

**JCCA**

**PROFESSIONAL PSYCHOLOGY  
INTERNSHIP TRAINING PROGRAM**

# **PROFESSIONAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM**

## **INTRODUCTION**

JCCA is a child welfare agency that works with more than 17,000 children and their families every year. JCCA's programs target largely underserved families comprised of mostly African- and Caribbean- American and Latino populations. Many caregivers struggle with substance abuse or have emotional disorders, necessitating foster care or residential placement for their children. The agency provides casework, aftercare, medical, nursing, education, psychiatric, and psychological services to children and families. JCCA psychology interns are exposed to a variety of different perspectives from which to view and understand each child. JCCA's internship program provides training in both assessment and clinical intervention with this challenging and diverse population. In addition, through direct and frequent contact with professionals within JCCA, interns develop consultation skills and learn to function in a team setting.

## **MISSION**

JCCA provides comprehensive care to thousands of children, young people and families who come from New York's many diverse communities. Since 1822, we have embraced those who need us most — abused, neglected and traumatized young people who are struggling with poverty, developmental disabilities and complex mental illness. We also work with disadvantaged Jewish immigrants and with Jewish children and their families in support of Jewish continuity. Our programs include foster and residential care, educational assistance and remediation, case management for young people with mental health challenges and services to families to prevent child abuse and maltreatment. JCCA offers safety, stability and lifesaving support to help our clients transform their lives. In everything we do, we are guided by the Jewish mandate of *tikkun olam* — the responsibility of every person to make the world a better place.

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### THE JCCA INTERNSHIP EXPERIENCE

JCCA's 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. 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.

### INTERNSHIP PLACEMENT SITES

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

#### Pleasantville Cottage Campus

JCCA offers four distinct residential treatment programs for youth, all of which are situated on the 100+ acre Pleasantville Cottage Campus in Pleasantville, N.Y. The campus's location in a suburban town within Westchester County, approximately 30 miles north of Manhattan and outside of the five boroughs, makes it unique from the other two internship locations.

**Edenwald Center (EC)** serves approximately 100 youth ages 6-21, with diagnoses related to developmental delays and/or Autism Spectrum Disorders, who are experiencing severe emotional and/or behavioral difficulties.

**Pleasantville Cottage School (PCS)** serves approximately young adults from the child welfare system who struggle with severe emotional and behavioral difficulties.

**Pleasantville START** is an intensive, diagnostic,

short-term treatment center serving approximately 30 young people.

**Gateways** is an intensive, specialized residential treatment program for young women who have experienced Commercial Sexual Exploitation of Children (CSEC) and domestic trafficking.

#### Foster Home Services

JCCA's Foster Home Services Division has two 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, and therapeutic foster homes. Foster youth range in ages from 0 to 21, and come from a range of cultural and ethnic backgrounds. Particularly in the Bronx office, a significant portion of the children and families are Spanish speaking.

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## OVERVIEW OF TRAINING

Regardless of site placement, the goal of the internship is to train psychologists to work with children and families to 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 the children and families who function within this system. More generally, our graduating interns are fully prepared to recognize, understand and address the impact of the complex trauma that youth and families 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 colleagues. The development of a professional identity as a psychologist is an important goal of the program. The program is based on the Practitioner-Scholar Model of training, designed to provide interns with an in-depth series of clinical experiences. Interns are trained through close clinical supervision, seminars and collaborative work with the multidisciplinary treatment teams. Interns work side by side with staff psychologists who function as their clinical supervisors and mentors. In this way, interns are encouraged to develop their own professional identities over the course of the training year.

Interns typically carry approximately eight to twelve individual psychotherapy cases, and are trained and encouraged to utilize a range of modalities in their interventions. They also co-lead therapy groups throughout the year, and serve as consultants to the multidisciplinary team. In addition, interns work collaboratively with parents, extended families, foster

families, legal services, schools and outside providers to establish permanency for young people in the foster care or residential treatment.

Interns complete approximately two psychological evaluations per month across training sites. Admission reviews are screening assessments conducted within the first 30 days of placement, and are critical in identifying children and youth who may be in need of immediate mental health or educational intervention. Initial evaluations are more comprehensive batteries designed to take a deeper dive into the areas of need and strength for each youth being assessed. 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 foster homes over the age of three. These assessment opportunities allow psychology interns to gain enhanced training in administration, scoring and interpretation of psychological data.

These evaluations also provide a useful service to the agency by identifying at-risk youth who are in need of immediate intervention and additional services. In addition, they allow for an opportunity for interns to become familiar with a range of psychological presentations, diagnoses and ranges of functioning.

