

**CLINICAL
PSYCHOLOGY
INTERNSHIP**

2016 – 2017

**DEPARTMENT OF PSYCHOLOGY, BRONX
PSYCHIATRIC CENTER**

**YESHIVA UNIVERSITY'S FERKAUF GRADUATE
SCHOOL OF PSYCHOLOGY**

'It is commonly held that in work with very disturbed patients, interpretation is disruptive to the patient, and as a result, one must offer such patients "supportive" therapy...Such a point of view fails to understand that one of the most integrative, and therefore "supportive," things that we have to offer a patient is the power of verbal symbols to contain and organize thoughts, feelings, and sensations...One cannot change the...fact that specific psychological catastrophes have occurred...(but)...(o)ne can change the way in which one views, understands, and experiences ...oneself. To deny a patient access to the transformative potential of symbols is to deny him the means by which he might attempt to achieve psychological change.'

-Thomas Ogden

The Training Unit at the Bronx Psychiatric Center provides a model of what a psychiatric unit can offer. It leaves you with an image of what can be done, a picture of how things can be that you will carry with you throughout your career. Most importantly, it will show you the vital significance of a meaningful therapeutic relationship. Psychology Interns work in a setting that allows them to discover how powerful the treatment they offer can be. You have a rare chance to understand more deeply what Sullivan meant when he said:

"Everyone is much more simply human than otherwise."

PHILOSOPHY AND UNIQUE FEATURES OF THIS INTERNSHIP

In exclusive affiliation with Yeshiva University's Ferkauf School of Clinical Psychology, the Department of Psychology of the Bronx Psychiatric Center offers a comprehensive training program for the study and treatment of severe psychopathology in a public health setting. This internship is open only to internship-eligible students from Ferkauf's Clinical Psychology (PsyD) program.

The psychology internship is firmly committed to the treatment of the severely and persistently mentally ill. These are individuals with significant social impairments and problems with self-care who find it difficult to function in the community. The nature of their symptomatology causes our patients to be highly stigmatized, and there are not enough clinical and social welfare resources to serve this population.

The BPC training program is located on a ward dedicated to the training of psychology interns, psychiatry residents, medical students, and social workers in the psychodynamic understanding and psychotherapy of this population. Working with such a disturbed patient population can be an immensely rewarding, poignant, and challenging personal experience. Additionally, an increasing number of our patients have severe character pathology, co-morbid substance abuse problems, trauma, and forensic histories. Since our interns usually work with at least one forensic patient during the internship year, they will also have the opportunity to explore the intriguing inner world of the mentally ill criminal offender.

BPC's multicultural consumer and professional body are one of our greatest strengths. Given that BPC's population is primarily minority, a significant amount of the interns' and faculty/staff's professional activities involve work with the underserved and disenfranchised. The internship at Bronx Psychiatric Center is committed to the teaching and training of clinical psychologists to work more effectively with ethnic minority clinical populations. We recognize the importance of individual and cultural differences, the impact of minority status on the psychological well-being of individuals, and the importance of diversity in the training of interns, as well as to the exposure to different role models. The diversity of our faculty adds to the richness of this internship for training in working with multicultural,

racial, ethnic, age, gender, socioeconomic, religious, and sexual preference differences.

The primary objective of the Bronx Psychiatric Center internship is to provide an intensive training experience whose distinguishing features are its broad base of therapeutic approaches, its contact with community programs, and the opportunities it provides for the interns to assume major responsibilities in a variety of clinical settings and activities for the severely and persistently mentally ill. It is the explicit aim of this internship to narrow the gap between theory, research and practice, and to expose the interns to the full range of clinical responsibilities, in collaboration with members of other disciplines on the team and under the supervision of a licensed psychologist. The program seeks to prepare the interns for independent practice in clinical psychology with a thorough grounding in psychological theory, assessment, diagnosis, intervention, consultation, teaching, and supervision. Our training model is best characterized as "Scholar-Practitioner." The program adheres to the philosophy that the clinical practice of psychology should be well-grounded in theory and evidence-based interventions. Interns are expected to conduct their clinical practice in a manner that is informed by psychological theory and current research.

