

ADELPHI UNIVERSITY

DERNER INSTITUTE OF ADVANCED PSYCHOLOGICAL STUDIES

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

THE PRE-DOCTORAL DERNER INSTITUTE INTERNSHIP CONSORTIUM

Information for the 2016-2017 Training Year

Introduction

This Handbook describes the training program for the Derner Institute Internship Consortium. Questions about the program are encouraged. This information is current and accurate at the time it was written but may be subject to revision.

Listing information:

Internship Title: Derner Institute Internship Consortium

Training Term and Level: One-year, full-time (2000 hours), doctoral level internship

Internship Training Director: Jonathan Jackson, Ph.D.

Address: Adelphi University, Garden City, NY 11530

Tel: (516) 877-4823 Fax: (516) 877-4805

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Six-Digit Program Code Numbers (to be used when submitting ranking information):

222414 Derner Internship CMC (Center for Motivation and Change)

222415 Derner Internship SUNY SCC (SUNY Old Westbury: Student Counseling Center)

222416 Derner Internship LBR (Long Beach Reach)

222418 Derner Internship WAWI/TVI (half-time at the William Alanson White Institute and half-time at the Village Institute, concurrently)

222419 Derner Internship WAWI/AUSCC (half-time at the William Alanson White Institute and half-time at the Adelphi University Student Counseling Center, concurrently)

Application Instructions: In Phase I of the Match, only students enrolled in the Doctoral Program in Clinical Psychology at the Derner Institute may apply to the Internship. Positions that remain vacant in Phase II of the Match and in the Post Match Vacancy period are open to qualifying students from other doctoral programs. All applicants must submit the APPI online via the Applicant Portal on APPIC's webpage. Currently we request a psychotherapy case summary as a supplement to the APPI online. Please visit our listing in the APPIC Directory (DoL) at www.appic.org for further instructions. All application materials must be uploaded to the APPIC applicant portal for the 2016-2017 training year.

The deadline for application is the second Wednesday in November in the year preceding the start of the Internship. In 2015, that is November 11.

The Internship start date is September 1, 2016 for all sites except the Center for Motivation and Change, which begins on July 1, 2016. The Counseling and Psychological Wellness at SUNY Old Westbury and Student Counseling at Adelphi University may request start dates in the latter part of August to accommodate the arrival of students to campus in accordance with their respective academic calendars.

Selection Procedures

Overall selection procedures for the Consortium

The Derner Internship Consortium participates in the Association of Psychology Postdoctoral and Internship Centers (APPIC) National Match with the assistance of

National Matching Services. All selection procedures will be conducted within APPIC and National Match guidelines. The Internship further agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any Intern applicant. In accordance with APPIC policies, if matched with a site, the applicant must Intern at that site.

Applications must include:

- Completed APPIC Application for Psychology Internship (AAPI) available online at <http://www.appic.org>.
- A cover letter outlining your interest in the Internship. Please address the letter to Dr. Jonathan Jackson, Internship Consortium Director, and indicate in the letter the names of the site/s to which you are applying. You may apply to as many sites as you wish.
- Two letters of recommendation, one from a core faculty professor with direct knowledge of the candidate's academic work and another from a clinical supervisor.
- A copy of a psychotherapy case report (de-identified) as supplemental material.

The primary supervisor and other staff at each site review applications and select, for interviews, individuals who appear to be a fit for the site. Individual sites will determine interview times, format, and questions with guidance from the Internship Training Director. When interviews are concluded, site supervisors will submit confidential rank order lists to the Training Director who will enter them into the ROLIC (Rank Order List Input and Confirmation) system.

Program Status: The Internship was awarded accreditation by the American Psychological Association Commission on Accreditation (750 First St., NE, Washington, DC 20002-4242, telephone number 202-336-5979) in December 2015, and the next site visit is scheduled for 2022. Reports or other materials that pertain to the Internship program's accreditation status will be made public through this document.

About the Host Institution, Adelphi University

Founded on June 24, 1896, Adelphi University is one of the first institutions of higher education on Long Island, and its charter was one of the earliest to be granted by the New York State Board of Regents to a co-educational college. The University is in its second century preparing undergraduates, graduate students, and returning adult students in the arts, sciences, humanities, business, education, nursing and public health, social welfare, and clinical psychology. With its main campus in Garden City, (25 miles from mid-town Manhattan) and centers in Manhattan, Hauppauge, Sayville, and Poughkeepsie, the University maintains a commitment to liberal studies in tandem with rigorous professional preparation and active citizenship. Recognizing the interrelatedness of worldwide political, scientific, and cultural life, the University is committed to sustaining and improving its ethnic, social, and geographic diversity, and curricula that reflects global awareness.

Adelphi believes in the broad development of students necessary to their serving as effective and enlightened persons in society. In addition, therefore, to its traditional emphasis on teaching and research, Adelphi supports the growth of students outside the classroom by offering a wide range of cultural and artistic programs, internships, and public and community service opportunities.

The university's approximately 8,000 students are served by approximately 335 full-time faculty. The majority of our students are female, approximately one fourth are members of minority groups, and many are the first in their families to attend college. The university is located on a 70-acre campus in a suburb of New York City; just under half of its students live on campus. The university is accredited by the Middle States Commission on Higher Education, and the various professional schools in business, education, social work, psychology and nursing are each accredited by their respective accrediting bodies, for example, the American Psychological Association, the National Council for Accreditation of Teacher Education, and the Council on Social Work Education.

About the Doctoral Program, the Derner Institute of Advanced Psychological Studies

The Gordon F. Derner Institute of Advanced Psychological Studies of Adelphi University is the first university-based professional school of psychology in the United States. The Derner Institute was founded in 1951 as a clinical/school psychology training program. In 1957, the Doctoral Program was accredited by the American Psychological Association (APA) for training in clinical psychology, and it has maintained accreditation continuously ever since.

The Doctoral Program is an integral part of the Derner Institute's mission regarding professional training in psychology. The Program's goals are to prepare students at the doctoral level to become scholars and practitioners, to enable them to embark on a career in professional psychology through instruction in theory, training in research and in supervised practice so that they might meet the needs of an increasingly diverse society. To accomplish these several goals, the Program requires of all clinical doctoral students, four years of study including foundational areas, clinical theory, and intensively supervised clinical practica, and a full-time Internship that is typically completed in the fifth year.

The Doctoral Program is recognized by Adelphi University as an integral part of its larger mission regarding the commitment to service, research, knowledge, and lifelong education.

Non-discrimination statement: The Derner Internship Consortium is guided in its respect for individual and cultural diversity by the non-discrimination policies of its host, Adelphi University. Adelphi is committed to a policy of non-discrimination regarding all student programs and further commits not to discriminate against any individual on the basis of an individual's race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, age, religion, marital status, veteran status or any other basis protected by applicable local, state or federal laws. In addition to meeting fully its obligations of non-discrimination under federal and state laws, Adelphi University is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, acceptance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs. In support of this commitment, it is the moral responsibility and the pledge of the University, and all who work and learn here, to protect all those under its care from any form of discrimination or harassment. Interns encountering any form of discrimination or harassment should report these matters immediately to the Training Director who will accept all inquiries as well as allegations of discrimination and harassment and will assist students to take appropriate follow-up action. Furthermore, the

Internship is informed by the documents, *Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists*, which was approved as APA policy by the APA Council of Representatives in August 2002, and Report of the APA Task Force on the Implementation of the Multicultural Guidelines, 2008. The Internship recognizes the need for evolving training in psychology that continually considers the needs of individuals and groups who have been marginalized within and by psychology due to ethnic/racial heritage and social group identity or membership. The program strives to provide its students with an understanding of the importance of addressing multiculturalism and diversity in research, practice and organizational change. The current *Ethical Principles of Psychologists and Code of Conduct*, effective June 2010 (particularly policies on unfair discrimination) also provides a framework for training.

