HOW TO FIND A PRACTICUM

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. New York externship sites usually require applications in January for the following academic year.

4. It is helpful to speak with students who have completed a practicum at a site in previous years. Student evaluations of practica are kept on file with descriptions of the site, as well as brochures, flyers, etc. The file box is located in the GSAPP main office. 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.
PRACTICUM SITES

A

ANXIETY DISORDERS CLINIC
Michael Petronko, Ph.D., ABPP  mpetronk@rci.rutgers.edu
797 Hoes Lane West  (732) 445-2181
Piscataway, New Jersey 08854

The Anxiety Disorders Clinic is a doctoral training clinic and research center affiliated with Rutgers University. The clinic, under the direction of Michael Petronko, Ph.D., ABPP, and staffed by psychologists and doctoral students, offers evaluations and state-of-the-art psychological treatment for adults, children, and adolescents with anxiety disorders. The clinic also offers a support group for individuals with obsessive-compulsive disorders and their family/loved ones. The clinic also sub-specializes in the evaluation and treatment of other obsessive-compulsive spectrum disorders, including body dysmorphic disorder, hoarding, and trichotillomania. Clinic staff supports a comprehensive approach to mental health treatment, and cognitive-behavioral therapy is offered in a flexible and supportive format, so that therapy is individually tailored to each client’s needs.

B

BELLEVUE HOSPITAL CENTER, FORENSIC AND ASSESSMENT EXTERNSHIP
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

NYU/Bellevue Hospital Center (BHC) is offering a 9-month doctoral-level externship emphasizing Forensic Psychology and Assessment. (Summer externships also available). Externs can expect to conduct psychological assessment batteries on patients throughout the hospital, & encounter forms of adult psychopathology in all major categories of mental illness (e.g., psychosis, affective disorders, somatoform disorders, severe personality disorders). Clinical forensic training will occur primarily on the Bellevue Hospital Inpatient Forensic Service where externs will serve as primary clinician for 1-2 patients at a time, co-lead group therapy, conduct intake assessment interviews and psychiatric consults on the Forensic Medical Unit, observe Competency to Stand Trial evaluations and conduct various types of psychological (e.g., cognitive and personality testing), neuropsychological and forensic assessment (e.g., malingering, impulsivity, dangerousness). Limited opportunities for health psychology related psychotherapy can occasionally be arranged on the Forensic (Medical) Prison Unit (19-South). Externs will have the opportunity to conduct short-term individual therapy with patients on the Forensic Unit, working in concert with the medical staff (e.g., Unit Chief, Attendings, Psychiatry Fellow) and discussing the details of their patients in scheduled supervision with the psychology staff and
multidisciplinary treatment team meetings. Externs will follow patients from admission (conducting intake assessment interview), throughout their hospitalization to discharge. Research opportunities may exist.

BELLEVUE HOSPITAL CENTER, GENERAL EXTERNSHIP
Kathryn Kavanaugh, Ph.D. Externship Training Program Director
Bellevue Hospital Center Department of Psychology
C&D Building, Second Floor, Room 252
426 First Avenue No Stipend
New York, NY 10016 Not at Fair

City hospital with a mission to serve the underserved. There are a number of externships available at Bellevue. This program, open to 12 students, is the General Externship Program. It is the broadest of the Hospital's available externships. Its aim is to provide intermediate-level training in the areas of individual and groups psychotherapy with adults and children, as well as psychological testing. It is open to 3rd and 4th year graduate students in clinical or school psychology with at least one year of clinical experience.

Externs spend 21 hours a week in the hospital and Mondays are required. The training year (12 months) begins in July. Externs complete three four-month-long rotations; each is in an inpatient unit or outpatient clinic. One inpatient rotation is required. In addition, each extern carries at least 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, insight-oriented, CBT or DBT, depending on the need of the patient).

Supervisors do represent diverse cultures; most supervisors are dynamically oriented. More information is available on the Bellevue Externship Website at med.nyu.edu/bellevueExternships/.

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 No Stipend
New York, NY 10016 Not at Fair

Bellevue Hospital Center is a primary NYC public hospital which provides medical, psychiatric, social and rehab services to a broad range of patients including the city's underserved populations. Under supervision, externs will be responsible for carrying out neuropsychological evaluations on patients assigned to them. This will include chart review, contacting and scheduling patient, administration and scoring of tests, interpretation with supervisor and preparation of test report, and providing feedback to patient and referring clinician. In addition, externs are responsible for presenting at weekly case conferences. Populations served includes: adults (19-90+ years); a broad range of cultural and socioeconomic backgrounds; in- and outpatients, from psychiatry, neurology, and medicine services. Interventions/Services include neuropsychological evaluations, which at times include personality and projective testing. Neuropsych supervision is provided primarily by Dr. Kellar, with 1-2 adjunct supervisors.

** Interested students should apply ASAP. Interviews will begin at the end of January, although applications will be accepted through early February.
BETH ISRAEL MEDICAL CENTER, ADULT EXTERNSHIP PROGRAM
Michael Friedmann, Ph.D.   (212) 420-3834
First Avenue at 16th St   MFriedma@chpnet.org
New York, New York 10003   Not at Fair
No Stipend

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 (Neuropsychology), and Peter Krueger Psychiatric Outpatient Unit for HIV/AIDS patients. The populations served are culturally and SES diverse, and externs will have the opportunity to work with patients who present with a wide range of psychopathology (including: Mood Disorders, Anxiety Disorders, Schizophrenia, Personality Disorders, Dementia and Traumatic Brain Injuries). Interventions utilized include: group therapy, individual therapy, and psychological testing. Most supervisors endorse an integrated orientation with psychodynamic, cognitive-behavioral, and psychiatric approaches. Each extern is given both an inpatient and outpatient placement (8 hours each, for a total of 16 hours per week). Externs receive both individual and group supervision on a weekly basis, and have the opportunity to discuss their patients in multidisciplinary treatment team meetings.
Visit: http://www.wehealny.org/professionals/residency/bi_adultpsychextern.html for an extended program description and additional information regarding how to apply.

BETH ISRAEL MEDICAL CENTER, CHILD & FAMILY EXTERNSHIP PROGRAM
Alba Cabral, Ph.D.   acabral@chpnet.org
First Avenue at 16th Street   (212) 420-2981
New York, New York 10003   Not at Fair
No Stipend

Beth Israel is a large, urban medical center. Clientele includes children, Adolescents, families. Half-time extern activities include: four on-going outpatient therapy cases; one co-led group; psychological testing; individual supervision from either dynamic, systemic, cognitive, behavioral, or integrative orientations; group supervision on one family case; participation in year-long didactic seminar and case conference; option to attend child disposition meetings and psychiatry grand rounds.**This site prefers advanced students (e.g., 3rd year) of diverse ethnicities who speak Spanish.

