

# Practicum Fair

## 2013

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Updated: 1/15/2013

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**\*Note: For the most current information please check the Practicum Site Directory in the on-line portal.**

# HOW TO FIND A PRACTICUM

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This year we are evolving the capacities of the GSAPP website to streamline the practicum selection process. This year's practicum booklet will be available electronically in both a Word document which will provide you with a brief description of the site and an on line format (by logging onto the GSAPP website) where you can search a list of available training opportunities and obtain more detailed information.

We have standardized the data collected and available to you by emailing all the practicum sites and requesting updated information. What is on GSAPP website is what has been provided by the site or else it is the most current information we have. There is a description of the site, the population served, and some logistics as well as contact information and supervisors.

We recommend that you think about the process of applying to practicum placements as similar to that of internship (though somewhat less demanding). For placements that use the externship match process, please make sure you are aware of and abide by the rules for this. Guidelines for the externship process have been published here: [http://psychpracticum.fdu.edu/index.php/Externship\\_Recommendations](http://psychpracticum.fdu.edu/index.php/Externship_Recommendations) While about half of the practicum placements use this match process, think seriously about and rank order your preferences for placement, so, on the day of, you can use these preferences to make a quick and well informed choice about your placement for the coming year.

## ***SOME GENERAL INFORMATION ABOUT THE CENTER FOR APPLIED PSYCHOLOGY'S ANNUAL PRACTICUM FAIR:***

1. The Practicum Fair is an opportunity for you to explore available training opportunities. While you will certainly have the chance to make an impression on the representatives, **THIS IS NOT A FORMAL INTERVIEW**. Use the Fair as an opportunity to learn about multiple sites, even ones you might not be considering for the upcoming year.
2. It is **NOT** necessary to bring your resume or CV. You can bring one for your own reference, but it is quite unlikely that you will be asked to provide one on the spot.
3. It is helpful to speak with students who have completed a practicum at a site in previous years. Keep a detailed record of your activities at your practicum. This is tedious yet invaluable when it comes to updating your resume/CV and when applying for an internship. Try to include the following information: types of activities (e.g., psychotherapy, skills training, manualized treatment, assessment, consultation), modality (e.g., individual, group, couples, family), demographic information for populations served (e.g., age, gender, race, special issues), the number of assessments and sessions, supervision hours (individual and group), and additional clinical support hours. Finally, note the names, titles, and degrees of all of the people who supervise you.
4. Please note that New York City practica have more rigorous application processes and earlier deadlines. Please contact these sites immediately if you are interested in applying for next year as deadlines are often in early January.
5. You should be aware of the deadlines and procedures followed by the NY Association of Psychology Internships and Externships. These apply to the NY based sites and some of the sites in New Jersey - check with the supervisor as you schedule your interviews. Guidelines have been published here: [http://psychpracticum.fdu.edu/index.php/Externship\\_Recommendations](http://psychpracticum.fdu.edu/index.php/Externship_Recommendations) A listing of externship sites with their availability can be found here: <http://psychpracticum.fdu.edu/index.php/Availability>

## **Atlantic Neuroscience Institute, Overlook Hospital**

**Michelle Papka, Ph.D.**  
99 Beauvoir Ave  
Summit, NJ 07902

**mpapka@comcast.net**

**908-322-5500**

**Number of Supervisors: 1**

This is a private practice focused on multi-disciplinary assessments of adult neurological/psychiatric populations. This position involves collaborating with Neurologists, Psychiatrists, and Internists to provide diagnostic and treatment planning. Also opportunities to provide psychotherapy. Additionally, there is private research practice focused on clinical trials of Alzheimer's disease. The population served includes adult neurological/psychiatric populations with an emphasis on age-related dementias. We serve a wide range of socioeconomic statuses as well as diverse populations.

## **Behavior Therapy Associates**

**Michael Asher**  
35 Clyde Road, Suite 101, Somerset, NJ 08873  
[www.behaviortherapyassociates.com](http://www.behaviortherapyassociates.com)

**masher@behaviortherapyassociates.com**  
**732-873-1212**

**Number of Supervisors: 1**

School based FBA - BIP project. Individual and classroom management. For those interested in Community Psychology

## **Bellevue Hospital Center, Externship**

**Alison Carper, Ph.D.**  
462 First Avenue  
New York, New York 10016

**carpera@nychhc.org**

**(212) 562-6155 or (212) 562-3475 Room A232**

**Number of Supervisors: 1**

City hospital with a mission to serve the underserved. There are a number of externships available at Bellevue. This program is the formal externship program. Its aim is to provide intermediate-level training in the areas of psychotherapy and psychological testing. It is open to 3rd and 4th year graduate students in clinical, school, or counseling psychology with at least one year of clinical experience. Externs spend 20 hours a week in the hospital and Mondays are required. Externs complete two five month long rotations; each is in an inpatient or outpatient unit or clinic. In addition, each extern carries two outpatient psychotherapy cases, one adult and one child. Population served: Moderately to severely disturbed patients. Some are immigrants and most patients are from a lower SES. Interventions/Services: Psychotherapy (either supportive or insight-oriented, depending on the need of the patient). Supervisors do represent diverse cultures; most supervisors are dynamically oriented.

## **Bellevue Hospital Center, Forensic Psychology**

**Kathryn Kavanaugh, Ph.D. Externship Training Program Director**

**Bellevue Hospital Center**

**C&D Building, Second Floor, Room 252**

**426 First Avenue**

**New York, NY 10016**

**[http://www.med.nyu.edu/bellevue\\_externships/externship\\_tracks/forensic\\_psychology.html](http://www.med.nyu.edu/bellevue_externships/externship_tracks/forensic_psychology.html)**

**Number of Supervisors: 1**

The Externship Track in Forensic Psychology provides training for those interested in concentrating on the assessment and treatment of forensic populations. Externs will spend the year on the Inpatient Forensic Psychiatry Service, a two-unit, 60-bed service that provides acute psychiatric care to adult male inmates in the custody of the New York City Department of Correction (DOC) and non-arraigned male prisoners in the custody of the New York Police Department. It is jointly operated by Bellevue Hospital, which is responsible for treatment and evaluation, and DOC, which is responsible for security. Patients may be admitted to the Forensic Psychiatry Service for treatment, court-ordered evaluation, or both. Pre-arraignment cases are brought to Bellevue Hospital when arresting officers, emergency services personnel, or law enforcement administrative services make a referral for psychiatric evaluation. Correction cases are arraigned prisoners from DOC facilities (such as Rikers Island) who are either awaiting trial, or serving sentences of less than one year. These patients may suffer from pre-existing mental illnesses or may have developed psychiatric symptoms while in jail. They are referred for psychiatric evaluation and treatment, with an average length of stay at Bellevue of 14 to 21 days. Competency cases are criminal defendants referred by one of the New York City Court Psychiatric Clinics (operated by Bellevue or Kings County Hospital), or by the Court itself, for longitudinal observation and/or psychological testing in connection with a court-ordered evaluation of competency to stand trial. Each extern on this track will be a member of a multidisciplinary treatment team including a psychiatrist, psychologist, social worker, activity therapist, and nurse. Externs will conduct individual psychotherapy; co-lead a psychotherapy group, participate in unit rounds and treatment team meetings, prepare intake evaluations and discharge summaries, and participate in the Forensic Service's didactic activities (including weekly Forensic Psychology seminars and biweekly Forensic Psychiatry case conferences). In addition, psychological assessment is an important part of this externship track. On the Forensic Service, the results of psychological assessment may not only assist the treatment team with issues of diagnosis and treatment, but may, in some cases, be used in a patient's legal case. Assessments regularly include self-report personality measures, projective tests, cognitive testing, and malingering tests, and occasionally include neuropsychological measures. Externs on this track may also have the opportunity to do a 6-month rotation in the Manhattan Forensic Psychiatry Clinic for the Criminal and Supreme Courts, providing mental health assessments for adult and adolescent defendants who are either living in the community or incarcerated. Please provide two writing samples, three to six pages each. One should be an assessment (testing) report prepared for an assessment practicum, clinic, or class; the other should be a summary of a psychotherapy case that you conducted or a detailed clinical intake evaluation.

## **Bellevue Hospital Center, Neuropsychology Assessment Svc.**

**Kathryn Kavanaugh, Ph.D. Externship Training Program Director**

**Bellevue Hospital Center Department of Psychology**

**C&D Building, Second Floor, Room 252**

**426 First Avenue**

**New York, NY 10016**

**[http://www.med.nyu.edu/bellevue\\_externships/externship\\_tracks/neuro\\_psych.html](http://www.med.nyu.edu/bellevue_externships/externship_tracks/neuro_psych.html)**

**Number of Supervisors: 1**

The Externship Track in Neuropsychology Assessment provides training for those interested in furthering their skills in this area. The Neuropsychology Assessment Service provides neuropsychological evaluations for an ethnically and culturally diverse patient population, both in-patient and out-patient, which presents with a wide range of neurological, medical and psychiatric disorders, including, e.g., epilepsy, stroke, neurodegenerative disorders, traumatic brain injury, substance abuse, ADHD, learning disabilities, and affective, personality and psychotic disorders. Externs on the Neuropsychology track will be instructed in the administration and interpretation of a variety of neuropsychological instruments. In addition, when appropriate, they may also carry out projective and personality testing. For their assigned patients, they review charts for background data, schedule appointments, select appropriate tests, administer, score, interpret tests, prepare test reports, and provide feedback to patients and referring clinicians. They receive regular supervision throughout the process of the evaluations, but are also expected to take initiative and work quite independently in arranging sessions and completing their assessments. There is also a weekly case conference attended by several of the neuropsychology services in the area. Completion of at least 2 years of doctoral program by start of externship; some experience with psychological testing and report preparation required; course work in neuropsychological assessment and neuropsychological testing experience desirable (but not required); fluency in Spanish desirable. Time commitment is 16 hours per week with mandatory Friday attendance.

## **Bellevue Hospital Center, NYU School of Medicine - Trauma Psychology, WTC Health Program**

**Peter Haugen, PhD**

**Trauma Psychology, WTC**

**Health Program**

**NYU School**

**of Medicine, Clinical Center**

**of Excellence, Bellevue**

**Hospital Center Gonzalez,**

**462 First Ave**

**New York, NY 10016**

**[Peter.Haugen@nyumc.org](mailto:Peter.Haugen@nyumc.org)**

**(212) 562-6148**

**Number of Supervisors: 1**

## **Beth Israel Medical Center, Adult Externship Program**

**Michael Friedman, Ph.D.**

**First Avenue at 16th St**

**New York, New York 10003**

**[http://www.wehealny.org/professionals/residency/bi\\_adultpsychextern.html](http://www.wehealny.org/professionals/residency/bi_adultpsychextern.html)**

**MFriedma@chnpnet.org**

**(212) 420-3834**

**Number of Supervisors: 1**

Beth Israel is a large, urban hospital serving a highly diverse population, with inpatient and outpatient services for general and specialized populations. Inpatient units include: General Adult, Dual Diagnosis, and Geriatric/General Adult. Outpatient placements include: Psychiatric Outpatient Services for Adults (POSA), Neurobehavior Division, and Peter Krueger Psychiatric Outpatient Unit for HIV/AIDS patients. The populations served are culturally and SES diverse. Interventions utilized include: group therapy, individual therapy, and psychological testing. Most supervisors endorse and integrated orientation with psychodynamic, cognitive-behavioral therapy, and psychiatric approaches. Each extern is given both an inpatient and outpatient placement (8 hours each for a total of 16 hours per week). Visit: [http://www.wehealny.org/professionals/residency/bi\\_adultpsychextern.html](http://www.wehealny.org/professionals/residency/bi_adultpsychextern.html) for an extended program description and additional information regarding applying.

## **Beth Israel Medical Center, Child & Family Externship Program**

**Alba Cabral, Ph.D.**

**First Avenue at 16th Street**

**New York, New York 10003**

**[http://www.chnpnc.org/professionals/residency/bi\\_childpsychextern.html](http://www.chnpnc.org/professionals/residency/bi_childpsychextern.html)**

**acabral@chnpnet.org**

**(212) 420-2981**

**Number of Supervisors: 1**

The Child, Adolescent and Family Multicultural Externship provides an extern with experience in (a) intake evaluations of children and families, (b) individual and group psychotherapy with children and adolescents, (c) family therapy, (d) psychological testing, and (e) didactic experiences. The externship offers training in an eclectic approach utilizing psychodynamic, cognitive-behavioral, and family perspectives in the context of cultural competence.

The Externship is a 1 year long commitment which begins in the first week in September & ends on the last week of August. The externship prefers advanced students (e.g., 3rd year and higher) due to the clinical demands of the population served at the clinic. Knowledge of conversational Spanish is a plus but not required.

Training Experiences: Child/Adolescent and Family Case Conference (Tuesdays, 9:30-10:30 am). An interdisciplinary clinical case conference in which trainees (child externs, psychology interns, and psychiatry residents) present cases of their own for discussion. Each extern presents a case at least once during the year.

Child Seminar (Tuesdays, 10:30 am -11:30 am). A year-long didactic seminar covering a broad range of topics including psychological testing, intake evaluations, psychotherapy, psychopharmacology, etc. All seminars will be taught integrating multicultural considerations as appropriate.

Family Therapy Seminar and Live Supervision (Tuesdays, 11:30 am -1 pm). Externs carry one family therapy case that is specifically supervised through this seminar. Externs may sometimes bring this family in for live supervision from behind a one-way mirror.

Individual Supervision: Each extern receives weekly individual supervision for their individual therapy cases for 45 minutes. They also receive weekly supervision for their group for 30 minutes and testing supervision as needed. Case load: Externs are expected to commit 16 hours per week to the externship. This typically consists of the full-day on Tuesdays, Monday or Thursday afternoon, and one other afternoon. Thus, externs are required to be on-site all day Tuesday and two other after-school hours. Externs are responsible for managing their own schedules so long as they meet all clinical requirements of the externship.

Caseload requirements consist of: 4 individual child or adolescent cases (which often include collateral sessions with parents), 1 family therapy case supervised through the family therapy seminar. Approximately 1 new intake bi-weekly, which occurs on Tuesday afternoons. The first intake session is pre-scheduled for the extern by the front desk, and, follow-up sessions that might be required to complete the intake are scheduled according to the extern's own schedule, 1 group (e.g., pre-teen or teen boys or girls groups; social skills groups), 1 psychological test battery, which may include cognitive and projective testing.

To Apply: Please send a cover letter stating current interests and professional goals, a personal statement, your curriculum vita, two letters of recommendation (preferably from people who are familiar with your clinical work), and a psychological test report. For the personal statement, there is no correct format for this question. Answer the question as if someone had asked you. Tell me something interesting about yourself. It is an opportunity for you to provide the internship site some information about yourself. It is entirely up to you to decide what information you wish to provide along with the format in which to represent it. Please limit it to 500 words or less. Applications will be accepted from January 15 to January 31. No late applications reviewed. Interviews will occur in early February. Mail materials to: Alba Cabral, PhD, Beth Israel Medical Center, 1st Avenue at 16th Street, 2B-32New York, NY 10003

Questions? Please call or email: Alba Cabral, Ph.D., Coordinator(212) 420-2981, [acabral@chpnet.org](mailto:acabral@chpnet.org), or Maria Klara, Ph.D., Assistant Coordinator(212) 420-4428, [mklara@chpnet.org](mailto:mklara@chpnet.org)

**Bridges Program**  
**David Rosenfeld, Psy.D.**  
**151 Moore Street**  
**Princeton, NJ 08540**

**[david\\_rosenfeld@monet.prs.k12.nj.us](mailto:david_rosenfeld@monet.prs.k12.nj.us)**

**609- 806-4284 x 3539**

**Number of Supervisors: 1**

A practicum student would serve as a part of the Bridges Program at Princeton High School- a program for classified students with psychiatric and emotional difficulties. The program provides support to help students succeed at the high school. Applicants should be advanced students with some therapeutic and testing experience. This site serves a diverse population with a variety of psychiatric diagnoses including anxiety disorders, mood disorders and ADHD. Interventions and services provided include individual therapy, group therapy, family counseling, cognitive assessment, case management and consultation. Supervisor's approach is eclectic.

## **CBT/Cognitive Rehabilitation**

**Dr. Jan Mohlman**

**jmohlman@rci.rutgers.edu  
(732) 445-1412**

**Number of Supervisors: 1**

This practicum is a year-long, comprehensive training experience focused on assessing and treating anxiety symptoms and executive skills deficits in patients with Parkinson's Disease (PD), most of whom are 60 or older. This experience will provide you with increased self-confidence, a solid foundation in conducting CBT and delivering a cognitive rehabilitation intervention (called CBT/APT), and a thorough understanding of the research behind the CBT/APT intervention. All of this training will take place within a pilot study that will generate data to be used in a future grant proposal. In addition to the clinical training experience, you will be immersed in every step of the research process, and you will have a unique addition to your vita that could very well set you apart from other students at your level.

## **Center For Cognitive-Behavioral Psychotherapy**

**Steven Phillipson, Ph.D.  
137 East 36th St, Suite 4  
New York, New York 10016**

**ocdzone@aol.com**

**(212) 686-6886**

**Number of Supervisors: 1**

The Center for Cognitive-Behavioral Psychotherapy is an outpatient facility serving a predominantly adult population. The facility is dedicated to providing empirically-based, cognitive-behavioral applications of treatment toward generally Axis I conditions. The vast majority of the patients at the Center are adults and adolescents. The population served is racially, ethnically and internationally diverse. Outpatient cognitive-behavioral psychotherapy is offered generally on a weekly basis.

## **Center For Family, Community, & Social Justice, Inc.**

**Norbert A. Wetzel, Th.D., Director of Training,  
NJ licensed psychologist # 35 SI 00263700,  
formerly teacher of couples and family therapy at GSAPP.  
166 Bunn Drive, Suite # 105  
Princeton, New Jersey 08540  
www.cfcsj.org**

**norbertwetzel@cfcsj.net**

**(609) 921-3001 ext. 2**

**The Center's teams work at approximately 20 schools sites in urban areas of NJ (elementary through high school) with children, adolescents and their families. Supervision by nationally recognized family therapists.  
Number of Supervisors: 6**

The Center ([www.cfcsj.org](http://www.cfcsj.org)) is a non-profit institution devoted to serving traditionally underserved populations in NJ and to training and education of professionals in family systems therapy, particularly of "minority" professionals in mental health disciplines. While the practicum will be organized in Princeton, most of the work will happen in an elementary, middle or high school at one of the Center's 25 school sites in NJ. Specific site will be decided depending on funding, opportunity, travel distances and other considerations. We expect the practicum student to spend two school days at the school site. Practicum student will become part of the existing Center team, receive intensive weekly supervision and will participate in the monthly Center training days. The population served includes children, adolescents, and their families mostly within economically disadvantaged urban areas. Clients are African American, European, Latino, Haitian and newly immigrated families from many different cultures. Cultural sensitivity and willingness to examine one's own biases are expected. Services will take place at the school or at the families' homes. Adolescents (mainly middle or high school age) are referred by parents or school administration or self-referred. Practicum students are expected to be open to learning the Center model of a rigorous application of relational thinking to the work with children, adolescents, and their families. Two practicum positions are available. Early application encouraged. Ideal for school psychology candidates. Our model is described in Wetzel, N.A. & Winawer, H. (2002). School-Based Community Family Therapy for Adolescents at Risk. In: Kaslow, F.W., Massey, R.F., Massey, S.D. (eds.) Comprehensive Handbook of Psychotherapy. Vol. 3. New York: John Wiley & Sons; pp. 205 -230; newest publication can be downloaded by visiting the Center's website: [www.cfcsj.org](http://www.cfcsj.org).

## **Center for Motivation and Change**

**Dr. Kathy Pruzan  
276 Fifth Ave  
New York NY 10001**

**kpruzan@motivationandchange.com**

**212-683-3339 X 114**

**Number of Supervisors: 1**

## **Center For The Treatment And Study of Anxiety**

**David Yusko, Psy.D.  
University of Pennsylvania  
3535 Market Street, 6th Floor  
Philadelphia, Pennsylvania 19104**

**yusko@mail.med.upenn.edu**

**(215) 746-3327**

**Number of Supervisors: 1**

The clinic at the Center for the Treatment and Study of Anxiety trains practicum students in post-traumatic stress disorder, obsessive compulsive disorder, social phobia, and general anxiety disorder treatment. The clinical orientation is based upon cognitive behavioral therapy. Supervision consists of a weekly individual session with a supervisor who is a member of the PSU faculty. Supervision is also provided weekly in a group for OCD, PTSD, and social phobia. This practicum requires a two-day commitment. The Center's director is Edna Foa. \*\*All formal applications should be submitted to Elizabeth Hembree, Ph.D. at [hembree@mail.med.upenn.edu](mailto:hembree@mail.med.upenn.edu). Applicants should submit a CV and a cover letter that includes background information, previous training, and reasons for interest in the placement. Applicants should also submit two to three letters of recommendation, of which two must be from clinical supervisors.

