NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology

Handbook

INTERNSHIP IN CLINICAL PSYCHOLOGY
(Not APA-Accredited)

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WELCOME LETTER

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Dear Psychologist-in-Training,

Welcome to the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology**.** We are truly pleased that you have chosen to join our training program and community. At RCC, we view internship as a transformative year - one that challenges you clinically, deepens your professional identity, and expands your understanding of the individuals, families, and communities you will serve. You are entering a training environment grounded in cultural responsiveness, family systems thinking, and a strong commitment to social justice and community-based care.

Throughout the year, you will work with a richly diverse patient population and collaborate within an interdisciplinary healthcare system. We encourage you to approach this experience with curiosity, openness, and a willingness to reflect both on your clinical work and on yourself as a developing psychologist. Growth in this program comes not only from acquiring skills, but from engaging thoughtfully with complex clinical and cultural realities.

You will be supported by a dedicated team of supervisors, faculty, and staff who are committed to your development. We value collaboration, open communication, and mutual

respect, and we strive to create a training environment where feedback is welcomed and learning is continuous.

Please review the Internship Handbook carefully, as it outlines key policies, expectations, and training components. Additional information will be provided during orientation and throughout your rotations.

We are honored to be part of your professional journey and look forward to working with you during this important year of training.

Sincerely,

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INSTITUTIONAL SETTING

NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology offers a one-year, full-time doctoral internship designed to provide advanced clinical training to doctoral candidates in Clinical Psychology graduate programs. The program offers four (4) internship positions annually and is structured as a twelve-month supervised clinical training experience that prepares interns to function as competent entry-level psychologists in integrated community and healthcare settings.

Within the NYC Health + Hospitals system, the Psychology Intern position is formally designated as a **"**Psychologist-in-Training." This position represents a structured doctoral-level training role in which interns provide supervised psychological services while participating in a comprehensive professional training program. The Psychologist-in-Training role includes supervised clinical service delivery, participation in didactic seminars, interdisciplinary collaboration, and ongoing competency evaluation throughout the internship year.

The internship is located at NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC), a comprehensive community mental health and primary care center serving the Lower East Side of Manhattan and surrounding New York City communities. Since its establishment in 1983, the Center has provided culturally responsive mental health services to underserved populations, including immigrant, bilingual, and socioeconomically disadvantaged communities. RCC operates within the public health system of NYC Health + Hospitals and

maintains a professional academic affiliation with New York University Grossman School of Medicine.

The internship program is led by Jaime Inclán, Ph.D., Training Director, in collaboration with Eduvigis Cruz-Arrieta, Ph.D., Co-Training Director**,** and Lorraine E. Gonzalez Rentas, PsyD, Coordinator of the Internship Program. The internship leadership team works collaboratively with clinical supervisors and training faculty to oversee clinical training, supervision, didactic instruction, competency evaluation, and the ongoing administration and development of the program. The training program integrates structured clinical supervision, didactic instruction, competency-based evaluation, and interdisciplinary collaboration within a comprehensive behavioral health and medical care environment.

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology follows a practitioner-oriented training model emphasizing intensive clinical experience in psychotherapy, psychological assessment, and multidisciplinary collaboration. Psychologists in Training receive year-long supervised training in a variety of therapeutic approaches, including psychodynamic psychotherapy, cognitive-behavioral therapy (CBT), attachment-based interventions, trauma-informed treatment, and family systems-oriented clinical psychology. A distinguishing feature of the program is its emphasis on family systems and ecological perspectives in clinical practice, allowing interns to develop expertise in understanding psychological functioning within broader relational, cultural, and social contexts.

The clinical training model at RCC draws upon theoretical frameworks including ecological systems theory (Bronfenbrenner), structural family therapy, multisystemic family therapy, and functional family therapy. These models guide interns in conceptualizing

individuals within complex family and community systems and in developing culturally responsive clinical interventions.

