

INTERNSHIP TRAINING IN HEALTH SERVICE PSYCHOLOGY



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BACKGROUND AND GENERAL INFORMATION

The New York-Presbyterian Hospital Internship in Health Service Psychology is conducted in conjunction with the Department of Psychiatry. It makes use of the Medical Center's various outpatient and inpatient clinical services, as well as those of the New York State Psychiatric Institute located on the same campus. A full range of clinical services also supports training for psychiatrists, social workers, nurses, and members of other clinical disciplines with whom psychology interns interact regularly.

The internship offers two training tracks: one specializing in work with adults (Adult Track), and one specializing in work with children and adolescents (Child Track). All interns participate in a core curriculum of courses, clinical rotations, and individual supervision. The Adult Track provides the intern with experience in both outpatient and inpatient facilities. Training in the Child Track takes place in outpatient settings exclusively. There are ten funded internship positions; six positions in the Adult Track, and four in the Child Track. The Internship in Health Service Psychology has been APA accredited since 1958. Questions related to the program's accredited status should be directed to the Commission on Consultation and Accreditation. Contact information is as follows:

Office of Program Consultation and Accreditation
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750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
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This internship is a member of APPIC and has agreed 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 prior to the uniform notification day.

THE HOSPITAL SETTING

The New York-Presbyterian Hospital, Columbia University Irving Medical Center, is a comprehensive non-profit, non-sectarian hospital that serves its neighborhood in northern Manhattan, as well as private patients from around the world who are drawn to its state-of-the-art medical facilities and reputation for outstanding care and treatment.

The mission of New York-Presbyterian Hospital highlights a commitment to excellence in clinical service, education, research, and community service. Specifically, it details its mission as "dedicated to:

Educating the next generation of health care professionals
Developing groundbreaking research. Advancing innovative, patient-centered clinical care
Serving the needs of our local, national and global community"

<https://infonet.nyp.org/Pages/Culture.aspx>

New York-Presbyterian Hospital further asserts its Vision: "To be the #1 Integrated Academic Health System in the Nation in high-quality patient centered care, education & research."
(<https://infonet.nyp.org/Pages/Culture.aspx>)

The New York-Presbyterian Hospital is a full service academic medical center and one of the nation's largest hospitals. According to most recent statistics, our medical center records more than two million annual visits, including over 310, 000 emergency department visits. Within the Medical Center, the Department of Psychiatry provides 2,000 annual inpatient admissions, over 100,000 child and adult outpatient visits, and over 3,500 annual visits to the comprehensive psychiatric emergency program.

The New York-Presbyterian Hospital, Columbia University Irving Medical Center is in the Washington Heights-Inwood-Marble Hill area of northern Manhattan. According to the 2020 Census Report, 68% of the population of our neighborhood is Hispanic, 19% is White, 7% is Black, and 3% is Asian. Sixty-nine per cent of Washington Heights-Inwood residents speak a language other than English in the home, more than double the rate in New York and the United States as a whole. Twenty-six per cent of our area population have not completed high school; 37% have attained a bachelor's degree or higher. Forty four percent of our residents are foreign born, with the majority of these (86%) emigrating from Central American, South America, and the Caribbean. Washington Heights- Inwood has the highest concentration of residents of Dominican descent of all New York City census divisions.

Families living in the community surrounding our Medical Center frequently face financial hardship, with an estimated population (2020) of 214,763 and a median household income of \$57,117. Almost one quarter of residents (19.1%) are living below the federal poverty line, approximately 1.4 times the percentage in New York and 1.5 times the percentage in the United States. For seniors over the age of 65, the rate increases to 27% and for children under the age of 18 it also increases to 27%.

Secondary to our local neighborhood, the New York-Presbyterian Hospital provides care to its employees, patients throughout New York City and from the tri-state area, and national and international patients who opt to seek care at our institution. This provides additional richness and diversity in the patient populations seen by our Psychology Interns.

Internship training routinely brings interns to numerous service sites within the Medical Center complex. Outpatient psychiatric services are located within the Adult Outpatient Psychiatric Clinic, Morgan Stanley Children's Hospital of New York, the Ambulatory Care Network (ACN), and at the New York State Psychiatric Institute. Inpatient rotations for the Adult Track are offered at the New York State Psychiatric Institute and the Milstein Hospital. Psychological testing is done throughout the Medical Center, including the medical services of New York-Presbyterian Hospital, Morgan Stanley Children's Hospital (CHONY), Milstein Hospital, and the New York State Psychiatric Institute. Interns maintain offices in the Presbyterian Building and at CHONY,

but their clinical duties take them throughout the Medical Center.

The New York State Psychiatric Institute (PI) is the research and teaching facility of New York State and is an integral part of the Psychiatry Department. Interns can attend Grand Rounds and be taught and supervised by staff members in the fields of psychology and psychiatry.

PHILOSOPHY AND TRAINING MODEL

The Internship in Health Service Psychology offers an exceptional opportunity to develop as a skilled, compassionate, and culturally responsive clinician within a dynamic urban medical center. This intensive and comprehensive training experience prepares future psychologists to excel in a wide range of professional settings, including postdoctoral fellowships and entry-level licensed positions.

At the heart of the program is a commitment to cultivating clinicians who can thoughtfully evaluate and effectively treat diverse patient populations with clinical expertise, cultural humility, and genuine compassion. Interns gain hands-on experience in assessment, intervention, consultation, and interdisciplinary collaboration while working alongside dedicated professionals in a vibrant medical environment.

Through carefully structured training that aligns with each intern's developmental level, participants are challenged and supported as they expand their clinical skills, deepen their understanding of diverse communities, and learn to deliver the highest standard of evidence-based care. The program's rich clinical experiences, multidisciplinary setting, and commitment to excellence make it an outstanding opportunity for emerging psychologists to launch the next stage of their professional journey.

