

ADELPHI UNIVERSITY

DERNER SCHOOL OF PSYCHOLOGY

PHD PROGRAM IN CLINICAL PSYCHOLOGY

THE PRE-DOCTORAL DERNER INTERNSHIP CONSORTIUM

Information for the 2018-2019 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 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 PhD Program in Clinical Psychology at the Derner School of Psychology 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 2018-2019 training year.

The deadline for application is the second Wednesday in November in the year preceding the start of the Internship. In 2017, that will be November 8.

The Internship duration is from September 1 until August 31, or the first working day in September until the last working day in August.

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 using 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.

Selection Criteria at the Time of Application: (See the section, *Internship Program Admissions* later in this document for a summary)

Overall criteria for the Consortium:

Graduate Program: Applications are accepted only from APA or CPA-accredited doctoral training programs in clinical, counseling, and school psychology.

Academic Record: Students are expected have satisfactorily completed academic requirements (three and one-half years of full-time training or the equivalent) preparatory to the Internship including the doctoral dissertation proposal. Further, they are expected to be on track to complete the fourth year before beginning Internship training.

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 assessments.

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 application materials 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.

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 good fit for the site. Individual sites will determine interview times, format, and questions with guidance from the Internship Training Director. After interviews have 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 granted Membership status in APPIC (Association of Psychology Postdoctoral and Internship Centers) in November 2013 and participates in the APPIC-sponsored Match for all positions. The American Psychological Association Commission on Accreditation (750 First St., NE, Washington, DC 20002-4242, telephone number 202-336-5979) accredited the internship for seven years, beginning 2015. 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 550 full-time faculty serve approximately 8,000 students. 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 main 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 PhD Program, the Derner School of Psychology

The Gordon F. Derner School of Psychology at 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 PhD Program was accredited by the American Psychological Association (APA) for training in clinical psychology, and it has maintained accreditation continuously ever since.

The PhD Program is an integral part of the School'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 PhD 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 PhD Program is recognized by the 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 document, *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 the *Report of the APA Task Force on the Implementation of the Multicultural Guidelines*, published in 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* (particularly policies on unfair discrimination) also provides a framework for training.

The Consortium Model

According to APA's *Standards of Accreditation* 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 PhD 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 PhD 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. Training includes a component of direct supervision, wherein a supervisor either observes an intern's work in real time, or views video recordings of the intern's work.

Goals of Training: The Internship Program's overarching training goal is to produce skilled, empathic, entry-level health care providers in psychology who possess and

utilize a solid foundation in knowledge and practice through the demonstrated attainment of profession-wide competencies listed below:

- 1) **Research**: *Demonstrates the independent ability to critically evaluate and disseminate research or other scholarly activities at the local, regional, or national level*
- 2) **Ethical and legal standards**: *Responds professionally and ethically in increasingly complex situations with increasing degrees of independence throughout training*
- 3) **Diversity**: *Demonstrates the ability to independently apply knowledge and skills in working effectively with the range of diverse individuals and groups encountered during training*
- 4) **Professional values and attitudes**: *Responds professionally in increasingly complex situations, reflecting the values and attitudes of psychology*
- 5) **Communication and interpersonal skills**: *Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services*
- 6) **Assessment**: *Demonstrates current knowledge of **diagnostic classification systems**, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology*
- 7) **Intervention**: *Demonstrates competence in evidence-based interventions*
- 8) **Supervision**: *Mentors and monitors trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills*
- 9) **Consultation and inter-professional/interdisciplinary skills**: *Intentionally collaborates with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities*

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 based in profession-wide competencies.

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

available) and by evaluations of selected didactic seminar leaders (e.g., Consultation and Inter-professional/Interdisciplinary Skills). 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 meeting 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., 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 is 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-point and conclusion (i.e., twice yearly). Selected didactic seminar presenters also evaluate Interns on acquisition of specific 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 PhD Program, as well as Director of the PhD Program's on-site training clinic. He has been training clinical psychology PhD 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 was proposed, the Derner Institute's faculty, Dean, and the Associate Dean fully endorsed the creation of the Derner Internship Consortium. The faculty contribute 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. Interns receive additional benefits, all of which are listed in the section, "financial and other benefit support," later in the handbook.

