

**MOUNT SINAI SERVICES
ELMHURST HOSPITAL
CENTER**

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Elmhurst (Queens), New York 11373
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**PSYCHOLOGY
INTERNSHIP PROSPECTUS**

2014-2015

DESCRIPTION OF HOSPITAL SETTING

Elmhurst Hospital Center (EHC), part of the Queens Health Network, is a municipally run general hospital located in Queens, New York. EHC is part of the New York City Health and Hospitals Corporation, and is an affiliate and major teaching hospital of the Icahn School of Medicine at Mount Sinai. The internship is offered through the Icahn School of Medicine at Mt Sinai, as stated on the certificate given to interns at the completion of the internship. The internship program combines the advantages of a general hospital's diverse patient population with a teaching hospital's high quality of staffing, advanced technology, research, libraries, and focus on learning.

Elmhurst Hospital Center is located in the northwest part of Queens in New York City, near major subways, several bus lines, many parkways, and La Guardia Airport. The hospital is located in a working-class residential area. The surrounding community is one of the most culturally and ethnically diverse areas in the country, and includes immigrants from Africa, Europe, Asia, and Central and South America. This provides a diverse patient and staff population and adds a strong multicultural dimension to the learning experience.

DESCRIPTION OF PSYCHOLOGY DIVISION & PSYCHIATRY DEPARTMENT

Within the Psychiatry Department, there are 10 psychologists employed in the Psychology Division. The Psychology Division's major function is to provide psychological services to the hospital's patients in the context of an interdisciplinary treatment model. The Division provides training, supervision and teaching to psychology externs and interns, child psychology fellows, psychiatry residents, medical students, and staff. Psychologists also play a major role in the coordination and administration of various services. The Psychology Division integrates both a milieu-based model and a consultative model in providing psychological services.

Each psychologist has a primary assignment to a clinical service where s/he is an integral part of a treatment team. On the inpatient services, the psychologist's responsibilities include leading community meetings, conducting therapy groups, treating individual patients and their families, and coordinating psychological services on the unit. In addition, psychologists provide clinical, supervisory and administrative services to other units that do not have a full time psychologist.

There are approximately 177 beds in the Inpatient Psychiatric Service, including six adult acute treatment units, adolescent and child units and a women's forensic unit. The Department of Psychiatry includes a variety of other services. There is a Comprehensive Psychiatric Emergency Program (CPEP) which has a twenty-four-hour psychiatric emergency room, an extended observation unit, and a mobile crisis unit. The Consultation Liaison Service provides consultations to inpatients in the medical and surgical departments.

Ambulatory Behavioral Health Services has over 25,000 visits per year, from diverse ethnic and clinical groups. This program includes traditional outpatient clinics as numerous subclinics and programs. Interns choose their rotations from the inpatient units (Adult, Child, Adolescent, Forensic), the Psychiatric Emergency Room, and the Consultation Liaison Service. Interns may have the opportunity to see patients from the Chemical Dependency service. In addition, throughout the year interns will see outpatient psychotherapy patients from the traditional outpatient clinics within Ambulatory Behavioral Health Services and conduct assessments throughout the hospital. For the outpatient work, interns see patients in the adult clinic, and in the CARES clinic (which provides evaluation and treatment for children, adolescents and their families).

OVERVIEW OF THE TRAINING PROGRAM

We offer three APA Accredited, full time, paid internship positions in clinical psychology. We are a member of the American Psychological Association and the Association of Psychology Postdoctoral and Internship Centers (APPIC); our program adheres to the rules of these governing bodies. For verification and questions from APA, please contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
(202) 336-5979

We accept applicants from Doctoral programs in Clinical, Counseling and School/Clinical Psychology. The candidates must have had at least one year or a minimum of 1000 hours of practicum/externship experience, including psychological testing and report writing (objective, personality and projective). By the time of the application, candidates must have passed their comprehensive exam and have been admitted for doctoral candidacy. In addition, applicants must have an approved dissertation proposal by the start of the internship in July. In compliance with APA guidelines, and to serve our patient population better, we try to obtain a balanced and diversified class each year with regard to gender and ethnicity.