Our approach to assessment, psychotherapy, and training is psychodynamic. The psychodynamic perspective is evidenced-based and offers a depth of understanding and applicability to our diverse patients, our trainees, and multiple systems in the therapeutic milieu. This approach emphasizes relation-based human development and it is within the meaningful therapeutic relationship that the integration of psychodynamic thinking with other theoretical perspectives and treatment models (such as cognitive, behavioral, psychosocial, psychosocial rehabilitative, developmental, and dialectical behavioral) can take place.

The development and refinement of skills and competencies in diagnosis and clinical assessment, psychotherapy, psychosocial rehabilitation, and evidence-based treatment approaches are the training goals of our internship. The intern learns and becomes proficient in a variety of treatment techniques applied to individuals, families, and groups. The BPC internship is unique in that it offers a core experience of spending the entire year on a single inpatient ward where virtually all treatment is provided by trainees under the

close supervision of licensed professionals. The Training Unit is a special place insofar as it provides a secure holding environment that promotes learning and growth within the context of mutually gratifying interdisciplinary collaboration and support. In contrast to other inpatient settings, our interns will have the opportunity to work with patients for a relatively extended period of time, allowing the therapist-patient relationship to deepen and evolve into meaningful transference and countertransference experiences. Our interns will discover the value of psychodynamically-informed psychotherapy with this population.

Interns branch out into other areas of the hospital for essential experiences in psychological testing, outpatient psychotherapy, and opportunities to teach, supervise, and participate in clinical research during the internship year. BPC has a history of engaging in research to develop and test evidence-based assessment and intervention practices, i.e., trauma and forensic projects. To round out the training experience, interns also rotate through three, half-day per week clinical rotations. These rotations, which include child psychology at Bronx Children's Psychiatric Center (now known as the New York City Children's Psychiatric Center), training in risk assessment as part of the Forensic Committee, and psychiatric outreach through the BPC Mobile Integration Team, are intended to provide exposure rather than in-depth training.

We believe that supervision is fundamental to the learning process and the development of a professional identity. Consequently, intensive supervision is an integral part of our training program. Our interns receive more than six hours per week of high-quality supervision from a faculty consisting of licensed psychologists, board certified psychiatrists, and licensed clinical social workers who are very experienced and deeply committed to teaching and training. While the faculty is united under a psychodynamic umbrella, supervisors utilize a variety of theoretical orientations, including cognitive-behavioral, family systems, interpersonal, object-relations, self-psychology, life-span developmental approaches, and biological/ psychopharmacological approaches. A number of our faculty supervisors have advanced training in their fields which enhances their knowledge and expertise in the teaching of interns. The amount, quality, and variety of supervision from the internship faculty, as well as the multidisciplinary team on the Training Unit, provides

maximal support for the interns to learn and grow while they are functioning as autonomously as possible in their roles.

The treatment goals with this population are to enable the individual to take his or her place in society by reducing distressing symptoms, enhancing interpersonal and life skill effectiveness, and maximizing autonomy while cultivating family and community resources. In many cases, this requires addressing issues related to trauma history, forensic status and co-existing substance dependence or developmental disabilities. Individual psychotherapy is intended to address the patient's problems in living as well as traumatic life experiences. Since families represent significant sources of both stress and support for these vulnerable individuals, family psycho-education and, when possible, family therapy is used as a crucial adjunctive treatment. Group therapy compliments the individual therapy by allowing the development of social skills and exploration of interpersonal experience. In addition, we apply a therapeutic milieu model, fostering empowerment through patient participation in unit management. Our approach to care utilizes psycho-education for patients and families to help them to better understand the nature and ramifications of their illness as well as to recognize the benefits of ongoing treatment.

The mission of the training program is to prepare the intern to bridge his or her transition from student to qualified professional. We provide interns with multiple paradigms of professional activity and psychology role models to aid in their search for a professional identity. It is through the immersion in the clinical team, therapeutic milieu, and hospital that interns assume greater autonomy, a deepening knowledge of their clinical work and of themselves, and crystallize the theoretical demeanor and professional skills they will take with them beyond the internship year. Our internship program successfully prepares interns in the development of professional competence and enables them to function independently as clinical psychologists. While many of our interns have gone on to specialize in the assessment and treatment of severe psychopathology, the depth and breadth of clinical skills learned at BPC gives our graduates an enhanced perspective and capability to work in many different clinical settings with a variety of different populations.

