

JCCA

**PROFESSIONAL PSYCHOLOGY
INTERNSHIP TRAINING PROGRAM**



PROFESSIONAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

INTRODUCTION

JCCA is a child welfare agency that currently services more than 17,000 children and their families in its various programs. JCCA's many programs target largely underserved families from lower socioeconomic statuses which are comprised largely of African- and Caribbean-American and Latinx populations. Many of the children and adolescents we serve are in foster or residential care because of challenges within the family, including emotional disturbance, substance dependence, and transgenerational trauma. The agency provides behavioral health, casework, aftercare, medical, nursing, education, and psychiatric services to children and families. Thus, interns are exposed to different perspectives from which to view and understand each child with whom they work. JCCA's internship program provides training in both assessment and clinical intervention with this challenging and diverse population to ensure that our training goals for competency are met. In addition, through direct and frequent contact with various professionals within the agency, interns develop consultation skills and learn to function in a team setting.

MISSION

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 ensure 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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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.

JCCA's Doctoral Internship consists of three primary sites:

- **Bronx Foster Home Services** – Outpatient services for youth in foster care (MATCH # 148212)
- **Brooklyn Foster Home Services** – Outpatient services for youth in foster care (MATCH #148215)
- **Westchester Residential Treatment** – Residential Treatment Center (MATCH # 148214)

Although there is one interview date per applicant, prospective interns can rank any or all of the three sites, as each site has a distinct match number. Interns will match to one of the three primary site locations.

Throughout the year on Fridays, interns convene for training seminars which typically rotate among the three locations. Interns also come together with the psychology staff for case presentations throughout the training year. At present, trainings, meetings, and other presentations are conducted remotely via Zoom and Microsoft Teams, in order to ensure appropriate social distancing during the Covid-19 pandemic.

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OVERVIEW OF TRAINING ACROSS ALL THREE SITES

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. 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. We strive to strike a balance between treating the interns as budding professionals, while also providing plentiful support and supervision. Interns are assigned both a primary and secondary supervisor within their program, with whom they receive a minimum of one hour each of supervision. Interns participate in weekly group supervision with psychology supervisors and trainees at their respective sites. Group supervision is a supportive space for interns to engage with the psychology team and receive and provide feedback on various clinical and professional issues. Interns also provide supervision through a formal peer supervision process. For example, interns may supervise a testing case conducted by a psychology extern, providing supervision from battery selection through writing

the first draft of the report. Interns receive regular support and feedback during this process from their supervisors.

Interns are also trained through seminars and collaborative work with the multidisciplinary treatment teams. For youth in Foster Home Services, interns serve as consultants and collaborate 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. In the residential programs, interns have the opportunity to consult and collaborate with members of the interdisciplinary team, which include residential youth counselors, social workers, and psychiatric providers, as well as participate in treatment conferences which may include family members, school and outside providers. Interns work alongside 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 between eight to twelve individual psychotherapy cases; this range allows for consideration of the needs of the youth as well as the trainees. Interns are trained in and encouraged to utilize a range of modalities in their interventions. Interns also co-lead therapeutic groups on a variety of topics. Past topics have included self-esteem, coping with loss, mindfulness, and increasing effective communication skills. Group topics are evolving and we are open to incorporating intern interests in a way that also meets the needs of our youth.

Interns complete approximately two psychological evaluations per month across training sites. Every youth receives a brief assessment battery after coming into foster care. Such intake assessments are critical in identifying children and youth who may be in need of immediate mental health or educational intervention. Additionally, psychological evaluations tailored to specific referral questions, such as diagnostic

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clarification, discharge planning, 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; such specific assessments are unique to the FHS training experience. The array of assessment opportunities allows 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.