We recognize that stipends are not 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, no matter how minor.

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 individuals. As well, the full-time administrative assistant of the Training Director is available to help Interns throughout the training year.

Adelphi University, Student Counseling Center

The Student Counseling Center (SCC) at Adelphi will offer a one-year, half time (20 hours weekly) Psychology Internship, 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 another of the Consortium's half-time agencies, i.e., the Village Institute or the White Institute.) The SCC supports the educational mission of Adelphi University by providing free, private, and confidential counseling 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, doctoral level clinical psychology Externs, and doctoral level clinical psychology Interns who are incorporated into the day-to-day functions of the SCC.

Services:

- intake
- individual and group counseling
- crisis intervention
- 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 on alternate Mondays from 12:00 pm – 1:30 pm. Group supervisions include formal case presentations that allow each clinician (and Intern) to present a case summary on a patient for discussion. On other Mondays, 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 provided by two different clinical psychologists over the course of the training year.

Administrative and Supervisory Staff:

Joshua Altman, LCSW, Associate Director, Student Counseling Center
Beth Hollander, Ph.D., Supervisor; Counselor
Carol Lucas, DSW, Director, Student Counseling Center
Jonathan Jackson, Ph.D., Supervisor
Kate Sapadin, Ph.D., Primary Supervisor; Clinical Supervisor / Consultant

Stipend and Additional Support: The Intern's minimum stipend at the SCC is \$15,000 per year. The Intern is administratively classified as a *Graduate Assistant* at Adelphi University and paid in eight checks throughout the year. All benefits are listed in a section, "financial and other benefit support," later in the handbook.

The Center for Motivation and Change

The Center for Motivation and Change (CMC) is a private group practice of NYS licensed psychologists specializing in evidence-based treatments for substance misuse and other compulsive behaviors, as well as co-occurring disorders. It offers a one-year full time Clinical Internship for PhD Psychology students at its outpatient location in Manhattan, at [519 8th Avenue](#). The CMC Internship seeks to train the next generation of clinicians in providing evidence-supported treatments (EST) to adults and teens 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, as well as regularly scheduled didactics in-house at CMC (Thursday mornings). Training also aims to foster the growth of clinically relevant research skills by providing training in assessment as well as behavioral data collection using 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 cognitive-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 predict treatment outcomes. Interns also receive significant training in collaboration with collateral contacts such as psychiatrists, sober living facilities, and outside therapists.

Patient Population: Patients at CMC are typically moderate to 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. Services range from a day program level of care to once-weekly individual therapy. All clients see a CMC therapist regularly and individually in addition to any other services at CMC.

Clinical activities include assessment, individual and group therapies. Psychologists licensed in New York provide clinical supervision. Opportunities are available for those interested in gaining skills in work with family members, trauma-focused services, and supportive services such as CBT-Insomnia and CBT-smoking cessation.

Training curriculum:

- Interns begin with an initial training overview in Motivational Interviewing, Cognitive Behavior Therapy, Dialectical Behavior Therapy, and other cognitive-behavioral approaches.
- All Interns receive a total of two hours weekly individual supervision from a minimum of two different licensed psychologists and two hours of weekly group supervision. There are also several optional supervision hours available to all CMC clinicians, including a trauma supervision, ACT (Acceptance and Commitment Therapy) supervision, and CRAFT supervision.
- Interns receive one hour weekly of didactic training, which all CMC clinicians participate in.
- 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, a combination of individual treatment and co-leading groups at CMC.

Administrative and Supervisory Staff:

Kathy Pruzan, Psy.D., Primary Supervisor, Director of Evaluation Services

Kenneth Carpenter, Ph.D., Supervisor, Director of Training

Debaki Chakrabarti, Ph.D., Supervisor, Staff Psychologist

Carrie Wilkins, Ph.D., Co-Founder and Clinical Director

Stipend and Additional Support: CMC provides a training stipend of \$25,000 paid directly to the Intern. All benefits are listed in a section, "financial and other benefit support," later in the handbook.