## **Child Abuse Research, Education, & Services (Cares) Institute**

**Marianne Clark, Psy.D.  
42 East Laurel Road  
Suite 1100B  
Stratford, New Jersey 08084**

**clarkml@umdnj.edu**

**(856) 566-7036**

**Number of Supervisors: 1**

The Center is a joint program of the departments of Psychiatry and Pediatrics that specializes in the medical and psychological evaluation and treatment of abused children and their families. Population served includes: diverse individuals from seven southern counties in New Jersey, including African American and Latino clients. Clientele includes: children (ages 2-18) and families. Intervention services include: individual and group treatment of child sexual abuse (with non-offending caregiver), physical abuse (with offending caregiver), domestic violence, and victims/witnesses of violent crimes. Services also include community and school presentations. There is a cognitive-behavioral orientation to supervision, didactic training, and treatment. Placements are available for 12 hours and 16-20 hours. Students may become involved in ongoing clinical research investigations at the Center.

## **Child Mind Institute**

**Samantha Miller, PhD**

**Natalie Cumberbatch**

**Natalie.Cumberbatch@childmind.org**

**445 Park Avenue**

**NY NY 10022**

**www.childmind.org**

**samantha.miller@childmind.org**

**646.625.4259**

**Hospital - Outpatient**

**Number of Supervisors: 1**

The Child Mind Institute's externship program is specifically designed for graduate students in psychology programs (preferably third year and above) who can work on site at the Child Mind Institute. Externship training focuses on assessment and clinical behavioral and cognitive-behavioral approaches to treating children, adolescents, and their families. Interviews will be by invitation held in January and February on a rolling admission basis. Applicants must indicate in their cover letter to which Center they are sending an application. Applicants may only apply to one Center. (1) Clinical Psychology Externship Program: ADHD & Disruptive Behavior Disorders Center. (2) Clinical Psychology Externship Program: Anxiety & Mood Disorders Center. (3) Neuropsychology Externship Program: Learning & Development Center  
FOR DETAILS PLEASE VISIT: <http://www.childmind.org/en/training/>

## **Children's Evaluation and Rehabilitation Center, RFK Center, Albert Einstein College of Medicine**

**Susan Chinitz, Psy.D.**

**Director, Early Childhood Center**

**Susan.Chinitz@Einstein.yu.edu**

**1731 Seminole Avenue**

**Bronx, NY 10461**

**718-430-8900**

**Number of Supervisors: 1**

The Early Childhood Center and the Center for Babies, Toddlers and Families are programs within the Rose F. Kennedy Center Children's Evaluation and Rehabilitation Center (CERC) and the Department of Pediatrics at the Albert Einstein College of Medicine. Both centers serve as externship or internship sites for graduate and post-graduate degree students from a broad array of disciplines. Externships and internships are one year in duration. Some trainees opt to stay an additional year. These training programs provide intensive, supervised clinical experiences in the principles and practice of infant and early childhood mental health, developmental disabilities in infancy and early childhood, and relationship-based, family-focused intervention. Population Served: Infants, toddlers and preschool age children with developmental delays and disabilities, and/or emotional or behavioral problems. Most of the children are from minority and/or low-income families. Many of the children we work with are in foster care or are otherwise known to the child welfare system, and many have experienced attachment disruption and/or trauma including maltreatment and/or exposure to violence. Children are seen for relationship-based interventions that include their parent(s) or fosterparent(s) as partners in the therapeutic work.

**Primary Theoretical Orientation:** Relationship-based interventions that focus on the attachment security of the young child as a strong protective factor. Attachment theory and research informs many of the interventions. Interventions are aimed at changing the balance between risk and protective factors for young children during this formidable stage of development. **On-Site Didactics:** Regularly scheduled didactics cover multiple topics including developmental disabilities in early childhood, infant mental health principles and practice, screening and assessment, diagnostic formulation using the DC 0-3R, evidence-based intervention modalities, and coordination of care across child serving systems. Didactic sessions at the Early Childhood Center and the Center for Babies, Toddlers and Families are typically held on Mondays and are a required component of the clinical training program. Trainees also attend CERC Grand Rounds and the CERC Core Lecture series at the Kennedy Center. **Primary Clinical Experiences:** Developmental evaluations, Initial intakes and family assessments, Child-Parent Psychotherapy, Child-Parent Psychotherapy Groups, Parent support and information groups, Incredible Years Parent training groups, Children's therapy groups. Consultation to other child serving systems including primary pediatric care providers, child care and preschool programs, foster care and other child welfare agencies, legal and Family Court personnel. **Case presentations Supervision:** At least one hour/week face to face, individual supervision by a licensed practitioner in the trainee's field of study; may be augmented by clinical group supervision. **To Apply:** Email cover letter and CV to Susan Chinitz (see contact information below). This will be followed by an in-person interview. We choose externs and interns based on personal qualities and training and career goals; there are no set prerequisites other than a strong interest in developing clinical competencies with very young children. **Number of Hours:** at least 2 days/week; most trainees are present 2 to 5 days a week. **Additional Information:** CERC is comprised of almost 200 professional staff and faculty from many disciplines including developmental and behavioral pediatrics, rehabilitation medicine, psychiatry, neurology, speech/language pathology, occupational and physical therapy, special education, social work, nutrition, nursing and dentistry. Training has a strong interdisciplinary focus. Stipends are available for some advanced externs or interns who demonstrate a commitment to the field of maternal and child health as well as strong leadership qualities. The LEND Fellowship requires participation in a core curriculum series, activities related to advocacy and public health, and a related project.

**Contact:** Susan Chinitz, Psy.D., Director, Early Childhood Center.

**Address:** 1731 Seminole Avenue, Bronx, NY 10461

**Phone:** (718) 430-8900

**Email:** Susan.Chinitz@Einstein.yu.edu

**Fax:** (718) 892-4736

## **Children's Hospital of Philadelphia**

**Debra Lefkowitz, Psy.D.**

**Psychology, CSH-021**

**3405 Civic Center Boulevard**

**Philadelphia, Pennsylvania 19104**

**lefkowitz@email.chop.edu**

**(267) 426-5720**

**Number of Supervisors: 1**

The Children's Hospital of Philadelphia is a tertiary-care medical hospital serving children with a wide range of medical illnesses and psychological concerns. This practicum would be with the Thoracic Organ Transplant Program, which serves children undergoing heart and/or lung transplantation and their families. Population served include: children and families from a full range of socioeconomic and cultural backgrounds. Interventions/Services include: pretransplant psychological assessment; medical inpatient short- and long-term child and family psychological intervention; consultation with multidisciplinary staff; outpatient clinic post-transplant follow-up; and research. Theoretical approach is eclectic but with primarily cognitive-behavioral and systems influences.

## **Children's Hospital, Abuse Management Program**

**Peg Foster**  
**15 South 9th Street**  
**Newark, New Jersey 07112**

**pfooster@bhcs.com**

**(973) 926-5590**

**Number of Supervisors: 1**

An interdisciplinary program that forensically assesses and subsequently treats child sexual assault victims. The population served is diverse, including African American, Latino and other urban minorities. Clientele consists of children and families. Interventions include: Individual and family therapy, forensic and clinic assessments.

## **Children's Hospital, Game-Based CBT, Newark Beth Israel Medical Center**

**Craig Springer, Ph.D.**  
**Children's Hospital**  
**Newark Beth Israel Medical Center**  
**Metropolitan Regional Diagnostic and Treatment Center**  
**Wynona's House Child Advocacy Center**  
**185 Washington Street**  
**Newark, NJ 07102**  
**Fax: 973-297-1639**

**cspringer@barnabashealth.org**

**973-735-9363**

**Number of Supervisors: 1**

Appropriate for: Clinical Counseling Child clinical child counseling combined school/clinical. Scheduling (e.g., required/optional days of week, # hrs per day, total hours per week, flexibility in scheduling): Scheduling is based on student availability. Students need to be available in afternoons/evenings to run groups. 16 hours a week. Required level of readiness (any prior experiences or level of training required for applicants): Applicants should have some knowledge of psychopathology, various treatment orientations (e.g., cognitive-behavioral, Psychodynamic orientations), and have some experience working with children and families. Applicants should also have an interest in learning to perform forensic abuse evaluations and provide individual and group psychotherapy to multiculturally and socioeconomically diverse families of children who have experienced abuse/neglect. Preferred level of readiness (any prior experiences preferred for applicants): It is preferred that applicants have experience providing individual and/or group psychotherapy to children/adolescents. An interest in conducting treatment outcome research is a plus.

Is there a stipend for externs? No

Application Process - Do you permit applications before January 15? No

What materials need to be submitted? Letter of interest, CV, 2 Letters of Recommendations

How should it be submitted? Email/Fax/Mail

Any details of the application process (e.g., interviewing, time frame, how decisions are made): Once applications are reviewed, applicants will be contacted for an interview.

Description of Externship: Populations commonly served: Children, Adolescents, Caregivers, Ethnic Minorities, Forensic Outpatient Abuse and neglect Training models offered: CBT Play Therapy Psychodynamic Systems/Strategic Didactic training is provided in all modalities. Supervision in psychodynamic and family systems upon request. Intervention training experiences commonly offered: Individual Psychotherapy, Group Therapy, Forensic Abuse Evaluations. All students will participate in forensic abuse psychosocial evaluations and individual

and group psychotherapy. Expected number of cases seen at any one time: 2-3 group case load, co-lead caregiver groups, 2-3 individual therapy case load, 1 forensic abuse psychosocial evaluation a month. Assessment training experiences commonly offered: Forensic Abuse Psychosocial Evaluations, Post-Treatment Integrative Evaluations, Intakes, Intake Report Writing, Behavioral Assessment, Structured Interviewing, Mental Status Exam. All externs will perform pre and post-treatment assessments and write treatment assessment reports. Doctoral students will also perform abuse and neglect evaluations. Expected number of full assessment batteries completed during externship (defined as administration of a battery of standardized tests): Approximately 10-15 Expected number of assessment reports completed during externship (defined as writing reports based on a battery of standardized tests): Approximately 10-15  
Supervision: Estimated hours/week of individual supervision: 1-2 Estimated hours/week of group supervision: 2 Estimated hours/week of didactics: 1-2 Other Comments: This externship position has both clinical and research components. The position primarily involves providing game-based, cognitive-behavioral, group and individual therapy to multiethnic children and adolescents who have been abused or maltreated. The clinical component involves performing forensic psychosocial abuse evaluation and providing innovative curriculum-based individual and group treatment. The research component assesses the efficacy of this innovative approach.

## **Children's Specialized Hospital**

**Richard Leit, Ph.D.**

**Shoshana Isenberg, Ph.D.**

**150 New Providence Road**

**Mountainside, NJ 07092**

**rleit@childrens-specialized.org**

**908-233-3720 x5152**

**Number of Supervisors: 1**

CSH's externship program provides a rich variety of experiences for students within the context of the nation's largest pediatric rehabilitative hospital. Externs participate in mental health out-patient treatment, which provides an opportunity for externs to evaluate and treat children and adolescents for individual, group, and family psychotherapy. Externs are provided with individual desk space, computers, phone, and voicemail. This placement allows for an opportunity to work with diverse clients, from all SES and cultures, and ranging in age from 0-21 years old. Services provided include individual, group and family psychotherapy as well as psychological testing. Externs will see outpatients individually as well as co-treat with their supervisor. Opportunities to become involved in Autism team evaluations, feeding team evaluations, and team treatment with members of other disciplines (e.g. physical therapy, occupational therapy, speech, etc.) are available. Supervisors' theoretical orientations include cognitive-behavioral, psychodynamic, behavioral, and systems.

## **Columbia Presbyterian Medical Center, Dept. of Psychiatry, Adult Mental Health Clinics**

**Diana Punales Morejon, Ph.D.  
635 West 165th Street, 6th Floor  
New York, NY 10032**

**aliama@aol.com**

**212-305-5977**

**Number of Supervisors: 1**

Externship opportunities in: 1.Counseling and psychotherapy for adult outpatients. 2.Competence in working with diverse cultural and linguistic populations. 3.Counseling and psychotherapy for adult outpatients. 4.Exposure to a wide range of mental illness and psychopathology. 5.Experience in working in a large comprehensive urban medical center. 6.Supervision representing various clinical orientations and psychiatric specialties. 7.Provision of psychological and psychiatric services as part of a clinical team. 8.Participation in ongoing research and grant writing activities.

For More Information contact:Diana Punales Morejon, PhD, Externship Co-Director, Ivan Bresgi, PhD, Externship Co-Directo Adult Mental Health Clinics Department of Psychiatry Columbia Presbyterian Medical Center 635 West 165th Street, 6th Floor New York, NY 10032 (212) 305-5977  
**THE CLINICAL SKILLS TRAINING COMPONENT OF THE EXTERNSHIP INCLUDES:** 1.Conducting an initial psychological screening of patients in preparation for the intake interview. 2.Performing and completing psychological evaluations of patients. 3.Diagnosing with the use of the DSM-IVR diagnoses in the context of evaluating and treating patients. 4.Formulating appropriate treatments and dispositions for patients. 5.Co-facilitating group psychotherapy using a range of treatment models. 6.Conducting individual and couples/family therapy. 7.Incorporating cultural issues in the psychological treatment of patients. 8.Demonstrating competence in the documentation of all aspects of patient care. 9.Participating in research activities, including data collection, review of charts, data inputting, and analysis. 10.Working with different psychiatric disciplines.

**THE DIDACTIC TRAINING COMPONENT OF THE EXTERNSHIP INCLUDES:** Clinical Screening: addresses how to obtain preliminary information on patients referred for treatment. Clinical Evaluation: addresses issues of initial intake evaluation, emphasizing general principles in case formulation and clinical problems. Crisis Intervention and Short Term Psychotherapy: addresses issues of crisis work and brief treatment. Cultural issues: focuses on multicultural issues in the provision of services to the patient population in the medical center's catchment area. Group, individual, couples and family psychotherapy: focuses on basic issues in conducting these psychotherapies with the target population. Disposition Team and Program meetings: attendance is required to these meetings which pertain to direct clinical services and case presentations. Psychopharmacology: introduction to use of psychiatric medications.

**WHO SHOULD APPLY TO THE EXTERNSHIP PROGRAM?** Applicants must be currently enrolled in an accredited doctoral program in counseling or clinical psychology and must have completed a practicum in clinical training. The applicant needs to provide the Externship Program with a current transcript and letter from the training director attesting to being in good standing. Applicants should be interested in working with a diverse clinical population. Training opportunities are also available for those applicants interested in providing services in Spanish.

**WHAT IS THE LENGTH OF THE EXTERNSHIP?** Applicants that are accepted for training will be expected to commit to a minimum of 12-20 hours per week for a 1-year period from July 1 to June 30. Candidates that are interested in continuing their training can arrange for an extended program. All externs will receive clinical supervision in a broad range of treatment modalities representing various psychological and psychiatric specialties.

## **Columbia University, Center For Psychoanalytic Training and Research**

**Dr. Brenda Berger**  
**685 West End Avenue**  
**Suite 1AF**  
**New York, NY 10025**

**bmbphd@aol.com**

**212-213-6225**

**<http://www.psychoanalysis.columbia.edu/>**

**Number of Supervisors: 1**

The Columbia University Center for Psychoanalytic Training and Research is pleased to offer a year-long program to two psychology externs who are interested in learning both the theory and technique of psychoanalytic practice. The externs will work with individual patients under supervision and attend classes taken by candidates at the Center. Our externship year begins July 1st and ends June 30th. A commitment of approximately 16 hours a week is expected. Clinical Placement Externs will have the opportunity to treat individual adult patients in psychodynamic psychotherapy for 6 to 10 hours each week. They will work collaboratively with the staff at the Intensive Outpatient Program of the Columbia University Department of Psychiatry, a teaching site of the Columbia University psychiatry residency program. Externs will treat patients screened by this service on Mondays and Thursdays after 4.30 p.m. At least two hours a week of clinical supervision will be offered to each extern by licensed psychologists/psychoanalysts, all members of the faculty at Columbia's Center for Psychoanalytic Training and Research.

**Classes:** To accommodate the busy schedules of graduate students, externs will be able to choose their four and a half hours of classes per week from a mix of those offered by day to our psychoanalytic candidates, and by night to our psychotherapy candidates. Day classes meet Mondays from 11.00 a.m. - 3.00 p.m. and Thursdays from 1.15 p.m. - 3.00 p.m. Evening classes meet Mondays from 8.00 p.m.-9.30 p.m. Classes include Freud's Thinking and Theorizing, Clinical Theory and Technique, Psychoanalytic Process, Working with Erotic and Sadomasochistic Transferences, Concepts of Ego Psychology and Object Relations Theory, Psychopathology, Child and Adolescent Development among others.

**Testing:** Externs will learn to integrate the results of psychological testing with basic psychodynamic principles. Supervision will emphasize the use of testing to elaborate patients' ego capacities, quality of relationships, conflicts, defenses, and fantasies. A minimum of 2 test batteries will be completed during the year. It is expected that externs will have completed the basic assessment sequence provided by their doctoral training programs prior to the start of the externship year.

**Other Learning Opportunities:** Externs will have the opportunity of engaging with the active research community at the Center. Dr. Steven Roose, Director of Research, will co-ordinate their instruction and arrange collaborations if needed. For a month in the summer, externs will accompany an emergency room Psychiatrist on his/her duties learning about diagnosis and treatment in crisis situations. Externs will be part of a continuous case conference during which they will engage with faculty in the presentation of their own work, as well as the work of their supervisors. The intellectually and clinically rich Grand Rounds of the Department of Psychiatry and the monthly evening meetings of the Association for Psychoanalytic Medicine are other ways in which externs can learn and grow in our program. They will be very welcome to attend both.

**Qualifications:** This externship welcomes applicants who are advanced students in APA accredited Clinical Psychology doctoral programs. Applicants should be at least in their third year of training at the time the externship begins.

**To Apply:** Please complete the application form, and include 3 letters of recommendation, your curriculum vitae, and proof of your program's malpractice coverage for your work as an extern.

**Mail to:** Edith Cooper, Ph.D.Externship Admissions, 685 West End Avenue Suite 1AF New York 10025

Applications postmarked on or after January 17, 2012 will be considered.

Accepted candidates will be notified on March 5, 2012.

## **Columbia University, Tobacco Cessation Clinic**

**Daniel Seidman, Ph.D.  
622 West 168th Street, Box 427  
New York, New York 10032**

**dfs2@columbia.edu**

**(212) 305-9985**

**Number of Supervisors: 1**

A multi-disciplinary Tobacco Cessation Clinic within a medical center. The clinic is affiliated with the Columbia University Behavioral Medicine Program, the Columbia University Dental School, and the New York Presbyterian Hospital Ambulatory Care Network. The population served is primarily Latino and African American smokers who live in Washington Heights surrounding the Columbia University Medical Center. Many patients have low SES, 80% have tobacco-related diseases, and almost 60% have comorbid psychiatric symptoms. Interventions/Services include: comprehensive assessment, treatment planning, cognitive-behavioral therapy, pharmacotherapy, and oral cancer screening. The attendings at the clinic have diverse perspectives from medicine, dentistry, and psychology. Direct supervision is provided by Dr. Seidman, the clinic director.

## **Discovery Institute**

**Howard Silverman, Ph.D.  
P.O. Box 177  
Marlboro, New Jersey 07746**

**(732) 946-9444**

**Number of Supervisors: 1**

A residential and outpatient drug and alcohol treatment center with a community orientation.

## **Drew University, McClintock Center for Counseling and Psychological Services**

**James Mandala, Ph.D.**

**Drew University**

**Madison, NJ 07904**

**Drew University**

**Madison, NJ 07904**

**jmandala@drew.edu**

**973-408-3398**

**Number of Supervisors: 1**

Drew University is a small, liberal arts college, (30 minutes from Manhattan by rail) in Madison New Jersey with about 1700 undergraduates and 900 graduate students. Most clients are undergraduates from the College of Liberal arts which has 50 areas of study and 3 pre-professional programs, and emphasizes close mentoring relations between faculty and students. The McClintock Center for Counseling and Psychological Services has a small clinical staff, 4 full time, 2 part-time, 1 post-doc, 1 practicum student.