Our model of training includes the following components:

Hands-on Experience: To achieve proficiency and, ultimately, develop independence in clinical work; interns require immersion in direct patient care. All sites included in internship training afford the intern a direct service role. For example, Adult Track interns rotate on inpatient units where they assume the role of primary therapist. Interns are immersed in outpatient services in Pediatric and Adult Psychiatry, respectively, with opportunities to have more specified clinical focus as a primary therapist and co-leader of groups, utilizing various clinical approaches to treat diverse populations. Interns also gain additional clinical experience from chosen electives and rotations in more intensive service programs (e.g. Acute Care DBT, Mother and Child Infant Mental Health, Consultation Liaison Service, Triciclo Women's Health, Integrated Behavioral Health, Compass).

Supervision: Our training model emphasizes intensive supervision, substantial in both quality and quantity, and tailored to the needs of interns at each training site. Interns generally receive between ten and twelve hours of weekly supervision. We believe close supervision is imperative to build clinical skills, identify areas of growth, increase competency, and resolve any concerns

as interns assume direct clinical responsibility

Heterogeneity: To practice within an urban medical center, interns require familiarity with the many roles that psychologists may assume. Accordingly, interns train in various hospital services and obtain clinical experience with a heterogeneous patient population. Interns' clinical caseloads include patients of various ages, ethnicities, occupational backgrounds, and socio-economic levels. Levels of psychopathology range from patients with severe and persistent mental illness to high-functioning graduate students and hospital personnel. Interns supplement their common outpatient core experience with an elective specialized intervention and an elective rotation (Child Track interns), or elective rotations (Adult Track interns).

To practice within a medical center, interns also require knowledge about trauma-focused work and the full range of treatment techniques and their proper application. Interns are introduced to a variety of evidence-based and trauma-informed treatment modalities and are educated in psychodynamic, behavioral, and cognitive behavioral treatments. They receive training in individual psychotherapy (both brief and extended), group therapy, crisis intervention, couples therapy, and family therapy.

Full-time supervising and training staff represent a broad range of orientations and clinical specialties. Staff members familiarize interns with the array of clinical sub-specialties in which they both practice and do research, including chronic self-injury, family violence, child and adolescent mood disorders, and chronic medical conditions and the needs of gender and sexual minorities. Adjunct faculty also enrich internship training with clinical expertise derived from independent practice

Cultural and Economic Diversity At New York-Presbyterian, interns have the unique opportunity to work with the vibrant and diverse communities of northern Manhattan, gaining invaluable experience serving predominantly Latinx populations facing significant socioeconomic challenges. Through supervision, seminars, case conferences, and collaborative discussions, trainees build the cultural humility and clinical skills needed to provide exceptional, equitable care. Our strong commitment to diversity, inclusion, and varied perspectives creates an enriching learning environment that prepares interns to make a meaningful impact in the communities they serve

The Psychology Internship, as well as The New York-Presbyterian Hospital, is committed to promoting cultural humility and respecting diversity among interns and training staff. We recruit trainees and supervisory staff with varied backgrounds and histories. We believe that this mix of personal and demographic characteristics enriches our program, fosters learning, and contributes to the quality of service we can provide for the diverse populations we serve.

Medical Health and Illness: Psychologists working in medical settings develop a strong understanding of both the medical conditions affecting their patients and the psychiatric treatments that support recovery and well-being. Through hands-on patient assessment, expert supervision, seminars, and interdisciplinary team collaboration, interns gain experience

exploring how chronic illness shapes psychological functioning and how complex medical and psychiatric conditions interact. This immersive training equips interns to deliver integrated, patient-centered care in dynamic healthcare environments.

Ethical Principles and Professional Behavior: Ethical and professional excellence are at the heart of our training model. Ethical principles are integrated throughout every aspect of the internship experience, with a dedicated seminar on Ethical Issues and Legal Standards that brings these critical topics to life through real-world challenges and everyday clinical practice.

INTEGRATION OF SCIENCE, RESEARCH, AND PRACTICE

The emphasis of this internship is on the clinical practice of psychology, with the integration of science, research, and practice interlaced throughout the curriculum. Seminars address research findings relevant to specific clinical populations and treatment techniques. Reading lists are provided; copies of classic and current articles are distributed frequently, and interns have full use of the Medical Center library. In addition, attendance is encouraged at weekly Grand Rounds for the Department of Psychiatry, as well as lectures throughout the Medical Center where current scientific research is reviewed.

At the Internship Research Colloquia, researchers from The New York-Presbyterian Hospital, the New York State Psychiatric Institute, and invited guest speakers present recent findings and lead discussions of work in progress. These meetings provide interns with the latest information about empirically supported treatment approaches. They also provide opportunities to develop relationships with researchers and identify future postdoctoral research opportunities.

COMPETENCIES FOR INTERNSHIP TRAINING

Internship training is designed to facilitate the achievement of several major competencies. It is expected that, at the conclusion of the training year, interns will have mastered the following:

Competency 1. To be able to identify relevant scientific knowledge, read it critically, and apply it effectively to clinical work

Competency 2. To have knowledge of and competence with ethical practice and legal standards in health service psychology

Competency 3. To have knowledge of multicultural and diversity issues as these impact on clinical and collegial work in the Medical Center

Competency 4. To recognize and demonstrate professional attitudes and behaviors in interactions with patients, supervisors, staff, and colleagues

Competency 5. To be able to communicate effectively and collaboratively with patients, supervisors, staff, and colleagues

Competency 6. To be able to competently deliver assessments (in both initial intake evaluation and psychological testing) and provide effective verbal and written reports

Competency 7. To be able to provide competent, effective, and evidence-based psychotherapy using a variety of techniques across a range of medical center settings

Competency 8. To demonstrate knowledge of the supervisory role in clinical practice, as both consumer and provider

Competency 9. To effectively exchange knowledge within and across professions and disciplines

INTERNSHIP TRAINING

The internship training year is structured to accomplish our overriding goal to train qualified and competent health service clinicians capable of evaluating and treating patients in an urban medical center environment, with clinical skill, cultural humility, and humane understanding. Training experiences have been designed to facilitate the achievement of our nine competencies for the internship year.

