

INTERNSHIP TRAINING IN HEALTH SERVICE PSYCHOLOGY 2024-2025



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BACKGROUND AND GENERAL INFORMATION

The New York-Presbyterian Hospital Internship in Health Service Psychology is conducted in conjunction with the Department of Psychiatry. It makes use of the Medical Center's various outpatient and inpatient clinical services, as well as those of the New York State Psychiatric Institute located on the same campus. A full range of clinical services also supports training for psychiatrists, social workers, nurses and members of other clinical disciplines with whom psychology interns interact regularly.

The internship offers two training tracks: one specializing in work with adults (Adult Track), and one specializing in work with children and adolescents (Child Track). All interns participate in a core curriculum of courses, clinical rotations, and individual supervision. The Adult Track provides the intern with experience in both outpatient and inpatient facilities. Training in the Child Track takes place in outpatient settings exclusively. There are ten funded internship positions; six positions in the Adult Track, and four in the Child Track. The Internship in Health Service Psychology has been APA accredited since 1958. Questions related to the program's accredited status should be directed to the Commission on Consultation and Accreditation. Contact information is as follows:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
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This internship is a member of APPIC and has agreed 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 prior to the uniform notification day.

THE HOSPITAL SETTING

The New York-Presbyterian Hospital, Columbia University Irving Medical Center, is a comprehensive non-profit, non-sectarian hospital that serves its neighborhood in northern Manhattan, as well as private patients from around the world who are drawn to its state-of-the-art medical facilities and reputation for outstanding care and treatment.

The mission of New York-Presbyterian Hospital highlights a commitment to excellence in clinical service, education, research, and community service. Specifically, it details its mission as "dedicated to:

Educating the next generation of health care professionals
Developing groundbreaking research. Advancing innovative, patient-centered clinical care

Serving the needs of our local, national and global community”
(<https://infonet.nyp.org/Pages/Culture.aspx>)

New York-Presbyterian Hospital further asserts its Vision: “To be the #1 Integrated Academic Health System in the Nation in high-quality patient centered care, education & research.”
(<https://infonet.nyp.org/Pages/Culture.aspx>)

The New York-Presbyterian Hospital is a full service academic medical center and one of the nation’s largest hospitals. According to most recent statistics, our medical center records more than two million annual visits, including over 310, 000 emergency department visits. Within the Medical Center, the Department of Psychiatry provides 2,000 annual inpatient admissions, over 100,000 child and adult outpatient visits, and over 3,500 annual visits to the comprehensive psychiatric emergency program.

The New York-Presbyterian Hospital, Columbia University Irving Medical Center is located in the Washington Heights-Inwood-Marble Hill area of northern Manhattan. According to the 2020 Census Report, 68% of the population of our neighborhood is Hispanic, 19% is White, 7% is Black, and 3% is Asian. Sixty-nine per cent of Washington Heights-Inwood residents speak a language other than English in the home, more than double the rate in New York and the United States as a whole. Twenty-six per cent of our area population have not completed high school; 37% have attained a bachelor’s degree or higher. Forty four percent of our residents are foreign born, with the majority of these (86%) emigrating from Central American, South America, and the Caribbean Washington Heights- Inwood has the highest concentration of residents of Dominican descent of all New York City census divisions.

Families living in the community surrounding our Medical Center frequently face financial hardship, with an estimated population (2020) of 214,763 and a median household income of \$57,117. Almost one quarter of residents (19.1%) are living below the federal poverty line, approximately 1.4 times the percentage in New York and 1.5 times the percentage in the United States. For seniors over the age of 65, the rate increases to 27% and for children under the age of 18 it also increases to 27%.

Secondary to our local neighborhood, the New York-Presbyterian Hospital provides care to its employees, patients from the tri-state area, and national and international patients who opt to seek care at our institution. This provides additional richness and diversity in the patient populations seen by our Psychology Interns.

Internship training routinely brings interns to numerous service sites within the Medical Center complex. Outpatient psychiatric services are located within the Adult Outpatient Psychiatric Clinic, Morgan Stanley Children’s Hospital of New York, the Neurological Institute of the Columbia University Irving Medical Center, and at the New York State Psychiatric Institute. Inpatient rotations for the Adult Track are offered at the New York State Psychiatric Institute and the Milstein Hospital. Psychological testing is done throughout the Medical Center, including the medical services of New York-Presbyterian Hospital, the Neurological Institute, Morgan Stanley

Children's Hospital (CHONY), Milstein Hospital, and the New York State Psychiatric Institute. Interns maintain offices in the Eye Institute and at CHONY, but their clinical duties take them throughout the Medical Center.

The New York State Psychiatric Institute (PI) is the research and teaching facility of New York State and is an integral part of the Psychiatry Department. Interns may choose clinical electives in several units at PI, attend Grand Rounds, and be taught and supervised by staff members in the fields of psychology and psychiatry.