The Consortium Model

According to APA's *Accreditation Guidelines and Principles for Internships*, a consortium is comprised of multiple independently administered entities (termed "agencies" with respective training "sites") that have formally agreed to pool resources to conduct a training or education program. As part of the Derner Institute, the Internship Consortium's training goals, described in the following section, are consistent with the training philosophy of the Doctoral Program. Training personnel at the various agencies will evaluate Interns, and the Internship will collect data from Interns and training personnel for program evaluation. Consortia members are not independently accredited.

Derner's Consortium is a partially affiliated Internship: only students enrolled in the Derner Doctoral Program are eligible to apply in Match I. Vacancies in Match II and in the Post-Match vacancy period are open to qualified applicants from other APA accredited doctoral programs that award a Ph.D. or a Psy.D. in clinical, school and counseling psychology.

Training Philosophy, Goals, Objectives, Competencies, Outcomes, and Thresholds/Exit Criteria

Philosophy: The Internship Consortium training experience seeks to build on the broad and general skills developed during an applicant's preceding four years of doctoral education and training in order to graduate competent, entry-level clinical psychologists who can function independently in a variety of settings and continue to develop professionally throughout their careers. The Internship program utilizes a developmental approach, providing training that is sequential, built on skills and knowledge the Intern attains while in training, and graded in complexity. Ongoing program planning and evaluation involving the Interns and their supervisors are an integral part of training. Interns are encouraged to assume a gradually increasing degree of professional responsibility and autonomy as the training year progresses. The Internship is an intensive training experience and carries an hourly requirement for completion of 2,000 hours. The requirement is to be completed at one or two different agencies (in which case training hours are apportioned approximately equally to each site) in one year.

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 amounting to a minimum of 10 hours per week.

Supervision: Our training model emphasizes intensive supervision, sufficient in both quality and quantity, and tailored to the needs of individual Interns. We believe that close supervision is imperative to build clinical skills, identify and correct areas of weakness, build on strengths and alleviate insecurities, and resolve concerns as Interns assume direct clinical responsibilities of increasing complexity. Interns obtain individual and group supervised experiences that enable them to implement treatment that is supported by empirical evidence. Interns are not trained in interventions known to be harmful or ineffective.

Diversity: Interns require familiarity with the many roles that psychologists may assume. Accordingly, Interns obtain clinical experience with a heterogeneous patient population. Interns' clinical caseloads include, for example, patients of various ages, ethnicities, occupational backgrounds, and social economic levels. Levels of psychopathology may range from patients with severe and persistent mental illness to high-functioning students and professionals. Training addresses the topics of diversity through supervision, didactic training in multicultural and diversity issues, and group discussions during case-conferences. Member agencies of the Consortium are committed to promoting 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 populations we serve.

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 Consortium-wide didactic seminar includes a review of the Ethical Principles of Psychologists and Code of Conduct.

Overarching Training Goal: The Internship's Program's overarching training goal is to produce skilled, empathic, entry-level clinical psychologists who possess and utilize a solid foundation in the knowledge and practices that underlie professional psychology, and who have attained competence and a sense of professional responsibility and duty.

Training Model: The Internship Program is guided by the tenets of the practitioner-scholar model. Our primary focus is on developing the Intern's capacities to deliver clinical psychological services. This is implemented through closely supervised clinical and formal didactic training experiences. As Rodolfa et al. (2005) (in Rodolfa, E. et al., 2005, Internship training: Do models really matter? *Professional Psychology, Research and Practice*, 36(1), 25-31) observe: the practitioner-scholar model emphasizes the development of reflective skills and multiple approaches to clinical data in the practice of psychology. It stresses clinical practice along with the importance of theory and the use of empirical research to inform practice.

The Cohort Experience: To enhance the cohort experience, interns will participate in a professional development seminar that will focus on integration of training experiences and identification of personal challenges that may emerge in the process of forming a professional identity at the internship level. The cohort will meet monthly with a group facilitator who does not participate in evaluation of the intern competencies. In addition, interns are invited to attend the training seminars at the White throughout the training year as schedules permit.

The Training Goals:

- (1) Interns will be able to conduct detailed Intake Interviews.
- (2) Interns will be able to conduct outpatient psychotherapy using at least one modality.
- (3) Interns will be able to create psychotherapy case formulations and present one in verbal and written form.
- (4) Interns will be able to interpret standardized psychological testing data and present findings in a written report.
- (5) Interns will have knowledge of diversity issues as these affect clinical work.
- (6) Interns will have knowledge of ethical practices in psychology and conduct themselves in ethical and professional manners in work with patients and other professionals.
- (7) Interns will be able to relate current scientific knowledge to clinical work

Objectives: Through the provision of intensive, yearlong, supervised clinical experiences, and didactic training seminars, Interns will meet the training goals listed above, as they progress toward being able to function as independent, entry-level psychologists with broadly based skill sets.

Outcomes: To demonstrate that the training objectives are enabling Interns to meet training goals, it will be shown through twice-yearly evaluations by clinical supervisors and through evaluations of didactic seminar leaders that Interns are attaining specific knowledge and/or skill, and in the following competencies:

- (1) Assessment
- (2) Relationship
- (3) Intervention
- (4) Diversity/Cultural Sensitivity
- (5) Professional and Ethical Practice
- (6) Consultation
- (7) Case Management
- (8) Supervision
- (9) Research/Strategies of Scholarly Inquiry
- (10) Program Evaluation

The following table summarizes the training goals, the specific objectives associated with these goals, and the specific competencies that align with each goal.

Goal #1: Interns will be able to conduct detailed initial intake interviews.
Objective(s) for Goal #1: 1. Interns will complete a Consortium-wide didactic seminar in Intake Interviewing, 2. Interns will complete a minimum of three adult initial intake interviews under supervision at their respective agencies.
Competencies Expected: Assessment (obtaining data), Assessment (risk), Relationship, Consultation
Goal #2: Interns will be able to conduct outpatient psychotherapy utilizing at least one therapeutic modality.
Objective(s) for Goal #2: 1. Interns will complete Consortium-wide seminars in Effective

Intervention: Psychotherapy Case Formulation; and Effective Intervention: Empirical Bases of Approaches to Psychotherapy, 2. Interns will provide a minimum of 10 hours per week of psychotherapy under supervision at their respective agencies.
Competencies Expected: Relationship, Intervention Knowledge, Intervention Skills
Goal #3: Interns will be able to formulate psychotherapy cases and present in verbal and written form.
Objective(s) for Goal #3: 1. Interns will complete Consortium-wide didactic seminar, Effective Intervention: Psychotherapy Case Formulation, 2. Interns will generate one psychotherapy case write-up and present this verbally in supervision, meeting criteria described herein, 3. Interns will provide a minimum of 10 hours per week of psychotherapy under supervision.
Competencies Expected: Psychotherapy Case Report Writing and Presentation
Goal #4: Interns will be able to interpret psychological testing data and present findings in a written report.
Objective(s) for Goal #4: 1. Interns will complete Consortium-wide didactic seminar on Theories and Methods of Assessment and Diagnosis, 2. Interns will conduct standardized psychological assessments under supervision.
Competencies Expected: Psychological Assessment: Report Writing
Goal #5: Interns will have knowledge of diversity/cultural sensitivity issues and apply this knowledge in intervention in clinical work.
Objective(s) for Goal #5 1. Interns will complete Consortium-wide didactic seminar, Theories of Diversity and Clinical Practice, 2. Interns will provide a minimum of 10 hours per week of psychotherapy under supervision, and at least one case will represent a diverse patient, under supervision.
Competencies Expected: Diversity/Cultural Sensitivity
Goal #6: Interns will attain knowledge of ethical practices in psychology and conduct themselves in ethical and professional manners in work with patients and other professionals.
Objective(s) for Goal #6: 1. Interns will complete Consortium-wide didactic seminar, Ethics and Professional Practice, 2. Interns will work a minimum of 10 hours per week treating psychotherapy cases and conduct initial intakes under supervision.
Competencies Expected: Professional Judgment and Ethical Practices, Capacity for self-reflection and self-evaluation
Goal #7: Interns will relate current scientific knowledge to clinical work.
Objective(s) for Goal #7: 1. Interns will complete Consortium-wide didactic seminar on Effective Intervention: Empirical Bases of Approaches to Psychotherapy, 2. Interns will provide a minimum of