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) is located in a dynamic and culturally diverse neighborhood in Lower Manhattan. The patient population served by the Center reflects a wide range of racial, ethnic, linguistic, and cultural backgrounds, including individuals of African, Caribbean, Latino, Asian, and European heritage. Many patients are recent immigrants or members of bilingual households, and a significant proportion of services are delivered in Spanish. Interns gain extensive experience working with diverse populations and addressing the impact of systemic factors including race, ethnicity, immigration status, language, socioeconomic conditions, gender, and cultural values on psychological functioning and family dynamics.

Because RCC's treatment model focuses heavily on multigenerational family assessment and therapy, it is often necessary to work with family members who may be monolingual Spanish speakers. For this reason, interns are required to demonstrate proficiency in both English and Spanish to provide culturally and linguistically responsive care.

RCC provides a broad continuum of behavioral health services through two licensed clinical programs: The Clinic Treatment Program and the Continuing Day Treatment Program. These programs provide crisis intervention, psychiatric services, and psychotherapy for adolescents, adults, couples, and families. Treatment is delivered in multiple modalities including individual therapy, group therapy, couples' therapy, and family therapy.

Clinical services and training activities occur within a supportive interdisciplinary healthcare environment that includes full-time psychiatric coverage, collaboration with primary care providers, and institutional support within the NYC Health + Hospitals system. Psychologists in Training receive supervision from psychologists and participate in weekly didactic seminars designed to strengthen competencies in psychotherapy, ethics, multicultural responsiveness, and systemic clinical practice.

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center Internship in Clinical Psychology is committed to fostering a diverse and inclusive training environment. The program does not discriminate against applicants on the basis of race, ethnicity, gender, sexual orientation, religion, immigration status, disability status, or any other protected characteristic. The program welcomes applicants from diverse backgrounds who demonstrate strong interest in multicultural competence, community mental health, and family and systems-oriented clinical practice.

Through this intensive training experience, the program aims to prepare psychologists who are capable of providing comprehensive, culturally responsive, and systemically informed psychological services to individuals, families, and communities within complex healthcare and community settings.

HISTORY

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) outpatient mental health Clinic Treatment Program was established in 1983 at 540 E 13th Street, New York, NY 10009. It was the first mental health program in New York State to propose that culture is an essential component of mental health treatment. RCC is a cultural sensitivity clinic securing

100% bilingual and bicultural staff and trainees. The importance of culturally sensitive care is now well established in the mental health field. RCC broke ground in making this possible for other mental health groups locally, nationally, and internationally.

The geographical area where RCC is located has been officially designated as a poverty area by the Office of Economic Opportunity. It has the second-highest incidence of state hospitalizations in New York City. The stresses of acculturation, poverty and discrimination place our patient population at high risk of physical illness and psychological distress. As a vibrant, progressive community, the Lower East Side (LES) also attracts students, young residents, and working families.

MISSION AND AIMS

NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) was founded with a mission centered on the delivery of community-based, culturally responsive, and systemically informed mental health services to underserved populations. The Center's mission is guided by several core principles: maintaining a community-based clinic within an underserved urban setting; integrating clinical service with professional education and training; grounding clinical care in an ecological-systems framework**;** emphasizing family-oriented and relational approaches delivered by bilingual and bicultural staff; and maintaining an ongoing commitment to both the professional community and the local communities served by RCC.

RCC conceptualizes "community" broadly to include both the professional community and the local geographic community. The Center contributes to the professional community through the training and development of future psychologists and other behavioral health professionals within an integrated health and mental health service model. At the local level,

RCC provides high-quality, culturally responsive services to urban and underserved populations, including immigrant and Latin American communities.

Consistent with this mission, the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology is committed to developing Psychologists in Training who are prepared to provide culturally responsive, ethically grounded, and clinically informed psychological services within interdisciplinary healthcare settings. The program emphasizes the integration of ethical and legal standards, professional values and behaviors, cultural responsiveness, and evidence-informed clinical practice throughout the training experience.