CARES INSTITUTE (Child Abuse Education & Service)
UMDNJ (University of Medicine and Dentistry of New Jersey)
Elisabeth Pollio, PhD pollioes@umdnj.edu
42 East Laurel Road   (856) 566-7036
UDP 1200
Stratford, New Jersey 08084   No Stipend
CARES Institute is the regional diagnostic and treatment center for the seven counties of southern New Jersey, specializing in the medical and mental health assessment and treatment of children who have experienced abuse and trauma. The population served is diverse, including African American and Latino clients. Clientele consists of children (ages 2-18) and their 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. The clinical orientation is cognitive behavioral, with an emphasis on Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). Placements are available for 6-8 hours per week.

The CENTER FOR FAMILY, COMMUNITY, & SOCIAL JUSTICE, INC.
Norbert A. Wetzel, Th.D. norbertwetzel@cfcsj.net
NJ lic psychologist # 35S100263700 (609) 921-3001 ext. 2
166 Bunn Drive, Suite # 105 Representative at Fair
Princeton, New Jersey 08540 $4,000 Stipend (if refunded)

The Center (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 18 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 adolescents and their families mostly within economically depressed 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 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 family systems thinking to the work with adolescents and their families. Two practicum positions available. Early application encouraged. 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.

CENTER OF ALCOHOL STUDIES, CLINICAL DIVISION
Beth Epstein, Ph.D. bepstein@rci.rutgers.edu
152 Frelinghuysen Road (732) 445-0906
GSAPP Clinic At Fair
Piscataway, New Jersey 08854-8085 Work Study Available

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 patient. Weekly group supervision (90 minutes) and individual supervision (60 minutes) is in addition to treatment delivery. Time commitment includes 2.5 hours of supervision, 1-2 groups, 2-3 individual therapy cases, and one clinical screening intake per week. Opportunities for a full 2-day practicum are possible with additional cases, intakes, and participation in administration of semi-structured clinical interviews for research assessment. 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.

CHILDREN'S HOSPITAL, NEWARK BETH ISRAEL MEDICAL CENTER
Barbara Caspi, Ph.D.  
201 Lyons Avenue  
Newark, New Jersey 07112  
bcaspi@sbhcs.com  
(973) 926-6688  
Not at Fair  
No Stipend

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.

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  
Not at Fair  
No Stipend

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 SPECIALIZED HOSPITAL
Richard Leit, Ph.D.  
150 New Providence Road  
Mountainside, NJ 07092  
rleit@childrens-specialized.org  
908-233-3720  
No Stipend  
Not at Fair
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 outpatient 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-lead 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.

THE CLINICAL CENTER OF THE ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES INSTITUTE, UMDNJ-RWJ
Nancy Fiedler, Ph.D. nfiedler@eohsi.rutgers.edu
170 Frelinghuysen Road, Room 210 (732) 445-0123 ext. 625
Piscataway, New Jersey 08854 Not at Fair
$15 per hour

The Clinical Center of EOHSI seeks to recognize, evaluate and prevent risks to human health as a result of environmental and occupational exposure to chemicals and stress. Population served: primarily adults, although some adolescent contact is occasionally available, presenting with occupational or environmental health problems. Individuals exposed to neurotoxicants such as lead and solvent mixtures or to traumas that accompany work-site disasters such as the World Trade Center collapse are evaluated. Work-related fitness for duty evaluations are performed for the New Jersey State Police and for employees referred by occupational physicians. 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.

THE COLLEGE OF NEW JERSEY, COUNSELING AND PSYCHOLOGICAL SERVICES
Carol Evangelisto cevangel@tcnj.edu
Eickhoff Hall – Suite 107 (609) 771-2247
PO Box 7718 Not at Fair
Ewing, New Jersey 08628 No Stipend

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 a 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.

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 two-day 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, scheduling and word processing software

* On-site library of related and 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 include primarily traditional 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 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. The 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 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.

COLUMBIA PRESBYTERIAN MEDICAL CENTER, ADULT MENTAL HEALTH CLINICS-DEPARTMENT OF PSYCHIATRY
Diana Puñales Morejon, Ph.D.  aliama@aol.com
635 West 165th Street, 6th Floor  212-305-5977
New York, NY 10032  Not at Fair
635 West 165th Street, 6th Floor  Not at Fair
Extership 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 Puñales Morejon, PhD, Externship Co-Director

Ivan Bresgi, PhD, Externship Co-Director

Adult Mental Health Clinics
Presbyterian Medical Center
(212) 305-5977

Department of Psychiatry
635 West 165th Street, 6th Floor
Columbia
New York, NY 10032

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-IVI 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 BEHAV. MEDICINE, TOBACCO CESSATION CLINIC

Daniel Seidman, Ph.D. dfs2@columbia.edu
622 West 168th Street, Box 427 (212) 305-9985
New York, New York 10032 Not at Fair
No Stipend

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.
DEVELOPING SAFE AND CIVIL SCHOOLS
Maurice Elias, Ph.D. RutgersMJE@aol.com
Department of Psychology (732) 445-2444
Tillet Hall, Livingston Campus At Fair
New Brunswick, New Jersey 08903 Stipend Available

Developing Safe and Civil Schools (DSACS) 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 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 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 begin by apprenticing to DSACS staff and then 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 DSACS training, workshops, and teleseminars and the development and dissemination of DSACS procedures.

We serve all communities and populations in NJ, with a focus on disadvantaged schools and lower DFG communities. As noted above, a full range of school consultation services, including the implementation, analysis, interpretation, feedback, and planning cycles based on school climate assessment. Students will work with on-site SECD Coordinators that represent diverse cultures and theoretical perspectives. Pending expected funding, stipend is $5,000/year for one full day of work per week during the Fall and Spring semesters. Time adjusted to account for RU and school system breaks. 1-2 Days Per Week

DOUGLASS DEVELOPMENTAL DISABILITIES CENTER
Bob La Rue, Ph.D. larue@rci.rutgers.edu
Division of Research and Training (732)932-3017
25 Gibbons Circle At Fair
New Brunswick, New Jersey 08901 Stipend Possible

University based program for the treatment of individuals with autism. Population served include: individuals with autism (primarily between ages 3-21) and siblings of individuals with autism. Interventions include: 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 include: applied behavior analytic and cognitive-behavioral.
The clinical 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. Those served include infants, toddlers and preschool age children with developmental delays and disabilities, and/or emotional or behavioral problems who come from minority and/or low-income families. 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.

