



**Office of
Mental Health**

**New York City Children's Center –
Queens Campus**

74-03 Commonwealth Blvd. | Bellerose, New York 11426 | (718)264-4500

Psychology Internship Program

An APA Accredited Internship Program



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Dear Applicant:

Thank you for your interest in the Psychology Internship Program at the New York City Children's Center– Queens Campus (NYCCC– Queens). The Internship has been in existence since 1972, and it has been American Psychological Association (APA) accredited since 1979.

In the following pages, you will find information about the facility, its mission and clinical services; and about the Internship program, including its philosophy, objectives and training plan. Consistent with the hospital's mission of providing quality, comprehensive behavioral healthcare services for children and adolescents with severe and persistent mental illness, we adhere to a Practitioner-Scholar model of professional training, emphasizing integration of science and practice in context of child-centered, empirically supported approaches. Training is sequential, cumulative and graded in complexity, and our training plan ensures that Interns' service delivery duties are learning oriented. We seek competitive applicants whose interests, aptitudes, and prior educational and practicum experiences are consistent with the program's training model and goals. We are committed to ensuring a supportive learning environment and to training students who represent a broad cultural and individual spectrum.

The Internship Program participates in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match and requires that applicants register for and participate in the Match. Applications must be submitted online using the AAPI Online service.

We require that you include in the Supplemental Section of your online application a recent psychological assessment (including projective testing), with all identifying information redacted, that you consider to be a good example of your current level of competence in testing and evaluation.

The Application Deadline is November 21st. The Interview Notification Date is December 15th.

We look forward to reviewing your application. Should you have any questions, please do not hesitate to contact me.

Sincerely yours,

Endra K. Henry, Ph.D.

Director of Internship Training

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New York City Children's Center (NYCCC) Queens Campus

Hospital Facilities

Situated in Northeastern Queens, along the border of the New York City borough of Queens and Nassau County, Long Island, the Queens Campus complex consists of two colorful, cheerful and contemporary buildings located on part of the site of an 18th century farm in a setting of green fields and beautifully landscaped grounds. The hospital is one of the largest psychiatric facilities for children and adolescents in the United States. It has its own playgrounds, gymnasium, auditorium, and finished courtyards. Building 55, which opened in 1970, and on which renovations were completed in 2007, contains the inpatient units, the outpatient clinic and the administrative offices. Building 57, completed in 2008, is the Community Services building and houses two day treatment programs, a short-term Intensive Day Treatment program, and a Care Management Program. In addition to providing inpatient services for Queens County, the Queens Campus of the New York City Children's Center provides services to children and adolescents from Brooklyn, the Bronx, and Staten Island. Since 1995, the Queens Campus has also provided intermediate care services for most of Manhattan.

Accreditation

The New York City Children's Center (NYCCC) is a New York State (NYS) Office of Mental Health (OMH) facility comprised of three campuses located in Queens, Brooklyn, and the Bronx. It is accredited by The Joint Commission (formerly The Joint Commission on Accreditation of Healthcare Organizations (JCAHO)).

The Queens Campus Psychology Internship Program is accredited by the American Psychological Association (APA). Information regarding the accreditation process, and the guidelines and principles for accreditation of programs in professional psychology, may be obtained from the APA's Commission on Accreditation (CoA).

Contact information is as follows:

Office of Program Consultation and Accreditation American Psychological Association

750 First Street, NE Washington, DC 20002-4242

Phone: (202) 336-5979 / TDD/TTY: (202) 336-6123

Fax: (202) 336-5978

E-mail: apaccred@apa.org

Website: www.apa.org/ed/accreditation

The Internship abides by the CoA's published policies and procedures.

Mission

NYCCC is a children's psychiatric center under the auspices of the NYS Office of Mental Health. The facility's mission is to provide quality, comprehensive behavioral health care services for children and adolescents with serious psychiatric challenges, with an emphasis on best practices, within a safe and therapeutic environment, and with the goal of fostering recovery and successful functioning in the home, school, and community. The facility's mission underscores its commitments to the highest standard of patient care and excellence in clinical training.