10 hours per week of psychotherapy and conduct initial intakes under supervision.
Competencies Expected: Intervention (Knowledge), Intervention (Skills), Research/Strategies of Scholarly Inquiry

Outcomes: Proximal

Proximal outcomes for Interns are measured by written evaluations two times/year (completed by primary, on-site supervisors with input from secondary supervisors if applicable) and by evaluations of selected didactic seminar leaders (e.g., Program Evaluation). For Interns to successfully complete Internship Consortium training, they must complete the required number of hours of training at each agency; they must receive an average score of at least “3” (on a five-point scale, demonstrating they meet the minimally acceptable standard of readiness to practice on the entry level) on the outcomes (i.e., competencies) listed above and that comprise the Internship Training Report. The minimal score of “3” must be achieved on the final evaluation. As well, Interns will attain a grade of Pass (Pass/Fail grading) on evaluation of knowledge attained on selected consortium-wide didactic seminars (e.g., Program Evaluation and Consultation). If requested by an Intern or Supervisor, the Internship Training Director will meet with Interns individually to discuss areas of strength and areas of weakness, and overall progress in training.

Outcomes: Distal

Distal outcomes for Interns are measured by a range of professional milestones. These include, but are not limited to, licensure rates, employment data, and professional activities including publications, presentations and awards, supervisory and administrative responsibilities. As well, Interns will be surveyed on the extent to which they feel the Program has accomplished the training goals it has enumerated, and their satisfaction with the training experience.

Supervision: The Consortium takes a developmental approach to training and supervision with consideration for each Intern’s individual needs and skill level. The Internship is viewed as a transition in which the Intern develops from the role of a student into that of a professional. Interns are encouraged to challenge themselves in the supportive environment of the Internship training.

At least four hours of supervision, a minimum of which will be two hours of individual supervision, are provided for every 40 Internship hours. Interns receive supervision from at least two different psychologists during the training year. It is a policy of the Internship, consistent with New York State Mental Health Law, that supervisors are clinically responsible for their cases under supervision. Supervisors are notified of this policy by means of this document.

Interns will be notified of the schedule of didactic training seminars that will be provided at the individual Internship agencies, and the schedule of Consortium-wide didactic seminars as early as possible at the beginning of the Internship year.

Evaluation: Evaluation of Interns in the Consortium is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluation of performance and also a vehicle for change. Primary Supervisors (and additional supervisors who have met regularly with Interns) formally evaluate Interns on all competencies at the mid-year and yearend (i.e., twice yearly). Selected didactic seminar presenters (e.g., Program Evaluation) also evaluate Interns on acquisition of pertinent new knowledge.

We are also committed to evaluating the Internship Program to allow for enhancement and improvement. As part of this process, Interns formally evaluate supervisors in writing at the conclusion of the training year, and they formally evaluate monthly consortium-wide didactic training seminars as they complete them. “Graduating” Interns are asked to complete an evaluation of the Internship training program at the completion of training.

Facilities and Resources

As a consortium, the Internship makes principal use of the resources of its member agencies. These include physical clinics with sufficient and varied patient populations; supervised individual and group training provided by licensed psychologists; and didactic training sessions specific to the populations served and to the relevant assessment and intervention practices.

The Internship Training Director is also Director of Practicum Training for the Derner Doctoral Program, as well as Director of the Doctoral Program’s on-site training clinic. He has been training clinical psychology doctoral students; participating in national meetings (e.g., NCSPP); and participating in regional meetings of Doctoral Program Directors of Clinical Training, Internship Training Directors, and externship coordinators for over 25 years. The Training Director has a full-time administrative assistant whose time is apportioned to Internship administrative assistance as needed. When creation of the Derner Internship Consortium was proposed, the Derner Institute’s faculty, Dean, and the Associate Dean fully endorsed its creation. The faculty make contributions to didactic seminar training, and the Dean and Associate are available for consultation as needed.

Required Hours, Outside Employment, Stipends

Interns are expected to complete 2000 hours during their Internship year with the Derner Consortium. Due to the nature of the Internship program, Interns are not permitted to maintain outside employment. Interns receive a minimum stipend of \$23,000.00 on a full time basis. In addition, Interns receive vacation days, holidays, sick leave, access to medical insurance plans, and additional considerations for professional conference attendance, according to policies stipulated by the individual agencies. Please see information below pertaining to each agency for details. We recognize that stipends are not perfectly uniform across sites, and that some may extend more additional benefits to Interns than others. Whenever possible, the Consortium is working to reduce or remove these inequities, however minor.

Selection Criteria: Overall criteria for the Consortium:

Academic Record: Students are expected to have satisfactorily completed all academic requirements (four years of full-time training or the equivalent) preparatory to the Internship including the doctoral dissertation proposal.

Clinical Experience: Applicants are expected to have completed a minimum of 500 hours of supervised practicum experiences including two external practica and additional training at their respective Programs’ on-site clinics, a minimum of 80 hours of supervised assessment training to include a minimum of three integrated diagnostic assessment reports.

Scholarship: Applicants will have demonstrated competency in scholarship through criteria of their respective Doctoral programs, i.e., successful completion of the proposal stage of the doctoral dissertation.

Writing skills: Applicants must show evidence of good writing skills (professional, organized, articulate) as shown in application materials, including the required supplemental (to the APPI) psychotherapy case report.

Letters of recommendation: Applicants must have two letters of recommendation (one from a core faculty professor addressing abilities and progress in the academic portion of their respective programs, and one from a clinical supervisor who is well acquainted with the applicant's clinical work.

Interviews: The Training Director reviews Internship applications and, when they meet overall criteria as defined above, forwards them for consideration to member agencies in which applicants have indicated interest. Upon review, the agencies invite applicants for in-person interviews as an important step in evaluating prospective Interns.

Participating Consortium Sites

Note that all training sites are involved with providing clinical services, have designated supervisors for Interns, provide didactic seminars, and provide supportive administrative staff, often in the form of office managers, information technology officers, clerical staff, or other designated staff. As well, the full-time administrative assistant of the Training Director is available to help Interns throughout the training year.

Adelphi University, The Student Counseling Center

The Student Counseling Center (SCC) at Adelphi (<http://scc.adelphi.edu>) will offer a yearlong, half time (20 hours weekly) training, to include a minimum of five hours of direct patient service per week. (Interns who match to the SCC at Adelphi must also match to the White Institute.) The SCC supports the educational mission of Adelphi University by providing free, private, and confidential services to any student enrolled at Adelphi. A psychiatrist, licensed clinical psychologists, and licensed social workers are the professional staff of the SCC. The SCC trains graduate-level social work Interns in addition to the doctoral level clinical psychology Interns who are incorporated into the day-to-day functions of the Center.

Services:

- intake
- individual and group counseling
- crisis intervention
- psychiatric evaluation and medication management
- consultation and outreach
- drug and alcohol education and counseling
- workshops
- evaluation and referral to both on-campus and off-campus resources

Training:

The Student Counseling Center provides group supervision to Interns on Mondays from 12:00 pm – 1:30 pm. Sometimes, group supervisions include formal case presentations that allow clinical staff and trainees (including Interns) to present clinical case summaries

for discussion. Alternatively, in the same time slot, didactic seminars in the form of in-service presentations are scheduled throughout the year. Licensed psychologists provide supervision of Interns in both individual and group formats. Each half time Intern receives a minimum of one hour per week of individual supervision that may be provided by two different clinical psychologists over the course of the training year.