In response to the pandemic, tele-education, telemedicine, and remote learning were incorporated into the internship. On-site training and delivery of care has now been re-established. Currently, the internship can be described as in-person for the 2027-2028 training year.

We continue to conduct didactics, supervision, and meetings virtually, but incorporate as many in-person clinical/educational spaces as possible. Interns gain experience working with individuals and families, learning best clinical practices, and supporting patient engagement in treatment. Interns will provide telemedicine, utilizing technology to meet our patients' daily life as well as clinical needs. They will also regularly experience the richness of providing assessment, evaluation, and treatment in person.

The internship is designed to provide interns with a robust clinical and educational experience while providing the needed support and structure to manage these demands. Intern schedules are structured to allow time for clinical care responsibilities, preparation for clinical or educational activities, documentation, regular lunch breaks, and other essential components of the workday. Every effort is made to maintain consistent schedules. If interns are required to remain beyond their scheduled hours to address patient care needs or other clinical responsibilities, they are compensated for this time. Interns are not expected to take work home or work on the weekends, and ongoing support is provided to prevent work from spilling over into personal time.

The Internship in Health Service Psychology consists of a Core Curriculum completed by all interns. It is supplemented by specialized programs organized separately within the Adult and Child Tracks.

CORE CURRICULUM

Core Clinical Experience

Adult Interns gain comprehensive, hands-on clinical training through a dynamic blend of diagnostic assessment and psychotherapy. Interns develop clinical skills in evaluating and treating a diverse outpatient population while working alongside experienced supervisors and multidisciplinary teams. Throughout the training year, Adult Track interns participate in a weekly adult evaluation clinic for half of the year, while Child Track interns also engage in a weekly child evaluation clinic for one semester. In these clinics, interns conduct diagnostic interviews, develop rich clinical formulations, establish DSM-5 diagnoses, and create thoughtful treatment and disposition recommendations, building strong assessment skills that are essential for professional practice.

Psychotherapy training is a cornerstone of the internship experience. Each intern is assigned outpatient psychotherapy cases that provide meaningful opportunities to develop and refine therapeutic skills. Child Track interns typically maintain a smaller adult outpatient caseload of 2 individual cases and Adult Track interns carry a larger adult psychotherapy caseload, offering experience in long-term treatment, case conceptualization, and evidence-based interventions. This immersive clinical experience provides interns with the opportunity to build confidence, deepen their clinical judgment, and develop the skills necessary for successful professional practice across a variety of settings

Supervision

Core curriculum supervision consists of evaluation supervisors and psychotherapy supervisors. An evaluation supervisor trains interns in the process of initial intake evaluation. Psychotherapy supervisors focus on ongoing treatment cases.

Didactic Seminars

The core curriculum includes the following courses:

1. *Initial Intake Evaluation* - a seminar that addresses issues of initial intake evaluation, emphasizing both general principles in case formulation and clinical problems that arise.
2. *Ethical Issues and Legal Standards* - a course examining ethical principles, relevant legal standards, professional behavior, and ethical dilemmas in clinical psychology.
3. *Psychopharmacology* - a clinically focused seminar addressing medical issues and psychotropic medications.
4. *Multicultural and Diversity Issues* – an interactive seminar concentrating on important aspects of self-definition and issues that typically arise in providing service for a culturally diverse patient population.
5. *Manual-Based Treatment Approaches*- didactics and readings taught by various faculty in their individual areas of expertise
 - a) *Child Psychotherapy: Manual-Based Treatment Approaches*
 - b) *Adult Psychotherapy: Manual-Based Treatment Approaches*
6. *Fundamentals of Adult Psychodynamic Psychotherapy* - a clinically based seminar addressing fundamental psychotherapy skills and technical considerations in the treatment of adult psychotherapy patients.

7. *Neuropsychological and Psychological Assessment*- didactic and experiential instruction in fundamentals of neuropsychological and psychological assessment, test administration, scoring, interpretation, feedback, and report writing
 - a) Child Neuropsychological and Psychological Assessment
 - b) Adult Neuropsychological and Psychological Assessment
8. *Consultation and Supervision* - a didactic that introduces interns to these roles within the Medical Center.

Additional seminars within each specialty track are available to interns on each track.

Internship Meeting

Our Internship Meeting is a gathering of interns, internship director, and invited faculty and staff throughout the training year. The agenda is flexible and addresses administrative, clinical, group, and professional issues as these arise.

Research Colloquium

Guest speakers from the Medical Center and surrounding environment are invited to present on their ongoing research on a variety of clinically relevant topics. Research colloquia take place approximately once per month.

Clinical Case Presentations

Interns will participate in case presentations in various training spaces. Presentations are followed by commentary and discussion with clinical supervisors, fellow trainees, faculty/staff, and/or course instructors.

ADULT TRACK

GOAL

The Adult Track offers an intensive, highly supervised opportunity to develop advanced competencies in assessment, diagnosis, treatment planning, and psychotherapy across a wide range of clinical settings. Interns take an active role in patient care and are involved at every stage of the clinical process. Working with both inpatient and outpatient populations, interns conduct comprehensive intake evaluations, develop diagnostic formulations, make treatment and disposition recommendations, and provide ongoing psychotherapy. This continuity of care allows trainees to gain a deeper understanding of the therapeutic process while building confidence as developing psychologists.

A hallmark of the Adult Track is the breadth and complexity of clinical experiences available to interns. Interns work with individuals presenting with diverse psychiatric, medical, and psychosocial concerns, providing rich opportunities to strengthen clinical judgment, refine intervention skills, and develop professional identity. Equally important is the program's strong emphasis on interdisciplinary collaboration. Interns work closely with psychiatrists, social workers, and other health professionals as members of an interdisciplinary treatment team. Through these collaborative experiences, trainees learn to communicate effectively across disciplines, contribute to comprehensive patient care, and gain a broader understanding of healthcare systems and team-based treatment. The Adult Track provides a dynamic and supportive environment where interns can expand their clinical knowledge and practice, deepen

their understanding of evidence-based practice, and develop the skills necessary for success in a wide variety of professional settings.