## PHILOSOPHY OF TRAINING

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. 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.

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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.

In addition to the above, JCCA also places high importance on cultural competency and race equity.

Interns across sites are required to participate in agency wide race equity trainings and activities on a consistent basis throughout the year. In addition, cultural competency is built into the foundation of individual and group supervision as well as weekly intern didactics.

### SUPERVISORY STAFF

The supervisory staff is comprised solely of New York State licensed psychologists. Each intern is assigned to two supervisors for the entire training year. Supervisors meet individually with interns, as well as serving as mentors and role models throughout the interns' training year. Interns also work within a multidisciplinary treatment team including psychologists, psychiatrists, psychiatric nurse practitioners, social workers, nurses, residential youth counselors, foster parents and pediatricians. Additionally, formal peer and group supervision is provided.

### ADMINISTRATIVE ASSISTANCE

Each intern at JCCA is provided with his or her own desktop computer 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 Policy Development (PEP) department provides

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oversight and 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.

### OBJECTIVES FOR COMPETENCY

The following competencies are intended to guide the intern's development over the course of the training year:

**Competency 1.** The intern will achieve competency in area of research.

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

**Competency 2.** The intern will achieve competency in areas of ethical and legal standards.

- The intern will demonstrate a good knowledge of ethical principles and state law.
- The intern will consistently apply knowledge of ethical principles and laws appropriately and seek consultation as needed.

**Competency 3.** The Intern will achieve competency in the areas of individual and cultural diversity.

- The intern will demonstrate sensitivity to the cultural and individual diversity of clients, as well as providing culturally sensitive services. This includes the ability to discuss individual differences with clients when appropriate and seek out information when needed to help with their understanding of diverse clients.
- The intern will demonstrate awareness of his or her own background and its impact on clients, and will be committed to the continued exploration of his or her cultural identity issues and the relationship to clinical work.

**Competency 4.** The intern will achieve competency in the areas of professional attitudes and behavior.

- The intern will maintain professional and appropriate interactions with treatment teams, peers and supervisors, and will seek support as needed. This includes active participation in team meetings and maintaining smooth working relationships.
- The intern will demonstrate positive coping strategies with personal and professional stressors and challenges, and maintain professional functioning and quality client care.
- The intern will demonstrate professional responsibility and documentation. This will be demonstrated in their maintaining responsibility for key client care tasks (e.g. phone calls, letters, case management where applicable) and completing these tasks promptly.
- The intern will be efficient in documenting all client contacts, including scheduled and unscheduled appointments as well as phone contacts. In addition, intern's records will include all crucial information.
- The intern will demonstrate efficient and effective time management skills. This includes attending scheduled appointments, and meetings on time and keeping supervisors aware of whereabouts as needed. The intern will minimize unplanned leave whenever possible.

**Competency 5.** The intern will achieve competency in the areas of communication and interpersonal skills.

- The intern will develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees and those receiving professional services.
- The intern will produce and comprehend oral, nonverbal and written communications that are informative and well-integrated. The intern will demonstrate a thorough grasp of professional language and concepts.
- The intern will demonstrate effective interpersonal skills and the ability to manage



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difficult communications well.

**Competency 6.** The Intern will achieve competency in the area of assessment.

- The intern will demonstrate a thorough working knowledge base of psychiatric diagnostic nomenclature and DSM classification.
- The intern will demonstrate an ability to promptly and proficiently administer commonly used tests in his/her areas of practice. This includes appropriately choosing tests to be administered and administering intelligence tests, personality assessments, and various other cognitive, academic and neuropsychological measures as indicated. The intern may need some guidance in selecting and administering less frequently utilized tests.
- The intern will be able to interpret the results of psychological tests used in his/ her area of practice, including intelligence tests, personality assessments, and various other cognitive, academic and neuropsychological measures as indicated.
- The intern will demonstrate competence in writing a well-organized report which addresses the referral question clearly and provides specific recommendations.
- The intern will be able to prepare and carry out a feedback interview. This includes providing an explanation of test results in language the client and/or caregiver can understand, as well as providing recommendations, and responding to questions or concerns raised by the client or caregiver, as well as the treatment team.

**Competency 7.** The intern will achieve competency in the area of intervention.

- The intern will achieve a good rapport with a range of clients. The intern will be comfortable and relaxed with most clients and will be able to handle challenging and anxiety inducing situations adequately, seeking supervision as needed.

