.N.), Master of Science (M.S.)

Queens Campus Clinical Director:
David Rube, Medical Doctor (M.D.)

Queens Campus Director of Psychology:
James McCarthy, Doctor of Philosophy (Ph.D.),
American Board of Professional Psychology (ABPP)

Co-Director of Psychology Training:
Allan M. Eisenberg, Ph.D.
James McCarthy, Ph.D., ABPP

Psychology Department
New York City Children's Center
Queens Campus
74-03 Commonwealth Blvd.
Bellerose, New York 11426

Dear Applicant:

Thank you for your interest in applying for a Psychology Internship at NYCCC - Queens Campus. The Internship has been in existence since 1972, and it has been American Psychological Association (APA) accredited since 1979.

To be included in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Program, you must submit an online application through APPIC.

We also require that you include in your on-line application the following information which could be placed in the Supplemental Section:

A copy of a recent psychological assessment (including projective testing), with all identifying information removed, that you consider to be a good example of your current level of competence at testing and evaluation.

The Application Deadline is November 21st. As in past years we will participate in the APPIC notification system, and we will be in touch with you at the appropriate time.

If you have any questions, please contact me.

Sincerely yours,
Allan M. Eisenberg, Ph.D.
Co-Director of Psychology Training

New York City Children's Center
Queens Campus
74-03 Commonwealth Boulevard
Bellerose, New York 11426
718-264-4574
email: Allan.Eisenberg@omh.ny.gov

Queens Campus
New York City Children's Center

Psychology Internship Fact Sheet

Hospital Facilities: Situated in Northeastern Queens, the Queens Hospital complex consists of two modern buildings. Colorful and cheerful, it is located on part of the site of an 18th century farm in a setting of green fields, landscaped grounds. The hospital has its own playgrounds, gymnasium, auditorium, swimming pool and finished courtyards. Building 55, which opened in 1970, contains the inpatient units, the outpatient clinic and administrative offices. Building 57, completed in 2008, contains four Queens based day treatment programs and the Intensive Case Manager Program. In addition to providing inpatient services for all of Queens County, the Queens Campus of the New York City Children's Center (NYCCC) treats some children and adolescents from Brooklyn and the Bronx. Since 1995, the NYCCC Queens Campus has also been responsible for inpatient services for most of Manhattan and day hospital treatment for children and adolescents in Manhattan.

Accreditation: The NYCCC Queens Campus is accredited by the Joint Commission on Accreditation of Hospitals, and the Psychology Internship Program is accredited by the APA.

Serves: The NYCCC Queens Campus population treats 86 inpatients, a minimum of 300 community services patients, and 50 to 100 clinic patients.

Eligibility: Emotionally disturbed, chronically ill children and adolescents up to the age of 18 are accepted. Admissions are generally on a voluntary basis, with referrals from acute care psychiatric hospitals, schools, clinics, courts and community agencies.

Administration and Staff: The hospital's original founder, Dr. Lauretta Bender, conducted some of her pioneering research on childhood psychoses in a children's unit which opened as an autonomous hospital in 1970. NYCCC's present Executive Director is June DaCosta, RN, MS. The hospital is affiliated with Columbia University College of Physician and Surgeons, Harlem Hospital Center, Saint Luke's Hospital, and Long Island Jewish Medical Center for the training of advanced fellows in child psychiatry, and with local universities for psychology practicum students.

The NYCCC Queens Campus one of the largest psychiatric facilities for children and adolescents in the United States, and it has a large staff of professional and child care workers. Treatment plans are individualized for each patient, and carried out by multi-discipline teams of psychiatrists, psychologists, social workers, nurses, recreational therapists, and other specialized child care staff.

Services: As a psychiatric center under the auspices of the NYS Office of Mental Health, the NYCCC Queens Campus mission is to provide mental health care for seriously disturbed children and youth who have not been successfully treated at other facilities.