THE TRAINING EXPERIENCE

Evaluation and Psychotherapy:

The primary psychotherapy experiences are obtained within the New York-Presbyterian Hospital Adult Outpatient Psychiatric Clinic. This outpatient psychiatric clinic serves people aged 18 years and above and is a major mental health resource for the Washington Heights-Inwood area of northern Manhattan. A diverse inner-city community predominately of Latinx descent with the presence of Black, Asian, and Caucasian populations resides in our immediate catchment area. Families are frequently experiencing socio-economic struggles and other psychosocial stressors. Our diverse population assures the intern an outpatient psychotherapy experience with patients who vary widely in ethnic/cultural background, age, religion, disability status, social economic status, and severity of psychopathology. Interns perform initial intake evaluations and conduct ongoing treatment as part of an interdisciplinary team that may include other psychologists, psychiatrists, and social workers.

1. **Evaluation:** Each intern does initial evaluations for six months: approximately one 2-hour evaluation session and accompanying supervision weekly. Interns are provided with live supervision and progress towards completing intake evaluations more independently. The supervisor is typically present during part of the session and is always available for consultation during this time. At the conclusion of the evaluation, the intern works with the supervisor and the patient to identify and implement an appropriate disposition plan, which may include the intern continuing to work with the patient as an outpatient therapist.
2. **Treatment:** Interns provide trauma-informed psychotherapy in a variety of modalities. Each intern gains experience in individual and group psychotherapy by maintaining a general outpatient caseload and co-leading groups throughout the year. Additionally, interns will gain experience with short-term sessional care, a short-term treatment model focused on brief targeted intervention and linkage to longer term care and the RED high-risk treatment team, an IOP treatment service, providing training in crisis intervention and brief psychotherapy, with the goal of rapid assessment, stabilization, and linkage to longer-term therapy. These experiences have corresponding supervision and multidisciplinary rounding spaces. Supervisors are drawn from a range of orientations, including behavior therapy, cognitive behavior therapy, psychodynamic psychotherapy, interpersonal therapy, dialectical behavior therapy, and crisis intervention. Interns serve the role of primary therapist and, with supervisory support, coordinate care with other providers including psychologists, social workers, and psychiatrists. Intern caseloads will reflect a range of diagnostic and clinical presentations as well as the various sociocultural identities and psychosocial concerns existing among the diverse adult population treated in the outpatient service. Interns can join any existing consultation and rounding spaces

for one-time consultation or as an on-going participant for additional clinical support.

Elective Clinical Rotations:

Based on individual interest and rotation availability, interns in the Adult Track choose among several clinical rotations; these training opportunities run half of the internship experience or the entire year.

1. *Inpatient- (Required)* The six-month inpatient rotation offers interns with intensive inpatient experiences on one of four psychiatric inpatient units. At New York Presbyterian Hospital (NYPH), the general psychiatric unit provides multidisciplinary (milieu, psychiatric, behavioral) services to a mixed diagnostic acute patient population, hospitalized for a relatively brief time. At New York State Psychiatric Institute (NYSPI), there are three multidisciplinary inpatient units. The community unit provides inpatient services to the Washington Heights/Inwood population. The Eating Disorders Unit is a protocol-driven research unit, integrating medical, psychiatric and behavioral approaches for the treatment of eating disorders, often for longer stays. The General Clinical Research Unit provides services to participants in a range of research protocols, often for longer stays. On each unit, interns join a multidisciplinary treatment team, participate in the unit milieu, and serve as primary psychotherapist for hospitalized patients whom they see three to five times weekly. Psychotherapy may be supportive and/or behavioral. Family therapy, group therapy and psychological testing may also be involved.
2. *STARS (Substance Treatment and Research Services)*: Interns will have the opportunity to receive specialized training at the forefront of addiction treatment and research. Working within a program that integrates cutting-edge scientific advances with evidence-based clinical care, interns gain firsthand experience supporting individuals affected by substance use disorders, including alcohol, cannabis, cocaine, heroin, and opioid use. A highlight of the rotation is the opportunity to join multidisciplinary research and treatment teams focused on cannabis, cocaine, or opioid use disorders. Specific studies vary in terms of substance and population. Interns gain exposure to innovative clinical research, emerging treatment approaches, and the translation of scientific discovery into real-world patient care. Interns learn how to engage participants, promote meaningful behavior change, and support recovery through compassionate, evidence-informed care. Depending on the STARS research portfolio at the time of rotation, interns may gain experience in behavioral interventions, including Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI), and harm reduction.
3. *The Triciclo Program*: This unique rotation provides specialized training in the assessment

and treatment of mental health concerns that arise during pregnancy, the postpartum period, and early parenthood, with a particular focus on families with children ages 0-3. Interns can have the opportunity to work with a diverse range of patients, navigating the challenges of pregnancy and parenting young children. Through this work, interns can develop skills in evidence-based, compassionate care tailored to the unique emotional and developmental needs of parents and young families. Training experiences include short-term psychotherapy, and crisis intervention, utilizing a rich variety of therapeutic approaches, including psychodynamic, cognitive behavioral, dialectical behavior, and interpersonal therapies. Interns can also have the opportunity to co-lead a group focused specifically on maternal mental health during the post-partum period. In addition to direct clinical work, interns participate in specialized didactic seminars and interdisciplinary group rounds. Optional experience in consultation-liaison services and dyadic therapy may be available. This rotation is an exceptional opportunity for interns interested in maternal mental health.