Beginning in the 2019-2020 training year, interns had the opportunity to develop skills in Telehealth, providing both assessment and therapy remotely, using the Zoom platform. Although therapy on the campus is now planned to be conducted almost exclusively in person (often outside), training and experience in tele-assessment may be available in the 2020-2021 training year. We anticipate some combination of remote and in-person services for interns in the Bronx and Brooklyn sites. As guidelines change regarding safe practices and social distancing, we will adapt our program to meet the evolving needs of our clients and clinicians. Our priority will remain the physical and emotional safety of staff and clients alike, as well as ensuring that interns have a comprehensive training experience.

WESTCHESTER RESIDENTIAL TREATMENT (THE CAMPUS)

JCCA offers various residential treatment programs for youth, all of which are situated on the 100+ acre campus in Pleasantville, NY. The campus' 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. Interns match to the

campus as a whole, with Edenwald Center (EC) and Pleasantville Cottage School (PCS) serving as primary placements for campus trainees. Trainees are assigned to either EC or PCS for their training year, with strong consideration given to each intern's preference; this assignment begins in the summer before the internship starts. Given the size of the programs, EC usually has two interns and PCS has one. Both programs generally have one extern as well.

EC serves approximately 100 young people ranging from about age 10 to early 20s who have diagnoses related to developmental delays and/or Autism Spectrum Disorder and are also experiencing severe emotional and/or behavioral difficulties. PCS serves approximately 75 young people ranging in age from about 12 to early 20s with severe emotional and behavioral difficulties; youth at PCS generally have Average to Low Average intelligence.

In addition to EC and PCS, there are two other residential programs on the campus. Pleasantville's Short Term Assessment and Rapid Treatment Center (START) is an intensive, diagnostic, short-term treatment center serving 25 young people. Gateways is an intensive, specialized residential treatment program serving eight females who have experienced Commercial Sexual Exploitation of Children (CSEC) and domestic trafficking. Although all JCCA interns across sites complete at least one psychological evaluation for the START program during the training year, trainees placed on the campus have the unique opportunity to complete additional START cases. Results of the psychological testing are presented to the interdisciplinary team, including the youth's caregiver, in the Initial Treatment Conference. Given the specialized nature of the Gateways program, involvement with Gateways is limited to psychological assessment.

The campus has a cottage format, with subsets of youth within each program residing in specific cottages. Each cottage has its own interdisciplinary team comprised of social workers, residential youth counselors, nurses, a psychiatric provider and

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recreation staff. While in residential treatment, the youth typically attend one of two schools on campus: the Edenwald School or the Mount Pleasant Cottage School. Some youth are also employed, whether on campus or in the local community, and are provided with vocational training and support. Therapeutic recreation services are offered to residents and include such activities as an on-campus ropes course, intramural sports (some of which are part of a league for various residential programs), and off-campus trips. Members of the Psychology Department are assigned specific youth, rather than entire cottages, thus allowing for interns to build relationships with various youth as well as a rich and unique opportunity to integrate into various interdisciplinary teams.

Within the context of trauma-informed care, both EC and PCS have integrated additional evidence-based approaches into their programs. EC is in the process of implementing Collaborative Problem Solving as a method of working with children to address concerns and provide them with the tools to make progress. PCS is in the process of implementing the Integrated Treatment Model (ITM), which is a Dialectical Behavioral Therapy (DBT) informed milieu model of treatment.

FOSTER HOME SERVICES (FHS)

JCCA's Foster Home Services operate in two boroughs. One office is located in a commercial/residential area in the Bronx known as "the Hub" and the other is located in the Flatbush/Midwood neighborhood of Brooklyn, NY. Both foster programs serve infants, children and teens (ages 0-21) in non-kinship foster homes, kinship foster homes and therapeutic foster homes. The Bronx division of FHS cares for close to 300 young people. The Brooklyn division census is roughly 225. The FHS psychology department in each

site exists within a rich multidisciplinary setting, including psychiatric and medical staff, education specialists, social workers and case planners, among others. Interns are highly valued and integrated members of the multidisciplinary team.