PHILOSOPHY AND TRAINING MODEL

The overriding aim of the Internship in Health Service Psychology is to train qualified and competent health service clinicians capable of evaluating and treating patients in an urban medical center environment, with clinical skill, cultural humility, and humane understanding. In service of this overarching aim, our program endeavors to select competent, qualified, and culturally attuned advanced doctoral students in clinical psychology, train them in a range of assessment, intervention, and consultation services, and prepare them for pre-license entry-level positions and postdoctoral fellowships. Toward this end, we have created a comprehensive, intensive training program, consonant with the level of development of our psychology interns, the diversity of our patient population, the nature of our multidisciplinary environment, and the standard of excellent clinical practice within the Medical Center.

Our model of training includes the following components:

Hands-on Experience: In order to achieve proficiency and, ultimately, independence in clinical work, interns require immersion in direct patient care. All sites included in internship training afford the intern a direct service role. For example, Adult Track interns rotate only on inpatient units where they assume the role of primary therapist. Similarly, Child Track interns are given evaluation privileges (usually granted to physicians on service) during their tenure in the Emergency Services.

Supervision: Our training model emphasizes intensive supervision, substantial in both quality and quantity, and tailored to the needs of interns at each training site. Interns generally receive between ten and twelve hours of weekly supervision. We believe that close supervision is imperative to build clinical skills, identify and correct errors, alleviate insecurities, and resolve concerns as interns assume direct clinical responsibility.

Heterogeneity: In order to practice within an urban medical center, interns require familiarity with the many roles that psychologists may assume. Accordingly, interns train in various hospital services and obtain clinical experience with a heterogeneous patient population. Interns' clinical caseloads include patients of various ages, ethnicities, occupational backgrounds, and socio-economic levels. Levels of psychopathology range from patients with severe and persistent mental illness to high-functioning graduate students and hospital personnel. Interns supplement their common outpatient core experience with two intensive subspecialty clinics (Child Track interns), or elective rotations (Adult Track interns).

To practice within a medical center, interns require knowledge about trauma-focused work and the full range of treatment techniques and their proper application. Interns are introduced to a variety of evidence-based and trauma informed treatment modalities and are educated in psychodynamic, behavioral, and cognitive behavioral treatments. They receive training in individual psychotherapy (both brief and extended), group therapy, crisis intervention, couples therapy, and family therapy.

The full-time supervising and training staff represent a broad range of orientations and clinical specialties. Staff members are able to familiarize interns with the array of clinical sub-specialties in which they both practice and do research, including chronic self-injury, family violence, child and adolescent mood disorders, and chronic medical conditions and the needs of gender and sexual minorities. Adjunct supervising psychologists enrich internship training with clinical expertise derived from independent practice.

Cultural and Economic Diversity: The New York-Presbyterian Hospital is located within an economically underprivileged area in northern Manhattan. Although internship training has been constructed to afford clinical experience with a range of cultural and economic backgrounds, the community we serve is largely Latinx and disproportionately encounters economic hardship. Responsible and competent service to this population mandates that interns become educated about the local environment and the needs of its people. Thus, our program addresses the topics of cultural and economic diversity in a variety of ways: through supervision, a didactic seminar on Multicultural and Diversity Issues, assigned readings, case conferences, and group discussions during Intern Meetings.

The Psychology Internship, as well as The New York-Presbyterian Hospital, is committed to promoting cultural humility and respecting diversity among interns and training staff. We recruit trainees and supervisory staff with varied backgrounds and histories. We believe that this mix of personal and demographic characteristics enriches our program, fosters learning, and contributes to the quality of service we can provide for the diverse populations we serve.

Medical Health and Illness: Psychologists who function within a medical environment must be familiar with the medical problems that afflict patients and also with the range of psychiatric treatment modalities they need. Interns are introduced to the impact of chronic medical conditions on functioning and comorbidity with psychiatric symptoms in several ways: a didactic seminar on Psychopharmacology, a seminar on Initial Intake Evaluation, clinical supervision, and discussion of relevant issues during various Intern Meetings.

Ethical Principles and Professional Behavior: The importance of practicing ethically as well as skillfully is stressed in our model, and reference to ethical principles is woven through every venue of internship instruction. A didactic seminar is devoted to Ethical Issues and Legal Standards, particularly as they apply to the everyday experiences of interns.

INTEGRATION OF SCIENCE, RESEARCH, AND PRACTICE

The emphasis of this internship is on the clinical practice of psychology, with the integration of science, research, and practice interlaced throughout the curriculum. Seminars address research findings relevant to specific clinical populations and treatment techniques. Reading lists are provided, copies of classic and current articles are distributed frequently, and interns have full use of the Medical Center library, as well as CLIO, the web-based system that gives them access to the entire Columbia University library system. In addition, attendance is encouraged at weekly Grand Rounds for the Department of Psychiatry, as well as lectures throughout the Medical Center where current scientific research is reviewed.