Most clients are undergraduates from the College of Liberal arts which has 50 areas of study and 3 pre-professional programs, and emphasizes close mentoring relations between faculty and students. Clients are diverse socioeconomically and ethnically, though many are traditionally college aged. The university is very generous with financial aid and many clients are from populations that traditionally could not afford private college or therapy. A wide variety of psychopathologies, developmental and adjustment issues are treated.

Although our mission is primarily to offer short-term therapy, trainees may keep some of their clients for the academic year.

Interventions utilized include: individual, group, and couples therapy. In addition, trainees will be expected to provide some limited outreach work in the community which might include psycho-educational workshops, consultations, participation on committees or assisting training for staff or student groups.

Supervision is mainly from psychodynamic and systems orientations -- though most staff work in an eclectic/integrationist approach and utilize cognitive behavioral techniques when appropriate.

Intake assessment, brief psychotherapy, substance abuse treatment, outreach, and consultation are strong components of training.

## **Edison Job Corps, Mental Health Services**

**Jason Gold**

**(include "Job Corps" in subject line)**

**500 Plainfield Avenue**

**Edison, New Jersey 08817**

**goldja@umdnj.edu**

**(609) 802-3007**

**Number of Supervisors: 1**

Residential, vocational training program for 550 youths, ages 16-24; average stay is 18 months. Population served includes economically disadvantaged, urban youth seeking vocational training (many also pursuing a high school diploma). Students present with a wide range of mental health needs including anxiety, depression, and substance abuse. Psychological services include screening, assessment, crisis intervention, and psychotherapy (individual, group, couples and limited family work). There are also opportunities for program development and evaluation, staff development, and training. There is one supervisor, a GSAPP graduate (1991) with training in cognitive-behavioral, psychodynamic, and family systems approaches. Three practicum students work together with the supervisor in a stimulating environment of group and individual supervision.

## **Essex County Hospital Center (Grove Ave)**

**Barbara Alter, Ph.D.  
204 Grove Avenue  
Cedar Grove, NJ 07009**

**balter@health.essexcountynj.org**

**(973) 571-2829**

**State or County Hospital**

**Number of Supervisors: 3**

The Essex County Hospital Center is a publicly funded adult inpatient facility accredited by the Joint Commission on the Accreditation of Hospitals. It is located in Cedar Grove, New Jersey about thirty (30) minutes west of New York City. It has a diverse patient population and a capacity of 180 beds. It serves patients between ages of eighteen to sixty-five from a wide range of socioeconomic and cultural backgrounds with chronic and severe mental illness and addictions. The purpose of the practicum training program is to provide a field experience in clinical psychology within an interdisciplinary setting. Practicum students spend thirty-five weeks in the field experience beginning early September and extending to mid May. On a weekly basis the student is expected to be at the facility for twelve hours. While there is some flexibility in scheduling, students must be present two days per week (Thursday mandatory) because of the clinical needs of the patient population. There are 3 doctoral level psychologists at the hospital and all are licensed in NJ. They design and direct the practicum student's training experience and provide all of the clinical supervision. Treatment modalities utilized in the training of practicum students are individual and group therapies with the following orientations: psychodynamic, cognitive, DBT, supportive, structured learning and behavioral contingency management. Students are expected to complete at least 2 psychodiagnostic batteries, and additional testing experience is available. In addition, students have the opportunity to learn how to provide computer assisted cognitive remediation to clients. Educational and process oriented group psychotherapy with families is also an experience offered to students. In addition, the hospital sponsors monthly grand round lectures and case conferences on Thursday mornings and students are expected to attend. Applicants will be interviewed after submitting a CV, Graduate School transcript, letter of practicum readiness from program director and 3 letters of recommendation.

## **Fordham University Counseling & Psychological Services**

Training Director: Rachel Nilsen, PhD

[rnilsen@fordham.edu](mailto:rnilsen@fordham.edu)

Bronx: 441 E. Fordham Rd, O'Hare Hall-Basement

Bronx, New York 10458

Manhattan: 155 W. 60th Street, McMahon Hall 211

New York, New York 10023

(718) 817-3725

[http://www.fordham.edu/campus\\_resources/student\\_services/counseling\\_and\\_psych/training\\_opportunities/predoctoral\\_externsh\\_33397.asp](http://www.fordham.edu/campus_resources/student_services/counseling_and_psych/training_opportunities/predoctoral_externsh_33397.asp)

**University Counseling Center**

**Number of Supervisors: 9**

Fordham University's Counseling and Psychological Services (CPS) seeks to promote the overall personal, social, and academic development of the student body through a variety of specialized professional services. It functions within the Division of Student Affairs in concert with other departments united in promoting student development and wellness. CPS's approach to mental health care is in line with *cura personalis*, where a holistic approach to the emotional, physical, academic, social and spiritual functioning of each student is applied. CPS is also committed to the provision of culturally-sensitive counseling and outreach services, and to the training of mental health practitioners who seek to develop their multicultural competencies in a college setting. CPS staff is comprised of full and part time-psychologists, psychiatric consultants, pre-doctoral psychology interns and externs, psychiatric residents, and administrative support staff. CPS has offices on both the Rose Hill campus in the Bronx and the Lincoln Center campus in Manhattan. The large, urban university environment offers an appealing combination of challenging and varied clinical work in a supportive professional setting.

CPS offers a nine-month pre-doctoral externship at both our Rose Hill and Lincoln Center offices that commences in August, 2013. The externship provides a comprehensive training experience in university mental health with an emphasis on clinical assessment, short and long term individual therapy, group therapy, and outreach to a diverse undergraduate and graduate population of approximately 15,000 students. The externship requires a commitment of 16-18 hours per week commensurate with clinical experience.

Externs are expected to maintain an active caseload of 6-8 individual psychotherapy clients and will have the opportunity to co-lead a group. They will also be expected to participate in at least two outreach workshops/presentations per semester.

Externs will receive 1 hour of weekly individual supervision with a staff psychologist, and will be provided with additional supervision for co-leading groups and developing/implementing outreach activities.

Externs will receive an additional hour of individual supervision with a pre-doctoral intern during the spring semester. The externship also includes a weekly four-hour formal training component that consists of a case conference, a case formulation/disposition meeting, a seminar on psychotherapy theory and process, and an administrative meeting.

We accept doctoral students from APA-accredited programs in clinical, school, and counseling psychology.

Preference will be given to students with at least one year of clinical experience and/or who have worked previously in a college setting. Completed applications, which include a cover letter, curriculum vitae, transcript, and two letters of recommendation and should be emailed to the email addresses below.

If you are interested in an externship at only the Rose Hill campus, OR if you are open to either the Lincoln Center or Rose Hill campus, please send your application materials to:

If you are only interested in an externship at the Lincoln Center campus, please send your application materials to: Jessica del Vita, Psy.D. Counseling and Psychological Services Fordham University 155 West 60 Street McMahon Hall New York, NY 10023: [jdelvita@fordham.edu](mailto:jdelvita@fordham.edu).

Applications for 2013-14 will be received beginning in January, 2013, in compliance with the New York State Psychological Association guidelines.

Questions about the externship should be directed to either Dr. del Vita (212 636 6225) or Dr. Nilsen (718 817 3725).

## **GSAPP - Anxiety Disorders Clinic**

**Michael Petronko, Ph.D., ABPP**  
**797 Hoes Lane West**  
**Piscataway, New Jersey 08854**  
**<http://anxietyclinic.rutgers.edu/>**

**[mpetronk@rci.rutgers.edu](mailto:mpetronk@rci.rutgers.edu)**

**(732) 445-5384**

**University based outpatient tx program**

**Number of Supervisors: 6**

The Anxiety Disorders Clinic(ADC) is a doctoral training clinic and research center affiliated with Rutgers University. The ADC, under the direction of Michael Petronko, Ph.D., ABPP, and staffed by licensed psychologists and doctoral students, offers evaluations and evidence-based psychological treatment for adults, children, and adolescents presenting with anxiety disorders, especially OCD and PTSD. The ADC offers support groups for OCD and PTSD patients and their family/loved ones. The clinic also subspecializes in the evaluation and treatment of other obsessive-compulsive spectrum disorders, including body dysmorphic disorder, hoarding, and trichotillomania. Clinic staff practice a comprehensive approach to mental health treatment, in a flexible and supportive format. Treatment is individually tailored to each client's needs and life situation.

## **GSAPP - Bullying Prevention Institute**

**Bradford Lerman, Psy.D.**  
**Lori Guerriero, Psy.D**  
**112 Paterson Street, Suite 102**  
**New Brunswick, NJ 08901**

**[blerman@rutgers.edu](mailto:blerman@rutgers.edu)**

**848-932-5900**

**Number of Supervisors: 1**

The Bullying Prevention Institute (BPI) at the Center for Applied Psychology, has been developed in response to the increasing need for effective and comprehensive plans for preventing, detecting, and intervening in incidents of harassment, intimidation, and bullying (HIB) in school districts across the state of New Jersey. BPI provides a year-long, team-based training opportunity for select school districts in New Jersey to create a bullying prevention plan specifically tailored to the needs of each district. These plans will integrate current anti-bullying legal requirements with local policies and practices. The goal of the plan is to organize a sustainable set of strategies designed to reduce incidents of HIB and create a positive school climate -one where children and adults feel safe and respected. This 2 day per week practicum provides a GSAPP student with an opportunity to engage in all aspects of training and consultation designed to assist each participating school district with the development of a comprehensive, district-wide bullying prevention plan. Example activities include designing and delivering BPI workshop content; traveling to and facilitating on-site leadership team meetings; researching and providing assistance to schools on bullying prevention best practices; understanding and assisting schools through a program planning process including assessing needs, selecting evidence-based practices, and evaluating outcomes; reviewing and assessing district bullying prevention plans; and tracking BPI services and evaluating the overall success of the project. A successful candidate will have an interest in working with schools on bullying prevention and school climate improvement; strong consultative, facilitation, training, and research skills; computer skills (including Word, PPT, Excel, and comfort with entering data into Access); and an interest in supporting the growth and development of a new initiative. The ability to work alongside another practicum student, work in an office environment, and participate in regular staff/supervision meetings is a must as well.

## **GSAPP - Depression Prevention Initiative (IPT)**

**Jami Young**  
**GSAPP**  
**152 Frelinghuysen Rd**  
**Piscataway, NJ 08854**

**jfyoung@rci.rutgers.edu**

**848-445-3934**

**Multiple Settings**

**Number of Supervisors: 1**

Students enrolled in this practicum will work on a NIMH funded depression prevention project in local New Jersey schools. Students act as either clinical evaluators or group leaders. Students are also trained in interpersonal psychotherapy and the specific prevention program, Interpersonal Psychotherapy - Adolescent Skills Training. They may pick up clinical cases in the schools or in the clinic.

## **GSAPP - Douglass Developmental Disabilities Center**

**Robert LaRue, Ph.D., BCBA-D**  
**Department of Behavioral and Research Services**  
**25 Gibbons Circle**  
**New Brunswick, New Jersey 08901**

**larue@rci.rutgers.edu**

**(732)932-3017**

**Number of Supervisors: 1**

University based prog. for the treatment of individuals with autism. Population includes: individuals with autism (primarily between 3-21) and siblings of individuals with autism. Interventions: behavioral consultation to educators and families; adaptive and cognitive assessment of individuals with autism; sibling support groups; and support groups for adults with Asperger's and High Functioning Autism. Theoretical orientations of supervisors: applied behavior analytic and cognitive-behavioral.

## **GSAPP - Foster Care Counseling Project**

**Robin Lang, Psy.D.**  
**41 Gordon Road, Suite A**  
**Livingston Campus**  
**Piscataway, NJ 08903**

**rlang@rci.rutgers.edu**

**(732)445-7789**

**University based outpatient tx program**

**Number of Supervisors: 1**

Funded by the Division of Youth and Family Services, FCCP provides assessment and therapeutic intervention for children in foster care or kinship care. We also provide services to support reunification with biological families and integration into adoptive homes. Population served includes: children of all ages in foster care in Middlesex and Somerset counties who are ethnically and racially diverse. Foster, biological and/or adoptive families are also diverse. The children have histories of abuse, neglect, trauma, and/or multiple losses. This is an excellent opportunity to work with our society's most vulnerable and neediest children. Interventions include: individual, group, and family therapy. Consultation is also conducted with caseworkers and schools. Supervisors do not represent diverse cultures and theoretical orientations. This is a year-long position that begins July 1. Six to eight positions are available. Young

Women's Foster Care Mentoring Project \$5,000 Stipend This is a new collaborative program with the Institute for Women's Leadership to provide both group psychotherapy and mentoring to adolescent girls in resource care (foster, adoptive, kinship families). Either previous or concurrent participation in Foster Care Counseling Project is highly recommended. Two positions are available. Responsibilities include development of psychotherapy group program, weekly group co-facilitation, training and supervision of undergraduate mentors, program recruitment and evaluation.

## **GSAPP - Inclusive School Climate Initiative (ISCI)**

**Bradford Lerman, Psy.D.**  
**Virginia Stillson, Psy.D.**  
**112 Paterson Street, Suite 102**  
**New Brunswick, NJ 08901**

**blerman@rutgers.edu**

**848-932-5900**

**Number of Supervisors: 1**

The Inclusive Schools Climate Initiative (ISCI) at the Center for Applied Psychology, in collaboration with the Office of Special Education at the NJ Department of Education, is a new project designed to improve inclusion practices by creating a school climate that provides opportunities for growth and development for all students and improves the engagement and social participation of students with disabilities. Ten pilot middle schools in New Jersey are currently participating in the initiative. This 1-2 day per week practicum provides a GSAPP student with an opportunity to engage in the ISCI climate assessment process including instrument construction, data collection, analysis, report writing, and feedback. Examples of specific activities include assisting with online survey data collection, interviewing school staff and parents, building individual School Climate Profiles, summarizing qualitative and quantitative data outcomes to make specific school climate improvement recommendations, and designing and delivering content for ISCI workshops. This role will also be involved in researching best practices and summarizing recent research on school climate assessment and inclusion. A successful candidate will have an interest in school climate assessment, strong qualitative and quantitative research skills, experience using Survey Monkey, Excel, and Word, as well as a strong interest and ability to consult with and understand the challenges that schools have around the inclusion of students with disabilities. The ability to work in a collaborative team environment on a new and exciting initiative is a must as well.

School Climate Improvement Supervisors: Bradford Lerman, Psy.D. and Millicent Kellner, Ph.D.

The Inclusive Schools Climate Initiative (ISCI) at the Center for Applied Psychology, in collaboration with the Office of Special Education at the NJ Department of Education, is a new project designed to improve inclusion practices by creating a school climate that provides opportunities for growth and development for all students and improves the engagement and social participation of students with disabilities. Ten pilot middle schools in New Jersey are currently participating in the initiative. This 1-2 day per week practicum provides a GSAPP student with an opportunity to engage in the ISCI consultation process, assisting schools with the design and implementation of School Climate Improvement Plans that address the specific inclusion needs of each school setting. Example activities include providing guidance to school leadership teams on effective school climate improvement practices related to inclusion, researching and developing resources and tools related to inclusive school practices, reviewing school climate improvement plans and providing feedback, tracking and evaluating the overall success of school climate improvement plans, and designing and delivering content for ISCI workshops. This role will also be involved in researching best practices and summarizing recent research on school climate assessment and inclusion. A successful candidate will have an interest in school climate improvement, strong consultative and research skills, computer skills, an ability to understand how assessment results lead to school improvement practices, and comfort in synthesizing evidence-based practice research to practical recommendations for schools. The ability to work in a collaborative team environment on a new and exciting initiative is a must as well.

## **GSAPP - Project Natural Setting Therapeutic Management (NSTM)**

**Russell Kormann, Ph.D.**  
41 Gordon Road, Suite A  
Piscataway, New Jersey 08854

**kormann@rci.rutgers.edu**

**(732) 445-2704**

**Number of Supervisors: 1**

Project Natural Setting Therapeutic Management is a psycho-educational treatment program designed to provide behavioral consultation and training in community settings. The Project offers two distinct practicum experiences. The first is a home-based behavioral consultation experience in which students provide training and consultation in Applied Behavior Analysis to parents of individuals with developmental disabilities or Autism and behavioral challenges. The second is a school based consultation program (The NSTM School Consultation Division) in which students participate in the behavioral support of teachers, paraprofessionals and students with behavioral and social skill challenges in the school environment. Emphasis of both practicum experiences is on the provision of system based behavioral support and empowerment of caregivers to become more behaviorally competent. For more information, visit the NSTM table to obtain a brochure and information specific to both practicum experiences. Population served include: individuals with developmental disabilities of all ethnic cultures. The clientele served includes adults, children and families. The intervention utilized is applied behavioral analysis in natural settings.

## **GSAPP - Rutgers - Somerset Counseling Program**

**Nancy Boyd-Franklin, Ph.D.**  
Franklin Middle School  
Somerset, New Jersey

**(848) 445-3624**

**Number of Supervisors: 1**

The Rutgers/Somerset Program, a collaboration between the doctoral departments in psychology at Rutgers University and the guidance department at Franklin Middle School, promotes school-family-community based partnerships via prevention and intervention services. It was begun by Drs. Brenna Bry and Nancy Boyd-Franklin in 1993 in conjunction with a local Baptist church and intermediate and high school principals. The project has three main service components and procedures, including: (1) school-based student counseling, (2) school-based prevention groups for at risk students, and 3) family therapy in some cases. Group and individual counseling are student-driven and focuses on significant concerns from students' daily lives, in addition to tackling the issues of tolerance, academic difficulties, conflict resolution, resolving fighting and aggressive behavior, leadership development, study skills, communication skills, relationship difficulties, and the development of future goals and dreams. The project is staffed by graduate students who work with adolescents in the school and interact closely with school personnel, creating and strengthening community connections, and extending learning beyond the classroom.

## **GSAPP Psychological Clinic - Clinic Assessment Team**

**Don Morgan / Ken Schneider**  
**Psychological Services Clinic at GSAPP**

**dmorgan@rutgers.edu**  
**848 445 3899**

**Number of Supervisors: 1**

Learn to perform LD and ADHD assessments for children thru adults. Focus is on college students needing academic accommodations. Clinical students will be taught by Ken Schneider in how to do LD evals. School students in their third year are, ex officio, part of this team in order to complete one or two required Clinic credits by doing assessments and/or therapy cases. Sign up for one day professional Practicum placement. Ken Schneider will evaluate students.

## **GSAPP Psychological Clinic - Clinic Coordinator, Test Coordinator**

**Don Morgan, Psy.D.**  
**152 Frelinghuysen Road**  
**Piscataway, New Jersey 08854**

**dmorgan@rutgers.edu**

**(732)445-6111**

**Number of Supervisors: 1**

**CLINIC COORDINATORS:** Applications are now being accepted for two upcoming Clinic Coordinator positions - one for a clinical student and one for a school student, beginning in September 2011. This is a full graduate assistantship with a two-year commitment for 15-18 hrs per week, September through June. Limited hours in July and August are shared among the three coordinators and paid extra. You will need to be available during some of July and August of 2010 for some training sessions so you will be ready to start in September. The position requires experience in clinical diagnostic interviewing and report writing, excellent telephone and interpersonal skills, sufficient clinical experience with a wide range of patients, a solid record of efficiency and responsibility in work settings, flexibility in time scheduling [i.e., the lack of other practica or heavy course loads], and the ability to work well as part of a small team. The kind of student who works best in this position is someone who is FLEXIBLE, can operate FAST, multi-task in an ORGANIZED way, and work independently with good judgment. Day to day tasks include phone interviewing, diagnosis, presenting cases for assignment in our staff meeting, lots of computer database and spreadsheet work to keep our processes organized, training students on record keeping system and video recording system, training them on phone systems, crisis work with clients who show up in trouble [not a frequent event], assisting the Clinic director in projects, and generally being around and being helpful to all. Preference will be given to applicants who have experience with, and openness to, multiple major theoretical orientations and models of treatment. Skills with Access, Excel, computer information systems, networked databases, program development and evaluation, and foreign languages are also valuable. Please note that coordinator positions usually are awarded to students who are more advanced or experienced. Current clinical first year students should not apply now. School students applying must have finished the Learning Disabilities course. The Graduate Assistantship includes a salary of \$21,400, plus a waiver of all student fees, tuition remission for two years, and a full health benefits package.