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

SUNY The College at Old Westbury 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) 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 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.

Internship Philosophy

The Internship year should 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 Internship 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 counseling center within the greater university system.

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.

Services

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

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

Training

CPWS adheres to a developmentally informed perspective in its work with the students. 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, and the focus of Internship training, is psychodynamic theory and psychotherapy. Trainees will have the opportunity to learn classical, object relations and relational approaches as ways to understand and enhance the treatment of their clients. 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.

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.

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 have opportunities to 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.
- Psychodiagnostic assessments – Interns will provide psychodiagnostic assessments, focused on the identification and diagnosis of learning disabilities. Due to the time-consuming nature of testing, the psychodiagnostic testing will typically occur during the winter and summer breaks, when demand for psychotherapy at CPWS is decreased.
- 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, and outreach activities.
- Group Supervision/Case conference – Interns will participate in a weekly group supervision led by a permanent staff member, where they will present their own cases and receive training 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 determine dispositions.
- Didactics – Interns will participate in weekly didactic seminars covering various treatment approaches, multicultural perspectives, ethics, risk assessment, and other issues relevant to the working of the counseling center. Interns will be expected to prepare for the seminars by reading scholarly articles and book chapters that will be distributed.

Administrative and Supervisory Staff

Lauren Becker, Ph.D., Primary Supervisor, Staff Psychologist

Trisha Billard, Ph.D., Director

Oren Sheffet, Ph.D., Supervisor, Staff Psychologist

Stipend and Additional Support: Interns receive a stipend of \$23,000 paid directly to them. All benefits are listed in a section, “financial and other benefit support,” later in the handbook.

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

Founded in 1970. Long Beach Reach, Inc. 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 Chemical Dependency Treatment and Prevention Services including Individual, Group, Family Counseling, School based counseling and Intensive Treatment services
- Outpatient Mental Health Treatment Services including Individual Group and Family Psychotherapy
- Juvenile Justice Projects including: Court Liaison Unit, Post Institutional and Reach for Peace programs
- Crisis Intervention Services including Nightwatch Hotline and Project Hope Crisis Intervention Program
- 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 program and its 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 highly 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 additional 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 clients 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 three sites in Long Beach, Lynbrook and Port Washington. Reach is also licensed as an Outpatient Mental Health Clinic by the New York State Office of Mental Health and maintains an active caseload of 500 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 1/3 of our caseload 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 clients presenting with co-occurring mood disorders, personality disorders and other indicators of emotional disturbance has led to an integrated, insight oriented Psychodynamic Psychotherapeutic approach however, staff 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 treatment is offered to clients as needed along with Psychotherapy. Group and/or family treatment is frequently recommended as part of the treatment plan however, the program 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.

Required Training:

The internship program will offer a one-year full-time clinical placement (40 hours weekly) from September 1 through August 31 to pre-doctoral interns in psychology. It will include a maximum of 20 hours per week of direct patient contact within the outpatient Chemical Dependency Treatment Program and Mental Health Clinic. 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 psycho-diagnostic evaluations 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.

All clinical staff including interns attend weekly case conferences and didactic presentations on Wednesdays from 5:00 pm to 6:00 pm. These meetings include formal case presentations by staff and trainees focusing on case formulation, diagnoses and treatment planning. Supervisor staff and guest presenters will provide seminars and lectures focusing on a range of topics including psychodynamic psychotherapy with chemically dependent populations, treatment of co-dependent significant others, treatment considerations related to work with mandated clients, psychopharmacology and chemical dependency treatment, treatment of co-occurring disorders, medication assisted treatment of chemical dependency disorders, LGBT issues, crisis counseling, counter-transference and therapist self disclosure, treatment of adolescents and families, self-medication in treatment of anxiety and mood disorders, integration of evidence-based practice such as motivational interviewing and motivational enhancement/CBT, and treatment of other compulsive and addictive conditions (e.g., overeating, compulsive gambling, sex and pornography), epidemiology and contemporary substance use patterns, DSM-5 and diagnostic considerations in the treatment of chemical dependency.