Hospital services and programs are designed to facilitate the earliest possible return of patients to community treatment programs. The comprehensive program of care includes complete

medical, psychiatric and psychological evaluation; individualized treatment; education in a fully equipped school; group living experience and treatment for the inpatients in a therapeutic environment; family counseling; day hospital treatment and intensive day treatment programs, and the matching of post-discharge needs with community programs that are responsive to the children's needs.

The Community Services Division includes the day hospital programs, the outpatient clinic, and intensive case manager program. It provides screening and consultation for outpatients, court related referrals and referrals to the NYC Committee on Special Education. Day hospital treatment services are provided for 6 to 8 year old children in the Iris Hill Unit, for 9 to 12 year old patients in the Middle School Day Treatment Program, and for 13 to 18 year olds in the Upper School Day Treatment Program in Queens. Manhattan day treatment and intensive day treatment services are provided for children in a New York City Public School in lower Manhattan. Adolescent day hospital services for Manhattan are provided by NYCCC Queens Campus staff at the Robert F. Kennedy Junior High School on the upper east side of Manhattan.

Community Participation: The Queens Campus has a large number of volunteers, including community residents and college students, who work with the children under close supervision and an active Advisory Council of representatives of community groups, professionals, parents and legislators. In addition, the Queens Campus has a Family Support Liaison who advocates for families' and their concerns, helps facilitate staff-family involvement, and advises the hospital about consumer oriented quality improvement projects.

Family Involvement: NYCCC is committed to the participation of family members in all aspects of treatment and treatment planning and to family and consumer driven initiatives. Family involvement and family counseling is strongly encouraged, and when appropriate, supportive services are provided for families, including intensive case managers, homemaker services and periodic home visits.

Parents and family members are asked to meet with the children's therapists regularly, to attend the child's Treatment Plan Review Conferences and to participate in the Parents' Advisory Committee Meetings. Parenting Classes are regularly conducted for all units, and interns have been asked to co-lead some of the Parenting Classes.

Cultural Diversity Training: Cultural Competence and Diversity Training is an active training priority for the NYCCC Queens Campus administration and staff. Each year, interns and staff participate in hospital sponsored training seminars on multiculturalism, immigration and clinical issues that reflect the diverse racial, ethnic and cultural backgrounds of families from Queens and the other boroughs of New York City.

Locations: The NYCCC Queens campus is a few miles from Manhattan and is accessible by subway and bus transportation. Several major highways are close by offering convenient travel to Manhattan which is about 30 minutes away.

Nondiscrimination: The hospital policy is to provide equal employment opportunities to all people without regard to race, color, sex, religion, age, national origin, disability, sexual orientation, or Vietnam Veteran status, and to ensure nondiscrimination in the provision of services to people.

Psychology Internship Program Description

I. **Philosophy and Goals:** The Psychology Internship Program at the NYCCC Queens Campus exists to provide high-quality training to advanced psychology graduate students in the context of a State Hospital for Children. In this setting, which serves a population of severely disturbed and socio-economically distressed families, students are offered the opportunity to develop skills that will serve them across a broad spectrum of professional endeavors. It is our view that the development of competence and confidence in working with this multiply-impaired population provides a solid foundation for work with other populations as well. In keeping with a practitioner-scholar model, our program emphasizes integrative practice informed by research in psychopathology and psychodynamic thinking as well as the available treatment research on seriously disturbed youth with co-morbidities and severe impairments. Through exposure to the complexities of the biopsychosocial roots of severe emotional disturbance, students learn that an attitude of scientific curiosity and hypothesis testing will ensure the flexibility necessary to provide the most adequate and patient-centered assessment and treatment. We encourage our students to deploy a broad range of clinical skills to maximize treatment effect.

Our approach is to facilitate a deep immersion in the clinical setting while providing extensive supervisory and didactic support. Through a gradually increasing range of responsibilities, students develop confidence in selecting and utilizing different modes of intervention with their patients. As they immerse themselves in the treatment team on their units, they learn and become comfortable with the different roles that psychologists play under different circumstances. As they encounter the broad range of deficits in their patients' lives, they develop new sets of skills that augment their growing treatment abilities, viz., assessment, consultation, liaison with agencies, team treatment, and referral for other services.