**CLINIC TEST MANAGER:** Seeking an advanced school student to work 5 hours per week, spread across three days, as test manager. The manager needs to be available when students are likely to come in for tests or return

them -some noontime hours generally work best. The duties are simple: manage the distribution of all tests to students and order new tests when needed, maintain the computerized test scoring cart and systems. The term of the job will be July to July, with some weeks off for winter and spring break, and some personal time for vacation allowed. Candidates who are experienced with cognitive, learning disabilities, neuropsych. and personality tests would be strongest. Compensation will be \$3750 for the year, plus the use of the Test Library office and computer. Additionally, there is an extra \$1000 for assisting Ken Schneider on the Clinic Assessment Team and attending the meetings of, and serving as the liaison to, the RU Committee on Disabilities. This is an excellent opportunity to be a part of the University's committee that decides on all requests for academic accommodations. If interested in either or both of these opportunities, please send an email outlining your qualifications and a curriculum vita, and list two references who could be contacted.

## **GSAPP Psychological Clinic - Dialectical Behavior Therapy Clinic- Rutgers (DBT-RU)**

**Shireen Rizvi**

**slrizvi@rci.rutgers.edu**

**GSAPP**

**152 Frelinghuysen Rd**

**Piscataway, NJ 08854**

**dbt.rutgers.edu**

**848-445-3942**

**Psychological Services Clinic**

**Number of Supervisors: 1**

The Dialectical Behavior Therapy Clinic at Rutgers University (DBT-RU) is an outpatient specialty program at the Graduate School for Applied and Professional Psychology (GSAPP). We provide comprehensive DBT services to individuals in the community. We specialize in providing care to adults over the age of 18 who meet criteria for borderline personality disorder (BPD) or have significant BPD features.

## **GSAPP Psychological Clinic - Group Psychotherapy Services**

**David Panzer**

**Number of Supervisors: 1**

## **GSAPP Psychological Clinic - Program For Addiction Consultation And Treatment (PACT)**

**Frederick Rotgers, Psy.D., ABPP**  
**152 Frelinghuysen Road**  
**GSAPP Clinic**  
**Piscataway, New Jersey 08854-8085**

**fred\_eto@yahoo.com**

**(732) 762-6557**

**Number of Supervisors: 1**

The Program for Addiction Consultation and Treatment (PACT) is an outpatient clinic, offering help to patients and their families with alcohol and other drug problems. PACT is a program of the GSAPP Psychological Clinic. We train 3-6 students per year. Clientele: Adults, adolescents, College students, families, couples. This practicum requires a 1.5 or 2 day/week commitment for a full calendar year, starting time is September but can be during the summer at the student's option. The 1.5 or 2 day/week options involve a caseload of 2-4 individual clients, co-leading a therapy group (either an early recovery group primarily for DWI offenders but can include other patients, or an adult SMART group at either the GSAPP Psychological Clinic or the Lyons VA Hospital comprised of voluntary patients seeking peer support. In addition, there are opportunities to lead other groups including a Mindfulness Based Relapse Prevention Group and a family skills training group using the Community Reinforcement and Family Training [CRAFT] protocol), and doing clinical intakes. Populations served include African Americans, Caucasians, Latinos, and Asian American/Pacific Islanders- generally middle to lower middle SES. We serve both voluntary and mandated clients. Clients can be mandated for driving while intoxicated charges, or other. Clients have a range of problems, including alcohol abuse or dependence, drug abuse or dependence (usually cocaine, opiates, and/or marijuana) and other life problems. PACT also has a strong focus on helping family members of persons with alcohol or drug problems learn more effective ways of relating to their substance using family member without conflict. Rates of comorbid psychopathology can be as high as 70% (most common disorders are depression, anxiety, and personality disorders), and we treat these as well. We offer individual, group, family, and couples therapy. The treatment approach is cognitive-behavioral and there is an emphasis on evidence-based practice using empirically-supported treatments. Supervisors are primarily CBT or eclectic in orientation. The population served is quite diverse and diversity is addressed as an integral part of supervision. Supervision is intensive, with one hour individual supervision per week per student as well as 90 minutes of group supervision at a weekly staff meeting where students review intakes and receive training in specific approaches to working with substance users. Intensive training in diagnosis of alcohol and drug use disorders is given, as well as the opportunity to learn to administer manualized CBT treatment as well as assessment/brief intervention, and CBT group therapy modalities. The guiding philosophy of PACT services is based on harm reduction that is meeting clients where they are, working with them toward goals to which the client is committed, and gradually helping clients improve their overall lives and health. Students in the practicum ideally will have taken the GSAPP course Psych 821:630 Assessment, Prevention and Treatment of Alcohol and Drug Problems in the Spring Semester prior to starting the practicum.

## **GSAPP Psychological Clinic - Tourette Syndrome Therapeutic Program**

**Lori Rockmore, Psy.D.**  
**152 Frelinghuysen Road**  
**Piscataway, New Jersey 08854**

**lrockm@rci.rutgers.edu**

**(848) 445-3940**

**Number of Supervisors: 2**

A program, in collaboration with the Tourette Syndrome Association of NJ, Inc., to assess and provide treatment to individuals diagnosed with TS and its associated disorders. Population served includes: children, adolescents, and adults with Tourette Syndrome and associated disorders (OCD, GAD, ADHD, and Rage) from variable cultural and SES backgrounds. Services include: individual, group, and family therapy; psychological and educational assessment; social skills groups; parent groups; sibling support groups; school interventions; psychoeducation; and referrals. Training is provided in weekly didactics, group supervision, and individual supervision, beginning in September. Commitment is 11 months. There are 2 supervisors.

## **GSAPP Psychological Clinic - Women Helping Women**

**Judith Margolin**

**Number of Supervisors: 1**

## **GSAPP Psychological Clinic - Youth Anxiety & Depression Clinic (YAD-C)**

**Brian Chu, Ph.D.**  
**Department of Clinical Psychology**  
**152 Frelinghuysen Road**  
**Piscataway, New Jersey 08854**  
**<http://www.yadc.rutgers.edu>**

**BrianChu@rci.rutgers.edu**

**(848) 445-3903**

**University based outpatient tx program**

**Number of Supervisors: 1**

This year-long practicum offers training in evidence-based intervention procedures for the treatment of youth (ages 8-16) with anxiety and mood disorders. YAD-C is a year-long practicum that usually starts Sept. 1 and continues through the end of August. Students will receive reliability training in structured diagnostic interviewing (Anxiety Disorders Interview Schedule: Child and Parent versions) and will be trained to reliably implement two manual-based therapies shown to have empirical support for their outcomes, including the Coping Cat protocol (Kendall, 2000) and Primary and Secondary Control Enhancement Therapy (Weisz et al., 1997). All therapy will take place within the context of a multiple-baseline research design in which therapy process and outcome are measured continuously through treatment. Students are expected to commit the equivalent of 8 -12 hrs per week, will likely carry 4-6 therapy cases, and will likely do many (15-20) structured clinical interviews. Students must also register for two semesters (Fall and Spring) of the class, Clinical Research and Treatment for Youth Anxiety and Depression (18:821:608, 3 credits each semester). Additional opportunities may exist to gain assessment and

group experiences in school- and home-based settings. Students may also gain opportunities to participate in research projects involving psychotherapy process and treatment outcomes. The population served includes youth (ages 8-16) with clinically significant anxiety or depressive disorders, representing diverse members in and around the Rutgers community. Instruction/Services include: structured clinical interviews (ADIS-C/P), objective measurement, manual-based interventions, and diagnostic intake reports. The theoretical orientation is cognitive-behavioral therapy. Supervision is provided by Brian Chu.

## **Hackensack UMC, Audrey Hepburn Children's House/Northern RDC for Child Abuse and Maltreatment**

**Michelle A. Mroz, LCSW-Intern/Extern Coordinator**  
**Alfred N. Sanzari Children's Hospital**  
**30 Prospect Avenue**  
**Hackensack, New Jersey 07601**

**MMroz@HUMED.com**

**(201) 336-8057**

**Number of Supervisors: 1**

The Audrey Hepburn Children's House/Northern Regional Diagnostic Center for Child Abuse and Maltreatment is a child maltreatment program within Hackensack University Medical Center, located in Bergen County, New Jersey. The Audrey Hepburn Children's House provides children and families with psychological and medical evaluations and treatment related to child abuse issues. The staff at the Audrey Hepburn Children's House is comprised of psychologists, social workers, child life specialists, pediatricians and nurses. The program utilizes a team approach, which includes multidisciplinary case conferences and collaboration with child protection agencies and law enforcement. Many opportunities for further learning are available via supervision, diagnostic team discussion, in-services, and pediatric rounds. Interns and Externs participate in training and educational seminars, as well as supervision with experienced psychologists, to enhance their skills related to the evaluation and treatment of children, adolescents and adults. Various treatment techniques are utilized, including Trauma-Focused Cognitive Behavioral Therapy, EMDR, and Attachment Theory. Intern and Extern duties include Psychosocial/Psychological Evaluations; psychological testing; and Individual, Family and Group Therapy. Candidates must have experience providing psychotherapy and counseling children, as well as be familiar with issues of physical abuse, sexual abuse, neglect, and emotional abuse. Populations served include a wide cultural and SES exposure. Current supervisors are culturally diverse, as well as diverse in their theoretical orientations. Internship candidates must apply and be hired through the Hackensack University Medical Center Human Resources process. Internships require 12 months of training, over a 40 hour work week. Interns must also be available two evenings a week until 9pm. Externship candidates must be in their final year of training, just prior to internship. Externships require 9 months of training, over a 20 hour work week. Externs must be available one evening a week until 9pm. Internship and externship candidates must be available on Wednesdays for staff and team conferences. Interns receive a stipend/ Externs will not receive a stipend, but do receive meal vouchers. In order to be considered for an internship or externship, please contact the Intern/Extern Coordinator and provide your C.V., transcripts, and two current letters of recommendation. Candidates will be interviewed by supervisory staff.

## **Hackensack UMC, Institute for Child Development**

**Resa Fogel, Ph.D.**

**Alfred N. Sanzari Children's Hospital**

**Don Imus Building - 2nd Floor**

**30 Prospect Avenue**

**Hackensack, New Jersey 07601**

**Rfogel@humed.com**

**(201) 996-5230**

**Number of Supervisors: 1**

Outpatient multidisciplinary development center within a large medical center, which serves children from birth to young adulthood. Opportunity for individual psychotherapy, assessment, parent training, parent consultations, and group work. We have a large ADHD population, as well as those on the autistic spectrum. Other diagnoses to include, but not limited to, adjustment disorders, opposition defiant disorder, anxiety disorders, and depressive disorders. We work on a team approach, which includes multidiscipline case conferences. Many opportunities for further learning are available via supervision, in-services, and pediatric rounds. In order to be able to provide optimal supervision, we require prior experience with psychotherapy and assessment. Populations served include wide cultural and SES exposure. While current supervisors are not culturally diverse per se, we are diverse in our theoretical orientations. We represent psychodynamic and cognitive behavioral approaches, as well as neuropsychology.

## **Hoboken UMC and Community Mental Health Center**

**Dr. Vicky Barnett**

**506 3rd Street**

**Hoboken, New Jersey 07030**

**vbarnett@hobokenumc.com**

**(201) 792-8200**

**Number of Supervisors: 1**

The externship at Hoboken University Medical Center includes two rotations at a minimum. Students work one day per week at the Community Mental Health Center seeing a wide range of patients. The Community Mental Health Center serves a population which is urban, and culturally diverse. 65% of our population is Hispanic and 80% of our clinicians are bilingual. Students see 4-5 patients per day, participate in a treatment team with a psychiatrist, and receive one hour of individual supervision. Extern's second day at Hoboken University Medical Center is spent on the C.C.I.S unit- a short term inpatient psychiatric unit for children and adolescents. Externs complete one psychological battery per week and assist the clinicians in treatment/discharge planning. Externs may also be assigned evaluations on the inpatient adult unit of Hoboken University Medical Center.

## **Institute for Behavior Therapy**

**Steven Fishman, Barry Lubetkin**

**110 East 40th Street, Suite 206, New York, NY 10016**

**www.ifbt.com**

**steventfishman@gmail.com**

**212-692-9288**

**Number of Supervisors: 1**

At the Institute For Behavior Therapy, we've had the good fortune of training the biggest and brightest of grad students and postdoctoral students from many of the leading colleges and universities in the country in the 40 years of our practice. Tens of thousands of individuals suffering from; general anxiety, social shyness, panic, OCD, phobias, depression, ADHD, marital discord, eating disorders, substance abuse, and bad habits have been treated successfully at the Institute in New York City. Our externship exposes neophyte CBTers to the spectrum of problems that are likely to be encountered in private practice and are trained not only in the procedures for ameliorating such problems but also the extra-treatment considerations that insure greater likelihood of success and enduring outcomes. Externs also have the opportunity to learn from us the marketing and promotion of a private practice.

## **Institute For Community Living**

**Tamika Howell**

**40 Rector Street**

**New York, New York 10006**

**(212) 385-3030**

**Number of Supervisors: 1**

ICL offers an array of service and practicum opportunities. The agency operates over 70 discrete programs serving a diverse clientele, including African American, Latino, Asian and Caucasian adults, children, and families. The agency is especially interested in the implementation of evidence-based and best practice interventions. Programs include: school based mental health centers, community mental health clinics, a health clinic, Assertive Community Treatment teams, a Continuing Day Treatment Program for Persons with Co-occurring Mental Illness and Chemical Abuse histories, and housing for persons with histories of Serious Mental Illness (SMI) (some of whom are living with and parenting their children). Housing opportunities are available for consumers with SMI, as well as those with co-occurring chemical abuse, co-occurring histories of homelessness, and/or co-occurring HIV/AIDS. The agency also operates residences for persons with Mental Retardation/ Developmental Disabilities, some of whom also have a co-occurring psychiatric diagnosis. Together with the ICL coordinator, the student will select opportunities from a selection grid in order to develop a practicum that is tailored to the individual student and his or her interests. Practicum areas include: Human Resources, Quality Assurance, Adult Mental Health Services, Child and Family Services, Mental Retardation/Developmental Disabilities Services, and Health Care Services.

\*\*Practica are paid and require a 2-3 day commitment. Only 2nd year or students with advanced standing are eligible.

**Institute for Personal Growth**  
Margaret Nichols, PhD., Director  
Stephanie Sasso, contact  
Stephanie Sasso, slasso@gmail.com  
Highland Park

Margaret Nichols, shrnklady@aol.com

800-379-9220

**Number of Supervisors: 1**

## **Institute of Psychoanalytic Training and Research (IPTAR)**

Dr. Carolyn Feigelson  
Dr. Judith Lasky  
jflasky@nyc.rr.com  
140 West 97th St  
New York, NY 10025

cbfeigelson@gmail.com

212-427-7070  
212-595-4352 (JL)

212-737-4322 (CF)

**Analytic Training Institute**

**Number of Supervisors: 2**

The IPTAR program of clinical training is unique in the field of available internship and externship opportunities. A small number of students enrolled in doctoral psychology or social work programs have an opportunity to become intimately acquainted with psychoanalytic concepts and how they are implemented in practice. The program involves a half-time commitment for one year in the externship program and for two years in the internship program. Whereas the clinical commitments may be satisfied throughout the week, it is during the 11:30 a.m. to 4:00 p.m. Thursday meetings at the IPTAR West office that students are immersed in the three themes that give the internship/externship its unique flavor: a theoretical seminar on current concepts and controversies, a rotating clinical seminar on psychoanalytically informed treatment process and diagnosis, and a seminar on psychoanalytic evidence evaluating outcome and process in analytic treatment. Clinical Experience: Through the resources of the IPTAR Clinical Center (ICC), the student becomes engaged in meaningful psychotherapy experiences with both adults and adolescents, treatment that may extend with adults beyond the first year. Through the resources of the satellite clinic, students become immersed in therapy of gifted adolescents attending a charter school. Clinical Case Seminar: At weekly meetings led by senior IPTAR analysts, students present the ongoing process of their treatment cases. The focus here is on clinical process and its implementation. It is here that the understanding of clinical process based upon knowledge derived from the seminar on concepts described above links up with live clinical discussions. The Seminar on Current Concepts and Controversies: This seminar, the centerpiece of the program, offers students a detailed view of the range of contemporary concepts that guide clinical technique. This examination of critical issues is presented by some of the leading voices in the field. Seminar on Psychoanalytic Evidence. The seminar offers lines of thought and methods of observations to document the clinical ideas which form the subject matter of the two preceding seminars: the case conference and the seminar on psychoanalytic theory. A distinction is made between OUTCOME RESEARCH, appraising the effectiveness of psychoanalytic treatment, the role of duration and frequency of sessions; and PROCESS RESEARCH, evaluating the events within the analytic hour, be it transference, regression, enactment or the process of working through. A final

section is devoted to the appraisal of traumatic moments in patients suffering from severe trauma. The clinical material studied is suitable for students' research projects leading to doctoral dissertations. Admission Students who wish to be considered for the Pre-Psychoanalytic Training Program (Intern-Externship) are asked to prepare a brief statement describing their graduate work completed thus far, both academically and clinically. Of great interest is familiarity with or interest in the issues that are considered relevant to the nature of the program. Two references by professors or supervisors with whom students are currently working, are required.

### **Jacobi Medical Center**

**Jakob Merydan, PsyD**  
1400 Pelham Parkway, South Bronx, NY 10461

**Jakob.Merydan@nbhn.net**  
718-918-3797

**Number of Supervisors: 1**

### **Jewish Board Of Family and Children Services: Henry Ittleson Center**

**Michele Wagreich**  
5050 Iselin Ave., Riverdale, NY 10471  
<http://www.jbfcs.org/programs.php?id=167>

**mwagreich@jbfcs.org**  
(718) 549-6700 ext. 216

**Number of Supervisors:**

The Henry Ittleson Center operates a Residential Treatment Facility (RTF) for young, severely emotionally disturbed children. Children are referred by the New York State Office of Mental Health (OMH). This 32-bed program provides a rich, intensive treatment experience and special education for children, ages 5 to 13. Children often have diagnoses such as psychosis, depression, bipolar disorder, and post traumatic stress disorder. Intensive clinical services including psychiatric treatment, individual, family, group, milieu and ancillary therapies are provided in a structured and nurturing home-like environment

## **JFK Medical Center, Center for Behavioral Health**

**Fiona Byrne, Ph.D.  
65 James St.  
Edison, NJ, 08818  
65 James St.  
Edison, NJ, 08818**

**fbyrne@jfkhealth.org**

**732-321-7189**

**Number of Supervisors: 1**

The Center for Behavioral Health is an outpatient department at JFK Medical Center which is in Edison, NJ. Individual, group, and family psychotherapy therapy as well as mental health assessments and substance abuse services are provided in this department. Patient profiles are diverse in terms of presenting problems, age and ethnic background. Mental health staff consists of three psychologists, two social workers and one psychiatrist who whork from a psychodynamic and/or cognitive behavioral orientation. Students are expected to work 12-20 hours a week with a commitment to participating in a multidisciplinary meeting on Thursday's from 1-4 p.m. One year of clinical and academic experience, completed before the start of the externship, is a requiremnt for application.

## **Karen Horney Clinic**

**Gayle Lewis, Ph.D.  
329 East 62nd Street  
New York, New York 10021**

**(212) 838-4333**

**Number of Supervisors: 1**

The externship consists of up to five client hours, 45 minutes of individual supervision with an analyst, one hour of group supervision with an analyst, and two classes (one on Karen Horney's theories and the other on psychoanalytic technique using a conflict model approach). Books written by Karen Horney as well as other well known analytic readings are provided as part of the classes.

## **Kingsboro Psychiatric Center**

**Shari Axelrod, Principal Psychologist  
681 Clarkson Ave.  
Brooklyn, NY 11203**

**shari.axelrod@omh.ny.gov**

**Number of Supervisors:**

## **Lakeland Andover School**

**Bonnie Shields, Psy.D.  
P.O. Box 200  
Lafayette, New Jersey 07848**

**(973) 383-0208**

**Number of Supervisors: 1**

Private special education day school serving educationally classified emotionally disturbed adolescents. Students are from rural, suburban, and small urban areas in northern New Jersey. Populations served include: seriously and chronically troubled adolescents with long prior treatment histories, unsuccessful school experiences, and legal involvement. Intervention services include: individual, possibly group therapy; consultation with families and other service providers as needed; and ongoing coordination/consultation with school staff. Supervisors represent diverse cultural orientations.

## **Life Ties Inc.**

**Melinda Contreas-Byrd, Psy.D.  
1907 North Olden Avenue  
Suite 21  
Trenton, NJ 08618**

**Generations\_03@yahoo.com**

**(609) 882-4485**

**Number of Supervisors: 1**

LifeTies Inc. includes two group homes that house teens who are placed because of a history of abuse, neglect or incorrigibility. In addition to these backgrounds, residents are selected into two group homes based upon unique criteria: Rainbow House houses teens that are 'medically fragile'. They were the first and only group home to house teens who are HIV positive. Triad House houses residents who in addition to the backgrounds previously stated, are gay, lesbian, bi-sexual, transgendered or questioning. The majority of residents are Black or Latino and high school aged. There are residents who are White and at times there have been Asian residents. There is typically a total of 7-10 teens living in either house. Students are offered life skills, individual therapy, family therapy, medical education and management, and we are presently creating a psycho-educational component to our clinical programming.

