PRACTICUM FAIR
2012
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. It is helpful to speak with students who have completed a practicum at a site in previous years. Keep a detailed record of your activities at your practicum. This is tedious yet invaluable when it comes to updating your resume/CV and when applying for an internship. Try to include the following information: types of activities (e.g., psychotherapy, skills training, manualized treatment, assessment, consultation), modality (e.g., individual, group, couples, family), demographic information for populations served (e.g., age, gender, race, special issues), the number of assessments and sessions, supervision hours (individual and group), and additional clinical support hours. Finally, note the names, titles, and degrees of all of the people who supervise you.

4. Please note that New York City practica have more rigorous application processes and earlier deadlines. Please contact these sites immediately if you are interested in applying for next year as deadlines are often in early January (see last two pages of booklet for more detailed instructions).

5. You should be aware of the deadlines and procedures followed by the NY Association of Psychology Internships and Externships. These apply to the NY based sites and some of the sites in New Jersey - check with the supervisor as you schedule your interviews.
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.

This is a private practice focused on multi-disciplinary assessments of adult neurological/psychiatric populations. This position involves collaborating with Neurologists, Psychiatrists, and Internists to provide diagnostic and treatment planning. Also opportunities to provide psychotherapy. Additionally, there is private research practice focused on clinical trials of Alzheimer's disease. The population served includes adult neurological/psychiatric populations with an emphasis on age-related dementias. We serve a wide range of socioeconomic statuses as well as diverse populations.
The Externship Track in Forensic Psychology provides training for those interested in concentrating on the assessment and treatment of forensic populations. Externs will spend the year on the Inpatient Forensic Psychiatry Service, a two-unit, 60-bed service that provides acute psychiatric care to adult male inmates in the custody of the New York City Department of Correction (DOC) and non-arraigned male prisoners in the custody of the New York Police Department. It is jointly operated by Bellevue Hospital, which is responsible for treatment and evaluation, and DOC, which is responsible for security.

Patients may be admitted to the Forensic Psychiatry Service for treatment, court-ordered evaluation, or both. Pre-arraignment cases are brought to Bellevue Hospital when arresting officers, emergency services personnel, or law enforcement administrative services make a referral for psychiatric evaluation. Correction cases are arraigned prisoners from DOC facilities (such as Rikers Island) who are either awaiting trial, or serving sentences of less than one year. These patients may suffer from pre-existing mental illnesses or may have developed psychiatric symptoms while in jail. They are referred for psychiatric evaluation and treatment, with an average length of stay at Bellevue of 14 to 21 days. Competency cases are criminal defendants referred by one of the New York City Court Psychiatric Clinics (operated by Bellevue or Kings County Hospital), or by the Court itself, for longitudinal observation and/or psychological testing in connection with a court-ordered evaluation of competency to stand trial.

Each extern on this track will be a member of a multidisciplinary treatment team including a psychiatrist, psychologist, social worker, activity therapist, and nurse. Externs will conduct individual psychotherapy; co-lead a psychotherapy group, participate in unit rounds and treatment team meetings, prepare intake evaluations and discharge summaries, and participate in the Forensic Service’s didactic activities (including weekly Forensic Psychology seminars and biweekly Forensic Psychiatry case conferences). In addition, psychological assessment is an important part of this externship track. On the Forensic Service, the results of psychological assessment may not only assist the treatment team with issues of diagnosis and treatment, but may, in some cases, be used in a patient’s legal case. Assessments regularly include self-report personality measures, projective tests, cognitive testing, and malingering tests, and occasionally include neuropsychological measures. Externs on this track may also have the opportunity to do a 6-month rotation in the Manhattan Forensic Psychiatry Clinic for the Criminal and Supreme Courts, providing mental health assessments for adult and adolescent defendants who are either living in the community or incarcerated.

Please provide two writing samples, three to six pages each. One should be an assessment (testing) report prepared for an assessment practicum, clinic, or class; the other should be a summary of a psychotherapy case that you conducted or a detailed clinical intake evaluation.

http://www.med.nyu.edu/bellevue_externships/externship_tracks/forensic_psychology.html.
The Externship Track in Neuropsychology Assessment provides training for those interested in furthering their skills in this area. The Neuropsychology Assessment Service provides neuropsychological evaluations for an ethnically and culturally diverse patient population, both in-patient and out-patient, which presents with a wide range of neurological, medical and psychiatric disorders, including, e.g., epilepsy, stroke, neurodegenerative disorders, traumatic brain injury, substance abuse, ADHD, learning disabilities, and affective, personality and psychotic disorders.

Externs on the Neuropsychology track will be instructed in the administration and interpretation of a variety of neuropsychological instruments. In addition, when appropriate, they may also carry out projective and personality testing. For their assigned patients, they review charts for background data, schedule appointments, select appropriate tests, administer, score, interpret tests, prepare test reports, and provide feedback to patients and referring clinicians. They receive regular supervision throughout the process of the evaluations, but are also expected to take initiative and work quite independently in arranging sessions and completing their assessments. There is also a weekly case conference attended by several of the neuropsychology services in the area.

Completion of at least 2 years of doctoral program by start of externship; some experience with psychological testing and report preparation required; course work in neuropsychological assessment and neuropsychological testing experience desirable (but not required); fluency in Spanish desirable. Time commitment is 16 hours per week with mandatory Friday attendance. [http://www.med.nyu.edu/bellevue_externships/externship_tracks/neuro_psych.html](http://www.med.nyu.edu/bellevue_externships/externship_tracks/neuro_psych.html)

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; group 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.**

**To Apply**
Please send a cover letter stating current interests and professional goals, a personal statement, your curriculum vita, two letters of recommendation (preferably from people who are familiar with your clinical work), and a psychological test report.

For the personal statement, there is no correct format for this question. Answer the question as if someone had asked you “Tell me something interesting about yourself.” It is an opportunity for you to provide the internship site some information about yourself. It is entirely up to you to decide what information you wish to provide along with the format in
Applications will be accepted from January 15 to January 31. No late applications reviewed. Interviews will occur in early February.

Mail materials to:
Alba Cabral, PhD
Beth Israel Medical Center
1st Avenue at 16th Street, 2B-33
New York, NY 10003

Questions? Please call
Alba Cabral, Ph.D. (212) 420-2981
Coordinator
Dawn Baird, Ph.D. (212) 420-4428
Assistant Co-Coordinator

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

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

The CENTER FOR FAMILY, COMMUNITY, & SOCIAL JUSTICE, INC.
Norbert A. Wetzel, Th.D., Director of Training norbertwetzel@fcfsj.net
(609) 921-3001 ext. 2
166 Bunn Drive, Suite # 105 $4,000 Stipend (if refunded)
Princeton, New Jersey 08540

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 25 school sites in NJ. Specific site will be decided depending on funding, opportunity, travel distances and other considerations. We expect the practicum student to spend two school days at the school site. Practicum student will become part of the existing Center team, receive intensive weekly supervision and will participate in the monthly Center training days. The population served includes children, adolescents, and their families mostly within economically disadvantaged urban areas. Clients are African American, European, Latino, Haitian and newly immigrated families from many different cultures. Cultural sensitivity and willingness to examine one’s own biases are expected. Services will take place at the school or at the families’ homes. Adolescents (mainly middle or high school age) are referred by parents or school administration or self-referred. Practicum students are expected to be open to learning the Center model of a rigorous application of relational thinking to the work with children, adolescents, and their families. Two practicum positions are available. Early application encouraged. Ideal for school psychology candidates. Our model is described in Wetzel, N.A. & Winawer, H. (2002). School-Based Community Family Therapy for Adolescents at Risk. In: Kaslow, F.W., Massey, R.F., Massey, S.D. (eds.) Comprehensive Handbook of Psychotherapy. Vol. 3. New York: John Wiley & Sons; pp. 205 – 230; newest publication can be downloaded by visiting the Center’s website: www.cfcsj.org.
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-structured clinical interviews will be offered. In addition to providing psychotherapy, practicum students will conduct weekly 2 hour clinical screening intakes with new patients. Weekly group supervision (60 minutes) and individual supervision (60 minutes) is in addition to treatment delivery. Time commitment includes 2.0 hours of supervision, 1 group, 1-2 individual therapy cases, and one clinical screening intake per week. Opportunities for a full 2-day practicum is possible with additional cases, intakes, participation in administration of semi-structured clinical interviews for research assessment, and participation in academic research. Hours are flexible, with at least one evening per week. Requirements include: (1) at least one year clinical experience and training in CBT, with at least basic course in CBT and at least two clinical cases, (2) alcohol assessment and treatment course, or at least one year clinical practicum dealing with substance abusers, and (3) preference given to students who have completed the PACT practicum. If interested, please bring resume to practicum fair.

CHILDREN'S EVALUATION AND REHABILITATION CENTER
ROSE F. KENNEDY CENTER, ALBERT EINSTEIN COLLEGE OF MEDICINE
The Early Childhood Center The Center for Babies, Toddlers and Families
Susan Chinitz, Psy.D. Director, Early Childhood Center
1731 Seminole Avenue Susan.Chinitz@Einstein.yu.edu
Bronx, NY 10461 718-430-8900

The Early Childhood Center and the Center for Babies, Toddlers and Families are programs within the Rose F. Kennedy Center Children's Evaluation and Rehabilitation Center (CERC) and the Department of Pediatrics at the Albert Einstein College of Medicine. Both centers serve as externship or internship sites for graduate and post-graduate degree students from a broad array of disciplines.

Externships and internships are one year in duration. Some trainees opt to stay an additional year. These training programs provide intensive, supervised clinical experiences in the principles and practice of infant and early childhood mental health, developmental disabilities in infancy and early childhood, and relationship-based, family-focused intervention.

Population Served: Infants, toddlers and preschool age children with developmental delays and disabilities, and/or emotional or behavioral problems. Most of the children are from minority and/or low-income families. Many of the children we work with are in foster care or are otherwise known to the child welfare system, and many have experienced attachment disruption and/or trauma including maltreatment and/or exposure to violence. Children are seen for relationship-based interventions that include their parent(s) or foster parent(s) as partners in the therapeutic work.

Primary Theoretical Orientation: Relationship-based interventions that focus on the attachment security of the young child as a strong protective factor. Attachment theory and research informs many of the interventions. Interventions are aimed at changing the balance between risk and protective factors for young children during this formidable stage of development.

