HOW TO FIND A PRACTICUM

SOME GENERAL INFORMATION ABOUT THE CENTER FOR APPLIED PSYCHOLOGY’S ANNUAL PRACTICUM FAIR:

1. The Practicum Fair is an opportunity for you to explore available training opportunities. While you will certainly have the chance to make an impression on the representatives, THIS IS NOT A FORMAL INTERVIEW. Use the Fair as an opportunity to learn about multiple sites, even ones you might not be considering for the upcoming year.

2. It is NOT necessary to bring your resume or CV. You can bring one for your own reference, but it is quite unlikely that you will be asked to provide one on the spot.

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

4. It is helpful to speak with students who have completed a practicum at a site in previous years. Student evaluations of practica are kept on file with descriptions of the site, as well as brochures, flyers, etc. The file box is located in the GSAPP main office. Keep a detailed record of your activities at your practicum. This is tedious yet invaluable when it comes to updating your resume/CV and when applying for an internship. Try to include the following information: types of activities (e.g., psychotherapy, skills training, manualized treatment, assessment, consultation), modality (e.g., individual, group, couples, family), demographic information for populations served (e.g., age, gender, race, special issues), the number of assessments and sessions, supervision hours (individual and group), and additional clinical support hours. Finally, note the names, titles, and degrees of all of the people who supervise you.
THE ARC OF MONMOUTH, AMBULATORY CARE CLINIC

Kristen Creed, LPC  
kcreed@arcofmonmouth.org
1158 Wayside Road  
(732) 493-1919 x 800
Tinton Falls, New Jersey 07712  
At Fair

Stipend Available

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

ANXIETY DISORDERS CLINIC

Michael Petronko, Ph.D., ABPP  
mpetronko@rci.rutgers.edu
797 Hoes Lane West  
(732) 445-2181
Piscataway, New Jersey 08854  
At Fair  
No Stipend

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.

BELLEVUE HOSPITAL CENTER GENERAL EXTERNSHIP

Alison Carper, Ph.D.  
(212) 562-6155
462 First Avenue  
or (212) 562-3475
Room 18E13  
Not at Fair  
New York, New York 10016  
No Stipend

City hospital with a mission to serve the underserved. There are a number of externships available at Bellevue. This program, open to 12 students, is the General Externship Program. It is the broadest of the Hospital’s available externships. Its aim is to provide intermediate-level training in the areas of individual and groups psychotherapy with adults and children, as well as psychological testing. It is open to 3rd and 4th year graduate students in clinical or school psychology with at least one year of clinical experience. Externs spend 21 hours a week in the hospital and Mondays are required. The training year (12 months) begins in July. Externs complete three four-month-long rotations; each is in an inpatient unit or outpatient clinic. One inpatient rotation is required. In addition, each extern carries at least two outpatient psychotherapy cases, one adult and one child. Population served: Moderately to severely disturbed patients. Some are immigrants and most patients are from a lower SES.

Interventions/Services: Psychotherapy (either supportive, insight-oriented, CBT or DBT, depending on the need of the patient). Supervisors do represent diverse cultures; most supervisors are dynamically oriented. More information is available on the Bellevue Externship Website at med.nyu.edu/bellevue_externships/.
BELLEVUE HOSPITAL CENTER, FORENSIC & ASSESSMENT EXTERNSHIP
Andrew Shiva, Ph.D. Andrew.Shiva@bellevue.nychhc.org
First Avenue at 27th Street (212) 562-4811
Office 19W25 Not at Fair
New York, New York 10016 No Stipend

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

** Interested students should apply ASAP. Interviews will begin at the end of January, although applications will be accepted through early February.

BETH ISRAEL MEDICAL CENTER, ADULT EXTERNSHIP PROGRAM
Michael Friedmann, Ph.D. (212) 420-3834
First Avenue at 16th St MFriedma@chpnet.org
New York, New York 10003 Not at Fair
No Stipend

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

**BETH ISRAEL MEDICAL CENTER, CHILD & FAMILY EXTERNSHIP**

**PROGRAM**

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<tr>
<td>Alba Cabral, Ph.D.</td>
<td><a href="mailto:acabral@chpnet.org">acabral@chpnet.org</a></td>
<td>(212) 420-2981</td>
</tr>
<tr>
<td>First Avenue at 16th Street</td>
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<tr>
<td>New York, New York 10003</td>
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Beth Israel is a large, urban medical center. Clientele includes children, Adolescents, families. Half-time extern activities include: four on-going outpatient therapy cases; one co-led group; psychological testing; individual supervision from either dynamic, systemic, cognitive, behavioral, or integrative orientations; group supervision on one family case; participation in year-long didactic seminar and case conference; option to attend child disposition meetings and psychiatry grand rounds.

**This site prefers advanced students (e.g., 3rd year) of diverse ethnicities who speak Spanish.**

**CENTER FOR COGNITIVE-BEHAVIORAL PSYCHOTHERAPY**

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<tr>
<td>Steven Phillipson, Ph.D.</td>
<td><a href="mailto:ocdzone@aol.com">ocdzone@aol.com</a></td>
<td>(212) 686-6886</td>
</tr>
<tr>
<td>137 East 36th St, Suite 4</td>
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<tr>
<td>New York, New York 10016</td>
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The Center for Cognitive-Behavioral Psychotherapy is an outpatient facility serving a predominantly adult population. The facility is dedicated to providing empirically-based, cognitive-behavioral applications of treatment toward generally Axis I conditions. The vast majority of the patients at the Center are adults and adolescents. The population served is racially, ethnically and internationally diverse. Outpatient cognitive-behavioral psychotherapy is offered generally on a weekly basis.

