



## **Doctoral Internship Training Program in Psychology \* 2024-2025**

\*Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
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Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
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## **Agency Overview**

Westchester Jewish Community Services (WJCS) is a non-sectarian, not-for-profit, broad-based human service agency dedicated to helping people cope with emotional, cognitive, environmental, physical, interpersonal, social and educational challenges. Driven by excellence, WJCS' caring professionals respect the dignity and diversity of individuals and families.

WJCS provides an extensive array of services and innovative programming to diverse clients, with needs that run the gamut from childhood trauma to geriatric mental health. The agency remains current with the latest developments in the field and is committed to evidenced-based practices. WJCS plays a leadership role in sharing its expertise with students, professionals from other organizations, and the community at large.

WJCS supports and participates in applied research and development projects in many fields of mental health. Through its Research Committee, proposals for research projects are reviewed and monitored. Relationships with the Substance Abuse and Mental Health Services Administration (SAMHSA), New York State Department of Social Services, Mt. Sinai School of Medicine and other institutions have been forged to expand WJCS' role in mental health research.

As Westchester's largest, most comprehensive human services agency, WJCS maintains sites throughout the county. WJCS has four licensed mental health clinics and multiple satellites (including school-based clinics, and a clinic at the Department of Social Services), and thirteen group homes for developmentally disabled adults. In addition, approximately 80 specialized programs are offered in the areas of: Family Mental Health Services; Services for People with Special Needs; Services for Children, Youth and Families; Services for Seniors; Jewish Programming; Trauma; and Abuse and Violence Prevention Services.

WJCS receives funding from private, philanthropic, and governmental sources. WJCS helps people achieve an optimal quality of life, regardless of religion, race, color, creed, ethnicity, age, gender, sexual orientation and financial capability.

In 2022, WJCS served approximately 20,000 people with direct support and thousands of other people through workshops, presentations, and school-wide curricula.

## **WJCS' Accreditation, Licenses and Certifications**

- Accredited by the Commission on Accreditation of the American Psychological Association as a training site for doctoral psychology fellows.
- Licensed to operate mental health clinics by the NYS Office of Mental Health including integrated mental health and substance abuse services and Intensive Outpatient Programs in all four clinics.
- Licensed to provide traumatic brain injury services by the NYS Department of Health.
- Certified to operate intermediate care facilities, individualized residential alternatives and community residences by the NYS Office for People with Developmental Disabilities.
- Chartered as an educational institute by the NYS Board of Regents.
- Licensed to provide childcare for school-aged children by the Child Care Council of Westchester.
- Rated as meeting all standards by the Better Business Bureau of New York.
- Affiliate of Compeer, Inc.
- Certified by the Green Business Partnership

## WJCS Contracts With Or Receives Program Specific Support From:

- Substance Abuse and Mental Health Services Administration (SAMHSA)
- Federal Emergency Management Agency
- U.S. Department of Education
- U.S. Department of Health & Human Services
- U.S. Department of Housing & Urban Development
- U.S. Department of Justice
- New York State Department of Health
- New York State Division of Homeland Security & Emergency Services
- New York State Office of Children and Family Services
- New York State Office of Mental Health
- New York State Office for People with Developmental Disabilities
- New York State Office of the Aging
- Westchester County Office of the County Executive
- Westchester County Board of Legislators
- Westchester County Department of Community Mental Health
- Westchester County Department of Senior Programs & Services
- Westchester County Department of Social Services
- Westchester County Department of Probation
- Westchester County Office for Women
- Westchester County Youth Bureau
- City of Yonkers Community Development Block Grant (CDBG)
- Putnam/Northern Westchester Board of Cooperative Education (BOCES)
- The School Districts of Briarcliff, Chappaqua, Elmsford, Harrison, Mt. Vernon, New Rochelle, Ossining, Peekskill, Tarrytown/Sleepy Hollow, White Plains and Yonkers
- Town of Cortlandt
- Montefiore Hospital DSRIP
- Sun River Health Care
- Joe Torre Safe at Home Foundation