Staff

Joseph Smith, Ph.D. Executive Director, Psychologist
Roger Feldman, M.D. Medical Director/Psychiatrist
Marianne Powers, NPP, Nurse Practitioner Psychiatry
Diana Tanzosh, LCSW, CASAC Clinical Director, Social Worker
Stuart Pace, Ph.D. Senior Supervising Psychologist
Edith Corso, Ph.D., CASAC, Psychologist
Margaret Oliver-Smith, LCSW, CASAC Supervising Social Worker
Denise Robinson, LCSW, CASAC Supervising Social Worker
Elizabeth Shorin, Ph.D., Supervising Psychologist
Monica Pal, Ph.D., Project Director, Port Counseling Center, Supervising Psychologist
Michael Kestenbaum, Ph.D. Psychologist
Dennis Dunn, M.A., CASAC Project Director, Link Counseling Center
Frank Bono, LCSW, CASAC, Clinical Social Worker
Kevin Bragg, LCSW, Clinical Social Worker
David Hersh, Psy.D. Coordinator Intensive Treatment Program, Supervising Psychologist
Gina Tripodi, LMHC Psychotherapist
Michelle Geyer, LMSW School Outreach Psychotherapist
Carly Grimes, LMHC School Outreach Psychotherapist
Steven Sachs, LCSW Clinical Social Worker

Gina Trezza, Psychotherapist
Rebecca Hofenberg, Psy.D. Psychologist
Marianne Brulhardt, N.P.P. Nurse Practitioner

Stipend and Additional Support: Interns receive a stipend of \$23,000, payable directly to them as 1099 consultants. All benefits are listed in a section, “financial and other benefit support,” later in the handbook.

The Village Institute for Psychotherapy, New York, NY.

The Village Institute offers a one-year, half-time clinical placement (20 hours weekly) to pre-doctoral Interns in psychology. It includes a minimum of five hours per week of direct patient contact. Frederick Woolverton, Ph.D., founded the Village Institute (TVI) in New York City in 1994 and ownership was transferred to Josh Jonas, LCSW in 2018. 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.

Josh Jonas, LCSW is Director of The Village Institute for Psychotherapy. He is a licensed Clinical Social Worker in New York. He has been a member of the Village Institute staff since 2010, providing clinical services, didactic instruction, and Dr. Woolverton has mentored him in clinical administration for the past five years. He received his MSW from Fordham University in 2011 with a specialization in addiction and trauma.

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
- 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 Internship Training

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. Licensed psychologists provide supervision of Interns, and all Interns receive a minimum of one hour of individual supervision and an hour of group supervision per week. Two different staff psychologists will supervise all interns

Administrative and Supervisory Staff:

Lauren Bernet, Ph.D., Primary Supervisor, Clinical Director

Joshua Jonas, LCSW, Director, Supervisor, Staff Social Worker

Frederick Woolverton, Ph.D., Supervisor

Stipend and Additional Support: Interns receive a stipend of \$10,000 in \$2,500 increments, payable directly to them in 2018 on November 1, and in 2019 on February 1, May 1, and August 31. When the Intern also trains at the White Institute, the PhD Program at Adelphi University supplements the stipend in the amount of \$3,000. All benefits are listed in a section, “financial and other benefit support,” later in the handbook.

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 over 70 years, the William Alanson White Institute 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 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 program will work in the adult Clinical Services of the Institute, under the direct administrative supervision of Lisa Robin, Ph.D., Director of Clinical Psychology Internship Training, who will participate in the selection of their training cases, didactic training seminars, and the determination of the level of 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 interviewing of clinic applicants, and psychodiagnostic testing evaluations. In addition to didactic training meetings focused on intensive psychotherapy, Interns may elect to 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. 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:

Wednesdays:

11:00 am-12:00 am: Interns meet for ongoing didactic training seminars on intensive psychotherapy including, where scheduling allows, guest lectures. In addition, presentation of material on current topics in psychotherapy via assigned articles is provided.