**CBT FOR ANXIETY + COGNITIVE REHABILITATION PRACTICUM**

**Dr. Jan Mohlman**  
(732) 445-1412  
*mohlman@rci.rutgers.edu*  
*At Fair*

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

**CENTER FOR FAMILY, COMMUNITY, & SOCIAL JUSTICE, INC.**

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<tr>
<th>Name</th>
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<tr>
<td>Norbert A. Wetzel, Ph.D.</td>
<td><a href="mailto:norbertwetzel@cfcsj.net">norbertwetzel@cfcsj.net</a></td>
<td>(609) 921-3001 ext. 2</td>
</tr>
<tr>
<td>166 Bunn Drive, Suite 105</td>
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<tr>
<td>Princeton, New Jersey 08540</td>
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$4,000 Stipend

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 middle and high schools throughout NJ. Specific site will be decided depending on funding, opportunity, travel distances and other considerations. One established site is the Tornado Resource Center at Trenton Central High School in Trenton. We would much prefer if the practicum student could spend two days at the site. Intensive supervision by psychologist. The population served includes mostly adolescents and their families within economically depressed urban and rural areas. Clients are African American, European, Latino, Haitian and newly immigrated families from many different cultures. Services will take place at the school or at the families’ homes. Adolescents (middle or high school age) will be referred by parents or school. Practicum students are expected to be familiar with and committed to learning a rigorous application of family systems thinking to the work with adolescents and their families. Our model is described in Wetzel, N.A. & Winawer, H. (2002). School-Based Community Family Therapy for Adolescents at Risk. In:
Located at the Center for Applied Psychology, CSCD provides technical assistance, program and professional development, and evaluation services in the areas of social/emotional learning and character development to educators and schools throughout New Jersey under a grant from the U.S. Department of Education. CSCD is currently conducting research into the inclusion practices in selected demonstration school sites and the effects of character education initiatives on those practices. The practicum provides an opportunity for involvement in the research process, interaction with the school administrators and teachers, and to gain an understanding of inclusion practices in New Jersey middle schools.

Additionally, there are opportunities to assist with CSCD projects to improve school climate through professional development, product development, and website management.

This is a 1-2 day per week practicum with the potential for full-time summer work. Starting pay is $12.00/hr.

CARES Institute is a regional center for the seven counties of southern New Jersey, specializing in the medical and psychological evaluation and treatment of children who have experienced abuse and trauma. The population served is diverse, including African American and Latino clients. Clientele consists of children (ages 2-18) and their families. Intervention services include individual and group treatment of child sexual abuse (with non-offending caregiver), physical abuse (with offending caregiver), domestic violence, and victims/witnesses of violent crimes. Services also include community and school presentations. The clinical orientation is cognitive behavioral, with an emphasis on Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT). Placements are available for 12 hours and 16-20 hours.

The clinic at the Center for the Treatment and Study of Anxiety trains practicum students in post-traumatic stress disorder, obsessive compulsive disorder, social phobia, and general anxiety disorder treatment. The clinical orientation is based upon cognitive behavioral therapy. Supervision consists of a weekly individual session with a supervisor who is a member of the PSU faculty. Supervision is also provided weekly in a group for OCD, PTSD, and social phobia. This practicum requires a two-day commitment. The Center’s director is Edna Foa. **All formal applications should be submitted to Elizabeth Hembree, Ph.D. at hembree@mail.med.upenn.edu. Applicants should submit a CV and a cover letter that includes background information, previous training, and reasons for interest in the placement. Applicants should also submit two to three letters of recommendation, of which two must be from clinical supervisors.**
low income individuals from many cultural backgrounds, including African-American, Hispanic, and immigrants from Haiti and the Pacific Islands. The CHATT program and FASD Programs are diagnostic with intake, counseling, and referral pursuant to understanding the problem and engaging resources for treatment.

CHILDREN’S HOSPITAL OF PHILADELPHIA
Debra Lefkowitz, Psy.D. lefkowitz@email.chop.edu
Psychology, CSH-021 (267) 426-5720
3405 Civic Center Boulevard Not at Fair
Philadelphia, Pennsylvania 19104 No Stipend

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

CHILDREN’S SPECIALIZED HOSPITAL
Richard Leit, Ph.D. rleit@childrens-specialized.org
Shoshana Isenberg, Ph.D. 908-233-3720 x5152
150 New Providence Road Not at Fair
Mountainside, NJ 07092 No Stipend

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@ehsui.rutgers.edu
170 Frelinghuysen Road, Room 210 (732) 445-0123 ext. 625
Piscataway, New Jersey 08854 Not at Fair

$15 per hour

The Clinical Center of EOHSI seeks to recognize, evaluate, and prevent risks to human health as a result of environmental and occupational exposure to chemicals and stress. Population served: primarily adults, although some adolescent contact is occasionally available, presenting with occupational or environmental health problems. Individuals exposed to neurotoxicants such as lead and solvent mixtures or to traumas that accompany work-site disasters such as the World Trade Center collapse are evaluated. Work-related fitness for duty evaluations are performed for the New Jersey State Police and for employees referred by occupational physicians. Interventions: neuropsychological & neurobehavioral assessments, consulting services, medical surveillance, program development and evaluation and clinical care. Opportunities for research utilizing the above interventions may also be available. One individual supervisor on site with eclectic orientation.

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

The College of New Jersey (TCNJ) is a publicly funded institute of higher education and has been named as one of the nation’s most competitive public colleges. The Counseling and Psychological Services (CAPS) is fully integrated into a broader campus organization of The Division of Student Affairs which includes the offices of: Health Services, Differing Abilities Services, Anti-Violence Initiatives, Alcohol and Drug Educational Programs, Athletics, and Residential Education.
Training is an integral part of the CAPS. Each year’s training class includes pre-doctoral and pre-master's level students from counseling and psychology programs in the region.

Features of our site and training program

* IACS Accredited (International Association of Counseling Services, Inc.)
* One hour of individual supervision, weekly, is provided to each trainee
* Two additional hours of group supervision and training per week
* A two-day orientation program (fall semester only)
* Facilities and equipment for audio taping, videotaping and/or live observation
* Student presentations of video case conferences
* Regular in-service presentations related to current topics, issues and theories
* Comfortable, modern facilities with private offices, meeting rooms and record storage
* All intern offices are equipped with a computer/printer system that includes internet access, scheduling and word processing software
* On-site library of related and current psychological texts, journals and periodicals
* Easy access to campus dining halls, library and bookstore and free parking
* Beautiful suburban campus; accessible by mass transit from NYC (train + bus)

Population served include primarily traditional aged (18-21) residential college students. Approximately 2/3 of the population is female. SES represents the full range; though most are from middle class families. The majority of the student population is Caucasian (~2/3). However, the diverse cultural population of the state is increasingly represented. Services include free, short-term, individual counseling, group counseling and crisis intervention for a primarily undergraduate student body. The CAPS also provides outreach programs and professional consultations for the campus community. Psychiatric evaluations and consultations are provided by a consulting psychiatrist who is on site ½ day per week.

