



Jewish Board of Family and Children's Services

Psychology Internship

2012 – 2013

JEWISH BOARD OF FAMILY AND CHILDREN'S SERVICES

The Jewish Board of Family and Children's Services has a century-long tradition of providing treatment to individuals experiencing a wide variety of problems from chronic mental illness or severe developmental disabilities to normally functioning people struggling with the ordinary stress of life. JBFCs is a voluntary, not-for-profit mental health and social service agency encompassing over 185 community-based out-patient, day treatment and residential programs serving more than 65,000 individuals yearly, from very young children through senior citizens, reflecting the full diversity of the population of the five boroughs of New York City. The agency is committed to providing equal treatment to all clients, without discrimination based on race, ethnicity, religion, gender, age, sexual orientation, physical handicapping conditions, or HIV status. JBFCs likewise follows nondiscriminatory policies and operating conditions in regard to the recruitment, retention and training of staff and interns. The agency employs over 2000 staff, including social workers, psychologists, psychiatrists, nurses, teachers as well as a variety of other clinical specialists such as speech therapists, occupational therapists, and art therapists. The internship program clearly exists in a rich interdisciplinary context, with interns enjoying a highly professional and diverse working environment.

JBFCs INTERNSHIP IN PSYCHOLOGY

JBFCs has been a proud sponsor of the Psychology Internship Program since 1963. In May, 2013 the internship program will celebrate its 50th year of consecutive accreditation by the American Psychological Association.*

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The philosophical principle on which the training is based is that the integration of science and practice of professional psychology contributes significantly to the emotional well-being of our clients. The program adheres to APA principles and guidelines for its policies regarding intern selection, admission requirements, evaluation and due process. In July 2003 the program was awarded a Graduate Psychology Education Grant for the 2003-2004 training year, which was seen as recognition for the high quality of training available through the program. *The program is open to doctoral students from APA accredited programs in clinical or combined clinical-child/school) psychology.* The Director of Psychological Services and Psychology Training is Susan Paula, Ph.D.

The program admits **three** doctoral level students. These positions are full-time and the training is for one full year, from September 1, 2012 to August 31, 2013. There is a stipend of **\$26,000** for the year in addition to which there is a generous individual medical benefits plan. Interns also receive four weeks of vacation; one of which may be scheduled during the training year and the remainder is taken at the conclusion of the internship. Interns are also given time to attend professional conferences and to meet with their dissertation committee.

The primary training site for all three interns is the **Manhattan West-Youth Counseling League Outpatient Clinic** where trainees treat a diagnostically and culturally diverse population of adults, children and their families. In addition, candidates elect to obtain specialized experience with one of two populations. There are two positions in an **Adolescent Track** (APPIC Program Code 146913) and one position in an **Early Childhood Track** (APPIC Program Code 146912). The best preparation for this program is a strong general background, along with experience or demonstrated interest with either an adolescent or early childhood population. The clinic and other training settings are described in detail below. **Applicants are considered for one track only and are asked to indicate their preference in the essay/ cover letter that is part of the APPI online application.**

JBFCFS serves a highly diverse urban population and the psychology internship program welcomes applicants from diverse backgrounds as well as APA Minority Fellows. Consistent with APA's Multicultural Guidelines, the program offers interns the opportunity to expand their understanding of the impact of their own cultural and individual differences on their work with clients, and the impact of these cultural factors on their clients' work with them. Applicants from out of state programs who have a serious interest in working with a diverse patient population are encouraged to apply. **Out of state applicants should address their plans to relocate to New York City in their cover letter.**

TRAINING MODEL AND GOALS

The JBFCFS internship program employs an Integrative Model of individual development and treatment. This model emphasizes a comprehensive view of personality development and treatment based on an in-depth understanding of the psychodynamics of the individual integrated with an understanding of his or her family system. A major feature of this perspective is the recognition that patterns of functioning and attachment formed early in development are often repeated at different times and in different contexts throughout the individual's life span (and

within their treatment relationships as well). The overarching goal of the program is to furnish interns with the knowledge and broad skills necessary for competent and ethical entry-level practice of professional psychology. Specific goals and objectives include:

Goal 1: To promote competence in effective psychotherapeutic intervention with children, adolescents, and adults.

Objective 1: Interns will demonstrate knowledge and skills in case formulation, goal-setting, and therapeutic intervention.

Goal 2: To promote competence in psychological assessment and diagnosis.

Objective 2: Interns will demonstrate skill in selecting, administering, scoring and interpreting psychological tests, and in clearly communicating results in oral and well-integrated written reports

Goal #3: To promote competence in professional consultation, particularly with respect to assessment and testing results.

Objective 3: Interns will demonstrate skill in consulting to other clinical staff, parents, educational organizations, classroom personnel, home-based caseworkers, and to other institutions such as foster care agencies.

Goal #4: To promote competence in recognizing the role of cultural and individual differences in psychological phenomena with an emphasis on sensitivity to individual differences and establishment of patient rapport.