At the Internship Research Colloquia, researchers from The New York-Presbyterian Hospital, the New York State Psychiatric Institute, and invited guest speakers present recent findings and lead discussions of work in progress. These meetings provide interns with the latest information about empirically supported treatment approaches. They also provide opportunities to develop relationships with researchers and identify future postdoctoral research opportunities.

The New York State Psychiatric Institute is an invaluable resource for internship training. It is one of the nation's leading recipients of funds from NIMH and has been the site of many of the major discoveries in mental health. The research programs have been organized into twelve areas of research, including Neuroscience, Epidemiology, and Gender, Sexuality, and Health. Adult Track interns may choose clinical electives on several units conducting ongoing research such as the General Clinical Research Unit and the Eating Disorders Unit. Research meetings occur on these units and may be attended by trainees on a case-by-case basis.

COMPETENCIES FOR INTERNSHIP TRAINING

Internship training is designed to facilitate the achievement of several major competencies. It is expected that, at the conclusion of the training year, interns will have mastered the following:

Competency 1. To be able to identify relevant scientific knowledge, read it critically, and apply it effectively to clinical work

Competency 2. To have knowledge of and competence with ethical practice and legal standards in health service psychology

Competency 3. To have knowledge of multicultural and diversity issues as these impact on clinical and collegial work in the Medical Center

Competency 4. To recognize and demonstrate professional attitudes and behaviors in interactions with patients, supervisors, staff, and colleagues

Competency 5. To be able to communicate effectively and collaboratively with patients, supervisors, staff, and colleagues

Competency 6. To be able to competently deliver assessments (in both initial intake evaluation and psychological testing) and provide effective verbal and written reports

Competency 7. To be able to provide competent, effective, and evidence-based psychotherapy using a variety of techniques across a range of medical center settings

Competency 8. To demonstrate knowledge of the supervisory role in clinical practice, as both consumer and provider

Competency 9. To effectively exchange knowledge within and across professions and disciplines

INTERNSHIP TRAINING

The internship training year is structured to accomplish our overriding goal to train qualified and competent health service clinicians capable of evaluating and treating patients in an urban medical center environment, with clinical skill, cultural humility, and humane understanding. Training experiences have been designed to facilitate the achievement of our nine competencies for the internship year.

In response to the pandemic, tele-education and telemedicine were incorporated into the internship. During the current training year, much of our didactics, clinical work, and supervision are being conducted over telehealth. We are progressively implementing more onsite training and delivery of care, but it is possible that internship will continue to comprise a combination of onsite and remote learning experiences during the 2024 -2025 training year.

The Internship in Health Service Psychology consists of a Core Curriculum completed by all interns. It is supplemented by specialized programs organized separately within the Adult and Child Tracks.

CORE CURRICULUM

Core Clinical Experience

The core clinical experience includes diagnostic evaluation and psychotherapy. Adult interns serve in a weekly adult evaluation clinic for half the training year. Similarly, child interns participate in a weekly child evaluation clinic. They interview outpatients for several visits to arrive at a clear clinical picture, substantiate a DSM-5 diagnosis, and formulate a plan for recommendations and disposition. As part of the core curriculum, each intern is assigned adult outpatients for psychotherapy. Child Track interns generally treat two adult outpatients, while Adult Track interns maintain a significantly larger adult outpatient caseload.

Supervision

Core curriculum supervision consists of evaluation supervisors and psychotherapy supervisors. An evaluation supervisor trains interns in the process of initial intake evaluation. Psychotherapy supervisors focus on ongoing treatment cases.

Distance Education Technology

As noted above, with the advent of telecommuting, our curriculum and supervision will continue to incorporate distance learning. While interns will gain telehealth experience with direct patient care, we have also reintroduced a more regular on-site presence for trainees in various educational and clinical spaces and with the delivery of care.

Didactic Seminars

The core curriculum includes the following courses:

1. *Initial Intake Evaluation* - a seminar that addresses issues of initial intake evaluation, emphasizing both general principles in case formulation and clinical problems that arise.
2. *Ethical Issues and Legal Standards* - a course examining ethical principles, relevant legal standards, professional behavior, and ethical dilemmas in clinical psychology.
3. *Psychopharmacology* - a clinically focused seminar addressing medical issues and psychotropic medications.
4. *Multicultural and Diversity Issues* – an interactive seminar concentrating on important aspects of self-definition and issues that typically arise in providing service for a culturally diverse patient population.
5. *Manual-Based Treatment Approaches*- didactics and readings taught by various faculty in their individual areas of expertise
 - a) *Child Psychotherapy: Manual-Based Treatment Approaches*
 - b) *Adult Psychotherapy: Manual-Based Treatment Approaches*
6. *Fundamentals of Adult Psychodynamic Psychotherapy* - a clinically based seminar addressing fundamental psychotherapy skills and technical considerations in the treatment of adult psychotherapy patients.
7. *Neuropsychological and Psychological Assessment*- didactic and experiential instruction in fundamentals of neuropsychological and psychological assessment, test administration, scoring, interpretation, feedback, and report writing
 - a) *Child Neuropsychological and Psychological Assessment*
 - b) *Adult Neuropsychological and Psychological Assessment*
8. *Consultation and Supervision* - a seminar that introduces interns to these roles within the Medical Center.