The multidisciplinary staff represents diverse cultures and theoretical orientations. Emphasis is on a developmental model with prevention and wellness being central to the services provided. Theoretical orientation is eclectic and tailored to meet individual student needs. The staff is well-versed in Cognitive-Behavioral approaches. Most recently the services have undertaken the integration of a Client Directed model (Duncan, Miller & Sparks) which seeks immediate and ongoing client feedback to direct the therapy. The staff also has specialties in issues of eating disorders, substance abuse, grief, loss and trauma, identity development, and diversity.

COLUMBIA UNIVERSITY BEHAV. MEDICINE, TOBACCO CESSATION CLINIC

Daniel Seidman, Ph.D.          dfs2@columbia.edu
622 West 168th Street, Box 427 (212) 305-9985
New York, New York 10032 Not at Fair

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

COLUMBIA PRESBYTERIAN MEDICAL CENTER, ADULT MENTAL HEALTH CLINICS-DEPARTMENT OF PSYCHIATRY

Diana Puñales Morejon, Ph.D.        aliama@aol.com
635 West 165th Street, 6th Floor (212) 305-5977
New York, NY 10032 Not at Fair

Extership opportunities in:

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

For More Information contact:
Diana Puñales Morejon, PhD, Externship Co-Director
Ivan Bresgi, PhD, Externship Co-Director

Adult Mental Health Clinics
Department of Psychiatry
Columbia Presbyterian Medical Center
635 West 165th Street, 6th Floor
New York, NY 10032
(212) 305-5977

THE CLINICAL SKILLS TRAINING COMPONENT OF THE EXTERNSHIP INCLUDES:

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

THE DIDACTIC TRAINING COMPONENT OF THE EXTERNSHIP INCLUDES:

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

WHO SHOULD APPLY TO THE EXTERNSHIP PROGRAM?

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

WHAT IS THE LENGTH OF THE EXTERNSHIP?

Applicants that are accepted for training will be expected to commit to a minimum of 12-20 hours per week for a 1-year period from July 1 to June 30. Candidates that are interested in continuing their training can arrange for an extended program. All externs will receive clinical supervision in a broad range of treatment modalities representing various psychological and psychiatric specialties.
Developing Safe and Civil Schools (DSACS) works to assist schools in developing comprehensive, integrated, and systemic Social-Emotional and Character Development (SECD) practices and principles. SECD refers to the skills, classroom and organizational structure, and curricular and program content that is important for optimizing students’ potential to be caring, competent and committed individuals.

A student working with DSACS will have the opportunity to learn educational and psychological theory and practices related to SECD. Current SECD-related efforts in schools include school climate improvement, character education, bullying and violence prevention, substance abuse prevention, counseling and related services, social-emotional learning curriculum programs, positive behavior supports, efforts toward school-wide positive recognition of students, and service learning. These programs and practices teach children valuable social, emotional, and behavioral lessons; however, there is a lack of coordination between programs and lesson. This lack of coordination leads to many skills not being generalized into everyday life.

As a member of the DSACS team, a student will have the opportunity to assist schools in creating the organizational structure to support, maintain, and coordinate SECD practices. To do this, a student will begin by apprenticing to DSACS staff and then serve as a mentor/consultant to school personnel. This role provides opportunities to do climate assessment and program planning, intervention, provide professional development to teachers and other school personnel and serve as a resource. Students also participate in the DSACS training, workshops, and teleseminars and the development and dissemination of DSACS procedures.

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

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

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

THE ELIZABETH M. BOGGS CENTER AT UMDNJ
Sharon Lohrmann, Ph.D. lohrmash@umdnj.edu
335 George Street (732) 235-9306
P.O. Box 2688 Not at Fair
New Brunswick, New Jersey 08903 No Stipend

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

ESSEX COUNTY HOSPITAL CENTER
Barbara Alter, Ph.D. balter@health.essexcountynj.org
204 Grove Avenue (973) 571-2829
Cedar Grove, NJ 07009 No Stipend
At Fair

The Essex County Hospital Center is a publicly funded adult inpatient facility accredited by the Joint Commission on the Accreditation of Hospitals. It is located in Cedar Grove, New Jersey about thirty (30) minutes west of New York City. It has a diverse patient population and a capacity of 180 beds. It serves patients between ages of eighteen to sixty-five from a wide range of socioeconomic and cultural background with chronic and severe mental illness and addictions. The purpose of the practicum training program is to provide a field experience in clinical psychology within an interdisciplinary setting.

Practicum students spend thirty-five weeks in the field experience beginning early September and extending to mid May. On a weekly basis the student is expected to be at the facility for twelve hours. While there is some flexibility in scheduling, students must be present two days per week because of the clinical needs of the patient population.

Treatment modalities utilized in the training of practicum students are: psychodynamically oriented individual therapies, cognitive behavioral individual therapy, supportive therapy, group therapy, structured learning therapy, (including assertiveness training, problem-solving skills training, socialization skills training, relaxation training, stress inoculation, communication groups), and behavioral contingency management. Students are expected to complete at least 2 psychodiagnostic batteries and additional testing experience is available. In addition, students have the opportunity to learn how to provide computer assisted cognitive remediation to clients. Educational and process oriented group psychotherapy with families is also an experience offered to students.

In addition, the hospital sponsors monthly grand round lectures and case conferences on Thursday mornings and students are strongly encouraged 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
Adam Rosen, Psy.D. arosen@fordham.edu
200 West 60th Street, McMahon Hall 211 Bronx: 441 E. Fordham Rd,
New York, New York 10023
Not at Fair

Fordham University Counseling and Psychological Services Externship
Fordham University 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, including Health Services, Disability Services, Residential Life, and the Alcohol and Other Drug Education program. The CPS staff is comprised of both full time and part time psychologists, two psychiatric consultants, a post-doctoral psychology fellow, graduate psychology externs, psychiatry residents, and a secretarial support staff.