Patient Population/Eligibility for Admission

There are 54 inpatient beds and more than 200 day hospital and clinic patients receiving behavioral health care services at NYCCC– Queens.

NYCCC provides comprehensive behavioral health care services to youth with serious emotional disturbances. Youngsters up to age 21 are eligible for services. Admissions are generally on a voluntary basis, with referrals from acute care psychiatric hospitals, schools, clinics, courts and community agencies.

Administration and Staff

Dr. Lauretta Bender, internationally known as a pioneer in the field of child psychiatry, and perhaps best known as the developer of the Bender Visual Motor Gestalt Test, founded the facility— then called Queens Children's Hospital— in February 1970, after making the determination that children and adolescents at Creedmoor Psychiatric Center could be more effectively treated in an independent setting dedicated to their care than on a unit within an adult psychiatric center.

Dr. Bender's vision of treating children who require ongoing psychiatric care in facilities designed specifically for the treatment of children continues to shape our practice philosophy and patient care. Indeed, the administration at NYCCC remains committed, as it has for more than four decades, to facilitating children's recovery in independent, non-threatening, child-friendly spaces.

The Queens Campus boasts a large staff of mental health professionals and child care workers dedicated to providing coordinated treatment and services. Treatment is individualized, with an emphasis on family involvement and the application of best practices, and is carried out by multi- disciplinary teams comprised of psychiatrists, psychologists, pediatricians, social workers, nurses, recreational therapists, teachers, creative arts therapists, and specialized child care staff, with the assistance of comprehensive case management services. Psychology Interns interact regularly with members of other clinical and practice disciplines.

Since the early 1970s, the Queens Psychology Department has established solid training affiliations with local universities and has provided practicum, externship, and internship training for graduate students in clinical and school psychology programs. NYCCC– Queens also provides clinical traineeships for advanced child psychiatry fellows and adult psychiatry residents through affiliations with Columbia University College of Physicians and Surgeons, Harlem Hospital Center, Saint Luke's Hospital, and Northwell Health (formerly North Shore– LIJ Health System).

Clinical Services

The NYCCC– Queens Inpatient Services Division provides comprehensive, individualized treatment, including psychotherapy, pharmacotherapy and educational programming, in a structured, therapeutic environment for children and adolescents up to age 18. Hospital services and programs are designed to facilitate the earliest possible return of patients to community treatment programs. The comprehensive program of care includes complete medical, psychiatric and psychological evaluations; individualized treatment plans; educational programming; family counseling; group experience to facilitate development of social skills; and the development of community linkages for follow-up support.

The Community Services (CS) Division includes three day hospital programs, two outpatient clinics and a Care Management program. CS clinical care services include evaluation and pharmacologic treatment; individual, group, and family psychotherapies; skill-based parent education; and outpatient clinical support services. Screening and consultation for outpatients, and referrals to Committees on Special Education (CSEs), are also provided. The Queens Lower School Day Treatment and Upper School Day Treatment programs provide day hospital services to youngsters ages 6-12 and 13-18, respectively. The short-term Intensive Day Treatment (IDT) program serves youngsters 7-18 who are temporarily unable to be maintained in a more traditional academic

or treatment setting, while the Care Management program works in partnership with children and families to coordinate supports and services necessary to maintain youngsters at home in safe and stable families. In addition, the outpatient clinic located at the Robert F. Kennedy School on the Upper East Side of Manhattan provides early assessment of childhood emotional problems and high quality mental health treatment for youngsters in the borough of Manhattan.

Community Participation

The Queens Campus has a large number of volunteers, including community volunteers and college students who work with youngsters under close supervision; an active Advisory Council of representatives of community groups, professionals, parents and legislators; and family advocates who support and empower youngsters and their families, with an emphasis on quality of care and consumer satisfaction.