Administrative and Supervisory Staff:

Kate Sapadin, Ph.D., Primary Supervisor; Clinical Supervisor, Student Counseling Center
Beth Hollander, Ph.D., Clinical Supervisor; Counselor, Student Counseling Center
Jonathan Jackson, Ph.D., Clinical Supervisor

Financial support may be provided for staff training at professional conferences. This support may be requested from the Division of Student Affairs. Also, if staff members are normally scheduled to work when the training takes place, they are given paid time off.

Stipend and Additional Support: The Intern's stipend at the SCC is \$13,000 per year. The Intern is administratively classified as a Graduate Assistant and is paid in four monthly increments per semester. Interns are allowed two weeks of paid vacation time and a reasonable number of paid sick days (not to exceed 4 per year). Interns have the opportunity to buy low-cost health insurance through Adelphi University's Health Services if they are Adelphi University students.

The Center for Motivation and Change

The Center for Motivation and Change (CMC) (motivationandchange.com) offers yearlong, full time training for Doctoral Psychology interns. The program combines training in clinical treatments for adults with substance use disorders as well as assessment and evaluation research on the efficacy of such treatments. CMC seeks to train the next generation of clinicians in providing evidence-supported treatments (EST) to adults struggling with substance use disorders and other mental health problems. Interns will receive a rigorous practice curriculum that includes training in EST through individual and group supervision. Training also aims to foster the growth of clinically relevant research skills by providing training in assessment and behavioral data collection through the use of validated scales, behavioral measures, therapeutic alliance measures, and assessment of treatment progress and outcomes.

Training and Services:

Interns will receive training and supervision in cognitive behavioral therapy, dialectical behavioral therapy, motivational interviewing, community reinforcement approach and family training (CRAFT), and other behavioral approaches for the treatment of substance use and mental health problems. Interns will learn about treatment fidelity approaches and receive a minimum of two hours individual and two hours group supervision weekly. Interns will learn how to administer standardized mental health and behavioral assessments, track these data over time, and explore how they associate or predict treatment outcomes.

Patient Population: Patients at CMC are typically high functioning, with mild to severe substance use issues, as well as concomitant psychiatric diagnoses. They are typically referred from local mental health providers and inpatient treatment programs.

Treatment Approach: Each patient receives a comprehensive evaluation, followed by

referral to the appropriate intensity (level) of services.

Interns will train in assessment, individual and group therapies. Clinical supervision is provided by psychologists licensed in New York. Opportunities are available for those interested in gaining skills in couples therapy, family therapy, and supportive services such as CBT-Insomnia and CBT-smoking cessation.

Training curriculum:

- Interns begin with an initial training overview in MI, CBT, DBT, CRA/CRAFT and other behavioral approaches
- All Interns receive a total of two hours weekly one-on-one supervision from a minimum of two different licensed psychologists and two hours of weekly group supervision.
- Interns receive one hour weekly of didactic training
- Following the initial training overview, training workshops continue for one hour each week and address both evidence based approaches as well as broader emergent clinical issues (e.g., toxicology screening, integrating psychiatric medication into treatment plans).
- Interns receive training in psychological and behavioral assessment and implement CMC's ongoing computer-based behavioral tracking data collection.
 - Interns are trained in how to integrate the data they collect into treatment with patients, and use of data as 'feedback loop / early warning system.'
 - Interns will have approximately 20 patient hours per week.

Administrative and Supervisory Staff:

Kathy Pruzan, Psy.D., Primary Supervisor

Cindy Brody, Ph.D.

Kenneth Carpenter, Ph.D.

Jeffrey Foote, Ph.D.

Josh King, Ph.D.

Nicole Kosanke, Ph.D.

Carrie Wilkins, Ph.D.

Stipend and Additional Support: CMC provides a training stipend of \$25,000 paid directly to the Intern. Interns may elect to pay for medical coverage and/or dental coverage, to maintain flexible spending accounts, and to make contributions to a 401K. Interns are provided time off for vacation and holidays, and they are provided with sick days if needed.

Counseling and Psychological Wellness Services: SUNY The College at Old Westbury, NY

SUNY The College at Old Westbury counseling is a public coeducational college offering over 40 Bachelors and Masters degrees. It serves a population of over 4000 students coming from diverse ethnic, racial and socioeconomic backgrounds. The college is located in a beautiful 600-acre wooded land, less than an hour's drive from New York City.

The Counseling and Psychological Wellness Services

The Counseling and Psychological Wellness Services (CPWS)

(<https://www.oldwestbury.edu/life/>) is SUNY Old Westbury's primary counseling facility. It is an ideal setting for Interns to gain experience working with a wide variety of presenting concerns and a broad range of diagnoses, as well as to learn about the working of a counseling center at a higher education institution. The mission of CPWS is to support and enhance the psychological health, mental wellbeing, personal growth and development of students. Staff aspire to help students develop the healthy minds and skills necessary for personal, academic and social success.

Training Philosophy

The Internship year will allow the developing clinician to gain a professional identity, confidence with acquisition of competencies, and the ability to work both individually and as part of a team. As such, it is the role of the training year to serve as a bridge between the student role and one of an entry level professional in the work force. In order to achieve these ends, the Internship includes both experiential and didactic learning. Throughout the year, the trainee will develop an increased capability to incorporate theoretical and scientific knowledge into practice. Trainees will develop the use of reflection and self-awareness to further their clinical work.

We recognize that trainees will have unique interests and strengths, and we seek to facilitate each intern's individual development. Supervision should be a collaborative process, shaped by each trainee-supervisor dyad. Interns are encouraged to create new treatment venues including groups, workshops and outreach initiatives based on their own ideas and interests.

We recognize the important nature of collaboration to our field. Thus, we encourage consultation with other mental health and higher learning professionals. These interactions should be mutually beneficial, leading to greater enrichment of the work and of the trainees' understanding of the role of the Center within the greater university system.

Trainees will have the opportunity to learn psychodynamic approaches to understand and implement the treatment of their patients. Trainees will also be presented with the opportunity to learn other orientations used by CPWS staff, including Eastern Contemplative Psychotherapy, the integration of psychodynamic and cognitive-behavior therapy, client-centered therapy, and experiential therapy. Psychology Interns have the opportunity to work with other professionals across the campus, such as the college's health educator and student health services' staff.

Trainees at CPWS will work in a center that is proud of its diversity. Our patients have a variety of racial and ethnic backgrounds (30% African-Americans, 30% Caucasian, 20% Hispanic/Latino, 10% Asians), over fifty percent are first or second generation immigrants, who came to the United States from over 50 countries, and a third of the center's clients are first-generation college students.

Trainees will have the opportunity to work with patients who suffer from difficulties on all ranges of the spectrum of severity, from clients whose symptoms do not reach diagnostic criteria to clients who are diagnosed with major mood disorders or personality disorders. Many of our clients also have a history of trauma, as well as troubled romantic and family relationships. Trainees will learn to assess for risk of suicide and homicide, as well as for the presence of psychotic symptoms and substance abuse.

The Counseling Center serves a student body with racial, religious, ethnic, socio-economic, ability, and sexual diversities. We seek to foster cultural competence, knowledge, sensitivity and respect in all aspects of training. In this spirit, we value the individual perspective that each trainee can bring, based on unique personal and cultural experiences.

We aspire to the highest ethical and legal standards in all our professional activities, maintain patient welfare as our highest priority, and aim to instill these values in our trainees. We seek to shape clinicians who will be able to identify ethical dilemmas, recognize the human and professional values to which they pertain, and resolve them in a professional and responsible manner.

Patients

CPWS adheres to a developmentally informed perspective in its work. It recognizes that persons going through adolescence and early adulthood need support and guidance as they face new goals, among them the move toward independence, adult relationships and self-definition, and struggle with new challenges, including separation from family of origin, substance abuse, academic stress, financial stress and relationship difficulties. It recognizes that clients are in the process of changing and evolving as part of their college experience, and that therapy should join and help in this process. The main therapeutic orientation of the CPWS staff is psychodynamic theory and psychotherapy.