## The Psychology Internship Program

The Psychology Internship program consists of 4 full-time (at least 35 hours/week) fellows. **In order to differentiate the psychology interns from the social work interns and lessen the professional confusion about differences in training received, we have received permission from APA to refer to psychology interns as psychology fellows, internally.** Fellows are given a variety of rotations in the clinic and community programs divisions of WJCS with a “home base” assignment at one of two community-based mental health clinics. Therapy rotations may also occur in specialty programs such as the developmental disabilities or trauma programs. Assessment rotations occur in the clinic settings. Placements are chosen on the basis of fellow interest, agency need, and availability of a primary licensed psychology staff supervisor. The fifth day is spent in didactic and supervisory meetings.

We are pleased to offer our internship program for the **2024-2025** internship year. Currently, fellows work a hybrid model with some work from home, and some in-person therapy, assessment and work in the community programs. This is subject to change based on available health statistics and agency needs.

Westchester is one of the most diverse areas of the northeast, a county that represents sharp disparities in wealth, education, opportunities, and other resources. Fellows work with a remarkably varied clientele in terms of ethnicity, religion, culture, sexual orientation, age, socioeconomic status, and medical and psychiatric status. Fellow placements typically serve a large Latinx and African-American population, as well as first- and second-generation immigrants.

The leadership and staff of WJCS are dedicated to the importance of incorporating an understanding of cultural concepts into mental health and community care. We embrace a social justice and anti-racist philosophy. Fellows are exposed to a broad range of clients; multi-cultural issues are routinely addressed in supervision, as well as in the internship’s formal didactic seminars.

The WJCS internship program was re-accredited by the American Psychological Association in 2019 for ten years, the maximum period for which accreditation is granted.

## Program Philosophy and Objectives

WJCS’ doctoral psychology internship offers general education and training in psychology, with a primary goal of preparing students for the practice of professional psychology. The WJCS internship adheres to the spirit of the scientist-practitioner model, striving to integrate science and practice in both clinical work and research. While research, supervisory experiences, and teaching are required, the majority of training time is spent gaining therapy and assessment experience in community mental health clinics and programs that emphasize evidence-based practices and service to traditionally underserved populations. Fellows also receive extensive didactics and are encouraged to play a role in consultation, program design, and administrative leadership.

### Philosophical Principles

- The professional training adheres to the spirit of the scientist practitioner model. The program strives to integrate science and practice in both clinical work and research, helping fellows bring a research orientation to their practice and a practice relevance to their research.

- The training is intended to develop or increase competence in empirically-based psychological testing, evidence-based psychotherapy, the provision of community mental health services, and the application of research to service delivery.
- The training is intended to develop or strengthen competence in teaching and supervision.
- The training is intended to provide exposure to diverse supervisory models, specialized programs, and client populations, all within a framework of evidence-based practices.

## Training Objectives

The internship strives to:

- Produce fellows who provide effective outcome-oriented individual, group, and/or family psychotherapy to diverse clients. This includes conducting thorough intake evaluations and risk assessments, engaging in effective treatment planning, demonstrating sensitivity to diverse clients, being aware of one's role in the therapeutic relationship, adopting a flexible approach to treatment within an evidence-based framework, using empirically based instruments to regularly assess treatment progress, and appropriately terminating the therapeutic relationship.
- Produce fellows who will perform all phases of empirically-based psychological testing with accuracy and skill. This includes formulating appropriate referral questions, selecting and administering appropriate instruments, scoring data with an understanding of norms and standardization principles, interpreting test results, preparing integrated test reports, providing effective feedback, and understanding the role of testing and advocacy in obtaining services for clients. Because of the program's emphasis on evidence-based testing, fellows are not required to have a background in the Rorschach or other projective measures.
- Produce fellows with a skill repertoire well suited to community mental health practice. This includes understanding the availability of community resources, working within interdisciplinary teams, being sensitive to the needs of diverse client populations, using a strength-based approach, and developing the capacity to provide supervision and/or training to staff, clients, or the community.
- Produce fellows who will integrate science and practice in both clinical work and research. This includes bringing a research orientation to practice, and a clinical relevance to research.