Objective 4: Interns will demonstrate an appreciation for and sensitivity to the role of cultural diversity and individual differences in the assessment and treatment of patients and their families.

Goal 5: To promote competence in professional and ethical conduct, including ongoing professional development and supervision.

Objective 5: Interns will demonstrate ethical conduct, interact effectively with other professionals, cope effectively with stress, and apply strategies of scholarly inquiry.

Programs in both tracks are chosen to provide interns with an opportunity for observation, consultation and intervention individually, with families, and within a clinic or school setting, thereby enabling trainees to develop greater awareness of how all these systems, i.e., family, school, community, and treatment setting, impinge on the individual.

Conducting psychological evaluations also provides interns with additional experience in understanding the complex interaction of cognitive, emotional, family and cultural factors and their effects on an individual's level of functioning. Intensive training is provided in the administration and interpretation of an extensive battery of tests designed to assess cognitive and emotional functioning. Special emphasis is given to the evaluation of learning disabilities in children and adolescents. Interns are carefully trained to use a wide variety of tests other than the basic battery, including visual motor tests, educational achievement tests, perceptual tests, etc. Interns will learn to select the correct tests, to develop awareness of the testing relationship,

and to interpret and integrate the findings in a report that is useful to the family, the school, as well as to other members of the treatment team. Such experiences are essential to the development of an intern's consultation skills. **Applicants are required to have coursework and supervised experience in the administration and interpretation of cognitive and projective tests, including the Rorschach, and to include with their APPI Online application the final copy (not a draft) of a Psychological Test Report completed and signed while on externship.**

Finally, the internship program seeks to promote the intern's sensitivity to the broad range of individual and cultural differences encountered in professional practice, and in a related fashion, to maintain the trainee's commitment to on-going professional development. Interns will have the opportunity to develop and refine these professional competencies through an intensive exploration of their clinical work with a number of different supervisors, supplemented by carefully chosen didactic seminars and participation in the agency conferences and clinic meetings. Semi-annual conferences are devoted to the challenges of working with culturally and individually diverse patient populations and didactic seminars specifically address issues of race, ethnicity and sexual orientation.

TRAINING SETTINGS

General Outpatient Clinic

The primary training setting for all three interns is in the Manhattan West-Youth Counseling League Outpatient Clinic located at the new headquarters building at 135 West 50th Street. The Manhattan West Clinic is part of the agency's network of mental health clinics serving ethnically and socially diverse populations of adults, children and their families. Interns spend 3 days per week providing assessment and treatment services to their patients as well as extensive in-take evaluations. There is opportunity to gain experience and supervision in the use of a variety of treatment modalities, including individual therapy, play therapy, collateral family therapy, and marital therapy. Caseloads in the clinic often consist of a mix of adult, child and family cases. Psychotherapy may be supplemented by school consultations, psychiatric evaluations and medication treatment. Interns thus work with other professionals and learn to coordinate multiple aspects of patient care. In combination with intensive supervision, experiences in the clinic enable the program to meet its primary goal of training psychologists in a broad set of skills necessary to serve clients of varying ages and conditions.

Adolescent Track

In addition to the setting described above the two interns in the Adolescent Track receive supervised experience providing treatment and assessment services to patients 12-21 years of age. Interns provide these services at either a New York City high school or in a specialty clinic serving adolescents and children. Additional clinical experience includes training to conduct a group program for teen dating violence prevention and for some case assignments supervision is also available in an evidence-based treatment program designed to treat traumatized teens.

Early Childhood Track

The intern in the Early Childhood Track spends 2 days per week at a new, enlarged facility for the Child Development Center (CDC) located at 34 West 139th Street and Lenox Avenue in Harlem. The intern at CDC offers out-patient evaluations and treatment for preschool age children, many of whom experience trauma or foster care placements. A therapeutic nursery school for children 2½ through 4 years of age provides a trans-disciplinary approach to treating children with developmental disorders. There is closely supervised work in individual treatment with young children, parent guidance, and classroom consultation. CDC is also a New York City Department of Education testing site for children under 5 years of age, and there is training in a comprehensive assessment that includes psychological and neuropsychological testing, evaluation of development and play, and behavioral observation.

Interns in both tracks have considerable responsibility for and autonomy in managing many aspects of their caseloads, including maintaining a full schedule of appointments, documenting treatment progress, tracking fees and insurance authorizations, etc. There is also ample opportunity for interns to get to know and learn from one another through work on cases together as well as through group supervision and seminars.

SUPERVISION

All interns have a total of at least five hours of individual and group supervision per week. Each intern has regularly scheduled weekly individual supervision with senior psychologists at their training sites in addition to group and/or team supervision. Additional testing and school-related supervision is available in the specialized settings.

SEMINAR PROGRAM

Interns participate together in a series of seminars over the course of the year. A full year Professional Issues Seminar, which is led by the Director of Psychology Training, addresses the role of the psychologist in the agency as well as in the larger community. Other topics include a review of ethical principles for psychologists, specific practice issues that emerge in the work of interns, presentations of research and clinically relevant scholarly articles, as well as questions and concerns pertaining to post-internship professional life.