## **Lutheran Medical Center, Sunset Terrace Family Health Center**

**Carmen Rosa**  
**<http://www.lutheranmedicalcenter.com/OurFacilities/LutheranFamilyHealthCenters/SunsetTerrace/>**

**gdunkerley@lmcmc.com**

**Number of Supervisors: 1**

## **Matheny Medical And Educational Center**

**Carole Brown, Psy.D.  
65 Highland Avenue  
Peapack, NJ 07977**

**cbrown@matheny.org**

**908.234.0011 x508**

**Number of Supervisors: 1**

The Matheny Medical and Educational Center (MMEC) is a special hospital and school for children and adults with medically complex developmental disabilities. In addition to their primary diagnoses, many of the children and adults have a long list of associated clinical conditions such as vision, speech and hearing deficits, seizure disorders, cognitive impairment and dysphagia. While the majority of Matheny patients and students have cerebral palsy, many also have Spina Bifida, Lesch-Nyhan Disease and a wide range of other uncommon conditions. Matheny Medical and Educational Center's population is culturally and economically diversified. The Department of Psychological Services provides staff training, cognitive and behavioral assessments and behavior support strategies/plans in order to support optimal psychological functioning for MMEC's population. The four members of the Department of Psychological Services primarily use a behavioral approach due to the cognitive abilities of the population. However, a more cognitive behavioral orientation is used when appropriate.

## **Memorial Sloan-Kettering Cancer Center, Clinical Neuropsychology Externship**

**Denise D. Correa, Ph.D., ABPP-CN  
Department of Neurology  
1275 York Avenue  
New York, NY 10021**

**corread@mskcc.org**

**Number of Supervisors: 1**

We will have openings for two part-time externships in neuropsychology starting in July 2012. Responsibilities involve neuropsychological assessment of adults with various cancers, including patients with brain tumors. Additional clinical populations include geriatric patients and survivors of non-central nervous system cancers. Training and weekly supervision in test administration, scoring and report writing will be provided. Didactics include neurology grand rounds and neurocognitive research meetings. We also encourage participation in ongoing clinical research projects. The externship provides a unique opportunity to work with adult and geriatric cancer patients, and learn about the cognitive side effects of radiotherapy and chemotherapy. Requirements include current enrollment in a PhD program in Clinical Psychology or Neuropsychology. Preference will be given to advanced graduate students who have prior experience in neuropsychological testing. A weekly commitment of two days per week is required. Application deadline is February 6, 2012. Applicants should send a letter of interest, curriculum vitae, and two letters of recommendation, preferably via email to: Denise D. Correa, Ph.D., ABPP-CN Associate Attending, Department of Neurology, Memorial Sloan-Kettering Cancer Center, 1275 York Avenue, New York, NY 10021 E-mail: corread@mskcc.org

## **Memorial Sloan-Kettering Cancer Center, Department of Psychiatry And Behavioral Sciences**

**We follow NYNJADOT and PSIDNYS guidelines.**

**Applications should be emailed to Kemi Bolutayo, administrative coordinator for the Neuropsychological Assessment Service, and should include cover letter, two letters of recommendation, list of tests administer**

**rootj@mskcc.org**

**641 Lexington Avenue, 7th Floor**

**New York, NY 10022**

**ryane1@mskcc.org**

### **Hospital - Outpatient**

**Number of Supervisors: 2**

Memorial Sloan-Kettering Department of Psychiatry and Behavioral Sciences is CURRENTLY RECRUITING clinical externs interested in gaining specialized experience in neuropsychological assessment. Externs learn to administer, score, and interpret neuropsychological test batteries with adolescent, adult, and geriatric patients. Some patients are currently undergoing cancer treatment and others are cancer survivors. In addition to assessing the neurocognitive effects of treatment, referrals also encompass a wide range of diagnoses including learning disorders, ADHD, and dementia. Additionally, there is emphasis on the differential diagnosis of the contribution of Axis I disorders to cognitive functioning. Externs will also gain experience in providing feedback to patients about their neurocognitive functioning. The externship is ideal for students interested in working with medically ill patients across a broad age range. Students in neuropsychology or health psychology programs or who are interested in assessing and treating cognitive and emotional effects of medical illness are well-suited for this externship. There is ample opportunity to learn about brain-behavior relationships. There is also experience to participate in research including fMRI research. Graduate students currently enrolled in a doctoral training program are eligible. Neuropsychological assessment experience is preferred but not a prerequisite. A weekly commitment of two days per week is required. Externs attend various didactics including Grand Rounds and Neurocognitive Research Laboratory. Intensive, individual weekly supervision is provided. The externship will begin July or September and extend through June or August.

## **Metropolitan Correctional Center- New York (MCC-NY) Psychology Department- Forensic Services Program**

**Dr. Miller**

**150 Park Row**

**New York, NY 11779**

**er2miller@bop.gov**

**(646)-836-6334**

**Number of Supervisors: 1**

Introduction: MCC NY is located in lower Manhattan just blocks away from Chinatown, SoHo, Wall Street, City Hall, and South Street Seaport. The primary mission of the Metropolitan Correctional Center is to house adult male and female federal detainees from the New York City metropolitan area. It is a 12-story administrative facility housing approximately 800 pretrial and holdover inmates who are going through the judicial process. As the MCC is an Administrative facility, it houses all security levels from inmates facing minimal federal charges to international terrorists facing trial. The MCC is a Forensic Study Site, has the Bureaus only Methadone Treatment Program, and houses the largest number of inmates under the protection of the Treaty Transfer Program.

Psychology Externship Program: The primary goal of MCC-NY's training program is to provide graduate students

with the broad-based experiences needed to become professional psychologists. The training program is flexible, and students may contract for an emphasis in areas such as forensic skills, assessment skills, and the seriously mentally ill. Training will be available in each of the areas listed below: A. Forensic Evaluations for the Courts (Competency, Criminal Responsibility, etc.) B. Multiple Assessment Techniques (i.e. Personality, Intelligence, C. Neuropsychological, Malingering, Rorschach, etc.) D. Suicide Assessment and Crisis Intervention E. Ethical Issues and Standards of Practice F. Clinical Interviewing Skills G. Consultation Skills H. Training Skills I. Program Evaluation Skills J. Comprehensive Report Writing \*\* Please note: Treatment experience is minimal as the externship program is designed for emphasis on assessment. Schedule: Students are expected to commit to two eight hour days per week (Sunday - Thursday) for one full year. Externs must arrive each day at approximately 7:00 am and stay until approximately 4 pm (depending on the supervisor). Weekly attendance at the Thursday seminar/didactic training is required. Supervision: Students typically receive two hours individual/group supervision per week from a licensed doctoral-level psychologist. A biweekly seminar/didactic training will cover a variety of topics relevant to mental health, correctional psychology, and forensic evaluations.

**Applicant Qualifications:** Upon Externship start date, applicants should be enrolled in at least their second year of a Doctoral program in Clinical, Counseling, School, or Forensic Psychology. Preference is given to candidates with previous clinical experience. All applicants must have a Social Security Number prior to submitting an application.

**Application Requirements:** New York State Psychological Association (NYSPA) externship guidelines will be followed. Applications will not be accepted prior to January 15 for externship beginning the following September. Interested applicants may contact Dr. Kari Schlessinger, Dr. Dana Brauman, or Dr. William Ryan for additional information. Mail or E-mail Application, including: Cover letter, Curriculum Vitae, and one Professional Letter of Recommendation. Please include an email address. Applications must be received by January 26. Interviews will be conducted the following week.

**Additional Information:** Acceptance into the Externship site requires passing an extensive background procedure. Accepted applicants will be required to be available to attend one volunteer training typically occurring during the April or May prior to the September start date. Additionally each candidate will be required to complete paperwork in a timely manner to ensure eligibility is obtained prior to the start date. Psychology Department Externship Program Metropolitan Correctional Center ATTN: Dr. Miller 150 Park Row, Phone 646-836-6334 New York, New York 10007 or email er2miller@bop.gov

## **Metropolitan Regional Diagnostic And Treatment Center (RDTC)**

**Alison Strasser Winston, Ph. D.**

**Karyn Smarz, Ph.D.**

**185 Washington St., 1st Floor**

**Newark, NJ 07102**

**awinston@barnabashealth.org**

**(973) 753-1183**

**Number of Supervisors: 1**

The Metropolitan Regional Diagnostic and Treatment Center (RDTC) is one of four RDTC's in New Jersey which conducts medical and psychosocial evaluations for the diagnosis and treatment of suspected victims of child abuse and neglect. In addition to evaluations, individual and group therapy is conducted with some of these clients and their families. Externs will conduct 2-3 assessments a month, carry a caseload of 2-4 individual therapy clients, and may participate as group co-leaders. Since January 2005, the RDTC has also been designated as one of the agencies providing Comprehensive Health Evaluation for Children (CHEC) evaluations for children in foster care. Our population consists primarily of African-American and Latino children from lower income families. We work with some Caucasian children and suburban families as well. Catchment area serves all of Essex County. The supervisors represent diverse cultures and orientations. Theoretical orientations include cognitive-behavioral, interpersonal, psychodynamic and integrative.

## **Montclair State University, Counseling & Psychological Services**

**Dr. Chris Drost, Assistant Director, Director of Training**

**drostc@mail.montclair.edu**

**Montclair State University**

**Upper Montclair, New Jersey 07043**

**(973) 655-5211**

**Number of Supervisors: 1**

University counseling center serving undergraduate and graduate students. Diverse student population in terms of SES, ethnicity, race, and psychological concerns. Duties include: 2 intake assessments per week; individual therapy with MSU 5-6 individual clients; weekly individual (one hour) and group supervision (one hour); outreach to promote mental health; and weekly clinical meetings focused on training topics and case presentations. This externship requires 16 to 20 hours per week from September 2012 to May 2013.

\*\*Interested applicants should fax a cover letter and CV to (973) 655-4470. Tentatively, interviews will begin week of February 1st.

## **Mount Sinai Hospital - OCD Treatment Center**

**Alicia Hirsch**

**alicia.hirsch@mssm.edu**

**Alicia Hirsch, Psy.D**

**Assistant Clinical Professor**

**Clinical Director, Mount Sinai Obsessive-Compulsive Disorders Treatment Center**

**One Gustave L. Levy Place**

**Box 1230**

**New York, NY 10029**

**212.659.9102**

**Number of Supervisors: 1**

The team is made up of psychiatrists, psychologists, residents, RA's, and externs. We work together to strengthen both the research and clinical divisions of the program. While not mandatory, externs will be given the opportunity to be part of the research division.

## **Mount Sinai Hospital, Department of Psychiatry - Eating and Weight Disorder Program**

**Dr. Terri Bacow, PhD**

**terri.bacow@mssm.edu**

**212-659-9132**

**Number of Supervisors:**

## **National Institute For The Psychotherapies**

**Jillen Axelrod, Ph.D.**  
**330 West 58th Street, Suite 200**  
**New York, New York 10019**

**info@nipinst.org**

**Number of Supervisors: 1**

Non-profit training, treatment, and research center with an outpatient clinic and satellite clinics. Clientele includes children and adults. Interventions include short- and long-term psychotherapy and psychological testing.

## **Neurobehavioral Institute of New Jersey**

**Benjamin Gliko, Psy.D.**  
**626 North Thompson Street**  
**Raritan, New Jersey 08869**

**benjamin.gliko@va.gov**

**(973) 313-1393**

**Number of Supervisors: 1**

The Neurobehavioral Institute of NJ is a private outpatient brain injury rehabilitation center located in Raritan, NJ (approximately 15-20 minutes from Rutgers Main Campus). We specialize in the neuro-psychological assessment and treatment of individuals suffering from traumatic brain injury and other neurobehavioral disorders. Treatments include individual and family psychotherapy, group therapy, and cognitive remediation. Clientele includes those with traumatic brain injuries, dementia, multiple sclerosis, stroke, ADHD/LD, toxic encephalopathies and various other neurobehavioral disorders. Population includes pediatric (5 and up) through geriatric patients. Interventions/Services include: neuropsychological assessment; individual, family, and group psychotherapy; and cognitive rehabilitation. Treatment follows a cognitive behavioral model.

## **New School University Counseling Services**

**Claire Haiman, PsyD**  
**135 E12th St, 2nd Floor**  
**New York, New York 10003**

**haimanc@newschool.edu**

**212-229-1671 x1**

**Number of Supervisors: 1**

9 part-time therapists (including some social workers and some psychologists) and one psychiatrist. Most staff are white women. There are two men on staff, a female Southeast Asian Indian-American therapist, and a female Korean-American therapist. Students come from very diverse backgrounds, both academically and socioculturally. The New School houses Parsons, which draws intensely driven creative types, as well as Eugene Lang College, which attracts a lot of political and social activists. In addition there are music and acting programs as well as multiple doctoral programs. There are a significant number of international students as well as people of widely ranging ethnic and cultural backgrounds born and raised in NYC. Eugene Lang has a specific program that covers all tuition costs and provides ongoing emotional support for a subset of low-income students.

## **New York Presbyterian Hospital , NY Weill Cornell Behavioral Health, Children's Day Hospital**

**James Rebeta, Ph.D.  
21 Bloomingdale Road  
White Plains, NY 10605**

**(914) 997-5776**

**Number of Supervisors: 1**

Neuropsychological assessments of inpatients. Population served includes African American and Latino patients. Clientele includes: adults, children and adolescents. Neuropsychological testing. 2 days/week or equivalent commitment required.

## **New York Presbyterian Hospital, Assessment Externship**

**Andrew L. Robins, Ph.D.  
21 Bloomingdale Road  
White Plains, NY 10605**

**anr9019@med.cornell.edu**

**914-997-5851**

**Number of Supervisors: 1**

Payne Whitney Westchester offers externship training in psychological assessment. The trainee's core experience will be to learn about the application and uses of psychological and neuropsychological testing as it contributes to the diagnosis, understanding and treatment planning of psychiatric patients. The patients are child, adolescent and adult patients with a broad spectrum of psychiatric presentations. Trainees will be supervised by senior psychologists with expertise in personality assessment, learning disabilities, and intellectual functioning. The trainee is expected to attend the weekly Psychological Assessment seminar and is strongly encouraged to attend Psychology and Psychiatry Grand Rounds, and other training opportunities available during the year. Additional experiences are available that include attendance at seminars, case conferences, and observation and/or co-leadership of group psychotherapy.

## **New York Presbyterian Hospital, Payne Whitney Westchester, Child Clinical Psychology Externship**

**Melissa L. Greene, Ph.D.**  
**21 Bloomingdale Road**  
**White Plains, NY 10605**  
**Fax: 914-682-6988**

**mlg2004@med.cornell.edu**

**914-997-4353**

**Number of Supervisors: 1**

The Department of Psychiatry is offering a one year externship in clinical child psychology. The clinical experiences will take place within the Division of Child and Adolescent Psychiatry on our acute care child and adolescent inpatient services, and will involve group, individual, family and milieu therapies. Psychological testing is also a core component of the externship and may involve cognitive, personality, and neuropsychological assessment of children, adolescents and adults. Externs may also have the opportunity to participate in research and program development, as well as outpatient group therapy in our Child Outpatient Department. All clinical and research activities are intensively supervised by licensed psychologists representing a range of theoretical orientations. The extern will be expected to attend the Child Assessment seminar on Fridays and is strongly encouraged to attend Psychology and Psychiatry Grand Rounds, and other training opportunities available during the year. We will begin accepting applications on January 15, 2011, and will continue to accept applications until positions are filled. Applicants should send a current curriculum vita, a summary of specific test experience including test name and number of administrations, a test report, and two letters of recommendation. If you would like to speak with someone prior to submitting an application, please contact Dr. Greene at 914-997-4353 or mlg2004@med.cornell.edu. Dates: September 2011 - June 2012 Time: 2.5 days per week Number of Positions: 4

## **New York Presbyterian Hospital, Payne Whitney Westchester, Neuropsychology Externship**

**Andrew L. Robins, Ph.D.**  
**21 Bloomingdale Road**  
**White Plains, NY 10605**  
**21 Bloomingdale Road**  
**White Plains, NY 10605**

**anr9019@med.cornell.edu**

**914-997-5851**

**Number of Supervisors: 1**

Payne Whitney Westchester offers advanced externship training in neuropsychological assessment of children, adolescents, and adults in a psychiatric setting. The trainees' core experience will be to learn about the brain-behavior functioning of psychiatric patients through the use of neuropsychological tests and procedures. Trainees will also have the opportunity to provide comprehensive psychological assessments with an emphasis on learning to integrate neuropsychological test data with findings regarding academic and personality functioning. The patient population presents a wide variety of functional impairments due not only to their broad range of psychiatric difficulties, but also to comorbid conditions such as attention deficit disorder, learning disabilities, alcohol and polysubstance abuse, and more focal neurological disorders such as seizure disorder, stroke, or head trauma. Trainees will be supervised by clinical psychologists who have a specific interest in the implications of neuropsychological functioning for treatment planning and rehabilitation within psychiatric populations. The trainees are expected to attend the weekly Assessment Seminar and are strongly encouraged to attend Psychology and Psychiatry Grand Rounds, and other training opportunities available during the year. Additional experiences are available that include attendance at seminars, case conferences, and observation and/or co-leadership of group psychotherapy.

**New York Presbyterian Hospital, Women's Inpatient Unit, Treatment And Research  
Payne Whitney Westchester**

**Katherine Lynch, Ph.D.  
21 Bloomingdale Road  
White Plains, NY 10605  
Fax: 914-682-6988**

**KLL9004@med.cornell.edu**

**914-997-4345**

**Number of Supervisors: 1**

Payne Whitney Westchester offers externship training in inpatient treatment and research on its Women's Unit. The Women's Unit provides comprehensive cognitive-behavioral treatment in an inpatient setting. The patient population presents with a wide variety of psychiatric diagnoses including severe anxiety and depression, mood disorders, schizophrenia, psychosis, and substance use and personality disorders. Trainees will have the opportunity to work with the multidisciplinary treatment team, promoting cognitive-behavioral interventions throughout a variety of patient interactions. In addition, trainees will be involved in outcome research. The extern's core experiences will include: 1) completing assessments of patients with variety of measures; 2) co-facilitating cognitive-behavioral group therapy in conjunction with a staff co-therapist; 3) involvement in research design and implementation, data collection, analysis, and publications. Motivated externs may have the opportunity of using research involvement for thesis or dissertation projects. All clinical activities are intensively supervised by licensed psychologists. Trainees are expected to attend weekly research meetings and the CBT consultation group. They are also strongly encouraged to attend Psychology and Psychiatry Grand Rounds, and other training opportunities available during the year. Additional experiences are available that include attendance at seminars, case conferences, and unit rounds. Applicants should send curriculum vitae, a summary of specific research and clinical experience, a statement of areas of interest, and two letters of recommendation by February 1, 2012 to Dr. Katherine Lynch at the address below. Please indicate on your application which days of the week you will be available for interview. If you would like further information prior to submitting an application, please contact Dr. Lynch at 914-997-4345. Length: June 1, 2012 -May 31, 2013 \*Time: 2 days per week or equivalent. Number of Positions: 4

**New York University, Child Study Center (Hackensack, NJ)**

**Richard Gallagher  
NYU Child Study Center-NJ Campus  
411 Hackensack Avenue  
7th Floor  
Hackensack, NJ 07601-6328  
<http://www.aboutourkids.org/>**

**richard.gallagher@nyumc.org**

**201-465-8106**

**Number of Supervisors: 1**

**New York University, Child Study Center (Manhattan)**

Richard Gallagher, Ph.D.

richard.gallagher@nyumc.org

NYU Child Study Center

NYU School of Medicine

One Park Avenue, 7th Floor

New York, New York 10016

646-754-5043 (p)

646-754-9538 (f)

Staff Associate: 646-754-5046

www.AboutOurKids.org

**Number of Supervisors: 1**

**New York University, Child Study Center, Institute for Anxiety and Mood Disorders**

Dr. Lori Evans

lreigada brooklyn.cuny.edu

Laura.Reigada@med.nyu.edu

ONE PARK AVENUE at E 33rd Street, 7th Floor

**Number of Supervisors: 1**

The NYU Child Study Center provides a diverse range of services for children and families. The specific project is an NIMH-funded study to evaluate cognitive-behavioral treatment for anxious children and teenagers in pediatric medical settings. Externs will be trained to conduct state of the art assessments and manualized, cognitive-behavioral treatment with children. They will receive weekly supervision. Since this is a novel treatment approach, externs will also have the opportunity to make adaptations to the manual. There will also be opportunities to become involved in other aspects of the research project, such as recruitment, data analysis and research presentations, if interested. Population served includes children ages 8-16 who are experiencing somatic symptoms and have anxiety. The pediatric patient population is diverse in terms of ethnicity and SES.