Additional seminars within each specialty track are available to interns in each track.

Internship Meeting

Our Internship Meeting is a gathering of interns, internship directors, and track coordinators throughout the training year. The agenda is flexible and addresses administrative, clinical, group, and professional issues as these arise.

Research Colloquium

Guest speakers from the Medical Center and surrounding environment are invited to present on their ongoing research on a variety of clinically relevant topics. Research colloquia take place approximately once per month.

Clinical Case Presentations

Interns will participate in case presentations in various training spaces. Presentations are followed by commentary and discussion with clinical supervisors, fellow trainees, faculty/staff, and/or course instructors.

ADULT TRACK

GOAL

The goal of the Adult Track is to provide an intensive supervised training experience in the evaluation and treatment of older adolescents and adults. Interns are clinically responsible for patients at all stages of the treatment process, from initial intake evaluation, through diagnosis, disposition, and psychotherapy in both inpatient and outpatient settings. Collaboration with other health professionals is a major component of the adult track.

THE TRAINING EXPERIENCE

Evaluation and Psychotherapy:

The primary psychotherapy experiences are obtained within the New York-Presbyterian Hospital Outpatient Psychiatric Clinic. This outpatient psychiatric clinic serves people ages 18 years and above and is a major mental health resource for the Washington Heights-Inwood area of northern Manhattan. In the catchment area resides a predominantly inner-city population of lower socio-economic status, predominately Latinx with Black, Asian, and Caucasian minorities. Interns gain additional psychotherapy experience with patients referred from the Columbia University Student Health Service, Barnard College Health Service, CUNY Graduate Center, and the New York-Presbyterian Hospital Workforce Health and Safety Service. These varied referral sources assure the intern an outpatient psychotherapy experience with patients who vary widely in ethnic/cultural background, age, religion, disability status, social economic status, and severity of psychopathology. Interns perform initial intake evaluations and conduct ongoing treatment as part of an interdisciplinary team that may include other psychologists, psychiatrists, social workers, and medical providers.

1. **Evaluation:** Each intern is assigned to an evaluation team that meets weekly for two and a half hours. In this team, the intern interviews new patients and schedules additional follow up interviews. The team leader is typically present during part of the session and always available for consultation during this time. An additional rounding meeting addresses techniques of initial intake interviewing, as well as differential diagnosis and disposition planning. At the conclusion of the evaluation, the intern works with the team and the patient to identify and implement an appropriate disposition plan, which may include the intern continuing to work with the patient as an outpatient therapist. Each intern participates on the evaluation team for six months.
2. **Treatment:** Interns provide psychotherapy in a variety of modalities. Each intern gains experience in individual, group, and couples/family therapy. Supervisors are drawn from a range of orientations, including behavior therapy, cognitive behavior therapy, psychodynamic psychotherapy, interpersonal therapy, dialectical behavior therapy, and crisis intervention. Interns serve the role of primary therapist and, with supervisory support, coordinate care with other providers including psychologists, social workers, and psychiatrists.

Elective Rotations:

Based on individual interest and availability, interns in the Adult Track choose among several elective rotations; these training opportunities may run for half of the internship experience or for the entire year.

Elective rotations currently offered are:

1. *Inpatient*- The inpatient rotations offer interns an intensive inpatient experience on one of four psychiatric inpatient units. A general psychiatric unit serves a mixed diagnostic patient population who are hospitalized for a relatively brief time. A community unit provides inpatient services for the Washington Heights/Inwood population. The Eating Disorders Unit and the General Clinical Research Unit are units organized around research protocols and typically involve longer patient stays. Depending on the unit, psychotherapy may be either behavioral or supportive in orientation. On each unit, interns join a multidisciplinary treatment team, participate in the unit milieu, and serve as primary psychotherapist for hospitalized patients whom they see three to five times weekly. Family therapy, group therapy and psychological testing may also be involved. Interns may also have the opportunity to attend meals with eating disordered patients and to view ECT treatments.
2. *STARS (Substance Treatment and Research Services)* - Specialized training is offered in the evaluation and treatment of patients with substance use disorders. The service offers cutting edge research and therapeutic approaches to treating addiction to alcohol, marijuana, cocaine, heroin, and opioids. Specific studies vary in terms of substance and population; cognitive-behavioral, motivational interviewing, and harm reduction-based approaches are common. Interns join research/treatment teams focusing on marijuana, cocaine, or opioid abuse.
3. *Latinx Language and Culture* - The Latinx Language and Culture rotation affords the opportunity to evaluate and treat monolingual Spanish-speaking patients in individual, group and family formats. Interns have occasion to work with patients coping with multiple psychosocial stressors, trauma, poverty, treatment barriers, and immigration/aculturative stress. Both intrapsychic and contextual factors are considered. Interns participate in a weekly multi-disciplinary meeting of Spanish-speaking clinicians (psychologists, social workers and psychiatrists) focused on topics related to offering linguistically and culturally responsive treatment. They gain supervised experience in offering integrative mental health care. Supervision can be conducted in Spanish.
4. *The High-Risk Treatment Team*, a short-term treatment service, provides training in crisis intervention and brief psychotherapy, with the goal of rapid assessment, stabilization, and linkage to longer-term therapy. Interns participate on a multi-disciplinary team and

conduct initial evaluations and brief individual and group treatments. They acquire skills in diagnostic clarification, risk assessment and safety planning. They may also work with the family of the patient.

5. *The Triciclo Program* specializes in psychiatric problems that occur during pregnancy and the postpartum and early parenting (age 0-3) periods. On this rotation, interns have the opportunity to work with people who are pregnant, postpartum or parenting young toddlers, or have experienced a miscarriage or infant loss. Interns gain experience in short-term psychotherapy, patient evaluation, and crisis management. Psychodynamic, cognitive behavioral, dialectical, and interpersonal techniques are used. Trainees participate in didactic seminars and group rounds. Optional consultation-liaison and dyadic therapy experiences may also be available.
6. *Dialectical Behavior Therapy (DBT)* - This rotation instructs interns in the use of Dialectical Behavior Therapy with suicidal and self-injuring patients. Treatment has two components: skills training conducted in a group format and individual psychotherapy, generally once a week, with additional phone consultation as needed. Interns treat several patients and co-lead a skills training group. Supervision, team meetings, and group training sessions are integral parts of the rotation. *This rotation is year-long and serves as an additional rotation to the fall and spring semesters; interns who elect this rotation have their general outpatient caseload adjusted to balance workload.*
7. *College Student Counseling* - The Barnard College Counseling Center provides an opportunity for training in psychotherapy with a young adult population. Interns participate in weekly team meetings and are trained in conducting short-term treatments. Interns participating in this rotation receive supervision in initial intake evaluation, individual psychotherapy, and workshop groups.
8. *Gender and Sexuality Rotation* - The Gender and Sexuality rotation offers treatment for individuals from the LGBTQ+ community, people presenting with questions related to gender and sexuality, and people affected by HIV and AIDS. Interns gain experience working with these groups in individual psychotherapy and receive specialized individual and group supervision that focuses on HIV psychiatry, gender and sexual minority affirmative psychotherapy, and integration of queer and feminist theories into psychotherapy practices. Based on intern interest and clinical availability, interns may have the opportunity to work with patients seeking gender-affirming care.

Neuropsychological and Psychological Testing:

Psychological testing is an integral part of the internship experience at the Medical Center. Adult Track interns complete approximately four full batteries during the training year. Interns gain

experience with interviewing, instrument selection, test administration, scoring, test interpretation, feedback, and report writing. Referrals for interns are chosen to provide a balance of experience and include inpatients with severe acute and chronic disorders, outpatients in ongoing psychotherapy, and patients requiring neuropsychological assessment. Interns attend a full year course in psychological testing that includes didactics, readings, case presentation, and discussion of test protocols. Supervision is provided by psychologists who have special expertise in psychological testing.

Supervision:

Adult Track interns receive six to ten hours of supervision per week from members of the psychology staff of New York-Presbyterian Hospital and by adjunct staff psychologists. Further supervision may be provided by staff psychiatrists and social workers.

Supervision is conducted primarily individually and occasionally in pairs or groups. Supervisors who specialize in particular types of cases and treatment modalities are assigned as needed. Interns receive supervision for individual psychotherapy, group therapy, family therapy, initial intake evaluation, and psychological assessment. Supervision is furnished in a variety of therapeutic orientations including psychodynamic psychotherapy, crisis intervention, behavior and cognitive behavior therapies. Additional specialized supervision is provided on each of the elective rotations.

Didactic Seminars:

Adult Track interns participate in the core curriculum of seminars (See page 7). In addition, they attend the following seminars:

Techniques of Psychodynamic Psychotherapy (second half) - This course constitutes a continuation of Fundamentals of Psychodynamic Psychotherapy which includes both adult and child track interns. Sessions from a videotaped two year twice weekly psychotherapy are seen and discussed with the senior faculty member conducting the psychotherapy. Case material presented by the interns is incorporated.

