

JCCA

PROFESSIONAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

INTRODUCTION

The Psychology Internship Program has been sponsored by JCCA since 1970 and has been approved by the American Psychological Association Commission on Accreditation since 1991. The internship program adheres to the American Psychological Association (APA) Ethics Code and as a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) follows all of its guidelines. The 12-month, full-time JCCA psychology internship program is open to advanced pre-doctoral psychology students in clinical, school and counseling psychology programs.

SETTINGS

JCCA's mission is to provide the highest quality child welfare and mental health services to New York's neediest and most vulnerable children and families to insure that their safety, permanency and well-being leads to a life of stability and promise. We are guided by the Jewish mandate of *tikkun olam*—the responsibility of every person to make the world a better place. Our highly trained, dedicated staff works in partnership with families to build on their strengths, preserve the family when possible and help create new families when necessary, so that all children may thrive through experiencing the benefits of a healthy family and belonging to a community of support.



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INTERNSHIP PLACEMENT SITES

The JCCA currently services more than 16,000 primarily inner city minority children and their families in its various programs. The concerns of the children and families served range from mild to severely dysfunctional. Many of the children have parents who are drug or alcohol abusers or who have emotional disorders rendering them unable to care for their children and necessitating foster care placement. JCCA's many programs target largely poor families comprised of mostly African- and Caribbean- American and Latino populations. The agency provides casework, aftercare, medical nursing, psychiatric and psychological services to children and families. Thus, interns are exposed to different perspectives from which to view and understand the child. The Internship Program provides training in both assessment and clinical intervention with this challenging and diverse population to ensure that our training goals and objectives are met. In addition, through direct and frequent contact with mental health and other professionals within the agency, interns develop consultation skills and learn to function in a team setting.

Pleasantville Cottage Campus

There are four residential treatment programs located on our Westchester campus in Pleasantville, N.Y.

Pleasantville Cottage School (PCS) is a coed residential treatment center caring for 120 children and adolescents of normal intelligence with severe emotional and family problems.

Edenwald Center (EC) provides residential treatment for 110 young people who are both emotionally disturbed and developmentally delayed.

Interns in the PCS and EC settings administer psychological assessments, crisis intervention and provide individual, family and group therapies. They actively participate in weekly treatment team meetings, as a part of the multidisciplinary team, as well as in-depth quarterly team reviews of their individual cases. The interns frequently consult with the schools on campus. The on-grounds schools are New York State Special Act Schools.

Pleasantville START (Short Term Assessment and Rapid Treatment) is an intensive, diagnostic, short-term treatment center serving 36 boys and girls. All JCCA interns have at least one opportunity to administer psychological testing to a PDC resident. The PDC testing protocol can include cognitive, social, emotional and neuropsychological components. After completing the testing, and working with a supervisor, the intern presents the findings in a family team conference with many different participants present, including the child's family, outside agencies and the PDC team.

Gateways is an intensive, specialized residential treatment program serving 13 girls who have experienced Commercial Sexual Exploitation of Children (CSEC) and domestic trafficking. Interns on the Westchester campus have the opportunity to co-lead therapy groups for the girls in the Gateways program. Psychological assessments are provided at admission and upon discharge in this program.

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Foster Boarding Home Services

The **Foster Boarding Home Program** is located in two separate offices: a commercial/residential area in the Bronx known as “the Hub” and the Flatbush/Midwood neighborhood of Brooklyn, NY. Our foster program serves infants, children and teens in non-kinship foster homes, kinship foster homes, therapeutic foster homes and group home settings. Currently the Bronx division of Foster Home services cares for close to 300 young people. The Brooklyn division census is roughly 225. Both offices service youth from the ages of 0 to 21. These programs serve children and families coming from a range of cultural and ethnic backgrounds. Particularly in the Bronx office, a significant portion of the children and families are Spanish speaking. Cultural awareness and sensitivity is a significant focus of the agency culture as a whole as children are sometimes placed within foster homes of families who are of differing cultures in unfamiliar communities. The need for children and adolescents’ specific cultural identities to be considered and nurtured is an ongoing focus in the clinical work conducted by agency staff, including psychology interns.

Foster home service providers at JCCA work collaboratively with parents, extended families, foster families, legal services and mental health providers to establish permanency for young people in foster care. Social work teams utilize the Partners in Planning (PIP) model, which assigns each youth a bachelor level case worker, masters level social worker and social work supervisor to their case. Foster home services in both Brooklyn and Bronx offices maintain close and collaborative connections with JCCA medical offices and Bridges to Health Services (B2H), which are located either within the same offices or in neighboring office spaces. Bridges to Health is an intensive in-home and community based supportive mental health service. Psychology interns assigned to the Bronx and Brooklyn Foster Boarding home sites have the opportunity to provide psychotherapy to youth while collaborating closely within a multidisciplinary team, that may include any and all of the service providers described above, and possibly include community providers

such as educational institutions and hospitals.