On-Site Didactics: Regularly scheduled didactics cover multiple topics including developmental disabilities in early childhood, infant mental health principles and practice, screening and assessment, diagnostic formulation using the DC 0-3R, evidence-based intervention modalities, and coordination of care across child serving systems. Didactic sessions at the Early Childhood Center and the Center for Babies, Toddlers and Families are typically held on Mondays and are a required component of the clinical training program. Trainees also attend CERC Grand Rounds and the CERC Core Lecture series at the Kennedy Center.
Primary Clinical Experiences:

- Developmental evaluations
- Initial intakes and family assessments
- Child-Parent Psychotherapy
- Child-Parent Psychotherapy Groups
- Parent support and information groups
- Incredible Years Parent training groups
- Children's therapy groups
- Consultation to other child serving systems including primary pediatric care providers, child care and preschool programs, foster care and other child welfare agencies, legal and Family Court personnel
- Case presentations

Supervision: At least one hour/week face to face, individual supervision by a licensed practitioner in the trainee’s field of study; may be augmented by clinical group supervision.

To Apply: Email cover letter and CV to Susan Chinitz (see contact information below). This will be followed by an in-person interview. We choose externs and interns based on personal qualities and training and career goals; there are no set prerequisites other than a strong interest in developing clinical competencies with very young children.

Number of Hours: at least 2 days/week; most trainees are present 2 to 5 days a week.

Additional Information: CERC is comprised of almost 200 professional staff and faculty from many disciplines including developmental and behavioral pediatrics, rehabilitation medicine, psychiatry, neurology, speech/language pathology, occupational and physical therapy, special education, social work, nutrition, nursing and dentistry. Training has a strong interdisciplinary focus.

Stipends are available for some advanced externs or interns who demonstrate a commitment to the field of maternal and child health as well as strong leadership qualities. The LEND Fellowship requires participation in a core curriculum series, activities related to advocacy and public health, and a related project.

Contact: Susan Chinitz, Psy.D.
Director, Early Childhood Center
Address: 1731 Seminole Avenue, Bronx, NY 10461
Phone: (718) 430-8900
Email: Susan.Chinitz@Einstein.yu.edu
Fax: (718) 892-4736

CHILDREN’S HOSPITAL, NEWARK BETH ISRAEL MEDICAL CENTER
Barbara Caspi, Ph.D.  bcaspi@bhcs.com
201 Lyons Avenue  (973) 926-6688
Newark, New Jersey 07112  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 NEW JERSEY’S GAME-BASED COGNITIVE BEHAVIORAL THERAPY EXTERNSHIP PROGRAM IN CHILD ABUSE AND MALTREATMENT

Craig Springer, Ph.D. cspringer@barnabashealth.org
Children's Hospital 973-735-9363
Newark Beth Israel Medical Center Fax: 973-297-1639
Metropolitan Regional Diagnostic and Treatment Center
Wynona’s House Child Advocacy Center
185 Washington Street
Newark, NJ 07102

General Information
Start Date: 6/1
End Date: 5/31

Appropriate for:
Clinical
Counseling
Child clinical
child counseling
combined school/clinical

Scheduling (e.g., required(optional days of week, # hrs per day, total hours per week, flexibility in scheduling):
Scheduling is based on student availability. Students need to be available in afternoons/evenings to run groups. 16 hours a week.

Required level of readiness (any prior experiences or level of training required for applicants):
Applicants should have some knowledge of psychopathology, various treatment orientations (e.g., cognitive-behavioral, Psychodynamic orientations), and have some experience working with children and families. Applicants should also have an interest in learning to perform forensic abuse evaluations and provide individual and group psychotherapy to multiculturally and socioeconomic various families of children who have experienced abuse/neglect.
Preferred level of readiness (any prior experiences preferred for applicants):
It is preferred that applicants have experience providing individual and/or group psychotherapy to children/adolescents. An interest in conducting treatment outcome research is a plus.

Is there a stipend for externs?
No

Application Process

Do you permit applications before January 15?
No

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

How should it be submitted?
Email/Fax/Mail

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

Description of Externship
Populations commonly served:
Children  
Adolescents  
Caregivers  
Ethnic Minorities  
Forensic  
Outpatient  
Abuse and neglect

Training models offered:
CBT  
Play Therapy  
Psychodynamic  
Systems/Strategic
Didactic training is provided in all modalities. Supervision in psychodynamic and family systems upon request.

Intervention training experiences commonly offered:
- Individual Psychotherapy
- Group Therapy
- Forensic Abuse Evaluations

All students will participate in forensic abuse psychosocial evaluations and individual and group psychotherapy.

Expected number of cases seen at any one time: 2-3 group case load, co-lead caregiver groups, 2-3 individual therapy case load, 1 forensic abuse psychosocial evaluation a month.

Assessment training experiences commonly offered:
- Forensic Abuse Psychosocial Evaluations
- Post-Treatment Integrative Evaluations
- Intakes
- Intake Report Writing
- Behavioral Assessment
- Structured Interviewing
- Mental Status Exam

All externs will perform pre and post-treatment assessments and write treatment assessment reports. Doctoral students will also perform abuse and neglect evaluations.

Expected number of full assessment batteries completed during externship (defined as administration of a battery of standardized tests):
Approximately 10-15

Expected number of assessment reports completed during externship (defined as writing reports based on a battery of standardized tests):
Approximately 10-15

**Supervision:**
- Estimated hours/week of individual supervision: 1-2
- Estimated hours/week of group supervision: 2
- Estimated hours/week of didactics: 1-2

**Other Comments:**
This externship position has both clinical and research components. The position primarily involves providing game-based, cognitive-behavioral, group and individual therapy to multiethnic children and adolescents who have been abused or maltreated. The clinical component involves performing forensic psychosocial abuse evaluation and providing innovative curriculum-based individual and group treatment. The research component assesses the efficacy of this innovative approach.
CSH's externship program provides a rich variety of experiences for students within the context of the nation's largest pediatric rehabilitative hospital. Externs participate in mental health out-patient treatment, which provides an opportunity for externs to evaluate and treat children and adolescents for individual, group, and family psychotherapy. Externs are provided with individual desk space, computers, phone, and voicemail. This placement allows for an opportunity to work with diverse clients, from all SES and cultures, and ranging in age from 0-21 years old. Services provided include individual, group and family psychotherapy as well as psychological testing. Externs will see outpatients individually as well as co-treat with their supervisor. Opportunities to become involved in Autism team evaluations, feeding team evaluations, and team treatment with members of other disciplines (e.g. physical therapy, occupational therapy, speech, etc.) are available. Supervisors' theoretical orientations include cognitive-behavioral, psychodynamic, behavioral, and systems.

THE CLINICAL CENTER OF THE ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES INSTITUTE, UMDNJ-RWJ

Nancy Fiedler, Ph.D. nfiedler@ohsi.rutgers.edu
170 Frelinghuysen Road, Room 210 (732) 445-0123 ext. 625
Piscataway, New Jersey 08854 $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@cnj.edu
Eickhoff Hall – Suite 107 (609) 771-2247
PO Box 7718 No Stipend
Ewing, New Jersey 08628

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.

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
635 West 165th Street, 6th Floor

Externship opportunities in:

1. Counseling and psychotherapy for adult outpatients.
2. Competence in working with diverse cultural and linguistic populations.
3. Counseling and psychotherapy for adult outpatients.
4. Exposure to a wide range of mental illness and psychopathology.
5. Experience in working in a large comprehensive urban medical center.
6. Supervision representing various clinical orientations and psychiatric specialties.
THE CLINICAL SKILLS TRAINING COMPONENT OF THE EXTERNSHIP INCLUDES:

1. Conducting an initial psychological screening of patients in preparation for the intake interview.
2. Performing and completing psychological evaluations of patients.
3. Diagnosing with the use of the DSM-IVR diagnoses in the context of evaluating and treating patients.
4. Formulating appropriate treatments and dispositions for patients.
5. Co-facilitating group psychotherapy using a range of treatment models.
6. Conducting individual and couples/family therapy.
7. Incorporating cultural issues in the psychological treatment of patients.
8. Demonstrating competence in the documentation of all aspects of patient care.
9. Participating in research activities, including data collection, review of charts, data inputting, and analysis.
10. Working with different psychiatric disciplines.

THE DIDACTIC TRAINING COMPONENT OF THE EXTERNSHIP INCLUDES:

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

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

WHAT IS THE LENGTH OF THE EXTERNSHIP?

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

COLUMBIA UNIVERSITY CENTER FOR PSYCHOANALYTIC TRAINING AND RESEARCH

Adult Psychology Externship in Psychoanalytic Theory, Practice and Research

Dr. Brenda Berger  bmbphd@aol.com
685 West End Avenue  212-213-6225
Suite 1AF
New York, NY 10025

The Columbia University Center for Psychoanalytic Training and Research is pleased to offer a year-long program to two psychology externs who are interested in learning both the theory and technique of psychoanalytic practice. The externs will work with individual patients under supervision and attend classes taken by candidates at the Center. Our externship year begins July 1st and ends June 30th. A commitment of approximately 16 hours a week is expected.

Clinical Placement

Externs will have the opportunity to treat individual adult patients in psychodynamic psychotherapy for 6 to 10 hours each week. They will work collaboratively with the staff at the Intensive Outpatient Program of the Columbia University Department of Psychiatry, a teaching site of the Columbia University psychiatry residency program. Externs will treat patients screened by this service on Mondays and Thursdays after 4.30 p.m. At least two hours a week of clinical supervision will be offered to each extern by licensed psychologists/psychoanalysts, all members of the faculty at Columbia's Center for Psychoanalytic Training and Research.

Classes

To accommodate the busy schedules of graduate students, externs will be able to choose their four and a half hours of classes per week from a mix of those offered by day to our psychoanalytic candidates, and by night to our psychotherapy candidates. Day classes meet Mondays from 11.00 a.m. to 3.00 p.m. and Thursdays from 1.15 p.m. to 3.00 p.m. Evening classes meet Mondays from 8.00 p.m.-9.30 p.m. Classes include Freud's Thinking and Theorizing, Clinical Theory and Technique, Psychoanalytic Process, Working with Erotic and Sadomasochistic Transferences, Concepts of Ego Psychology and Object Relations Theory, Psychopathology, Child and Adolescent Development among others.
Testing
Externs will learn to integrate the results of psychological testing with basic psychodynamic principles. Supervision will emphasize the use of testing to elaborate patients' ego capacities, quality of relationships, conflicts, defenses, and fantasies. A minimum of 2 test batteries will be completed during the year. It is expected that externs will have completed the basic assessment sequence provided by their doctoral training programs prior to the start of the externship year.

