Predoctoral Internship in Clinical Psychology

July 1, 2015 - June 30, 2016

Long Island Jewish Medical Center - The Zucker Hillside Hospital

Psychological Services

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The Predoctoral Internship Program in Clinical Psychology at Long Island Jewish Medical Center - the Zucker Hillside Hospital resides in a major medical center that is part of a larger health care system and which provides both medical and psychiatric services to patients across the life span. This professional environment affords a unique opportunity to build competencies in clinical psychology through training in many different clinical settings with various treatment and assessment modalities. The training program facilitates professional development in a collegial and multidisciplinary environment that values the diversity of backgrounds of our staff, trainees, patients, and larger community.
Program Aims and Competencies: The internship program aims at developing competencies in eight areas of Health Service Psychology. These include:

1. Competence in professional conduct, ethics, and legal matters,
2. Competence in individual and cultural diversity,
3. Competence in evidence-based practice in assessment,
4. Competence in evidence-based practice in intervention,
5. Competence in scholarly inquiry and application of current scientific knowledge to practice,
6. Competence in professional consultation,
7. Competence in theories of supervision, and

The three internship tracks may vary in the proportional emphasis placed on each of these competency areas.

The Clinical Neuropsychology track of the Internship is designed to adhere to guidelines recommended by the Houston Conference on Specialty Education and Training in Neuropsychology (1998). The Clinical Child Psychology track of the Internship is designed to adhere to the published guidelines and recommendation for training in Clinical Child Psychology as articulated by the APA Division 53’s Board of Directors.

Mission of the Health System: The North Shore-LIJ Health System strives to improve the health of the communities it serves and is committed to providing the highest quality clinical
care; educating the current and future generations of health care professionals; searching for new advances in medicine through the conduct of bio-medical research; promoting health education; and caring for the entire community regardless of the ability to pay. The Health System aims to be a national health care leader, committed to excellence, compassion and improving the health of the community; to become the leader in providing quality health care which can be defined and measured; to improve the human condition by advancing disease-oriented, basic scientific and clinical research; to provide an exceptional learning environment; to act as a system and be recognized as the provider of choice which is operationally efficient and financially successful; to provide an environment in which patients, their families, and physicians are highly satisfied with the services provided through the Health System; to become the employer of choice through the development and support of a competent, motivated and productive workforce; to become an indispensable community asset by responding to identified health needs through education, advocacy, partnerships and programs which result in improved access to care and health outcomes; and to become the preferred hospital partner for physicians practicing in the service area."

The Internship program began in 1966 with one half-time intern and in 2014-15 will be expected to consist of a complement of 11 full-time interns in three clinical tracks: Six in the Adult Psychology Track, two in the Clinical Child Psychology Track, and three in the Clinical Neuropsychology Track. The program provides a core of clinical and didactic experiences emphasizing those skills and knowledge relevant to all clinical psychologists. The specialized tracks offer additional experiences in their respective areas. This integration of general and specialized training is a particular strength of the Internship.

THE PROFESSIONAL SETTING

North Shore - LIJ Health System (NS-LIJHS) The Zucker Hillside Hospital, Cohen Children’s Medical Center, and the Long Island Jewish Medical Center are located on the Long Island Jewish Medical Center Campus. These hospitals as well as North Shore University Hospital at Manhasset are part of the larger North Shore - LIJ Health System. The nation's third largest, non-profit, secular healthcare system, the North Shore-LIJ Health System cares for people of all ages throughout Long Island, Queens, Manhattan and Staten Island – a service area encompassing more than seven million people. The winner of the
National Quality Forum’s 2010 National Quality Healthcare Award, the North Shore-LIJ Health System consists of 16 hospitals, 17 long-term care facilities, The Feinstein Institute for Medical Research, three trauma centers, five home health agencies, a hospice network and dozens of outpatient centers. North Shore-LIJ’s owned facilities house about 5,600 beds, employ more than 10,000 nurses and have affiliations with more than 9,000 physicians. Its workforce of about 42,000 is the largest on Long Island and the ninth largest in New York City. In June of 2010, Hofstra and North Shore-LIJ became partners in creating New York State’s first new traditional medical school since 1963. It is designed to utilize a cutting-edge, innovative medical education curriculum that responds to the modern system of health care.

**Long Island Jewish Medical Center (LIJMC):** On the Long Island Jewish Medical Center campus, there are a total of 829 beds. The three clinical divisions located on the campus are situated on a 48-acre landscaped setting in Glen Oaks and New Hyde Park, NY. Persons from all ethnic and economic backgrounds are served by the Health System. The Zucker Hillside Hospital, Cohen Children’s Medical Center, and Long Island Jewish Hospital constitute the Long Island Campus for the Albert Einstein College of Medicine (AECOM) where staff members maintain academic appointments. The Long Island Jewish campus is located on the border of New York City’s Borough of Queens and suburban Nassau County, 15 miles east of Manhattan. Nearby buses connect with the New York City subway system and the Long Island Railroad.

**North Shore University Hospital (NSUH)** North Shore University Hospital in Manhasset is a tertiary care facility that is one of the cornerstones of the NS-LIJ health system. NSUH was named the nation’s top hospital by AARP’s Modern Maturity magazine. The hospital has 731 beds and a staff of approximately 2,700 specialist and subspecialist physicians. It offers the most advanced care in all medical specialties including open-heart surgery, neurosurgery, urology, and maternal-fetal medicine. The hospital also excels in intensive care for medical, surgical, newborn, and pediatric patients. The campus is located in suburban Nassau County approximately 20 miles west of New York City. Units at NSUH in which internship rotations take place within the Long Island Jewish - Zucker Hillside Hospital internship are described below in the relevant track rotation.

**The Zucker Hillside Hospital (ZHH)** opened in 1927 with 40 beds. Today, the facility operates 221 inpatient beds and delivers approximately 250,000 outpatient visits. It’s psychiatric inpatient service includes general adult units as well as specialized units for adolescents, college students, the elderly, and women. Day and partial hospital psychiatric programs are available for adults, the elderly, and children/adolescents. The Ambulatory
Care Center which generates 250,000 visits a year includes a general psychiatric outpatient clinic and specialty programs in Dialectical Behavior Therapy, Affective Disorders, Phobic and Anxiety Disorders, Geriatric Psychiatry, Obsessive Compulsive Disorder, Perinatal Psychiatric Disorders, Bipolar Disorder and an Urgicenter. The Division of Child and Adolescent Psychiatry has a large ambulatory service that includes traditional outpatient psychiatric services and a specialty track providing cognitive behavioral treatment of child anxiety and related disorders (e.g., OCD, Tourette’s, Trichotillomania). The Zucker Hillside Hospital also has established an extensive network of community-based mental health and substance abuse programs serving adults and adolescents. Clinical rotations are available in some of these programs. The hospital is networked to support a computerized behavioral health information system and clinical record allowing clinicians to easily share important patient data, facilitate access to the Internet and reduce the burden of medical record documentation requirements.