4. *Integrated Behavioral Health*: Interns can gain experience in a collaborative environment where mental health services are integrated into a primary care clinic or community-based programming. Interns can have the opportunity to work with adult or transitional age populations in an interdisciplinary setting. Interns will gain hands-on experience by providing brief, impactful, and evidence-based behavioral health services that improve mental health and life outcomes. Training experiences can include conducting intake evaluations, providing consultation, delivering short-term targeted individual counseling, connecting patients with other supportive services, or co-leading a group while promoting prevention-focused approaches that support whole-person wellness. This is an opportunity for interns to work alongside other healthcare professionals as part of a team, gaining exposure to collaborative treatment planning and consultation; gaining experience in a rapidly growing and innovative area of behavioral health practice.
5. *Compass*: Compass offers a unique and rewarding opportunity to work within a comprehensive, integrated health program that provides a welcoming, affirming, and nonjudgmental environment for individuals of all genders. Interns gain valuable hands-on experience serving transitional-age LGBTQ+ young adults in an integrated care setting, helping to address the complex and intersecting needs of this diverse population. Through this placement, interns develop skills in conducting comprehensive, individualized needs assessments, providing short-term mental health counseling, supporting families through collateral interventions, and collaborating with schools and community organizations. The experience offers a rich blend of clinical, advocacy, and interdisciplinary work, preparing interns to deliver culturally responsive care while making a meaningful impact on the lives of LGBTQ+ young people and their families.
6. *Dialectical Behavior Therapy (DBT)* - This rotation instructs interns in the use of Dialectical Behavior Therapy with suicidal and self-injuring patients. Treatment has two components: skills training conducted in a group format and individual psychotherapy, generally once a week, with additional phone consultation as needed. Interns treat several patients and co-lead a skills training group. Supervision, team meetings, and group training sessions are integral parts of the rotation. **Please Note:** *This clinical rotation is year-long; the interns*

who elect this rotation have their general outpatient caseload adjusted to balance workload during the RED/High Risk and inpatient rotations.

7. **Family and Couples Therapy**—Interns can gain experience in family and couples therapy, developing skills in working with relationships, family systems, and interpersonal dynamics. Attending weekly supervision and a corresponding seminar. They will gain experience in understanding how family members influence one another and identifying interaction patterns and facilitating communication, conflict resolution, and relationship strengthening. Interns will additionally develop skills in gathering information from multiple clients simultaneously while maintaining rapport, conceptualizing problems from the context of relationships, developing interventions tailored to couples/family dynamics, and utilizing evidenced based approaches. **Please Note:** *This clinical rotation is year-long; the interns who elect this rotation have their general outpatient caseload adjusted to balance workload during the RED/High risk and inpatient rotations.*

Psychological Testing:

Psychological assessment provides adult interns with the opportunity to build experience across the full testing process while working with a wide range of clinical populations and referral questions with patients ages 16-year-old and above. Adult Track interns complete approximately 3-4 comprehensive assessment batteries throughout the training year, gaining hands-on experience in clinical interviewing, test selection, administration, scoring, interpretation, feedback delivery, and integrated report writing. Referrals are selected to ensure broad exposure and may include outpatient psychotherapy cases, neuropsychological evaluation, psychoeducational assessment, acute and chronic inpatient psychiatric presentations, and complex inpatient medical cases where assessment findings help guide discharge and aftercare planning.

To support skill development, interns participate in a psychological testing seminar featuring didactics, case presentations, and collaborative discussion of test protocols and clinical decision-making. This structured curriculum allows trainees to deepen their understanding of personality, cognitive, and neuropsychological assessment while learning to translate test findings into meaningful clinical recommendations. Training is further enhanced through close supervision from psychologists with specialized expertise in psychological testing. Interns emerge with strengthened diagnostic skills, greater confidence in conducting evaluations, and a stronger foundation for psychological assessment in professional practice.

Supervision:

Adult Track interns receive 6-8 hours of supervision per week from members of the psychology staff of New York-Presbyterian Hospital and by adjunct staff psychologists. Further supervision may be provided by staff psychiatrists and social workers.

Supervision is a cornerstone of the internship, providing interns with close guidance from experienced clinicians who are invested in their professional growth and development.

Interns receive individual supervision, with additional opportunities for learning in group supervision settings. Throughout the year, interns receive comprehensive supervision across a wide range of clinical activities, including individual psychotherapy, group therapy, couples/family therapy, diagnostic intake evaluations, and psychological assessment. The program offers exposure to multiple evidence-based and psychodynamic treatment approaches.

Interns learn from supervisors representing a variety of therapeutic orientations, including psychodynamic psychotherapy, crisis intervention, behavioral therapies, and cognitive behavioral therapies. This diverse training environment encourages flexibility, critical thinking, and the development of an integrative clinical approach. In addition, elective rotations provide access to specialized supervision experiences, offering interns the opportunity to deepen their knowledge and experience in areas of particular interest.

Didactic Seminars:

Adult Track interns participate in the core curriculum of seminars (See page 9). In addition, they attend the following seminars:

Techniques of Psychodynamic Psychotherapy (second half) - This course constitutes a continuation of Fundamentals of Psychodynamic Psychotherapy. Various aspects of conducting psychodynamic psychotherapy are presented by an experienced faculty or invited instructor. Case material presented by the interns is incorporated.

This adult track course is open to attendance by child track interns.

CHILD TRACK

GOAL

The Child Track offers an opportunity for immersive, hands-on training in child and adolescent psychiatry. Designed to provide a culturally responsive and intensive supervised clinical experience, this track equips trainees with the skills to evaluate and treat children and adolescents presenting with a wide spectrum of psychiatric conditions. Participants gain exposure to every stage of clinical care, including comprehensive intake assessments, DSM-5 diagnostic formulation, treatment planning, psychological testing, and evidence-based psychotherapy. Through individual, group, and family interventions, trainees work alongside experienced clinicians while developing the knowledge, confidence, and skill needed to make a

meaningful impact in the lives of young patients and their families.

Evaluation and Psychotherapy:

Interns conduct treatment with children and adolescents in the Pediatric Psychiatry Outpatient Department at Morgan Stanley Children's Hospital of New York. The Department serves children and adolescents from birth through age 21 from the Washington Heights/Inwood area of northern Manhattan as well as youth and families from the greater tri-state area, as we offer services covered by most major insurance companies.

The interns' treatment responsibilities include initial intake evaluations, psychological assessment, and psychotherapy. Interns in the Child Track devote approximately 20 hours a week to direct clinical services. This time includes brief and long-term individual psychotherapy, family therapy, group therapy, rapid evaluations with disposition referrals, intensive evaluations, psychological testing, participation in a multi-disciplinary team, and consultation with schools.