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

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

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

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

Applications postmarked on or after January 17, 2012 will be considered. Accepted candidates will be notified on March 5, 2012.
This is a public school, out of district setting for students with emotional and behavioral problems. The school houses students ages 5-18 from 14 school districts in Union, Middlesex, and Essex counties. Practicum students will receive training in crisis intervention, individual therapy, group therapy, teacher consultation, and social skills interventions.

INTERNATIONAL INSTITUTE OF NEW JERSEY (IINJ), CROSS CULTURAL COUNSELING CENTER, SURVIVORS OF TORTURE PROGRAM
Monica Indart, Psy.D. mjmindart@yahoo.com
Rupa Kheterpal, LCSW
International Institute of New Jersey

This two-day practicum is suited to more advanced students who have basic assessment and intervention skills. The SOT program serves individuals who are seeking asylum in the U.S. as the result of experiences of trauma and torture in their home countries. The student extern serves several roles within the program:

Provide initial assessment and intake for new clients
1) Provide individual psychotherapy
2) Provide psychoeducational groups
3) Provide specialized group services as interests and client needs indicate
4) Serve as member of the client's treatment team
5) Participate in staff and team meetings
6) Participate in educational seminars
7) Assist case manager with practical concerns of clients as appropriate
8) Participate in program evaluation functions

Opportunities for clinical research/dissertation projects may be available for those interested students.

Note: This is a two day per week practicum
Note: Student Clinicians must be fluent in one or more of the following languages in order to work within this practicum: French, Arabic, Spanish
DOUGLASS DEVELOPMENTAL DISABILITIES CENTER
Bob La Rue, Ph.D. larue@ci.rutgers.edu
Department of Behavioral and Research Services (732)932-3017
25 Gibbons Circle Stipend Possible
New Brunswick, New Jersey 08901

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 ELIZABETH M. BOGGS CENTER AT UMDNJ
Sharon Lohrmann, Ph.D. lohrmash@umdnj.edu
335 George Street (732) 235-9306
P.O. Box 2688 No Stipend
New Brunswick, New Jersey 08903

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).
The Essex County Hospital Center is a publicly funded adult inpatient facility accredited by the Joint Commission on the Accreditation of Hospitals. It is located in Cedar Grove, New Jersey about thirty (30) minutes west of New York City. It has a diverse patient population and a capacity of 180 beds. It serves patients between ages of eighteen to sixty-five from a wide range of socioeconomic and cultural backgrounds with chronic and severe mental illness and addictions. The purpose of the practicum training program is to provide a field experience in clinical psychology within an interdisciplinary setting. Practicum students spend thirty-five weeks in the field experience beginning early September and extending to mid May. On a weekly basis the student is expected to be at the facility for twelve hours. While there is some flexibility in scheduling, students must be present two days per week (Thursday mandatory) because of the clinical needs of the patient population. There are 4 doctoral level psychologists at the hospital and all are licensed in NJ. They design and direct the practicum student’s training experience and provide all of the clinical supervision. Treatment modalities utilized in the training of practicum students are individual and group therapies with the following orientations: psychodynamic, cognitive, DBT, supportive, structured learning and behavioral contingency management. Students are expected to complete at least 2 psychodiagnostic batteries, and additional testing experience is available. In addition, students have the opportunity to learn how to provide computer assisted cognitive remediation to clients. Educational and process oriented group psychotherapy with families is also an experience offered to students. In addition, the hospital sponsors monthly grand round lectures and case conferences on Thursday mornings and students are expected to attend. Applicants will be interviewed after submitting a CV, Graduate School transcript, letter of practicum readiness from program director and 3 letters of recommendation.

FORDHAM UNIVERSITY COUNSELING & PSYCHOLOGICAL SERVICES
Joseph Manera, Psy.D.         manera@fordham.edu
441 E. Fordham Rd, O'Hare Hall-Basement (718) 817-3727
Bronx, New York 10458
Manhattan: 155 W. 60th Street, McMahon Hall 211
New York, New York 10023

Pre-Doctoral 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, 2011. 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.

Completed applications, which include a cover letter, curriculum vitae, transcript, and two letters of recommendation, can be sent or emailed to:

Joseph Manera, Psy.D.
Counseling and Psychological Services
Fordham University
441 East Fordham Road, O’Hare Hall North Wing
Bronx, NY 10458
New York, NY 10458
manera@fordham.edu

Questions about the externship should be directed to Dr. Joseph Manera at 718-817-3727 or via email.

Pre-Doctoral Internship:
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 full-time twelve-month pre-doctoral internship (non-APA accredited) at both our Rose Hill and Lincoln Center offices that commences in the summer of 2012. The internship 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 internship requires a commitment of 40 hours per week with after-hours consultation and campus outreach as necessary. Interns are expected to maintain an active caseload of 12-15 individual psychotherapy clients and to co-lead at least one 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.

Interns 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 internship 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.

Applicants must be matriculated with an APA-accredited doctoral program in clinical, counseling or school psychology. Additionally, all formal coursework, comprehensive examinations and practicum training must be completed prior to the start of the internship year. Completed applications, which include a cover letter, curriculum vitae, transcript, and three letters of recommendation, can be sent or emailed to:

Joseph Manera, Psy.D.
Training Director
Counseling and Psychological Services
Fordham University
441 East Fordham Road, O'Hare Hall North Wing
New York, NY 10458
manera@fordham.edu

We will accept applications through March 1, 2011, and interviews will occur on a rolling basis. Please note that we will not be participating in the 2012 APPIC Match. Questions about the internship should be directed to Dr. Joseph Manera at 718-817-3727.

**Equal Employment Policy:** Fordham University is an academic institution that in matters of employment complies with federal, state, and local employment laws and does not discriminate on the basis of race, color, creed, religion, age, gender, sex, national origin, marital status, sexual orientation, sexual preference, citizenship, alienage status, veteran status, disability, genetic information, status as a victim of domestic violence or any other basis prohibited by law. A compliance officer is available to address any inquiries regarding discrimination. Georgina Arendacs, Ph. D. is located in the Administration Building, Room 111, Rose Hill Campus, telephone number 718-817-3112.
FOSTER CARE COUNSELING PROJECT
Robin Lang, Psy.D. lrlang@rci.rutgers.edu
41 Gordon Road, Suite A (732)445-7789
Livingston Campus $2,500 (1day) / $5,000 (2day) Stipend
Piscataway, NJ 08903

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

Young Women’s Foster Care Mentoring Project $5,000 Stipend

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

HACKENSACK UNIV. MEDICAL CTR., AUDREY HEPBURN CHILDREN’S HOUSE
Northern Regional Diagnostic Center for Child Abuse and Neglect
Joseph N. Sanzari Children's Hospital
Michelle A. Mroz, LCSW-Intern/Extern 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 Hackensack University Medical Center, located in Bergen County, New Jersey. The Audrey Hepburn Children's House provides children and families with psychological and medical evaluations and treatment related to child abuse issues. The staff at the Audrey Hepburn Children's House is comprised of psychologists, social workers, child life specialists, pediatricians and nurses. The program utilizes a team approach, which includes multidisciplinary case conferences and collaboration with child protection agencies and law enforcement. Many opportunities for further learning are available via supervision, diagnostic team discussion, in-services, and pediatric rounds.
Interns and Externs participate in training and educational seminars, as well as supervision with experienced psychologists, to enhance their skills related to the evaluation and treatment of children, adolescents and adults. Various treatment techniques are utilized, including Trauma-Focused Cognitive Behavioral Therapy, EMDR, and Attachment Theory. Intern and Extern duties include Psychosocial/Psychological Evaluations; psychological testing; and Individual, Family and Group Therapy. Candidates must have experience providing psychotherapy and counseling children, as well as be familiar with issues of physical abuse, sexual abuse, neglect, and emotional abuse. Populations served include a wide cultural and SES exposure. Current supervisors are culturally diverse, as well as diverse in their theoretical orientations.

- Internship candidates must apply and be hired through the Hackensack University Medical Center Human Resources process. Internships require 12 months of training, over a 40 hour work week. Interns must also be available two evenings a week until 9pm.
- Externship candidates must be in their final year of training, just prior to internship. Externships require 9 months of training, over a 20 hour work week. Externs must be available one evening a week until 9pm.
- Internship and externship candidates must be available on Wednesdays for staff and team conferences.
- Interns receive a stipend/ Externs will not receive a stipend, but do receive meal vouchers.
- In order to be considered for an internship or externship, please contact the Intern/Extern Coordinator and provide your C.V., transcripts, and two current letters of recommendation. Candidates will be interviewed by supervisory staff.

HAVEN GROUP AND FAMILY SERVICES PROGRAM
Piscataway School Based Mental Health Project (Center for Applied Psychology/GSAPP)
Patrick Connelly, Psy.D.  pconnelly@pway.org
Haven Program/East Wing  732-981-0700 x.2249/250
Piscataway High School  Stipend available
100 Behmer Road
Piscataway, NJ 08854

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

HOBOKEN UNIVERSITY MEDICAL CENTER & COMMUNITY MENTAL HEALTH CENTER
Dr. Vicky Barnett  vbarnett@hobokenumc.com
506 3rd Street  (201) 792-8200
Hoboken, New Jersey 07030  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.
Improving School Climate for Academic and Life Success (ISCALS) 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 ISCALS will have the opportunity to learn educational and psychological theory and practices related to SECD. Current SECD-related efforts in schools include school climate improvement, character education, bullying and violence prevention, substance abuse prevention, counseling and related services, social-emotional learning curriculum programs, positive behavior supports, efforts toward school-wide positive recognition of students, and service learning. These programs and practices teach children valuable social, emotional, and behavioral lessons; however, there is a lack of coordination between programs and lesson. This lack of coordination leads to many skills not being generalized into everyday life.