Brooklyn and Bronx FHS internship sites offer very similar training experiences. However, please note that the Bronx training site has two interns, while the Brooklyn site has one intern. Both sites also have four psychology externs, which makes for a sizeable and supportive training cohort. Interns provide psychological services to the culturally, ethnically, and diagnostically diverse youth, families, and foster parents served in our outpatient clinics and via Telehealth. In addition to carrying individual therapy caseloads, FHS interns work closely with the parents and caregivers of their clients (e.g., collateral and/or dyadic sessions, behavioral training). They also have the unique opportunity to develop and co-facilitate foster parent trainings (e.g., improving communication with adolescents, healthy sexual development, psychoeducation on therapy, trauma, etc.) and therapy groups (e.g., emotion regulation, social skills, creative expression). Interns have had opportunities in both locations to provide clinical services in other languages (e.g., Spanish, Creole, Russian).

As noted in the training overview section above, FHS interns complete approximately two psychological evaluations per month. They also have the opportunity to evaluate one youth through the Westchester Residential Campus' Short Term Assessment and Rapid Treatment Center (START), an intensive, diagnostic, short-term treatment center. Afterwards, they present findings to the interdisciplinary team, including the youth's caregiver, in the Initial Treatment Conference.

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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.

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 aid 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?". This frames 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.

In addition to the above, JCCA also places high importance on cultural competency and race equity. An agency-wide race equity committee works in collaboration with site specific subcommittees to generate thoughtful dialogue and specific programming to advance racial equity in our communities. Interns across sites are required to participate in agency-wide racial consciousness trainings and activities on a consistent basis throughout the year. A Juneteenth celebration and activities to support LGBTQ+ PRIDE month are examples of such activities. 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. While interns are provided with two formal hours of individual supervision a week, all supervisors have an open-door-policy and are available for consultation and support outside of scheduled supervision times. 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, as mentioned previously, formal peer and group supervision is provided.

SALARY AND BENEFITS

The internship program is a full year beginning in September and running through August. 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. Medical insurance is available after three months. Interns are offered four weeks of vacation time, five sick days, and three personal days. Additional professional development days may be afforded, as applicable, for dissertation defense and graduation. Hours vary depending on site, but interns are expected to work only a 40-hour work week, with an hour allotted for lunch each day. Interns are not expected to take work home or work after hours. We believe a true work/life balance is important and we are committed to supporting interns in their pursuit of interests outside of internship.

ADMINISTRATIVE ASSISTANCE

Each intern at JCCA is provided with their own desktop computer and telephone line, as well as access to any necessary clerical equipment and

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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 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 demonstrate the ability to independently formulate research ideas or other scholarly activities.
- The intern will conduct research or other scholarly activities as appropriate.
- The intern will critically evaluate and disseminate research or other scholarly activities via professional publication and presentation at the local, regional, or national level.

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

- The intern will be knowledgeable and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state regional and federal levels; and relevant professional standards and guidelines.
- The intern will recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas, including seeking consultation as needed.
- The intern will conduct him or herself in an ethical manner in all professional activities and interactions

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

- The intern will demonstrate an understanding of the ways in which their own personal and cultural history, attitudes and biases may impact their understanding of and interactions with people different from him or herself.
- The intern will understand the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.
- The intern will be able to integrate awareness and knowledge of individual and cultural differences in the conduct of professional role.
- The intern will be able to work effectively with a range of diverse individuals and groups encountered during the training year.

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

- The intern will behave in ways that reflect integrity, deportment, professionalism, accountability, a commitment to lifelong learning, and concern for the welfare of others..
- The intern will engage in self-reflection regarding

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personal and professional behavior. This includes engaging in activities to maintain and improve performance and professional effectiveness.

- The intern will actively seek and demonstrate openness and responsiveness to feedback and supervision.
- The intern will respond professionally in complex situations with a progressively increasing degree of independence as he or she advances across levels of training.