1. Evaluation (Diagnostic Intake Service): Each intern is assigned to an evaluation team that meets weekly for approximately 3 hours. During this meeting, the intern interviews new patient referrals. The intern's supervisor typically is present for the initial evaluation and continues to supervise the remaining sessions. The supervisor addresses issues of interview techniques, clinical diagnosis, and planning disposition. At the conclusion of the evaluation, the intern meets with the evaluation team which consists of psychologists, psychiatrists, and case managers to arrange disposition. Patients may be referred to staff/faculty, or the intern may be assigned to treat the patient. Interns participate in a semester-long placement on the evaluation team

Treatment: Interns will gain experience in individual, group, and family therapy. Supervisors are drawn from a range of orientations including psychodynamic, cognitive-behavioral, behavioral, interpersonal, and family systems and care is provided through a trauma informed lens. The interns on the Child Track will have a general outpatient experience in the Child and Adolescent Outpatient Clinic (CHONY). Caseloads will include cases with a variety of diagnoses and clinical presentations, including Attention-Deficit Disorder with and without Hyperactivity, Oppositional Defiant Disorder, Conduct Disorder, PTSD, Anxiety, and Depression. All interns will receive training in brief psychotherapy. Interns can also choose an additional training experience in one of the following treatment approaches or specialized interventions:

- a. *Brief Psychotherapy: Interpersonal Psychotherapy for Adolescents (Required)*: Interns will have the opportunity to participate in a year-long training experience focused on Interpersonal Psychotherapy for Adolescents (IPT-A), an evidence-based treatment for adolescent depression. Through a combination of didactic instruction, case consultation, and direct clinical practice, interns will develop specialized experience in delivering this highly effective intervention. As part of a collaborative supervision group, interns will provide IPT-A treatment to adolescents while receiving ongoing guidance from experienced clinicians. Interns will gain hands-on experience

implementing IPT-A, refining their therapeutic skills, and learning to translate evidence-based principles into meaningful clinical change.

- b. *Toddler Infant Parent Program*: Interns can have the unique opportunity to gain hands-on experience delivering Child-Parent Psychotherapy (CPP), an evidence-based intervention designed to support infants, young children, and their caregivers. CPP is a relationship-centered treatment model that identifies the parent-child dyad as the primary focus of care, helping to strengthen attachment, promote healthy development, and foster resilience. Working closely with families referred during pregnancy or throughout a child's first three years of life, interns will develop specialized skills in attachment-based and psychodynamically informed treatment. This experience offers meaningful exposure to supporting families navigating complex challenges, including histories of domestic violence, chronic trauma, and maternal mental health concerns. Through intensive supervision and direct clinical work, interns will gain invaluable experience in early childhood mental health, trauma-informed care, parent-infant psychotherapy, and evidence-based intervention.
- c. *General Dynamic Psychotherapy*: Interns can gain experience in psychodynamic psychotherapy through supervision, didactic learning, and direct clinical practice. Through ongoing supervision and case discussion, interns will learn to apply psychodynamic theory with a particular emphasis on understanding and utilizing transference, countertransference, developmental influences, and relational dynamics in treatment. Interns will have the opportunity to cultivate clinical skills, strengthen case conceptualization abilities, and gain confidence conducting psychodynamically informed psychotherapy with diverse patient populations.
- d. *Tourette's, Tic and Related Disorders (TTRD)*: Interns can have the opportunity be trained in the treatment of tic disorders, obsessive-compulsive disorder (OCD), and related conditions. This specialized training experience provides hands-on involvement with children, adolescents, and families navigating complex neurodevelopmental and behavioral health concerns. Under specialized supervision, interns will gain experience implementing leading cognitive behavioral treatment approaches, including Exposure and Response Prevention (ERP) for OCD, Comprehensive Behavioral Intervention for Tics (CBIT), and Habit Reversal Training (HRT). In addition, interns will participate in family-based collateral interventions and interdisciplinary treatment planning that may include specialized pharmacological approaches. This unique training opportunity allows interns to build experience in highly effective, research-supported treatments while developing skills in family engagement, case conceptualization, and collaborative care.
- e. *Parent Training Module*: Interns can have the opportunity to gain hands-on experience delivering Parent-Child Interaction Therapy (PCIT) and Parent Management Training (PMT) informed care, two highly regarded evidence-based

treatment approaches for children and families. Depending on clinical interests and availability, interns may work with individual PCIT cases, provide PMT interventions with caregivers as part of individual psychotherapy, and/or co-facilitate PMT-based group psychotherapy. Through this specialized training experience, interns will develop clinical skills in supporting children with behavioral challenges, strengthening parent-child relationships, and helping families build effective strategies for lasting positive change. PCIT is an evidence-based intervention designed to improve externalizing behaviors, enhance social-emotional skills, and foster healthy parent-child interactions in young children. PMT equips caregivers with practical, research-supported techniques to reduce disruptive behaviors and increase adaptive, prosocial behaviors. This experience offers interns the opportunity to work directly with evidence-based interventions, receive specialized supervision, and build experience in approaches that are highly valued across child and family mental health settings.

- f. *Sessional Care*- Interns can gain experience delivering evidence-based, short-term psychotherapy within a sessional care model. Interventions are informed by CBT and other strengths-based, recovery-oriented approaches that help patients identify meaningful goals, develop effective coping strategies, increase self-awareness, and build on existing strengths to support lasting change. Our model typically offers up to 12 sessions with an individual therapist and may include psychopharmacology appointments to support patients in achieving their desired outcomes. Each session is intentionally designed to be patient-centered and goal-oriented. Through this process, interns will develop skills in helping patients deepen their understanding of their experiences, identify meaningful goals, and enhance their sense of agency. Upon completion of the 12-session episode of care, patients participate in a collaborative, multidisciplinary team discussion to review progress and develop recommendations for the next phase of treatment based on their ongoing needs and goals.

Overall, the intern can gain experience in long-term psychotherapy, brief psychotherapy, consultation, and crisis intervention. Psychopharmacological treatment is provided for those patients in need of medication.