As a member of the ISCALS team, a student will have the opportunity to assist schools in creating the organizational structure to support, maintain, and coordinate SECD practices. To do this, a student will begin by apprenticing to ISCALS or school staff and then serve as a mentor/consultant to school personnel. This role provides opportunities that may include climate assessment and program planning, empowerment/leadership group intervention for at-risk youth, professional development to teachers and other school personnel and serving as a consultation resource. Students also can participate in ISCALS trainings, workshops, and teleseminars and the development and dissemination of ISCALS procedures.

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 are possible, 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. Where funding is available, 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
Research & Program Development
The Inclusive Schools Climate Initiative (ISCI) at the Center for Applied Psychology, in collaboration with the Office of Special Education at the NJ Department of Education, is a new project designed to improve inclusion practices by creating a school climate that provides opportunities for growth and development for all students and improves the engagement and social participation of students with disabilities. Ten pilot middle schools in New Jersey are currently participating in the initiative.

This 1-2 day per week practicum provides a GSAPP student with an opportunity to engage in the ISCI climate assessment process including instrument construction, data collection, analysis, report writing, and feedback. Examples of specific activities include assisting with online survey data collection, interviewing school staff and parents, building individual School Climate Profiles, summarizing qualitative and quantitative data outcomes to make specific school climate improvement recommendations, and designing and delivering content for ISCI workshops. This role will also be involved in researching best practices and summarizing recent research on school climate assessment and inclusion. A successful candidate will have an interest in school climate assessment, strong qualitative and quantitative research skills, experience using Survey Monkey, Excel, and Word, as well as a strong interest and ability to consult with and understand the challenges that schools have around the inclusion of students with disabilities. The ability to work in a collaborative team environment on a new and exciting initiative is a must as well.

School Climate Improvement
Supervisors: Bradford Lerman, Psy.D, and Millicent Kellner, Ph.D.
The Inclusive Schools Climate Initiative (ISCI) at the Center for Applied Psychology, in collaboration with the Office of Special Education at the NJ Department of Education, is a new project designed to improve inclusion practices by creating a school climate that provides opportunities for growth and development for all students and improves the engagement and social participation of students with disabilities. Ten pilot middle schools in New Jersey are currently participating in the initiative.

This 1-2 day per week practicum provides a GSAPP student with an opportunity to engage in the ISCI consultation process, assisting schools with the design and implementation of School Climate Improvement Plans that address the specific inclusion needs of each school setting. Example activities include providing guidance to school leadership teams on effective school climate improvement practices related to inclusion, researching and developing resources and tools related to inclusive school practices, reviewing school climate improvement plans and providing feedback, tracking and evaluating the overall success of school climate improvement plans, and designing and delivering content for ISCI workshops. This role will also be involved in researching best practices and summarizing recent research on school climate assessment and inclusion. A successful candidate will have an interest in school climate improvement, strong consultative and research skills, computer skills, an ability to understand how assessment results lead to school improvement practices, and comfort in synthesizing evidence-based practice research to practical recommendations for schools. The ability to work in a collaborative team environment on a new and exciting initiative is a must as well.
OVERVIEW OF THE INFANT-PARENT COURT AFFILIATED INTERVENTION PROJECT:
The Infant-Parent Project is a program that is being implemented by the Early Childhood Center of the Albert Einstein College of Medicine in conjunction with the Bronx Family Court. The program is based on a similar evidence-based model of intervention developed by the Miami Dade County Dependency Court that has demonstrated success in working with high-risk parents and their children. The program involves components from Alicia Leiberman and Patricia Van Horn's model of child-parent psychotherapy, which is grounded in psychoanalysis/attachment theory, stress and trauma work and developmental psychopathology. The Infant-Parent Program makes use of this multitheoretical approach with the goal of improving and promoting positive parenting interactions for parents of young children (age’s birth to three). Parents referred to the Project have active allegations of abuse or neglect pending and the children are in foster care or at risk of placement in foster care. The parents often have their own complicated experiences of foster care placement, physical/sexual abuse, poverty and mental illness that interfere with their ability to parent. The young children often have disrupted attachment relationships to their parents.

The Project implements a minimum of 26-week intervention that consists of parent-child therapy 60-90 minutes a week. The first three sessions are comprised of an assessment of parent-child interaction and parental depression and stressors. Some of the key components of the treatment involve: developmental guidance, providing support for positive affective experiences between parent and child, and providing parents with the opportunity to reflect upon and review their responses to their children and their own attachment histories. An important component of the Project is assisting parents in navigating the problems of everyday life (e.g. case management) such as housing and education.

The Project provides detailed reports describing parents’ and children's strengths and vulnerabilities, as well as recommendations, for relevant child welfare staff, including attorneys and judges. Clinicians with the Project appear in court hearings as fact witnesses to report on treatment progress.

The program is a grant-based project that operates out of a clinic in the mid-Bronx. Two psychologists are currently working with the Project.

AIM OF THE EXTERNSHIP:
The Externship Program is designed to provide training in parent-child psychotherapy, with emphases on attachment theory, trauma work, early childhood development and case management with high-risk parents and children. The Externship Program aims to provide training in collaborative cross-systems work involving the Court, foster care and mental health systems and to enhance trainees' expertise in the intersection of law and psychology.

ELIGIBILITY:
The Program is open to 3rd and 4th year graduate students enrolled in Ph.D. or Psy.D. programs in Clinical, School or Counseling Psychology.

PROGRAM DESCRIPTION:
The externship begins in early September and ends in late June. Externs spend 2 days on the Project and a typical day is from 9 am to 5 pm. The extern will spend the first month of the externship observing clinicians in parent—child assessment and psychotherapy, as well as attending Court proceedings with the clinicians. After this initial period, the extern
will work with four dyads and will continue to have opportunities to observe clinical work and court proceedings. The extern will also be involved in conducting intakes. The extern will be responsible for preparing reports for court, maintaining client files with session-notes and for case management related to the four dyads. Externs will participate in one-hour weekly group supervision, as well as one hour of individual supervision. Externs will be expected to attend weekly didactics at The Early Childhood Center. Externs will be expected to complete a case presentation and topic presentation.

APPLICATION:
Applications may be submitted from January 15th – February 5th. Please send a c.v., a letter of interest and a letter from your program stating eligibility for externship to Susan Chinitz, Psy.D. at the following address:

Susan Chinitz, Psy.D.
RE: Infant-Parent Court Affiliated Intervention Project Externship Program
Director, Early Childhood Center
Children's Evaluation and Rehabilitation Center
Albert Einstein College of Medicine
1731 Seminole Avenue
Bronx, NY 10461

INSTITUTE FOR COMMUNITY LIVING
Tamika Howell (212) 385-3030
40 Rector Street Stipend Possible
New York, New York 10006

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.**
The IPTAR program of clinical training is unique in the field of available internship and externship opportunities. A small number of students enrolled in doctoral psychology or social work programs have an opportunity to become intimately acquainted with psychoanalytic concepts and how they are implemented in practice. The program involves a half-time commitment for one year in the externship program and for two years in the internship program.

Whereas the clinical commitments may be satisfied throughout the week, it is during the 11:30 a.m. to 4:00 p.m. Thursday meetings at the IPTAR West office that students are immersed in the three themes that give the internship/externship its unique flavor: a theoretical seminar on current concepts and controversies, a rotating clinical seminar on psychoanalytically informed treatment process and diagnosis, and a seminar on psychoanalytic evidence evaluating outcome and process in analytic treatment.

Clinical Experience:
Through the resources of the IPTAR Clinical Center (ICC), the student becomes engaged in meaningful psychotherapy experiences with both adults and adolescents, treatment that may extend with adults beyond the first year. Through the resources of the satellite clinic, students become immersed in therapy of gifted adolescents attending a charter school.

Clinical Case Seminar:
At weekly meetings led by senior IPTAR analysts, students present the ongoing process of their treatment cases. The focus here is on clinical process and its implementation. It is here that the understanding of clinical process based upon knowledge derived from the seminar on concepts described above links up with live clinical discussions.

The Seminar on Current Concepts and Controversies:
This seminar, the centerpiece of the program, offers students a detailed view of the range of contemporary concepts that guide clinical technique. This examination of critical issues is presented by some of the leading voices in the field.

Seminar on Psychoanalytic Evidence
The seminar offers lines of thought and methods of observations to document the clinical ideas which form the subject matter of the two preceding seminars: the case conference and the seminar on psychoanalytic theory. A distinction is made between OUTCOME RESEARCH, appraising the effectiveness of psychoanalytic treatment, the role of duration and frequency of sessions; and PROCESS RESEARCH, evaluating the events within the analytic hour, be it transference, regression, enactment or the process of working through. A final section is devoted to the appraisal of traumatic moments in patients suffering from severe trauma. The clinical material studied is suitable for students’ research projects leading to doctoral dissertations.

Admission
Students who wish to be considered for the Pre-Psychoanalytic Training Program (Intern-
Externship) are asked to prepare a brief statement describing their graduate work completed thus far, both academically and clinically. Of great interest is familiarity with or interest in the issues that are considered relevant to the nature of the program. Two references by professors or supervisors with whom students are currently working, are required.

JFK MEDICAL CENTER – CENTER FOR BEHAVIORAL HEALTH
Fiona Byrne, Ph.D.                     fbyrne@olarishs.org
65 James St.                           732-321-7189
Edison, NJ, 08818                      No Stipend

The Center for Behavioral Health is an outpatient department at JFK hospital. Mental health assessments and individual, group, and family psychotherapy therapy are services that are offered at this facility. Substance abuse services are also provided but would not be a focus of a student’s experience. 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 to participating in a multidisciplinary meeting on Thursday's 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.

Kingsboro Psychiatric Center
Shari Axelrod, Principal Psychologist  shari.axelrod@omh.ny.gov
681 Clarkson Ave.
Brooklyn, NY 11203

Kingsboro Psychiatric Center is a large NYS inpatient facility located in Brooklyn NY. It is adjacent to King's County hospital and SUNY Downstate. Externs would work in an inpatient setting where they would conduct groups with chronically mentally ill individuals. They would additionally have opportunities to attend grand rounds at Kingsboro and at SUNY Downstate; do psychological testing; attend a neuropsychological seminar bi-weekly; attend treatment planning meetings; and do individual therapy. Our patient population is similar to that of MPC. Patients nearly all have a psychotic-spectrum diagnosis. We also have a forensic population. Because of the chronic and severe nature of KPC's patient population, only experienced externs (at least third year PhD or Psy.D. students) are sought. We have room for 2 externs in the upcoming academic year.
LAKELAND-ANDOVER SCHOOL
Bonnie Shields, Psy.D. (973) 383-0208
P.O. Box 200 Possible Stipend Available
Lafayette, New Jersey 07848
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.