Most of our interns who seek jobs after internship are employed immediately or within three months, in settings such as public and private general and

psychiatric hospitals, forensic facilities and outpatient clinics, or as junior faculty at universities. Our graduates have been accepted in very competitive post-doctoral programs. Many are engaged in scholarly work, teaching and supervision, research, and professional presentations. They are able to compete in the New York City job market, even in these difficult economic times.

We believe that we have a remarkable and unique internship program in the present mental health system. Your training at Bronx Psychiatric Center will be an invaluable experience that will prepare you for any professional position in adult psychology.

SETTING AND CLINICAL PLACEMENT

BPC is a 156 bed hospital of the NYS Office of Mental Health responsible for providing borough-wide psychiatric services for a population of over one million people. It is a community-oriented facility organized into a variety of specialized inpatient treatment wards, including male, female, and co-ed admissions, Hispanic, longer-stay and community preparation units, and psychosocial rehabilitation, as well as forensics, psychopharmacology research, an intensive case management program, a Transitional Living Residence (TLR), an outpatient clinic, and a consumer program. The mission of the hospital is to provide an integrated system of treatment and other services to facilitate hope and recovery in individuals with serious mental illness.

The clinical psychology internship program is an integral part of the hospital. The program provides a sequential and cumulative training curriculum that is graded in complexity and relevant to the generalist practice of psychology. Interns carry full clinical responsibility within the inpatient interdisciplinary therapeutic milieu, outpatient clinic, and rotations. They perform psychological testing and engage in didactics, supervision, teaching and consultation experiences which occur during the entire year. Interns can expect to spend at least 35% of their time involved in face- to-face direct service delivery.

Inpatient

The core clinical placement for the Psychology Interns is on the Training Unit, so named as trainees provide the treatment offered on the ward. This unit has formal affiliations with the Albert Einstein College of Medicine and Montefiore Medical Center and provides training and education in Psychiatry, Psychology, and Social Work. It is distinguished from the other units by its emphasis on individual psychotherapy, in conjunction with appropriate psychopharmacological treatment, and an intensive therapeutic milieu, and acts as a transition ward out to the community. Its specific aim is to prepare the patient to resume community life by providing intensive and longer-term psychotherapeutic services along with psychosocial rehabilitation. As such, this ward accepts patients who can benefit from verbal therapy and participation in a variety of groups and independent programs. The unit also has a special relationship with TLR which enables our trainees to continue to work with their patients after discharge to TLR, enhancing the patients' chances of being successful in their transition out of the hospital.

In addition to a full complement of treatment staff, the unit is the training site for Psychology Interns, second-year Psychiatry Residents from Montefiore Medical Center, Social Work Interns, fourth-year medical students from Einstein, first year Psychology externs from Ferkauf, and MICA Interns. The psychology intern functions as a Primary Therapist with major clinical responsibilities. Here, the intern will have a genuine team experience, working closely with trainees from other disciplines, all of whom share the common training goal of learning to work with this population. The trainees work closely in an egalitarian atmosphere. Each discipline brings its particular strengths to the unit. As this unit specializes in intensive psychotherapy, the skills possessed by Psychology Interns are highly valued.

As primary therapist, the intern carries clinical responsibilities for a caseload of three inpatients. With the increase in forensic mentally ill individuals within the hospital population, the intern usually has one or more forensic patients on his/her caseload. The intern is responsible for individual psychotherapy, the coordination of disciplines involved in treating the patient, discharge planning, and documentation of the patient's care. Additionally, the intern co-leads (with a Psychiatry resident) one to two

ward therapy groups, works with families, and participates in the therapeutic milieu. The interns are active members of the treatment team and therapeutic community, and attend team meetings, case conferences, clinical rounds, and other relevant unit-based activities. The interns work in close collaboration with other trainees. In addition, the Psychiatry Residents serve as the medical backup for all of the interns' patients. The Psychology Interns have opportunities to mentor the other trainees, supervise medical students, and teach seminars for Psychology Externs and Psychiatry Residents, and are testing training assistants for the Psychology Externs.