Family Involvement

NYCCC– Queens is committed to the participation of family members in all aspects of treatment planning, and to family and consumer driven initiatives. Family involvement and family therapy are strongly encouraged, and when appropriate, supportive services, including Care Management services, are provided. Parents/guardians, and if appropriate, other family members, are asked to meet with children's therapists regularly, to attend planning conferences, and to participate in Parents' Advisory Committee Meetings. Parenting classes are offered to provide family members with the resources, tools and services to help build successful families.

Cultural Diversity Training

Cultural Competence and Diversity Training are training priorities for NYCCC administration and staff. Each year, Interns and hospital-wide staff participate in hospital sponsored training seminars on multiculturalism, inclusion, and clinical issues that reflect the diverse racial, ethnic and cultural backgrounds of families from Queens and the other boroughs of New York City. Opportunities to work with patients from diverse cultural, religious, and socioeconomic backgrounds in this culturally inclusive environment that recognizes, appreciates, and capitalizes on diversity further advance Interns' development of cultural competence and inter-cultural skills, and assure a rich socio-cultural experience. The topic of cultural diversity is also addressed through supervision, assigned readings, and group discussions. Additionally, the interplay between cultural factors and mental health and illness is explored in Interns' Selected Topics Seminar, serving to enrich Interns' learning experience and to contribute to the quality of service Interns and training staff provide.

Nondiscrimination

NYCCC is committed to providing an inclusive and welcoming environment, and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. The facility adheres to a policy of nondiscrimination in the recruitment of employees and trainees and provides equal employment opportunities to all people without regard to race, color, sex, religion, age, national origin, disability, sexual orientation, or Veteran status. The facility's policy also ensures nondiscrimination in the provision of services.

Location

The NYCCC– Queens Campus is 30 minutes from Manhattan and is accessible by subway and bus. Several major highways, including the Long Island Expressway and the Grand Central and Cross Island Parkways, are close by, offering convenient travel to Manhattan.

Psychology Internship Program

Philosophy and Goals

The Psychology Internship Program at the NYCCC– Queens Campus exists to provide high-quality training to advanced psychology graduate students in the context of a State Hospital for Children. In this setting, which serves a population of children and adolescents with serious emotional disturbances, and families impacted by socio-economic distress, students are afforded opportunities to develop skills that will serve them across a broad spectrum of professional endeavors. It is our view that the development of competence and confidence in working with this multiply-impaired population provides a solid foundation for work with a range of populations. In keeping with a Practitioner-Scholar Model, our program emphasizes integrative practice informed by research in psychopathology and psychodynamic and cognitive-behavioral theories, and draws on the available treatment research on seriously disturbed youth with co-morbidities and severe impairments. Through exposure to the complexities of the bio-psychosocial roots of severe emotional disturbance, students learn that an attitude of scientific curiosity and hypothesis testing will ensure the flexibility necessary to provide the most adequate and patient-centered assessment and treatment. We encourage our students to deploy a broad range of clinical skills and methods to maximize treatment effect.

Our approach is to facilitate a deep immersion in the clinical setting while providing extensive supervisory and didactic support. Through a gradually increasing range of responsibilities, students develop confidence in selecting and making use of different modes of intervention with their patients. As they become immersed in the treatment teams to which they are assigned, they learn and become progressively more comfortable with the different roles psychologists play in clinical practice settings. And as they encounter the range of deficits in their patients' lives, they develop new sets of skills that augment their growing treatment abilities, viz., assessment, consultation-liaison, crisis intervention, and team treatment.

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

Training Model

The Psychology Department and the Internship Program adhere to the Practitioner-Scholar Model of professional training, producing students who are able to consume research and apply knowledge and analytic, problem-solving skills and intervention techniques to effectively resolve problems in clinical practice. The program is exemplified by a focus on the professional practice of psychology, with an emphasis on empirically supported treatments and the application of best practices, informed by scholarly inquiry.

In keeping with the Practitioner-Scholar Model, the Internship's training and supervision espouse an integrative, child-centered approach that primes Interns to conceptualize individual therapy in psychodynamic, behavioral, developmental, and systemic terms while applying appropriate behavioral interventions. Under close supervision, Interns are exposed to psychodynamic, behavioral, cognitive behavioral, and dialectical behavior therapy approaches, which they are encouraged to put into service in context of their work with the emotionally disturbed and behaviorally challenging youngsters on their caseloads.