## Internship Structure and Requirements

Four full-time fellows are selected each year in compliance with the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Policies (computer matching). Applicants should be Ph.D. or Psy.D. candidates enrolled in APA-accredited programs in clinical, counseling or school psychology and should have completed appropriate course work and practica consistent with APPIC guidelines. Applicants must be able to provide evidence of eligibility to work in the United States.

Applicants are also required to be able to pass a background check, which will be conducted after the APPIC Match. This background check may include clearance from the New York State Central Registry for fellows who work with children, and fingerprinting for fellows working in programs with funding

from the Office for People with Developmental Disabilities or the Office of Mental Health. Depending on the fellow's placements and applicable regulations, additional background checks may be required.

The internship is one calendar year in duration, with an annual stipend (paid bi-weekly) of \$30,000. For the **2024-2025** training year, the internship will start on July 1, 2024, and end on June 30, 2025.

The official 5-day workweek requires at least 35 hours, not including daily lunch breaks. Each workday is at least seven hours (excluding lunch). Generally, a fellow is required to work at least one evening per week at the primary placement, and at least one evening per week in a specialized program. This yields a minimum commitment of 1750 hours to WJCS over the course of the year; realistically, this commitment is greater.

Fellows receive full health benefits, but are expected to pay a portion of monthly premiums depending on the plan and coverage (individual or family) that the fellow selects. Fellows who elect not to enroll in any of the agency's health insurance plans, due to paid coverage under their own or a spouse/domestic partner's plan, may participate in WJCS' Opt Out Benefit Plan. Under this benefit, WJCS will reimburse a fellow \$2,500/year. The benefit is paid monthly and is taxable. This requires proof of insurance premium payment; spousal or partner insurance that does not require the spouse or partner to pay are not included.

WJCS offers generous holiday leave (including select observant Jewish and national holidays). Fellows accrue four weeks' vacation, 12 days sick time and one Personal Day each calendar year. Fellows are also given paid leave to present at professional conferences, defend a dissertation, or attend an outside training where that training is not otherwise available through WJCS, and will enhance the fellow's work at WJCS. The fellow's supervisors and Training Director must approve in advance all planned leave.

Administrative and technical supports vary by rotation. In all instances, fellows have an on-site office (which is often shared), storage space, and access to telephones and voice mail service, fax machines, photocopiers, office supplies, printers, and laptop computers (with email, internet, electronic medical records, and basic office software including word processing, and spreadsheet functions. Most services are provided using a hybrid of in-person treatment and assessment, and telehealth.

Fellows have access to testing materials and scoring programs, although not necessarily on site at all placements. While the degree of clerical support depends on rotation, fellows are provided the same assistance as other clinical staff, including receptionist services, and help with photocopying, filing, billing and faxing.

Fellows are exposed to cultural and individual diversity through careful selection of patient assignments by their primary supervisors. The geographic spread of agency facilities in urban and suburban locations in low-, middle-, and high-socioeconomic areas provides further exposure to cultural and individual differences within Westchester. The agency and internship are particularly committed to placements that involve working with underserved and multiply stressed populations. Knowledge of cultural correlates and influences on mental health is provided in supervision, in seminars offered by the WJCS Educational Institute and through Trainings and Presentations by the WJCS Undoing Racism committee.

The doctoral internship includes multiple placements and trainings that are required for successful completion of the internship. Due to the geographical distance among the various training sites, and the inadequacy of public transit, **access to a vehicle is needed** for the internship.