Community Based Treatment

Under the supervision of a licensed Psychologist, Interns will spend one half day (Thursday afternoons) each week at the White Plains Road Clinic, located at 3050 White Plains Road, where they will carry a caseload of up to three (3) outpatients, have an opportunity to co-lead groups, attend team meetings and outpatient high-risk rounds, and perform Psychological Assessments and consultations.

Interns may also have the opportunity to accompany the Assertive Community Treatment (ACT) team on visits into the community. ACT provides treatment, rehabilitation and support services to individuals who are diagnosed with a severe mental illness and whose needs have not been well met by more traditional mental health services. ACT teams are multi-disciplinary and include members from the fields of psychiatry, nursing, psychology, social work, substance abuse and vocational rehabilitation. They deliver comprehensive and flexible treatment, support, and rehabilitation services to individuals in community settings rather than in a hospital or clinic. Interventions and skills teaching are carried out at the locations where individuals live, work, and socialize, and wherever support is needed.

BPC maintains two residential treatment centers on the Bronx campus – The Transitional Living Residence (TLR) and the Community Treatment Programs (CTP 1 & CTP 2). Over 120 individuals with mental illness live in these facilities and are served by multidisciplinary treatment teams that help facilitate the patients' psychiatric rehabilitation. Interns will act as

liaisons to these two services, providing formal Psychological assessments and case consultations under the supervision of a licensed Psychologist.

Psychodiagnostic Testing:

We believe that assessment and treatment are inextricably linked. Interns need training in sound assessment practices and to gain confidence in their diagnostic skills. Our interns provide hospital-wide psychodiagnostic testing which exposes them to the awareness of ethical, socio-cultural, diversity, legal, and administrative issues in the consultation process. They are responsible for **4-5** full diagnostic assessments for the year, the results of which serve an integral role in the treatment planning process. They are also responsible for **1 –2** ‘short’ batteries (cognitive testing, neuropsychological screenings, and/or risk assessments). Interns have the opportunity to do both traditional and specialized psychological assessments (e.g., trauma and sex offender batteries). Referrals come from throughout the hospital and outpatient clinics and provide the intern with the opportunity to function as a consultant and to work with different patients, staff, and units. The interns perform psychodiagnostic testing to respond to a variety of clinical questions. Testing referrals are generated primarily by on-site clinical staff, in addition to the Incident Review Committee, High-Risk Committee, Committee for Special Education, court, and the Clinical Director. The Forensic Committee has increasingly utilized psychodiagnostic testing as a means of informing and assisting in treatment and discharge decisions. Interns receive specialized training in the assessment of high-risk status, trauma, and sexual offending from supervisors with expertise in these areas. The newest and most up-to-date testing instruments are available for interns to learn and develop competencies in their administration, scoring, and interpretation. Our interns may also perform psychological testing or specialized assessments at their rotation sites.

Rotations

Throughout the year, the interns rotate through three clinical sites for a period of two and a half months’ for four hours each week. This will take place on Wednesday afternoons. The rotations augment the interns’ education and clinical practice in mental health services to the mentally ill. The interns will be asked to rank order their preferences and will be assigned to the rotation sites by the Internship Director. Over the years, there have

been additional rotation assignments created in response to an intern's preference and special interest or the development of new clinical programs or specialty units at BPC. The three current rotations are:

Bronx Children's Psychiatric Center (now known as the New York City Children's Center, Bronx Campus)

The Children's Center shares the campus with Bronx Psychiatric Center and is also affiliated with the Albert Einstein College of Medicine. It is the major inpatient service for children and adolescents (5-17 years old) and their families in the Bronx. The general theoretical orientation to treatment is broadly psychodynamic, although many treatment approaches, especially cognitive behavioral, are used to deal with an ethnically and culturally diverse and economically impoverished population.