Services

CPWS provides a variety of services for the college and its students. These include

- individual counseling and psychotherapy
- crisis intervention
- couples' therapy
- group therapy
- psychiatric services
- time-limited workshops
- psycho-diagnostic testing

Description of Training Experiences

- Intakes – Interns will conduct intakes to include assessment of presenting complaint and current problem (with risk assessment), history, and disposition. Competencies emphasized include assessment via clinical interviewing relationship via rapport building, and consultation via psychoeducation. All intakes will be constructed into an Intake Narrative. Interns are expected to conduct 2-4 intakes per week, dependent on services needs.
- Individual psychotherapy – Interns will carry a caseload capped at 20 individual cases, depending upon their educational needs and the Center's needs. Patients are typically seen weekly, although different frequencies are possible dependent upon specific circumstances. Individual therapy cases will range between very brief to yearlong, dependent upon the patient needs.
- Couples psychotherapy – Interns will have the opportunity to provide couples therapy, if cases are available. Couples are typically seen weekly, although varying frequencies may be possible.
- Group therapy – Interns will have the opportunity to co-lead therapy groups. Therapy groups may be process-oriented or psychoeducational, time-limited or open ended. Interns may either join existing groups or initiate a new group, and they will receive the permanent staff's support and co-leadership.

- Crisis management – Interns will have the opportunity to provide immediate counsel to patients who present in crises, to assess risk and to formulate a therapeutic and safety plan.
- Outreach activities – Interns will join staff in outreach activities, such as depression screening and health fair. Interns will be encouraged and supported in the creation of further outreach projects, such as workshops, lectures, in-class presentations and campus-wide activities. Interns are required to participate in a minimum of two outreach projects for the internship year.
- Psychodiagnostic assessments – Interns will provide psychodiagnostic assessments, focused on the identification and diagnosis of learning disabilities. The number of testing batteries will be dependent upon the trainee's needs and the demand for testing.
- Individual supervision – Interns will be assigned two supervisors from the permanent staff to supervise them on their therapy cases and aid in professional development. Both supervisors are licensed psychologists in New York State. Each supervisor will provide the intern with no less than one hour of supervision per week, for a total of two hours per week individual supervision. Further individual supervision will be provided for psychodiagnostic testing, group therapy, outreach activities, and other needs.
- Group Supervision– Interns will participate in a weekly group supervision led by one permanent staff member where they will present their own cases and engage in supervision of cases presented by others.
- Intake seminar – Interns will participate in a weekly intake seminar attended by all members of CPWS (trainees and permanent staff). At the intake seminar clinicians will present their intakes of the week, formulate treatment plans and dispositions.
- Outreach meeting – Interns will participate in an outreach meeting, scheduled as needed, attended by CPWS trainees and permanent staff. During that meeting outreach activities will be discussed and assigned.
- Didactics – Interns will participate in weekly didactic seminars covering psychodynamic theory, multicultural perspectives, ethics, risk assessment, assessment and treatment of substance abuse, and other issues relevant to the working of the Counseling Center. Interns will be expected to prepare for the seminars by reading articles and book chapters that will be distributed.

Administrative and Supervisory Staff

Lauren Becker, Ph.D., Primary Supervisor

Oren Sheffet, Ph.D., Staff Psychologist

Trisha Billard, Ph.D., Director

Stipend and Additional Support: Interns receive a stipend of \$23,000 paid directly to them, free vision care, and they may purchase medical insurance. They are provided time off for vacation and holidays, and they are provided with 12 sick days if needed.

Long Beach Reach, Inc., Long Beach, New York

Founded in 1970, Long Beach Reach, Inc. (<http://longbeachreach.com>) is a community based multi-service agency providing a broad range of rehabilitative services serving Nassau County, NY. Its mission is to engage and work with troubled individuals and families to help them learn better ways to cope with their pain, to enhance their self-esteem, develop self-awareness, and to help seek and create alternatives to self-destructive, aberrant and anti-social behavior. The goals and objectives are to provide a comprehensive delivery of service system to a high-risk population of community residents of all ages and their families.

Reach has five major service units:

- Outpatient Mental Health and Chemical Dependency Treatment and Prevention Services including Individual, Group, Family Counseling, School based counseling and Intensive Treatment services
- Juvenile Justice Projects including: Court Liaison Unit, Post Institutional and Reach for Peace programs
- Crisis Intervention Services including Nightwatch Hotline
- Alternative Education Programs including The Harriet Eisman Community School High School Diploma Program
- Adolescent Pregnancy Prevention and Services Sharing and Caring and Pre/post Natal Educational Program

An analysis of the Reach's impact on the community reflects the community it serves by its comprehensive program both internally and its inter-relationship with a variety of service agencies. Reach employs a skilled, experienced inter-disciplinary professional staff of psychologists and social workers (including bilingual), mental health counselors and educators and maintains a staff psychiatrist and nurse practitioner in psychiatry. The program is primarily geared toward providing psychotherapy, however, Reach also offers services to deal with employment, housing, education, vocational, medical, emergency food, clothing and financial assistance, Medicaid, sexually transmitted disease, reproductive health care, legal, and other problems. These support services are offered on an individual basis to patients in an attempt to modify their entire life space.

Long Beach Reach, Inc. is a licensed New York State Office of Alcohol and Substance Abuse Services outpatient Chemical Dependence Treatment program with sites in Long Beach, Lynbrook and Port Washington. Long Beach Reach maintains an active caseload of 350 clients reflecting the socio-economic and ethnic diversity of Nassau County ranging in age from early childhood, adolescence and adults of all ages. The majority of clients served have a history of chemical dependency, however, approximately one-third of our patients are significant others who have been impacted by the chemical dependency of a loved one. Our understanding of chemical dependency and the reality of our patients presenting with co-occurring mood disorders, personality disorders and other indicators of emotional disturbance has lead to an integrated, insight-oriented psychodynamic psychotherapeutic approach. Staff, however, utilize an array of treatment interventions including motivational enhancement therapy and cognitive behavioral approaches as an adjunct to insight oriented treatment. Psychiatric evaluations and psychopharmacological treatments are offered to patients as needed along with psychotherapy. Group and/or family treatment is frequently recommended as part of the treatment plan. The program, however, is committed to long-term individual treatment, which is offered to the large majority of clients. An intensive multi-modality treatment milieu consisting of 9 hours per week of therapeutic intervention is available for those clients with more entrenched longstanding chemical dependency issues.

Long Beach Reach, Inc. is in the process of implementing an outpatient Mental Health Clinic which will offer residents of Southwest Nassau County the full array of Mental Health Treatment and Evaluation services. The Clinic will be licensed by the New York State Office of Mental Health.

Required Training:

Internship training is a yearlong, full-time clinical placement (2,000 hours) to pre-doctoral interns in psychology. It will include a minimum of 15 hours per week of direct patient contact within the outpatient Chemical Dependency and Mental Health Treatment Programs. Interns will maintain an active caseload of typically 10 individual psychotherapy cases, co-lead at least one psychotherapy group, participate in weekly clinical case conferences and admission/disposition conferences, conduct one psychosocial clinical intake assessment weekly, conduct three psycho-diagnostic evaluations over the training year, and participate in weekly didactic trainings. Licensed Psychologists will provide supervision to the intern in both individual and group formats, with a minimum of two hours of individual supervision and two hours of group supervision per week. All interns will be supervised by at least two different staff Psychologists.