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
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).

ESSEX COUNTY HOSPITAL CENTER
Barbara Alter, Ph.D. balter@health.essexcountynj.org
204 Grove Avenue (973) 571-2829
Cedar Grove, NJ 07009 No Stipend
Not at Fair

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 background 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 4 doctoral level psychologists at the hospital. Three are licensed in NJ and one holds a permit. 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: psychodynamically oriented individual therapies, cognitive behavioral individual therapy, supportive therapy, group therapy, structured learning therapy, (including assertiveness training, problem-solving skills training, socialization skills training, relaxation training, stress inoculation, communication groups), 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.

F
Fordham University Counseling and Psychological Services Externship

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, a post-doctoral psychology fellow, 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, 2010. 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 weekly commitment of 16-18 hours 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 psychotherapy group. They will also be expected to participate in at least two outreach workshops/presentations per semester, and may be responsible for research, assessment and/or analysis of CPS clinical data.

Externs will receive weekly individual and group supervision with staff psychologists, and will be provided with additional supervision for co-leading groups and developing/implementing outreach activities. The externship also includes a weekly four-hour formal training that consists of a case conference, a case formulation/disposition meeting, a seminar on psychotherapy theory and process, and a staff 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 mental health setting.

Foster Care Counseling Project

Robin Lang, Psy.D. lrlang@rci.rutgers.edu
41 Gordon Road, Suite A (732)445-7789
Livingston Campus At Fair
Piscataway, NJ 08903 $3,000 (1day) / $6,000 (2day) Stipend
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 include: 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 often 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.

HACKENSACK UNIV. MEDICAL CTR., INSTITUTE FOR CHILD DEVELOPMENT
Michelle A. Mroz, LCSW-Intern/Exten Coordinator  MMroz@HUMED.com
Alfred N. Sanzari Children's Hospital  (201) 336-8057
30 Prospect Avenue  No Stipend
Hackensack, New Jersey 07601

The Audrey Hepburn Children's House/Northern Regional Diagnostic Center for Child Abuse and Maltreatment is a child maltreatment program within a large medical center, which serves children and families referred for evaluation and treatment. Children and families attend Psychosocial/Psychological Evaluations, as well as Individual, Family and Group Therapy to address issues of physical abuse, sexual abuse, neglect, and emotional abuse.

The Audrey Hepburn Children's House utilizes a team approach, which includes multidisciplinary case conferences. Many opportunities for further learning are available via supervision, diagnostic team discussion, in-services, and pediatric rounds. In order to be able to provide optimal supervision, we require prior experience with psychotherapy and counseling children. Populations served include wide cultural and SES exposure. Current supervisors are culturally diverse, as well as diverse in our theoretical orientations.

HOBOKEN UNIVERSITY MEDICAL CENTER & COMMUNITY MENTAL HEALTH CENTER
Dr. Vicky Barnett  vbarnett@hobokenumc.com
506 3rd Street  (201) 792-8200
Hoboken, New Jersey 07030  Not at Fair  No Stipend

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.

HUNTER COLLEGE COUNSELING AND WELLNESS SERVICES
Ariella Soffer, Ph.D.  ariella.soffer@hunter.cuny.edu
Hunter College’s Counseling and Wellness Services (CWS) provides short-term counseling, consultation to faculty/staff/administration/parents/students, outreach, crisis management, and referral to undergraduate and graduate students, and functions as an integrated part of Student Support Services. We provide services to all graduate and undergraduate students, Hunter College is a large, urban, and diverse student population both culturally, SES, and age range. Externs are exposed to a variety of training experiences including short-term counseling, intake interviews, triage/crisis management, and outreach to the large, urban, and diverse student population. Potential for groups is also a possibility. Treatment is predominantly psychodynamic with a focus on short-term dynamic therapy.

THE INFANT-PARENT COURT AFFILIATED INTERVENTION PROJECT:
Susan Chinitz, Psy.D.  Director, Early Childhood Center
1731 Seminole Avenue  718-430-8900
Bronx, NY 10461  Susan.Chinitz@Einstein.yu.edu

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 (ages 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 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. 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.

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 six dyads and will continue to have opportunities to observe clinical work and court proceedings. The extern will be responsible for preparing reports for court, maintaining client files with session-notes and for case management related to the six dyads.
INSTITUTE FOR COMMUNITY LIVING
Tamika Howell (212) 385-3030
40 Rector Street Not at Fair
New York, New York 10006 Stipend Possible

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 OF PSYCHOANALYTIC TRAINING AND RESEARCH (IPTAR)
Dr. Carolyn Feigelson cbfeigelson@gmail.com
Dr. Judith Lasky jflasky@nyc.rr.com
1651 Third Avenue, Suite 201 Not at Fair
New York, NY 10128

The IPTAR program of clinical training is distinguished in the field of available internship and externship opportunities. We are inviting a small number of students who wish to become intimately acquainted with psychoanalytic concepts and how they are implemented in practice. The program involves a half-time commitment. An externship commitment lasts for one year, an internship commitment for two years.

Whereas the clinical commitments can be satisfied throughout the week, Thursday is the “IPTAR day,” and from 11:30 a.m. until 4 p.m. students are immersed in the three themes that give the internship/externship its unique configuration: A theoretical seminar on current concepts and controversies; A rotating clinical seminar on psychoanalytically informed treatment process and diagnosis; A seminar on empirical research evaluating outcome and process in analytic treatment.

Every student will treat an adult therapy patient at the IPTAR Clinical Center (ICC) under the supervision of an IPTAR psychoanalyst. In addition, there will be opportunities to become engaged in clinical work either in a group or with an individual adolescent or child patient through our participating satellite schools. The didactic program is of course time-limited, the student must be prepared to continue the treatment of his or her therapy patient until a clinically appropriate conclusion is reached. This is an ethical commitment we make to our patients. Participation in the intake process will offer another important training opportunity. The intake process in the context of an analytic treatment center entails decisions distinct from intake at medical-psychiatric centers or hospitals.
The IPTAR program of Research in Psychoanalysis has a longstanding commitment to the empirical and qualitative study of psychoanalytic treatment process and outcome. Students will utilize IPTAR’s extensive database and are encouraged to join the ongoing research activities. There are currently four areas of inquiry: (1) A study of the effectiveness of psychoanalytic psychotherapy; (2) An investigation of psychotherapy remembered after its termination; (3) A study of recorded psychoanalyses; and (4) The study of patients suffering from severe trauma. Each student will carry out a research project and is given the chance to extend this study as part of a doctoral dissertation. We hold that analytic research is unthinkable without a concern for the ideas which are the carriers of analytic knowledge. Concepts under investigation include: countertransference, interpretations and intervention, internalization, and more.