For the third year in a row The Zucker Hillside Hospital has been ranked by U.S. News & World Report as one of the nation’s top psychiatric hospitals. In the magazine’s recently released “America’s Best Hospitals” issue, Zucker Hillside was ranked 16th for its expertise in psychiatry, moving up three spots from last year and into the highest ranking in its history. In 2012, scientists at The Zucker Hillside Hospital were awarded a $9.8 million NIMH grant to develop a new center to study the characteristics of people in the throes of their first episode of schizophrenia. Zucker's prestigious ranking precedes plans to move ahead next year with the construction of a new inpatient pavilion, expected to cost $120 million. A new 89,000-square-foot, $33 million outpatient pavilion opened on the Zucker Hillside campus in 2004. In January of 2013, The Zucker Hillside Hospital opened a 130,000-square-foot, $125 million inpatient pavilion. The new pavilion houses 115 inpatient beds — 44 for geriatric patients, 50 for adults and 21 for adolescents -- increasing capacity and services by 13 beds to a total of 221 beds. This modern, patient-centered facility significantly improves the coordination of services and treatment along the continuum of care. The surrounding tranquil and sprawling environment preserves the unique history of the Zucker Hillside campus, located on the grounds of Long Island Jewish (LIJ) Medical Center. The new building’s two-story design features units that include spaces for gatherings among patients, families and clinical teams. The inpatient pavilion has space designated to meet the specific needs of patients with Alzheimer’s disease, dementia, memory and mood disorders. It also will feature classrooms for school-age patients; secure outdoor areas for relaxation, family visits and exercise; and group and individual counseling rooms. The new pavilion also houses a specially designed, state-of-the-art suite for Electroconvulsive Treatment.
Cohen Children's Medical Center (CCMC) is a 154-bed pediatric facility that was opened in 1983 as a resource for the care of acutely and chronically ill children. There is an active Consultation-Liaison Service and a specialized Eating Disorders Program. There is also a strong psychology presence in the Department of Pediatrics (i.e., Hematology/Oncology and HIV services).

Long Island Jewish Hospital (LIJ) is a 452-bed tertiary care hospital providing comprehensive inpatient and outpatient care for adult patients in all major medical and surgical specialties. Functioning as a regional medical resource, the hospital provides: (1) State-of-the-art facilities for adult medical and surgical care, coronary and emergency care including the Heart Institute and the Institute of Oncology, (2) Advanced equipment for diagnosis and treatment including Magnetic Resonance Imaging (MRI), Computerized Tomography (CT) and Radiography, linear accelerators, nuclear scanning, fiber-optic technology, microsurgery and laser surgery, (3) A broad range of government and philanthropy supported research programs in psychiatric illness, heart disease, cancer, arthritis and blood dyscrasias, (4) Approved regional centers for treatment of cystic fibrosis, hemophilia, muscular dystrophy, and epilepsy, (5) Inpatient, outpatient and community based renal dialysis services, and (6) A fully integrated psychiatric consultation-liaison service.

The Cushing Neuroscience Institute (CNI) North Shore-LIJ’s Cushing Neuroscience Institute was established in 2006 and is a multidisciplinary continuum of neuroscience programs that combines medicine, scientific research and technology, clinical programs, surgical techniques and education to advance the diagnosis and treatment of neurological diseases and disorders. The Cushing Neuroscience Institute’s team of neurospecialists is dedicated to providing high-quality, world-class medical and surgical care, while maintaining the highest ethical standards. Including both the Departments of Neurology and Neurosurgery, clinical services are provided throughout the health system, including neuropsychology. CNI includes the 35 bed program at LIJ and 25 bed program at NSUH. This includes the Epilepsy Monitoring Units which has eight beds within the NSUH and LIJ, as well as in the 16 bed stroke unit at NSUH.

Transitions of Long Island® is a comprehensive neuro-rehabilitation program for individuals with acquired neurologic injuries, including traumatic brain injury, stroke, brain tumor, anoxia, encephalitis, mild head injury and other brain diseases. A program of the North Shore-LIJ Health System, Transitions® has experience in providing specialized services to individuals with Acquired Brain Injury since 1988.
Psychology at Long Island Jewish Medical Center and North Shore University Hospital/Manhasset  The role of psychology and the expansion of training opportunities for psychologists have paralleled the growth of mental health services. With the integration of psychiatric and psychological services based at NSUH into those at the Long Island Jewish Medical Center under the aegis of The Department of Psychiatry, programs and staff based at NSUH became part of the internship in clinical psychology at Long Island Jewish Medical Center, The Zucker Hillside Hospital as of July 2007. Combined, over 30 psychologists based at The Zucker Hillside Hospital and NSUH contribute to every aspect of patient treatment. Psychologists direct programs, provide patient care, supervise, teach, conduct research and consult in varied community settings. Psychologists typically work in consultation and collaboration with other professionals. In addition to our Internship in Clinical Psychology, there are APA-accredited post-doctoral clinical fellowships that include positions in Clinical Child Psychology and in Clinical Psychology with an emphasis in Geropsychology. Also, there are over 40 psychology externs. For more information about Psychological Services staff and activities as well as about the hospital, visit the website of the North Shore-LIJ Health System and also The Zucker Hillside Hospital.

Research The Feinstein Institute for Medical Research is the research branch of the North Shore-LIJ Health System. Biomedical research has been a vital aspect of its two academic medical centers – North Shore University Hospital and Long Island Jewish Medical Center – since their establishment in the early 1950’s. Through its connection to the hospital system, the Institute bridges the gap between biomedical research and patient care. The Institute is composed of more than 1,500 clinicians, scientists and staff who work in laboratories and clinical research programs in collaboration with clinicians and patients throughout the many facilities of North Shore-LIJ. Every year, more than 15,000 patients and volunteers participate in over 2,000 research studies.

Research at The Zucker Hillside Hospital The internationally recognized research program at The Zucker Hillside Hospital attracts trainees and visiting scientists from the U.S. and abroad. The hospital's inpatient, day hospital and outpatient facilities serve as sites for research investigation. Investigators and research staff are housed in a dedicated research facility, the Leon Lowenstein Research Building, and subsumed under the Feinstein Institute for Medical Research. Comprehensive research facilities may be used by interns if applicable to their placements as time permits. The National Institute for Mental Health (NIMH) funds the Zucker Hillside Hospital's Intervention Research Center for the Study of Schizophrenia. The Center is only one of two such resources in the country and provides support for a number of NIMH funded studies of treatment in schizophrenia.
Additionally, the National Institute of Mental Health, the National Institutes of Health and the American Recovery and Reinvestment Act have directed $40 million funding for a study called RAISE (Recovery After an Initial Schizophrenia Episode), a large-scale, research project that seeks to fundamentally change the way schizophrenia is treated by developing and testing innovative and coordinated intervention approaches in the early stages of the illness. The study - of which about $25 million is earmarked for scientists at The Zucker Hillside Hospital campus of The Feinstein Institute for Medical Research involves two independent teams of researchers, one being led by Zucker Hillside/Feinstein scientists and another at Columbia University’s New York State Psychiatric Institute. Research is also conducted in bipolar disorder, depression, dementia, childhood behavioral disorders, epilepsy, and anxiety disorders. These studies are funded by the federal government, foundations, and the pharmaceutical industry. Psychologists play a prominent role in many of these studies.

The Health Sciences Library at the Long Island Jewish Medical Center is an integrated system that includes physical and electronic libraries the LIJ and NSUH Hospitals. All employees of Long Island Jewish Medical Center, attending physicians on staff, students participating in current clinical rotations, and authorized volunteers are eligible for library privileges. The library is accessible for use of on-site collections and photocopying, or viewing of consumer health videos as well as via remote computer access through browsing and searching. Resources include Elijahcat, MEDLINE, OVID, PubMed, ACP Medicine & ACS, Federal Register, Surgery, StatRef, Cochrane Library, Dynamed, Micromedex, Pep Web, UpToDate, PsychInfo, Associations and Governmental/Healthcare Sites, MDConsult, Electronic and Print Journals, Books on Cultural Diversity, Consumer Health, Electronic Textbooks, and Health and General Reference and many other databases and resources which are continually being updated.

OUR VALUES REGARDING DIVERSITY

The Medical Center provides services to a diverse clientele that mirrors the cultural richness of the New York City metropolitan area. Medical Center clientele are diverse with respect to race, ethnicity, religious faith, sexual orientation, age, disability status, and life experience. We believe that diversity is a rich resource for personal and professional development. We value the diversity of our staff and trainees and believe that their many backgrounds strengthen our Medical Center. The Long Island Jewish Medical Center serves Nassau and Suffolk counties as well as the borough of Queens, which is the most diverse county in the
nation, with over 170 languages spoken inside the county.