CPS offers an intensive nine-month pre-doctoral externship in university mental health at the Rose Hill and Lincoln Center sites. Externs are exposed to various training experiences, including short and long-term individual psychotherapy, group psychotherapy, intake interviews, and outreach to a diverse undergraduate and graduate student population of 15,000. The large, urban university environment offers an appealing combination of challenging and varied clinical work in a
supportive professional setting. CPS has offices at both of the University's campuses – Bronx (Rose Hill) and Manhattan (Lincoln Center). Externs are placed either at Rose Hill or Lincoln Center.

The externship requires a time commitment of 16 hours per week that includes a formal training component on Thursdays from 12:00 to 4:00 P.M. The training component includes a weekly didactic seminar, staff meeting, case disposition, and case conference. The didactic seminar includes readings and discussions on topics such as psychodynamic theory and practice, common treatment concerns for college students and the general population, and topical discussion (eating disorders, self-injury, LGBT issues, etc.). The case conference provides a forum in which trainees take turns presenting cases, which focus on the therapist's experience of the clinical process, case conceptualization, and clinical intervention.

Trainees can expect to maintain an active caseload of 6-8 individual psychotherapy clients and have opportunities to co-lead psychotherapy groups. Each extern also performs two outreach workshops/presentations for the university community per semester. All trainees receive weekly individual supervision in which they may discuss clinical case dynamics, case management issues, and professional/personal development issues. Supervision is also provided for those co-leading group, outreach, and case disposition.

We accept doctoral students from APA-accredited programs in clinical and counseling psychology. Preference is given to students who have had at least one year of previous clinical experience/externships. Completed applications include: a cover letter, curriculum vitae, and two letters of recommendation. Materials can be emailed to Dr. Adam Rosen at arosen@fordham.edu and Ms. Sabina Nokaj at snokaj@fordham.edu or sent to:

Adam Rosen, Psy.D.
Counseling and Psychological Services
Fordham University
441 E. Fordham Road
Bronx, New York 10458

We will accept applications from January 15, 2009 through February 22, 2009, and interviews will occur on a rolling basis. Questions about the externship should be directed to Dr. Adam Rosen at (718) 817-3738.

FOSTER CARE COUNSELING PROJECT
Robin Lang, Psy.D.  lrlang@rci.rutgers.edu
41 Gordon Road, Suite A  (732)445-7789
Livingston Campus  At Fair
Piscataway, NJ 08854  $3,000 (1 day) / $6,000 (2 day) Stipend
Funded by the Division of Youth and Family Services, FCCP provides assessment and therapeutic intervention for children in foster care or kinship care. We also provide services to support reunification with biological families and integration into adoptive homes. Population served include: children of all ages in foster care in Middlesex and Somerset counties who are ethnically and racially diverse. Foster, biological and/or adoptive families are also diverse. The children often have histories of abuse, neglect, trauma, and/or multiple losses. This is an excellent opportunity to work with our society's most vulnerable and neediest children. Interventions include: individual, group, and family therapy. Consultation is also conducted with caseworkers and schools. Supervisors do not represent diverse cultures and theoretical orientations.

H

HACKENSACK UNIV. MEDICAL CTR., INSTITUTE FOR CHILD DEVELOPMENT
Resa Fogel, Ph.D.  Rfogel@humed.com
Alfred N. Sanzari Children's Hospital  (201) 996-5230
Don Imus Building - 2nd Floor  Not at Fair
30 Prospect Avenue  No Stipend
Hackensack, New Jersey 07601
Outpatient multidisciplinary development center within a large medical center, which serves children from birth to young adulthood. Opportunity for individual psychotherapy, assessment, parent training, parent consultations, and group work. We have a large ADHD population, as well as those on the autistic spectrum. Other diagnoses to include, but not limited to, adjustment disorders, opposition defiant disorder, anxiety disorders, and depressive disorders. We work on a team
approach, which includes multidiscipline case conferences. Many opportunities for further learning are available via supervision, in-services, and pediatric rounds. In order to be able to provide optimal supervision, we require prior experience with psychotherapy and assessment. Populations served include wide cultural and SES exposure. While current supervisors are not culturally diverse per se, we are diverse in our theoretical orientations. We represent psychodynamic and cognitive behavioral approaches, as well as neuropsychology.

INSTITUTE FOR COMMUNITY LIVING

Tamika Howell
40 Rector Street
New York, New York 10006

(212) 385-3030
Stipend Possible
Not at Fair

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

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

INSTITUTE OF PSYCHOANALYTIC TRAINING AND RESEARCH (IPTAR)

Dr. Carolyn Feigelson
Dr. Judith Lasky
1651 Third Avenue, Suite 201
New York, NY 10128

cbfeigelson@gmail.com
jflasky@nyc.rr.com

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

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

Every student will treat an adult therapy patient at the IPTAR Clinical Center (ICC) under the supervision of an IPTAR psychoanalyst. In addition, there will be opportunities to become engaged in clinical work either in a group or with an individual adolescent or child patient through our participating satellite schools. While the didactic program is of course time-limited, the student must be prepared to continue the treatment of his or her therapy patient until a clinically appropriate conclusion is reached. This is an ethical commitment we make to our patients. Participation in the intake process will offer another important training opportunity. The intake process in the context of an analytic treatment center entails decisions distinct from intake at medical-psychiatric centers or hospitals.

The IPTAR program of Research in Psychoanalysis has a longstanding commitment to the empirical and qualitative study of psychoanalytic treatment process and outcome. Students will utilize IPTAR's extensive database and are encouraged to join the ongoing research activities. There are currently four areas of inquiry: (1) A study of the effectiveness of psychoanalytic psychotherapy; (2) An investigation of psychotherapy remembered after its termination; (3) A study of recorded
psychoanalyses; and (4) The study of patients suffering from severe trauma. Each student will carry out a research project and is given the chance to extend this study as part of a doctoral dissertation. We hold that analytic research is unthinkable without a concern for the ideas which are the carriers of analytic knowledge. Concepts under investigation include: countertransference, interpretations and intervention, internalization, and more.

Students who are interested and wish to be considered for the intern-externship program in psychoanalytic studies, are asked to prepare a brief statement describing their graduate work completed thus far, both academically and clinically. Of great interest to us will be your familiarity with, or interest in, the issues which you consider relevant to the nature of the program just described. Finally, please list the names of professors with whom you are currently working, two of whom may provide references.

Please send your application (include your email address and telephone number) to Dr. Carolyn Feigelson (cbeigelson@gmail.com) or to Dr. Judith Lasky (jflasky@nyc.rr.com). We will contact you for an interview.