Students who are interested and wish to be considered for the intern-externship program in psychoanalytic studies, are asked to prepare a brief statement describing their graduate work completed thus far, both academically and clinically. Of great interest to us will be your familiarity with, or interest in, the issues which you consider relevant to the nature of the program just described. Finally, please list the names of professors with whom you are currently working, two of whom may provide references. Please send your application (include your email address and telephone number) to Dr. Carolyn Feigelson (cbfeigelson@gmail.com) or to Dr. Judith Lasky (jflasky@nyc.rr.com). We will contact you for an interview.

J

JFK MEDICAL CENTER – CENTER FOR BEHAVIORAL HEALTH
Fiona Byrne, Ph.D.      fb Byrne@solarishs.org
Karyn Smarz, Ph.D.     732-321-7189
Alicia Kaplan-Sherman, Ph.D. 732-321-7189
65 James St.          At Fair
Edison, NJ, 08818      No Stipend

The Center for Behavioral Health is an outpatient, mental health center that provides individual, group, and family therapy as well as mental health assessments and substance abuse/dependence services. Patient profiles are diverse in terms of presenting problems and ethnic background. Mental health staff consists of three psychologists, two social workers and one psychiatrist. Students are expected to work 12-20 hours a week with a commitment of participating in a multidisciplinary meeting on Thursdays from 1-4 p.m. Students need to have at least one year of clinical experience to apply. Theoretical orientations used by the staff include cognitive-behavioral and psychodynamic.

K

KAREN HORNEY CLINIC
Ariella Soffer, Ph.D.  ariella.soffer@hunter.cuny.edu
695 Park Avenue     212-772-4931
East Building, Room E1123
New York, NY 10065  Not at Fair
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.

L

LAKELAND-ANDOVER SCHOOL
Bonnie Shields, Psy.D. (973) 383-0208
P.O. Box 200 Not at Fair
Lafayette, New Jersey 07848 Possible Stipend Available
www.lakeland-andover.org

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 some with 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.

M

MEADOWVIEW PSYCHIATRIC HOSPITAL
Joseph Galasso, Psy.D. igalasso@hcnj.us
595 County Avenue 201-319-3660 x 3085
Secaucus, NJ 07094 At Fair
No Stipend

MEADOWVIEW PSYCHIATRIC HOSPITAL is an 84 bed psychiatric hospital. MPH is mandated to provide psychiatric services to Hudson County residents. The majority of our patients are referred involuntarily to us from various Emergency Rooms and acute inpatient units (i.e., Jersey City Medical Center). Our patients are between the ages of 18-65 and most have longstanding severe and persistent mental illness (SPMI).

Newly arriving patients are routinely admitted to the Acute Unit of Hudson County Meadowview Psychiatric Hospital on the fourth floor. Upon arrival to MPH each patient is assigned to one of five “Treatment Teams.” The treatment team consists of a group of professionals whose task is to provide assessment/diagnosis, treatment, education and discharge planning for the patient. Psychology externs will be able to participate as a member of an interdisciplinary treatment team made up of a psychiatrist, medical doctor, social worker, nurse, addictions specialist, dietitian, and recreation therapist. The psychology extern will have opportunities to gain exposure to and experience in providing the
following services: individual therapy, group therapy, family therapy and multifamily psychoeducation, and conducting psychological testing. Currently, the members of the psychology department utilize (but are not limited to) the following theoretical orientations/approaches: CBT, Family Systems, Psychodynamic and Interpersonal.

MEMORIAL SLOAN-KETTERING CANCER CENTER, DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL SCIENCES
Elizabeth Ryan, Ph.D., ABPP  ryan1@mskcc.org
641 Lexington Avenue, 7th Floor
New York, NY 10022  Not at Fair

Memorial Sloan-Kettering Department of Psychiatry and Behavioral Sciences is CURRENTLY RECRUITING clinical externs interested in gaining specialized experience in neuropsychological assessment for the 2010-2011 training year. 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 gain experience in cognitive remediation as well as 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 curious about 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 opportunity to participate in research including fMRI research. Graduate students currently enrolled in a doctoral training program are eligible. Neuropsychological assessment experience is preferred. A weekly commitment of two days per week is required. Externs attend various didactics including Grand Rounds and Neurocognitive Research Laboratory. Weekly individual supervision is provided. The externship will begin September, 2010 and extend through May, 2011. Opportunities for summer externships are also available on a very limited basis.  The application deadline is February 1, 2010.

MEMORIAL SLOAN-KETTERING CANCER CENTER, CLINICAL NEUROPSYCHOLOGY EXTERNSHIP
Denise D. Correa, Ph.D., ABPP-CN  corread@mskcc.org
1275 York Avenue  Not at Fair
New York, NY 10021

We are currently recruiting for a one-year part-time externship in neuropsychology starting in July 2010. Responsibilities involve neuropsychological assessment of adults with cancer with a particular focus on patients with brain tumors. Additional clinical populations include geriatric patients and adult survivors of childhood 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 encourage participation in ongoing clinical research projects involving cognitive assessment, neuroimaging, and genetics. The externship provides a unique opportunity to work with cancer patients, and learn about the cognitive side effects of cranial 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 1st, 2010.
MENTAL HEALTH SERVICES AT EDISON JOB CORPS
Jason Gold  goldja@umdnj.edu
500 Plainfield Avenue (include “Job Corps” in subject line)
Edison, New Jersey 08817 (609) 802-3007
Not at Fair
$12/hour

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.

METROPOLITAN REGIONAL DIAGNOSTIC AND TREATMENT CENTER (RDTC)
Alison Strasser Winston, Ph. D. awinston@sbhcs.com
Karyn Smarz, Ph.D. (973) 926-5592
201 Lyons Avenue, J-3 At Fair
Newark, NJ 07112 No Stipend

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. Christopher Drost drostc@mail.montclair.edu
Montclair State University (973) 655-5211
Upper Montclair, New Jersey 07043 Not at Fair No Stipend

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 2010 to May 2011.