This adult track course is open to attendance by child track interns.

CHILD TRACK

GOAL

The goal of the Child Track is to provide a culturally sensitive and intensive supervised clinical experience in the evaluation and treatment of children and adolescents with a wide range of psychiatric disorders. The experience includes initial intake evaluation, DSM-5

diagnosis, disposition, psychological testing, and psychotherapy, including individual, group and family treatments utilizing evidenced-based approaches.

Evaluation and Psychotherapy:

Interns conduct treatment with children and adolescents in the Pediatric Psychiatry Outpatient Department at Morgan Stanley Children's Hospital of New York. The Department serves children and adolescents from birth through age 21 from the Washington Heights/Inwood area of northern Manhattan as well as youth and families from the greater tri-state area, as we offer services covered by most major insurance companies.

The interns' treatment responsibilities include initial intake evaluations, psychological assessment, and psychotherapy. Interns in the Child Track devote approximately 20 hours a week to direct clinical services. This time includes brief and long-term individual psychotherapy, family therapy, group therapy, rapid evaluations with disposition referrals, intensive evaluations, psychological testing, participation in a multi-disciplinary team, and consultation with schools.

1. **Evaluation (Diagnostic Intake Service):** Each intern is assigned to an evaluation team that meets weekly for approximately 2.5 hours. During this meeting, the intern interviews new patient referrals. The intern's supervisor typically is present for the initial evaluation and continues to supervise the remaining sessions. The supervisor addresses issues of interview techniques, clinical diagnosis and planning disposition. At the conclusion of the evaluation, the intern meets with the evaluation team which consists of psychologists, psychiatrists, social workers, and case managers to arrange disposition. Patients may be referred to subspecialty clinics and/or the intern may elect to treat the patient. Interns participate in a year-long placement on the evaluation team
2. **Treatment:** Interns gain experience in individual, group, parent training, and family therapy. Supervisors are drawn from a range of orientations including psychodynamic, cognitive-behavioral, behavioral, interpersonal, and family systems. Each intern conducts one long-term supervised psychotherapy treatment for the year. There are two dynamic psychotherapy (a or b) as well as interpersonal psychotherapy training (c) for all the interns:
 - a. ***Toddler Infant Parent Program*** provides a dyadic relationship-based treatment for parents and their young children. CPP (Child Parent Psychotherapy) is an evidence-based model of dynamically informed treatment that defines the patient as the actual parent/infant dyad. Parents (usually mothers) can be referred either while pregnant or during their child's first three years. Treatment has an attachment-based focus. Families may have been exposed to trauma (domestic violence, chronic trauma in the host family, and/or notable mental health risk concerns for mother).
 - b. ***General Dynamic Psychotherapy:*** The general dynamic treatment experience is more broadly psychodynamic. Focus of supervision and treatment is to facilitate clinicians' understanding of dynamic theory, transference and countertransference,

and developmental considerations of conducting psychodynamic psychotherapy with their patients.

- c. **Brief Psychotherapy: Interpersonal Psychotherapy for Adolescents (required):** Interns spend one year in group supervision for Interpersonal Psychotherapy for depressed adolescents (IPT-A) in which they provide treatment for one adolescent and consult on cases of other trainees. The supervision provides a mix of didactics as well as training in conducting IPT-A.

Overall, the intern gains experience in long-term psychotherapy, brief psychotherapy, consultation, and crisis intervention. Medical back-up is provided for those patients needing medication.

Clinical Concentrations and Electives:

The interns on the Child Track select a clinical concentration and an elective for their main child clinical experience. Interns will focus on an outpatient subspecialty and be assigned to an elective for the entire year, conducting psychotherapy and clinical evaluations.

Outpatient Concentrations

1. ***Disruptive Behavior Disorders***- This subspecialty offers specialized training in the treatment of children and adolescents with Attention-Deficit Disorder with and without Hyperactivity, Oppositional Defiant Disorder, and Conduct disorder. Patients are frequently treated with a combination of medication and psychotherapy. The intern can gain experience in individual psychotherapy, parent training, or the Incredible Years group therapy program, as well as in the integration of psychopharmacology and psychosocial treatments.
2. ***Children's Anxiety and Depression*** - In this subspecialty, individual and group psychotherapy is offered to children and adolescents who are suffering from a mood and/or anxiety disorder. The intern has the opportunity to conduct individual psychotherapy, group therapy, and family consultation. There also are opportunities to participate in one of two specialty tracks:
 - a. Trauma-informed CBT interventions for youth who are experiencing symptoms of PTSD. This also can include training in Alternative for Families program known as AF-CBT.
 - b. Tourette's, Tic and Related Disorders for children and families who are affected by tic disorders, and their comorbid disorders, including obsessive compulsive disorder. The clinic staff utilizes several cognitive behavioral treatment modalities, including Exposure Response Prevention (ERP), Comprehensive Behavioral Interventions for Tics (CBIT), and habit reversal therapy, as well as family therapy and specialized pharmacological interventions.