We believe in learning by doing, but always in the context of substantial guidance and support. Through regularly scheduled supervision, seminars, workshops, and reading, students are encouraged to enhance their awareness of research and empirically supported practices while developing their own professional identity. We believe that the ethical practice of psychology requires, among other things, an awareness of cultural differences and a willingness to consider multiple perspectives. We also believe that working with patients requires a willingness to be open to personal growth and our training program encourages such development. We further believe that our own commitment to this challenging work can serve as a role model for those who are at the beginning of their professional careers.

II. **Training Model:** The Psychology Department and the Internship Program adhere to the *Practitioner-Scholar Model* of professional training which trains psychologists who can consume research and apply knowledge and techniques appropriately to solve clients' problems.

In keeping with the Practitioner-Scholar Model, the Internship's training and supervision provides an integrative, child-based approach that helps interns conceptualize individual therapy in psychodynamic, developmental and systemic terms while also applying appropriate behavioral, psychotherapy, and family interventions. Under close supervision, interns are gradually exposed to psychodynamic, cognitive behavior therapy, and dialectical behavior therapy approaches with severely, chronically troubled children and adolescents.

Most senior members of the Psychology Departments are familiar with behavioral approaches and all are highly experienced in clinical work with families. Four supervisors are graduates of advanced, postdoctoral psychoanalytic training programs. One is a highly trained behavioral psychologist, and one has completed two postdoctoral fellowships in evidence-based treatment.

III. **Prerequisites:** Applications for the two NYCCC Queens Campus Internship positions will be considered from matriculated doctoral candidates enrolled in APA approved clinical and school psychology programs. Applicants must have completed three full years of training combined with appropriate practicum placement(s) by the beginning of the internship.

IV.**Duties:** Interns are expected to work for a full calendar year, beginning each September. The work week is approximately 45 hours, consisting of 5 eight hour days and early evening hours one day a week in order to see some outpatients and families. Holidays, vacation and sick time are the same as for staff members. After a brief period of orientation, the intern will be assigned to a staff psychologist, and will share responsibility, under close and direct supervision, for provision of psychological services on the staff member's unit. In this, the intern's main work-sight, he/she will serve as primary therapist and case manager for up to 5 child/adolescent patients on either an inpatient or day-hospital unit. Interns work under the supervision of the supervising psychologist and are responsible for treatment and discharge planning, multidisciplinary team activities and individual psychotherapy as well as group and family therapy. Interns participate in a variety of ward and unit meetings, contributing according to their expertise and engaging in the team treatment process. After the first 6 months, interns will rotate to another unit and clinical supervisor in order to provide an opportunity for contact with different types of patients and a different team atmosphere.

Typically, an intern will spend 6 months on an inpatient unit and 6 months on a day treatment unit. Interns are expected to see all child/adolescent patients a minimum of twice per week in individual therapy and to do family work with each of the patient's families. Group therapy is typically conducted by interns and an experienced co-therapist. In the interest of broadening clinical exposure, each intern will also provide individual psychotherapy for one or two child outpatients at the Queens Campus Outpatient Department (QCOD). Since interns do not rotate off of the outpatient unit, these treatment cases offer the opportunity for continuous treatment of up to a year's duration.

Psychological assessment, report writing, and clinical presentations comprise other major responsibilities of interns. It is expected that each intern will complete a minimum of 14 to 16 reports during the year. Interns are also given an exposure to the administration and scoring of some neuropsychological tests. Most testing is done on the intern's own unit with off-unit testing encouraged to increase the diversity of experience.

V. **Supervision:** Each intern works under the administrative supervision of the team psychologist and the team leader of the unit. Primary clinical supervision is provided by the team psychologists, with a minimum of 1 hour per week for testing supervision and 1 hour per week for psychotherapy supervision. From other senior members of the Psychology Department, interns also receive at least one hour of supervision on their outpatient cases. A fourth hour of group supervision is offered through the Seminar on Psychopathology and Psychological Assessment and group supervision is available as part of the Seminar on Evidenced-Based Treatment. Additional supervision for group and family therapy is arranged.