THE LEAGUERS, INC.
Anice Thomas, Ph.D. heather_dance@theleaguers.org
405-425 University Avenue (973) 643-0300
Newark, NJ 07102 Stipend Available

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

LIFE TIES INC.
Melinda Contreas-Byrd, Psy.D. Generations_03@yahoo.com
1907 North Olden Avenue (609) 882-4485
Suite 21 $3,000 per Semester
Trenton, NJ 08618

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

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

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

Most clients are undergraduates from the College of Liberal arts which has 50 areas of study and 3 pre-professional programs, and emphasizes close mentoring relations between faculty and students. Clients are diverse socioeconomically and ethnically, though many are traditionally college aged. The university is very generous with financial aid and many clients are from populations that traditionally could not afford private college or therapy. A wide variety of psychopathologies, developmental and adjustment issues are treated.
Although our mission is primarily to offer short-term therapy, trainees may keep some of their clients for the academic year. Interventions utilized include: individual, group, and couples therapy. In addition, trainees will be expected to provide some limited outreach work in the community which might include psycho-educational workshops, consultations, participation on committees or assisting training for staff or student groups.

Supervision is mainly from psychodynamic and systems orientations -- though most staff work in an eclectic/integrationist approach and utilize cognitive behavioral techniques when appropriate. Intake assessment, brief psychotherapy, substance abuse treatment, outreach, and consultation are strong components of training.

MEADOWVIEW PSYCHIATRIC HOSPITAL
Joseph Galasso, Psy.D.  jgalasso@hcnj.us
595 County Avenue  201-369-5252 x 3065
Secaucus, NJ 07094  No Stipend

MEADOWVIEW PSYCHIATRIC HOSPITAL is an 84 bed TJC Accredited 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 mental health worker. The psychology extern will have opportunities to gain exposure to and experience in providing the following services: individual therapy, group therapy, family therapy, 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
James Root, Ph.D.  rootj@mskcc.org
641 Lexington Avenue, 7th Floor
New York, NY 10022

Memorial Sloan-Kettering Department of Psychiatry and Behavioral Sciences is CURRENTLY RECRUITING clinical externs interested in gaining specialized experience in neuropsychological assessment for the 2011-2012 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 leaning 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 experience 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 together with a weekly case conference in which patient evaluations are discussed in a group format. The externship will begin June or September 2011 and extend through May, 2012. Opportunities for summer externships are also available on a very limited basis. The application deadline is February 1, 2011.

MEMORIAL SLOAN-KETTERING CANCER CENTER, CLINICAL NEUROPSYCHOLOGY EXTERNSHIP
Denise D. Correa, Ph.D., ABPP-CN
correadd@mskcc.org
Department of Neurology
1275 York Avenue
New York, NY 10021

We will have openings for two part-time externships in neuropsychology starting in July 2012. Responsibilities involve neuropsychological assessment of adults with various cancers, including patients with brain tumors. Additional clinical populations include geriatric patients and survivors of non-central nervous system cancers. Training and weekly supervision in test administration, scoring and report writing will be provided. Didactics include neurology grand rounds and neurocognitive research meetings. We also encourage participation in ongoing clinical research projects. The externship provides a unique opportunity to work with adult and geriatric cancer patients, and learn about the cognitive side effects of radiotherapy and chemotherapy.

Requirements include current enrollment in a PhD program in Clinical Psychology or Neuropsychology. Preference will be given to advanced graduate students who have prior experience in neuropsychological testing. A weekly commitment of two days per week is required. Application deadline is February 6, 2012.

Applicants should send a letter of interest, curriculum vitae, and two letters of recommendation, preferably via email to:

Denise D. Correa, Ph.D., ABPP-CN
Associate Attending
Department of Neurology
Memorial Sloan-Kettering Cancer Center
1275 York Avenue
New York, NY 10021
E-mail: correadd@mskcc.org
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    $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 CORRECTIONAL CENTER – NEW YORK (MCC-NY)
PSYCHOLOGY DEPARTMENT – FORENSIC SERVICES PROGRAM
Dr. Miller   er2miller@bop.gov
150 Park Row   (646)-836-6334                              New York, NY 11779

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

Psychology Externship Program:
The primary goal of MCC-NY’s training program is to provide graduate students with the broad-based experiences needed to become professional psychologists. The training program is flexible, and students may contract for an emphasis in areas such as forensic skills, assessment skills, and the seriously mentally ill. Training will be available in each of the areas listed below:
   A. Forensic Evaluations for the Courts (Competency, Criminal Responsibility, etc.)
   B. Multiple Assessment Techniques (i.e. Personality, Intelligence,
   C. Neuropsychological, Malingering, Rorschach, etc.)
   D. Suicide Assessment and Crisis Intervention
   E. Ethical Issues and Standards of Practice
   F. Clinical Interviewing Skills
   G. Consultation Skills
   H. Training Skills
I. Program Evaluation Skills
J. Comprehensive Report Writing

** Please note: Treatment experience is minimal as the externship program is designed for emphasis on assessment.

Schedule:
Students are expected to commit to two eight hour days per week (Sunday - Thursday) for one full year. Externs must arrive each day at approximately 7:00 am and stay until approximately 4 pm (depending on the supervisor). Weekly attendance at the Thursday seminar/didactic training is required.

Supervision:
Students typically receive two hours individual/group supervision per week from a licensed doctoral-level psychologist. A biweekly seminar/didactic training will cover a variety of topics relevant to mental health, correctional psychology, and forensic evaluations.

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

Application Requirements:
New York State Psychological Association (NYSPA) externship guidelines will be followed. Applications will not be accepted prior to January 15 for externship beginning the following September.
Interested applicants may contact Dr. Kari Schlessinger, Dr. Dana Brauman, or Dr. William Ryan for additional information.

Mail or E-mail Application, including:
Cover letter, Curriculum Vitae, and one Professional Letter of Recommendation.
Please include an email address.
**Applications must be received by January 26.**
Interviews will be conducted the following week.

Additional Information:
Acceptance into the Externship site requires passing an extensive background procedure. Accepted applicants will be required to be available to attend one volunteer training typically occurring during the April or May prior to the September start date. Additionally each candidate will be required to complete paperwork in a timely manner to ensure eligibility is obtained prior to the start date.

Psychology Department Externship Program
Metropolitan Correctional Center
ATTN: Dr. Miller
150 Park Row Phone 646-836-6334
New York, New York 10007 or email er2miller@bop.gov
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.

University counseling center serving undergraduate and graduate students. Diverse student population in terms of SES, ethnicity, race, and psychological concerns. Duties include: 2 intake assessments per week; individual therapy with MSU 5-6 individual clients; weekly individual (one hour) and group supervision (one hour); outreach to promote mental health; and weekly clinical meetings focused on training topics and case presentations. This externship requires 16 to 20 hours per week from September 2012 to May 2013. **Interested applicants should fax a cover letter and CV to (973) 655-4470. Tentatively, interviews will begin week of February 1st.**
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  
620 North Thompson Street  
(973) 313-1393  
Raritan, New Jersey 08869  
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

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

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

NEW YORK – PRESBYTERIAN HOSPITAL, PAYNE WHITNEY WESTCHESTER, CHILD CLINICAL PSYCHOLOGY EXTERNSHIP
Melissa L. Greene, Ph.D.   mlg2004@med.cornell.edu
21 Bloomingdale Road   914-997-4353
White Plains, NY 10605   Fax: 914-682-6988

The Department of Psychiatry is offering a one year externship in clinical child psychology. The clinical experiences will take place within the Division of Child and Adolescent Psychiatry on our acute care child and adolescent inpatient services, and will involve group, individual, family and milieu therapies. Psychological testing is also a core component of the externship and may involve cognitive, personality, and neuropsychological assessment of children, adolescents and adults. Externs may also have the opportunity to participate in research and program development, as well as outpatient group therapy in our Child Outpatient Department.

All clinical and research activities are intensively supervised by licensed psychologists representing a range of theoretical orientations. The extern will be expected to attend the Child Assessment seminar on Fridays and is strongly encouraged to attend Psychology and Psychiatry Grand Rounds, and other training opportunities available during the year.

We will begin accepting applications on January 15, 2011, and will continue to accept applications until positions are filled. Applicants should send a current curriculum vita, a summary of specific test experience including test name and number of administrations, a test report, and two letters of recommendation. If you would like to speak with someone prior to submitting an application, please contact Dr. Greene at 914-997-4353 or mlg2004@med.cornell.edu.

Dates: September 2011 – June 2012
Time: 2.5 days per week
Number of Positions: 4

NEW YORK PRESBYTERIAN HOSPITAL, WOMEN’S INPATIENT UNIT, TREATMENT AND RESEARCH
PAYNE WHITNEY WESTCHESTER
Katherine Lynch, Ph.D.   KLL9004@med.cornell.edu
21 Bloomingdale Road   914-997-4345
White Plains, NY 10605   Fax: 914-682-6988

Payne Whitney Westchester offers externship training in inpatient treatment and research on its Women's Unit. The Women's Unit provides comprehensive cognitive-behavioral treatment in an inpatient setting. The patient population presents with a wide variety of psychiatric diagnoses including severe anxiety and depression, mood disorders, schizophrenia, psychosis, and substance use and personality disorders. Trainees will have the opportunity to work with the multidisciplinary treatment team, promoting cognitive-behavioral interventions throughout a variety of patient interactions. In addition, trainees will be involved in outcome research. The extern's core experiences will include: 1) completing assessments of patients with variety of measures; 2) co-facilitating cognitive-behavioral group therapy in conjunction with a staff co-therapist; 3) involvement in
research design and implementation, data collection, analysis, and publications. Motivated externs may have the opportunity of using research involvement for thesis or dissertation projects.