Interns are provided with intensive supervised experience in clinical psychology, with emphasis upon functioning as a professional psychologist in areas including clinical interviewing, psychological testing, as well as individual, couples, family and group psychotherapy. The offerings are individualized in accordance with each intern's professional goals and objectives. Training includes supervised experience with inpatients and outpatients of varying age groups, the utilization of various modalities of intervention, and implementation of diverse assessment instruments (e.g., intelligence tests, objective and projective personality measures, neuropsychological measures, etc.). An intern's time is allocated, approximately, as follows: major rotations 45%; outpatient evaluations, individual, couple, family and group therapy 25%; testing 15%; courses and educational activities 10%; administrative meetings 5%.

Our training occurs in the context of a multi-cultural urban hospital. The patient population is ethnically and culturally diverse. Patients come from many different Latino, European, and Asian communities; the catchment area is among the most diverse in New York City. This lends a multi-cultural dimension to our training and we seek to emphasize the understanding and treatment of psychopathology from different cultural perspectives.

The training rotations offer a richness and variety of case material, and opportunities to work with a wide variety of diagnostic presentations, including psychotic, anxiety, mood, developmental, and personality disorders. From interdisciplinary treatment and case conferences, Psychiatric Emergency Room rounds, Consultation and Liaison rounds, and testing consultations, interns learn the variety of roles psychologists perform in a hospital setting, as well as how to work side by side with allied disciplines. Interns gain an understanding of the medical, pharmacological, nursing, rehabilitation, social work, and creative activity disciplines, and learn about the role of managed care in a hospital. In addition, interns gain a working knowledge of the application of ethical and legal standards of care of the profession of psychology.

TRAINING PHILOSOPHY AND MODEL

Our training philosophy is a practitioner-scholar model. We train our interns to provide direct clinical service in a high intensity, clinically rich environment. It is through this experience, as well as through supervision and clinical didactics that we prepare our interns for entry-level practice in professional psychology.

The following outlines our goals and objectives:

Primary Goals, Objectives, and Expected Competencies

Goal #1: Interns will develop competency in assessment and diagnosis of psychological disorders.

Objective(s) for Goal #1: Interns will develop competency to assess mental status, conceptualize patient's psychological presentation, and accurately diagnose according to DSM-IV multi-axial diagnostic criteria.

Competencies Expected: Interns will develop techniques for clinical interviewing that incorporate the mental status exam. Interns will be able to conduct an informative clinical interview while also developing rapport with, and a sense of comfort and safety with interviewees. Interns will learn to utilize a variety of approaches for formulating symptoms, personality functioning, and syndromes (such as attachment or trauma syndromes), including cognitive, psychodynamic, behavioral, and neurobiological models. Interns will be able to formulate accurate multi-axial diagnoses. Interns will learn proper charting of information.

Goal #2: Interns will develop competency in conducting psychotherapy.

Objective(s) for Goal #2: Interns will develop competency in conducting individual and group therapy with adults, and for those who elect to work with younger populations, children and adolescents. Interns will develop competency in conducting both inpatient and outpatient psychotherapy, with patients of varying functioning and diagnostic presentations. Interns will develop competency in conducting family therapy and in doing collateral work with family members.

Competencies Expected: Interns will learn techniques for creating security and connection within the therapeutic relationship, and will learn to develop a productive working alliance. Interns will be competent in treatment planning. Interns will develop competency in a range of therapeutic approaches, including cognitive-behavioral therapy, psychodynamic and affect-oriented therapies, and in the use of behavioral treatments. Interns will develop competency in assessing for the need for referral for pharmacological evaluation. Interns will learn proper writing of initial treatment plans, progress notes, treatment updates, and discharge reports.

Goal #3: Interns will adhere to a high level of professional and ethical conduct.

Objectives: Interns will behave in an ethical manner, and will develop knowledge of proper ethical behavior of professional psychologists, based upon APA Ethics guidelines, and upon state laws governing professional conduct. Interns will show professional comportment, responsible work habits, and appropriate responsiveness to professional demands of a given setting. Interns will engage in continuous learning and professional development.