Elective Clinical Rotations:

Based on individual interest and availability, Child Track interns choose among several electives that take place on other services within Pediatric Psychiatry, Pediatric Medicine, or the Ambulatory Care Network (ACN). Interns will have the opportunity to gain experience providing trauma-informed care; treating a variety of clinical presentations, conducting psychotherapy, family consultation, and clinical evaluations.

1. *Mother and Child Integrated Mental Health Program MAC-IMP*- This rotation offers a dynamic training experience for interns interested in integrated, community-based care.

Serving families in Washington Heights, Harlem, and the Bronx, this innovative program combines pediatrics, OB/GYN, and early childhood mental health services to address health and developmental disparities. Interns gain valuable hands-on experience in a preventive, multidisciplinary, two-generation model of care, learning to support both caregivers and infants while working alongside a collaborative team dedicated to improving outcomes for vulnerable families.

2. *Acute Care- High Risk Service* - This elective offers an opportunity to develop specialized experience in working with high-risk children and adolescents experiencing suicidal ideation and self-injurious behaviors. Interns receive comprehensive training in Dialectical Behavior Therapy (DBT), with hands-on experience providing individual therapy, co-facilitating multi-family DBT skills groups, participating in DBT consultation teams, and learning crisis coaching interventions. Interns can gain valuable experience delivering intensive short-term crisis stabilization services, making this a rich and highly rewarding training experience in evidence-based care for youth with complex clinical needs
3. *School-based Mental Health Clinic (SBMHP)* - Interns can have the opportunity to train within the School-Based Mental Health Program (SBMHP), outpatient mental health services embedded directly within local elementary or middle schools. Spending a minimum of four hours per week on-site, interns become integral members of a multidisciplinary team committed to supporting students' emotional well-being, academic achievement, and overall success. This immersive experience provides hands-on training in delivering individual, family, and group therapy to children facing a range of social, emotional, behavioral, and academic challenges. Additionally, interns collaborate closely with teachers, administrators, and other school personnel, providing consultation on classroom management strategies and addressing the ways emotional and behavioral concerns influence learning and school functioning. Through these partnerships, interns gain valuable experience in interdisciplinary teamwork, systems-level intervention, and school consultation. This elective offers a rich and rewarding training experience in school mental health, prevention, early intervention, family engagement, and systems-based practice.
4. *Outpatient Consultation/Liaison Service* - This rotation offers the opportunity for interns to develop specialized skills in pediatric psychology within a dynamic medical setting. Located in the inpatient medicine units of Morgan Stanley Children's Hospital, interns gain hands-on experience conducting psychological evaluations, risk assessments, and differential diagnoses for medically and psychiatrically ill children and adolescents. Working closely with pediatric teams, trainees learn to deliver developmentally informed cognitive-behavioral interventions, provide psychoeducation and support to patients and families, and communicate recommendations effectively. Through active participation on multidisciplinary hospital teams, interns build the skills needed to make a meaningful impact on the care and well-being of children and their families. There may also opportunities to attend didactics and case conferences.

5. *Diagnostic Evaluation and Stabilization Center (DESC)*- Interns can have the opportunity to work with children, adolescents, and families during critical periods of transition and recovery, providing short-term crisis intervention and evidence-based therapy in a high-impact clinical setting. Patients are referred from the Pediatric Emergency Department, external Partial Hospitalization Programs (PHPs), and following discharge from inpatient psychiatric hospitalization, offering interns exposure to a broad range of acute mental health presentations. Within this intensive approximately 8-week treatment model, interns will engage in at least two contacts per week with patients and their parent(s)/guardian(s), allowing for meaningful therapeutic work and rapid skill development. Through close supervision and direct clinical experience, interns will build competency in evidence-based interventions, including crisis intervention and Cognitive Behavioral Therapy (CBT), while learning to support stabilization, strengthen coping skills, and promote successful transitions to ongoing care. Interns can gain experience in working with high-acuity youth and families within a fast-paced, collaborative treatment environment.

Neuropsychological and Psychological Testing:

Interns will have the exciting opportunity to gain hands-on experience in pediatric psychological and neuropsychological assessment. Interns complete a year-long testing rotation at the Promise Clinic, a mission-driven clinic dedicated to serving children and adolescents ages 4 to 21 from marginalized and underserved communities, providing comprehensive neuropsychological evaluations, advocacy, and support services that help children and families access the resources they need to thrive. Throughout the internship year, interns will administer approximately 4-5 comprehensive psychological assessment batteries, gaining experience with measures of intellectual functioning, academic achievement, and neuropsychological functioning.

Interns take an active role in the full evaluation process, including test administration, interpretation of results, report writing, and providing feedback to patients, families, and school personnel. Interns will have the opportunity to develop competencies in pediatric psychological and neuropsychological assessment within a comprehensive, developmentally informed training model. In addition to assessment training, interns receive specialized instruction in educational advocacy, learning how to effectively collaborate with and navigate school systems to support children and their families. Close supervision is provided throughout all stages of the evaluation process, including test administration, interpretation, case conceptualization, report writing, and feedback delivery, creating a rich and supportive learning environment for professional growth.

Supervision:

This exceptional training experience provides 6 to 8 hours of dedicated weekly supervision from a multidisciplinary team. Psychotherapy and evaluation supervision are provided by the department's interdisciplinary staff. Supervision for intellectual, achievement, and neuropsychological testing is also part of the training program. Supervision is furnished in a variety of therapeutic orientations providing the interns with exposure to psychodynamic

psychotherapy, as well as crisis intervention, brief psychotherapy, and a variety of specialized evidence-based treatments. A substantial portion of supervision is provided in an individual format, while family therapy supervision and the specialized training in cognitive-behavioral, dialectical behavior, child parent psychotherapy (CPP), and interpersonal psychotherapy can occur in a group format. Interns receive approximately 6-8 hours of weekly supervision on their Child Track caseload, and approximately an additional hour of supervision on their adult cases in the core curriculum.