All clinical activities are intensively supervised by licensed psychologists. Trainees are expected to attend weekly research meetings and the CBT consultation group. They are also strongly encouraged to attend Psychology and Psychiatry Grand Rounds, and other training opportunities available during the year. Additional experiences are available that include attendance at seminars, case conferences, and unit rounds.

Applicants should send curriculum vitae, a summary of specific research and clinical experience, a statement of areas of interest, and two letters of recommendation by February 1, 2012 to Dr. Katherine Lynch at the address below. Please indicate on your application which days of the week you will be available for interview. If you would like further information prior to submitting an application, please contact Dr. Lynch at 914-997-4345.

Length: June 1, 2012 – May 31, 2013 *
Time: 2 days per week or equivalent
Number of Positions: 4

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
New York, New York 10016

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, Psy.D.  haimanc@newschool.edu
135 E12th St, 2nd Floor  212-229-1671 x1
New York, New York 10003

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)
Frederick Rotgers, Psy.D., ABPP    fred_eth@yahoo.com
152 Frelinghuysen Road    (732) 762-6557
GSAPP Clinic    Work Study Available
Piscataway, New Jersey 08854-8085

The Program for Addiction Consultation and Treatment (PACT) is an outpatient clinic, offering help to patients and their families with alcohol and other drug problems. PACT is a program of the GSAPP Psychological Clinic. We train 3-6 students per year.

Clientele: Adults, adolescents, College students, families, couples.

This practicum requires a 1.5 or 2 day/week commitment for a full calendar year, starting time is September but can be during the summer at the student’s option. The 1.5 or 2 day/week options involve a caseload of 2-4 individual clients, co-leading a therapy group (either an early recovery group primarily for DWI offenders but can include other patients, or an adult SMART group at either the GSAPP Psychological Clinic or the Lyons VA Hospital comprised of voluntary patients seeking peer support. In addition, there are opportunities to lead other groups including a Mindfulness Based Relapse Prevention Group and a family skills training group using the Community Reinforcement and Family Training [CRAFT] protocol), and doing clinical intakes. Populations served include African Americans, Caucasians, Latinos, and Asian American/Pacific Islanders- generally middle to lower middle SES. We serve both voluntary and mandated clients. Clients can be mandated for driving while intoxicated charges, or other. Clients have a range of problems, including alcohol abuse or dependence, drug abuse or dependence (usually cocaine, opiates, and/or marijuana) and other life problems. PACT also has a strong focus on helping family members of persons with alcohol or drug problems learn more effective ways of relating to their substance using family member without conflict. Rates of comorbid psychopathology can be as high as 70% (most common disorders are depression, anxiety, and personality disorders), and we treat these as well. We offer individual, group, family, and couples therapy. The treatment approach is cognitive-behavioral and there is an emphasis on evidence-based practice using empirically-supported treatments. Supervisors are primarily CBT or eclectic in orientation. The population served is quite diverse and diversity is addressed as an integral part of supervision. Supervision is intensive, with one hour individual supervision per week per student as well as 90 minutes of group supervision at a weekly staff meeting where students review intakes and receive training in specific approaches to working with substance users. Intensive training in diagnosis of alcohol and drug use disorders is given, as well as the opportunity to learn to administer manualized CBT treatment as well as assessment/brief intervention, and CBT group therapy modalities. The guiding philosophy of PACT services is based on harm reduction that is meeting clients where they are, working with them toward goals to which the client is committed, and gradually helping clients improve their overall lives and health. Students in the practicum ideally will have taken the GSAPP course Psych 821:630 Assessment, Prevention and Treatment of Alcohol and Drug Problems in the Spring Semester prior to starting the practicum.
PRINCETON CENTER FOR LEADERSHIP TRAINING (PCLT)
Margo Ross, Psy.D.  mross@princetonleadership.org
Director of Development  (609) 252-9300, ext. 113
911 Commons Way  Stipend: $12-16/hour
Princeton, New Jersey 08540

Founded in 1988, PCLT has a 23-year history of changing life trajectories for students and effecting cultural transformations within schools. Our mission is to develop, disseminate, and promote peer leadership, advisory, and other evidence-based K-12 solutions that enable and inspire educators to more fully engage students in learning, better connect students to their schools, motivate and equip students to make decisions responsibly, and accelerate academic achievement. PCLT offers a wide variety of student leadership, teacher leadership, family leadership, and other customized solutions and reaches tens of thousands of students annually in hundreds of schools.

PCLT has provided practicum, internship, and career opportunities for GSAPP students since 1997 in the areas of program planning, implementation, and evaluation. We offer a fast-paced, collegial, and team-oriented environment where students are encouraged to advance their own learning, growth, and professional development. Under the supervision of a doctoral-level school psychologist, the practicum student will work in support of program directors to: observe teacher-led leadership training classes and student-led workshops; provide on-site technical assistance to program advisors to ensure implementation fidelity; assist in the design, coordination, and facilitation of training events; and collect and analyze program evaluation data, including administering surveys and facilitating focus groups.

Nationally, PCLT is one of a very few organizations with a focus on social and emotional learning that has a proven track record, spanning over two decades, of significant academic impacts on students, educators, and schools. For more information about PCLT, visit: www.princetonleadership.org.

PRINCETON HOUSE BEHAVIORAL HEALTH, Mount Lucas Site
Nancy Bloom, Psy.D.  nbloom@princetonhcs.org
741 Mt. Lucas Road  (609) 497-2616
Princeton, New Jersey 08540  No Stipend

The Princeton House Behavioral Health Mount Lucas site offers unique treatment programs serving adults ages 18-90+. Partial hospitalization and intensive outpatient programs are offered for individuals struggling with a variety of mental health issues including mood and anxiety disorders, substance use issues, and psychotic disorders. The Mount Lucas site has several tracks including a Dual Diagnosis program, an Adult Psychiatric program, a program for individuals 65 and over struggling with mood and anxiety disorders entitled Sr. Link, a Substance Use only track, and a program for the severe and persistently mentally ill called Gateway/MICA. In addition, Princeton House Mount Lucas has recently developed a Men's Trauma track, a new and exciting men's only program. Our general treatment population includes adult men and women, ages 18 and older, of diverse cultural, social, and economic backgrounds. Interventions/services include: group and individual therapies, medication management, family interventions, and trauma specific treatments. Students may gain good experience working as integral part of a treatment team, and with a variety of presenting issues and treatment populations. This is a great opportunity to develop some group facilitation skills and to attend in-house trainings and seminars. Please email or call Nancy Bloom, Psy.D. should you have any further questions.
Project Natural Setting Therapeutic Management is a psycho-educational treatment program designed to provide behavioral consultation and training in community settings. The Project offers two distinct practicum experiences. The first is a home-based behavioral consultation experience in which students provide training and consultation in Applied Behavior Analysis to parents of individuals with developmental disabilities or Autism and behavioral challenges. The second is a school based consultation program (The NSTM School Consultation Division) in which students participate in the behavioral support of teachers, paraprofessionals and students with behavioral and social skill challenges in the school environment. Emphasis of both practicum experiences is on the provision of system based behavioral support and empowerment of caregivers to become more behaviorally competent. For more information, visit the NSTM table to obtain a brochure and information specific to both practicum experiences. Population served include: individuals with developmental disabilities of all ethnic cultures. The clientele served includes adults, children and families. The intervention utilized is applied behavioral analysis in natural settings.

Psychological Clinic at GSAPP, Clinic Coordinator and Test Coordinator

Applications are now being accepted for two upcoming Clinic Coordinator positions - one for a clinical student and one for a school student, beginning in September 2011. This is a full graduate assistantship with a two-year commitment for 15-18 hrs per week, September through June. Limited hours in July and August are shared among the three coordinators and paid extra. You will need to be available during some of July and August of 2010 for some training sessions so you will be ready to start in September.

The position requires experience in clinical diagnostic interviewing and report writing, excellent telephone and interpersonal skills, sufficient clinical experience with a wide range of patients, a solid record of efficiency and responsibility in work settings, flexibility in time scheduling [i.e., the lack of other practica or heavy course loads], and the ability to work well as part of a small team. The kind of student who works best in this position is someone who is FLEXIBLE, can operate FAST, multi-task in an ORGANIZED way, and work independently with good judgment. Day to day tasks include phone interviewing, diagnosis, presenting cases for assignment in our staff meeting, lots of computer database and spreadsheet work to keep our processes organized, training students on record keeping system and video recording system, training them on phone systems, crisis work with clients who show up in trouble [not a frequent event], assisting the Clinic director in projects, and generally being around and being helpful to all. Preference will be given to applicants who have experience with, and openness to, multiple major theoretical orientations and models of treatment. Skills with Access, Excel, computer information systems, networked databases, program development and evaluation, and foreign languages are also valuable. Please note that coordinator positions usually are awarded to students who are more advanced or experienced. Current clinical first year students should not apply now. School students applying must have finished the Learning Disabilities course.

The Graduate Assistantship includes a salary of $21,400, plus a waiver of all student fees, tuition remission for two years, and a full health benefits package.
CLINIC TEST MANAGER

Seeking an advanced school student to work 5 hours per week, spread across three days, as test manager. The manager needs to be available when students are likely to come in for tests or return them – some noontime hours generally work best. The duties are simple: manage the distribution of all tests to students and order new tests when needed, maintain the computerized test scoring cart and systems. The term of the job will be July to July, with some weeks off for winter and spring break, and some personal time for vacation allowed. Candidates who are experienced with cognitive, learning disabilities, neuropsych. and personality tests would be strongest. Compensation will be $3750 for the year, plus the use of the Test Library office and computer. Additionally, there is an extra $1000 for assisting Ken Schneider on the Clinic Assessment Team and attending the meetings of, and serving as the liaison to, the RU Committee on Disabilities. This is an excellent opportunity to be a part of the University’s committee that decides on all requests for academic accommodations.

If interested in either or both of these opportunities, please send an email outlining your qualifications and a curriculum vita, and list two references who could be contacted.

PURCHASE COLLEGE COUNSELING CENTER (STATE U. OF NEW YORK)

Cheryl Feigenson, Ph.D. Cheryl.feigenson@purchase.edu
735 Anderson Hill Road (914) 251-7901
Purchase, New York 10577 Purchase, New York 10577

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.