**Interested applicants should fax a cover letter and CV to (973) 655-4470. Tentatively, interviews will begin week of February 1st.**
NATIONAL INSTITUTE FOR THE PSYCHOTHERAPIES
Jillen Axelrod, Ph.D.  info@nipinst.org
330 West 58th Street, Suite 200  Not at Fair
New York, New York 10019  No Stipend

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.  drglikonbi@yahoo.com
626 North Thompson Street  (973) 313-1393
Raritan, New Jersey 08869  Not At Fair
No Stipend

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 YORK PRESBYTERIAN HOSPITAL, PAYNE WHITNEY WESTCHESTER, NEUROPSYCHOLOGY EXTERNSHIP
Andrew L. Robins, Ph.D.  anr9019@med.cornell.edu
21 Bloomingdale Road  914-997-5851
White Plains, NY 10605  Not At Fair

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, ASSESSMENT EXTERNSHIP
Andrew L. Robins, Ph.D.  anr9019@med.cornell.edu
21 Bloomingdale Road  914-997-5851
White Plains, NY 10605  Not At Fair

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, PSYCHOLOGY EXTERNSHIP, INPATIENT UNIT-TREATMENT / ASSESSMENT
Anna Odom, Ph.D.  ano9021@med.cornell.edu
21 Bloomingdale Road  914-997-5946
White Plains, NY 10605  Not At Fair

Payne Whitney Westchester offers externship training in inpatient treatment and assessment on its general inpatient unit-The Haven. The Haven provides comprehensive cognitive-behavioral treatment in an inpatient setting. The patient population presents with a wide variety of psychiatric diagnoses, including severe anxiety and mood disorders, psychotic disorders, and personality disorders, in addition to co-morbid substance use disorders and dementia.

Trainees will have the opportunity to work with a multidisciplinary treatment team, promoting cognitive-behavioral interventions throughout a variety of patient interactions. In addition, trainees will be involved in brief assessments. The extern’s core experiences will include:

1. Co-leading daily, CBT Group and Morning Goals Group in conjunction with unit staff.

2. Attendance at Morning Unit Rounds and Weekly Case Conference.

3. Administering, scoring, and interpreting of daily assessment measures and brief
psychological/neuropsychological assessments, as needed.

All clinical activities are intensively supervised by licensed psychologists. Trainees are expected to attend weekly CBT supervision group. They are also strongly encouraged to attend Psychology and Psychiatry Grand Rounds and other training opportunities available during the year.

NEW YORK – PRESBYTERIAN HOSPITAL, PAYNE WHITNEY WESTCHESTER, CHILD CLINICAL PSYCHOLOGY EXTERNSHIP
Meslissa L. Greene, Ph.D.  
mlg2004@med.cornell.edu
21 Bloomindale Road  
914-997-4353
White Plains, NY 10605  
Fax: 914-682-6988
Not at Fair

The Department of Psychiatry is offering a one year externship combining clinical and research activities in clinical child psychology. The clinical experiences will take place within the Division of Child and Adolescent Psychiatry and may involve group, family and milieu therapies and diagnostic evaluation. 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.

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.

NEW YORK PRESBYTERIAN HOSPITAL, WOMEN’S INPATIENT UNIT, TREATMENT AND RESEARCH
Katherine Lynch, Ph.D.  
KLL9004@med.cornell.edu
21 Bloomingdale Road  
914-997-4345
White Plains, NY 10605  
Fax: 914-682-6899
Not at Fair

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.
NYU CHILD STUDY CENTER, INSTITUTE FOR ANXIETY & MOOD DISORDERS
Laura Reigada, Ph.D.  laura.reigada@med.nyu.edu
215 Lexington Avenue  (212) 263- 2474
13th Floor  Not at Fair
New York, New York 10016  No Stipend

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.

NEW SCHOOL UNIVERSITY COUNSELING SERVICES
Claire Haiman, PsyD  haimanc@newschool.edu
135 E12th St, 2nd Floor  212-229-1671 x1
New York, New York 10003  No Stipend  Not at Fair

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.

PROGRAM FOR ADDICTION CONSULTATION AND TREATMENT (PACT)
Beth Epstein, Ph.D.  bepstein@rci.rutgers.edu
152 Frelinghuysen Road  (732) 445-0906
GSAPP Clinic  At Fair
Piscataway, New Jersey 08854-8085  Work Study Available
The Program for Addiction Consultation and Treatment is an outpatient clinic, offering help to patients and their families with alcohol and other drug problems. PACT is a collaborative program of the GSAPP Psychological Clinic and the Center of Alcohol Studies at Rutgers. We train 3-6 students per year. Clientele: Adults, adolescents, College students, families, couples. This practicum requires a one or two day/week commitment for a full calendar year, starting time is September but can be during the summer. One day a week involves 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, which is comprised of voluntary patients seeking peer support, or an adolescent SMART group run at a local high school), and doing clinical intakes. The two day a week option includes the day activities listed above plus one day a week at Rutgers Alcohol and Other Drug Assistance Program (ADAPS) at Hurtado Health Center on the College Avenue Campus. The ADAPS component would involve assessment and brief intervention with college students mandated for alcohol evaluation/treatment. 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. 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, after the substance use problem has been controlled. We offer individual, group, family, and couples therapy. The treatment approach is primarily cognitive-behavioral. 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 to review intakes. 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.

PRINCETON CENTER FOR LEADERSHIP TRAINING
Sharon Rose Powell, Ed.D.
princetoncenter@princetonleadership.org
12 Vandeventer Avenue At Fair
Princeton, New Jersey 08542 Stipend Possible

The Princeton Center provides training, consultation, programming, and support, reaching thousands of educators, students, and parents. The center focuses on three primary development areas: Youth Leadership Development and Prevention Programs; School Change and Restructuring; and Parent Involvement and Community Building. Population served includes: students, teachers and administrators in public schools throughout NJ. Interventions/Services include: development, implementation and assessment of school-based prevention programs; adult learning and training; leadership development; teambuilding. The supervisor is a licensed psychologist who is President of PCLT.

PRINCETON HOUSE BEHAVIORAL HEALTH, WOMEN'S PROGRAMS
Nancy Bloom, Psy.D. nbloom@princetonhcs.org
741 Mt. Lucas Road (609) 497-2616
Princeton, New Jersey 08540 Not at Fair
Princeton, New Jersey 08540 No Stipend

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, trauma and addiction, or women who are in acute distress due to current life crises. Population served
includes adult women, ages 18 and older, of diverse cultural, social, and economic background. Interventions/Services include: group and individual therapies, medical management, and trauma specific treatments. The treatment philosophy is based on the Cultural-Relational Model and Motivational Enhancement. Supervisors represent diverse cultures and theoretical orientations.

PROJECT NATURAL SETTING THERAPEUTIC MANAGEMENT (NSTM)
Russell Kormann, Ph.D.  kormann@rci.rutgers.edu
797 Hoes Lane West  (732) 445-2704
Busch Campus  Not at Fair
Piscataway, New Jersey 08854  $13/hour

Project Natural Setting Therapeutic Management is a psycho-educational treatment program designed to provide behavioral consultation and training in community settings. For more information, visit the NSTM table to obtain a brochure. Population served includes: 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.