Didactic presentations attended by all clinical staff on Wednesdays from 5:00 p.m. to 6:00 p.m. will include seminar/lectures provided by supervisory staff and guest presenters focusing on topics such as: the efficacy of psychodynamic psychotherapy with chemically dependent populations, treatment of co-dependent significant others, treatment considerations associated with culture and diversity, confidentiality and ethical considerations related to the treatment of mandated clients, psychopharmacology and chemical dependency treatment, integrated treatment of co-occurring disorders, medication assisted treatment of chemical dependency disorders, LGBT issues, crisis counseling, counter-transference and therapist self-disclosure, treatment issues with adolescents and families, self-medication and the treatment of anxiety and mood disorders, stages of change, integration of evidence-based practices including motivational interviewing and motivational enhancement/CBT treatment, treatment of other compulsive addictive conditions (i.e., overeating, compulsive gambling, compulsive sex/pornography), epidemiology and contemporary substance use patterns, DSM-5, and diagnostic considerations in the treatment of chemical dependency.

Administrative and Supervisory Staff

Joseph Smith, Ph.D., Executive Director, Primary Supervisor

Stuart Pace, Ph.D.

Edith Corso, Ph.D.

Elizabeth Shorin, Ph.D.

Monica Pal, Ph.D.

Benjamin Feld, Ph.D.

Venice Bruno, Psy.D.

Stipend and Additional Support: Interns receive a stipend of \$23,000, payable directly to them as 1099 consultants, paid time off for vacations and federal holidays, and paid sick time if needed. Long Beach Reach, Inc. provides paid time off and reimbursement for staff to attend conferences. The amount is not specified, although trainings in areas related to the scope of clinical work at Long Beach Reach are prioritized for support. Knowledge and skills acquired are shared internally with the clinical staff through didactic presentations.

The Village Institute for Psychotherapy, New York, NY.

The Village Institute (www.villageinstitute.com) offers a one-year, half-time clinical placement (20 hours weekly) to pre-doctoral Interns in psychology. (Interns who match to TVI must also match to the White Institute.) It includes a minimum of ten hours per week of direct patient contact. The Village Institute (TVI) was founded in New York

City in 1994 by Frederick Woolverton, Ph.D. TVI is dedicated to providing high quality, affordable mental health care and related services, and to promoting the education and training of effective, creative psychotherapists.

Dr. Frederick Woolverton, Ph.D., C.A.S. is Founder and Director of The Village Institute for Psychotherapy. Dr. Woolverton is a licensed Clinical Psychologist in New York. He received his Doctoral degree in Clinical Psychology from the Derner Institute of Advanced Psychological Studies, Adelphi University in 1982. He also holds a Diploma in Psychoanalysis and is a Certified Practitioner in Substance Abuse and Addictive Disorders.

The work of TVI is grounded in the principles that people faced with emotional difficulties are capable of change, that psychotherapy is often an important component in the process of that change, and that the success of psychotherapy requires active participation on the part of the patient and active contributions on the part of the therapist. The therapy practiced at TVI emphasizes both swift behavioral changes to immediate problems, as well as the importance of insight into the origins of personal problems. Together, these help to make short-term changes well rooted and long lasting.

Because problems in daily living can be complex, TVI has a multi-disciplinary adjunct professional staff who are available to consult with therapists and to provide specialized services for patients.

Services for Adults, Adolescents and Children:

- Individual Psychotherapy
- Couples Therapy
- Family Therapy
- Group Therapy

Specialized services:

- Treatment for Alcoholism and other Substance Use Disorders
- Treatment for Eating Disorders
- Family, Marriage and Divorce Therapy
- Treatment of Disciplinary Problems and Substance Abuse in Adolescents
- Career Guidance
- Treatment of Money Disorders such as Overspending

Specialized evaluations:

- Comprehensive Diagnostic/Psychological Testing
- Psychologically Informed Career Evaluations
- Legal Prescription of “Emotional Support Animals”

Other services:

- Mental Health Outreach
- Social Work
- Psychopharmacology Referrals
- Referrals to Other Professionals and Specialists when needed
- Psycho-education in the form of workshops on parenting skills, child rearing, dream work, and other topics.

Training:

TVI is committed to the advanced training and ongoing education of qualified, well-prepared psychotherapists by providing the following training and educational programs:

- Intensive individual and group supervision for both new and experienced therapists
- A yearly education stipend of \$250 to staff to encourage staff attendance at professional conferences of their choosing. With permission from administrators, staff may take an unspecified number of paid conference days, and knowledge and skills acquired are shared internally with other staff during didactics.
- Graduate level practicum placements with a core focus on the treatment of substance abuse disorders and addictions
- Continuing Education seminars that address psychotherapeutic issues of immediate relevance to clinicians. The Village Institute is approved by the American Psychological Association to award Continuing Education credits for psychologists.

Required Training for Interns

TVI provides weekly didactic seminars attended by staff and Interns on Fridays from 10:30 am-12:00 noon. These include, for example, instruction on case formulation, diagnoses and treatment planning by staff members and lectures by Dr. Woolverton on topics including treatment of substance abuse and trauma. Supervision of Interns is carried out by licensed psychologists, and all Interns receive a minimum of one hour of individual supervision, an hour long group supervision, and an hour long small group case conference per week. Two different staff psychologists will supervise all interns.

Administrative and Supervisory Staff:

Lauren Barnett, Ph.D., Primary Supervisor
Frederick Woolverton, Ph.D., Director
Karolyn Woolverton, Ph.D.

Stipend and Additional Support: Interns receive a stipend of \$10,000 in \$2,500 increments, payable directly to them according to the following schedule:

November 1
February 1
May 1
August 31

The stipend is supplemented in the amount of \$1,500 by the Doctoral Program at Adelphi University, paid at mid semester in the fall and spring. This supplement raises the stipend to \$23,000, calculated on a full time basis. Interns receive paid time off on federal holidays and sick time if needed.

William Alanson White Institute, New York, NY

The William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology www.wawwhite.org will offer a one- year, half-time clinical placement (20 hours weekly) to pre-doctoral Interns in psychology. (Interns who match to the White Institute must also match to another of the Consortium's half-time agencies, i.e., the Village Institute or the Student Counseling Center at Adelphi University.)

For more than 65 years, the William Alanson White Institute (wawwhite.org) has provided advanced level training to mental health professionals in psychoanalysis and psychotherapy and provided modest-cost clinical services to the community. Located in its historic town house on Manhattan's Upper West Side, the White Institute has distinguished itself through its high standards and creative contributions of its members as one of the world's most prestigious and highly regarded psychoanalytic training and treatment centers.

The Institute's founders (including Harry Stack Sullivan, Erich Fromm, Frieda Fromm-Reichmann, and Clara Thompson) shaped the development of interpersonal psychoanalysis, embodying the conviction that psychopathology originates in difficulties in relationships with others and that the personal relationship between therapist and patient is the primary curative force in facilitating growth and development. The White Institute's graduates continue to make significant contributions to interpersonal and relational psychoanalysis and are widely recognized for their leadership in professional organizations and important training centers.

Services:

Interns who are selected for this placement will work in the adult Clinical Services of the Institute, under the direct administrative supervision of Albert Banta, Ph.D., Director of Clinical Psychology Intern Training, who will participate in the selection of their training cases, didactic training seminars, and clinical supervision they will receive, congruent with their training needs as Interns. In addition, they will work with others -- faculty, supervisors, postdoctoral fellows, and psychoanalytic candidates -- in providing the high-quality treatment services that are the Institute's signature. Subspecialty clinical training with children and adolescents will be available as an option for those qualified Interns who choose this elective rotation. Intensive individual supervision with licensed, psychologists who are graduates of the Institute's post-doctoral psychoanalytic training program will be provided to all Interns, along with dedicated didactic and supervisory seminars.

Training

Interns' direct clinical service, a minimum of five hours per week, will be under close individual supervision of White Institute psychologist faculty members, and include opportunities for individual psychotherapy, diagnostic/intake interviewing of clinic applicants, and psychodiagnostic testing evaluations. Note that weekly individual supervision may be scheduled in private offices in Manhattan, outside of the main White Institute location. In addition to didactic training meetings focused on intensive psychotherapy, Interns attend a range of other didactic and clinical seminars, including Monday Child and Adolescent Development Seminars; Tuesday Clinical Education Meetings, Intake Seminar, and Clinical Case Seminar. Research opportunities may also be developed according to individual skills and interests.