Year-long Electives

1. ***Mother and Child Integrated Mental Health Program MAC-IMP***- The Mother and Child Integrated Mental Health Program (MAC-IMP), part of the Ambulatory Network,

offers integrated health services to families with limited resources within upper Manhattan (Washington Heights and Harlem) and the Bronx. The program offers pediatrics, obstetrics/gynecology, and early childhood mental health care to families to address disparities in health outcomes, educational attainment, and psychosocial stability. This elective provides interns the opportunity to learn a preventive, multidisciplinary, two-generation approach to treating the caregiver-infant dyad.

2. *Acute Care- High Risk Service* - This elective offers experience working with children and adolescents at high risk for suicidal behavior and/or self-injury. The experience includes training in Dialectical Behavior Therapy. Modes of treatment include individual therapy, multi-family DBT skills group, participation in the DBT consultation group, and supervision/training in crisis coaching. In addition, the intern can gain experience in providing intensive short-term crisis stabilization interventions for high-risk youth.

3. *School-based Mental Health Clinic* - This elective occurs off-site in a local elementary school and serves children from kindergarten through 5th grade. Our SBMH service operates as an outpatient mental health clinic embedded in the public school. Interns on this service spend a minimum of 4 hours a week working in the school. They provide individual, family or group therapy to children who have been identified as having difficulties in school and are at risk for more serious problems. Interns also provide consultation to the teaching staff on the classroom management of behavioral problems and the effects of emotional problems on school performance. There is also the option for the intern to gain specialized experience in Parent-Child Interaction Therapy (PCIT).

4. *Special Needs Clinic and Outpatient Consultation/Liaison Service* - The Special Needs Clinic is a family based mental health program that serves children, youth, and families living and/or affected by HIV/AIDS. This program has provided comprehensive mental health care for family members living with HIV/AIDS since 1992. In 2014, the clinical services of the Special Needs Clinic expanded in scope to serve children and youth who were diagnosed with a chronic medical condition and need psychological and psychiatric support. This elective provides interns with the opportunity to gain experience in this outpatient consultation liaison service that has coordinated care for families referred from gastroenterology, rheumatology, nephrology, endocrinology, and transplant services.

Neuropsychological and Psychological Testing:

All interns are expected to administer approximately 4 psychological test batteries during the internship year. Test batteries generally include tests of intellectual functioning, achievement, and neuropsychological functioning. Interested interns can obtain more extensive training in neuropsychological testing. Interns are responsible for administering the test battery, completing the report, and providing feedback to the patient, family, and school personnel as indicated. Supervision is provided for test administration, test interpretation, and report writing.

Supervision:

Psychotherapy and evaluation supervision are provided by the department's multidisciplinary staff. Supervision for intellectual, achievement, and neuropsychological testing is also part of the training program. Supervision is furnished in a variety of therapeutic orientations providing the interns with exposure to psychodynamic psychotherapy, as well as crisis intervention, brief psychotherapy, and a variety of specialized evidence-based treatments. A substantial portion of supervision is provided in an individual format, while the group and family therapy supervision, and the specialized practica in cognitive-behavioral, dialectical behavior, child parent psychotherapy (CPP), and interpersonal psychotherapy occur in a group format. Interns receive approximately 8-10 hours of weekly supervision on their Child Track caseload, and approximately 2 additional hours of supervision on their adult cases in the core curriculum.

Adult Treatment:

Child Track interns are expected to spend time each week at the Adult Psychiatry Outpatient Department, as part of the core curriculum. Currently, child track interns receive supervision on two adult psychotherapy treatment cases for the full year. Supervision may be psychodynamic, cognitive-behavioral, or integrative.

Didactic Seminars:

Child Track interns participate in the core curriculum program of seminars (see Page 7). In addition, they attend the following seminars:

Child Psychopharmacology – This course focuses on the use of medication with children and adolescents. The course is a combination of didactics and case discussion.

Family Therapy – This is an integrated course that includes readings, didactics on treatment approaches, and experiential learning. Experiential learning consists of viewing family therapy sessions behind a one-way mirror, with live coaching for the trainee conducting the session. The psychology interns all participate in seeing their family case in front of the one-way mirror multiple times during the year.

These child track courses are open to attendance by adult track interns.