## Internship Admissions, Support, and Initial Placement Data

### Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values		_____ Yes _____ <b>X</b> No	
<b>Date Program Tables are updated: 9/1/23</b>			
Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:			
<p>Each intern is usually assigned to one of two community-based outpatient mental health clinics. At these "primary" sites, the intern conducts individual, family and group therapy, psychological assessments, and consultation to members of a multi-disciplinary treatment team. Each intern spends from a half a day to two days weekly at three or more rotational placements. These rotations may include forensic evaluation, trauma, DBT, early childhood, school-based, youth with problematic sexual behavior, and other specialized programs. The intern spends the fifth day participating in supervision and didactics. Psychological testing experience is provided in forensic and clinical settings. Interns are required to participate in at least one research project and to give at least two trainings during the course of the year. These requirements are usually satisfied in the ordinary course of the intern's duties.</p>			
Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:			
Total Direct Contact Intervention Hours	<b>N</b>		Amount:
Total Direct Contact Assessment Hours	<b>N</b>		Amount:
Describe any other required minimum criteria used to screen applicants: <b>N/A</b>			
<b>Financial and Other Benefit Support for Upcoming Training Year*</b>			
Annual Stipend/Salary for Full-time Interns	<b>\$30,000</b>		
Annual Stipend/Salary for Half-time Interns	<b>N/A</b>		
Program provides access to medical insurance for intern?	<b>Yes</b>		
<b>If access to medical insurance is provided:</b>	<b>Yes</b>		
Trainee contribution to cost required?	<b>Yes</b>		
Coverage of family member(s) available?	<b>Yes</b>		
Coverage of legally married partner available?	<b>Yes</b>		
Coverage of domestic partner available?	<b>Yes</b>		
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	<b>20 days = 140 hrs.</b>		

## Internship Admissions, Support, and Initial Placement Data

Hours of Annual Paid Sick Leave	<b>12 days= 84 hrs.</b>	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	<b>Yes</b>	
Other Benefits (please describe): <b>Comprehensive Health and Welfare package (Medical, Dental, Vision, FSA, Opt Out, Life Insurance, STD, LTD, Voluntary Supplemental Benefits). Interns are also eligible to take one personal day each calendar year.</b>		
*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table		
<b>Initial Post-Internship Positions</b>	<b>2020-2023</b>	
Total # of interns who were in the 3 cohorts	<b>12</b>	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	<b>0</b>	
	<b>PD</b>	<b>EP</b>
Community mental health center	<b>3</b>	
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center		
Military health center		
Academic health center	<b>2</b>	
Other medical center or hospital		<b>1</b>
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution	<b>1</b>	<b>1</b>
Correctional facility		
School district/system		<b>1</b>
Independent practice setting		<b>3</b>
Not currently employed		
Changed to another field		
Other		
Unknown		
Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.		



## **Internship Rotations:**

Each fellow is usually assigned to one of WJCS' two mental health clinics in Yonkers and Hartsdale. This placement, which lasts for the entire year, is considered the fellow's primary placement. For one- to three- days each week, the fellow conducts individual, family, and group therapy, psychological assessments, staff training, and consultation to members of a multi-disciplinary treatment team. Fellows are required to maintain an ongoing caseload that results in an average of four individual clinical contacts per day. Some fellows receive case assignments from specialized programs (e.g., trauma and developmental disabilities) at their primary placement. However, all psychology fellows will be primarily based in either the Hartsdale or Yonkers clinic.

### **Hartsdale Family Mental Health Center, Hartsdale, New York**

The Hartsdale Family Mental Health Clinic is one of the largest of the mental health outpatient clinic sites, housing many of the agency's clinic programs, including the Learning Center, the Developmental Disabilities program, the Trager Lemp Center for Trauma and Resilience and the Court Assessment Program. The Hartsdale FMHC provides a full range of empirically-based treatment services, as well as psychiatric consultation and medication management. Ethnic and income demographics are wide ranging, but consist largely of clients in the low- to moderate-income range, ages 6 to 70. Fellows who are placed at this site have performed intakes, conducted individual and family therapy, co-led different groups, and provided staff training.

### **Yonkers Family Mental Health Clinic, Yonkers, New York**

The Yonkers Family Mental Health Clinic serves a diverse and vibrant community and is also one of the largest clinics at WJCS. Clients present with the full range of DSM-V diagnoses, and the clinic emphasizes strengthening families by providing evidence-based treatments. The clinic is located in a racially and ethnically diverse, economically challenged, urban area in the city of Yonkers. The fellow's responsibilities include performing intakes, individual and family therapy, staff training, and co-leading groups. The fellow is involved in all aspects of the treatment process, including attending network meetings with other providers in the community to obtain comprehensive support for clients.