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, 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, the Internship program 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:

Cynthia Field, Ph.D., Clinic Director, Supervisor

Orsolya Hunyady, Ph.D., Supervisor

Elizabeth Krimmendahl, Ph.D., Institute Director

Lisa Robin, Ph.D., Primary Supervisor

Alice Sohn, Ph.D., Supervisor

Stipend and Additional Support: Interns receive a stipend of \$10,000, payable to their respective University affiliation for a credit into student accounts. When the Intern also trains at the Village Institute, the stipend is supplemented for \$3,000 by the PhD Program at Adelphi University. All benefits are listed in a section, "financial and other benefit support," later in the handbook.

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.

Program Admissions, Support, and Outcomes Data (Updated July 16, 2018)

Internship Program Admissions: important information to assist potential applicants in assessing their likely fit with your program. This description is consistent with the program's policies, also described earlier in this Handbook, on intern selection and practicum and academic preparation requirements.

The Internship Consortium training experience is situated in a variety of outpatient settings including student counseling centers, substance use treatment centers, and community mental health centers. Accordingly, applicants should demonstrate interest and, if available, prior experience in working with the specific populations treated at sites to which they apply. These include, for example, and where applicable, substance use disorders among adults, college mental health issues, and psychoanalytic approaches to treatment.

The training 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. Interns are encouraged to assume a gradually increasing degree of professional responsibility and autonomy as the training year progresses.

Additional entrance requirements are enumerated below.

Applicants are required to have attained the following minimum number of hours of supervised training at time of application:

Total Direct contact Intervention Hours	Amount: 500
Total Direct Contact Assessment Hours	Amount: 80

Other required minimum criteria used to screen applicants include the following:

Applications are accepted only from APA or CPA-accredited doctoral training programs in clinical, counseling, and school psychology. Students are expected to have satisfactorily completed academic requirements (three and one-half years of full-time training or the equivalent) preparatory to the Internship including the doctoral dissertation proposal. Further, they are expected to be on track to complete the fourth year before beginning Internship training.

Applicants are expected to have completed two external practica and additional training at their respective Programs' on-site clinics.

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.

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.

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. A copy of a psychotherapy case report (de-identified) is required as supplemental material.

Internship Program Support: Financial and Other Benefit Support for Upcoming Training Year (listed separately for each training site)

Adelphi University Student Counseling Center*

Annual Stipend/Salary for Full-time Interns	n/a
Annual Stipend/Salary for Half-time Interns	\$15,000
Program provides access to medical insurance for Intern?	no
If access to medical insurance is provided	
Trainee contribution to cost required?	n/a
Coverage of family member(s) available?	n/a
Coverage of legally married partner available?	n/a
Coverage of domestic partner available?	n/a
Hours of annual paid personal time off (personal time off and/or vacation, and holidays)	50 (plus holidays occurring on work days)
Hours of annual paid sick leave	40

In the event of medical conditions and/or family leave needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Benefits begin the day of hire.	

*Note: programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

The Center for Motivation and Change*

Annual Stipend/Salary for Full-time Interns	\$25,000
Annual Stipend/Salary for Half-time Interns	n/a
Program provides access to medical insurance for Intern?	Yes
If access to medical insurance is provided	
Trainee contribution to cost required?	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	Yes
Hours of annual paid personal time off (personal time off and/or vacation, and holidays)	80
Hours of annual paid sick leave	80
In the event of medical conditions and/or family leave needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Benefits begin the day of hire.	

*Note: programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

Long Beach Reach*

Annual Stipend/Salary for Full-time Interns	\$23,000
Annual Stipend/Salary for Half-time Interns	n/a
Program provides access to medical insurance for Intern?	no
If access to medical insurance is provided	
Trainee contribution to cost required?	n/a
Coverage of family member(s) available?	n/a
Coverage of legally married partner available?	n/a
Coverage of domestic partner available?	n/a
Hours of annual paid personal time off (personal time off and/or vacation, and holidays)	264
Hours of annual paid sick leave	96
In the event of medical conditions and/or family leave needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Benefits begin the day of hire.	