North Shore LIJ Health System promotes equal opportunity and non-discrimination and welcomes applications from all qualified students regardless of race, ethnicity, religious faith, sexual orientation, age, or disability status as defined by applicable law. Qualified members of minority groups that have historically been under-represented are especially encouraged to apply and are welcome to indicate minority status in their application materials.
THE PREDOCTORAL TRAINING PROGRAM

Our training mission is to facilitate the development of highly competent and ethical providers of psychological services. Psychology internship training parallels the mission of the North Shore-LIJ Health System, associated hospitals and the Division of Psychology. That is, the Division of Psychological Service’s commitment to service, education, research, and community access is seen in the division’s philosophy which is to “(1) utilize the most advanced techniques in psychological assessment and psychotherapeutic interventions supported by research findings that are undergirded by respect for the dignity of the patients we serve, (2) maintain a training program in clinical psychological practice that is of the highest quality (3) encourage, support, and conduct research and 4) seek to monitor and improve each of these aspects of service.” The existence and continued growth of psychology internship training attests to the value of our programs to our institution’s mission.

Each of the Internship tracks complements core training with specialized seminars and clinical rotations. All Interns participate in a common set of didactic experiences. A description of the overall Internship program and each of the tracks is provided below. As staffing or programs may change unexpectedly, not all placements listed below may be available each year. We will make every effort to publicize any substantive changes that occur after the posting of this brochure.

Although time commitment varies throughout the training year (and within each track of the internship), interns work about 40-50 hours per week.
The structure, time demand and nature of rotations and placements vary across the three training tracks, but in general interns spend 75% of their time providing clinical services (including individual and group psychotherapy, diagnostic and assessment services, consultation and participating in interdisciplinary team meetings). Services are provided within one or more of the structured and intensive settings to which they are assigned on a rotating basis (usually for up to 6 months at a time) and at outpatient or specialized clinical placements. (Within the above category of clinical services, psychological assessment constitutes different proportions for the different tracks; for neuropsychology track interns assessment may comprise ~60% of their time while for the adult and child tracks it is closer to 10%.) Travel (not more than 1-2 hours per week) is sometimes necessary between placements as interns may have assignments on different campuses. Some evening time is required with outpatient placements. Seminars constitute about 4-7 hours per week depending on the track (except for during the initial week of orientation which is dominated by didactics). Documentation is accomplished via an electronic medical record (EMR) on most sites and comprises approximately 2 hours per week. Finally, interns spend an average of 4 hours per week receiving face-to-face supervision, at least 2 hours of which is individually based and with additional supervision on an ad hoc basis. The accompanying chart depicts the above components with their average time demands.

ADULT PSYCHOLOGY TRACK

National Matching Services Program Code Number: 145912

(6 Interns)

PLACEMENTS

The Internship experience consists of concurrent primary and secondary placements with an additional, simultaneous, year-round psychological assessment assignment.
Primary placements typically require about sixty percent of an intern’s time and generally occupy morning and afternoon hours. Interns thus spend 60% of their time for six months on one acute-care setting followed by 60% of their time for the remaining six months an another acute-care setting. Usually these are counter-balanced between inpatient and partial hospital service settings, although the exact placement configuration may depend on staffing, service needs and the intern’s prior experience. (In the event that these setting are insufficiently staffed for training purposes, educationally appropriate alternative settings may be considered.)

Secondary Placements: Another 20-25 percent of the intern’s time is devoted to one of the secondary placements where the intern remains throughout the 12 months of the internship year. Interns may have secondary placements in ambulatory clinical services located on the campuses of the Zucker Hillside Hospital (ZHH), Long Island Jewish Hospital, North Shore University Hospital (NSUH) at Manhasset, or at other programs operated by the Health System.

Psychological Assessment comprises a third, standard assignment throughout the year. Interns comprise a referral pool for psychodiagnostic and general cognitive assessments that originate in any of the Zucker Hillside clinics, partial programs or inpatient service areas.

Some evening time is required and will vary with respective placements. Placements are described in more detail below. Assigned placements are determined during the spring preceding the start of internship and are based on such factors as interns’ training needs, resource and staffing availability, and placement compatibility. Emphasis is placed on providing interns with exposure to diverse populations and settings. **As staffing or programs may change unexpectedly, not all placements listed below may be available each year.**

Primary Placements – Adult Track

**Inpatient Service (ZHH):** The inpatient unit is situated in a large psychiatric facility with over 200 inpatient beds across 9 inpatient units. The **Adult** inpatient psychiatric unit has 30 beds and serves patients representing a cross-section of socio-economic groups and psychiatric disorders. On the **Adult** inpatient unit, the intern participates in daily multidisciplinary clinical rounds, community meetings, staff meetings, and case conferences. The intern also functions as a clinical consultant, providing short-term
individual psychotherapy for a select patient caseload, group psychotherapy and psychological testing as needed. Group therapy generally consists of empirically-based and/or modified process approaches adapted to the setting and population. Interns in the adult track may also be assigned as part of the primary placement to the Adolescent Inpatient Unit. On this unit, psychology interns function as primary therapists for a limited caseload, are an integral part of the treatment team and participate actively in the therapeutic milieu and staff meetings. Interns provide short-term therapy for referred patients, and participate in diagnostic interviewing sessions and team meetings as well as multidisciplinary clinical rounds, community meetings, staff meetings, and case conferences. Interns serve as co-leaders of the cognitive-behaviorally oriented therapy groups. Significant experience is also gained in implementing crisis management and utilizing behavioral modification. Interns also provide psychological evaluations for diagnostic clarification and placement decisions. (Traditionally, psychology interns have been placed on general adult units and on the adolescent unit but placement may vary with staffing and service needs.)

Partial Hospital Programs: Placements are in the Adult Partial Hospital or the Geriatric Psychiatry Partial Hospital, both at ZHH. Partial hospital programs are utilized as an alternative to inpatient hospitalization or as a step-down from inpatient hospitalization. Each setting provides a therapeutic milieu for psychiatric patients who, while not in need of hospitalization, are unable to function at work or in other aspects of community life. In the role of primary therapist to a caseload of patients, the intern is responsible for all aspects of care including intake evaluation, treatment planning, psychotherapy, consultations regarding medication with staff psychiatrist, and with community agencies, discharge planning, and related activities. The intern also co-leads group therapy sessions each week and may perform psychological assessment with referred patients. Group therapy generally consists of empirically-based approaches adapted to the setting and population. The intern functions as part of the multi-disciplinary team, attending daily staff meetings where issues of program planning and development, as well as day-to-day functioning of patients are addressed.

Adult Partial Hospital: This setting provides daily therapy and activity groups, pharmacotherapy, individual and family therapy for a heterogeneous population of adult patients with subacute, severe psychiatric disorders. Interns have primary case management and individual/family psychotherapy responsibility for patients, co-lead groups, and attend staff meetings. Interns learn rapid assessment and treatment
planning and work intensively to increase stabilization and to prepare patients for the next level of care.

**Geriatric Psychiatry Partial Hospital:** Similar in structure to the other day treatment settings, the Geropsychiatry Partial Hospital offers brief, subacute care for older adults. The modal diagnostic category is mood disorder. The intern has daily contact with a highly integrated, multidisciplinary staff with specialized skills in the assessment, care and psychiatric treatment of older adults. The intern also interacts regularly with other trainees assigned to that specialized program (psychology externs, fellows, residents).

**Secondary Placements – Adult Track**

Below is a listing of the range of possible secondary placements. Not all placements will be filled every year. A number of assignments may be available on a partial basis or in a mixed configuration with other placements if scheduling and staffing permit. Assignments will take into consideration interns’ needs/interests, service needs, available supervisory time and compatibility.