- The intern will formulate a useful case conceptualization that draws on theoretical and research knowledge.
- The intern will collaborate with the client to form appropriate treatment goals.
- The intern will consistently evaluate and modify treatment goals as needed.
- The intern will 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 utilize interventions that are well timed, effective, and consistent with empirically supported treatments.
- The intern will demonstrate and understanding of and utilize his/ her own emotional reactions to clients (countertransference) productively in the treatment, including being able to formulate hypotheses about the client and identify the ways in which his or her own issues may be impacting the client.
- The intern will demonstrate competence in group therapy preparation and skills, including but not limited to his or her ability to develop group ideas, create proposals, recruit as needed, understand group processes, attend to membership participation and establish rules for safety and confidentiality. If the group is psychoeducational, the intern will ready material for the group and understand each session's goals and tasks.

**Competency 8.** The intern will achieve competency in the area of supervision.

- The intern will demonstrate a good knowledge of supervision techniques and will be able to discuss accepted theories and practice of supervision methods.

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- The intern will be able to apply supervisory skills in a consistent and effective manner, seeking consultation needed at this level of training.
- The intern will build good rapport with supervisees.

**Competency 9.** The intern will achieve competency in the area of consultation.

- The intern will give the appropriate level of guidance when providing consultation to other health care professionals, taking into account their level of knowledge about psychological theories, methods and principles.
- The intern will seek consultation or supervision as needed and will use it productively, neither over or under-estimating the need for supervision, consistent with an intermediate to advanced level of professionalism.
- The intern will be able to accept supervision well and will be open to receiving and implementing feedback.

**Competency 10.** The intern will achieve competency in the area of child welfare.

- The intern will demonstrate a sensitivity to the specifics of the child welfare system, and the ways in which they intersect with other culturally significant factors.
- The intern's understanding of the impact of the child welfare system on the client will influence case conceptualization, goal development and interventions.
- The intern's understanding of the impact of the child welfare system will directly influence consultation with other members of the interdisciplinary treatment team and outside agencies.

**Competency 11.** The intern will achieve competency in the area of complex trauma.

- The intern will demonstrate a comprehensive awareness of the impact of complex trauma on clients and systems, and will recognize the

associated symptomology.

- The intern will provide services that reflect and awareness of and sensitivity to the impact of complex trauma on functioning. This includes clinical interventions and assessment selection and administration.
- The intern will demonstrate an understanding of the impact of secondary or vicarious trauma, as demonstrated in awareness of related countertransference and in relationships with other members of the interdisciplinary team.



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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 three integrated reports, at least one of which are 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
- Multicultural Issues
- Parent Child Interactive Therapy
- Using Trauma Focused CBT With Youth In Foster Care
- Clinical Work with the Immigrant Population
- Working with Commercially Sexually Exploited children
- Treatment Planning Using Smart Goals
- 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](http://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 Tuesday of the week after Labor Day. Medical insurance is available after three months. Interns are offered four weeks of vacation time, five sick days, and three personal/ professional development days. Hours vary depending on site, but interns are expected to work only a thirty five hour work week. The stipend is \$25,000. There is a \$2,000 language differential offered to interns who are fluent in a language needed at their particular site.

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.

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### SUPERVISING STAFF

#### **Dr. Amy Morgenstern**

##### **Director of Psychology for Community-Based Programs**

Dr. Amy Morgenstern earned her doctoral degree in Clinical Psychology from Long Island University, Brooklyn, with a focus on attachment, complex trauma and lifespan development. Dr. Morgenstern received her practicum training in both inpatient and outpatient settings, working with individuals ranging from early childhood to adult and geriatric. She completed her APA accredited internship at Kings County Hospital Center, dividing her time among the adult, child and adolescent tracks. Dr. Morgenstern has been a full time employee at JCCA since 2007, starting off as a staff psychologist in Foster Home Services, before becoming a supervising psychologist and ultimately Director of Psychology for Community Based Programs, as well as the Director of Training for JCCA's Psychology Internship Program. Dr. Morgenstern is particularly passionate about the implementation of the Sanctuary Model throughout the agency, as she feels strongly that a common language for the impact of complex trauma across staff and clients is the first step to managing the accompanying symptomology. She is also actively involved in the Race Equity Committee and is committed to ensuring that JCCA is a diverse and culturally competent workplace. Dr. Morgenstern takes great pride in JCCA's Psychology and Mental Health team, particularly in regards to the quality of supervision and the wide range of intervention skills represented by its members. Outside of work, Dr. Morgenstern enjoys reading, knitting and taking adventures big and small with her family.