## **Clinic Based Rotations:**

### **Court Assessment Program (CAP)**

The CAP is a consultative evaluation service that provides court-ordered mental health evaluations within the family court system. The service, staffed with approximately five psychologist and psychiatrist consultants, provides evaluations of adults and children who are involved in ongoing custody/visitation, PINS/delinquency or abuse/neglect matters in Westchester County's Family, Supreme and Specialty Courts. As referrals derive directly from the courts or probation department, the service provides objective evaluations that, consistent with APA and AFCC ethical guidelines, address the best interest of children who are subject to court proceedings. Fellows perform psychological testing, conduct pre- and post-dispositional interviews, and observe court proceedings and expert testimonies.

### **Developmental Disabilities (DD)/Autism Services**

The DD Program offers a range of services to children and adults with developmental disabilities (including autistic spectrum disorders) and their families. Clinical services include individual, family and group therapy at clinics in Hartsdale and Yonkers. Treatment is designed to reduce psychiatric

symptoms, improve academic or employment capabilities, strengthen family and social relationships, increase the potential for independent living, and improve the quality of life for clients and their families. Fellows have been particularly involved in the provision of services to individuals on the autistic spectrum, including co-leading social skills, adapted DBT and parent support groups. There is also the opportunity to coordinate between clinics and support children and adults with developmental disabilities who have experienced trauma, and treat the comorbid concerns.

### **Dialectical Behavior Therapy (DBT)**

DBT services, including skills groups for adults, skills groups for adolescents, multi-family groups for adolescents, and individual therapy, are offered in the WJCS clinics. The fellows' activities may include co-leading weekly DBT skills groups, attending weekly consultation groups, providing DBT-informed individual psychotherapy, providing comprehensive DBT and collecting and analyzing data to assess outcomes. All psychology fellows co-lead a minimum of at least one DBT group.

### **Intensive Outpatient Program**

When available, this program allows for an intensive level of outpatient treatment for clients (adolescents or adults) returning to outpatient care from the hospital, or for clients with higher levels of risk and/or need. Clients are seen in this program, which typically lasts for six weeks and uses a DBT framework. Modified DBT groups are held twice weekly, and clients in this program may see their individual therapist and prescriber more frequently. Fellows have helped in running IOP-modified DBT groups in the Yonkers clinic. This rotation is heavily dependent on having sufficient clients for enrollment.

### **Trager-Lemp Center for Trauma and Resilience (previously, Treatment Center for Trauma and Abuse)**

Pioneered in 1982, The Trager-Lemp Center (TLC) provides trauma treatment for child survivors of sexual abuse, adult survivors of sexual abuse, children with problematic sexual behavior, and child and adult survivors of domestic violence. These programs are provided across all four WJCS clinics, and the fellows with this placement are located in the Yonkers and Hartsdale clinics. The Trager-Lemp Center fellows are expected to provide individual, family and couples therapy, and co-lead groups. Fellows have participated in a community-based program in which mothers and children attend simultaneous trauma focused groups designed to reduce the intergeneration transmission of abuse. In 2022, this program received a five year SAMHSA grant to expand trauma services for youth ages 8-21. With this grant, the TLC also explicitly serves individuals with immigration trauma, racial trauma, LGBTQIA+ trauma, and other chronic stressors. At least one psychology fellow will be assigned to assist with this grant, both in terms of providing trauma services and maintaining outcome data.

### **Juveniles Starting Over (JSO), Hartsdale, New York**

This program, under the umbrella of the Trager Lemp Center for Trauma and Resilience, provides psychosexual risk assessments and treatment for adjudicated and non-adjudicated children/adolescents who have demonstrated problematic sexual behaviors. Fellows are trained in conducting specialized assessments and providing ongoing treatment, both guided by current best practices for this unique population. Fellows are expected to work closely with youths and their families, using individual, family and group-based modalities. Fellows also collaborate with governmental agencies (e.g. the Department of Probation) and other community resources.