The rotation at the Children's Center provides our interns with the opportunity to work with emotionally disturbed inpatient children and/or adolescents. Interns will become familiar with diagnoses that are developmentally associated with this population, for example conduct disorders, pervasive developmental disorders, etc. The intern has the opportunity to observe the phenomenology of mental illnesses as they appear in their early years and in the life of a young person. At the Children's Center each intern is assigned to do a testing of a child and/or adolescent and attend an inpatient group or therapeutic community meeting, which the intern co-leads with a Children's Center trainee and/or staff psychologist. The intern is involved in clinical diagnosis, psychological and neuropsychological evaluations and presentations at team meetings.

Bronx Psychiatric Center Mobile Integration Team

The Bronx Psychiatric Center's Mobile Integration Team is affiliated with the Transitional Living Residence on the BPC campus and consists of Mental Health Therapy Aides, a Licensed Practical Nurse, a Treatment Team Leader, and a peer specialist. The mission of the team is to facilitate the client's recovery and enable him or her to transition successfully to a more independent level of functioning in the community. Members of the team provide psychiatric outreach, psychoeducation, crisis intervention as needed, and support services to clients, their family members, and other service providers who may

be involved in the client's care. The intern will accompany the team into the community one afternoon per week and essentially serve as a clinical consultant, discussing and directing case management and documenting individual client contacts. Dr Caroline Frankenberger is the supervisor for this rotation.

Bronx Psychiatric Center Forensic Committee

Many patients in the Bronx Psychiatric Center have significant criminal histories and are treated on a Criminal and Procedural Law (CPL) status, including patients found incompetent to stand trial and patients found not guilty by reason of mental disease or defect. Their histories are notable for minor as well as more severe crimes and their clinical pictures are often complicated by a combination of psychiatric and legal issues. The Forensic Committee of the hospital assesses and monitors the progress of inpatients with CPL status, as well as their exposure and possible transition to the community.

The forensic rotation at the Bronx Psychiatric Center provides an opportunity to deepen the intern's knowledge in forensic psychology and the intersection of psychiatric and legal issues. The rotation helps to sharpen the skills in navigating the complex reality of psychiatric hospitalization of forensic patients and to clarify the unique role of a forensic psychologist. The main goals and activities of the rotation include conducting sex offender evaluations and violence risk assessments of patients with criminal histories; increasing the intern's familiarity with 330.20 and 730 legal statuses; observing and participating in Forensic Committee hearings; observing forensic hearings at Mental Health Court at Bronx Psychiatric Center; and attending lectures on forensic psychiatry at the Albert Einstein College of Medicine, Division of Law and Psychiatry as the intern's schedule permits. Supervision is provided by forensic psychiatrists and psychology internship faculty.

Teaching and Mentoring/Supervisory Experiences

As members of the Training Unit's multi-disciplinary team, all interns have the opportunity to supervise, teach, and mentor. The interns informally mentor the second-year psychiatry residents and the social work intern in their clinical activities. They co-lead groups with the psychiatry residents in

which the interns, as the more experienced co-therapists, teach the residents in the pre- and post-group sessions. In addition, all trainees are members of the small group supervision group that is interactive and provides peer supervision, as well as supervision from the group therapy supervisors. The interns usually take the lead in the development of the learning/training focus.

The interns also conduct psychological testing throughout the hospital and present the results of these evaluations to the referring clinician and other clinical staff. They educate other trainees in testing and psychodynamics in team meetings and case conferences. Selected interns teach a seminar on psychological testing twice per year to the second and third year psychiatry residents.

In addition, each psychology intern will supervise a third-year AECOM medical student. As part of their Psychiatry rotation, the medical students are assigned to work with a patient in order to learn about various psychiatric disorders, as well as learning to gather a developmental and psychosocial history for that particular individual. Interns assign a patient from their caseload and supervise the medical student in developing a clinical relationship, assessing the patient, and generating a bio-psychosocial formulation.

The Psychology Interns mentor Psychology Externs to provide assistance and information, to facilitate their learning and work with patients and psychodiagnostic testing, as well as to answer questions and provide support in the internship application process. Interns also serve as case conference consultants for the Psychology Externs when they present their patients to their Extern group. This experience provides Psychology Interns with the opportunity to learn how to be a case conference consultant and to develop consulting skills. Interns interested in teaching will be invited to teach a session/module in the externship seminar series.