**The Older Adult/Geriatric Psychiatry Center (ZHH):** The Center provides comprehensive psychiatric evaluation and treatment to older adults (mostly above the age of 60). Center hours are generally 9-5 pm; no evenings are required. Patients seen at the Center predominantly have psychiatric disorders characterized by depression, anxiety and adjustment reactions to life stressors. A much smaller subgroup of clinic patients have psychosis and many of those are in fairly stable condition; quite a few patients are experiencing their first episode of mental illness. Most of the psychotherapy cases are cognitively intact older adults.
Patients selected for intern assignment are those assessed to be excellent therapy candidates. Interns will receive training in Psychodynamic, Interpersonal Psychotherapy (IPT) or Cognitive Behavioral Therapy (CBT) modalities. In addition to being trained in intervention approaches that are applicable throughout the life span, this placement equips the clinician with the necessary tools for this growing population. Patients seen at the Center predominantly have psychiatric disorders characterized by depression, anxiety and adjustment reactions to life stressors.

- A weekly *Geropsychology Seminar* is provided and other didactic options (depending on schedule and interest) include group supervision, journal club and case conference.

- Interns will have the opportunity to receive intensive training in the implementation of the evidence-based intervention of *Interpersonal Therapy (IPT)* (Weissman, Markowitz & Klerman, 2000) by participating in the IPT seminar and receiving supervision based on audio-taped sessions of a dedicated case.

The Adult Psychiatry Outpatient Center (ZHH): The center provides outpatient mental health services to adults with a wide range of psychiatric problems. The intern primarily conducts individual psychotherapy in this setting and may participate in case discussion, team meetings, and didactic presentations. Patients in this clinic have varied backgrounds, ethnicities, diagnoses and symptoms. Patients with chronic but stable, severe disorders are seen here as are higher functioning individuals with more acute but manageable symptom episodes. Treatment modalities may include cognitive-behavioral, psychodynamic, supportive and interpersonal approaches. The intern may also co-lead an outpatient psychotherapy group during the course of the year.

The Program in Dialectical Behavior Therapy at the Adult Outpatient Psychiatry Department, ZHH. The program implements Marsha Linehan’s Dialectical Behavior Therapy (DBT) in the treatment of individuals with Borderline Personality Disorder. The intern
provides individual and group DBT therapy, as well as phone coaching calls and works with a multidisciplinary DBT team.

**The Phobia and Anxiety Disorders Center (ZHH):** This program specializes in the treatment of adult outpatients diagnosed with a range of anxiety disorders. Patients may receive individual and group treatment, psychopharmacologic treatment and in-vivo exposure treatment. The intern co-leads a phobia group and provides individual psychotherapy to persons with anxiety disorders. The phobia group is a unique aspect of this assignment: staff and patients meet both in a formal group setting and in the field (e.g., open spaces, elevators, etc.) where there is in-vivo application of discussed approaches (e.g., desensitization, cognitive-behavioral interventions).

**Perinatal Psychiatry (ZHH):** at the Adult Outpatient Psychiatry Program

The Perinatal Psychiatry track provides evaluation, consultation and/or treatment for:

- Women who are pregnant or planning a pregnancy that require psychotherapy or medication management
- Women who develop or have increased or a return of previous psychiatric symptoms in the period following childbirth throughout the perinatal period of one year

Treatment may include:

- Psychopharmacology
- Individual therapy may be one of several modalities depending on the presenting problem. These include IPT, CBT, supportive, crisis intervention, psychoeducation and combinations of these
- Group therapy
- Enhanced collaboration of care with other service providers such as OB/GYN, the NICU, the maternity units, etc…
- Case management such as assistance with accessing or maintaining various resources
In this program, the intern primarily conducts individual psychotherapy. There are opportunities for learning and implementing Interpersonal Therapy-IPT (Weissman, Markowitz & Klerman) or group therapy with this population. The intern also participates in initial phone screenings, a group supervision involving didactics and case discussions, as well as team meetings.

**Psychological Assessment – Adult Track**

Psychological Assessment refers to a consultation service that receives referrals from mental health providers throughout the ZHH campus. While some testing may be built into primary assignments, all adult track interns will be assigned referrals on a rotating basis throughout the year. Referrals generally involve psychodiagnostic and/or general cognitive assessment, and customized feedback is provided to treatment teams within days of the assessment. Fundamental competency with the use of personality (projective and objective) and intellectual measures in a psychiatric patient population is presumed. Interns may also administer specialized screening batteries at various hospital settings. There may be opportunity to obtain exposure to neuropsychological assessment based on the intern’s interest and skill and given the availability of resources. This placement aims to deepen interns’ knowledge and skills regarding common instruments, provide experience with some unfamiliar but useful instruments and approaches, enable mastery of a flexible battery approach which is focused on the referral question, and enhance reporting and feedback skills.

**SUPERVISION – Adult Track**

Interns receive *four or more hours per week* of supervision, with additional supervision available as needed. Members of the psychology training faculty supervise psychological testing and psychotherapy conducted by psychology interns. Supervision bearing on medical issues or psychopharmacological intervention may be provided by a senior psychiatrist.
Where possible, interns are involved in learning to provide supervision. This is sometimes carried out in the form of “supervised supervision” for group or individual therapy conducted by a more junior trainee (e.g., psychology extern) as well as didactic sequences devoted to theories and principles of supervision. Other formats may include role-play, role reversal and hypothetical scenarios.

**CLINICAL CHILD PSYCHOLOGY TRACK**

*National Matching Services Program Code Number: 145914*

*(2 Interns)*

The clinical child track is based on the premise that broad exposure to a variety of diagnoses, developmental states, and treatment approaches is essential to the development of competencies for a clinical child intern. Interns work under the close supervision of psychologists and as part of interdisciplinary teams. The intern learns to identify and classify a broad range of symptoms of psychopathology within the DSM-IV diagnostic framework that affect development and adjustment. There is a strong emphasis on intern mastery of psychological assessment methods relevant to children and their families across hospital-based programming (including mental status, psychiatric interview, suicide risk assessment, semi-structured diagnostic interviewing, clinical and family interview techniques as well as treatment outcomes assessment). Clinical placements also encourage use of a range of intervention techniques across modalities of treatment (individual, group, family, milieu & consultation).

Through experiences in outpatient, inpatient, and elective placements, competencies are acquired in assessment, diagnosis and treatment. Clinical placements encourage use of a
variety of treatment strategies including short-term problem-oriented therapy, cognitive-behavioral therapy, family therapy, group therapy, and crisis intervention.

PLACEMENTS – Child Track

Outpatient Placement (20 hours a week for 12 months)

Child and Adolescent Ambulatory Services (ZHH)

In the Child and Adolescent Outpatient Department interns will have the opportunity to gain experience in individual, family, and group therapy working with a diverse clinical population. Interns typically carry 8 individual or family cases and co-lead 1 weekly group. At least 2 cases are designated as Anxiety Clinic cases, which will have been identified as suitable for a structured CBT intervention in the child anxiety and related disorders track. Interns are also typically assigned at least 1 case with a formal family therapy component which they will present in the family therapy supervision group. Interns are also expected to attend the weekly Evidence-Based Treatments Group Supervision, which typically includes Anxiety Clinic team meeting/group supervision and Group Therapy supervision.