## **Community Based Rotations:**

### **Mary J. Blige Center for Women**

Wiener Academy for Young Women at the Mary J. Blige Center for Women is in Yonkers. The mission of the Wiener Academy is to inspire and prepare girls in grades 4-8 to reach their full potential through academic support and activities designed to build character, enhance social development, and promote health and wellness. The program consists of three components: an after-school program from 3:00 - 6:00 pm during schools days, including one hour of homework and academic help and two hours of enrichment and character-building activities; a workshop series in local schools that focuses on girls' leadership, empowerment and wellness, and a fun-filled, six-week summer learning program that provides educational activities and trips designed to help girls explore their academic interests and stay stimulated and engaged during the summer. Fellows have led support groups in the afterschool program. This program went on hiatus during the 2023-2024 Internship cycle, due to changes in funding.

### **School-Based Clinics: Roosevelt High School and Ella Fitzgerald Academy**

Ella Fitzgerald Academy has a mental health clinic contained within the school. "Our Mission at The Ella Fitzgerald Academy for Excellence is to engage in lifelong learning by exploring our cultures and talents while learning about other cultures and promoting the value of acceptance in our community. As a school community, we build upon our understanding and compassion for others. We celebrate the total development of each child focusing on their intellectual, social, emotional, and physical well-being. Our Mission statement embodies Culturally Responsive Education. The Ella Fitzgerald Academy will continue to implement resources that encompass diverse cultural perspectives for the purpose of establishing an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator". A fellow has been placed at Roosevelt High School during the 2023-2024 Internship cycle.

## **Program Requirements:**

### **Learning Center**

The WJCS Learning Center offers a comprehensive assessment and tutoring support system for children and adults. Services include psychological testing, comprehensive psycho-educational evaluations and screening batteries, educational intervention programs, and learning profile assessments for the remediation of emotional, attentional and learning difficulties. Fellows have performed a variety of focal and comprehensive evaluations for children and adults, consulted with parents, schools, tutors, and other clinical staff, attended Committee on Special Education meetings, engaged in school-based observations, provided individual remediation to adults and child clients, and conducted professional development seminars for clinic staff. All fellows have a placement in the Learning Center.

In addition, to psycho-educational assessments, all fellows are trained in developmental assessment practices, specifically the Autism Diagnostic Observation Schedule (ADOS-2) and the Vineland Adaptive Behavior Scales. Fellows are expected to participate in all aspects of the assessment process, including obtaining detailed histories; administering the ADOS, measures of adaptive functioning, and intelligence tests; performing scoring, interpretation and report writing; and providing feedback to clients and their families.

Because of WJCS' emphasis on evidence-based testing, fellows are not required to have a background in projective measures; however, some experience with standardized testing is expected.

## **Research**

Each fellow is required to assist with ongoing agency research. One half-day per week is formally set aside for each fellow to perform research to support WJCS' clinical activities. Research can be either program specific or division wide within the agency. To date, research efforts under this program have included: evaluating the impact of Substance Use Disorder screening and impact of SUD training on clinical outcomes; designing and implementing an overall structure and reporting system for the federal SAMHSA trauma grant; a project designed to better understand why WJCS clients are seen in Emergency Rooms and in hospitals; and working on a project that addresses staff burnout. In addition to receiving individual supervision, fellows attend a twice-monthly research seminar.

## **One-Day Didactics:**

The fifth day of training is spent in supervision and didactic, seminar, and workshop training formats offered by the senior staff of WJCS or outside expert consultants. The Medical Director provides a year-long seminar for fellows, focusing on substance use disorders. A mini-course in psychological assessment, a seminar on diagnosis and treatment, a research seminar, case discussions, and a class on the supervisory process are also offered. When schedules permit, fellows attend weekly psychiatry grand rounds at New Presbyterian Hospital Weill Cornell Medical College.

WJCS offers an ongoing educational and training program for mental health professionals (Educational Institute). Educational Institute offerings for 2022-2023 include: CBT for Insomnia, Developmental Disability Diagnoses and Community Mental Health, Common Factors of Trauma Treatment, Dissociation, Organizational Skills Training, Motivational Interviewing, Socratic Dialogue in Therapy, Assessing and Treating Clients with Co-occurring Mental Health and Substance Use Diagnoses, and Theory and Practice of Working with Grieving Clients, among others. Evidence-based practice is prioritized. The WJCS website, [www.wjcs.com](http://www.wjcs.com) can be consulted for the list of current Educational Institute offerings.