SUPERVISION AND CURRICULUM

Supervision

Supervision is integral to our training program. Teaching through intensive individual and group supervision is fundamental to the development of good

clinical skills, and the maintenance of professional standards and procedures. We embrace the adult model of learning and as such, supervision is viewed as a collaboration between professionals in maintaining a positive learning environment. Although the interns are offered considerable autonomy with respect to their clinical functioning, the supervision overall is intensive. We provide interns with at least six scheduled hours of supervision per week: two hours one-to-one inpatient supervision; one hour one-to-one outpatient supervision; one and one-quarter hours small group, group therapy supervision; one and one quarter hour hours testing supervision; one-half hour one-to-one supervision with the attending psychiatrist; and one hour of supervision at the rotation site.

Interns are provided with substantive traditional and specialty supervision by the internship faculty and multidisciplinary team supervisors. Interns are thereby exposed to a variety of supervisors who represent a diverse array of perspectives. Faculty supervisors are experts and/or are highly experienced in the clinical modality, as well as deeply committed to teaching and training. While the supervisory faculty is united under a psychodynamic umbrella, supervisors utilize a variety of theoretical orientations, including cognitive-behavioral, family systems, interpersonal, object-relations, self-psychology, and life-span developmental approaches.

Clinical supervisors address issues of limit setting, boundary infractions, transference and countertransference, splitting within a multidisciplinary team, and coordination and integration of multidisciplinary services. Issues of cultural, individual, gender, language, and sexual diversity are continuously addressed since the hospital population is primarily immigrant and minority. Supervisors often suggest and lend articles, manuals, and books on specific clinical subject matter to the interns. In the supervision session with the attending psychiatrist, the interns learn about psychopharmacology, legal and forensic applications, and issues pertaining to the team and therapeutic milieu. Direct access to the attending psychiatrist enables the intern to provide clinical and dynamic issues relevant to their patients, thereby shaping psychopharmacology intervention and integrating the medical backup into the individual treatment.

Last but not least, our supervisory faculty serve as professional role models and demonstrate a variety of professional roles for the interns, especially in the practice of psychology with the chronic and severely mentally ill. We believe that multiple models of professional activity aid the interns in their

search for professional identity. Our supervisors have extensive clinical experience with this population. They mentor and assist the interns with decisions regarding post-doctoral training, career goals, and employment opportunities. A large number of our faculty are involved in various local and national professional organizations, and many have private practices.

Seminars

The interns attend a weekly seminar series which runs throughout the academic year and which is intended to supplement the trainees' direct clinical experience and graduate training. It comprises three hours of the interns' time per week. The seminar series, entitled The Assessment and Treatment of Severe Psychopathology in a Public Hospital Setting, is taught at Bronx Psychiatric Center and coordinated by the Director of Internship Training. In addition to topics central to clinical psychology and general psychiatry, the seminar topics are also specific to working with the chronically and persistently mentally ill and forensic patients in longer-term treatment. The seminar leaders incorporate relevant research findings, evidenced-based approaches, theory, and clinical practice in order to facilitate the development and implementation of best practices with this population.

The clinical training seminars address the theoretical and practical issues raised in the course of providing clinical services and follow a competency-based teaching approach. They focus on assessment, diagnosis, multi-cultural competence, supervision, consultation, multi-disciplinary collaboration, and evidence-based treatments. Theories of psychosis; high risk assessment; behavioral assessment; various psychiatric syndromes; psychodynamic individual therapy; family and group therapies; dialectical behavioral therapy, behavioral, and cognitive behavioral therapies; transference and countertransference in treating psychiatric patients and the criminally insane; and diversity issues in diagnosis, treatment and in the transference/counter-transference process are some of the modules taught by Internship Faculty and Program Contributors. In addition, research on clinical interventions and treatment programs and ethical and legal issues that arise in treatment are also presented. The interns have an opportunity to

present their therapy cases, and see the work of senior clinicians via consultations, clinical vignettes and videotapes.