Members of the Psychology Department are experienced with cognitive behavioral and psychodynamic approaches to treatment and are highly experienced in clinical work with families. Several supervising

psychologists have completed advanced postdoctoral training, including training in family therapy supervision and fellowships in evidence-based treatment.

Ethical Principles and Professional Behavior

Integral to our goal of producing students who are able to consume research and apply knowledge in clinical practice is an emphasis on practicing ethically. Discussion of ethical principles is incorporated into individual supervision and the curriculum of courses. Interns' Selected Topics Seminar reviews the Ethical Principles of Psychologists and Code of Conduct, and examines ethical principles, professional behavior, and ethical dilemmas in clinical psychology.

Prerequisites

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

Structure of the Training Year/Components of the Training Program

Interns are expected to work for a full calendar year, beginning each September. The work week is approximately 45 hours, consisting of five eight hour days and, if indicated, early evening hours one day a week in order to accommodate an outpatient case. Professional responsibilities may extend the work week beyond its customary 45 hours at various times throughout the year. Holidays, vacation days, and sick and personal leave are the same as for staff employed in a permanent status.

Interns participate in a core curriculum of courses, clinical rotations, and individual supervision, and are immersed in direct patient care. Interns are assigned to two 6-month rotations. In making assignments, every effort is made to accommodate Interns' interests and training goals. After a brief period of orientation, Interns are assigned to a staff psychologist (or staff psychologists) and share responsibility, under close and direct supervision, for provision of psychological services on their designated units. Interns serve as primary therapists for up to five child/adolescent patients on either an inpatient or day hospital unit. Interns work under the supervision of their supervising psychologists and are responsible for assessment and treatment planning; individual, group and family psychotherapies; and multidisciplinary, collaborative team activities, including diagnostic conferences and interdisciplinary case reviews. Primary therapist responsibilities also include conduct of clinical case management functions, including disposition planning, inter-agency collaboration, and coordination of supports and services to maintain youngsters in the community. Interns engage thoroughly in the team treatment process and participate in a variety of unit meetings, contributing according to their expertise.

After the first 6 months of the training year, Interns rotate to another unit and clinical supervisor in order to provide an opportunity for contact with different types of patients and exposure to a different team atmosphere. Typically, though not invariably, Interns spend 6 months on an inpatient unit and 6 months on a day treatment unit. Interns meet with assigned patients a minimum of two times per week in individual psychotherapy and are also expected to do family work. Interns conduct group therapy with an experienced co-therapist or under the guidance of a supervising psychologist. In furtherance of broadening clinical exposure, Interns may also take on a child or adolescent outpatient case, providing individual psychotherapy and clinical case management for that case. Outpatient treatment cases offer the opportunity for long-term treatment (of up to a year's duration).

Over the course of the training year, there is a gradual shift in the amount of autonomy afforded to Interns, with calculated changes in the amount of direct observation, as determined by Interns' demonstrated acquisition of relevant knowledge, skills and competencies.

Psychological Assessment

Psychological assessment, report writing, and clinical presentations are considered core components of the Internship program and comprise Interns' other major responsibilities. Efforts are made to expose Interns to a range of patients with varied diagnoses and treatment issues. Interns are expected to complete 12 to 14 reports during the internship year, refining their skills in administration, scoring, and interpretation of cognitive, objective, and projective measures, and in differential diagnosis. Interns are also afforded exposure to administration and scoring of some neuropsychological tests. Most testing is done on the Intern's primary units, though opportunities to complete psychological testing on units other than the units to which an Intern has been assigned are provided in order to ensure exposure to a range of patients and increase the diversity of experience.