#### **Dr. Clorinda Bulfamante**

##### **Deputy Director of Psychology for Residential Programs**

Dr. Clorinda Bulfamante earned her doctoral degree in Clinical Psychology with a specialization in children and adolescents from the University of Hartford's Graduate Institute of Professional Psychology. Dr.

Bulfamante completed an APA accredited pre-doctoral internship at Casa Pacifica in Camarillo, CA. She provided individual and group therapy for children and adolescents who often had extensive histories of trauma and neglect. Dr. Bulfamante has continued to engage with children and adolescents in group and individual therapy, and has a wealth of experience conducting psychoeducational evaluations. In addition, Dr. Bulfamante values her work on a multidisciplinary team and has enjoyed supervising students and postdoctoral fellows. Outside of work, Dr. Bulfamante enjoys spending time with friends and family.

#### **Dr. Ashley Feldman**

##### **Coordinator of Psychology, PCS, Gateways and START**

Throughout her life, Dr. Ashley Feldman has moved up and down the east coast. After residing in South Florida for many years, she completed her doctorate at Spalding University in Louisville, Kentucky (2016). Dr. Feldman completed an internship through the St. Louis Psychology Internship Consortium in which she designed a training year with a focus on trauma and Forensic Psychology. Dr. Feldman completed a Forensic Psychology Post-Doctoral Fellowship at the Audrey Hepburn Children's House in New Jersey, during which she conducted forensic evaluations for child protective services and also conducted individual therapy with victims of abuse/neglect and their non-offending caregivers. Dr. Feldman joined the team on to JCCA's Westchester Campus in 2018, where she provides supervision for both interns and externs. Dr. Feldman is passionate about working with youth in underserved populations, and specifically those with severe emotional and behavioral difficulties whom have juvenile justice and/or child protective services involvement. Dr. Feldman is huge on work life balance. In her free time she enjoys being outdoors with family and friends, as well as traveling.

#### **Dr. Sabine Dorleans**

##### **Senior Supervising Psychologist**

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Dr. Sabine Dorleans is a graduate of Pace University's combined School-Clinical Child Psychology program. Additionally, she obtained a bilingual extension in Haitian Creole to her School Psychology degree. She completed her APA- accredited pre-doctoral internship at New York City Children's Center (Queens campus) where she gained experience working with individuals diagnosed with severe mental illness and their families. After completing her doctoral studies, Dr. Dorleans worked for several years at St. Christopher's Inc., a residential treatment center providing services to youth who were often dually diagnosed with developmental disabilities as well as psychiatric disorders. It is Dr. Dorleans's passion to work with marginalized and vulnerable populations and help empower them to achieve their full potential. To this end, she also volunteers with the Human Rights Clinic at Health Right International, providing psychological evaluations to survivors of trauma seeking asylum in the United States. In her spare time she enjoys traveling and spending time with her family and friends.

### **Dr. Tatyana Shchupak** Supervising Psychologist

Dr. Tatyana Shchupak received her doctorate with a specialization in children and adolescents at Southern Illinois University- Carbondale. Dr. Shchupak completed an APA-accredited pre-doctoral internship at Geisel School of Medicine at Dartmouth where she was trained in and utilized Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and Child Parent Psychotherapy (CPP). Dr. Shchupak completed a post-doctoral fellowship at the CARES Institute at Rowan University School of Medicine under the direction of Dr. Esther Deblinger (co-developer of TF-CBT). Dr. Shchupak provided TF-CBT to children, adolescents, and their families, and conducted mental health screening evaluations of children/adolescents recently placed in foster care. Dr. Shchupak then went on to become certified in TF-CBT. After her fellowship, Dr. Shchupak worked as a psychologist for the NYPD where she screened candidates applying for police officer and civilian positions. Dr. Shchupak joined the

JCCA team in 2017 and works in the Brooklyn office. Outside of work, Dr. Shchupak enjoys traveling and spending time with her dog.

### **Dr. Sulma Rowland** Supervising Psychologist

Dr. Sulma Rowland received her doctorate in School Psychology from Alfred University in Alfred, New York, in 2014. Prior to completing her doctorate, she completed her pre-doctoral internship at Prince George's County Public Schools in Maryland, where she remained for 6 years working as a School Psychologist. During her time in Maryland, Dr. Rowland conducted comprehensive assessments, collaborated on multidisciplinary teams developing tailored interventions to support children's academic success, and provided therapeutic interventions in the forms of crisis intervention, individual and group therapy. Her emphasis was on adolescents in therapeutic educational programs and immediate crisis response to children who experienced the loss of a loved one. Dr. Rowland joined JCCA in August 2018 and is currently working for Foster Home Services in the Bronx, where she carries a caseload of therapy and assessment cases, and supervises interns and externs. Outside of work, she enjoys science fiction/fantasy, board games, spending time with her cat, and fitness.