RIDER UNIVERSITY COUNSELING SERVICES

Nadine Marty, Ed.D., Director nmarty@rider.edu
2083 Lawrence Road (609) 896-5157
Zoerner House No Stipend
Lawrenceville, New Jersey 08648

University counseling services located at two sites, one in Lawrenceville and one in Princeton. Both are open weekdays from 9am-5pm. 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; psychoeducational programming; campus community outreach events; substance awareness programming; and participation in data collection for national screening surveys. Primary supervision is provided by the full-time staff members who represent a diversity of theoretical orientations.

ROBERT WOOD JOHNSON MEDICAL SCHOOL
Paul Lehrer, Ph.D. Lehrer@umdnj.edu
Professor of Psychiatry 732-235-4413
671 Hoes Lane
Piscataway, NJ 08854

Practicum students will participate in a NIH funded 4-year study clinical trial that investigates the role of biofeedback in asthma therapeutics. The purpose of this study is to determine the role of heart rate variability biofeedback (HRV BF) in asthma management. In this practicum, students will learn biofeedback skills and get experience in using them. HRV BF is a powerful and relatively new biofeedback intervention that shows great promise for treating a variety of disorders. Recent trials have shown its effectiveness for treating and/or managing chronic functional pain, multiple unexplained medical symptoms, major depression, anxiety disorders of various kinds, hypertension, asthma, and emphysema; and has also shown promise for helping inflammatory conditions and improving athletic performance. It is directed at strengthening one of the body's well-known reflexes for controlling physiological and emotional reactivity.

The students' activities will include:

- Assigned readings and discussion with the faculty research team, including a weekly seminar
- Telephone and personal structured interviewing, to determine medical and psychological condition of a research patient.
- Conducting individual asthma education sessions. This experience could lead to becoming a certified asthma educator, an important role in behavioral medicine.
- Learning to operate biofeedback equipment and collect psychophysiological data.
- Patient training in biofeedback skills, contributing to BCIA certification requirements as a biofeedback therapist
- Mastery of progressive muscle relaxation and autogenic training methods
- Taking the equivalent of a BCIA written exam for biofeedback certification

A second opportunity also is available for a student to shadow a senior clinical psychologist (me) doing primarily CBT, often with psychophysiological therapy as well, for a mixed adult population (primarily issues of anxiety, somatization, and depression) at RWJMS's psychiatry department. Mondays 10-5 or Tuesdays 9-5.

Rutgers University Counseling, ADAP & Psychiatric Services (CAPS)
Mark J. Forest, Ph.D. forest@ci.rutgers.edu
17 Senior Street (732) 932-7884
College Ave Campus Work Study Available
New Brunswick, NJ 08901

Rutgers University Counseling, ADAP & Psychiatric Services (CAPS), serves an undergraduate and graduate population in a multidisciplinary, collaborative setting that includes psychiatrists, psychologists, social workers, and addictions specialists. Although our mission is primarily to offer short-term therapy, we encourage our trainees to keep some of
their clients for the academic year if they present as a good training prospect. We also offer training opportunities in testing for attention deficit disorder, as well as in outreach consultations and interventions. Our clients are members of a student body that is one of the most diverse in the nation. Interventions utilized include: individual, group, and couples therapy, mainly from psychodynamic and systems orientations – though most staff work in an eclectic/integrationist approach and utilize cognitive behavioral techniques when appropriate. Intake assessment, brief psychotherapy, outreach, and consultation are strong components of training.

This practicum is especially suitable for first year students. Weekly expectations are for approximately 12 hours time:

- Two evenings a week, from 5:00 pm to 8:00 pm Monday through Thursday to see individual clients on one evening and do one ADD assessment s/write-ups on the other evening.
- One hour a week of individual supervision, to be arranged with your supervisor
- Thursday daytime supervision/seminar on ADD/ADHD assessment (9:00 am – 10:30 am)
- Thursday daytime seminar on clinical assessment and brief therapy (10:30 am – 12:00 noon)
- Thursday clinical supervision group (1:00pm – 2:30pm or 3:30 pm – 5:00 pm)

In addition, trainees will be expected to provide some limited outreach work in the community which might include psycho-educational workshops, consultations, or assisting training for staff or student groups.

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

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.
The Children's Hospital at Saint Peter's University Hospital is one of eight state designated Children's Hospitals in New Jersey and the largest provider of pediatric medical services in central New Jersey. The Children's Hospital also provides a full spectrum of outpatient and inpatient pediatric medical and surgical subspecialty services. The Children's Hospital's many Centers of Excellence include the Regional Center for Inherited Metabolic Disorders, The Institute of Genetic Medicine, Regional Pediatric Neurology/Neurosurgery Center, and Pediatric Subspecialty Center. In addition, The Children's Hospital houses a 4 bed sleep unit and a state of the art Pediatric Epilepsy Center. The Children's Hospital has strong community ties to over 250 primary care pediatricians and family practitioners. The Children's Hospital coordinates comprehensive care for individuals with developmental disorder including autism that includes: consultative and follow-up services, specialty care, supported care in the medical home, and continuing education activities for the community. The Children's Hospital hosts an onsite monthly autism support group and lecture series lead by MyGoalAutism.org. Our affiliation with New Jersey Institute of Disabilities integrates our clinicians with early intervention services, school programs, respite programs and recreational, vocational, adult day programs and residential programs for individuals with autism. Practicum students will work alongside a developmental pediatrician who specializes in assessment and treatment of children and young adults with Autism Spectrum Disorders, Fetal Alcohol Syndrome, ADHD, and learning disabilities.

Students will have supervision by an onsite licensed psychologist. Students will gain exposure to the diagnostic assessment tools used in the multi-method assessment process to screen children for developmental disabilities and diagnose individuals with Autism Spectrum Disorders. Students will not only be getting supervision by a psychologist, but also by the lead developmental pediatrician. The practicum student will also interface with a multidisciplinary team of specialists including pediatric neurologists, child psychiatrists, social workers, pediatricians, medical students, pediatric residents, as well as speech and language pathologists and occupational therapists. Practicum students can also participate in training on site by SPAN ISG specialists who provides assistance with creating a medical home for children with special health care needs by training clinicians in case management issues and assisting families with understanding their educational rights. Practicum students will gain experience in diagnostic assessment/counseling families on behavior management strategies for common behavior problems in children. Students will also be part of a team assessing family resiliency barriers to care. Extern activities will include psychological assessment (cognitive and social emotional), parent consultation focused on behavior management, individual, child-parent, and IEP counseling. Students are also expected to participate in weekly team meetings to discuss patients and are expected to give a presentation focused on behavior management strategies to medical students and pediatric residents once a year. Practicum students with psychological testing experience are welcome and therefore this practicum is most applicable for second and third year students.
The Community Teen Center is a School Based Youth Services Program funded by the NJ Department of Health and Human Services. 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. Didactic trainings, individual, and group supervision are offered to all practicum students. Supervision is integrative and pragmatic, with a theoretical grounding in CBT, client-centered, and systemic approaches.

**SETON HALL UNIVERSITY**  
Counseling and Psychological Services  
Dianne Aguero-Trotter  
Mooney Hall, 2nd Floor  
400 South Orange Avenue  
South Orange, New Jersey 07079-2696  
Dianne.aguero-trotter@shu.edu  
(973) 761-9500  
No Stipend

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

**SHEPARD SCHOOLS**  
Graham Hartke, Psy.D.  
Grace Zambelli, Ph.D.  
8 Columba Street  
Morristown, NJ 07960  
ghartke@shepardschools.org  
(973) 984-1600  
Stipend Available

Shepard Schools are NJ state-approved private school programs for classified students with behavioral and/or learning problems. We service students in middle school (grades 5-8) and high school (grades 9-12). We are centrally located in historic Morristown, New Jersey. Our current enrollment is comprised of over 120 high school and middle school aged children. The school day operates from 8:20 a.m. to 2:20 p.m.

The population served are students in grades 5-12 with behavioral, emotional, and learning disabilities. Students are classified special education and sent from their public school districts to Shepard. The population represents a wide range of psychiatric needs including, but not limited to, those associated with ADHD, ODD, Bipolar Disorder, HFA/Asperger's, anxiety (GAD, OCD, school avoidance, panic), depression, anger management difficulties, mild cognitive impairment, Tourette's Syndrome, and personality difficulties. Academically, students range from those taking college prep, honors, and AP courses to those who receive basic skills instruction. We also have older students (up to
age 21) who attend our “School to Work” program for structured learning and job sampling. The population is diverse culturally and socioeconomically, as students attend Shepard from school districts across north-central NJ as well as NY city and state.

Behavioral-mental health programming services at Shepard fall under the umbrella of our school-wide evidenced based SEL/PGS program, the “Wolf Program”. Wolf Program services include counseling (individual, group, crisis), comprehensive social skills instruction, implementation of school wide behavioral modification point system, three tiers of intervention (universal, selected, targeted), FBA and BIPs. Shepard conducts full psycho-educational evaluations for school districts. We also provide professional development trainings for certified and para-professional staff on a regular basis. Psychology practicum students work with the Wolf Program components including developing and running counseling groups, social skills instruction, program evaluation and development, crisis counseling, conducting FBA’s, helping to develop and conduct staff trainings. Also, there are opportunities for conducting psycho-educational evaluations and report writing, participation in IEP meetings, and to work at our ESY summer program if there is an interest.

ST. LUKE’S – ROOSEVELT HOSPITALS, NEUROPSYCHOLOGY
Joanne Festa, Ph.D.  
Director of Neuropsychology  
jfesta@chpnet.org  
425 West 59th Street – Suite 6A  
New York, NY 10032

This is a current opportunity for an extern to expand their neuropsychological testing experience with neurological and medical patient populations. The extern will have the opportunity to conduct testing with neurological patients and with research subjects. Experience with neuropsychological testing (WAIS-IV, memory tests, etc) is strongly preferred but further training on administration, scoring and interpretation of neuropsychological tests will be provided. Externs will administer tests, score batteries, and assist with report preparation.

Clinical: The extern will participate in clinical neuropsychological assessment of patients at the faculty practice of Roosevelt Hospital as well as the International Multiple Sclerosis Management Practice (IMSMP) (West 57th Street).

Research: The extern will test patients in a research project evaluating patients with obstructive sleep apnea on a predetermined testing battery. Research patients will be tested in the pulmonary clinic at Roosevelt Hospital. Externs will work directly with pulmonologists as well as the neuropsychologist on this study.