Psychotherapy services offered by psychology interns may be offered in a range of modalities including individual, group and family.

Psychological evaluations also comprise a significant portion of the training opportunities offered during internship at the Bronx and Brooklyn sites. Initial psychological evaluations are conducted within 30 days of a child or youth entering foster care. These evaluations are critical in identifying children and youth who may be in need of immediate mental health or educational intervention. Psychological evaluations tailored to specific referral questions, such as identification of developmental disabilities or need to gain information regarding underlying emotional disturbance are also requested of our interns. Furthermore, annual behavioral assessments are required for many of our youth in care over the age of 5. These assessment opportunities allow psychology interns to gain additional practice in administration, scoring and interpretation of psychological data. They also provide a useful service to the agency by identifying at-risk youth who are in need of intervention and additional services. Furthermore, they broaden their exposure to a range of psychological presentations, mental illnesses and ranges of functioning.

While JCCA interns work at different geographic sites and with a variety of programming, they share a common focus: child welfare and assisting traumatized children and families on their journeys towards recovery. The Sanctuary® model guides all of our efforts as we work towards creating a trauma informed community.

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THE JCCA INTERNSHIP EXPERIENCE

Each intern is placed in one of the three (3) primary sites (Bronx Foster Home Services, Brooklyn Foster Home Services, or the Pleasantville Cottage Campus). There is some travel among sites for didactic trainings/seminars, which occur on Friday mornings across all three sites over the course of the year.

The goal of the internship is to train psychologists to work with children and families and develop and refine a broad set of professional competencies. JCCA provides training for advanced clinical, school and counseling psychology students from both Ph.D. and Psy.D. programs. Our primary training objective is to prepare interns for future clinical practice in child and adolescent psychology. Furthermore, our interns leave their training year with a comprehensive understanding of the child welfare system and the specific needs of children and adolescents in foster care. More generally, our graduating interns are fully prepared to recognize, understand and address the impact of the chronic and persistent trauma that youth in underserved populations encounter. We recognize that there is a need for more trained clinicians to address the unique needs of such youth.

Interns are trained to provide theoretically sound clinical services that are grounded in the latest research and literature in the field of psychology. They are continually evaluating the efficacy of their clinical skills by utilizing feedback from clients, supervisors and peers. The development of a professional identity as a psychologist is an important goal of the program.

The program is based on the Clinical Model of training that gives interns an in-depth clinical experience. Interns are trained through close clinical supervision, seminars and collaborative work with the multidisciplinary treatment teams. Interns work closely with staff psychologists who function as their clinical supervisors and role models. The opportunity to work with supervisors who have diverse areas of expertise and theoretical orientations enables interns to develop their own professional identities.

Interns typically carry 10-12 individual psychotherapy cases and conduct one psychological

evaluation per month. They serve as consultants to the multidisciplinary team. Interns also co-lead groups throughout the year.

SUPERVISORY STAFF

The supervisory staff consists of ten (10) New York State licensed psychologists. Each intern is assigned to two supervisors for the entire training year. Interns will also work within a multidisciplinary treatment team including psychologists, psychiatrists, psychiatric nurse practitioners, social workers, nurses, milieu counselors, foster parents and pediatricians. Additionally, peer and group supervision is provided.

ADMINISTRATIVE ASSISTANCE

Each intern at JCCA is provided with his or her own desktop computer or tablet and telephone line, as well as access to any necessary clerical equipment and materials. While interns are expected to maintain their own paper documents and digital files over the course of the training year, there is administrative assistance available across sites to ensure that interns' time is used efficiently and effectively, and to avoid clerical complications. Medical and mental health administrative assistants are available to support interns in uploading documentation into the electronic medical record and in disseminating documents to the appropriate parties as needed. Furthermore, interns are ensured adequate clerical time so that paperwork can be completed on site during the allotted internship hours. JCCA's Information Technology (IT) department is available across sites to offer assistance with technical equipment whenever necessary. Members of the IT department are easily accessible via an online portal and typically respond within one to two business days. In addition, JCCA's Performance, Evaluation and Program Development (PEP) department provides oversight and

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support to ensure that all staff are fully supported in maintaining agency wide, policy driven procedures. The PEP team works closely with all agency staff, and is available for consultation and feedback across sites.