## **Newark Beth Israel Medical Center, Children's Hospital**

**Barbara Caspi, Ph.D.**  
**201 Lyons Avenue**  
**Newark, New Jersey 07112**

**bcaspi@sbhcs.com**

**(973) 926-6688**

**Number of Supervisors: 1**

The Children's Hospital at Newark Beth Israel Medical Center is an inner city hospital that offers many outpatient programs. The CHATT program is a diagnostic center comprised of a multidisciplinary team to evaluate and diagnose children with complex medical/psychological/psychosocial needs. Children whose condition may be complicated by the fact that they were born to a mother who consumed alcohol during pregnancy are also evaluated through our Fetal Alcohol Spectrum Disorders (FASD) Diagnostic Center. The population reflects the inner city and is comprised of low income individuals from many cultural backgrounds, including African-American, Hispanic, and immigrants from Haiti and the Pacific Islands. The CHATT program and FASD Programs are diagnostic with intake, counseling, and referral pursuant to understanding the problem and engaging resources for treatment.

## **Newark Beth Israel Medical Center, Regional Diagnosis and Treatment Center**

**Alison Strasser Winston, Ph.D.**  
**Caridad Moreno, Ph.D.**  
**Moreno@sbhcs.com**  
**Newark Beth Israel Medical Center**  
**201 Lyons Avenue, J-3**  
**Newark, NJ 07112**

**awinston@sbhcs.com**

**(973) 926-5592**

**Number of Supervisors: 1**

The Metropolitan Regional Diagnostic and Treatment Center (RDTC) is one of four RDTC's in New Jersey, which conducts medical and psychosocial evaluations for the diagnosis and treatment of suspected victims of child abuse and neglect. In addition to evaluations, therapy is conducted with some of these clients and their families. Since January 2005, the RDTC has also been designated as one of the agencies providing Comprehensive Health Evaluation for Children (CHEC) evaluations for children in foster care. Population Served: Our population consists primarily of African-American and Latino children from lower income families. We work with some Caucasian children and suburban families as well. Catchment area serves all of Essex County. Interventions and services include: psychosocial evaluations of physically and sexually abused children; CHEC evaluations for children placed in foster care; and individual, group, and family therapy with abused/neglected children. The supervisors represent diverse cultures and orientations. Dr. Moreno is Cuban-American. Theoretical orientations include cognitive-behavior, interpersonal, psychodynamic, and integrative.

## **Princeton Center For Leadership Training (PCLT)**

**Margo Ross, Psy.D.**  
**Director of Development**  
**911 Commons Way**  
**Princeton, New Jersey 08540**  
**[www.princetonleadership.org](http://www.princetonleadership.org)**

**[mross@princetonleadership.org](mailto:mross@princetonleadership.org)**

**(609) 252-9300, ext. 113**

**Number of Supervisors: 1**

Founded in 1988, PCLT has a 23-year history of changing life trajectories for students and effecting cultural transformations within schools. Our mission is to develop, disseminate, and promote peer leadership, advisory, and other evidence-based K-12 solutions that enable and inspire educators to more fully engage students in learning, better connect students to their schools, motivate and equip students to make decisions responsibly, and accelerate academic achievement. PCLT offers a wide variety of student leadership, teacher leadership, family leadership, and other customized solutions and reaches tens of thousands of students annually in hundreds of schools. PCLT has provided practicum, internship, and career opportunities for GSAPP students since 1997 in the areas of program planning, implementation, and evaluation. We offer a fast-paced, collegial, and team-oriented environment where students are encouraged to advance their own learning, growth, and professional development. Under the supervision of a doctoral-level school psychologist, the practicum student will work in support of program directors to: observe teacher-led leadership training classes and student-led workshops; provide on-site technical assistance to program advisors to ensure implementation fidelity; assist in the design, coordination, and facilitation of training events; and collect and analyze program evaluation data, including administering surveys and facilitating focus groups. Nationally, PCLT is one of a very few organizations with a focus on social and emotional learning that has a proven track record, spanning over two decades, of significant academic impacts on students, educators, and schools. For more information about PCLT, visit: [www.princetonleadership.org](http://www.princetonleadership.org).

## **Princeton House Behavioral Health - Mt. Lucas Site**

**Nancy Bloom, Psy.D.**  
**741 Mt. Lucas Road**  
**Princeton, New Jersey 08540**  
**[www.princetonhcs.org/phcs-home/what-we-do/princeton-house-behavioral-health.aspx](http://www.princetonhcs.org/phcs-home/what-we-do/princeton-house-behavioral-health.aspx)**

**[nbloom@princetonhcs.org](mailto:nbloom@princetonhcs.org)**

**(609) 497-2616**

**Partial Hospital/Intensive Outpatient**

**Number of Supervisors: 1**

The Princeton House Behavioral Health Mount Lucas site offers unique treatment programs serving adults ages 18-90+. Partial hospitalization and intensive outpatient programs are offered for individuals struggling with a variety of mental health issues including mood and anxiety disorders, substance use issues, and psychotic disorders. The Mount Lucas site has several tracks including a Dual Diagnosis program, an Adult Psychiatric program, a program for individuals 65 and over struggling with mood and anxiety disorders entitled Sr. Link, a Substance Use only track, and a program for the severe and persistently mentally ill called Gateway/MICA. In addition, Princeton House Mount Lucas has recently developed a Men's Trauma track, a new and exciting men's only program. Our general treatment population includes adult men and women, ages 18 and older, of diverse cultural, social, and economic backgrounds. Interventions/services include: group and individual therapies, medication management, family interventions, and trauma specific treatments. Students may gain good experience working as integral part of a treatment team, and with a variety of presenting issues and treatment populations. This is a great opportunity to develop some group facilitation skills and to attend in-house trainings and seminars. Please email or call Nancy Bloom, Psy.D. should you have any further questions.

## **Princeton House Behavioral Health - Women's Program**

**Nathalie Edmond, Psy.D.**

**nedmond@princetonhcs.org**

**1000 Herrontown Road**

**Princeton, New Jersey 08542**

**Opportunities also available at North Brunswick and Hamilton locations**

**(609) 683-3255**

**www.princetonhcs.org**

**Partial Hospital/Intensive Outpatient**

**Number of Supervisors: 1**

The Princeton House Behavioral Health, Women's Program offers unique treatment program addressing the special mental health needs of women. Partial hospitalization and intensive outpatient program are offered for women with a history of trauma, severe emotional dysregulation, trauma and addiction, or women who are in acute distress due to current life crises. Four tracks of programming: DBT Skills, Trauma, Trauma and Addiction, and Emotion Regulation. Population served includes adult women, ages 18 and older, of diverse cultural, social, and economic background. Interventions/Services include: primarily group modality but some opportunities for individual therapy as well. The treatment philosophy is based on the Relational-Cultural Model and Dialectical Behavior Therapy. Receive significant training in DBT and trauma informed approaches related to stage one trauma treatment. Supervisors represent diverse cultures and theoretical orientations.

## **Purchase College Counseling Center**

**Cheryl Feigenson, Ph.D.**

**Cheryl.feigenson@purchase.edu**

**735 Anderson Hill Road**

**Purchase, New York 10577**

**(914) 251-7901**

**Number of Supervisors: 1**

The Counseling Center is located at SUNY Purchase College and offers a 9-month, 2 day/week experience designed to develop professional psychological practice skills. The Center provides a wide range of clinical, developmental, psychoeducational, and consulting services to the SUNY community. Training is provided in a range of assessment and intervention activities for a diverse, multi-ethnic student population. Practicum candidates usually carry a load of 6-8 individual psychotherapy cases. The issues dealt with will include: sexual assault and trauma, diversity issues, eating disorders, substance abuse, and gay and lesbian issues.

## **Resolve Community Counseling Center, Inc**

**Lidia B. Abrams, Ph.D.  
183 Front Street  
Scotch Plains NJ 07076**

**ResolveCCC@aol.com**

**908-322-9180 X 14**

**Number of Supervisors: 1**

We are private non-profit community mental health center licensed by the state providing low-cost but high quality counseling, psychoeducational, drug and alcohol evaluations and prevention services psychological evaluations, custody evaluations, visitation risk assessments and therapeutic visitations. Periodically we offer various support groups and/or group therapy in areas such as anxiety and stress management, parenting, decision making for teens, and anger management. We provide services to Union County Family Court, DCP, intoxicated Drivers' Resource Center, ISP, probation officers, public and nonpublic schools. We have been serving the community for 39 years. We have a board of directors comprised of volunteers who are active in fundraising and in guiding the agency. We have an excellent place for students and professionals to practice, we provide a pleasant and safe environment with feedback and support from supervisors and colleagues, and a wide array of clients

## **Rider University - Westminster Choir College**

**Kathryn Stratton, PsyD  
6 Williamson Hall  
Princeton NJ 08540  
www.rider.edu**

**kstratton@rider.edu**

**609-921-7100 x8275**

**University Counseling Center**

**Number of Supervisors: 1**

## **Rockland Children's Psychiatric Center**

**Matthew Jacob**

**mathew.jacob@omh.ny.gov  
845-680-4000**

**Number of Supervisors: 1**

## **Rutgers - Center of Alcohol Studies, Clinical Division**

**Beth Epstein, Ph.D.**

**152 Frelinghuysen Road**

**GSAPP Clinic**

**Piscataway, New Jersey 08854-8085**

**bepstein@rci.rutgers.edu**

**(732) 445-0906**

**Number of Supervisors: 1**

This practicum serves individual and group therapy as part of a randomized clinical trial to treat alcohol dependant women using a manualized cognitive-behavioral format. Training in baseline and follow-up assessment batteries of semi-structures clinical interviews will be offered. In addition to providing psychotherapy, practicum students will conduct weekly 2 hour clinical screening intakes with new patients. Weekly group supervision (60 minutes) and individual supervision (60 minutes) is in addition to treatment delivery. Time commitment includes 2.0 hours of supervision, 1 group, 1-2 individual therapy cases, and one clinical screening intake per week. Opportunities for a full 2-day practicum is possible with additional cases, intakes, participation in administration of semi-structured clinical interviews for research assessment, and participation in academic research. Hours are flexible, with at least one evening per week. Requirements include: (1) at least one year clinical experience and training in CBT, with at least basic course in CBT and at least two clinical cases, (2) alcohol assessment and treatment course, or at least one year clinical practicum dealing with substance abusers, and (3) preference given to students who have completed the PACT practicum. If interested, please bring resume to practicum fair.

## **Rutgers - Improving Student Social-Emotional and Character Development and School Climate For Academic And Life Success**

**Maurice J. Elias, Ph.D.**

**Department of Psychology**

**Tillett Hall, Livingston Campus**

**Piscataway, New Jersey 08854**

**RutgersMJE@AOL.COM**

**(848) 445-2444**

**School District or System**

**Number of Supervisors: 1**

The practicum is located at New Brunswick Middle School, designate. Through an ongoing partnership with Rutgers as a sustainable model, the practicum at NBMS, designed as a "Priority" school by the NJDOE. NBMS is largely Latino, with a significant African-American minority, and these children are a high-risk group. The purpose of the practicum is collaborate with NBMS staff and other Rutgers resources to help prevent and remediate dropout, loss of student motivation, problem behaviors, and academic failure. The positive focus is on creating a respectful climate in which students and staff become genuine collaborators in a school of character and academic excellence. Practicum students join other Rutgers undergraduate and graduate students in serving as positive role models, mentors, supports, and resources. An action-research model provides ongoing feedback in a spirit of continuous improvement.

This practicum is conceptualized as School-Community-Clinical and the relative emphasis of one's specific role can be negotiated. Among the activities involved are:

Consultation to existing school and student committees

Assisting in assessing student social and academic competence, problem behaviors, perception of harassment, intimidation and bullying, and school climate

Assisting in staff and student school climate assessment and providing data review/feedback

Systematic involvement with student clubs and groups toward the goal of empowerment and giving voice

Implementation of interventions to promote school-wide and classroom social-emotional and character development; can include working with high-risk classrooms on behavioral/social skills consultation, Laws of Life values clarification

Individual and group supervision will be provided. Students are expected to provide process notes after each school visit to share with teammates.

The practicum is designed to be one full day per week, from approximately 8-4:30; there is a stipend and background checks and fingerprinting is required for anyone working in the NB Public Schools.

The theoretical base of the practicum is SECD and the pedagogical structure is aligned with CBT. SECD refers to the skills, classroom and organizational structure, and curricular and program content that is important for optimizing students' potential to be caring, competent and committed individuals. A student working with ISCALs will have the opportunity to learn educational and psychological theory and practices related to SECD. Current SECD-related efforts in schools include school climate improvement, character education, bullying and violence prevention, substance abuse prevention, counseling and related services, social-emotional learning curriculum programs, positive behavior supports, efforts toward school-wide positive recognition of students, and service learning. These programs and practices teach children valuable social, emotional, and behavioral lessons; however, there is a lack of coordination between programs and lesson. This lack of coordination leads to many skills not being generalized into everyday life. As a member of the ISCALs team, a student will have the opportunity to assist schools in creating the organizational structure to support, maintain, and coordinate SECD practices. This role provides opportunities that may include climate assessment and program planning, empowerment/leadership group intervention for at-risk youth, professional development to teachers and other school personnel and serving as a consultation resource. Students also can participate in ISCALs trainings, workshops, and teleseminars and the development and dissemination of ISCALs procedures. Opportunities for publications, presentations, research, and dissertations will be numerous.

## **Rutgers - New Jersey Center For Character Education**

**Virginia Stillson, Psy.D.  
41 Gordon Road, Suite A  
Livingston Campus  
Piscataway, NJ 08854-8067**

**virgdisp@rci.rutgers.edu**

**(732) 445-1015**

**Number of Supervisors: 1**

The NJCCE provides technical assistance, program and professional development, and evaluation services in the areas of social/emotional learning and character education to educators and schools throughout New Jersey under a grant from the U.S. Department of Education. Located at the Center for Applied Psychology, the NJCCE works with demonstration site school districts. Population served include: all students and educators in New Jersey schools. A wide range of theoretical perspectives and research sources are represented in the programs associated with character education programs. This is a 1-2 day per week practicum with the potential for full-time summer work.

## **Rutgers Social-Emotional Learning In Schools Action Research Team (RU-SEL-ART)**

**Maurice Elias, Ph.D.**  
**Department of Psychology**  
**Tillet Hall, Livingston Campus**  
**New Brunswick, New Jersey 08903**  
**Developing Safe and Civil Schools**

**RutgersMJE@aol.com**

**(732) 445-2444**

**Number of Supervisors: 1**

The Developing Safe and Civil Schools (DSACS) Project works to assist schools in developing comprehensive, integrated, and systemic Social-Emotional and Character Development (SECD) practices and principles. SECD refers to the skills, classroom and organizational structure, and curricular and program content that is important for optimizing students' potential to be caring, competent and committed individuals. A student working with DSACS will have the opportunity to learn educational and psychological theory and practices related to SECD. Current SECD-related efforts in schools include character education, bullying and violence prevention, substance abuse prevention, counseling and related services, social-emotional learning curriculum programs, positive behavior supports, efforts toward school-wide positive recognition of students, and service learning. These programs and practices teach children valuable social, emotional, and behavioral lessons; however, there is a lack of coordination between programs and lesson. This lack of coordination leads to many skills not being generalized into everyday life. As a member of the DSACS team a student will have the opportunity to assist schools in creating the organizational structure to support, maintain, and coordinate SECD practices. To do this, a student will serve as a mentor/consultant to school personnel. This role provides opportunities to do climate assessment and program planning, intervention, provide professional development to teachers and other school personnel and serve as a resource. Students also participate in the development and dissemination of DSACS procedures.1-2 Days Per Week

## **Rutgers Social-Emotional Learning In Schools Action Research Team (RU-SEL-ART)**

**Maurice Elias, Ph.D.**  
**Department of Psychology**  
**Tillet Hall, Livingston Campus**  
**New Brunswick, New Jersey 08903**

**mjeru@aol.com**

**(732) 445-2444**

**Number of Supervisors: 1**

The Social-Emotional Learning in the Schools Action Research Team (RU-SEL-ART) is a focal point for school-based efforts at prevention, social-emotional learning, social problem solving, violence prevention, and character education. The Team serves as a consultant for various school districts and, in some cases, plays a very active role in fostering the development of school-wide efforts and programs targeted at specific populations, to build character using empirically-supported, evidence-based approaches. It collaborates strongly with the New Jersey Center for Character Education. Specific opportunities will not be set until the late Summer or early Fall. Current and recent placements include Plainfield, Jersey City, New Brunswick, and other Abbott districts.

## **Rutgers - The Center For Social And Character Development**

**Philip M. Brown PhD**

**Rutgers, The State University of NJ**

**41 Gordon Rd. Suite A**

**Piscataway, New Jersey 08854**

**pmbrown@rci.rutgers.edu**

**(732) 445-7504**

**Number of Supervisors: 1**

Located at the Center for Applied Psychology, CSCD provides technical assistance, program and professional development, and evaluation services in the areas of social/emotional learning and character development to educators and schools throughout New Jersey under a grant from the U.S. Department of Education. CSCD is currently conducting research into the inclusion practices in selected demonstration school sites and the effects of character education initiatives on those practices. The practicum provides an opportunity for involvement in the research process, interaction with the school administrators and teachers, and to gain an understanding of inclusion practices in New Jersey middle schools. Additionally, there are opportunities to assist with CSCD projects to improve school climate through professional development, product development, and website management. This is a 1-2 day per week practicum with the potential for full-time summer work. Starting pay is \$12.00/hr.

## **Rutgers University Career Services**

**Janet Jones, M.S., M.Ed.**

**Gregory Sobol**

**gsobol@rci.rutgers.edu**

**Busch Campus Center**

**604 Bartholomew Road**

**Piscataway, NJ 08855-1179**

**jbjones@rci.rutgers.edu**

**(732) 445-6127**

**Number of Supervisors: 1**

The Rutgers University Career Services offer career counseling services and programs, campus interview program, and support. Population served include: all New Brunswick students, alumni, and employees. Interventions/Services provided include: career assessment, goal setting, re-careering interview preparation, resume writing, and job search assistance. Supervisors represent diverse cultures and theoretical orientations. \*\*This is an organizational practicum.

## **Rutgers University Counseling, ADAP, and Psychiatric Services (CAPS)**

**Mark J. Forest, Ph.D.**

**forest@rci.rutgers.edu**

**17 Senior Street**

**College Ave Campus**

**New Brunswick, NJ 08901**

**<http://rhscaps.rutgers.edu/>**

**732) 932-7884**

**University Counseling Center**

**Number of Supervisors: 1**

Rutgers University Counseling, ADAP & Psychiatric Services (CAPS), serves an undergraduate and graduate population in a multidisciplinary, collaborative setting that includes psychiatrists, psychologists, social workers, and addictions specialists. Although our mission is primarily to offer short-term therapy, we encourage our trainees to keep some of their clients for the academic year if they present as a good training prospect. We also offer training opportunities in testing for attention deficit disorder, as well as in outreach consultations and interventions. Our clients are members of a student body that is one of the most diverse in the nation. Interventions utilized include: individual, group, and couples therapy, mainly from psychodynamic, cognitive-behavioral and systems orientations -- though most staff work in an eclectic/integrationist approach. Intake assessment, brief psychotherapy, outreach, and consultation are strong components of training. We have a practicum program designed for first year students, and an advanced practicum designed for advanced students. Weekly expectations are for approximately 12 hours time for the first year program and 15 hours for the advanced program: -Two evenings a week (three for advanced students), from 5:00 pm to 8:00 pm Monday through Thursday to see individual clients on one evening and do one ADD assessment s/write-ups on the other evening. -One hour a week of individual supervision, to be arranged with your supervisor -Thursday daytime supervision/seminar on ADD/ADHD assessment (9:00 am -10:30 am) -Thursday daytime seminar on clinical assessment and brief therapy (10:30 am -12:00 noon) -Thursday clinical supervision group (1:00pm -3:00 pm) In addition, trainees will be expected to provide some limited outreach work in the community which might include psycho-educational workshops, consultations, or assisting training for staff or student groups.