Competencies Expected: Interns will comport themselves in a professional manner (e.g., will demonstrate respectful demeanor towards coworkers and patients). Interns will demonstrate tolerance and sensitivity to ethnic, cultural, and individual differences. Interns will make effective use of supervision to further their knowledge and skills. Interns will complete assigned work in a timely manner.

Goal #4: Interns will develop necessary knowledge and skills for professional consultation and collaboration as part of an interdisciplinary team, as a member of a hospital system, and as a member of larger systems of agencies and institutions.

Objective(s): Interns will function competently within a treatment team. Interns will learn skills for making use of available systemic resources, and of interfacing with individuals from differing disciplines and systems.

Competencies Expected: Interns will work effectively with coworkers, supervisors, administrators, and personnel from outside agencies and systems. Interns will be competent in assessing when referrals to, and interfacing with additional providers and systems is indicated (e.g., when to report child abuse and neglect), will learn to distill and synthesize necessary information for communication.

Goal #5: Competence in Scholarly Inquiry and the Application of Current Scientific Knowledge to Practice.

Objective(s): Interns will display the necessary self-direction in gathering clinical and research information to practice independently and competently. They will seek out

current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas. Interns will demonstrate competence in evidence-based treatment modalities and an ability to incorporate knowledge of empirical basis into practice. Interns will demonstrate competence in program evaluation methods.

Competencies Expected: Interns will be dedicated to expanding knowledge and skills, independently seeks out information to enhance clinical practice utilizing available databases, professional literature, seminars and training sessions, and other resources. Interns will be able to independently incorporate knowledge of the research literature into clinical practice. Interns will have an advanced understanding of the theoretical basis for the treatment modality. Interns will demonstrate an understanding of the most current literature relevant to the practice of the particular treatment approach. Interns will independently incorporate knowledge of empirical basis into treatment. Interns will demonstrate knowledge of program evaluation theory, including the rationale for selection of an appropriate evaluation approach (experimental or quasi-experimental, goal oriented, user/decision focused, process oriented, participatory), and can apply this knowledge to various programs by independently developing evaluation questions.

CLINICAL ROTATIONS

Interns provide treatment and testing services throughout the year in the Ambulatory Behavioral Health Services clinic. In addition, throughout the year, interns select and rotate through four 3-month major rotations, described below.

Ambulatory Behavioral Health Services

Description of service: The Ambulatory Behavioral Health Services (ABHS) provides an array of outpatient psychiatric services and is comprised of several specialized clinics for the treatment of children, adolescents and adults experiencing a wide range of mental health problems. Psychology interns work in ABHS on a part time basis for the entire training year. Their primary responsibilities include providing individual, group, and family therapy. They also conduct psychological testing cases in the outpatient clinic.

Staffing: ABHS is staffed by multi-disciplinary teams of mental health professionals including psychiatrists, psychologists, social workers, community liaison workers, caseworkers, activity therapists and nurses.

Major Rotations

Adult Inpatient

Women's Forensic Inpatient

Adolescent Inpatient

Child Inpatient

Consultation Liaison Service

Psychiatric Emergency Room

DESCRIPTION OF ROTATIONS

Elmhurst Hospital Center is a training hospital affiliated with the Mount Sinai School of Medicine; as such some of the units serve as a training rotation for psychiatric residents, child psychiatry fellows, clinical psychology interns, clinical psychology externs, and medical students. Interns are provided with a rich learning experience in which teaching and training are an integral part of most units.

Inpatient Units (Adult Inpatient, Adolescent Inpatient, Child Inpatient, Women's Forensic Inpatient):

Description of Service: Inpatient units serve a diverse patient population with respect to race, culture, ethnicity, age, gender and psychiatric diagnosis. Inpatient services provide assessment and treatment to patients on the inpatient psychiatric units with a broad range of psychiatric diagnoses.