Adult Treatment:

As part of the core curriculum, Child Track interns gain valuable experience in the Adult Psychiatry Outpatient Department, broadening their clinical perspective across the lifespan. Throughout the year, interns carry two adult psychotherapy cases, attend the weekly Adult Psychiatry staff meeting, and receive dedicated supervision in psychodynamic, cognitive-behavioral, or integrative treatment approaches, providing a unique opportunity to strengthen their therapeutic skills and versatility as clinicians.

Didactic Seminars:

Child Track interns participate in the core curriculum program of seminars (see Page 9). In addition, they attend the following seminars:

Child Psychopharmacology – This course focuses on the use of medication with children and adolescents. The course is a combination of didactics and case discussion.

Family Therapy – This is an integrated course that includes readings, didactics on treatment approaches, and experiential learning. Experiential learning consists of viewing family therapy sessions behind a one-way mirror, with live coaching for the trainee conducting the session. The psychology interns all participate in seeing their family case in front of the one-way mirror multiple times during the year.

These child track courses are open to attendance by adult track interns.

INTERNSHIP COMPLETION

Internship training is full-time and for a period of twelve months. Interns can expect to work 45 hours weekly (see schedule details under Internship Training, page 8) and will be granted overtime pay for hours that exceed a 40-hour work week. Interns will be awarded a Certificate of Completion at the successful conclusion of the internship year. Our policies regarding requisite training competencies and minimal levels of achievement, as well as additional documents on policy and procedure are in our Policies and Procedures Manual. This manual is available on request by e-mailing yot9010@nyp.org

PSYCHOLOGY INTERNSHIP ENTRANCE REQUIREMENTS

Prior to beginning internship training, all prospective interns must have successfully completed the following:

1. All graduate courses required by their own department
2. Graduate coursework in:
 - a) Psychopathology
 - b) Psychological Assessment
 - c) Cultural Issues in Psychology
 - d) Ethical Issues in Psychology
3. A minimum of 500 intervention hours
4. A minimum of two direct service practica, with at least one practicum providing experience in psychotherapy
5. Individual supervision on at least four psychotherapy cases
6. An introduction to initial intake interviewing in the form either of a graduate course in Initial Interviewing or a graduate course in DSM-5 or supervised experience in conducting an intake interview
7. A minimum of two complete testing batteries
8. An introduction to psychiatric medications in the form of either a graduate course in Psychopharmacology or direct supervised experience in a clinical setting where patients regularly receive psychotropic medications
9. Endorsement of readiness for internship training by the director of their graduate program

In addition to the above, all prospective Child Track interns must have successfully completed:

1. Graduate classes in, or a class that included the following content:
 - a) Child Development or
 - b) Child Psychotherapy Techniques or
 - c) Child Psychopathology
2. A minimum of one direct service psychotherapy practicum with child and adolescent patients. This may count as one of the two required psychotherapy practica.
3. A minimum of one direct service practicum in a hospital setting, residential treatment setting with children and/or adolescents, or setting for children with comparable severity of illness. This may count as one of the two required psychotherapy practica
4. A minimum of three psychological test reports of batteries administered to children and/or adolescents, which include assessment of intellectual functioning as well as psychopathology and/or learning disabilities

Similarly, an applicant who lacks formal completion of any of the above requirements may submit alternative material for review toward satisfaction of the designated application criterion.

The Internship in Health Service Psychology is committed to attracting and training diverse interns. We recognize that diversity in our intern cohorts will enhance the experience of trainees, staff, and patients alike.

NONDISCRIMINATION POLICY

The Internship in Health Service Psychology is dedicated to the provision of equal opportunity to all applicants and Psychology Interns without regard to race, color, religion, sex, sexual orientation, gender (including gender identity and expression), national origin, citizenship status, marital status, veteran status, employment status, age, disability, pregnancy status, predisposing genetic characteristics, and other protected characteristics, subject to the conditions of applicable federal, state and city laws.

ACCREDITATION STATUS

The Internship in Health Service Psychology is accredited by the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation. Contact information is as follows:

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
Web: www.apa.org/ed/accreditation

STIPEND

The current stipend is \$40,950.00. Overtime pay is awarded for time in excess of 40 hours per week. Interns receive four weeks (20 days) paid time off and may choose from several plans for medical insurance. Interns are eligible for disability benefits, as well as Family/Parental Leave after 26 weeks of employment.

JULY PAID TIME OFF

There is a lot to become acquainted with at the start of internship and we want to equip incoming interns with all the information and training you need early on to set you up for a successful year. Your first month with us will be heavily scheduled with required training activities, and for this reason we discourage anyone from scheduling days off in the month of July. We understand that there might be rare circumstances under which a day off is necessary, so we are prepared to approve one planned day off in July, if needed.

APPLICATION PROCEDURE

The application deadline is November 1, 2026. The APPIC Program Code Numbers for our tracks are: Adult Track, 146512; Child Track, 146513. **Please note that applicants may apply to one track only.**

Your application should include:

1. APPIC application form (available on the APPIC web site at www.appic.org. Applicants can register for the Match at www.natmatch.com/psychint)
2. Cover letter
3. Copy of your curriculum vita
4. Official transcript(s) of all graduate work
5. Case summary of a psychotherapy patient that best represents your work and demonstrates an understanding of the patient; length is not a factor
6. Three letters of recommendation

After your application has been reviewed, you may be contacted to arrange an interview. **Please note that all interviews for admission to the 2027 – 2028 class will be conducted virtually.**

POLICIES AND PROCEDURES MANUAL AND INTERN HANDBOOK

Anyone who would like a copy of our complete Policies and Procedures Manual and/or Intern Handbook should e-mail a request to yot9010@nyp.org.

DIRECTIONS TO THE MEDICAL CENTER

To reach the Columbia University Irving Medical Center, take the A, C, or #1 subway to West 168th Street and Broadway.

CONTACT INFORMATION

Questions about our program may be directed to us at yot9010@nyp.org. Our website address is: <https://www.columbiapsychiatry.org/education-and-training/clinical-psychology/internship-health-service-psychology>