Inpatient Rotation (20 hours a week for 6 months)

1 West: Located on the grounds of Zucker Hillside Hospital, the adolescent inpatient unit (1 West) is a 21-bed, acute-care psychiatric unit for adolescents (ages 12-17) whose psychiatric difficulties prevent them from being safely maintained in the home and community. Patients on 1 West receive treatment for a wide spectrum of psychiatric disorders and often carry multiple diagnoses. Multi-disciplinary treatment on 1 West includes, but is not limited to, individual, family, and group psychotherapy, medication management, rehabilitation groups, and disposition planning. Psychology interns are an integral part of the treatment team and participate actively in the therapeutic milieu. Interns provide short-term individual and family therapy for patients within a Cognitive Behavioral
Therapy (CBT) framework. Interns also participate in diagnostic interviewing, community meetings, and multidisciplinary team meetings and clinical rounds. Interns serve as co-leaders of the twice-weekly cognitive-behaviorally oriented therapy groups. Significant experience is also gained in implementing crisis management and utilizing behavioral modification. Interns may have the opportunity to provide psychological evaluations including intellectual, achievement, diagnostic, and developmental assessments. Interns also provide case management and coordination of services for disposition planning.

**Elective Rotation - Child Track (16 hours a week for 6 months)**

Interns choose from one of the two 16-hour-per-week electives indicated below. Based on intern interest and availability of supervision, alternative elective placements in different clinical settings within the medical center (e.g., ZHH adult inpatient, off-site Trauma Treatment programs) may be arranged if possible on a case by case basis.

**Medical Health Psychology Service** The service provides treatment in coordination with the Hematology-Oncology Service at Cohen Children's Medical Center. This placement affords interns the opportunity to interface with medical pediatric staff. Interventions include facilitating psychological adaptation to chronic conditions, managing pain and symptoms, enhancing compliance with prescribed treatments, and implementing different psychotherapeutic modalities and orientations in the treatment of pediatric and adolescent problems.

**Eating Disorders Program** This program located at Cohen Children's Medical Center provides services to children, adolescents, and young adults up to age 21 diagnosed with Eating Disorders, as well as co-morbid diagnoses. Interns carry a caseload of up to two patients at a time who are admitted to the Adolescent Medicine inpatient unit or the Eating Disorders Day Program. Interns serve as primary therapists, following cases from intake throughout their admission, often across both inpatient and day program settings. Responsibilities include providing diagnostic interviewing, individual and family therapy, and leading weekly cognitive behavioral therapy (CBT) or dialectical behavior therapy (DBT) skills groups. This setting emphasizes the use of empirically based treatments (EBTs) and
a didactic seminar is offered to familiarize trainees with EBTs for eating disorders. Specifically, training in CBT, DBT, and Family Based Treatment (Maudsley) is provided. Psychology interns are an integral part of the treatment team as well as the therapeutic milieu and participate actively in daily staff meetings and weekly multi-family meetings. This placement allows for extensive experience in working in a multi-disciplinary, milieu setting, as well as in collaboration with the Adolescent Medicine physicians and nutritionists.

**Child Psychiatry Intake Rotation - (4 hours a week for 6 months)**

Child Track Interns will spend 4 hours per week during the elective rotation conducting intake interviews within the ZHH child and adolescent outpatient department. Interns will learn how to conduct initial psychiatric interviews with children, adolescents and families seeking psychiatric services, perform mental status exams, risk assessment, and formulate initial diagnostic impressions, and treatment dispositions under the supervision of the staff psychologist and attending child psychiatrist.

**SUPERVISION – Child Track**

Interns receive *four or more hours per week* of supervision, with additional supervision available as needed. Internship supervisors represent a breadth of theoretical orientations including cognitive, behavioral, and family systems. In addition to the individual supervision interns receive within each of their clinical placements, child track interns attend two weekly hours of supervision/case consultation in a group format, one focused on the cognitive-behavioral treatment of anxiety and related disorders, and the other on family therapy interventions.
Where possible, interns are involved in *learning to provide supervision*. This is sometimes carried out in the form of “supervised supervision” for group or individual therapy conducted by a more junior trainee (e.g., psychology extern) as well as didactic sequences devoted to theories and principles of supervision. Other formats may include role-play, role reversal and hypothetical scenarios.

**CLINICAL NEUROPSYCHOLOGY TRACK**

*National Matching Services Program Code Number: 145913*

(3 interns)

The Clinical Neuropsychology Track of the Pre-Doctoral Internship Program in Clinical Psychology provides intensive clinical training and experience in neuropsychological assessment and consultation while continuing the intern’s general clinical training. Clinical Neuropsychology Track training facilitates the integration of prior didactic doctoral education and clinical externship exposure with more advanced clinical practice in neuropsychology. The training thus prepares the intern for a two-year post-doctoral fellowship in clinical neuropsychology followed by a career as an independent provider of neuropsychological services.

The Clinical Neuropsychology Track follows the model of training proposed by the Houston Conference on Specialty Education and Training in Clinical Neuropsychology. In this one-year, full-time experience most of the clinical neuropsychology track intern’s time is devoted to neuropsychology with the remainder dedicated to general training in other aspects of clinical psychology.
PLACEMENTS - Neuropsychology Track

Clinical Neuropsychology Track interns participate in examination and consultation services in programs associated with four major hospitals: Long Island Jewish Hospital, North Shore University Hospital, The Zucker Hillside Hospital, and Cohen Children’s Medical Center. Through these placements interns gain experience with a wide variety of neurological, neuropsychiatric and developmental disorders. The Neuropsychology track interns train alongside neurology residents, neuropsychology fellows, the other clinical interns, and neuropsychology externs from local universities. Specialty track didactic experiences include seminars in neuropsychology, neuroanatomy and neuro-imaging. Other educational forums include neuro-radiology rounds, neurology grand rounds, and neurosurgery grand rounds.

The training year is divided into three four-month rotations. Within each rotation, interns participate in one or two neuropsychological assessment placements. Interns devote approximately 60% of their time to these activities. Interns are also assigned to psychotherapy placement, which runs for the entire year, accounting for another 20% of the trainees’ time. The remainder of the interns’ time is spent in educational activities.

Clinical Neuropsychology Placements

Comprehensive Epilepsy Program/Department of Neurology/Cushing Neuroscience Institute: Within the Neurology service of the Cushing Neuroscience Institute, interns gain intensive training in neuropsychological assessment of adults with actual or suspected neurological diseases and disorders. Interns perform outpatient neuropsychological evaluations of patients referred from the Department of Neurology and other sources. These evaluations include comprehensive assessments of epilepsy patients from the Department's Comprehensive Epilepsy Center, such as candidates for epilepsy surgery. Patients with suspected dementia, mild head injury, stroke, neoplasm, infectious diseases, and other neurological disorders are also seen as part of this service. It is also common for referrals to come from affiliated neurosurgeons (e.g., pre-operative and follow-up
assessments of brain tumor patients), community neurologists, geriatricians (who typically refer the more difficult differential diagnoses rather than Alzheimer's disease), and psychiatrists. All interns will have the opportunity to observe resective neurosurgery in the O.R. and participate in Wada testing and cortical mapping of cerebral functions with electrical stimulation of the brain.

**Movement Disorders Program/Department of Neurology/ Cushing Neuroscience Institute:** Within the Movement Disorders Program interns gain training in neuropsychological assessment of adults with movement disorders, including Parkinson's disease, Huntington's disease, and essential tremor. Interns consult with neurologists, geneticists, and neurosurgeons regarding diagnostic issues such as dementia; they also evaluate patients' readiness to undertake genetic testing for the HD gene and the capacity to benefit from functional brain surgery with deep brain stimulator placement. Patients are also seen from many other referral sources including other neurology disciplines, Geriatric Medicine, Psychiatry, Physical Medicine, and Internal Medicine.