INTERNSHIP COMPLETION

Internship training is full-time and for a period of twelve months. Interns can expect to work between 40 and 45 hours weekly and will be granted overtime pay for hours that exceed a 40-hour work week. Interns will be awarded a Certificate of Completion at the successful conclusion of the internship year. Our policies regarding requisite training competencies and minimal levels of achievement, as well as additional documents on policy and procedure are in our Policies and Procedures Manual. This manual is available on request by e-mailing yot9010@nyp.org

PSYCHOLOGY INTERNSHIP ENTRANCE REQUIREMENTS

Prior to beginning internship training, all prospective interns must have successfully completed the following:

1. All graduate courses required by their own department
2. Graduate coursework in:
 - a) Psychopathology
 - b) Psychological Assessment
 - c) Cultural Issues in Psychology
 - d) Ethical Issues in Psychology
3. A minimum of 500 intervention hours
4. A minimum of two direct service practica, with at least one practicum providing experience in psychotherapy
5. Individual supervision on at least four psychotherapy cases
6. An introduction to initial intake interviewing in the form either of a graduate course in Initial Interviewing or a graduate course in DSM-5 or supervised experience in conducting an intake interview
7. A minimum of two complete testing batteries
8. An introduction to psychiatric medications in the form of either a graduate course in Psychopharmacology or direct supervised experience in a clinical setting where patients regularly receive psychotropic medications
9. Endorsement of readiness for internship training by the director of their graduate program

In addition to the above, all prospective Child Track interns must have successfully completed:

1. Graduate classes in, or a class that included the following content:
 - a) Child Development or
 - b) Child Psychotherapy Techniques or
 - c) Child Psychopathology
2. A minimum of one direct service psychotherapy practicum with child and adolescent patients. This may count as one of the two required psychotherapy practica.
3. A minimum of one direct service practicum in a hospital setting, residential treatment setting with children and/or adolescents, or setting for children with comparable severity of illness. This may count as one of the two required psychotherapy practica
4. A minimum of three psychological test reports of batteries administered to children and/or adolescents, which include assessment of intellectual functioning as well as psychopathology and/or learning disabilities

Similarly, an applicant who lacks formal completion of any of the above requirements may submit alternative material for review toward satisfaction of the designated application criterion.

The Internship in Health Service Psychology is committed to attracting and training diverse interns. We recognize that diversity in our intern cohorts will enhance the experience of

trainees, staff, and patients alike.

NONDISCRIMINATION POLICY

The Internship in Health Service Psychology is dedicated to the provision of equal opportunity to all applicants and Psychology Interns without regard to race, color, religion, sex, sexual orientation, gender (including gender identity and expression), national origin, citizenship status, marital status, veteran status, employment status, age, disability, pregnancy status, predisposing genetic characteristics, and other protected characteristics, subject to the conditions of applicable federal, state and city laws.

ACCREDITATION STATUS

The Internship in Health Service Psychology is accredited by the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation. Contact information is as follows:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

STIPEND

The current stipend is \$40,950.00. Overtime pay is awarded for time in excess of 40 hours per week. Interns receive four weeks (20 days) paid time off and may choose from several plans for medical insurance. Interns are eligible for disability benefits, as well as Family/Parental Leave after 26 weeks of employment.

JULY PAID TIME OFF

There is a lot to become acquainted with at the start of internship and we want to equip incoming interns with all the information and training you need early on to set you up for a successful year. Your first month with us will be heavily scheduled with required training activities, and for this reason we discourage anyone from scheduling days off in the month of July. We understand that there might be rare circumstances under which a day off is necessary, so we are prepared to approve one planned day off in July, if needed

APPLICATION PROCEDURE

The application deadline is November 1, 2023. The APPIC Program Code Numbers for our tracks are: Adult Track, 146512; Child Track, 146513. Please note that applicants may apply to one track only.

Your application should include:

1. APPIC application form (available on the APPIC web site at www.appic.org. Applicants can register for the Match at www.natmatch.com/psychint)
2. Cover letter
3. Copy of your curriculum vita
4. Official transcript(s) of all graduate work
5. Case summary of a psychotherapy patient that best represents your work and demonstrates an understanding of the patient; length is not a factor
6. Three letters of recommendation

After your application has been reviewed, you may be contacted to arrange for an interview. **Please note that all interviews for admission to the 2024 – 2025 class will be conducted virtually.**

POLICIES AND PROCEDURES MANUAL AND INTERN HANDBOOK

Anyone who would like a copy of our complete Policies and Procedures Manual and/or Intern Handbook should e-mail a request to yot9010@nyp.org.

DIRECTIONS TO THE MEDICAL CENTER

To reach the Columbia University Irving Medical Center, take the A, C, or #1 subway to West 168th Street and Broadway.

Contact information: Questions about our program may be directed to us at yot9010@nyp.org. Our website address is: <https://www.columbiapsychiatry.org/education-and-training/clinical-psychology/internship-health-service-psychology>