## **Seton Hall University Counseling And Psychological Services**

**Dianne Aguero-Trotter, Ph.D.**

**Dianne.aguero-trotter@shu.edu**

**Mooney Hall, 2nd Floor**

**400 South Orange Avenue**

**South Orange, New Jersey 07079-2696**

**<http://www.shu.edu/offices/counseling-services-index.cfm>**

**(973) 761-9500**

**Number of Supervisors: 6**

Counseling and Psychological Services provides year-round counseling, crisis, consultation and referral services to the Seton Hall University community. All matriculated students, both undergraduate and graduate, are eligible for direct services, including either individual or group counseling. Student groups can also request preventive, psycho-educational presentations, programs, and workshops that can enhance the interactions, performance and well-being of their members. Population served includes: undergraduate, graduate, and law students; 30-40% of clients seen are students of color and clients are of diverse SES. Services provided include: counseling (individual and group), crisis intervention, assessment, consultation and outreach programs. Supervisors are diverse in cultural background and theoretical orientations (including psychodynamic, interpersonal, existential, feminist, and cognitive-behavioral).

## **South Beach Psychiatric Center**

Janette.Ramos-Acosta@omh.ny.gov

777 Seaview Avenue

Staten Island, New York 10305

blcchen@comcast.net

**Janette R. Ramos, Ph.D.**

**Licensed Psychologist**

**Clinic Director**

**Baltic St. Outpatient**

**CIRT Administrator**

**(718) 855-3131 Ext. 310**

**Number of Supervisors: 1**

State-operated psychiatric center with inpatient and outpatient services in Brooklyn and on Staten Island serving the seriously mentally ill and those in crisis. 285 inpatient beds on 14 units and 4,000 outpatients treated in numerous locations. Focus is on community based interventions to decrease hospital stays. Populations served include the full range of disorders and clients who are culturally diverse. Clinics do post-hospital care and also function as a community mental health centers and thus accept clients with many different issues for psychotherapy. There are strong outpatient and inpatient adolescent programs, which use a model involving psychoeducation, social skills, and Dialectical Behavior Therapy. There are specially designated inpatient beds for monolingual Chinese patients and for monolingual Hispanic patients. Outpatient clinic have various specialties (DBT, LGBT, and others). Interventions include: individual, group therapy and psychological testing; case management; intensive psychiatric rehabilitation; and inpatient services. Supervisors represent diverse cultures and theoretical orientations. Applicants may call for information about specific sites, and may submit all materials electronically (including scanning) so they can be more easily shared with sites in different areas.

## **St. Luke's/Roosevelt Hospital -Addiction Institute of New York**

**Andrew Merling, Ph.D.**

**Joseph Ruggiero, Ph.D.**

**Roosevelt Hospital**

**1000 Tenth Avenue**

**NY, NY 10019**

amerling@chp

**Andrew Merling, Ph.D. - amerling@chpnet.org 212-523-5135**

**Joseph Ruggiero, Ph.D. - jruggier@chpnet.org 212-523-8260**

**Roosevelt Hospital - 212-523-6491**

**www.addictioninstituteny.org**

**Number of Supervisors: 2**

## **St. Luke's/Roosevelt Hospital Center, Neuropsychology**

**Joanne Festa, Ph.D.  
Director of Neuropsychology  
425 West 59th Street -Suite 6A  
New York, NY 10032**

**[jfesta@chpnet.org](mailto:jfesta@chpnet.org)**

**(212) 523-8060**

**Number of Supervisors: 1**

This is a current opportunity for an extern to expand their neuropsychological testing experience with neurological and medical patient populations. The extern will have the opportunity to conduct testing with neurological and medical patients. Experience with neuropsychological testing (WAIS-IV, memory tests, etc) is strongly preferred but further training on administration, scoring and interpretation of neuropsychological tests will be provided. Externs will administer tests, score batteries, and assist with report preparation. Clinical: The extern will participate in clinical neuropsychological assessment of patients at the faculty practice of Roosevelt Hospital and the International Multiple Sclerosis Management Practice (IMSMP) (West 57th Street). Opportunities exist for performing cognitive remediation groups for full time externs. Weekly commitment: Full Time = 16 hours; Part Time = 8 hours. Duration: Through July 2013 -July 2014 Opportunities for dissertation research abound! For students interested in developing a neuropsychological research study for master's thesis or dissertation, there are several opportunities for research development.

## **St. Mary's Hospital & Community Mental Health Center**

**506 3rd Street  
Hoboken, New Jersey 07030**

**(201) 792-8200**

**Number of Supervisors: 1**

St. Mary's Hospital/Community Mental Health Center is a general medical hospital with an adult inpatient unit, child/adolescent inpatient unit, adult partial care program, four after school programs, a fire setters treatment program, and a day treatment substance abuse program. The general outpatient treatment program and a sexual abuse/perpetrator treatment program are housed at the CMHC. Populations served include an urban community of children, families, and older adults who are 65% Spanish-speaking. Interventions/Services include: individual, group therapy, and psychological assessment. Externs perform psychological evaluations on the inpatient child/adolescent unit. Theoretical orientation is cognitive behavioral and psychodynamic.

## **St. Peters University Hospital, Children's Hospital**

**Barbie Zimmerman-Bier, M.D.**

**Nina Raoji, APN**

**New Brunswick, NJ**

**[bzimmermanbier@saintpetersuh.com](mailto:bzimmermanbier@saintpetersuh.com)**

**732-339-7045**

**Number of Supervisors: 1**

The Children's Hospital at Saint Peter's University Hospital is one of eight state designated Children's Hospitals in New Jersey and the largest provider of pediatric medical services in central New Jersey. The Children's Hospital also provides a full spectrum of outpatient and inpatient pediatric medical and surgical subspecialty services. The Children's Hospital's many Centers of Excellence include the Regional Center for Inherited Metabolic Disorders, The Institute of Genetic Medicine, Regional Pediatric Neurology/Neurosurgery Center, and Pediatric Subspecialty Center. In addition, The Children's Hospital houses a 4 bed sleep unit and a state of the art Pediatric Epilepsy Center. The Children's Hospital has strong community ties to over 250 primary care pediatricians and family practitioners. The Children's Hospital coordinates comprehensive care for individuals with developmental disorder including autism that includes: consultative and follow-up services, specialty care, supported care in the medical home, and continuing education activities for the community. The Children's Hospital hosts an onsite monthly autism support group and lecture series lead by MyGoalAutism.org. Our affiliation with New Jersey Institute of Disabilities integrates our clinicians with early intervention services, school programs, respite programs and recreational, vocational, adult day programs and residential programs for individuals with autism. Practicum students will work alongside a developmental pediatrician who specializes in assessment and treatment of children and young adults with Autism Spectrum Disorders, Fetal Alcohol Syndrome, ADHD, and learning disabilities. Students will have supervision by an onsite licensed psychologist. Students will gain exposure to the diagnostic assessment tools used in the multi-method assessment process to screen children for developmental disabilities and diagnose individuals with Autism Spectrum Disorders. Students will not only be getting supervision by a psychologist, but also by the lead developmental pediatrician. The practicum student will also interface with a multidisciplinary team of specialists including pediatric neurologists, child psychiatrists, social workers, pediatricians, medical students, pediatric residents, as well as speech and language pathologists and occupational therapists. Practicum students can also participate in training on site by SPAN ISG specialists who provides assistance with creating a medical home for children with special health care needs by training clinicians in case management issues and assisting families with understanding their educational rights. Practicum students will gain experience in diagnostic assessment/counseling families on behavior management strategies for common behavior problems in children. Students will also be part of a team assessing family resiliency barriers to care. Extern activities will include psychological assessment (cognitive and social emotional), parent consultation focused on behavior management, individual, child-parent, and IEP counseling. Students are also expected to participate in weekly team meetings to discuss patients and are expected to give a presentation focused on behavior management strategies to medical students and pediatric residents once a year. Practicum students with psychological testing experience are welcome and therefore this practicum is most applicable for second and third year students.

## **The Arc Of Monmouth, Ambulatory Care Clinic**

**Nancy Razza, Ph.D.  
1158 Wayside Road  
Tinton Falls, New Jersey 07712**

**info@arcofmonmouth.org**

**(732) 493-1919**

**Number of Supervisors: 1**

The Arc of Monmouth is a private, non-profit agency serving individuals with intellectual disabilities. The Arc maintains an ambulatory care clinic, initially funded by the Robert Wood Johnson Foundation, to provide medical and mental health care services to people with intellectual disabilities. The NJ Psychological Association Foundation funded the first practicum position at our site, as well as one follow-up placement. The population served includes individuals with intellectual disabilities, mostly adults, culturally and SES diverse, and ranges from those with only impairments to those with severe disabilities, including multiply handicapped persons. The practicum offers a unique opportunity to develop proficiency in group psychotherapy and gain supervised training in a model which can be adapted to various populations including patients with normal intellectual functioning. Interventions/ Services include: behavioral interventions, cognitive-behavioral and inter-personal treatments, group psychotherapy, and psychoeducation. In addition to a primary supervisor, the agency's staff includes two other Licensed psychologists, a psychiatrist, master's level counselors, nurses, and physicians.

## **The College of New Jersey, Psychological Counseling Services**

**Carol Evangelisto  
Eickhoff Hall - Suite 107  
PO Box 7718  
Ewing, New Jersey 08628-0718  
<http://www.tcnj.edu/~sa/counseling/>**

**cevangel@tcnj.edu**

**609-771-2247**

**Number of Supervisors: 1**

The College of New Jersey (TCNJ) is a publicly funded institute of higher education and has been named as one of the nation's most competitive public colleges. The Counseling and Psychological Services (CAPS) is fully integrated into the broader campus organization of The Division of Student Affairs which includes the offices of: Health Services, Differing Abilities Services, Anti-Violence Initiatives, Alcohol and Drug Educational Programs, Athletics, and Residential Education. Training is an integral part of the CAPS. Each year's training class includes pre-doctoral and pre-master's level students from counseling and psychology programs in the region, and usually includes 1 -2 students from GSAPP. Features of our site and training program: IACS Accredited (International Association of Counseling Services, Inc.)\* One hour of individual supervision, weekly, is provided to each trainee\* Two additional hours of group supervision and training per week\* A day and a half orientation program (fall semester only)\* Facilities and equipment for audio taping, videotaping and/or live observation\* Student presentations of video case conferences\* Regular in-service presentations related to current topics, issues and theories\* Comfortable, modern facilities with private offices, meeting rooms and record storage\* All intern offices are equipped with a computer/printer system that includes internet access, and a state-of-the art electronic scheduling and record keeping program specifically designed for college counseling centers (Titanium).\* On-site library of current psychological texts, journals and periodicals \* Easy access to campus dining halls, library and

bookstore and free parking\* Beautiful suburban campus; accessible by mass transit from NYC (train + bus)Population served includes primarily traditionally aged (18-21) residential college students. Approximately 2/3 of the population is female. SES represents the full range; though most are from middle class families. The majority of the student population is Caucasian (~2/3). However, the diverse cultural population of the state is increasingly represented. (Asian, African-American, Middle Eastern, Arabic, Hispanic, GLBT, Differing Abilities, Varying Religious Backgrounds). Services provided include free, short-term, individual counseling, group counseling and crisis intervention for a primarily undergraduate student body. The CAPS also provides outreach programs and professional consultations for the campus community. Psychiatric evaluations and consultations are provided by a consulting psychiatrist who is on site ½ day per week.Our multidisciplinary staff represents diverse cultures and theoretical orientations. Emphasis is on a developmental model with prevention and wellness being central to the services provided. Theoretical orientation is eclectic and tailored to meet individual student needs. The staff is well-versed in Cognitive-Behavioral approaches. Most recently the services have undertaken the integration of a Client Directed-Outcome Informed model (Duncan, Miller & Sparks) which seeks immediate and ongoing client feedback to direct the therapy. The staff also has specialties in issues of eating disorders, substance abuse, grief, loss and trauma, identity development, and diversity.

## **The Haven, Piscataway School-Based Mental Health**

**Patrick Connelly, Psy.D.  
Haven Program/East Wing  
Piscataway High School  
100 Behmer Road  
Piscataway, NJ 08854  
Haven Program/East Wing  
Piscataway High School  
100 Behmer Road  
Piscataway, NJ 08854**

**pconnelly@pway.org**

**732-981-0700 x.2249/250**

**Number of Supervisors: 1**

The Haven practicum offers students the opportunity to provide individual and family therapy as well as lead groups for a wide range of presenting issues. We serve a highly diverse K-12 population and also offer consultation and training to district staff. The program offers a stipend for practicum students, and supervision is offered by the director and four post-doctoral psychologists in a supportive training environment.

## **The Infant-Parent Court Affiliated Intervention Project:**

**Susan Chinitz, Psy.D. Director, Early Childhood Center**  
1731 Seminole Avenue  
Bronx, NY 10461

**Susan.Chinitz@Einstein.yu.edu**

**718-430-8900**

**Number of Supervisors: 1**

**OVERVIEW OF THE INFANT-PARENT COURT AFFILIATED INTERVENTION PROJECT:**The Infant-Parent Project is a program that is being implemented by the Early Childhood Center of the Albert Einstein College of Medicine in conjunction with the Bronx Family Court. The program is based on a similar evidence-based model of intervention developed by the Miami Dade County Dependency Court that has demonstrated success in working with high-risk parents and their children. The program involves components from Alicia Leiberman and Patricia Van Horn's model of child-parent psychotherapy, which is grounded in psychoanalysis/attachment theory, stress and trauma work and developmental psychopathology. The Infant-Parent Program makes use of this multitheoretical approach with the goal of improving and promoting positive parenting interactions for parents of young children (age's birth to three). Parents referred to the Project have active allegations of abuse or neglect pending and the children are in foster care or at risk of placement in foster care. The parents often have their own complicated experiences of foster care placement, physical/sexual abuse, poverty and mental illness that interfere with their ability to parent. The young children often have disrupted attachment relationships to their parents. The Project implements a minimum of 26-week intervention that consists of parent-child therapy 60-90 minutes a week. The first three sessions are comprised of an assessment of parent-child interaction and parental depression and stressors. Some of the key components of the treatment involve: developmental guidance, providing support for positive affective experiences between parent and child, and providing parents with the opportunity to reflect upon and review their responses to their children and their own attachment histories. An important component of the Project is assisting parents in navigating the problems of everyday life (e.g. case management) such as housing and education. The Project provides detailed reports describing parents' and children's strengths and vulnerabilities, as well as recommendations, for relevant child welfare staff, including attorneys and judges. Clinicians with the Project appear in court hearings as fact witnesses to report on treatment progress. The program is a grant-based project that operates out of a clinic in the mid-Bronx. Two psychologists are currently working with the Project. **AIM OF THE EXTERNSHIP:**The Externship Program is designed to provide training in parent-child psychotherapy, with emphases on attachment theory, trauma work, early childhood development and case management with high-risk parents and children. The Externship Program aims to provide training in collaborative cross-systems work involving the Court, foster care and mental health systems and to enhance trainees' expertise in the intersection of law and psychology. **ELIGIBILITY:**The Program is open to 3rd and 4th year graduate students enrolled in Ph.D. or Psy.D. programs in Clinical, School or Counseling Psychology. **PROGRAM DESCRIPTION:**The externship begins in early September and ends in late June. Externs spend 2 days on the Project and a typical day is from 9 am to 5 pm. The extern will spend the first month of the externship observing clinicians in parent-child assessment and psychotherapy, as well as attending Court proceedings with the clinicians. After this initial period, the extern will work with four dyads and will continue to have opportunities to observe clinical work and court proceedings. The extern will also be involved in conducting intakes. The extern will be responsible for preparing reports for court, maintaining client files with session-notes and for case management related to the four dyads. Externs will participate in one-hour weekly group supervision, as well as one hour of individual supervision. Externs will be expected to attend weekly didactics at The Early Childhood Center. Externs will be expected to complete a case presentation and topic presentation. **APPLICATION:**Applications may be submitted from January 15th -February 5th. Please send a c.v., a letter of interest and a letter from your program stating eligibility for externship to Susan Chinitz, Psy.D. at the following address: Susan Chinitz, Psy.D. RE: Infant-Parent Court Affiliated Intervention Project Externship Program Director, Early Childhood Center Children's Evaluation and Rehabilitation Center Albert Einstein College of Medicine 1731 Seminole Avenue Bronx, NY 10461

**The Leaguers, Inc.**  
Anice Thomas, Ph.D.  
405-425 University Avenue  
Newark, NJ 07102

**AThomasPhD@gmail.com**

**(973) 643-0300**

**Number of Supervisors: 1**

The mission of The Leaguers, Incorporated is to enhance the quality of life for children and families through diverse educational and cultural programs that foster self-growth, personal empowerment and pride in one's community. For the past fifty years, The Leaguers have developed programs to help children meet the goals established in this mission. In addition to academic success, The Leaguers, Inc is committed to fostering social and emotional competence in our young learners. The Mental Health Services Initiative offers relevant and comprehensive services in order to successfully address the behavioral health needs of children and families. The population served includes culturally diverse, low SES, preschoolers (ages 3 -5). Interventions and services offered include Play Therapy, Social Skills Training, Classroom Observation, Child-Specific Classroom Interventions, Teacher Consultation, Parent-Child Intervention, Parent Collaboration, Consultation with Community Partners, Workshops for Parents and Teachers, Weekly Individual Supervision for Clinicians, Weekly Group Supervision for Clinicians, Psychoeducation, and Didactic Seminars for MHS staff. Supervision blends multicultural psychology with systemic and play therapies.

### **UMDNJ - Child Therapeutic Day School**

Diana Salvador, PsyD  
671 Hoes Lane, Piscataway

**732-235-4260**

**Number of Supervisors:**

### **UMDNJ - Family Medicine at Monument Square**

Lynn Clemow, Ph.D., ABPP (Supervisor)  
- clemowlp@umdnj.edu or lc2193@columbia.edu (preferred email)  
317 George Street  
New Brunswick NJ 08901

**609-851-5038 (Lynn Clemow, Ph.D.) - cell phone**

**Number of Supervisors: 1**

The organization is based in the Department of Family Medicine and Community Health at Robert Wood Johnson Medical School and is an academic Family Medicine practice, in which residents and faculty see their patients. The practice sees approximately 15,000 patient visits per year. We see patients across the lifespan, though the largest proportion of the patients seen are adults and older adults. This Behavioral Medicine practicum, which has primarily trained graduate students from the Rutgers Clinical PhD program, has been active since January 2010. Patients in the practice, when possible, are seen by the externs at least briefly during their medical visits. This can

take the form of a very brief "warm handoff" (where contact information is exchanged, a brief discussion of the presenting problems occurs, and an appointment scheduled) or a more extended initial visit, depending on the patient and clinician availability. The range of problem areas run from mental health issues seen in primary care (primarily anxiety and depressive disorders, adjustment issues) through stress-related disorders (e.g., headaches, insomnia) to health behavior and lifestyle change (treatment adherence, smoking cessation, etc). Externs work closely with the resident and faculty physicians and nurses in the practice to provide integrated care to the patients.

## **UMDNJ, Elizabeth M. Boggs Center, Positive Behavior Supports in School**

**Sharon Lohrmann, Ph.D.**

**lohrmash@umdnj.edu**

**335 George Street**

**P.O. Box 2688**

**New Brunswick, New Jersey 08903**

**(732) 235-9306**

**Number of Supervisors: 1**

Positive Behavior Supports in Schools is a partnership between the NJ Department of Education, Office of Special Education Programs and the Elizabeth M. Boggs Center at UMDNJ. The goal of the Positive Behavior Supports in Schools project is to increase the capacity of local school districts to implement an evidence-based three-tiered model of support that includes interventions at the primary, secondary, and tertiary levels. Using the three-tiered model, PBSIS is designed to result in four key outcomes: 1) Reduction in office discipline referrals and suspensions for students school-wide; 2) Reduction in the number of students who receive repeated office discipline referrals; 3) Reduction in the number of students referred for special education services; and 4) Reduction in the number of students with disabilities being placed in self-contained or out-of-district placements because of behavior and an increase in the number of students with disabilities being brought back to district and being placed in general education settings. Practicum students can expect to work directly with public school districts in New Jersey with an emphasis on urban settings. The PBSIS project provides comprehensive training, consultation, and technical implementation support at universal levels (all students, all staff, all settings) and secondary levels (students at risk of exclusion or classification because of behavior issues).