*Note: programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

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

Annual Stipend/Salary for Full-time Interns	\$23,000
Annual Stipend/Salary for Half-time Interns	n/a
Program provides access to medical insurance for Intern?	Yes
If access to medical insurance is provided	
Trainee contribution to cost required?	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	yes
Coverage of domestic partner available?	Yes
Hours of annual paid personal time off (personal time off and/or vacation, and holidays)	90
Hours of annual paid sick leave	90
In the event of medical conditions and/or family leave needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Benefits begin 42 calendar days after the day of hire.	

*Note: programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

The Village Institute*

Annual Stipend/Salary for Full-time Interns	n/a
Annual Stipend/Salary for Half-time Interns	\$10,000**
Program provides access to medical insurance for Intern?	no
If access to medical insurance is provided	
Trainee contribution to cost required?	n/a
Coverage of family member(s) available?	n/a
Coverage of legally married partner available?	n/a
Coverage of domestic partner available?	n/a
Hours of annual paid personal time off (personal time off and/or vacation, and holidays)	40
Hours of annual paid sick leave	40
In the event of medical conditions and/or family leave needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Benefits begin the day of hire.	

*Note: programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

**When the Intern is also training at the White Institute, they are provided with a \$3,000 additional stipend from the Derner School of Psychology to bring the total stipend to \$23,000, similar to the other training sites in the Consortium.

The William Alanson White Institute*

Annual Stipend/Salary for Full-time Interns	n/a
Annual Stipend/Salary for Half-time Interns	\$10,000**
Program provides access to medical insurance for Intern?	no
If access to medical insurance is provided	
Trainee contribution to cost required?	n/a
Coverage of family member(s) available?	n/a
Coverage of legally married partner available?	n/a
Coverage of domestic partner available?	n/a
Hours of annual paid personal time off (personal time off and/or vacation, and holidays)	40
Hours of annual paid sick leave	40
In the event of medical conditions and/or family leave needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Benefits begin the day of hire.	N/A

*Note: programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

**When the Intern is also training at the Village Institute, they are provided with a \$3,000 additional stipend from the Derner School of Psychology to bring the total stipend to \$23,000, similar to the other training sites in the Consortium.

Internship Program Outcomes Data: Initial Post-Internship Positions for Interns in the 2014-2017 training years (aggregated total):

Total # of interns who were in the 3 cohorts	17	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree		
	PD	EP
Community mental health center	5	6
Federally qualified health center		
Independent primary care facility/clinic	1	
University counseling center	2	
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting	3	
Not currently employed		

Changed to another field		
Other		
Unknown		

Note: “PD” = Post- doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

Parental Leave during Internship Training

Given the timing of psychology graduate training, it is not unusual for interns to take on new child care responsibilities during their internship training. We endorse guiding principles provided by APPIC, that it is important for training programs and trainees to come to mutually agreeable solutions that accomplish, at a minimum, the following goals:

- Allow appropriate parental leave for parents and their new children
- Provide sufficient time for bonding with new children and postpartum recuperation (in the event of birth) for mothers, which may include physical healing, establishing breastfeeding (should a mother choose to do so) and managing with postpartum depression or anxiety
- Ensure that trainees meet the program’s aims, training goals, competencies and outcomes
- Comply with state, federal, and institutional standards regarding parental leave

We strive to be as creative and flexible as possible in accommodating the family needs of our trainees. This includes at the time of birth or adoption and in the times both before and after when medical appointments or other complications for parents and/or children may occur. In turn, we ask trainees to be open-minded, realistic and collaborative when requesting leave.

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 another member of the faculty of the Derner School of Psychology 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, the Derner Institute's Associate Dean, and two other faculty members of the Derner Institute. 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 Internship 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 the Associate Dean of the Derner Institute, to whom the Training Director reports. The Associate Dean will convene a review panel of himself and two other members of the faculty of the Derner Institute to hear the grievance and attempts 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.

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.