### **Dr. Patricia Cummings** Supervising Psychologist

Dr. Cummings received her doctorate at Alliant International University in San Francisco, CA in 2011 and completed an APA internship at Westcoast Children's Clinic in Oakland, CA, providing therapy and assessment to children and adolescents in the foster care system. She completed a post-doctoral fellowship at Psychological Services Center, also in Oakland, CA. Post-licensure, Dr. Cummings continued to supervise students there, becoming the assessment coordinator and supervising post-doctoral students, interns, and externs in assessment and therapy. She maintained a private practice in the San Francisco Bay Area for six years prior to moving to New York and joining the team at JCCA in 2018. Dr. Cummings' areas

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of specialization include the mental health needs of the LGBTQ population, trauma-informed care, and comprehensive assessment. When not spending time on the JCCA Westchester campus, she enjoys spending time with family outdoors, trying new recipes, and playing card or board games.

### **Dr. Erica Schubert**

#### **Supervising Psychologist**

Dr. Erica Schubert earned her doctorate from the School-Clinical Child PsyD program at the Ferkauf Graduate School of Psychology, Yeshiva University (2016). She completed her APA-accredited pre-doctoral internship at JCCA Foster Home Services in the Bronx. Following her graduate work, she completed a postdoctoral fellowship in pediatric neuropsychology at the Brooklyn Learning Center, where she conducted neuropsychological evaluations and provided psychotherapy, cognitive and academic remediation to children and adolescents. In 2018, Dr. Schubert returned with excitement to JCCA as a part-time supervising psychologist in the Bronx, where she supervises interns and externs and carries a small caseload of therapy and assessment cases. She also works in private practice in Manhattan and serves as an adjunct clinical supervisor for the CBT for Youth practicum at Ferkauf. Over the years, Dr. Schubert has provided therapy, crisis intervention, and assessment to youth and families in a variety of settings, including hospital inpatient units, community mental health centers, foster care, private practice, and schools. Outside of work, she loves to both explore the city and escape it to enjoy nature, travel, read, and spend time with family, friends, and her impossibly cute dog.

### **Dr. SallyAnn Fredericksen**

#### **Supervising Psychologist**

Dr. Fredericksen received her doctorate in School-Clinical Child Psychology from Pace University in 2018. Prior to graduate school, she attended Loyola University Maryland in Baltimore, where she earned a bachelor's degree in psychology. Dr. Fredericksen's time with JCCA began in 2017, when she attained a predoctoral internship working in the agency's

Bronx office. After completing her internship, Dr. Fredericksen was hired as a staff psychologist on JCCA's Pleasantville campus. One of Dr. Fredericksen's passions in the field is working with adolescents, as there is never a dull moment! She also really enjoys assessment, especially personality assessment, and spent additional time in graduate school honing in on her testing skills. With regard to therapy, Dr. Fredericksen describes her approach to be both client-centered and integrative, as she believes that each youth has distinct needs and goals. Outside of her career, Dr. Fredericksen loves spending time with her dog, exploring new restaurants, and traveling whenever she can.

### **Dr. Leah Hallow**

#### **Supervising Psychologist**

Dr. Leah Hallow has been working in the mental health field since 2001. She is specialized in dialectical behavior therapy (DBT), trauma-informed care, sexual and gender identity issues, LGBTQ+ mental health needs, and neuropsychological assessments. Dr. Hallow completed her doctoral degree at University of Indianapolis in 2013 and had the unique experience of completing her internship at two sites: The Center for Pediatric Neuropsychology in Germantown, Tennessee and Devereux Foundation Advanced Behavioral Health in Rutland, Massachusetts, where she co-founded a Gay-Straight Alliance with teachers at the Devereux School. She completed her post-doctoral training at the Astor Home for Children in Rhinebeck, NY and then went on to become the Director of Clinical Training at Upstate Physician Services in Troy, NY. Dr. Hallow enjoys reading whenever possible and traveling whenever she can. She is passionate about working with children and adolescents and in learning and teaching about diversity both in her role as staff psychologist in the Edenwald program at JCCA and in the community.