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, clients, supervisors, organizations and communities.
- The intern will produce and comprehend oral and written communications that are informative and well-integrated.
- The intern will demonstrate effective interpersonal skills and the ability to manage difficult communication well.

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

- The intern will demonstrate current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- The intern will demonstrate a comprehensive understanding of human behavior within various contexts (e.g., family, social, societal, and cultural).
- The intern will demonstrate the ability to apply their knowledge of functional and dysfunctional behaviors, including contextual factors, to the assessment and/or diagnostic process.
- The intern will select and apply assessment methods that draw from the best available empirical literature, and that reflect the science of measurement and psychometrics.

- The intern will collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment. This includes relevant diversity characteristics of the recipient.
- The intern will interpret assessment results following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases. In other words, intern is able to distinguish the aspects of assessment that are subjective from those that are objective.
- The intern will communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner which is sensitive to a range of audiences.

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

- The intern will establish and maintain effective relationships with a wide range of clients.
- The intern will develop evidence-based intervention plans specific to the service delivery goals.
- The intern will implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- The intern will demonstrate the ability to apply the relevant research literature to clinical decision making.
- The intern will modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- The intern will evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

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

- The intern will demonstrate knowledge of

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supervision models and practices.

- The intern will apply supervisory knowledge in direct or simulated practice with psychology trainees or other health professionals.

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

- The intern will demonstrate knowledge and respect for the roles and perspectives of other professions.
- The intern will demonstrate knowledge of consultation models and practices.
- The intern will apply consultation knowledge in direct or simulated practice with individuals and their families, other health care professionals, and within the multidisciplinary team.

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.

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 practica training in psychotherapy and psychological assessment with children and adolescents
- Approval of their graduate school training director to begin pre-doctoral internship
- Preferred candidates will have completion of at least five integrated reports, at least three of which are child or adolescent assessments.
- We recognize that some trainees may have suffered a shortened training year due to Covid-19 and we are flexible in our review of prior experience.

APPLICATION PROCEDURES

Applications for pre-doctoral internship training are made available 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 (preferably including projective assessment)
- Three letters of recommendation

Applicants will be notified by December 15 if JCCA

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wishes to arrange an interview. Interviews will take place in late December or early January. In accordance with social distancing precautions and consistent with the Association of Psychology Postdoctoral and Internship Centers (APPIC) recommendations, interviews will be conducted remotely via teleconference. A pre-recorded tour of each site will be made available to interview candidates. On each interview date, there will be opportunities for Q and A sessions with staff, as well as a chance to speak to current interns.

Although JCCA has three match numbers and three internship sites, we consider ourselves a cohesive internship program. For that reason, interviews include staff from all three programs and applicants interested

in both campus and FHS only have to complete one application and interview. One of the unique benefits to applying to JCCA is the opportunity to hear about everything our training program has to offer so that each applicant can make an informed decision about which of our sites is the best fit for them. Notification of acceptance or rejection is made in accordance with APPIC rules.

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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FREQUENTLY ASKED QUESTIONS

Q: *How is JCCA handling social distancing precautions for Covid-19?*

A: To maintain reduced capacity in all our locations, it is anticipated that interns will work a hybrid schedule of some days onsite and some working remotely. In the Brooklyn and Bronx offices, days worked remotely will include teleconferences for meetings, report writing, documentation, and telehealth sessions. Any face to face client work will happen in conference spaces large enough to allow for adequate social distancing and airflow. On the Westchester campus, days worked remotely will include teleconferences for meetings, report writing, and documentation. However, the vast majority of therapy sessions on campus will happen face to face, either outdoors or in offices large enough to social distance, maintaining adequate airflow.

All interns are trained in remote assessment and provided the opportunity to conduct assessments remotely, using Zoom. Remote assessments may be conducted either from off-site locations (with onsite support by a supervisor) or via Telehealth with the examiner and examinee in adjacent offices.