## **Supervision and Teaching:**

Fellows who are deemed ready are expected to supervise a psychology extern in the conduct of therapy, assessment, research, or special projects. A licensed psychologist supervises the fellow's supervision of the extern. Fellows also attend a bi-weekly seminar on the supervisory process.

Each fellow is required to fulfill a teaching requirement, consisting of at least two trainings. In the past, this requirement was satisfied by offering a class through the Educational Institute, performing staff training, providing an in-service, and so forth. For example, fellows have made presentations to clinic staff on the use of behavioral checklists and other assessment instruments, lectured on the uses and limitations of psychological testing, and taught seminars on the assessment and clinical implications of adolescent internet use.

## **Supervision**

Fellows receive a minimum of two hours of individual supervision per week with their primary and other supervisors, and a minimum of three-four hours a week of group supervision. Individual testing supervision is arranged, as needed, but generally averages out to at least one half-hour per week. Psychology supervisors meet monthly to ensure that educational experiences are consistent with the

program's training goals and objectives as well as to ensure that fellows attain a doctoral level of competence.

Supervisory staff is skilled in a variety of treatment models including behavior therapy, cognitive behavior therapy, and dialectical behavior therapy. Fellows become familiar with these approaches as well as their application to case needs. Emphasis is placed on evidence-based practices. Specialty supervision is arranged when needed for patients referred from such specialized WJCS programs as trauma, youth with problematic sexual behavior and developmental disabilities.

The fellows and a non-supervisory group leader meet monthly for a "peer support group" intended to promote group cohesion and provide a non-judgmental forum to discuss internship issues. At least bi-weekly group meetings and at least once-monthly individual meetings with the Training Director often address ethical, practice, and advocacy issues of importance to future job decisions and the clinical psychology profession.

## **Application and Selection Procedures**

WJCS is a member of APPIC and as such, adheres to the APPIC match policy governing internship applications, offers and acceptances. WJCS abides by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any applicant.

Each candidate must register with the National Matching Services, Inc. for participation in the internship-matching program. Instructions and forms can be downloaded from [www.natmatch.com/psychint](http://www.natmatch.com/psychint)

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

Applications must be received by **November 20, 2023**. An application must be submitted online, as per APPIC policy, and contain the following:

1. An APPIC-online application form
2. Three letters of recommendation
3. A sample psychological assessment (adult or child) with patient identity removed
4. A sample psychotherapy case summary (adult or child) with patient identity removed
5. An official psychology graduate school transcript
6. A curriculum vitae

Application questions should be addressed to:

Colleen Porrazzo, Internship Coordinator  
Email: [cporrazzo@wjcs.com](mailto:cporrazzo@wjcs.com) Telephone: (914) 848-8170

After the application deadline, a select number of candidates will be interviewed by Psychology Department staff and meet with current psychology fellows. For the 2023-24 class, **interviews will be conducted remotely via zoom** on Tuesday, January 9, 2024 and Tuesday, January 16, 2024. Interested applicants are asked to hold these dates in case they are invited for interviews. Each candidate will be informed by December 17, 2023 as to whether they have been invited for an interview.

The psychology faculty is committed to the principle that both the agency and applicant should play a role in determining whether WJCS' internship program and the applicant are good "matches" for each other.

The agency is seeking fellows who are comfortable with a scientist-practitioner training model, have a broad range of experiences in mental health settings, and are interested in applying best practices in the field of community mental health. Flexibility is a clear plus. Familiarity with the Rorschach and other projective tests is not required.

Respect for cultural and individual diversity is an underlying philosophical tenet associated with the founding of WJCS in 1943 and maintained today in its mission and policies. WJCS is committed to select, place, train, and promote the best qualified individuals based upon relevant factors such as work quality, attitude, experience, and qualifications. The agency provides equal employment opportunity for all its employees in compliance with applicable federal, state, and local laws and does not discriminate based on such non-work-related factors as race, color, religion/creed, sex, sexual orientation, national origin, age, genetic or carrier status, disability, citizenship, or marital status.