IVY PREP LEARNING CENTER
Rebecca Mannis, Ph. D.  Rebecca@ivy-prep.com
200 East 94th Street  212-360-5959
New York, NY 10128  Not at Fair  No Stipend

Learning center that provides educational remediation and consulting to bright children and adults with learning differences. Use a neuropsychological model to customize instruction in light of specific goals, individual learning style and appreciation for ways of incorporating metacognitive awareness to content support in light of specific school or workplace situation.

Population served includes intellectually gifted learning disabled and ADHD children and adults, cancer and brain tumor survivors, parents and schools for children with special needs. Interventions and services include educational remediation, neurodevelopmental and educational testing, consulting, development of intervention plans and use of adaptive technology for remediation.

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

CBH is an outpatient, behavioral health center that provides mental health (assessments & individual, group & family therapy) and substance abuse services to the surrounding community and hospital employees. Patient profiles are diverse in terms of age, presenting problems and ethnic background. Mental health staff consists of three psychologists, two social workers and seven psychiatrists. Students are expected to work 12-20 hours a week with a commitment of participating in a multidisciplinary meeting on Thursdays from 1-4 p.m. Students need to have at least one year of clinical experience to apply. Theoretical orientations used include cognitive-behavioral, and psychodynamic.

KAREN HORENY CLINIC
Dr. Jacqueline Simon  (212) 838-4333
329 East 62nd Street  Not at Fair  No Stipend
New York, New York 10021

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

Bonnie Shields, Psy.D. (973) 383-0208
P.O. Box 200 Not at Fair
Lafayette, New Jersey 07848 Possible Stipend Available

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

M

MENTAL HEALTH SERVICES AT EDISON JOB CORPS

Jason Gold goldja@umdnj.edu
500 Plainfield Avenue (include “Job Corps” in subject line)
Edison, New Jersey 08817 (609) 802-3007
Not at Fair $12/hour

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

MONTCLAIR STATE UNIVERSITY, COUNSELING & PSYCHOLOGICAL SERVICE

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

University counseling center serving undergraduate and graduate students. Diverse student population in terms of SES, ethnicity, race, and psychological concerns. Duties include: 1-2 intake assessments per week; individual therapy with MSU student population; 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 2009 to May 2010. **Interested applicants should fax a cover letter and CV to (973) 655-4470. Tentatively, interviews will begin week of February 9th.

METROPOLITAN REGIONAL DIAGNOSTIC AND TREATMENT CENTER (RDTC)

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

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

NATIONAL INSTITUTE FOR THE PSYCHOTHERAPIES
Jillen Axelrod, Ph.D. info@nipinst.org
330 West 58th Street, Suite 200 Not at Fair
New York, New York 10019 No Stipend
Non-profit training, treatment, and research center with an outpatient clinic and satellite clinics. Clientele includes children and adults. Interventions include short- and long-term psychotherapy and psychological testing.

NEUROBEHAVIORAL INSTITUTE OF NEW JERSEY
Benjamin Gliko, Psy.D. dglikonbi@yahoo.com
626 North Thompson Street (973) 313-1393
Raritan, New Jersey 08869 Not At Fair
No Stipend
The Neurobehavioral Institute of NJ is a private outpatient brain injury rehabilitation center located in Raritan, NJ (approximately 15-20 minutes from Rutgers Main Campus). We specialize in the neuro-psychological assessment and treatment of individuals suffering from traumatic brain injury and other neurobehavioral disorders. Treatments include individual and family psychotherapy, group therapy, and cognitive remediation. Clientele includes those with traumatic brain injuries, dementia, multiple sclerosis, stroke, ADHD/LD, toxic encephalopathies and various other neurobehavioral disorders. Population includes pediatric (5 and up) through geriatric patients. Interventions/Services include: neuropsychological assessment; individual, family, and group psychotherapy; and cognitive rehabilitation. Treatment follows a cognitive behavioral model.

NEW JERSEY CENTER FOR CHARACTER EDUCATION
Virginia Stillson, Psy.D. virgdis@rci.rutgers.edu
41 Gordon Road, Suite A (732) 445-1015
Livingston Campus Not at Fair
Piscataway, NJ 08854-8067 Starting at $12/hr (1-2 days)
The NJCCE provides technical assistance, program and professional development, and evaluation services in the areas of social/emotional learning and character education to educators and schools throughout New Jersey under a grant from the U.S. Department of Education. Located at the Center for Applied Psychology, the NJCCE works with demonstration site school districts. Population served include: all students and educators in New Jersey schools. A wide range of theoretical perspectives and research sources are represented in the programs associated with character education programs. This is a 1-2 day per week practicum with the potential for full-time summer work.

NEW YORK PRESBYTERIAN HOSPITAL, NY WEILL CORNELL BEHAVIORAL HEALTH, CHILDREN'S DAY HOSPITAL
James Rebeta, Ph.D. (914) 997-5776
21 Bloomingdale Road Not at Fair
White Plains, NY 10605 No Stipend
Neuropsychological assessments of inpatients. Population served includes African American and Latino patients. Clientele includes: adults, children and adolescents. Neuropsychological testing. 2 days/week or equivalent commitment required.

NYU CHILD STUDY CENTER, INSTITUTE FOR ANXIETY & MOOD DISORDERS
Laura Reigada, Ph.D. laura.reigada@med.nyu.edu
215 Lexington Avenue (212) 263-2474
13th Floor Not at Fair
New York, New York 10016 No Stipend
The NYU Child Study Center provides a diverse range of services for children and families. The specific project is an NIMH-funded study to evaluate cognitive-behavioral treatment for anxious children and teenagers in pediatric medical settings. Externs will be trained to conduct state of the art assessments and
manualized, cognitive-behavioral treatment with children. They will receive weekly supervision. Since this is a novel treatment approach, externs will also have the opportunity to make adaptations to the manual. There will also be opportunities to become involved in other aspects of the research project, such as recruitment, data analysis and research presentations, if interested. Population served includes children ages 8-16 who are experiencing somatic symptoms and have anxiety. The pediatric patient population is diverse in terms of ethnicity and SES.

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

9 part-time therapists (including some social workers and some psychologists) and one psychiatrist. Most staff are white women. There are two men on staff, a female Southeast Asian Indian-American therapist, and a female Korean-American therapist.