Interns who elect the specialty rotation in Child and Adolescent Psychotherapy will work with patients and families in the Institute's Child and Family Center, providing supervised assessment and treatment of children and adolescents. In addition, this rotation will offer participation in Monday seminars in areas of developmental psychology, clinical diagnosis, psychological testing, psychotherapeutic technique, and case presentations.

Illustration of Interns' Sample Didactic Training Schedule:

Required Training:

Tuesdays

9:00 am-10:00 am: Interpersonal Theory Course

10:00 am-11:30 am: Clinical Education Meetings open to staff, Interns, Institute Candidates, and Postdoctoral Fellows

11:45 am-12:45 am: Intake Seminar (through December)

1:00 pm-2:00 pm: Clinic Meeting -Group Supervision of clinic cases

2:00 pm-3:00 pm Continuous Case Conference-peer supervision of ongoing cases presented by interns and other students for 4-6 consecutive weeks

Wednesday

11:00 am-12:00 noon Concepts of Interpersonal Psychoanalytic Psychotherapy (only interns)

In addition, as time permits, Interns attend the following optional seminars:

Mondays: 9:00 am-10:15 am Child and Adolescent Development, Parent Consultations, Contemporary Research on Child Development

Tuesdays: 10:00 am-11:30 am: Clinical Education Meetings open to staff, Interns, and Institute Candidates, and Postdoctoral Fellows

11:45 am-12:45 am: Intake Seminar

1:00 pm-2:00 pm: Group Supervision of clinic cases

Overall, Intern training will offer an immersion in the clinical, intellectual, and professional life of the White Institute, welcoming Interns to attend the rich array of colloquia, workshops, conferences, and special programs that are integral to the Institute's professional community, in addition to core experiences specifically directed toward Internship training. Among the opportunities open to all members of the White Institute's professional community are the monthly meetings of the Institute's specialized study groups and special services, pursuing the interests of members. These include the LGBT Service; Eating Disorders Service, Compulsions, and Addictions Service; Living with Medical Conditions Service; Later Lifespan Development Service; Sexual Abuse Service; Psychotherapy with People in the Arts Service; and Trauma Service.

The White Institute values personal awareness, self-understanding, and introspective reflection and, toward this end, encourages its students to pursue personal psychotherapy or psychoanalysis. On a confidential basis, the Institute will make available, to those Interns who wish to explore this opportunity, the option of pursuing affordable personal treatment with an Institute psychoanalyst or psychotherapist.

Administrative and Supervisory Staff:

Albert Banta, Ph.D., Primary Supervisor

David Appelbaum, Ph.D., Supervisor

Daniel Gensler, Ph.D., Supervisor

Ruth Imber, Ph.D.

Elizabeth K. Krimendahl, Psy.D., Director of Clinical Services

Pasqual Pantone, Ph.D., Institute Director

Helen Quinones, Ph.D.

Stipend and Additional Support: Interns receive a stipend of \$10,000, payable to their respective University affiliation for a credit into student accounts. The stipend is supplemented in the amount of \$1,500 by the Doctoral Program at Adelphi University, which brings it to \$23,000 computed on a full-time basis. Interns receive paid time off on federal holidays and sick time if needed.

Disclosure Statement/Background Checks

Internship applications may be discussed among the staff at participating sites as well as the Internship Consortium Director. If selected into this program, Internship files (including application, written evaluations, etc.) will be shared with APA site visitors during any accreditation visits.

Interns may be required to submit background checks prior to beginning training. These checks may include (but are not limited to): social security number verification, felony and misdemeanor (primary and secondary court search), seven year residency history based on given addresses and others found from the Social Security verification (including all names), sex offender – national, national criminal record file – adjudicated, and federal criminal record. Interns may be asked to provide health related documents including MMR documents, HepB documents, History of Varicella, and a recent TB test. Failure to pass background checks and/or provide necessary documentation may result in revocation of Internship offer.

On behalf of the APPIC Board of Directors, we would like to share the [APPIC Guidelines for Parental Leave During Internship and Postdoctoral Training](#).

APPIC Guidelines for Parental Leave During Internship

The Derner Internship subscribes to the APPIC guidelines to assist prospective and current Interns and APPIC-member training programs when exploring options for accommodating parental leave. The Guidelines do not constitute APPIC policy, rather, they offer suggestions and issues to consider. The Guidelines are available at http://www.appic.org/Portals/0/downloads/APPIC_GUIDELINES_FOR_PARENTAL_LEAVE_10-9-15.pdf. Interns with questions about managing parental leave and other questions regarding pregnancy or adoption are invited to request support through APPIC's Informal Problem Consultation process via the APPIC website at <https://www.appic.org/Problem-Consultation>

Due Process For Problem Behavior Advisement and Remediation, Probation, Termination, and Appeal

Definition of Problem Intern Behaviors

Problem Intern behaviors are defined as behaviors or attitudes that seriously disrupt the Intern's capacities to deliver clinical services; maintain working relationships with peers, supervisors or other staff; or adhere to appropriate standards of ethical and professional behavior. Problem Intern behaviors are distinguished from weaknesses, that do not produce these serious consequences, and that are the focus of ongoing supervision. In fact, identification of areas of strength and weakness is an integral part of training and of the Intern's professional development throughout the year.

Problem behavior is defined broadly as interference in professional functioning, reflected in one or more of the following ways:

1. Inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior
2. Inability to acquire professional skills in order to reach an acceptable level of competency, and/or
3. Inability to control personal psychological dysfunctions, and/or excessive emotional reactions, which interfere with professional functioning over an extended period of time

Problem behavior is characterized by the following features:

1. The quality of services delivered by the Intern is negatively affected over a significant period of time.
2. The problem is not restricted to one area of professional functioning.
3. The Intern persistently does not acknowledge, understand, or address the problem when it is identified
4. A disproportionate amount of attention by training personnel is required; and/or
5. The problem behavior does not change as a function of feedback, remediation efforts, and/or time

Advisement of Problem Behaviors, Remediation, Probation, and Termination

When, through the twice-yearly Intern evaluation process or at other necessary junctures, Intern problem behavior, having the above characteristics is identified, a series of procedures for responding is initiated. These include:

1. The Training Director will convene a Review Committee consisting of him/herself, the affiliate site primary supervisor, and the Derner Institute's Associate Dean to review the negative evaluations obtained, and determine the appropriate course of action.
2. The Intern will be advised in writing of this review, and invited to provide a statement or information.
3. With all information in hand, the Training Director will take one or more of the following actions:

a. The Committee may determine that no further actions, other than existing supervision, monitoring, evaluation, and timely feedback are needed; or

b. The Committee may produce an Acknowledgment Notice, to the Intern, stating:

i. The Committee is concerned about the problem behavior, that the Intern has been advised of the problem behavior, and that a plan for remediation, with a specific time frame, has been initiated. The plan could include interventions such as enhanced supervision with the same or other supervisors, and/or other appropriate interventions. The time frame for review of the problem behavior will be three months or, if sooner, the next regularly planned Internship training evaluation; or

ii. The Committee is concerned about the problem behavior that the

Intern has been advised of the problem behavior, but that no further action, other than existing supervision, monitoring, evaluation, and feedback, is needed; or

c. The Committee may compose and give a Probation Notice to the Intern. Probation is intended as a remediation-oriented, time-limited action, during which the Intern's continuing ability to complete the Internship will be assessed. At the end of Probation, the Committee will determine that the Intern will be able to return to more fully effective functioning; or will not be able to do so. The Probation Notice will include:

- i. A description of the problem behavior;
- ii. A plan for remediation - which could include interventions such as: enhanced supervision, with the same or other supervisors; change in the approach and/or emphasis of the supervision; recommendation for leave of absence; and/or other intervention(s);
- iii. A time frame for probation, during which problem amelioration is expected. A reasonable time frame for review of the problem behavior, and the Probation, will have been determined by the Committee, and specified in the Probation Notice; and
- iv. Procedures for assessing whether or not the problem has been appropriately rectified.