**Pediatric Neuropsychology:** During the Comprehensive Epilepsy Program rotation, interns gain experience in neuropsychological assessment of children with developmental, neurological, and medical disorders. The majority of cases come from Cohen Children’s Medical Center’s Departments of Pediatric Neurology and Hematology/Oncology. Interns work closely with attending physicians and residents from these departments. Commonly seen patients include those with epilepsy, leukemia, brain tumors, and traumatic brain injury. Although children with developmental disorders can be seen, this program focuses on acquired and genetic disorders. Interns also attend and participate in morning rounds and journal club within the Cohen Children’s Medical Center programs. Children are also seen during the Movement Disorders Program rotation. During this rotation interns will also participate in comprehensive neuropsychological evaluation of children, ages 6-years and older. Referrals to this program tend to come directly from parents, school districts, and pediatricians. The majority of the patients in this program have developmental disorders, such as LD, ADHD, and Autism. However, children with traumatic brain injury, brain tumors, and epilepsy are seen regularly.
Neurorehabilitation/Transitions of Long Island: Transitions of Long Island is a comprehensive neurorehabilitation program for individuals with acquired neurological injuries. Transitions provides both inpatient and outpatient rehabilitative services, utilizing a holistic, interdisciplinary team approach (i.e., physical therapy, occupational therapy, speech-language therapy, cognitive rehabilitation, neuropsychology, social work, rehabilitation counseling, pre-vocational counseling, nursing, life skills training, and medical and case management). Interns work with adolescents and adults in Transitions’ outpatient program. During this rotation the trainee gains experience in assessment of individuals with a variety of neurological diagnoses including traumatic brain injury, stroke, brain tumor, anoxia, encephalitis, and mild brain injury. Attendance at interdisciplinary team rounds, in-services and journal reviews, as well as observation of other neurorehabilitation disciplines, is encouraged.

The Zucker Hillside Hospital: Within the psychiatric facility interns gain training in neuropsychological consultation through participation in focused and brief diagnostic evaluations of patients with psychiatric disorders who are also suspected to have neurological diseases or disorders. The majority of referrals come from the Adult and Geriatric inpatient units at Zucker Hillside Hospital. This includes evaluations of patients with suspected primary progressive disorders, such as Frontal Temporal Dementia and Alzheimer’s disease, but also focal neurological disease.

Inpatient Neurology: Within the Comprehensive Epilepsy and Movement Disorders rotations, interns consult on inpatient medical units at NSUH. Assessments can include comprehensive inpatient evaluations of epilepsy patients referred from the Department of Neurology Comprehensive Epilepsy Center including candidates for epilepsy surgery. In addition, the interns conduct consultations and focused and brief evaluations of patients with a variety of acute neurobehavioral syndromes (e.g., aphasia, amnesia, agnosia, hemispatial neglect) that are secondary to stroke, acute infectious disease, metabolic disorders, and other causes.

Stroke Unit: The most recent addition to our program is within the Stroke Unit at NSUH. Interns participate in Stroke Rounds (morning report) with the attending physician, neurology stroke fellows, and neurology residents. From these rounds the intern will consult on cases with focal disorders such as aphasia, neglect, and agnosia.
Psychotherapy Experience - Neuropsychology Track

Each intern carries a caseload equivalent to five hours per week of psychotherapy throughout the internship year. The assignments consist of individual psychotherapy cases and/or group therapy. Psychotherapy experience will be gained in one of the following settings: (1) Transitions of Long Island: an outpatient cognitive rehabilitation program for adults over the age of 18-years and (2) The Early Treatment Program (ETP): A manualized treatment for first episode schizophrenia patients.

SUPERVISION - Neuropsychology Track

A central premise of the Clinical Neuropsychology Track is that interns benefit most from a broad exposure to different supervisory styles and orientations. Four or more hours of weekly supervision are provided. Interns typically work with three or more different supervisors during the course of the year. While no single neuropsychological orientation is advocated over others, emphasis is given to flexible, hypothesis testing assessment strategies rather than fixed-battery approaches. Both quantitative and qualitative performance indices in making neuropsychological inferences are emphasized.

Where possible, interns are involved in learning to provide supervision. This is sometimes carried out in the form of “supervised supervision” of assessments conducted by a more junior trainee (e.g., extern) as well as didactic sequences devoted to theories and principles of supervision. Other formats may include role-play, role reversal and hypothetical scenarios.

THE DIDACTIC PROGRAM
The seminar program covers a variety of general and specific topics related to clinical psychology. Seminars are supplemented by Department of Psychiatry, Neurology, and Division of Child and Adolescent Psychiatry grand rounds which feature presentations by prominent speakers. Ongoing seminars and journal clubs in neuroscience, geriatric psychiatry, and child psychiatry are also available for interested interns.

Each seminar is described below. Seminars are grouped by the track in which they are offered. Nonetheless, all interns are invited to attend any of the seminars if time permits. Some of the courses are year-long while others are presented in a mini-course format.

**SEMINARS FOR ALL INTERNSHIP TRACKS**

**Core Issues** This seminar forms the "heart" of the Internship's didactic program and runs throughout the internship year. Faculty and interns from the three tracks meet to explore a variety of issues. The seminar includes such modules or sequences as: a review of issues in psychiatric diagnosis and assessment; empirically supported psychotherapies with different age groups; psychopharmacology; multicultural issues; consultation; supervision; program evaluation; and other topics. It should be noted that issues of individual and cultural diversity are integral to the internship program and are incorporated into the internship course work and into individual and group supervision. Additionally, the seminar provides a regular forum for ongoing discussion of administrative and professional issues that arise for interns.

**Professional Issues Colloquium** On a monthly basis, issues bearing on the contemporary practice of psychology are discussed by internship and affiliated faculty. Examples of topics include: balancing career and family; obtaining a postdoctoral fellowship; managing a successful independent practice; reimbursement issues; career building; issues in psychology research; new practice opportunities for psychologists.

**Case Conference** Also on a monthly basis, a case conference is led by a senior psychologist. Interns take turns presenting active cases and provide feedback on cases.
presented by other interns. This provides a forum for practicing organized and thoughtful presentation of clinical information as well as an opportunity for peer review and “second opinions”.

**Legal and Ethical Issues** A variety of ethical and legal issues in the delivery of psychological services are discussed by a psychologist who is also a lawyer and who – as a member of the voluntary staff - remains available for consultation as needed throughout the year. The seminar is offered early in the training year and is designed to familiarize interns with the APA ethical code and to encourage a thoughtful and inquisitive attitude towards ethical considerations.

**ADULT PSYCHOLOGY TRACK SEMINARS**

**Psychological Assessment** Training is provided in administration and interpretation of psychodiagnostic, cognitive, personality and some neuropsychological measures. The seminar includes review of fundamentals of testing, exposure to specialized assessments (e.g., malingering, learning disability, and neuropsychological screening approaches) and the practice of oral and written reporting.

**Group Psychotherapy** Central issues in conducting group psychotherapy are reviewed with an expert group psychotherapist. As a follow-up to this seminar, during the second half of the year interns may choose to take part in a group to process the internship experience. There is no communication about this segment between the group leader and internship staff.

**Clinical Geropsychology** This seminar reviews basic issues in assessment and treatment of older adults, clinical problems of later life, somatic treatment for late life psychiatric problems, psychotherapeutic interventions, and gerontology. The seminar is attended by Adult Psychology and other psychology trainees with geriatric placements.
CLINICAL CHILD PSYCHOLOGY TRACK SEMINARS

Clinical Child Psychology Seminar: This seminar covers core elements of clinical practice in child psychology, including both family systems-oriented and cognitive-behavioral interventions for various clinical problems in this population, and additional topics central to clinical child work such as mandated reporting requirements, special education classification, linking patients with community-based support services, and referrals to higher levels of care. It combines the didactic components formerly represented in the two separate and alternating Family Therapy and Evidence-Based Treatments seminars under one rubric to provide interns with a comprehensive foundation of knowledge essential to the practice of clinical child psychology. This seminar is attended by the child psychology interns and child psychology externs.