Ethics in Clinical Practice

Incorporated into the Internship Seminar are a series of presentations designed to address ethical issues that arise when treating the seriously mentally ill as well as mentally ill criminal offenders. In addition to these presentations, which are spread throughout the year, interns will have the opportunity to attend meetings of the hospital's ethics committee. Each intern will attend at least one Ethics committee meeting during the year.

Seminars/Case Conference with Dr. Otto Kernberg

Twice monthly, for a total of 12 sessions for the year, the interns and residents attend a case conference/lecture format series with Dr. Otto Kernberg, in which he uses case presentation and/or interviews a patient to explicate his theories on personality disorders. The seminar also focuses on clinical, theoretical, diagnostic, and/or treatment dilemmas involving patients from the Training Ward. Each year at least one intern has presented a case to Dr. Kernberg.

Grand Rounds/Other Case Conferences and Training Workshops

Montefiore Medical Center Grand Rounds: The interns are invited to attend the weekly Department of Psychiatry and Behavioral Sciences Grand Rounds Series with distinguished presenters from throughout the country speaking on diverse topics in psychiatry and psychology. In some cases, these Grand Rounds will take the place of the seminar on Thursdays at BPC.

BPC Grand Rounds: These are monthly presentations with outside speakers on a particular clinical topic identified by the Clinical Department heads. Recent examples include Harm Reduction Psychotherapy, DBT, Wellness Self-Management, Assisted Outpatient Treatment, Smoking Cessation, Psychopharmacology Updates, Substance Abuse (Co-Occurring Disorders), and Minority Issues in Psychiatry.

Office of Mental Health Satellite Case Conferences: These are broadcast from Albany several times during the academic year and are interactive in

nature. The themes usually involve difficult to diagnose or to treat clinical presentations or special populations. The consultant often has national or international recognition in the area of expertise.

OMH and BPC Special Training Conferences and Workshops: Training conferences and workshops have been organized and offered by OMH and/or BPC to focus on identified areas for increased knowledge and competencies. Recent examples of training programs that the interns and staff have participated, organized, and/or attended are: From Fragmentation to Integration: Multidimensional Approaches to Working with Complex Trauma; Latinos and Mental Health: Moving Toward Culturally Competent Treatment; Executive Functions of The Brain; Evidence-Based Best Practices; The Impact of Trauma: From Individuals to Communities; and Healing From Trauma: Individuals, Cultures and Systems.

Conference Days: Time off for up to 3 professional conference days is allowed for interns to attend outside conferences and workshops during the internship year.

Intern Process Group

Interns are given the option of participating in a process group which can provide a forum for the exploration and processing of all the challenging and intense experiences of an inpatient unit in a safe and supportive environment. Run by a clinician without an evaluatory role in the program, the group guarantees the confidentiality of its participants. Interns can discuss their anxieties about moving forward, venturing into the job market, starting their professional careers, and assuming a professional identity. This group experience helps the interns to internalize and consolidate the training experiences they have had during the internship year in preparation for taking the next step in their professional lives.

Core Faculty

James Beacher, Psy.D.

Ward 12 Primary Supervisor;
Psychodiagnostic Testing,
MMPI, Individual Psychotherapy,

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|--------------------------------------------|---------------------------------------------------------------|
| | Clinical Supervision |
| Shenell Evans, Ph.D. | Group Therapy for SPMI pts; Substance Abuse |
| Caroline Frankenberger, Ph.D. | Individual Psychotherapy, Group Therapy, Mentoring |
| Jennifer Heslin, Psy.D. | Externship Coordinator, Mentoring/Supervision |
| Janice Blackham, PsyD | Forensic Psychology; Risk Assessment |
| Peter Piepgras, Ph.D. (Chief Psychologist) | Individual Psychotherapy Group Therapy, Substance Abuse |
| Ekaterina Spei, Psy.D. | Trauma, Cognitive Remediation, Individual Psychotherapy |

Program Faculty

| | |
|-------------------------|-------------------------------------------------------------------------------------|
| William Ansorge, Ph.D. | Director of Psychology NYC Children's Center |
| Ann Rohs, MD | Ward 12 attending Psychiatrist; Psychopharmacology |
| Donald Grasing, LCSW | Jungian Theory & Analysis, Ward 12 Social Work Supervisor, Discharge Planning |
| Makeda Jones-Jaques, MD | Forensic Psychiatry |

Kristina Muenzenmaier, M.D.