PSYCHOLOGICAL CLINIC AT GSAPP, CLINIC COORDINATOR
Don Morgan, Psy.D.   dmorgan@rci.rutgers.edu
152 Frelinghuysen Road   (732)445-6111
Piscataway, New Jersey 08854  Not at Fair
Work Study Available

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 2009 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 and a full health benefits package.

PSYCHOLOGICAL CLINIC AT GSAPP, TEST LIBRARY MANAGER
Don Morgan, Psy.D.   dmorgan@rci.rutgers.edu
152 Frelinghuysen Road   (732)445-6111
Piscataway, New Jersey 08854  Not at Fair
Work Study Available

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 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.

PURCHASE COLLEGE COUNSELING CENTER (STATE U. OF NEW YORK)
Shanaz Mouhud, Ph.D. shanaz.mouhud@purchase.edu
735 Anderson Hill Road (914) 251-7901
Purchase, New York 10577 Not at Fair
No Stipend, Fellowship Possible

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. A post-doctoral fellowship is also available and includes a $25,000 stipend.

RIDER UNIVERSITY, ZOERNER HOUSE COUNSELING CENTER
Nadine Marty, Ed.D. nmarty@rider.edu
2083 Lawrence Road (609) 896-5157
Zoerner House Not at Fair
Lawrenceville, New Jersey 08648 No Stipend

University counseling services located at two sites, open from 9am-5pm on weekdays. Personnel consist of four senior staff members, plus approximately 15 interns in counseling at the masters' level or doctoral level. One full-time and one part-time office manager support all functions of the centers. Population served includes graduate and undergraduate students. Many of the latter are first generation college attendees, mainly from NJ, NY, PA, and CT. Approximately 12 percent of students are non-white. A safe and supportive environment for gay, bi-affectionate, and trans-gendered students is offered. International students are primarily from India and East Asia, with a growing body of students from Sanda University in China. Five colleges comprise the university, including: Liberal Arts and Sciences, Business, Education, Graduate College in Business and Education, and Westminster Choir College (in Princeton). Interventions/Services include: individual and group psychotherapy, consultation with faculty, administration, and staff;
consultation with in-house psychiatrist; psycho-educational outreach; and substance awareness programming, substance abuse interventions, and surveys. Primary supervision is provided by the full-time staff members in the counseling center, who represent a diversity of theoretical orientations and cultures.

RUTGERS UNIVERSITY COUNSELING & PSYCHOLOGICAL SERVICES
Mark J. Forest, Ph.D. forest@rci.rutgers.edu
8 Lafayette Street (732) 932-3966
College Ave Campus At Fair
New Brunswick, NJ 08901 Work Study Available

Rutgers University Counseling and Psychological Services (formerly Rutgers, Livingston, Cook, Douglass, and University College Counseling Centers) serves a diverse and broad undergraduate and graduate population. Offices are located on three campuses throughout New Brunswick/Piscataway (College Avenue, Cook/Douglass, and Livingston). 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 case. We also offer opportunities in group therapy co-leadership and outreach skill development and supervision. All Rutgers University students are eligible for services in any of the campus counseling offices on College Avenue, Cook/Douglass, and Livingston. Students are a diverse group with backgrounds of African American, Latino, Asian Indian, Japanese, Korean, Chinese, Caribbean, and African descent. Interventions utilized include: individual, group, and couples therapy, mainly from psychodynamic and systems orientations though most staff work in an eclectic/integrationist approach. Intake assessment, crisis intervention, outreach, and consultation are strong components of training.

RUTGERS SOCIAL-EMOTIONAL LEARNING IN SCHOOLS ACTION RESEARCH TEAM (RU-SEL-ART)
Maurice Elias, Ph.D. mjeru@aol.com
Department of Psychology (732) 445-2444
Tillet Hall, Livingston Campus At Fair
New Brunswick, New Jersey 08903 Stipend Available

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-SOMERSET COUNSELING PROGRAM
Nancy Boyd-Franklin, Ph.D. (732) 445-2000, ext.135
Franklin Middle School At Fair
Somerset, New Jersey No Stipend

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.

SAINT BARNABAS, METRO REGIONAL DIAGNOSTIC AND TREATMENT CENTER
Craig Springer, Ph.D. cspringer@sbhcs.com
Newark Beth Israel 973-926-6574
Children's Hospital Fax: 973-923-6487

There is a position available for a full-year, part-time (15-16 hours/weekly), extern at the Metropolitan Regional Diagnostic and Treatment Center at a major teaching hospital in Newark, NJ. This externship position has both clinical and research components. The position primarily involves providing game-based, cognitive-behavioral, group therapy to multiethnic children and adolescents who have been physically and/or sexually abused or maltreated. The clinical component involves curriculum based, highly structured, CBT group therapy, while the research component assesses its efficacy. The extern will receive training, weekly supervision, and will participate in all aspects of the group psychotherapy program. More specifically, the extern will serve as a co-leader in both child/adolescent and caretaker groups. The extern will interview children/adolescents and families, administer and score psychological measures assessing symptoms of trauma, write profile summaries, integrate assessment findings, and write and prepare manuscripts for publications and presentations. Additionally, psychology externs will participate in a series of multicultural trainings, which will prepare them for working with diverse populations in the area of child maltreatment. Although the primary responsibilities of the position will consist of organizing and facilitating the group therapy program, externs will also have the opportunity to provide individual psychotherapy, conduct psychosocial abuse evaluations, and complete psychological testing batteries with children who are in foster care.

SAINT BARNABAS, METRO REGIONAL DIAGNOSTIC AND TREATMENT CENTER, SUMMER PRACTICUM PLACEMENT
Craig Springer, Ph.D. cspringer@sbhcs.com
Newark Beth Israel 973-926-6574
Children's Hospital Fax: 973-923-6487

There is a position available for a summer, part-time (15-16 hours/weekly), extern at the Metropolitan Regional Diagnostic and Treatment Center, a major teaching hospital in Newark, NJ. This externship position has both clinical and research components. The position primarily involves providing game-based, cognitive-behavioral, group therapy to multiethnic children and adolescents who have been physically and/or sexually abused or maltreated. The clinical component involves curriculum based, highly structured, CBT group therapy, while the research component assesses its efficacy. The extern will receive training, weekly supervision, and will participate in all aspects of the group
psychotherapy program. More specifically, the extern will serve as a co-leader in both child/adolescent and caretaker groups. The extern will interview children/adolescents and families, administer and score psychological measures assessing symptoms of trauma, write profile summaries, integrate assessment findings, and write and prepare manuscripts for publications and presentations. Additionally, psychology externs will participate in a series of multicultural trainings, which will prepare them for working with diverse populations in the area of child maltreatment. Although the primary responsibilities of the position will consist of organizing and facilitating the group therapy program, externs may also have opportunities to provide individual psychotherapy, conduct psychosocial abuse evaluations, and complete psychological testing batteries with children who are in foster care.