The women's forensic inpatient unit is similar in its mission as the other inpatient units, but is specialized in regards to the patient population who are women and come to EHC either pre-arraignment (in NYPD custody) or from the Rikers Island jail facility. The interaction between mental health issues and the legal system is a constant consideration. Collaboration with attorneys, diversion programs, and Rikers Island staff occur regularly. Malingering assessment tools are utilized to diagnose malingering and factitious disorders. Competency evaluations are also conducted. Monthly multidisciplinary team meetings are held at Rikers Island.

The adolescent unit serves a varied patient population, including patients presenting with suicidality and self-injurious behaviors, mood disorders, conduct disorders, personality disorders, psychotic disorders, and developmental disorders. This unit places an emphasis on the evaluation and psychotherapeutic treatment of trauma and attachment disorders.

The child unit serves children ages 5-13, with a similar range of disorders as the adolescent unit. This rotation also places an emphasis on the treatment of trauma, as well as utilizing behavioral interventions as part of the milieu treatment.

Staffing: All inpatient units have a multi-disciplinary staff and clinical team, including nurses, community liaison workers, psychiatrists, psychologists, social workers, and activity therapists. Staffing also often includes psychiatric residents, clinical psychology interns and externs, and medical students.

Consultation Liaison

Description of Service: The Consultation Liaison service provides psychiatric consultation, assessment and treatment to patients on inpatient medical units. Evaluations conducted include capacity to make medical decisions. Interns evaluate patients with primary Axis I and II psychiatric disorders, as well as psychological problems secondary to a medical illness or situational stressor.

Staffing: Two psychiatrists run the service along with psychiatric residents and psychology interns. The interns on this service are supervised by the psychiatrist on the service as well as a psychologist on the faculty.

Comprehensive Psychiatric Emergency Program (CPEP)

Description of Service: The Psychiatric Emergency Room serves a diverse patient population with respect to race, culture, ethnicity, age, gender and psychiatric diagnosis. The Psychiatric Emergency Room provides consultation to patients in need of acute psychiatric evaluation. After initial triage by nursing staff the patient is evaluated by the psychologist or social worker, as well as by the staff psychiatrist. After a diagnosis is arrived at, a treatment plan and disposition are determined. The patient may be discharged, hospitalized or continue to be observed in the emergency room for a maximum of 72 hours.

Staffing: The Psychiatric Emergency Room is staffed by psychiatrists (adult and child), a psychologist, social workers, nursing staff, as well as assistant coordinating managers. Staffing also includes at times psychiatry residents, clinical psychology interns and externs, and medical students.

SUPERVISION

Supervision is provided by Ph.D. and Psy.D. licensed clinical psychologists. On certain rotations non-licensed psychologists (under the supervision of the Director of Training or the Director of Psychology) may provide co-supervision. This only occurs when the psychologist has established him or herself on a particular unit and has gained significant experience in that setting. We require interns to audio/video-tape their outpatient therapy cases for utilization in therapy supervision. Theoretical orientations of psychology faculty include psychodynamic, cognitive-behavioral, integrative, and family systems perspectives. The breadth of orientations among our clinical staff is an important aspect of intern supervision. We also believe that interns' learning is fostered through the emphasis that our staff psychologists place on their own continuing education. The supervisory staff participates in regular supervisors meetings. Ongoing training and participation in professional organizations are encouraged for our faculty. Thus, interns have role models who are willing to learn new techniques and be at the forefront of clinical, research and professional developments in psychology.

On a weekly basis interns receive:

- 1 hour of individual supervision by the clinical rotation supervisor.
- 1 hour of individual supervision for each hour of outpatient psychotherapy.
- 1 hour of group supervision in the family psychotherapy seminar
- 1 hour of group supervision with the training director
- Supervision for each testing case that is assigned.