## **UMDNJ-RWJ - Environmental & Occupational Health Services**

**Nancy Fiedler, Ph.D.**

**nfiedler@eohsi.rutgers.edu**

**170 Frelinghuysen Road, Room 210**

**Piscataway, New Jersey 08854**

**(732) 445-0123 ext. 625**

**Number of Supervisors: 1**

The Clinical Research and Occupational Medicine Division of EOHSI serves individuals who have health concerns either related to their work or in the general environment. The practicum involves primarily psychological and neuropsychological assessment of workers who have either had exposures to neurotoxicants or who have stress related conditions that may interfere with their ability to perform their work duties. Applied research investigating the effects of exposure to chemical mixtures, solvents, and lead are also available as desired by the trainee.

## **UMDNJ-RWJ, Environmental and Occupational Health Services Institute**

**Nancy Fiedler, Ph.D.**

**170 Frelinghuysen Road, Room 210**

**Piscataway, New Jersey 08854**

**[nfiedler@eohsi.rutgers.edu](mailto:nfiedler@eohsi.rutgers.edu)**

**(732) 445-0123 ext. 625**

**Number of Supervisors: 1**

EOHSI goals are to recognize, evaluate and prevent risks to human health and the environment and to improve methods to find and treat people affected by environmental agents. Population served: primarily adults, although some adolescent contact is occasionally available, presenting with occupational or environmental health problems. For example, Chronic Fatigue Syndrome, Multiple Chemical Sensitivities, lead or solvent exposure, as well as individuals undergoing fitness for duty evaluations. Interventions: neuropsychological & neurobehavioral assessments, consulting services, medical surveillance, program development and evaluation and clinical care. Opportunities for research utilizing the above interventions may also be available. One individual supervisor on site with eclectic orientation.

## **UMDNJ-RWJMC, Biofeedback**

**Paul Lehrer, Ph.D.**

**Professor of Psychiatry**

**671 Hoes Lane**

**Piscataway, NJ 08854**

**[Lehrer@umdnj.edu](mailto:Lehrer@umdnj.edu)**

**732-235-4413**

**Number of Supervisors: 1**

Practicum students will participate in a NIH funded 4-year study clinical trial that investigates the role of biofeedback in asthma therapeutics. The purpose of this study is to determine the role of heart rate variability biofeedback (HRV BF) in asthma management. In this practicum, students will learn biofeedback skills and get experience in using them. HRV BF is a powerful and relatively new biofeedback intervention that shows great promise for treating a variety of disorders. Recent trials have shown its effectiveness for treating and/or managing chronic functional pain, multiple unexplained medical symptoms, major depression, anxiety disorders of various kinds, hypertension, asthma, and emphysema; and has also shown promise for helping inflammatory conditions and improving athletic performance. It is directed at strengthening one of the body's well-known reflexes for controlling physiological and emotional reactivity. The students' activities will include: -Assigned readings and discussion with the faculty research team, including a weekly seminar -Telephone and personal structured interviewing, to determine medical and psychological condition of a research patient. -Conducting individual asthma education sessions. This experience could lead to becoming a certified asthma educator, an important role in behavioral medicine. -Learning to operate biofeedback equipment and collect psychophysiological data. -Patient training in biofeedback skills, contributing to BCIA certification requirements as a biofeedback therapist -Mastery of progressive muscle relaxation and autogenic training methods -Taking the equivalent of a BCIA written exam for biofeedback certification A second opportunity also is available for a student to shadow a senior clinical psychologist (me) doing primarily CBT, often with psychophysiological therapy as well, for a mixed adult population (primarily issues of anxiety, somatization, and depression) at RWJMS's psychiatry department. Mondays 10-5 or Tuesdays 9-5. The two experiences can be combined.

## **UMDNJ-UBHC, Carri Program**

**Elaine Herzog, Ph.D.**

**671 Hoes Lane**

**Piscataway, New Jersey 08855**

**(732) 235-5720**

**Number of Supervisors: 1**

CARRI program is the parent-infant component of the Early Prevention Program. Services include home visits; parent education and support groups; individual and family therapy; and day care. Population served includes African American, Latino, and South East Asian clients. Supervisors represent diverse cultures. Clientele includes children and families. Interventions include individual, group, and family therapy.

## **UMDNJ-UBHC, Child And Adolescent Psychiatry**

**Dr. Norm Travis**

**671 Hoes Lane**

**Piscataway, New Jersey 08854**

**Number of Supervisors: 1**

Two programs available: A) Intensive day treatment program for 16 latency age children integrating an array of therapeutic services and special education and B) Child and adolescent psychiatry- research and clinical applications of neuropsychological assessment. Population served in child day treatment. Clientele includes African American, Latino, and other children and families. Interventions in child day treatment include: individual, group, and family therapy and milieu treatment.

## **UMDNJ-UBHC, Newark Adult Partial Hospital Program**

**Philip T. Yanos, Ph.D.**

**189 South Orange Avenue**

**Newark, New Jersey 07101**

**yanosph@cmhc.umdj.edu**

**(973) 972-7897**

**Number of Supervisors: 1**

Adult partial hospitalization (long-term treatment) program located within an urban, public sector academically-affiliated behavioral health organization. Population served includes adults with severe mental illness (diagnoses include schizophrenia, bipolar disorder and major depression), primarily African American clients who are covered by public insurance (Medicaid). Interventions/Services include: individual psychotherapy; facilitation of psychoeducational and skills training groups; and some opportunities for testing and research. Supervisor is from a European-American, with a primarily humanistic, cognitive-behavioral orientation. Other staff represent diverse cultures (Latino, African American) and other theoretical orientations.

## **UMDNJ-UBHC, Social Decision Making Program**

**Linda Bruene, M.Ed.**

**151 Centennial Avenue, Suite 1140**

**Piscataway, New Jersey 08854**

**(732) 235-9280**

**Number of Supervisors: 1**

The Social Decision Making/Problem Solving Program (SDM/PS) is a research-validated program designed to promote social and emotional learning in elementary school students. Program staff provides training, consultation, and technical assistance to school districts. Population served consists primarily of regular and special education schools serving elementary-aged children. A range of urban and suburban school districts are involved. Interventions include a variety of school-based social competence promotion initiatives organized around the SDM/PS curriculum. Areas of focus include: classroom-based consultation, after-school prevention groups, and facilitating children in Social Decision Making labs.

## **United Family & Children's Society**

**Mark Weiner, Psy.D. (Consulting Psychologist)**

**Thomas Reedy, LCSW (Executive Director)**

**www.unitedfamily.org**

**treedy@unitedfamily.org**

**305 West 7th Street**

**Plainfield, New Jersey**

**boals@rci.rutgers.edu**

**(908) 755-4848**

**Number of Supervisors: 1**

A broad spectrum family service agency which provides individual, marital, and family therapy as well as lay counseling (concrete services) to adults, adolescents, and children. The agency also provides treatment and psychological evaluations (testing) in a variety of custody, domestic violence and protective service cases under contract with DYFS and the family courts, adoption and post-adoption work, manages aftercare services for post-hospitalized adults and provides anger management groups for teens and an individual anger management series for adults. Population served includes African American and Latino and low-income clients. Agency staff represent diverse cultures. Clientele includes: adults, children, adolescents, families, and couples. Intervention services include: individual, group, family, and couples therapy; psycho-education groups; adoption services; lay therapy (concrete services & education about family life); psychological evaluations; and advanced nurse practitioner psychiatric evaluations. United Family is licensed by the NJ Division of Mental Health Services as an outpatient mental health agency.

## **University Of Pennsylvania Center For The Treatment And Study Of Anxiety**

**David Yusko, Psy.D.**

**University of Pennsylvania**

**3535 Market Street, 6th Floor No Stipend**

**Philadelphia, PA 19104**

**<http://www.med.upenn.edu/ctsa/Practicum.html>**

**yusko@mail.med.upenn.edu**

**(215) 746-3327**

**Number of Supervisors: 1**

The clinic at the Center for the Treatment and Study of Anxiety (CTSA) trains advanced practicum students in evidenced based treatments for anxiety disorders. In order to be considered for our practicum you must have at least two years experience and completed your requirements for a master's degree. The CTSA has specialized in post-traumatic stress disorder and obsessive compulsive disorder, but our clinic treats the entire spectrum of anxiety -i.e. social phobia, panic disorder, and general anxiety disorder -and other related disorders (i.e. trichotillomania, Tourette's Syndrome, skin picking). The clinical orientation is based upon cognitive behavioral therapy. Practicum students will take part in two four day training workshops -one for PTSD and another for OCD. Our center also has an active treatment research presence and there are ample opportunities to become involved in manuscript preparation and/or other research activities. Supervision consists of weekly individual supervision with a supervisor who is a member of the faculty. Supervision is also provided each week in a group for OCD, PTSD, and social phobia. This practicum requires a two-day commitment. For more information please see our website: <http://www.med.upenn.edu/ctsa/Practicum.html>\*\*All formal applications should be submitted to Dr. Carmen McLean at [mcleanca@mail.med.upenn.edu](mailto:mcleanca@mail.med.upenn.edu). Applicants should submit a CV and a cover letter that includes background information, previous training, and reasons for interest in the placement. Applicants should also submit two letters of recommendation, of which one must be from a prior clinical supervisor.

## **University Of Pennsylvania, Center For Cognitive Therapy**

**Mary Ann Layden, Ph.D.**

**3535 Market Street, 2nd Floor**

**Philadelphia, Pennsylvania 19104**

**layden@mail.med.upenn.edu**

**(215) 898-4106**

**Number of Supervisors: 1**

Mental health clinic at the Department of Psychiatry, School of Medicine, University of Pennsylvania. Adult, individual, group and couples therapy offered. Services also include: Sexual Trauma and Psychopathology Adult Program and individual/group therapy for Sexual trauma and sexual addiction. Population served includes adults from the community and students from the university of mixed cultural and SES levels. Majority are white and middle class. Practicum available in diagnostic interviewing. Supervisors represent diversity in sexual orientation, sex, and age. Currently no minorities. All supervisors are cognitive therapists.

## University Of Pennsylvania, Counseling And Psychological Services

Marilia Marien, Ph.D.

133 South 36th Street, 2nd Floor  
Philadelphia, Pennsylvania 19104  
<http://www.vpul.upenn.edu/caps/>

[marien@upenn.edu](mailto:marien@upenn.edu)

(215) 898-7021

### University Counseling Center

**Number of Supervisors: 9**

Philosophy The Psychology Externship Program at Counseling and Psychological Services is based on a practitioner/scholar approach to training in which we emphasize learning through and the integration of science and practice under close clinical supervision. The externship experience at CAPS is designed to provide graduate students in counseling or clinical psychology the opportunity to develop their skills in a clinical setting. Embedded within a culturally diverse institution and multidisciplinary clinical setting, the Psychology Externship Program provides training and clinical experience to foster growth in providing services to a diverse population through an emphasis on self-awareness, greater understanding of sociocultural contexts, and a focus on the role of culture in all areas of the extern students' work. Success in the externship requires the ability to integrate theory, practice, ethics, self-awareness, and professionalism. To further develop clinical competence and their identity as professionals in psychology, externship students receive intensive training and experience in performing some of the core responsibilities of a psychologist in a multidisciplinary counseling center setting. They also participate in individual and group supervision, all with the goal of assisting them in the development of the following seven competencies: I. Collaboration with Multidisciplinary Professionals. II. Diagnosis and Assessment. III. Multicultural Awareness, Knowledge, and Skills. IV. Individual Counseling/Psychotherapy Skills. V. Professional/Ethical. VI. Supervision VII. Self-Development

When available, externs may also have the opportunity to develop competencies in: Group Counseling; Outreach Programming Activities and Responsibilities. Each externship student is assigned to a treatment team that meets once a week. Each team is comprised of a senior staff team leader (psychologist or social worker), a psychiatrist, one to three other senior staff members, and trainees (doctoral psychology intern, psychology extern, social work intern and, when schedules permit, psychiatric resident). Team leaders facilitate the meetings, with the psychiatrists and any other senior staff assisting. All trainees and senior staff present cases and receive feedback and suggestions from everyone present. The treatment team is also an opportunity for staff who are collaborating on treatment (e.g., psychiatrists and therapists or individual and group therapists) to discuss treatment issues. The purpose of the team meeting is twofold: a group process for peer case discussion that can include obtaining treatment recommendations for the case as well as a training activity to hone case presentation, treatment planning, and diagnostic/assessment skills. Opportunities for group therapy experience, career counseling, and university community outreach activities may also be available for externs who express an interest in pursuing these areas. Psychology externship students receive two hours of individual supervision per week and one hour of group supervision (case group). Supervision methods include use of audiotapes and in vivo observation. One hour of supervision is with a psychology intern (CAPS has an APA-approved internship) and one hour is with a licensed psychologist. Case group is led by a senior staff person. In addition, senior staff make themselves readily available for additional, informal consultation and supervision when the need arises. Externs may also have supervision from professional staff with whom they might co-facilitate a group, workshop, or couples counseling. Along with our social work interns, psychology externship students also participate in over twenty training seminars led by CAPS staff and outside specialists. As optional activities, externs are invited to attend our weekly staff meeting as well as staff case conferences and in-service trainings which alternate on an every-other-week basis throughout the academic year.

Prerequisites: Psychology externship students are expected to have obtained at least two semesters (and preferably three) of previous, supervised, part-time clinical or counseling experience. In addition, we expect all students to have completed some basic coursework in psychotherapy or counseling theory. While it would be advantageous if the previous practical experience was with an adolescent or college age population, this is not a requirement. What we consider most important is an indication that the student is genuinely interested in working with a diverse college student population and exhibits an openness and willingness to learn from our setting.

Application Process: Application deadline: Monday, March 4, 2013. A completed application should be sent to Marilia Marien, Ph.D. (marien@upenn.edu), Coordinator of Psychology Externship Program and should include the following: 1) A current resume. 2) A copy (photocopy is fine) of your graduate transcript. 3) A cover letter explaining your interest in the externship program at CAPS, including how it fits with your short- and long-term training goals. 4) The names of two references, including email and phone number. One must be a current supervisor and the other can be a faculty member or your advisor in your academic department. Applications can be mailed or emailed to Marilia Marien, Ph.D. (marien@upenn.edu). Interested students may call the Psychology Externship Coordinator or the Training Director at 215-898-7021 to discuss the program further.

## **Washington Heights Community Services, New York State Psychiatric Institute**

**Jonathan Pastor, Psy.D.**

**513 West 166th Street, 4th Floor**

**New York, New York 10032**

**pastorj@pi.cpmc.columbia.edu**

**(212)740-2605**

**Number of Supervisors: 1**

The Washington Heights Community Service of the New York State Psychiatric Institute provides outpatient and day hospital treatment to seriously and severely mentally ill adults. The clinic is located in an urban center a few blocks from Columbia Presbyterian Medical Center, and the population is primarily Latino. Externs are expected to work 16 hours per week doing individual and group psychotherapy; psychological testing; case management and intake evaluations; and attending patient rounds and instructional seminars. Bilingual Spanish is a plus, but not required for consideration. \*\*To apply, send a cover letter, CV and two letters of reference to Dr. Pastor at the above address. Applications are due by February 15th but will be considered on a rolling basis beginning on January 9th.

## **William Paterson University Counseling, Health, and Wellness Center**

**Judith Green, Psy.D.**

**Morrison Hall, Room 115A**

**300 Pompton Road**

**Wayne, New Jersey 07470**

**<http://ww2.wpunj.edu/healthcentercounseling/>**

**greenj36@wpunj.edu**

**(973) 720-3638**

**Number of Supervisors: 1**

The mission of the counseling component of the Counseling, Health, and Wellness Center is to provide a welcoming environment for William Paterson University students. The Counseling Center staff members facilitate students' personal, social, and intellectual growth, as well as adjustment to and engagement within the University community. Students are assisted with identifying and working through personal barriers, normal developmental issues and stressors, and clinical problems which could impede academic success. Interns, who will be required to work a minimum of 16 hours per week, will gain experience in conducting intake interviews, providing individual therapy, providing crisis intervention services and conducting outreach and educational programs to the University community. Students will be provided with both individual and group supervision, as well as training seminars.

Students will have the opportunity to present cases and obtain feedback from out multi-disciplinary staff as case conferences. Applications will be accepted throughout the Spring semester for placements beginning in Fall 2007. Applicants are encouraged to apply early and will be accepted on a rolling basis. Interested applicants should send a cover letter, curriculum vitae, official transcript, and letter of readiness from their academic institution to the contact information above. For more information, visit: <http://ww2.wpunj.edu/healthcentercounseling/>.

## **Woodhull Medical and Mental Health Center**

**Carla D'Aiello**  
760 Broadway, Brooklyn NY11206

**[carla.daiello@woodhullhc.nychhc.org](mailto:carla.daiello@woodhullhc.nychhc.org)**  
718-963-8000 x5832

**General Hospital**

**Number of Supervisors: 1**

Inpatient, Individual Child Outpatient Services, Adult/Child Group, Child/Adult Intakes and Assessment, ACT, and HIV at NYC HHC hospital

## **Youth Consultation Services (YCS) Institute**

**Diane K. Squadron, PsyD**  
60 Evergreen Place, 10th Floor  
East Orange, NJ 07018

**[dsquadron@ycs.org](mailto:dsquadron@ycs.org)**  
**(973) 395-5500 ext. 309**

**Number of Supervisors: 1**

Outpatient mental health clinic for children birth to six years and their families. The population served is primarily African American and Latino families, many of whom live in poverty. Interventions/Services include: play therapy, dyadic and family therapy, assessments, and psychiatric pediatrics. Supervision provided by faculty all working from a psychodynamic/attachment theory/object relations orientation. YCS Institute for Infant and Preschool Mental Health has externship positions in our Therapeutic Nursery programs (located in East Orange, and Secaucus, New Jersey). The therapeutic nursery externs will spend their days in a milieu environment with children aged 2 ½ -5 who are unable to be maintained in a typical classroom or daycare. They will be part of a team of Mental Health Associates and a clinician (team leader) working specifically with a group of 8-10 children. The majority of their time will be spent in the classroom providing therapeutic interventions to young children who are often dysregulated and aggressive. There will be the possibility of providing assessment services for some of the children, as well as possibly following an individual case or two.

## Youth Development Clinic

Mark Kitzie, Psy.D.  
500 Broad Street, 3rd Floor  
Suite 1  
Newark, NJ 07102

info@ydcnj.org

973-623-5080

**Number of Supervisors: 1**

Who are we? YDC's focus is to provide services to children in schools and community-based settings. YDC works with pre-school through high school students with significant behavioral and emotional needs to stabilize their behaviors and foster learning. YDC also provides consultation to school staff in supporting and managing these students and effectively maximizing their educational attainment. What is YDC's mission? To attain effective personal, family, and community functioning by establishing healthy interactions among family members, in whatever form the family exists. Over time, YDC has adapted to changes in the community and in ways of delivering services most effectively, while maintaining service delivery models which continue to work. Through partnerships first with Newark schools, and later with Irvington, Hillside, and East Orange, YDC was able to achieve success and overcome barriers in reaching those most vulnerable children and families. Who do we serve? YDC's clients include children from birth to age 18. We also see family members and other caregivers of the children who are referred. We provide services to children in schools and in community-based settings. 87% of YDC's clients are at or below the federal poverty level standards. YDC staff also consult and train allied colleagues, teachers, superintendents, medical doctors, and case workers. The major components of YDC's programs include: Evaluations, DYFS-referred and Child Study Team evaluations, On-site therapy, DYFS-referred counseling and therapy for children, adolescents and parents, Outpatient Medicaid clinic to provide therapy for children, adolescents and families, School-Based Programming, In-school counseling for special education students: YDC is responding to the needs of students by providing in-school counseling and support services. Many of these students have behavioral difficulties that may have required out-of-district placement in the past, however, with the comprehensive services and programs that we provide, these students can now be kept in their district. This again allows school districts to stay in compliance with the LRE while providing the necessary supports for the child to receive educational services in their local schools. Autism education and programs in school districts- YDC works with local school districts to provide necessary supports and services such that they can bring back or keep challenging students with ASD and other behavioral conditions in their local school districts and provide them with a comprehensive, quality education. YDC's services involve working with schools to improve their capacity to educate children with ASD and other behavioral difficulties in the least restrictive educational environment, as set forth by NJ education law. Early Intervention Program: Using classroom observations and teacher consultation, YDC designs and applies intervention models to promote positive behavior in the classroom. Parent consultation is also used to provide support and to design specialized at-home interventions for families. Staff Trainings: YDC provides a series of trainings to school/organization staff and administrators who will be involved in working with the identified ASD and special education students. Topics include Behavior Disorders in Children, Behavior Management, Classroom/Physical structure for students with ASD, Learning Strategies.