SCHOOL BASED YOUTH SERVICES, COMMUNITY TEEN CENTER
Patrick Connelly, Psy.D. pconnelly@highlandpark.k12.nj.us
Highland Park High School (732) 572-2400 ext. 3021
102 North 5th Avenue At Fair
Highland Park, New Jersey 08904 Stipend Available

The Community Teen Center is a School Based Youth Services Program funded by the NJ Department of Health. We provide individual, group and family counseling for a wide range of issues including social skills deficits, anxiety, depression, family problems, and disruptive or at-risk behavior. Our Center also provides career, substance abuse and health counseling, including sexual health services. Prevention activities (e.g., drug prevention, bullying prevention) are offered as well as multicultural programming. The population is highly diverse in SES and racial/ethnic background, including a large immigrant population. Practicum students have ample opportunity to gain clinical and other experiences. Recent groups have included a girl’s support group, social skills, pregnancy/risk prevention and career development. Supervision is integrative and pragmatic, with a theoretical grounding in self, relational, and systems approaches.

SETON HALL UNIVERSITY COUNSELING CENTER
Henry Janc janchenr@shu.edu
Mooney Hall, 2nd Floor (973) 761-9500
400 South Orange Avenue Not at Fair
South Orange, New Jersey 07079-2696 No Stipend

Counseling Services provides year-round counseling, crisis, consultative 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 preventative, psychoeducational presentations, programs, and workshops that can enhance the interactions, performance and well-being of their members. University faculty, staff, administrators and alumni can receive referrals and consultations. Population served includes: undergraduate, graduate, and law students; 30-40% of clients seen are students of color and clients are of diverse SES. Interventions/Services provided include: counseling (individual and group), crisis intervention, assessment, consultation and psychoeducational presentations. Supervisors are diverse in cultural background and theoretical orientations (including psychodynamic, interpersonal, existential, feminist, and cognitive-behavioral).

SOUTH BEACH PSYCHIATRIC CENTER
Barbara Cohen, Ph.D. SBOPBCC@omh.state.ny.us
777 Seaview Avenue (718) 667-2308
Staten Island, New York 10305 Not at Fair
No Stipend

State-operated psychiatric center with inpatient and outpatient services in Brooklyn and on Staten Island serving the seriously mentally ill. 315 inpatient beds on 14 units and 4,000 outpatients treated in numerous locations. Focus on community based interventions to decrease hospital stays. Populations served includes: severely mentally ill clients who are culturally and racially diverse, including African American, Latino, White, Russian, and Chinese with a wide range of problems. We do post-hospital care but also function as a community mental health centers and thus accept clients with many different issues for psychotherapy. We also have a strong outpatient and inpatient adolescent program, which uses a model involving psychoeducation and Dialectical Behavior Therapy. Staff are multilingual, and there are eight inpatient beds designated for monolingual Chinese patients and for monolingual Hispanic patients. Interventions include: individual, group therapy and psychological testing; case management; intensive psychiatric rehabilitation; and inpatient services. Supervisors represent diverse cultures and theoretical orientations.

SUNY HEALTH SCIENCE CENTER
Michael Berzofsky, Ph.D.
450 Clarkson Avenue, Box 88
Brooklyn, New York 11203
(718) 270-6342
(718) 270-2022
Not at Fair
No Stipend

University hospital adult inpatient unit and clinic outpatient setting. Population served includes the lower socio-economic East Flatbush community consisting mostly of African American and African Caribbean clients. Interventions/Services include: inpatient group therapy; outpatient group and individual therapy; and psychological evaluations on inpatients. All supervisors are dynamically oriented.

TOURETTE SYNDROME THERAPEUTIC PROGRAM CLINIC AT GSAPP
Lori Rockmore, Psy.D.
152 Frelinghuysen Road
Piscataway, New Jersey 08854
(732) 445-6111 ext. 27
lrockm@rci.rutgers.edu
At Fair
$5,000 Annual Stipend

A program, in collaboration with the Tourette Syndrome Association of NJ, Inc., to assess and provide treatment to individuals diagnosed with TS and it's 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 is one supervisor.

THE COLLEGE OF NEW JERSEY, COUNSELING AND PSYCHOLOGICAL SERVICES
Carol Evangelisto
cevangel@tcnj.edu
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.

**UNITED FAMILY & CHILDREN'S SOCIETY**

Gordon Boals, Ph.D. (Consulting Psychologist) boals@rci.rutgers.edu
Thomas Reedy, LCSW (Executive Director) treedy@unitedfamily.org
A broad spectrum non-profit family service agency which provides individual, couple, and family therapy. The agency provides treatment and psychological evaluations (testing) in a variety of custody, domestic violence and DYFS protective service cases, the family courts, adoption and post-adoption work, and provides anger management services for adolescents and 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 couple therapy; psycho-education groups; adoption services; lay therapy (counseling & education about family life); and psychological 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. yusko@mail.med.upenn.edu
University of Pennsylvania (215) 746-3327
3535 Market Street, 6th Floor Not at Fair
Philadelphia, Pennsylvania 19104 No Stipend

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 Elyssa Kushner, Psy.D. at ekushner@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, COUNSELING SERVICES
Marilia Marien, Ph.D. marien@pobox.upenn.edu
133 South 36th Street, 2nd Floor (215) 898-7021
Philadelphia, Pennsylvania 19104 Not at Fair
No Stipend
UPenn's practicum program continues to be highly sought after and provides professional training for graduate level psychology students. CAPS offers professional psychological services to students presenting with a broad spectrum of personal, social, emotional, educational, and vocational issues. Psychology practicum students are expected to spend at least two days per week at CAPS, with one of those days having to be a Friday. We are very interested in and highly encourage students to train with us for up to three days a week. About 60% of the time will be devoted to direct individual counseling of students, 20-30% to individual and group supervision, and 10-20% to related administrative activities (e.g. chart keeping, scheduling, etc.). CAPS uses a time-limited treatment model and supports trainees in developing their skills in this modality through both supervision and training seminars on brief therapy. Practicum students are also permitted to see one or two clients (if they are here three days a week) on a longer term basis in order to diversify their learning experiences. A typical work day may include one or two intakes, individual counseling sessions, and individual or group supervision. Additionally, each practicum student is a member of a treatment team which includes senior staff and other trainees and is designed as a group supervision/case discussion activity. Opportunities for group therapy experience, career counseling, and university community outreach activities may also be available for practicum students who express an interest in pursuing these areas. Supervision methods include use of videotaping and in-vivo observation. Practicum students also participate in over 20 training seminars led by CAPS staff and outside specialists.