PHILOSOPHY OF TRAINING

JCCA's professional psychology internship program follows all the guidelines provided by the American Psychological Association (APA), as well as the Association of Psychology Postdoctoral and Internship Centers (APPIC). Our practice is based on the science of psychology which, in turn, is influenced by the professional practice of psychology. The training program is sequential, cumulative and graded in complexity.

In addition to developing the important core clinical skills of assessment and clinical intervention, it is vital for psychologists working within a social service agency to be aware of and sensitive to group and organizational dynamics. JCCA serves a population that has often experienced a great deal of trauma. In order to be sensitive to this trauma and appropriately intervene, JCCA has embraced the Sanctuary® Model. The Sanctuary® Model provides a framework to help clients understand how trauma has impacted them and how they can heal. It is an approach to working with clients, their families and each other.

Working within a multidisciplinary team approach, with staff from diverse backgrounds and viewpoints, necessitates a deep understanding of how treatment interventions interact with all aspects of the milieu. Therefore, students will learn to work with all levels of staff, utilizing extensive consultation skills to facilitate coordination of treatment.

Clinical skills are developed by interns by testing, interviewing, therapeutic interventions and consultation within a mentor system. Within this framework, interns work directly under two primary supervisors. As mentors, the psychologists' professional functioning serves as a role model for the intern.

Another focus of the program is providing psychological services for diverse cultural and ethnic groups, and underserved minority populations,

whereby interns learn to deeply understand and appreciate the role of ethnic/cultural differences in psychological functioning.

Our clinical work is guided by the principles of the Sanctuary® Model, which emphasizes the impact of trauma on relationships and one's experiences in the world. In 2008, JCCA introduced the Sanctuary Model to aide in the recognition of the impact of trauma on the youth we serve and on the agency as a whole. This model reframes the understanding of one's functioning from the question, "What is wrong with you?" to "What happened to you?", reframing symptomology as a reaction to trauma rather than an isolated and endogenous phenomenon. The Sanctuary® Model is a blueprint for change which, at its core, promotes safety and recovery from adversity through the active creation of a trauma-informed community. A recognition that trauma is pervasive in the experience of human beings forms the basis for the Sanctuary® Model's focus not only on the people who seek services, but equally on the people and systems who provide those services.

The Sanctuary® Model has been effective with children and adults across a range of human service organizations, including residential treatment centers, public and private schools, domestic violence and homeless shelters, community based programs, foster care programs and drug and alcohol treatment centers. The Sanctuary® Model has four basic components: Safety (physical, psychological, social and moral); Emotions (learning how to handle feelings without being destructive to yourself or others); Loss (getting past loss and preparing for change); and Future (re-establishing the capacity for choice). Together, they form the acronym S.E.L.F.—a way for residents and staff to work together and understand the changes residents undergo as they move through the process.

Through this process of identifying and surmounting obstacles to the provision of services through a trauma-focused lens, our trainees learn the importance of outreach, persistence and consistency with regard to engaging more reluctant clients, which is an important skill in any setting in which mental health services are provided.

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TRAINING OBJECTIVES

The following goals of the internship are intended as a guide to the intern's development.

The objectives and means of accomplishment for these seven goals are:

Goal 1: The Intern will achieve competency in areas of professional conduct, ethics and legal matters.

- The intern will demonstrate professional interpersonal behavior as seen through the intern's interactions with treatment teams, peers and supervisors, and his/her ability to seek peer support as needed.
- The intern will demonstrate the ability to seek consultation or supervision, as needed, and use it productively.
- The intern will be able to demonstrate positive coping strategies with personal and professional stressors and challenges. Interns will maintain professional functioning and quality client care.
- The intern will demonstrate a competent level of professional responsibility and documentation as seen in maintaining responsibility for key client care tasks (e.g., phone calls, letters, case management where applicable) and being able to complete these tasks promptly. In addition all client contacts, including scheduled and unscheduled appointments and phone contacts must be well documented. Lastly, records should include all crucial information.
- The intern will be able to demonstrate efficient and effective time management. This also includes keeping supervisors aware of his/her whereabouts, as needed, and minimizing unplanned leaves when possible.
- The intern will demonstrate a good knowledge of ethical principles and state law. Interns will consistently apply these principles and laws appropriately and seek consultation as needed.
- The intern will demonstrate a growing ability to

accomplish administrative tasks and prioritize appropriately.

Goal 2: The Intern will achieve competency in individual and cultural diversity.

- The intern will consistently achieve a good rapport with clients and their families.
- The intern will demonstrate sensitivity to the cultural and individual diversity of the clients and their families. Interns will show a commitment to providing culturally sensitive services.
- The intern will demonstrate an awareness of cultural and ethnic background and its impact on clients. Interns should show a commitment to continuing to explore their own cultural identity issues and relationship to clinical work.