Mentors: Each intern is provided with an off-unit psychologist Mentor, who serves as ombudsman and informal guide through the thickets of institutional adjustment. Mentors are often staff psychologists who are former interns, and the interns' use of the mentor relationship is at the intern's discretion.

VI. **Seminars and Didactic Experiences:**
Interns will participate in the following seminar programs during the course of the year, some of which provide assigned readings in the professional literature:

Seminar on Psychotherapeutic Process: This seminar emphasizes establishing a therapeutic relationship with the disturbed child and family, balancing therapeutic exploration with individualized goals, conceptualizing cases in psychodynamic terms while applying cognitive behavioral and systemic interventions, and intensive therapy in inpatient and day – treatment settings. (1 hour per week, year-long)

Seminar on Psychopathology and Psychological Assessment: This seminar emphasizes the application of research on psychopathology and hypothesis testing to psychological assessment, diagnostic issues, and treatment planning. (1 ½ hours per week, year-long)

Seminar on Evidence-Based Treatment: This seminar focuses on research-supported therapies for trauma, mood and anxiety symptoms, and Cognitive Behavior Therapy with seriously disturbed children with complex co-morbid disorders. (1hour per week, 6 months)

Seminar on the Role of the Psychologist in Institutional Settings: This seminar serves both a didactic and experiential function, offering interns the opportunity to process the often stressful challenges in providing mental health services in complex treatment environments. (1 hour per week, 9 months)

Seminar on the Supervisory Process: Through a combination of readings and experiential discussion, this seminar seeks to disclose core elements in the supervisory process in preparation for future professional roles. (1 hour per week, last three months of internship year)

Supervision on Dialectical Behavior Therapy: Interns who train on the inpatient service may have the experience of being supervised in the use of Dialectical Behavior Therapy (DBT) with inpatients. The inpatient DBT Team Leader is one of the internship's supervising. Interns, who train in day treatment units which are organized as DBT programs, attend a supervision seminar about DBT which is being increasingly applied in both the inpatient and day treatment programs. (1 hour per week for six months)

Supervision on Trauma Focused Cognitive Behavior Therapy: Interns who train on the inpatient service may have the experience of being supervised in the Trauma Focused-Cognitive Behavior Therapy (TF-CBT). The NYCCC Queens Campus provides trauma informed care and treatment as a core value. The TF-CBT Team Leader is one of the internship's supervising psychologists. (1 hour per week for six months)

Seminar on Psychopharmacology: This is brief didactic course on Psychopharmacology, provided especially for Psychology Interns, who also have the opportunity to attend regular Psychopharmacology Case Consultations. (3 one hour sessions)

Clinical Research: Research using psychological testing data is strongly encouraged. In some years, a research study is designed and initiated that involves interns' participation in clinical research as a group for up to two hours per week. Interns' research is supervised by the Queens Director of Psychology who oversees the research at the Campus.

Psychology Department Meetings: Attended by both interns and staff psychologists, this meeting involves case discussions, continuing education about evidence-based practice, cultural diversity issues, and administrative issues.

Continuing Education for psychologists emphasizes current research on evidenced- base practices, individual and cultural diversity issues, and professional ethics.

Hospital Sponsored Events: Interns also have an opportunity to attend a range of hospital sponsored lectures and workshops, including Grand Rounds and a variety of invited speakers and programs. Attendance at outside professional meetings and conferences is encouraged and leave is provided for this purpose.

VII. **Physical Arrangements:** Interns will be provided with an office, a desk, telephone, filing facilities and access to a computer. Reference materials are available from New York State professional library. Ample testing materials are provided.