UNIVERSITY OF PENNSYLVANIA, COUNSELING AND PSYCHOLOGICAL SERVICES
Marilia Marien, Ph.D. marien@upenn.edu
133 South 36th Street, 2nd Floor (215) 898-7021
Philadelphia, Pennsylvania 19104 Not at Fair
No Stipend

UPenn's practicum program continues to be highly sought after and provides professional training for graduate level psychology students. CAPS offers professional psychological services to students presenting with a broad spectrum of personal, social, emotional, educational, and vocational issues. Psychology practicum students are expected to spend at least two days per week at CAPS, with one of those days having to be a Friday. We are very interested in and highly encourage students to train with us for up to three days a week. About 60% of the time will be devoted to direct individual counseling of students, 20-30% to individual and group supervision, and 10-20% to related administrative activities (e.g. chart keeping, scheduling, etc.). CAPS uses a time-limited treatment model and supports trainees in developing their skills in this modality through both supervision and training seminars on brief therapy. Practicum students are also permitted to see one (or two clients, if they are here three days a week) on a longer term basis in order to diversify their learning experiences. A typical work day may include one or two intakes, individual counseling sessions, and individual or group supervision. Additionally, each practicum student is a member of a treatment team which includes senior staff and other trainees and is designed as a group supervision/case discussion activity. Opportunities for group therapy experience, career counseling, and university community outreach activities may also be available for practicum students who express an interest in pursuing these areas. Supervision methods include use of videotaping and in-vivo observation. Practicum students also participate in over 20 training seminars led by CAPS staff and outside specialists.

WASHINGTON HEIGHTS COMMUNITY SERVICES, NEW YORK STATE PSYCHIATRIC INSTITUTE
Jonathan Pastor, Psy.D. pastorj@pi.cpmc.columbia.edu
The Washington Heights Community Service of the New York State Psychiatric Institute provides outpatient and day hospital treatment to adults with serious and severe mental illness. The clinic is located in an urban center two 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. Opportunities are also available for inpatient experience at NYSPI. Opportunities are also available to learn and implement evidence-based group interventions, including Wellness Self-Management and cognitive remediation. Orientations of practitioners at the clinic are eclectic, with an emphasis on interpersonal and psychodynamic approaches. Bilingual Spanish is a plus, but not required for consideration.

WILLIAM PATERSON UNIVERSITY COUNSELING, HEALTH, & WELLNESS CTR.
Judith Green, Psy.D.  greenj36@wpunj.edu
Morrison Hall, Room 115A (973) 720-3638
300 Pompton Road Not at Fair
Wayne, New Jersey 07470 No Stipend

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 our multi-disciplinary staff as case conferences. Applications will be accepted throughout the Spring semester for placements beginning in Fall 2007. 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/healthcenter/counseling/.

THE WOODBRIDGE CHILD DIAGNOSTIC & TREATMENT CENTER
Mark Kitzie, Psy. D.  Mark.Kitzie@dcf.state.nj.us
15 Paddock St.  732-499-5050
Avenel, NJ 07001 At Fair No Stipend

The Woodbridge Child Diagnostic & Treatment Center is a well-established, inpatient, short-term residential facility for emotionally-disturbed and delinquent adolescents (male and female) referred by DYFS that provides treatment and discharge planning, crisis intervention, diagnostic evaluations and individual and group therapy. There is an on-grounds school administered by the Office of Education which the residents attend. Psychologists are part of the onsite Child Study Team and complete Psychological Evaluations as part of this process. There is some flexibility in scheduling the practicum hours as externs will be assigned to one of three treatment teams, each led by a psychologist.
The population served includes 13-17 year old male and female adolescents, mostly from urban environments, who often experienced extensive physical, sexual and/or emotional abuse. Many are court involved and come from low SES and a variety of cultural backgrounds.

Externs will have the opportunity to participate in the following activities and services as a member of one of three treatment teams under the supervision of the treatment team coordinator (Psychologist). The extern’s practicum experience can be tailored to emphasize clinical or school psychology orientations.

1. Completion of Initial Psychological Assessments for residents which are presented to the treatment team in order to develop the Initial Treatment Plan and Master Treatment Plan.
2. Completion of Psychological Evaluations according to Department of Education rules and regulations regarding Special Education services.
3. Participation in Child Study Team proceedings to determine student’s eligibility for Special Education services, educational classification, Individualized Education Plan (IEP), and placement needs, and any other educational decisions required to fulfill the rules and intent of applicable regulatory statutes.
4. Provision of supervised individual therapy as prescribed by the Treatment Plan.
5. Provision of consultation to the classroom teachers and youth workers, as needed, regarding behavioral principles and techniques in learning and classroom management, and regarding the implications of the student’s Psychological Assessment for learning style, motivation, and ability to learn, as well as treatment goals and interventions.
6. Co-lead topic-focused, time-limited therapy groups addressing areas such as anger-management, conflict resolution, sexual abuse and building healthy relationships.

Supervisors have expertise in cognitive-behavioral and psychodynamic intervention approaches.

YOUTH ANXIETY & DEPRESSION CLINIC (YAD-C)
Brian Chu, Ph.D.    BrianChu@rci.rutgers.edu
Department of Clinical Psychology (732) 445-2000 ext. 130
152 Frelinghuysen Road At Fair
Piscataway, New Jersey 08854 No Stipend

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 the class, “Clinical Research and Treatment for Youth Anxiety and Depression (18:821:556, 3 credits),” in the Fall 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.

YOUTH CONSULTATION SERVICES (YCS) INSTITUTE
Diane K. Squadron, PsyD  dsquadron@ycs.org
60 Evergreen Place, 10th Floor  (973) 395-5500 ext. 309
East Orange, NJ 07018  At Fair

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.

YOUTH DEVELOPMENT CLINIC
Anice George, Ph.D.  ccanales@ydcnj.com
500 Broad Street, 3rd Floor  973.623.5080
Suite 1  At Fair
Newark, NJ 07102  Stipend available

Youth Development Clinic provides a range of mental health prevention and treatment services to low income Essex County children and their families, with a focus on Newark. Youth Development Clinic has also established a strong training and consultation component, partnering with schools and community agencies in Newark, Irvington, and Elizabeth. Youth Development Clinic’s mission is to attain healthy interaction among family members, and to nurture competent learners.