Masks are currently required in all public indoor spaces; they are not required in individual offices.

Q: *How does JCCA address diversity?*

A: Per the JCCA Race Equity Statement, “we commit to using our resources and leadership to promote racial equity across JCCA and advocate for it beyond our doors.” Moreover, “by examining and correcting our practice through the lens of racial equity, we can work to dismantle systemic and institutional barriers to the well-being, stability, and success of our clients, their families, our staff, and our community.”

The Psychology Department at JCCA is committed to anti-racist and culturally conscious practices as well as supporting our interns in applying these skills into their clinical work. JCCA as an agency,

offers various ongoing seminars on cultural consciousness, while the Psychology Department provides additional seminars for trainees throughout the internship year. Furthermore, conversations regarding diversity are integrated regularly into supervision, both group and individual.

Q: *Who facilitates the training seminars and what are some sample topics?*

A: Seminars are conducted by psychologists and social workers from all of our programs, as well as highly regarded clinicians from the local community. Intern presentations on their own research, scholarly articles, various modalities, and case presentations also comprise part of the training sequence.

Below is a sampling of seminars offered:

- Using Trauma-Focused CBT (TF-CBT) with Youth in Foster Care
- Working with Sexually Reactive and Problematic Youth
- Multicultural Issues
- Parent Child Interactive Therapy
- Clinical Work with the Immigrant Population
- Working with Commercially Sexually Exploited Children
- Treatment Planning Using SMART Goals
- Gender and Sexuality
- Presenting Feedback After an Assessment
- Autism Diagnostic Observation Schedule, Second Edition (ADOS-2): An Overview

Q: *Is there a predominant or preferred theoretical orientation?*

A: Our supervisors work from a range of theoretical orientations and many are eclectic

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and integrative in their practice. Exposure to case conceptualization and interventions across orientations is included in the training and clinical experience.

Q: *Will I be conducting therapy or doing assessments in a school setting?*

A: No. FHS services are conducted in our Bronx and Brooklyn clinics and operate independently from any school program, though there are opportunities to consult with teachers, counselors, etc. as needed. Although two schools are located on our campus, they are operated by the local school district. The Psychology Department interacts with school faculty only to the extent that we may gather background information to inform our understanding of the youth we serve.

Q: *Will I have the opportunity to work with commercially sexually exploited youth in the Gateways Program?*

A: Individual therapy for Gateways youth is conducted by their uniquely trained clinicians. Trainees' interaction with Gateways is limited to psychological assessment, as needed by the program.

Q: *What does a day in the life of an intern look like?*

A: All interns come together on Fridays for seminar and intern presentations. However, Monday through Thursday may look somewhat different depending on whether you match to the campus or FHS. On campus, the day usually begins by checking and responding to emails, reading reports outlining campus events from the night before, and following up if necessary. Mornings are typically a great time to work on treatment plans or report writing. Campus interns may attend other meetings, as well as individual and/or group supervision. Campus interns also often schedule assessments in the morning. Cottage interdisciplinary team meetings are often held in the early afternoon; these provide interns with the opportunity to learn how their clients have

been doing in the cottage. When school ends at around 3:00pm, interns begin individual or group therapy sessions. The last half hour or so of the day is typically spent documenting sessions in the electronic medical record. Though this is a typical schedule, each day on campus is different and even the best-laid plans might be interrupted to meet the needs of individual clients.

In FHS, the mornings are similarly variable. This time is often used to check e-mail, complete documentation and work on clinical reports. Program-wide meetings and supervision may also be scheduled for the morning hours. Assessments are also often completed in the morning hours. Interns see most of their therapy clients in the afternoon, with the exception of some older youth who are not in school. Although all therapy sessions are scheduled, staying flexible and in communication with clients and case planning teams will help to ensure that you see them regularly and as planned. Activities such as foster parent trainings, group therapy, peer supervision, and case-related meetings will add variety to your weekly schedule.