Part of the weekday schedule at the main office is set aside for seminars that are offered by members of the Psychology Department or selected from the JBFCS In-Service Training Program. Current seminars include Family Therapy, Testing and Cognitive Remediation, Psychotherapy Supervision, the Use of CBT with Parents and Children, and the Implications from Neurobiology and Attachment Research for Adult Treatment. A seminar entitled “Race, Ethnicity, and Class in Psychotherapy” is also required of all interns for completion of the

program. This seminar provides an opportunity to learn about the influence that individual and cultural differences have on the practice of psychology. At CDC there are additional seminars on play therapy with young children and the testing of and consultation on the pre-school child

Over the course of the year interns also participate in site-specific clinical meetings and agency-wide conferences. There is a half-day Interdivisional Meeting twice a year for professional staff that addresses topical research relevant to agency programs. The featured speaker at this year's Interdivisional Meeting was Howard Stevenson, Ph.D., a psychologist whose research on diversity and multicultural competence is widely known and respected.

AGENCY EXPECTATIONS

Interns have a total of about 16 – 20 patient contact hours per week. Cases treated at the Manhattan West Clinic constitute 10 -12 weekly sessions. The intern in the early childhood track has 4-6 treatment hours per week with pre-school children at CDC in addition to their time for classroom observation and psychological testing. The interns in the adolescent track have 5-6 treatments cases at their school placement.

AGENCY EMPLOYEE ORIENTATION

New interns at JBFCS must attend a one-day employee orientation prior to the start of the internship. Legislation that took effect in New York State in 2005 requires professionals in settings regulated by the State Office of Mental Health (OMH) to be cleared by the State Central Registry and to be electronically fingerprinted by the New York City Department of Investigation. Interns complete the paperwork for this process during the employee orientation; at this time they also learn about and select their medical benefits plan. Since interns at CDC work in the therapeutic nursery, they must also complete a second background check required by the Department of Education (DOE). Applicants who have already had a DOE clearance would not have to repeat the process a second time. Interns will receive detailed instructions in the spring on how to make appointments for the orientation and clearances. The agency reimburses interns for any costs associated with this process.

THE APPLICATION AND INTERVIEW PROCESS

The program requires the APPI Online and participates in the APPIC Internship Matching Program. Applicants can download an Applicant Agreement from the Matching Program web site at www.natmatch.com/psychint. Instructions for completing the Online Application for Psychology Internship (APPI) may be obtained from the APPIC website at <http://www.appic.org>. JBFCS is not permitted to accept printed copies of applications. The APPIC Program Code for the Early Childhood Track is **146912**; the Code for the Adolescent Track is **146913**. 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.

Please note that the program requires applicants to include in their APPI Online application the final copy of a Psychological Test Report that was completed while on externship. Identifying information of the client must be deleted from the report.

The deadline for submission of the application is Wednesday, November 2, 2011.

A complete application includes all of the following materials:

1. Completion of the APPI Online, including verification of your eligibility for internship
2. An essay/cover letter that clearly specifies why and how the experiences in this program are suited to your training goals and your choice of either the Early Childhood or Adolescent Track.
3. A Psychological Test Report completed in externship.
4. A Curriculum Vitae.
5. Three Letters of Recommendation.
6. All Graduate School Transcripts.

Interview Process

Applicants selected for an interview will receive e-mail notification by **December 14, 2011**. Interviews take place at the Manhattan office for Adolescent Track applicants; those who are interviewed for the Early Childhood Track have one interview in Manhattan and one at the training setting in Harlem. Interviews typically are scheduled from late December to late January. There is also the opportunity to speak to or meet with current interns during this time period.

Instructions for making interview appointments will be included in the interview notification e-mails. **Applicants will also be asked to bring a passport sized photo of themselves to the interview.** This is voluntary but it does serve to help the selection committee remember each applicant.

PSYCHOLOGY INTERNSHIP TRAINING STAFF

Bruce A. Grellong, Ph.D. Senior Supervising Psychologist. Cornell University 1973, Postdoctoral Certificate in Psychotherapy and Psychoanalysis, New York University 1981, New York State Licensed.

Dawnette Jones, Ph.D. Supervising Psychologist, Child Development Center. St. John's University, 2003, New York State Licensed.

Susan Paula, Ph.D. Director, Psychological Services and Psychology Training. Indiana University, 1990, New York State Licensed.

Leonard Pilaro, Ph.D. Senior Supervising Psychologist. New York University, 1977, Postdoctoral Certificate in Psychotherapy and Psychoanalysis, New York University 1992, New York State Licensed.

Elizabeth Snipes, Psy.D. Supervising Psychologist. Illinois School of Professional Psychology, 2005, New York State Licensed.

Gabrielle Shatan, Ph.D. Supervising Psychologist, Child Development Center. Clinical Psychology, Long Island University 1991, New York State Licensed.

Miriam Ziegellaub, Ph.D. Senior Supervising Psychologist, Child Development Center. Clinical Psychology, City University 1990, New York State Licensed.