Goal 3: The Intern will achieve competence in theories and methods of psychological assessment.

- The intern will demonstrate a working knowledge base of psychiatric diagnostic nomenclature and DSM multiaxial classification.
- The intern will be expected to complete approximately two assessments per month.
- The intern will demonstrate promptness and proficiency in administering commonly used tests in his/her areas of practice. Interns will be able to choose the appropriate tests to be administered and demonstrate a competence in administering intelligence tests.
- The intern will be able to interpret the results of psychological tests and demonstrate competence in interpreting intelligence tests.
- The intern will demonstrate competence in

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writing a well-organized psychological report. This includes the ability to answer the referral question clearly and provide the referral source with specific recommendations.

- The intern will be able to plan and carry out a feedback interview. This includes explaining the test results in terms the client and/or caregiver can understand, providing suitable recommendations and responding to issues raised by the client or caregiver.

Goal 4: The Intern will achieve competence in theories and methods of effective psychotherapeutic intervention.

- The intern will be able to effectively evaluate, manage and document client risk by assessing immediate concerns such as suicidality, homicidality and any other safety issues. Interns will be able to collaborate with clients in crisis to make appropriate short-term safety plans and intensify treatment as needed. Furthermore, interns will be able to discuss all applicable confidentiality issues openly with clients.
- The intern will be able to formulate a useful case conceptualization that draws on theoretical and research knowledge. This includes the ability to collaborate with clients to form appropriate treatment goals.
- The intern will utilize interventions that are well-timed, effective and consistent with empirically supported treatments.
- The intern will demonstrate an understanding of and utilize his/her own emotional reactions to clients (countertransference) productively in the treatment.
- The intern will demonstrate competence in group therapy skills and preparation through his/her ability to intervene in group skillfully, attend to member participation, complete therapeutic assignments, understand group process and

establish rules for safety and confidentiality. If the group is psychoeducational, the intern readies material for the group and understands each session's goals and tasks.

Goal 5: The Intern will demonstrate competence in scholarly inquiry and application of current scientific knowledge to practice.

- The intern will seek current scientific knowledge. Interns are expected to display necessary self-direction in gathering clinical and research information practice information independently and competently. This includes seeking out current scientific knowledge, as needed, to enhance knowledge about clinical practice and other relevant areas.

Goal 6: The Intern will achieve a competence in theories and methods of professional consultation, supervision and program evaluation.

- The intern will be able to perform an assessment of the client referred for consultation, incorporating mental status exam structured interview techniques, or psychological assessment, as needed, to answer the referral question.
- The intern will demonstrate an appropriate level of guidance when providing consultation to other health care professionals, taking into his/her level of knowledge about psychological theories, methods and principles.
- The intern will demonstrate a good knowledge of supervision techniques and employ these skills in a consistent and effective manner, seeking consultation as needed.
- The intern will demonstrate competency in their knowledge of program evaluation through their understanding of theories and methods of evaluation.

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ELIGIBILITY

This program is open to psychology graduate students meeting the following criteria:

- Current enrollment in a professional psychology doctoral program in clinical, counseling, or school psychology
- Successful completion of all coursework
- Completion of practicum training in psychotherapy and psychological assessment with children and adolescents
- Completion of at least five integrated child or adolescent assessments
- Approval of their graduate school training director to begin pre-doctoral internship

EDUCATIONAL PROGRAM

Below is a sampling of seminars offered:

- Cognitive Behavioral Strategies
- Working with Sexually Reactive and Problematic Youth
- Neuropsychological Testing
- Multicultural Issues
- Psychopharmacology
- Sleep Disorders
- Gender and Sexuality

APPLICATION PROCEDURES

Applications for pre-doctoral internship training are made in the fall preceding the internship year. Materials are due by November 15.

- Completed APPIC application form, which is available on the APPIC website, www.appic.org.
- Curriculum Vitae
- Internship eligibility and readiness verification
- Official transcript from the graduate program
- One child or adolescent assessment report (including projective assessment)
- Three letters of recommendation

Applicants will be notified by December 15 if JCCA wishes to arrange an interview in late December or early January. Phone interviews may be arranged for out-of-state applicants.

Notification of acceptance or rejection is made in accordance with rules of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The internship program is a full year and begins the Monday after Labor Day. Medical insurance is available after three months. The stipend is \$25,000.

JCCA's Internship Program is listed in the APPIC Directory and is accredited by the American Psychological Association Commission on Accreditation, 750 First Street, NE, Washington, DC 20002-4242, tel. 202-336-5979.