VIII. **Remuneration:** Interns are hired on Non-Statutory (NS)-600 Civil Service items which are specifically allotted for psychology interns. The salary for this position during the 2013-2014 internship year will be at least $33,000. Leave is provided in accordance with Civil Service contract and currently amounts to 3 days personal leave, 12 days vacation, and 10 holidays. Health Insurance benefits include allowances for personal psychotherapy.

IX. **Training Sites:** Cases will be assigned to interns from the following units. With the exception of outpatients, patients on all units are typically seen a minimum of twice a week. In most instances, interns are expected to do family therapy with the families of their assigned patients. Interns see at least 4 to 5 cases on their unit plus 2 outpatient cases each rotation.

Queens Campus Outpatient Clinic: Interns see long term psychotherapy cases from the outpatient clinic for a full year when possible. This includes both child and family therapy.

Queens Campus Middle School Day Hospital: Interns in the Middle School Day Treatment Program work in a children's day hospital which treats 10 to 13 year old patients. Individual therapy, play therapy, group therapy and family therapy approaches are utilized.

Queens Campus Upper School Day Hospital: Interns in the Upper School Day Treatment Program work in a day hospital setting which treats 13 to 18 year old youth. Individual therapy, Dialectical Behavior Therapy, group therapy and family therapy are provided.

Queens Campus Intensive Day Treatment Program: Interns in the Intensive Day Treatment Program work with a variety of children and youth daily for up to 45 days providing in-depth assessment, short-term treatment, group and family therapy based on a Dialectical Behavior Therapy model.

Queens Campus *Boys Team Inpatient Unit*: Interns' work in this service involves intensive team treatment of hospitalized children from the ages of six through eighteen years with a greater number of older adolescent patients. Family, individual, play therapy, cognitive behavior therapy, Dialectical Behavior Therapy, and group therapy approaches are also used with these patients.
Interns on the Boys Inpatient Team also participate in the functioning of the hospital's Admissions Unit.

Queens Campus *Girls Team Inpatient Unit*: Interns assigned to this unit work also intensively with children and adolescents who have been hospitalized for psychiatric reasons. Their ages range from six to eighteen with a greater number of younger adolescent patients. Family, individual, play therapy, cognitive behavior therapy, Trauma Focused Behavior Therapy, and group therapy approaches are used with these patients.

Supervising psychologists are the supervising faculty for all of the interns' work at these sites. Interns are also able to take advantage of the benefits of an interdisciplinary team as they gradually develop their skills with patients and families on all of the training units.

X. **Intern Selection Criteria:** Interns are selected on the basis of a careful review of their applications and a personal interview. Preference is given to applicants who have prior experience with children and adolescents and psychological assessment. Every effort is made to interview qualified candidates.

The NYCCC Queens Campus Psychology Internship Program adheres to the APPIC and deadlines for the selection of interns and participates in the computerized matching service.

Summary:

Integral to the training on all units, interns receive supervision and instruction in the areas: psychological assessment and the diagnosis of psychiatric disorders, crisis intervention, behavioral and cognitive behavioral interventions, individual, group and family therapy, patient management, charting of progress notes and treatment plans, consultation with school and community agencies, psychopharmacology, administrative issues, cultural competence, evidence based practices for psychologists, and professional ethics. Interns learn to work with patients who have a broad spectrum of psychopathology and to develop expertise in the assessment, management, and integrative therapy of very severely disturbed children, adolescents, and families.

Psychology Internship
Addendum to APPIC Application

Please add a copy of a comprehensive Psychological Assessment Report you've written, with all identifying information removed, to the supplemental material. The report should include intellectual functioning sections and emotional functioning sections that summarize and describe the use of projective test results. Ideally, the testing report should for an assessment that was completed with a child or an adolescent.

Please make sure that one of the letters of reference from your three professional supervisors is from a clinical practicum supervisor.

Please address any questions to:
Allan M. Eisenberg, Ph.D.
Co-Director of Psychology Training
NYCCC Queens Campus
74-03 Commonwealth Boulevard
Bellerose, NY 11426
(718- 264 – 4574)
Allan.Eisenberg@omh.ny.gov