CLINICAL NEUROPSYCHOLOGY TRACK SEMINARS

Advanced Topics in Neuropsychology: This seminar begins with introductory topics relevant to neuropsychological consultation in neurological, psychiatric, and general medical services. The neurologic examination is presented as well as other medical topics germane to neuropsychological evaluation. The seminar continues with lectures on topics that include the major focal neurological syndromes, specific neurological disorders, neurologic interventions, and neuroanatomy and neuroimaging.

Case Conferences/Neuroscience Seminar: This is a diverse seminar which includes clinical and neuroscience topics, as well as case conference and a monthly Health Care Reform meeting. Monthly clinical case presentations begin by having each intern present one of his or her recent cases in a traditional format; however as the year progresses the interns are presented with one of the supervisor’s cases, and the intern must use a fact finding strategy, analogous to the oral exam of the ABCN board exams.

Additional didactic experiences in clinical neuropsychology are available through:
Participation in daily Department of Neurology morning report and bed-rounds.

Attendance at weekly Department of Neurology Grand rounds

Participation in Epilepsy Surgery Conference

Attendance at Investigational Medicine lectures and Neuroscience lectures at the Feinstein Institute of Medical Research.

ADDITIONAL INFORMATION FOR ALL INTERN APPLICANTS

INTERN AND INTERNSHIP PROGRAM EVALUATION

As noted, the Internship program is a practitioner-scholar model. We value the scientific basis of clinical practice. We also value the diversity of backgrounds of our staff, trainees, patients, and larger community. When feasible, empirically-supported practices are used in our clinical programs. The goal of the Internship program is to further develop the trainee's competencies in:

- Professional conduct, ethics and legal matters,
- Individual and cultural diversity,
- Theories and methods of psychological diagnosis and assessment,
- Theories and methods of effective psychotherapeutic intervention,
- Scholarly inquiry and application of current scientific knowledge to practice,
- Professional consultation,
- Theories of supervision, and
Theories of program evaluation.

The development of each of these competencies is evaluated throughout the training year and discussed in supervisory meetings. In addition, formal written evaluations are conducted at two time points during the year (midyear and after the midpoint of the second six-month period) and a written summary of performance is provided to the intern’s graduate training director at those times.

The intern’s evaluation of the Internship Program is actively sought. The Core Issues seminar provides an opportunity to discuss ongoing administrative and professional problems that may arise. An intern representative is chosen by the interns for each of the Internship tracks for representation at faculty track meetings as needed. In addition, an intern represents the entire internship class at monthly meetings of the Education and Training Committee which includes leadership from the psychology externship, internship, and fellowship programs. The Director of Psychology Training meets with each intern at midyear to review progress and satisfaction and to discuss any concerns. At the end of the Internship year, interns are asked to provide a written evaluation of the internship program. Prior to leaving, interns also meet with the Director of Psychological Services to discuss their internship placements, supervisors and seminars. Finally, interns are surveyed at least one year after completing the internship to assess the way in which the internship impacted on their career and professional activities.

STIPEND AND BENEFITS

The stipend is $25,000 annually. Benefits include 20 days of paid time off and 8 paid legal holidays. In addition, sick days may be used for illness. New hires in the North Shore LIJ Health System are not permitted to use paid time off during their first three months of work. Also, unused time off will ordinarily not be paid out at the end of the internship. The Medical Center provides a partially subsidized benefit program which offers the opportunity to select health, life, and disability coverage to meet personal needs. Interns and their eligible dependents are eligible for health care benefits as of the first day of the internship. The above information represents the policy as of September 1, 2014; although no changes are anticipated at this time, we will attempt to disseminate any substantive changes that occur.
APPLICATION REQUIREMENTS

The Internship begins on July 1, 2014 and continues for the period of one year (i.e., through June 30, 2015). **Applicants may only apply to one of the three internship tracks. For the purpose of clarity, please indicate your choice of internship track prominently in your cover letter.** Eligibility requirements for each of the Internship programs are as follows:

**Adult Psychology Track:** The applicant must be a candidate for the PhD or PsyD in an APA-accredited clinical or counseling psychology program or be enrolled in a formal respecialization program. Consideration is given to candidates in non-APA approved programs if their graduate education is comparable to that offered in APA-approved programs. Additionally, it is strongly preferred that applicants have administered and written a minimum of five integrated psychological test reports using complete psychodiagnostic batteries (including cognitive and projective instruments) in a clinical setting.

**Clinical Child Psychology Track:** The applicant must be a candidate for the PhD or PsyD in an APA-accredited clinical, counseling, or related program. Consideration is given to candidates in non-APA approved programs if their graduate education is comparable to that offered in APA-approved programs. Priority is given to those candidates with a strong commitment to and significant experience in research and treatment of children and adolescents. At least one year of clinical experience with children or adolescents is required. Applicants from School Psychology programs will not be considered unless there is evidence of intensive experience (greater than 1 year in duration) in non-school clinical settings.

**Clinical Neuropsychology Track:** The applicant must be a candidate for the PhD or PsyD in an APA-accredited clinical or related program, or be enrolled in a formal re-specialization program. Consideration is given to candidates in non-APA approved programs if their graduate education is comparable to that offered in APA-approved programs. Applicants will have completed a designated track, specialization or concentration in neuropsychology, which includes both course work and two years of supervised experience in clinical neuropsychology.
ACCREDITATION

The internship program has been accredited by the American Psychological Association (APA) since 1979 and is fully accredited through 2020. The address of the APA Accreditation Office is:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E., Washington, D.C. 20002-4242
Tel: 202-336-5979

APPLICATION PROCEDURE

The internship program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Applications will only be accepted through the APPIC Application for Psychology Internships (AAPI) online registration system on the Match web site at www.natmatch.com/psychint. Three letters of recommendation are required.

The application deadline for the 2015-16 internship cycle is November 15, 2014 (i.e., applications must be submitted by the 11pm PST of that date).

In addition to the standard elements of the APPI online, the following supplemental materials are required (via scanned upload as per AAPI online instructions):

Required Supplemental Materials:
**Applicants to the Adult Psychology Track submit:**

1. **One integrated psychodiagnostic test report of an adult patient (including cognitive and projective measures).** (Although lack of experience with projective tests may not rule out suitability, it would be a significant disadvantage; clinical assessment experience - including projective testing - is a core competency area in our adult track.) In the event that an applicant is lacking a report for an adult patient, a child’s integrated report will be considered. **In addition, please submit**

2. **One summary of an adult clinical treatment case.** The case summary should be designed for clinical use and generally include a concise (i.e., preferably less than 5 pages) synopsis of presenting problems, history, conceptualization, course of treatment and recommendations.

**Applicants to the Clinical Child Psychology Track submit:**

1. One psychodiagnostic test report of a child or adolescent (including cognitive and personality measures) and

2. One case summary of a child or adolescent treatment.

**Applicants to the Clinical Neuropsychology Track submit:**

Two neuropsychology test reports.

**Neuropsychology Track Applicants:**
 Interviews will be held on Tuesday January 6, and Friday January 9, and Thursday January 15, 2015. Although you do not need to indicate the dates when you are free, please keep these dates in mind as you go through the application process.

In the event that you are unable to list all of the assessment instruments you have used on the AAPI online, please add a list of all psychological assessment instruments that you used through November 1 as part of your practica experiences and indicate whether they were with actual patients/clients or research participants in a clinical study. If the person you assessed was not a client, patient, or clinical research participant, then you should not include this experience in this list. Do not include any practice administrations. Please use the same format as AAPI online.

All Applicants: Please be sure to comply with HIPAA requirements in ensuring the de-identification of submitted work samples.

INTERNSHIP SELECTION PROCEDURES

This program is a member-subscriber of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and strictly observes the guidelines of this organization and its match procedures (which can be found at http://www.natmatch.com/psychint/). The LIJ Medical Center – Zucker Hillside Hospital Internship Program requires on-site interviews. Due to the large number of applications received, we are not able to offer interviews to all applicants. Every effort will be made to notify applicants of their interview status by December 15, 2014. Upon interview, a recent photograph is helpful as an aid for interviewers’ accurate recall but this plays no role in selection or ranking.