Students come from very diverse backgrounds, both academically and socioculturally. The New School houses Parsons, which draws intensely driven creative types, as well as Eugene Lang College, which attracts a lot of political and social activists. In addition there are music and acting programs as well as multiple doctoral programs. There are a significant number of international students as well as people of widely ranging ethnic and cultural backgrounds born and raised in NYC. Eugene Lang has a specific program that covers all tuition costs and provides ongoing emotional support for a subset of low-income students.

PROGRAM FOR ADDICTION CONSULTATION AND TREATMENT (PACT)
Beth Epstein, Ph.D.
bepstein@rci.rutgers.edu
152 Frelinghuysen Road
(732) 445-0906
GSAPP Clinic
At Fair
Piscataway, New Jersey 08854-8085
Work Study Available

The Program for Addiction Consultation and Treatment is an outpatient clinic, offering help to patients and their families with alcohol and other drug problems. PACT is a collaborative program of the GSAPP Psychological Clinic and the Center of Alcohol Studies at Rutgers. We train 3-6 students per year. Clientele: Adults, adolescents, College students, families, couples. This practicum requires a one or two day/week commitment for a full calendar year, starting time is September but can be during the summer. One day a week involves a caseload of 2-4 individual clients, co-leading a therapy group (either an early recovery group primarily for DWI offenders but can include other patients, or an adult SMART group, which is comprised of voluntary patients seeking peer support, or an adolescent SMART group run at a local high school), and doing clinical intakes. The two day a week option includes the day activities listed above plus one day a week at Rutgers Alcohol and Other Drug Assistance Program (ADAPS) at Hurtado Health Center on the College Avenue Campus. The ADAPS component would involve assessment and brief intervention with college students mandated for alcohol evaluation/treatment. Populations served include African Americans, Caucasians, Latinos, and Asian American/Pacific Islanders- generally middle to lower middle SES. We serve both voluntary and mandated clients. Clients can be mandated for driving while intoxicated charges, or other. Clients have a range of problems, including alcohol abuse or dependence, drug abuse or dependence (usually cocaine, opiates, and/or marijuana) and other life problems. Rates of comorbid psychopathology can be as high as 70% (most common disorders are depression, anxiety, and personality disorders), and we treat these as well, after the substance use problem has been controlled. We offer individual, group, family, and couples therapy. The treatment approach is primarily cognitive-behavioral. Supervisors are primarily CBT or eclectic in orientation. The population served is quite diverse and diversity is addressed as an integral part of supervision. Supervision is intensive,
with one hour individual supervision per week per student as well as 90 minutes of
group supervision to review intakes. Intensive training in diagnosis of alcohol and
drug use disorders is given, as well as the opportunity to learn to administer
manualized CBT treatment as well as assessment/brief intervention, and CBT group
therapy modalities.

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

The Princeton Center provides training, consultation, programming, and support,
reaching thousands of educators, students, and parents. The center focuses on
three primary development areas: Youth Leadership Development and Prevention
Programs; School Change and Restructuring; and Parent Involvement and
Community Building.

The supervisor is a licensed psychologist who is President of PCLT.

PRINCETON HOUSE BEHAVIORAL HEALTH, WOMEN'S PROGRAMS
Nancy Bloom, Psy.D.
nbloom@princetonhcs.org
741 Mt. Lucas Road
Princeton, New Jersey 08540

The Princeton House Behavioral Health, Women's Program offers unique treatment
program addressing the special mental health needs of women. Partial
hospitalization and intensive outpatient program are offered for women with a
history of trauma, trauma and addiction, or women who are in acute distress due to
current life crises. Population served includes adult women, ages 18 and older, of
diverse cultural, social, and economic background. Interventions/Services include:
group and individual therapies, medical management, and trauma specific
treatments. The treatment philosophy is based on the Cultural-Relational Model
and Motivational Enhancement. Supervisors represent diverse cultures and
theoretical orientations.

PROJECT NATURAL SETTING THERAPEUTIC MANAGEMENT (NSTM)
Russell Kormann, Ph.D. kormann@rci.rutgers.edu
797 Hoes Lane West (732) 445-2704
Busch Campus At Fair
Piscataway, New Jersey 08854 $13/hour

The practicum will be a one-day per week (flexible hours) commitment from
September to July. Externs will carry 3-4 cases, attend group supervision(s), work
on program development, and learn computer database for outpatient service
delivery system. Populations served include: children, adolescents, adults, couples,
families, and groups from local communities. Intervention/Services include: All major
modalities of therapy and assessment; biofeedback; phone screenings and intake
assessments.

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

The Counseling Center is located at SUNY Purchase College and offers a 9-month, 2
day/week experience designed to develop professional psychological practice skills. The
Center provides a wide range of clinical, developmental, psychoeducational, and
consulting services to the SUNY community. Training is provided in a range of
assessment and intervention activities for a diverse, multi-ethnic student population.
Practicum candidates usually carry a load of 6-8 individual psychotherapy cases. The issues dealt with will include: sexual assault and trauma, diversity issues, eating disorders, substance abuse, and gay and lesbian issues. A post-doctoral fellowship is also available and includes a $25,000 stipend.

RUTGERS UNIVERSITY CAREER SERVICES

Janet Jones, M.S., M.Ed.  
Gregory Sobol  
Busch Campus Center  
604 Bartholomew Road  
Piscataway, NJ 08855-1179  

jbjones@rci.rutgers.edu  
gsobol@rci.rutgers.edu  
(732) 445-6127  
Not at Fair  
No Stipend  