Weekly commitment: Flexible. The extern will be expected to spend at least 3 hours a week but opportunities exist for a full-time externship. The breadth of experience will depend on the time commitment.

Duration: Through July 2012 – Duration can be expanded if desired.

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

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.  trockm@cl.rutgers.edu
152 Frelinghuysen Road  (848) 445-3940
Piscataway, New Jersey 08854  Annual Stipend
A program, in collaboration with the New Jersey Center for Tourette’s Syndrome (NJCTS), to assess and provide treatment to individuals diagnosed with TS and its associated disorders. Population served includes: children, adolescents, and adults with Tourette’s 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.

UNITED FAMILY & CHILDREN’S SOCIETY
Mark Weiner, Psy.D. (Consulting Psychologist)  MarkWeinerPsyD@gmail.com
Thomas Reedy, LCSW (Executive Director)  treedy@unitedfamily.org
305 West 7th Street  (908) 755-4848
Plainfield, New Jersey 07060-1511  No Stipend
www.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 represents 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 (concrete services & 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  No Stipend
Philadelphia, PA 19104

The clinic at the Center for the Treatment and Study of Anxiety (CTSA) trains advanced practicum students in evidenced based treatments for anxiety disorders. In order to be considered for our practicum you must have at least two years experience and completed your requirements for a master’s degree. The CTSA has specialized in post-traumatic stress disorder and obsessive compulsive disorder, but our clinic treats the entire spectrum of anxiety – i.e. social phobia, panic disorder, and general anxiety disorder – and other related disorders (i.e. trichotillomania, Tourette’s Syndrome, skin picking). The clinical orientation is based upon cognitive behavioral therapy. Practicum students will take part in two four day training workshops – one for PTSD and another for OCD. Our center also has an active treatment research presence and there are ample opportunities to become involved in manuscript preparation and/or other research activities. Supervision consists of weekly individual supervision with a supervisor who is a member of the faculty. Supervision is also provided each week in a group for OCD, PTSD, and social phobia. This practicum requires a two-day commitment. For more information please see our website: http://www.med.upenn.edu/ctsa/Practicum.html
**All formal applications should be submitted to Dr. Carmen McLean at mcleanca@mail.med.upenn.edu. 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 AND PSYCHOLOGICAL SERVICES
Marilia Marien, Ph.D. marien@upenn.edu
133 South 36th Street, 2nd Floor (215) 898-7021
Philadelphia, Pennsylvania 19104 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.

W

WILLIAM PATERSON UNIVERSITY COUNSELING, HEALTH, & WELLNESS CTR.
Judith Green, Psy.D. greenj36@wpunj.edu
Morrison Hall, Room 115A (973) 720-3638
300 Pompton Road No Stipend
Wayne, New Jersey 07470

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. Applicants are encouraged to apply early and will be accepted on a rolling basis. Interested applicants should send a cover letter, curriculum vitae, official transcript, and letter of readiness from their academic institution to the contact information above. For more information, visit: http://ww2.wpunj.edu/healthcentercounseling/.

YOUTH ANXIETY & DEPRESSION CLINIC (YAD-C)
Brian Chu, Ph.D.  
Department of Clinical Psychology  
152 Frelinghuysen Road  
Piscataway, New Jersey 08854  

This year-long practicum offers training in evidence-based intervention procedures for the treatment of youth (ages 8-16) with anxiety and mood disorders. YAD-C is a year-long practicum that usually starts Sept. 1 and continues through the end of August. Students will receive reliability training in structured diagnostic interviewing (Anxiety Disorders Interview Schedule: Child and Parent versions) and will be trained to reliably implement two manual-based therapies shown to have empirical support for their outcomes, including the Coping Cat protocol (Kendall, 2000) and Primary and Secondary Control Enhancement Therapy (Weisz et al., 1997). All therapy will take place within the context of a multiple-baseline research design in which therapy process and outcome are measured continuously through treatment. Students are expected to commit the equivalent of 8 – 12 hrs per week, will likely carry 4-6 therapy cases, and will likely do many (15-20) structured clinical interviews. Students must also register for two semesters (Fall and Spring) of the class, “Clinical Research and Treatment for Youth Anxiety and Depression (18:821:556, 3 credits).” 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 COUNSULTATION SERVICES (YCS) INSTITUTE  
Diane K. Squadron, PsyD  
60 Evergreen Place, 10th Floor  
East Orange, NJ 07018  

Outpatient mental health clinic for children birth to six years and their families. The population served is primarily African American and Latino families, many of whom live in poverty. Interventions/Services include: play therapy, dyadic and family therapy, assessments, and psychiatric pediatrics. Supervision provided by faculty all working from a psychodynamic/attachment theory/object relations orientation.

YCS Institute for Infant and Preschool Mental Health has externship positions in our Therapeutic Nursery programs (located in East Orange, and Secaucus, New Jersey). The therapeutic nursery externs will spend their days in a milieu environment with children aged 2 ½ -5 who are unable to be maintained in a typical classroom or daycare. They will
be part of a team of Mental Health Associates and a clinician (team leader) working specifically with a group of 8-10 children. The majority of their time will be spent in the classroom providing therapeutic interventions to young children who are often dysregulated and aggressive. There will be the possibility of providing assessment services for some of the children, as well as possibly following an individual case or two.

YOUTH DEVELOPMENT CLINIC
Mark Kitzie, Psy.D. info@ydcnj.org
500 Broad Street, 3rd Floor 973-623-5080
Suite 1
Newark, NJ 07102

Who are we? YDC's focus is to provide services to children in schools and community-based settings. YDC works with pre-school through high school students with significant behavioral and emotional needs to stabilize their behaviors and foster learning. YDC also provides consultation to school staff in supporting and managing these students and effectively maximizing their educational attainment. What is YDC’s mission? To attain effective personal, family, and community functioning by establishing healthy interactions among family members, in whatever form the family exists. Over time, YDC has adapted to changes in the community and in ways of delivering services most effectively, while maintaining service delivery models which continue to work. Through partnerships first with Newark schools, and later with Irvington, Hillside, and East Orange, YDC was able to achieve success and overcome barriers in reaching those most vulnerable children and families.

Who do we serve? YDC’s clients include children from birth to age 18. We also see family members and other caregivers of the children who are referred. We provide services to children in schools and in community-based settings. 87% of YDC’s clients are at or below the federal poverty level standards. YDC staff also consult and train allied colleagues, teachers, superintendents, medical doctors, and case workers.

The major components of YDC’s programs include:

- Evaluations
- DYFS-referred and Child Study Team evaluations.
- On-site therapy:
  - DYFS-referred counseling and therapy for children, adolescents and parents.
- Outpatient Medicaid clinic to provide therapy for children, adolescents and families
- School-Based Programming

In-school counseling for special education students: YDC is responding to the needs of students by providing in-school counseling and support services. Many of these students have behavioral difficulties that may have required out-of-district placement in the past, however, with the comprehensive services and programs that we provide, these students can now be kept in –district. This again allows school districts to stay in compliance with the LRE while providing the necessary supports for the child to receive educational services in their local schools.
Autism education and programs in school districts- YDC works with local school districts to provide necessary supports and services such that they can bring back or keep challenging students with ASD and other behavioral conditions in their local school districts and provide them with a comprehensive, quality education. YDC’s services involve working with schools to improve their capacity to educate children with ASD and other behavioral difficulties in the least restrictive educational environment, as set forth by NJ education law.

Early Intervention Program: Using classroom observations and teacher consultation, YDC designs and applies intervention models to promote positive behavior in the classroom. Parent consultation is also used to provide support and to design specialized at-home interventions for families.

Staff Trainings: YDC provides a series of trainings to school/organization staff and administrators who will be involved in working with the identified ASD and special education students. Topics include Behavior Disorders in Children, Behavior Management, Classroom/Physical structure for students with ASD, Learning Strategies.
*Recommendations concerning the externship application and acceptance process*

The following recommendations are the result of a collaborative process between PSYDNYS (Psychology Directors of NYS) and NYNJADOT (New York New Jersey Association of Directors of Training). This final document was unanimously approved on November 12, 2010, by the Training Directors from the following 22 Doctoral programs:

Adelphi University – Clinical Program  
CUNY – Graduate Center - Clinical Program  
CUNY – John Jay – Forensics Program  
CUNY- Queens College – Neuropsychology Program  
Fairleigh Dickinson University – Clinical Program  
Fordham University – Clinical Program  
Fordham University - Counseling Program  
Fordham University – School Program  
Hofstra University – Clinical Program  
Kean University – Combined Program  
Long Island University – Brooklyn Campus- Clinical Program  
Long Island University –CW Post – Clinical Program  
New York University – Counseling Program  
New York University – School Program  
Rutgers University – Clinical PhD Program  
Rutgers University – Clinical Psy.D. Program  
Rutgers University- Counseling Program  
Rutgers University – School Program  
St John's University- Clinical Program  
SUNY – Stony Brook – Clinical Program  
The New School – Clinical Program  
Yeshiva University- Clinical Program  
Yeshiva University – Clinical Program – Health emphasis  
Yeshiva University – Combined Program
• Externship applications should be postmarked or time-stamped no earlier than January 15.
• Offers of acceptance for externship will be made no earlier than February 5.
• When externship sites accept students for training, students have 72 hours, or three working days, within which to accept the offer. The three-day time period ends at 5:00 p.m. of the third day. At the discretion of the externship site, students may be granted additional time to make the decision. All the conditions of the acceptance to the externship should be spelled out in the email sent to the applicant.
• Externship sites will cc the DCT or the DCT’s designee when the offer is made to a student. It is suggested that the email to the DCT include the following subject title, “Externship Offer.”
• Program Directors will tell their students that they cannot hold more than one externship offer at a time. The decision to decline one of the two offers should be made within 24 hours after the second offer.
• Program directors will call or email those sites that do not abide by these recommendations
• After March 1 the time constraints outlined above will no longer be applicable except that students cannot hold more than one offer for more than 24 hours.
• When a student accepts an offer of acceptance to an externship placement, the student is obligated to withdraw from all other sites immediately
• DCTs are strongly encouraged to attach a copy of these guidelines to all of their letters of eligibility for students applying to externships.