Applicants invited for interviews will be notified of any “open house” meetings or other opportunities during which they can meet with current interns and faculty and learn more about the internship.
Applicants matched to the internship should understand that prior to commencing the internship they will need to be pass a Health System required medical examination, a review of their credentials and a screening by the New York State Child Abuse Registry. These procedures and a pre-employment interview must be completed in advance of commencing the internship and necessitate availability in June. Applicants should also note that some placements require evening hours.

This internship site agrees to abide by the APPIC policy that no persons at this training facility will solicit, accept or use any ranking-related information from any intern applicants.

INFORMATION

We ask that information about the program be accessed through our training website.

Requests for further information should be directed to:

Elihu Turkel, PsyD
Director of Psychology Training
The Zucker Hillside Hospital
75-59 263rd Street
Glen Oaks, New York 11004

E-mail: turkel@lij.edu
Commonly Asked Questions about Applying to the Internship

May I apply to more than one track at your internship program?

No. We ask that applicants choose which of the internship tracks (Adult, Child or Neuropsychology) best fits with their professional goals and experience.

Some internship programs will not accept applications from applicants who were externs at the site immediately prior. Is there any such restriction at Zucker Hillside?

No. Applicants who did externships will be subject to the same selection process as all other internship applicants.

Will I have a chance to talk to current interns if I come for an interview? If so, will they be involved in evaluating my suitability?

If you are invited for an interview, we will make every effort to enable you to meet with current interns, although since they are all very busy (especially when their supervisors are interviewing) you might not be able to meet with all of them. We will also provide you with their contact information with their consent. The way current interns are included in the welcome varies by internship track. Current interns do not take part in the selection of applicants; they are directed...
to meet with applicants for the purpose of providing information about the internship experience.

*What is the minimum number of intervention and assessment hours needed in order to apply to the internship?*

There is no absolute minimum “hours” requirement. Rather, applicants to each track are considered based on the quality and quantity of their experience, its diversity and appropriateness to the internship experience, their skill sets and their apparent standing relative to the applicant pool.

*What should I do if something went wrong with my application (e.g., the wrong document was uploaded; it was incomplete; there was a technical problem at the deadline)?*

In special circumstances as above, it is best to email the director of training, explain the problem and ask for direction. Be sure to contact APPIC with any irregularities regarding the application portal.

*Will I be notified if I will not be interviewed?*

We do our best to notify all applicants of their interview status no later than December 15th. If other applicants have received notification before that date but you have not, do not assume that you have been overlooked; we do not always process all notifications simultaneously. Also, different tracks may notify at different times before that date.

*What is an average week like in the life of an intern?*
You may get an idea of how an intern spends the week by opening any of the following track-specific samples: Adult Track; Child Track; Neuropsychology Track. Please be aware that these are general examples and may not apply to any particular intern’s work week.

What is the structure of the training program at Zucker Hillside?

Please refer to the attached Table of Organization which depicts the nature and complexity of the psychology training programs in graphic form, highlighting the central role that the internship plays in the overall educational matrix at Zucker Hillside and the substantial resources dedicated to training.
# Psychology Internship Core Training Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Field</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elihu Turkel, PsyD</td>
<td><em>Director of Psychology Training and Adult Internship Track</em>, Yeshiva University</td>
<td></td>
<td>1984</td>
</tr>
<tr>
<td>Paul Mattis, PhD, ABPP-CN</td>
<td><em>Chief, Neuropsychology; Assoc. Dir. of Neuropsychology Internship Track</em>, U of Houston</td>
<td></td>
<td>1994</td>
</tr>
<tr>
<td>Meredith Owens, PhD</td>
<td><em>Assoc. Dir. of Clinical Child Internship Track</em>, St. John’s University</td>
<td>Clinical Child</td>
<td>2007</td>
</tr>
<tr>
<td>Thomas Cromer, PhD</td>
<td>Adelphi University</td>
<td>Clinical</td>
<td>2009</td>
</tr>
<tr>
<td>Adeena Gabriel, PhD</td>
<td>Fairleigh Dickinson University</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Alison Gilbert, PhD</td>
<td>University of Pittsburgh</td>
<td>Clinical</td>
<td>2008</td>
</tr>
<tr>
<td>Terry Goldberg, PhD</td>
<td>University of Michigan</td>
<td>Educational</td>
<td>1978</td>
</tr>
<tr>
<td>Dina Hirsch, PhD</td>
<td>University of Maryland</td>
<td>Clinical/Community</td>
<td>2002</td>
</tr>
<tr>
<td>Marie Genevieve Iselin, PhD</td>
<td>Clark University</td>
<td>Clinical</td>
<td>2004</td>
</tr>
<tr>
<td>Jimmy Kim, PsyD</td>
<td>Pace University</td>
<td>School-Clinical-Child</td>
<td>2003</td>
</tr>
<tr>
<td>Barbara Libov, PhD</td>
<td>St. John’s University</td>
<td>Clinical</td>
<td>1996</td>
</tr>
<tr>
<td>Stewart Lipner, PhD</td>
<td>Yeshiva University</td>
<td>Clinical</td>
<td>1985</td>
</tr>
<tr>
<td>Madeline McGee, PhD</td>
<td>St. John’s University</td>
<td>Clinical Child</td>
<td>2008</td>
</tr>
<tr>
<td>Kathryn Mirra, PhD</td>
<td>Suffolk University</td>
<td>Clinical</td>
<td>2011</td>
</tr>
<tr>
<td>Tara Mandel, PhD</td>
<td>Hofstra University</td>
<td>School/ Clinical</td>
<td>2008</td>
</tr>
</tbody>
</table>
Rosanne Pachilakis, PsyD  
Hofstra University, School Community, 2003

Rita Ryan, PhD  
New School University, Clinical, 1997

Sarah Schaffer, PhD, ABPP-CN  
Pacific Graduate School of Psychology, Clinical, 2005

Leah Siskin, PhD  
Washington University, Clinical, 1992

Stephanie Solow, PsyD  
Pace University, School/Child Clinical, 2004

Jill Sonnenklar, PhD  
St. John’s University, Clinical, 2002

Joyce Tanzer, PhD  
St. John’s University, Clinical, 1996

Lisa Testa, PhD  
New School University, Clinical, 2006

Margaret Tippy, PsyD  
Pace University, School-Clinical, 2000

Peter D’Amico, PhD, ABPP  
SUNY Binghamton, Clinical, 1995

Alison Tebbett, PhD  
St. John’s University, Clinical Child, 2013
2014-2015 Clinical Psychology Interns

(All Interns below have consented to their names appearing in this publication)

Adult Track

Michael Buls    Adelphi University
Benjamin Feld   Adelphi University
Rachel Ginsberg Hofstra University
Francesca Lewis-Hatheway Yeshiva University
Amy Palfrey     St. Johns University
Sara Pascal    Long Island U/CW Post

Child Psychology Track

Alana Moses     St. Johns University
Elaina Zendegui Rutgers University

Clinical Neuropsychology Track
Pura Garcia-Serrablo  Ponce School of Medicine and Health Sciences
Denise LaBelle  Temple University
Jodi Uderman  CUNY - Queens College

The Zucker Hillside Hospital Administration

John M. Kane, M.D.  Chairman, Dept. of Psychiatry, The Zucker Hillside Hospital; Vice-President, Behavioral Health, North Shore-LIJ Health System
Blaine M. Greenwald, M.D.  Associate Chairman, Dept. of Psychiatry, The Zucker Hillside Hospital; Director, Division of Geriatric Psychiatry
Mitchell Shuwall, PhD  Executive Director, The Zucker Hillside Hospital