WJCS reserves the right to perform an Internet search on applicants for internship.

The WJCS internship is APA-approved. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

## Core Psychology Staff

**Rachel Forster Held, Ph.D.** (Rutgers University), Psychologist, Yonkers Clinic; Chair, Incident Review Committee and Coordinator of the Intensive Outpatient Program  
Special Interests: Chronic illness, depression

**Christopher Libby, Ph.D.** (Fordham University), Assistant Clinic Director, Hartsdale Family Mental Health Clinic, Director, DBT Program  
Special Interests: Cognitive-behavioral therapy, children and adolescents, treatment of anxiety disorders, school psychology, and health psychology

**Micheline Malow, Ph.D.** (City University of New York), Director and Supervisor, Learning Center  
Special Interests: Students with learning and behavioral disorders, and early intervention for at-risk children

**Kenneth Mann, Psy.D.** (Pace University), Program Director, Outpatient Developmental Disabilities Program  
Special Interests: Attachment Theory, Time Limited Psychotherapy, DBT, Modified Psychotherapeutic Interventions with DD Population

**Kathleen E. McKay, Ph.D.** (City University of New York, Queens College, Neuropsychology Program), Coordinator and Supervisor, Court Assessment Program  
Special Interests: Neuropsychology and aggression

**William “Drew” Mullane, Ph.D.** (University of Southern California), Director of Innovation, Integration, and Community Partnerships  
Special Interests: Flexible implementation of empirically supported practices, Dialectical Behavior Therapy, substance use treatment, anxiety disorders, and clinical supervision

**Alyssa Neary, Psy.D.** (Yeshiva University), Assistant Director, Weinberg Learning Center  
Special Interests: Psychological and forensic assessment, treatment of OCD and anxiety disorders

**Liane Nelson, Ph.D.** (New School for Social Research), Director, Doctoral Psychology Internship Program; Chief Psychologist; Director, Trager-Lemp Center for Trauma and Resilience.  
Special Interests: Psychotherapy research, common factors of trauma treatment, complex trauma, dissociation, and the intergenerational transmission of trauma

**Hanna Cohen, Psy.D.** (Rutgers University), Staff Psychologist, Trager Lemp Center for Trauma and Resilience  
Special Interests: Complex trauma, immigration and acculturation, therapy integration

**Elana Spira, Ph.D.** (State University of New York at Stony Brook), Research and Education Specialist and Research Supervisor  
Special Interests: Program evaluation, early childhood behavioral/academic difficulties, treatment of children with ADHD, cognitive-behavioral therapy, parent training

## **Additional Faculty**

**John Alterman**, LCSW (Smith College), Director, Hartsdale Family Mental Health Clinic; Director, Educational Institute  
Special Interests: Professional Ethics

**Lauren Bassin**, LCSW Assistant Executive Director, Community Residential Care  
Special Interests: Developmental disabilities

**Sheri Curro**, Manager of Client Information Systems

**Suzanne DeLasho**, LCSW (Fordham University), Director of Behavioral Health Services, Whitehill Counseling Service

**Patricia Lemp**, LCSW (Columbia University), Chief Clinical Officer  
Special Interests: Trauma, child sexual abuse

**James E. Lennon**, Ph.D. (State University of New York at Albany), Forensic Consultant, Court Assessment Program  
Special Interests: Learning, dyslexia, and school psychology

**Sophie Michelakou**, Ph.D. (Fordham University), Forensic Consultant, Court Assessment Program  
Special Interests: Forensics, and child and adolescent treatment/evaluations

**Gillian Rittmaster**, LCSW (Fordham University), Assistant Executive Director, Jewish Programs  
Special Interests: Critical and Chronic Illness, Caregiving, End of Life, Bereavement

**Shannon Van Loon**, Ed. M. (Harvard) Chief Program Officer  
Special Interests: Early Childhood, Education systems and access in low-income areas, increasing opportunities for those living in poverty, bullying prevention