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

RUTGERS UNIVERSITY COUNSELING & PSYCHOLOGICAL SERVICES

Mark  J. Forest, Ph.D.  
8 Lafayette Street  
New Brunswick, NJ 08901  

forest@rci.rutgers.edu  
(732) 932-3966  
At Fair  
Work Study Available  

Rutgers University Counseling and Psychological Services (formerly Rutgers, Livingston, Cook, Douglass, and University College Counseling Centers) serves a diverse and broad undergraduate and graduate population. Offices are located on three campuses throughout New Brunswick/Piscataway (College Avenue, Cook/Douglass, and Livingston). Although our mission is primarily to offer short-term therapy, we encourage our trainees to keep some of their clients for the academic year if they present as a good training case. We also offer opportunities in group therapy co-leadership and out-reach skill development and supervision. All Rutgers University students are eligible for services in any of the campus counseling offices on College Avenue, Cook/Douglass, and Livingston. Students are a diverse group with backgrounds of African American, Latino, Asian Indian, Japanese, Korean, Chinese, Caribbean, and African descent. Interventions utilized include: individual, group, and couples therapy, mainly from psychodynamic and systems orientations though most staff work in an eclectic/integrationist approach. Intake assessment, crisis intervention, outreach, and consultation are strong components of training.
RUTGERS SOCIAL-EMOTIONAL LEARNING IN SCHOOLS ACTION RESEARCH TEAM (RU-SEL-ART)

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

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

RUTGERS-SOMERSET COUNSELING PROJECT

Nancy Boyd-Franklin, Ph.D.  (732) 873-2800
1649 Amwell Road  At Fair
Somerset, New Jersey 08873  No Stipend

The Rutgers/Somerset Project, 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) home-based family and individual therapy, and (3) school-based prevention groups for at risk students. 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.

SCHOOL BASED YOUTH SERVICES, COMMUNITY TEEN CENTER

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

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

SETON HALL UNIVERSITY COUNSELING CENTER

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

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

**SOUTH BEACH PSYCHIATRIC CENTER**

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

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

**SUNY HEALTH SCIENCE CENTER**

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

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

**ST. MARY’S HOSPITAL & COMMUNITY MENTAL HEALTH CENTER**

Dr. Vicky Barnett  
506 3rd Street  
Hoboken, New Jersey 07030  
vbarnett@hobokenumc.com  
(201) 792-8200  
Not at Fair  
No Stipend

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

**TOURETTE SYNDROME THERAPEUTIC PROGRAM CLINIC AT GSAPP**

Lori Rockmore, Psy.D.  
152 Frelinghuysen Road  
Piscataway, New Jersey 08854  
(732) 445-6111 ext. 27  
brockm@ci.rutgers.edu  
At Fair  
$5,000 Annual Stipend

A program, in collaboration with the Tourette Syndrome Association of NJ, Inc., to assess and provide treatment to individuals diagnosed with TS and its associated disorders. Population served includes: children, adolescents, and adults with Tourette Syndrome and associated disorders (OCD, GAD, ADHD, and Rage) from variable cultural and SES backgrounds. Services include: individual, group, and family therapy; psychological and educational assessment; social skills groups; parent groups; sibling support groups; school interventions; psychoeducation; and referrals. Training is provided in weekly didactics, group supervision, and individual supervision, beginning in September. Commitment is 11 months. There is one supervisor.
Two programs available: A) Intensive day treatment program for 16 latency age children integrating an array of therapeutic services and special education and B) child and adolescent psychiatry research and clinical applications of neuropsychological assessment. Population served in child day treatment. Clientele includes African American, Latino, and other children and families. Interventions in child day treatment include: individual, group, and family therapy and milieu treatment.

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

A full range of outpatient services is offered to children and adolescents up through the age of 17, and their families. Referrals are accepted for a range of presenting problems, including but not limited to anxiety, depression, reactions to stress and trauma, attentional difficulties, learning difficulties, behavior problems, and social skills problems. Children are assigned for one or more of a variety of treatment modalities: individual therapy, family therapy, group therapy, medication evaluation and monitoring. In addition, full psychological evaluations may be recommended by the child’s clinician to further assess the child’s educational and treatment needs. Clients served include children, adolescents, and families of Newark. The majority of the families are African-American and Latino. 100% Medicaid and charity care. Interventions include individual, family, and group therapy, psychiatric evaluations and medication monitoring, psychological evaluations and collaboration with other involved agencies (e.g. Schools, DYFS, etc.). Practicum student would be responsible for conducting intake evaluations, providing individual/family therapy and co-leading group(s). Student will attend multi-disciplinary team meeting to discuss cases. There may be an opportunity to participate in an elective rotation of Parent-Child Interaction Therapy depending on the day scheduled. Completing Human Resources process, attending UBHC orientation, and attending CWS training prior to beginning practicum is required. Student will be unable to see clients until this is completed. This must be completed over the summer as it does take time to receive clearance. Please note: Practicum student must have a Masters degree.
University Behavioral Health Care (UBHC) provides a full range of mental health services across New Jersey. Clinica Latina is the division for Spanish-speaking services of the New Brunswick Outpatient Program of UBHC. The patients served are mostly monolingual Spanish-speakers whose problems are complicated by the stresses of low SES. Immigration issues are major contributors to their life narrative. Diagnoses are mostly depressive and anxious disorders. Interventions include intake assessment, individual psychotherapy, group psychotherapy. Supervisors represent diverse cultures utilizing mostly CBT theoretical orientation in their work.

Please note: Practicum student must speak Spanish

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

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

Mental health clinic at the Department of Psychiatry, School of Medicine, University of Pennsylvania. Adult, individual, group and couples therapy offered. Services also include: Sexual Trauma and Psychopathology Adult Program and individual/group therapy for Sex trauma and sexual addiction. Population served includes adults from the community and students from the university of mixed cultural and SES levels. Majority are white and middle class. Practicum available in diagnostic interviewing. Supervisors represent diversity in sexual orientation, sex, and age. Currently no minorities. All supervisors are cognitive therapists.
UNIVERSITY OF PENNSYLVANIA, COUNSELING SERVICES
Marilia Marien, Ph.D. marien@pobox.upenn.edu
133 South 36th Street, 2nd Floor (215) 898-7021
Philadelphia, Pennsylvania 19104 Not at Fair
No Stipend

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

WASHINGTON HEIGHTS COMMUNITY SERVICES, NEW YORK STATE PSYCHIATRIC INSTITUTE
Jonathan Pastor, Psy.D. pastorj@pi.cpmc.columbia.edu
Washington Heights Community Service (212)740-2605
Not at Fair
New York State Psychiatric Institute 1051 Riverside Drive, Box 45 No Stipend
New York, New York 10032

The Washington Heights Community Service of the New York State Psychiatric Institute provides outpatient and day hospital treatment to adults with serious and severe mental illness. The clinic is located in an urban center a two blocks from Columbia Presbyterian Medical Center, and the population is primarily Latino. Externs are expected to work 16 hours per week doing individual and group psychotherapy; psychological testing; case management and intake evaluations; and attending patient rounds and instructional seminars. Opportunities are also available for inpatient experience at NYSPI. Opportunities are also available to learn and implement evidence-based group interventions, including Wellness Self-Management and cognitive remediation. Orientations of practitioners at the clinic are eclectic, with an emphasis on interpersonal and psychodynamic approaches. Bilingual Spanish is a plus, but not required for consideration.