Supervision

Clinical supervision is imperative to the goals of building clinical skills and alleviating insecurities, maintaining quality of care, and advancing overall professional development within the context of the facility's mission, values and philosophy of care. Each Intern works under the administrative supervision of the team psychologist(s) and the treatment team leader. Primary clinical supervision is provided by the team psychologist(s), with a minimum of 1 hour per week of testing supervision and 1 hour per week of psychotherapy supervision. A third hour of group supervision is provided through the Seminar on Psychopathology and Psychological Assessment, and a fourth through model- specific supervision on Trauma-Focused Cognitive Behavioral Therapy. Case consultation is also provided in context of the Seminar on Family Therapy.

Training supervisors represent a broad range of theoretical orientations and clinical specialties, have diverse professional interests, and provide diversity in supervisory styles. They are distinguished by their varied backgrounds, which include advanced training in family therapy supervision; training in Dialectical Behavior and Parent Child Interaction Therapies; neurodevelopmental, psychoeducational and neuropsychological assessment experience with children and adolescents; relationship-based play therapy experience with children with Autism Spectrum Disorder; assessment experience with a geriatric population; assessment and treatment experience with juvenile sex offenders and sexually acting out youngsters; experience providing individual and family-based treatment for adolescent eating disorders; and experience providing assessments and interventions with military personnel and their families.

Several supervising psychologists have completed advanced postdoctoral training, including training in family therapy supervision and fellowships in evidence-based treatment. Supervisors serve as professional role models and are committed to providing our Interns with a supervisory space that facilitates creativity, reflection, and open communication of thoughts and feelings.

Mentorship

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

Seminars and Didactic Experiences

Interns participate in a core curriculum of courses during the internship year. The core curriculum comprises the following seminars and didactic experiences; some of these provide assigned readings in the professional literature:

Supervision on Trauma Focused Cognitive Behavioral Therapy (TF-CBT): Interns are provided with a theoretical and technical overview of this evidence-based psychosocial treatment and are supervised in their application of TF-CBT to individual cases. Interventions are culturally and individually adapted as needed, and attention is paid to bridging the gap between Interns' knowledge and practice. Trauma-informed practice and treatment are core values of NYCCC. (1 hour per week, year-long)

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

Seminar on Psychotherapeutic Process: This seminar embraces psychoanalytic clinical instruction and emphasizes the importance of listening to clinical process to understand the multi-layered relationship between patient and therapist. The seminar examines the decisive importance of the therapeutic alliance and explores approaches to balancing therapeutic exploration with individualized goals, and adapting intensive psychotherapy to meet the needs of youngsters with severe emotional disturbance. (1 hour per week, year-long)

Seminar on Dialectical Behavior Therapy (DBT): This seminar focuses on the use of mindfulness practice and cognitive-behavioral strategies to address deficits in emotion regulation, distress tolerance and interpersonal relationships. DBT theory, paradigms, and principles are examined, and approaches to adopting, adapting and tailoring this evidence-based treatment for frontline clinical work are explored. (1 hour per week, 6 months)

Seminar on Family Therapy: This course details the process of engaging families as a resource in therapeutic work with children and adolescents. It covers structural approaches pioneered by Salvador Minuchin, as well as intergenerational, solution-focused, and narrative work. Case consultation, and when feasible, in vivo supervision, is provided on Interns' cases. (1 hour per week, 6 months)

Selected Topics Seminar: This seminar encompasses a series of sequentially ordered modules that address a range of topics relevant to practice in a clinical practice setting. Topics selected (e.g., Culture and Mental Health; Transference, Counter-transference, and Psychotherapy Process; DSM-5 and Dimensional Approaches to Psychiatric Classification; Ethical Standards in the Practice of Psychology) are decided through expressed interest, supervisory expertise, and core status. Each module is taught by a different supervising psychologist, in order that Interns have some exposure to all of the program's training supervisors. (1 hour per week, year-long)

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

Psychopharmacology Case Consultation: Interns participate in the hospital-sponsored Psychopharmacology Lecture Series, in which guest MDs are invited to deliberate diagnosis, prognosis, and treatment of particularly challenging cases. The basic and sophisticated uses of psychotropic drugs, including development, advantages/disadvantages, and integration with other approaches to treatment, are discussed. (1 ½ hours per month, year long)

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

Psychology Department Meetings: Attended by both Interns and staff psychologists, department meetings involve case discussions and continuing education about evidence-based practice and administrative, clinical, cultural diversity, and professional issues.