4. Following Acknowledgment or Probation Notice, the following action steps will be taken:

- a. The Training Director and the Intern will review the remediation plan and time frame. The Intern may decide either to accept the plan, or to challenge it.
- b. The Training Director will notify the Intern's Director of Clinical Training, in writing, of the Intern's problem behavior, Probation status, and the plan and time frame for remediation. If Probation has the potential to interfere with the Intern's accrual of sufficient training hours for completion of Internship, the Intern, and his/her home doctoral program will be advised of this, in writing. A copy of this notification will be given to the Intern.

5. At the specified time point for evaluation of Probation status, the Committee will review the problem behavior and Probation status. If the remediation plan has not rectified the problem behavior, and/or the Intern seems unable or unwilling to improve his/her problem behavior, the Committee will take one or more of the following actions:

- a. The Committee will extend Probation status, under the same conditions, for a specific time period, and notify the Intern of this, in writing; or
- b. The Committee will extend Probation status, while suspending the Intern from professional activities compromised by the problem behavior for a specific, reasonable, time period during which evidence that the problem behavior is rectified could be obtained. Suspension of professional activities

will occur only when the determination that the welfare of the Intern's patients could be jeopardized. The Committee will notify the Intern of this, in writing. If Suspension has the potential to interfere with the Intern's accrual of sufficient training hours for completion of Internship, the Intern, and the Derner Institute's Director of Clinical Training will be advised of this, in writing. At the end of the suspension period, the Training Committee will review the problem behavior and the indications for suspension, and determine if, and when, the professional activities could be resumed; or

c. The Committee will extend Probation status, while placing the Intern on Administrative Leave, and withdrawing all responsibilities and privileges at the training agency. Administrative Leave will only be recommended in the event of the Intern's severe violations of the APA Code of Ethics: imminent risk of physical or psychological harm to a patient; or inability to complete the Internship, due to incapacitating illness. The Committee will notify the Intern, and his/her Director of Clinical Training of this and its effects on stipend, any benefits, and accrual of sufficient hours for completion of Internship, in writing. If Administrative Leave has the potential to interfere with the Intern's accrual of sufficient training hours for completion of Internship, the Intern, and his/her Director of Clinical Training will be advised of this, in writing; or

d. The Committee will recommend that the Intern be terminated immediately from the Internship program. Actions for termination will be initiated. Termination will only be recommended in the event of the Intern's severe violations of the APA Code of Ethics: imminent risk of physical or psychological harm to a patient; or inability to complete the Internship, due to severe physical or mental illness. Termination will be recommended only after all specified remediation interventions do not rectify the identified problem behavior(s) after reasonable time periods. The Intern, as well as his/her Director of Clinical Training, will be notified, in writing, of this. If appropriate, the Committee will recommend that the Intern consider alternatives to his/her original career goals;

6. At end of the training year, for Interns on active Probation status, the Committee will review the problem behavior(s) and Probation status, to determine whether or not the conditions for revoking Probation status have been met. If the Committee determines that problem behavior has not been rectified, and the Intern has, thus, not fulfilled program requirements for Internship completion, the Intern will be advised, in writing, that he/she has not completed the Internship. This will only be recommended in the event of the Intern's severe violations of the APA Code of Ethics, imminent risk of physical or psychological harm to a patient; or inability to complete the Internship, due to severe physical or mental illness. It will be recommended only after all specified remediation interventions do not rectify the problem behavior after reasonable time periods. The Intern, as well as his/her Director of Clinical Training, will be notified in writing of this. If appropriate, the Committee will recommend that the Intern consider alternatives to his/her original career goals.

Appeal

At any point in the Evaluation, Advisement, Remediation, Probation and Termination process, an Intern can initiate an appeal process to challenge an action. The Intern has a five-working day window within which to notify the Training Director, in writing, of his/her intent to make this challenge. After this, the Intern has a 5-workingday window within which to provide written explanation of his/her challenge. Grounds for appeal may consist of new information, failure of the Internship to follow procedures, inappropriately excessive consequences, or any other issues the Intern may put forward that may form the bases of an appeal.

With the Intern's written challenge in hand, the Training Director convenes an ad-hoc Review Panel to consider the appeal. The Review Panel is composed of the Internship Training Director, Dr. Kate Szymanski, tenured Professor at the Derner Institute, Adelphi University, and two other members of the Derner Institute faculty. The Training Director convenes the Review Panel but does not vote on decisions. The Review Panel considers the challenge and its evidence, and within 10 working days, makes a recommendation determined by majority opinion, to the Training Director, who then meets with the Intern to discuss the decision of the Review Panel.

Grievance Procedures

A grievance procedure may be necessary if an Intern has a complaint against the Internship training program. Interns may grieve on all aspects of their training experience. To illustrate, complaints may arise concerning administrative procedures such as evaluations or stipends, or concerning individuals.

Often, a complaint will arise in the context of a conflict between an Intern and a Supervisor, fellow Intern, or staff member. Interns may grieve on all aspects of their training experience. Whatever the source and whatever the concern, it is preferable that an attempt be made to resolve the conflict through informal interaction with the Training Director when it concerns aspects of the Internship Program, or directly with the person(s) who may be the object of the complaint. The Training Director encourages and guides Interns in handling conflicts informally.

If this is not successful, the procedure becomes formalized and follows the protocol described below, continuing with an informal approach described below in 1.

1. A meeting is scheduled with the Training Director to discuss the conflict. It may be decided at this point to have another meeting with the other party or parties involved. If these steps are successful in resolving the conflict, the procedure ends
2. If step 1 is not successful, the Intern is advised he/she may submit a written grievance to the Training Director. This should include all of the relevant details including a proposed resolution. The Training Director may call a second meeting with all parties involved or whomever he believes is appropriate. A written copy of the grievance will be given to the persons involved. If this meeting results in an agreed upon course of action, it will be summarized by the Training Director and distributed to all persons involved.
3. If step 2 is unsuccessful, or if the Training Director is the object of the complaint, the Training Director informs the Intern about his/her right to bring the grievance to Dr. Denise Hien, a member of the Derner Faculty who is not involved in Internship training

decisions. Dr. Hien will convene a review panel of herself and two other members of the faculty of the Derner Institute to hear the grievance and attempt a resolution. The Intern may also request to meet with the review panel or be asked to supply information or to meet with the review panel. All parties involved will be informed of the resolution.

The decision of the review panel may include but is not limited to the following:

- a. No action is deemed necessary.
- b. The Intern may be reassigned to work with a different supervisor/staff.
- c. The Intern may be reassigned to another site.
- d. The supervisor/staff/Director will be referred to their HR department or appropriate committee of their agency for further action.

In the event that all steps fail to resolve any matter under any section of this Handbook, or if the issue/s are of such a serious nature that require urgent action, the Intern or the review panel may refer the action immediately to APPIC or the Dean of Derner Institute of Advanced Psychological Studies, who will render a decision as to how to resolve the issue that may include, but is not limited to, the following:

- a. No action is deemed necessary.
- b. The Intern may be reassigned.
- c. The Supervisor/staff/Director may be reassigned.
- d. Intern may be dismissed from the Internship.
- e. Supervisor/staff/Director may be dismissed in accordance with their HR policies.

The Internship's investigation and resolution of Intern or Staff concerns that are the subject of a grievance will be consistent with established policy and procedure of Adelphi University, as well as with all applicable law.

Information from the APPIC website was used in the creation of these Grievance Procedures and includes consultation provided by the Mid-Atlantic Internship Consortium, Argosy University, Training Director, Gayle Norbury, Ph.D