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

The mission of the counseling component of the Counseling, Health, and Wellness Center is to provide a welcoming environment for William Paterson University students. The Counseling Center staff members facilitate students' personal, social, and intellectual growth, as well as adjustment to and engagement within the University community. Students are assisted with identifying and working through personal barriers, normal developmental issues and stressors, and clinical problems which could impede academic success. Interns, who will be required to work a minimum of 16 hours per week, will gain experience in conducting intake interviews, providing individual therapy, providing crisis intervention services and conducting
outreach and educational programs to the University community. Students will be
provided with both individual and group supervision, as well as training seminars.
Students will have the opportunity to present cases and obtain feedback from out
multi-disciplinary staff as case conferences. Applications will be accepted
throughout the Spring semester for placements beginning in Fall 2007. Applicants
are encouraged to apply early and will be accepted on a rolling basis. Interested
applicants should send a cover letter, curriculum vitae, official transcript, and letter
of readiness from their academic institution to the contact information above. For
more information, visit: http://ww2.wpunj.edu/healthcentercounseling/.

THE WOODBRIDGE CHILD DIAGNOSTIC & TREATMENT CENTER
Mark Kitzie, Psy. D.  Mark.Kitzie@dcf.state.nj.us
15 Paddock St.  732-499-5050
Avenel, NJ 07001  At Fair
No Stipend
The Woodbridge Child Diagnostic & Treatment Center is a well-established,
inpatient, short-term residential facility for emotionally-disturbed and delinquent
adolescents (male and female) referred by DYFS that provides treatment and
discharge planning, crisis intervention, diagnostic evaluations and individual and
group therapy. There is an on-grounds school administered by the Office of
Education which the residents attend. Psychologists are part of the onsite Child
Study Team and complete Psychological Evaluations as part of this process. There
is some flexibility in scheduling the practicum hours as externs will be assigned to
one of three treatment teams, each led by a psychologist.
The population served includes 13-17 year old male and female adolescents, mostly
from urban environments, who often experienced extensive physical, sexual and/or
emotional abuse. Many are court involved and come from low SES and a variety of
cultural backgrounds.
Externs will have the opportunity to participate in the following activities and services
as a member of one of three treatment teams under the supervision of the treatment
team coordinator (Psychologist). The extern’s practicum experience can be tailored
to emphasize clinical or school psychology orientations.
1. Completion of Initial Psychological Assessments for residents which are
   presented to the treatment team in order to develop the Initial Treatment
   Plan and Master Treatment Plan.
2. Completion of Psychological Evaluations according to Department of
   Education rules and regulations regarding Special Education services.
3. Participation in Child Study Team proceedings to determine student's
   eligibility for Special Education services, educational classification,
   Individualized Education Plan (IEP), and placement needs, and any other
   educational decisions required to fulfill the rules and intent of applicable
   regulatory statues.
4. Provision of supervised individual therapy as prescribed by the Treatment
   Plan.
5. Provision of consultation to the classroom teachers and youth workers, as
   needed, regarding behavioral principles and techniques in learning and
   classroom management, and regarding the implications of the student’s
   Psychological Assessment for learning style, motivation, and ability to
   learn, as well as treatment goals and interventions.
6. Co-lead topic-focused, time-limited therapy groups addressing areas such
   as anger-management, conflict resolution, sexual abuse and building
   healthy relationships.
Supervisors have expertise in cognitive-behavioral and psychodynamic
intervention approaches.

YOUTH ANXIETY & DEPRESSION CLINIC (YAD-C)
Brian Chu, Ph.D.  BrianChu@rci.rutgers.edu
Department of Clinical Psychology  (732) 445-2000 ext. 130
152 Frelinghuysen Road  At Fair
Piscataway, New Jersey 08854  No Stipend
This year-long practicum offers training in evidence-based intervention procedures
for the treatment of youth (ages 7-16) with anxiety and mood disorders. As part of
the Lifespan Anxiety and Depression Clinic, YAD-C is a year-long practicum that
starts June 1 and continues through the end of May. 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 1 day (8 hrs) per week, will likely carry 3-4 therapy cases, and will likely do several (10-12) structured clinical interviews. Students must also register for the class, “Clinical Research and Treatment for Youth Anxiety and Depression (18:821:556, 3 credits),” in the Fall semester. Additional opportunities will exist to learn psychotherapy process and outcomes research. The population served includes youth (ages 7-16) with clinically significant anxiety or depressive disorders, representing diverse members from the Rutgers community. Instruction/Services include: structured clinical interviews (ADIS-C/P), objective measurement, manual-based interventions, and diagnostic intake reports. The theoretical orientation is cognitive-behavioral therapy. Supervision is provided by Brian Chu.

YOUTH CONSULTATION SERVICES (YCS) INSTITUTE
Diane K. Squadron, PsyD
dsquadrone@ycs.org
60 Evergreen Place, 10th Floor (973) 395-5500 ext. 309
East Orange, NJ 07018 At Fair
Outpatient mental health clinic for children birth to six years and their families. The population served is primarily African American and Latino families, many of whom live in poverty. Interventions/Services include: play therapy, dyadic and family therapy, assessments, and psychiatric pediatrics. Supervision provided by faculty all working from a psychodynamic/attachment theory/object relations orientation.

YOUTH DEVELOPMENT CLINIC
Anice George, Ph.D.
canales@ydcnj.com
500 Broad Street, 3rd Floor 973.623.5080
Suite 1 At Fair
Newark, NJ 07102 Stipend available
Youth Development Clinic provides a range of mental health prevention and treatment services to low income Essex County children and their families, with a focus on Newark. Youth Development Clinic has also established a strong training and consultation component, partnering with schools and community agencies in Newark, Irvington, and Elizabeth. Youth Development Clinic’s mission is to attain healthy interaction among family members, and to nurture competent learners.