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

Hospital Sponsored Events: Interns are expected to attend a range of hospital sponsored lectures and workshops, including monthly Grand Rounds presentations, training lectures and conferences, and workshops. Attendance at conferences or seminars of recognized professional organizations is encouraged and leave is provided for this purpose.

Training Sites/Placement Descriptions

Supervising psychologists are the supervising faculty for Interns' work. Interns also benefit from the collaboration of an interdisciplinary team of clinicians and specialized child care staff who work in partnership to provide comprehensive, integrated services. With the exception of outpatient cases, patients are typically seen a minimum of twice weekly. In most instances, Interns are expected to provide family therapy (with the families of their assigned patients), in addition to providing individual and group therapies. Interns are assigned up to 5 cases on their primary units. Cases are assigned to Interns from among the following units:

Inpatient Units 554/555: Interns' work on these co-ed units involves comprehensive team treatment of hospitalized youngsters from ages 5 to 13. Individual, family, play and group therapy approaches are utilized. The Real Life Heroes treatment model and Trauma-Focused Cognitive Behavioral Therapy are integrated, when indicated, to promote development of affect regulation skills and help foster recovery following traumatic exposure.

Inpatient Units 553/556: Interns' work on these co-ed units involves intensive team treatment of hospitalized youngsters from ages 13 to 18. Individual, family, and group therapy approaches are utilized. Trauma-Focused Cognitive Behavioral Therapy and Dialectical Behavior Therapy are integrated, when indicated, to help reduce negative emotional and behavioral responses and foster successful adaptation following traumatic exposure.

Queens Lower School Day Treatment Program: Interns assigned to the Queens Lower School Day Treatment unit conduct individual, play, family and group therapies with patients aged 6 to 12 years in a fully integrated clinical and educational program.

Upper School Day Treatment Program: Interns assigned to the Upper School Day Treatment unit work with adolescents aged 13 to 18 years, providing individual and group therapy within the context of a Dialectical Behavior Therapy Program. Family therapy is also utilized.

Queens Campus Outpatient Clinic: Interns may be assigned a psychotherapy case from the outpatient clinic, concurrent with their primary placement, with the opportunity to provide long-term psychotherapy for a child or adolescent patient.

Physical Arrangements/Amenities

Each Intern has an individual office space with a personal computer linked to the facility's network. Interns are also provided with a telephone, filing facilities, and technical support. Reference materials are available from the New York State professional library. Testing materials are provided.

Remuneration and Benefits

Interns are hired on Non-Statutory (NS)-600 Civil Service items, which are specifically allotted for psychology Interns. The salary for this position will be at least \$35,074. Leave is provided in accordance with the Civil Service contract and currently amounts to 5 days personal leave, 10 vacation days, and 12 holidays. Health Insurance benefits include allowances for personal psychotherapy.

Intern Selection Criteria

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

The NYCCC- Queens Campus Psychology Internship Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The Program participates in the APPIC Match and adheres to the Match Policies and Schedule of Dates, including the stipulation that no person at this training facility will solicit, accept or use any ranking-related information from any applicant prior to the uniform notification day.

Requirements for Completion of Internship

Interns are formally evaluated by their supervising psychologists and the Internship faculty at the end of the first six-month rotation and during the last month of the internship year. Emphasis is on evaluating the achievement of training goals, which are sequential and cumulative. Supervisors provide ratings of 1 to 5 on items related to psychological assessment; psychotherapy; and professional roles, relationships, and identity as a psychologist. Interns must demonstrate an intermediate to advanced level (i.e., ratings of 3 or higher) of achievement of specific professional knowledge and skills.