The interns also receive regular individual and group supervision with the Director of Training

ASSESSMENT OF COMPETENCIES

We believe that the internship is one of the most important opportunities for interns to receive feedback about their clinical and professional skills, and that, in addition, the supervisors and the internship program can benefit from feedback, consistent review, and self-assessment. The interns are assessed for their clinical knowledge, competency to provide appropriate clinical care (including diagnostic, clinical assessment, interviewing, and psychotherapy competencies), ability to utilize theory in the treatment of patients, sensitivity to issues of diversity across all dimensions, and ability to function effectively and ethically as a professional in a multidisciplinary team. The supervisors and the program are assessed on their ability to train and provide appropriate tools for the interns to utilize in their daily clinical functioning and professional growth. Interns and supervisors meet for formal evaluations at several points during the year. In addition, the interns give feedback regarding the program to the director of training during individual and group meetings, and at the end of the training year.

The Director of Training also makes efforts to keep in contact with past interns in order to continue to assess how the internship prepares our interns for the field, and how we can adapt our program accordingly.

REQUIREMENTS

Internship runs from July 1st through June 30th, following a hospital (not a university) calendar. The time required on premises is at least 40 hours (excluding lunch hours) during weekdays, which may include one to two evenings at the outpatient clinic. Although time is provided for test scoring, interpreting data, and writing reports, there will be times when interns have to complete paperwork at home. Thus, interns should be prepared to devote time beyond regular hospital work hours to fulfill internship requirements. All interviews, psychological testing, and psychotherapy with inpatients and outpatients of the hospital are to be done on the premises.

STIPEND AND BENEFITS

The stipend is \$21,000 for the twelve-month's full time internship. In addition, there are excellent insurance benefits, 16 days of vacation/sick time, twelve paid holidays, and up to five professional conference/continuing education days. An employee gym is also available for use.

APPLICATION PROCEDURES

Applications are to be submitted through AAPI online. The application must include the following:

APPIC application for Psychology Internship

Curriculum Vitae

Official university transcript of all graduate work

Sample test report

Sample therapy case summary (at least one report should be of an adult)

Three letters of recommendation from at least one professor and at least one supervisor well acquainted with your clinical work.

We generally review application packages in the months of November and December and invite candidates for a group orientation and an interview in January. We follow the rules of the Association of Psychology Postdoctoral and Internship Centers (APPIC) including the “match” procedure. Applicants that are interviewed, and want to rank our site, must register for the Match using the online registration system on the Match web site at www.natmatch.com/psychint. We abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Our program code number is **145811**. From among many highly qualified applicants, we hope to select those who are the best match for our setting and can contribute diverse qualities to balance the internship class. If you have specific questions regarding the application procedure or the program, please call Dr. Jessica Pearson 718-334-3913.

Please note that all employment offers are contingent upon successful completion of the pre-employment physical examination, including a toxicology screening, as required by the Medical Board and Mt. Sinai/Elmhurst Hospital rules, and a background screening. The background screening consists of SSN trace and SSN validation, felony/misdemeanor conviction search (7 years), and National Criminal Record and Sex Offender database search.

The information in this prospectus is accurate as of its revision date October 2013. It represents the current offerings in our program. Because we are continuing to provide for new growth opportunities and because of possible changes in staff, the future program might not be exactly as described herein. We reserve the right to make changes in our program at any time, even though we can only revise this prospectus annually. We will be happy to inform applicants verbally of any recent changes at any time.

It is our program's policy, as well as that of our parent institutions, the Mt. Sinai School of Medicine and the Health and Hospital Corporation, that all decisions regarding educational and employment opportunities and performance are made without discrimination because of race, sex, color, creed, age, national origin, disability, veteran status, marital status, or sexual orientation.

PSYCHOLOGY STAFF

(A summary of credentials, major and present offices in professional associations, and main interests. Space precludes listing organization membership and publications.)

Maria Cristina Aguirre, Ph.D.

Senior Psychologist; Outpatient Clinic. Ph.D., University Paris 7, Paris, France, 1988; Coordinator of the New York Freud Lacan Analytic Group (NYFLAG), New York. Past-Coordinator of Colegio Ecuatoriano de Psicoanalisis, (Ecuador 1998-2000). Editor of the Lacanian Compass, on-line Psychoanalytic Journal. New York State Licensed.

Interests: Psychoanalysis, Lacanian Orientation, Fluent in Spanish and French.