Trauma, Risk Assessment,
Supervising Psychiatrist

Merrill Rotter, M.D.

Forensic Psychiatry, Ethics,
Psychopathy & Risk Assessment,
Supervising Psychiatrist

Program Contributors

Maddy Abrams, LCSW

Family Assessment & Therapy

Nigel Bark, M.D.

Psychopharmacology,
History of Schizophrenia,
Supervising Psychiatrist

Bryan Freilich, Psy.D.

Neuropsychology

Ali Khadivi, Ph.D.

Psychodiagnostic Testing,
Rorschach & PAI,
Mental Status Examination

Alessandra Scalmati, M.D.

Geriatrics & Psychotherapy

Michael Steinbacher, M.A.

Mentally Ill Criminal Offenders,
Forensic Psychology

APPLICATION INFORMATION AND PROCEDURES

We offer two full-time, twelve month positions (approximately 2000 total hours). Our interns have been highly qualified prior to coming to BPC. As a clinical psychology internship with an emphasis on psychodynamic thinking and integrative work with the severely and persistently mentally ill, the interns who have successfully completed our program have had

coursework in psychoanalytic theory, a demonstrated desire to work with adults with severe psychopathology, and expressed interest or have had experience in working with underserved and disenfranchised populations. They have also typically had experience with evidence-based treatments in a hospital setting, extensive psychotherapy training, and are familiar with the Exner system of Rorschach scoring. They have been mature individuals with good interpersonal skills and an openness to supervision. Many have been involved in scholarly work and have publications and professional presentations to their credit.

The internship will start on July 1st, 2016, and end on June 30th, 2017. The stipend will be disbursed through Yeshiva University.

Application to the program is open *only* to students from the Ferkauf (PsyD) program who have completed all coursework and have been deemed eligible to apply for internship training. Students *must* have permission to apply from Dr McGinn and Dr Jaime Schumpf, the Assistant Director of Training.

Applications to the program must include a cover letter, the APPIC application in PDF form (including the four essays), your CV, three letters of recommendation, a de-identified case summary (not an intake report), and a de-identified psychological testing report. These materials should be sent to Dr Beacher (james.beacher@omh.ny.gov) in an email with attachments no later than 9/14/15; please cc Dr Shumpf to all correspondence. Recommendations should be emailed separately (we prefer that they not be sent through the regular mail). We understand that some recommendations may arrive after that date, but please make every effort to ensure that these are sent in a timely manner. We will not interview you until and unless all application materials, including the letters of recommendation, have been received.

Once your application is complete you will be invited for an interview. Interviews will take place during the third and fourth weeks of September. Offers will be made by phone and email starting on Friday, October 2, 2015 at 9:00 AM, and students will have three hours in which to respond. Offers will continue to be made until all three slots are filled. Offers accepted for internship through the affiliated program are mutually binding and cannot be rescinded.

The application process has been structured this way for two reasons: It is expected that students will have a firm idea beforehand of whether or not they will

be accepting an offer, and, therefore, will not require an extended period of time to make a decision should one be tendered to them. Second, this method ensures that students who do not gain admission to the BPC affiliated program will then be able to immediately focus their efforts on obtaining an internship through the National Match.

The Bronx Psychiatric Center/Albert Einstein College of Medicine is committed to a policy of equal opportunity and does not discriminate against any person on the basis of race, color, national origin, disability, or age in admission, treatment, or participation in its programs, services and activities, or in employment. Qualified students from diverse backgrounds are encouraged to apply to our internship program.

As a matter of policy, the faculty does not welcome letters of “appreciation” from candidates after they have been interviewed.

For more information please contact:
James Beacher, Psy.D.
Director of Internship Training
James.beacher@omh.ny.gov
718 862 5612

This program is currently accredited by the American Psychological Association’s Commission on Accreditation through 2021.

Questions related to the program’s accredited status should be directed to:

The Commission on Accreditation:
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org