Certificates of completion are issued to Interns on successfully completing the internship requirements, namely:

- Accrual of a minimum of 1,750 hours (obtained in not less than 50 weeks) of supervised experience.
- An intermediate to advanced level (ratings of 3 or higher on a rating scale of 1 to 5) of achievement of knowledge and skills in the areas of psychological assessment; psychotherapy; and professional roles, relationships, and identity as a psychologist, as appraised by Interns' supervising psychologists and the Internship faculty.
- Satisfactory completion of all written requirements, as appraised by Interns' supervising psychologists and the Internship faculty.
- Demonstrated clinical competence in assessment skills—namely, proficiency in selection and administration of relevant tests, knowledge of normal and abnormal development and psychopathology, proficiency in scoring tests, proficiency in test interpretation, proficiency in integrating test data, hypothesis testing that reflects knowledge of research in psychopathology, and ability to formulate clinical impressions—as evidenced by an intermediate to advanced level (ratings of 3 or higher on a rating scale of 1 to 5) of achievement of knowledge and skills, appraised by Interns' supervising psychologists and the Internship faculty. Interns must complete at least 12 assessment reports during the training year.
- Demonstrated clinical competence in individual and group psychotherapy, as evidenced by an intermediate to advanced level (ratings of 3 or higher on a rating scale of 1 to 5) of achievement of knowledge and skills in the following areas: knowledge of integrative principles and evidence supported practice; proficiency in clinical decision making and treatment planning that reflects knowledge of development, psychopathology, co-morbidity and evidence supported treatments; technical skills; and ability to develop and maintain a therapeutic relationship, appraised by Interns' supervising psychologists and the Internship faculty.

- Demonstrated clinical competence in interdisciplinary team functioning, as evidenced by an intermediate to advanced level (ratings of 3 or higher on a rating scale of 1 to 5) of achievement of knowledge and skills in the following areas: abilities to work collaboratively and to communicate treatment needs and progress, ability to develop and implement treatment plans collaboratively and effectively, ability to demonstrate clinical decision-making and integrative thinking in team functioning, appraised by Interns' supervising psychologists and the Internship faculty.
- Competent participation in seminars and didactic experiences, and satisfactory involvement in team meetings, diagnostic conferences and case presentations, as appraised by Interns' supervising psychologists and the Internship faculty.

Summary

The APA accredited Psychology Internship Program at the New York City Children's Center-Queens Campus (NYCCC– Queens) is an integral part of the mission of NYCCC. The Internship adheres to a Practitioner-Scholar model of professional training, emphasizing integration of science and practice in context of child-centered, empirically supported approaches. The Internship provides training in a range of psychological assessment and intervention activities, including treatment and consultation. Training is sequential, cumulative and graded in complexity; is closely supervised; and is primarily based on experiential learning, through which Interns are exposed to a variety of psychological services and a diversity of patients with a broad spectrum of psychopathology, and which prepares Interns to practice as professionals at the entry level.

Integral to training on all units, Interns receive supervision and instruction in psychological assessment and the diagnosis of psychiatric disorders; treatment planning; behavioral and cognitive behavioral interventions; individual, group and family therapies; crisis intervention; clinical case management; consultation with school and community agencies; psychopharmacology; administrative issues; cultural competence; evidence based practice for psychologists; and professional ethics.

Supervising psychologists and the Internship faculty are committed to providing a supportive learning environment for training diverse individuals who represent a broad cultural and individual spectrum, and to supporting Interns' acquisition of relevant knowledge, skills and competencies, and their development of expertise in the assessment and treatment of historically under-served and severely disturbed children, adolescents, and families.

Psychology Internship Addendum to APPIC Application

Please include in the Supplemental Section of your AAPI Online Application a comprehensive Psychological Assessment Report, with all identifying information removed, that you consider to be a good example of your aptitude in assessment. The report should include intellectual and emotional functioning sections that summarize and describe the use of projective test results. Ideally, the report should be for an assessment completed with a child or an adolescent.

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

Contact Information (Training Director)

Please address any questions to:

Endra K. Henry, PhD Director of Internship Training
New York City Children's Center (NYCCC) – Queens Campus
74-03 Commonwealth Boulevard, Bellerose, NY 11426
Tele: 718–264–4899 | Email: Endra.Henry@omh.ny.gov