David Block, Psy.D.

Senior Psychologist, Adolescent Inpatient Unit; Ferkauf Graduate School of Psychology, Yeshiva University, 2009

Interests: Adolescent Psychology, Psychodynamically oriented psychotherapy, ADHD

Yesenia Camacho, Psy.D.

Senior Psychologist, Child Outpatient, Ambulatory Behavioral Health Services; Psy.D., Ferkauf Graduate School of Psychology, Yeshiva University, 2009

Interests: Child Disruptive Behavior Disorders, Anxiety Disorders, Depressive Disorders, Family Therapy, Foster Care, Psychological Assessment, Fluent in Spanish.

Attilio Capponi, Ph.D.

Senior Psychologist; Ambulatory Behavioral Health Services; Assistant Clinical Professor of Psychiatry, Icahn School of Medicine at Mount Sinai; Ph.D., The New School for Social Research, 1973. Post-Doctoral Certificate in Group Psychotherapy, Derner Institute, Adelphi; Certificate in Psychoanalytic Psychotherapy, Lenox Hill Hospital Psychotherapy Program; Certificate in Analytic Psychotherapy, Advanced Institute for Analytic Psychotherapy; Certificate in New York Society of Ericksonian Psychotherapy and Hypnotherapy. New York State Licensed.

Interests: Psychoanalytic and Cognitive Therapy, Health Psychology, Psychological Approaches to Cancer and Pain Management, Group and Family Therapy, Application of Meditation in Psychotherapy, Fluent in Spanish and Italian.

Beth Chen, Ph.D.

Clinical Instructor of Psychiatry, Icahn School of Medicine at Mount Sinai, Senior Psychologist; Adult Inpatient Unit; Ph.D., St. John's University, 2006. New York State Licensed.

Interests: Cognitive and Behavioral Psychotherapies, Anxiety Disorders, Health Psychology

Jill Gewirtz, Psy.D.

Senior Psychologist; Psychiatric Emergency Room; Psy.D., Illinois School of Professional Psychology, 1990.

New York State Licensed.

Interests: Psychotic Disorders, Mood Disorders, Dual Diagnoses in Adults and Adolescents, Emergency/Crisis Intervention.

Shelly Lennox, Ph.D. Senior Psychologist; Coordinator, Group Psychotherapy Program, Ambulatory Behavioral Health Services; Assistant Clinical Professor of Psychiatry, Mount Sinai School of Medicine; Ph.D., SUNY at Stony Brook, 1987.

New York State Licensed.

Interests: Anxiety Disorders, Social Skills Training, Exercise and Well Being.

Dara Mahler, Ph.D. Senior Psychologist; Consultation Liaison Service; Ph.D. at New School for Social Research, 2014

Interests: Psychological Assessment; Inpatient Treatment; Forensic Evaluation; Dynamic Psychotherapy

Angelina Morales, Psy.D.

Senior Psychologist, Child Inpatient Unit, Externship Coordinator; Pace University, 2010.

Interests: Integration of Cognitive Behavioral and Psychodynamic Psychotherapies; Play Therapy with Traumatized Children

New York State Licensed

Jessica Pearson, Psy.D.

Director of Internship Training, Senior Psychologist Women's Forensic Unit, Testing Coordinator, Assistant Clinical Professor of Psychology, Icahn School of Medicine at Mount Sinai; Clinical Instructor, NYU School of Medicine; Adjunct Assistant Professor, NYU Graduate School of Arts and Sciences; Psy.D., Ferkauf Graduate School of Psychology, Yeshiva University, 2003.

New York State Licensed.

Interests: Psychological Testing, Forensic Evaluation; Mental State; Cultural Competency in Assessment

Lisa Saraydarian, Ph.D.

Director of Psychology; Assistant Clinical Professor of Psychiatry, Mount Sinai School of Medicine; Ph.D., Fairleigh Dickinson University, 1990.

New York State and New Jersey Licensed.

Interests: Forensic Psychology, Projective Testing, Psychoanalytic Psychotherapy, Family Therapy.