Regardless of location, lunch hour is a great chance to take a walk, catch up with other interns or externs, or decompress before seeing clients! Across sites, schedules change according to individual client need and unexpected crises. Flexibility and willingness to adjust is key to having a satisfying and positive training year.

Q: *What are the typical internship hours at each site?*

A: Interns placed on the residential campus typically work from 9:00 a.m. to 5:00 p.m.. The FHS sites are open on Monday through Thursday from 9:00am until 7:00 p.m. and on Friday from 9:00 a.m. until 5:00 p.m.. Since FHS interns do their best to maximize afternoon and evening hours (thus ensuring that there is enough time for clinical intervention), they typically work from 10-6 or 11-7 on Monday through Thursday.

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Q: *Will I be required to travel among sites?*

A: Typically, weekly Friday seminars rotate among Bronx, Brooklyn, and Campus locations. In addition, all interns are assigned at least one comprehensive assessment at the campus START Program. Due to the Covid-19 pandemic, all seminars are currently held remotely and accommodations are being made for teleassessment, when possible. Therefore, there will be no travel among sites until further notice.

Q: *What's so great about New York City and Pleasantville?*

A: So many things! Not only does New York City have amazing cultural and entertaining activities, it's easy to travel to other cities in the Northeast. Both Boston and Washington D.C. are about a four hour trip from New York City. We're also not far from the ocean and the mountains, and all the fun activities that come along with them. Pleasantville is situated about 20 miles north of New York City and is linked to other areas by a conveniently located MetroNorth railroad station. It has a cute downtown area filled with interesting shops and restaurants, as well as is within a short drive of many parks and greenspaces.

New York City is home to world-renowned museums and, of course, Broadway. There are lots of opportunities to experience New York culture either for free or on a budget. *TimeOut New York* has weekly listings of free events and there are ticket lotteries for drastically reduced Broadway shows. There's so much fun to have outside of New York City as well. Pleasantville is home to the Jacob Burns Cultural Arts Center which shows independent films as well as mainstream movies. The Performing Arts Center at Purchase College is about 20 minutes from Pleasantville and has a wide variety of musical, theatrical and dance performances. Pleasantville, as well as many of the neighboring towns and villages, have thriving local events including farmer's markets. For those trainees that match to the campus, you can also access Edenwald's own farmer's market with

organic vegetables grown by our youth.

Due to the close vicinity of New Jersey and Connecticut, interns have a various options for housing. Many of the Psychology staff and previous interns have relocated to the New York Metro area. For interns relocating to New York City or Westchester, we are happy to provide information to help you with the relocation process.

Q: *Is there public transportation available?*

A: Public transportation is easily available for our city locations. FHS interns who live in NYC typically commute by subway, bus, bike or foot to Brooklyn and Bronx sites. Parking is also available nearby for those who choose to drive. For FHS interns traveling occasionally to Pleasantville, the Metro North is available, with a shuttle running hourly between the campus and the train station. Interns also often carpool when possible.

Campus interns typically drive to their site daily.

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STAFF BIOS

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.

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Dr. Sabine Dorleans

Senior Supervising Psychologist

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

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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 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

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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.

Dr. Jessica Schutte

Psychologist

Dr. Jessica Schutte earned her doctoral degree in Clinical Psychology from the University of Hartford's Graduate Institute of Professional Psychology. She completed her pre-doctoral internship at JCCA's Pleasantville Cottage School, and is currently completing her post-doctoral training at the Pleasantville campus as well. Over the course of her training, Dr. Schutte has provided individual and group therapy to children, adolescents, and young adults, many of whom had extensive histories of trauma, as well as significant emotional and behavioral challenges. Dr. Schutte is passionate about attachment-based approaches to therapy and the treatment of trauma, as well as using strengths-based and affirming approaches to work with diverse clients. Outside of work, Dr. Schutte enjoys creating art, reading whenever possible, and spending time with her family.