The internship supports progressive development across the required Profession-Wide Competencies, including research, ethical and legal standards, individual and cultural diversity, professional values and behaviors, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. Psychologists in Training receive experience in individual, family, couples, and group psychotherapy, with a strong emphasis on family systems, ecological, relational, and culturally responsive approaches**.** Competency development occurs in a sequential, cumulative, and supervised manner through direct clinical experience, structured supervision, didactic training, direct observation, and formal competency evaluation.

With more than 40 years of continuous training, RCC has maintained a longstanding commitment to preparing psychologists to work effectively in community-based, family-oriented, culturally diverse, and interdisciplinary settings**.** Graduates of the program have pursued professional roles across community mental health centers, hospitals, outpatient clinics,

private practice, and interdisciplinary healthcare environments in the United States and internationally.

The program fosters a collaborative and interdisciplinary training environment in which Psychologists in Training work alongside professionals in psychology, psychiatry, medicine, family therapy, addiction services, and other behavioral health disciplines. Intern development is monitored through ongoing supervision, direct observation, supervisor feedback, and formal competency-based evaluations designed to assess progressive development across the required Profession-Wide Competencies and the RCC Program-Specific Competency.

Consistent with contemporary standards in professional psychology, the program emphasizes the integration of clinical knowledge, psychological theory, evidence-informed practice, and patient-centered care. Psychologists in Training are encouraged to draw from multiple psychological perspectives while considering the cultural, relational, developmental, and contextual factors that shape each patient's experience and inform clinical decision-making.

Through this integrated, community-focused, and developmentally structured training model, RCC prepares Psychologists in Training to demonstrate competence across the required APA Profession-Wide Competencies**,** with particular emphasis on community-based care, cultural responsiveness, family and ecological systems perspectives, and systemic clinical practice**.**

PROGRAM TRAINING MODEL

NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology focuses on the development of advanced clinical and professional competencies that prepare interns to effectively treat individuals presenting with a wide range of psychological difficulties across mental health and integrated medical settings within an evolving and complex healthcare system. Interns are expected to evaluate patients and develop interventions grounded in established theoretical orientations in psychology and evidence-based practices. The program provides an intensive and comprehensive clinical and educational experience rooted in multicultural values, systemic thinking, and community-based care**.**

The program's areas of expertise include family systems-oriented treatment, family psychology, trauma-informed care, and immigrant mental health**.** Supervision is provided by licensed psychologists with expertise across major theoretical orientations, including systemic psychotherapy (e.g., structural, emotionally focused, trauma-informed, attachment-based, and ecological family systems approaches), as well as individual psychotherapy models such as psychodynamic and cognitive-behavioral therapy. This diverse supervisory framework supports interns in developing flexibility in clinical thinking and intervention.

Psychologists-in-Training are trained to function as competent, adaptable practitioners who can respond effectively to the demands of complex and evolving healthcare systems. Through exposure to interdisciplinary collaboration, psychiatric consultation, and culturally responsive care, interns develop the clinical and case management skills necessary to treat a broad spectrum of psychological disorders within diverse, multi-ethnic populations.

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology emphasizes a holistic, ecological-systems perspective, which serves as a central organizing framework for understanding human behavior and psychological functioning. This approach conceptualizes individuals within the context of their family systems, cultural identities, community environments, and broader sociopolitical influences. Psychologists in Training are trained to consider how factors such as immigration experiences, acculturation, trauma exposure, socioeconomic stressors, and family dynamics interact to shape psychological distress and resilience.

Through this holistic framework, interns learn to:

- Integrate biological, psychological, social, and cultural factors into assessment and treatment planning.
- Understand patients within their developmental trajectory across the lifespan.
- Apply systemic and relational formulations to guide intervention.
- Deliver care that is culturally responsive, trauma-informed, and contextually grounded.
- Collaborate effectively within interdisciplinary and community-based systems of care.

Psychologists-in-Training are exposed to patients across all stages of development, a wide range of diagnoses, and multiple treatment modalities, including individual, couples, family, and group therapy. This breadth of experience, combined with structured supervision and increasing clinical responsibility, allows interns to engage with the complexity of clinical work, refine their professional identity, and develop the confidence and competence necessary for independent practice.

PROGRAM GOALS & OBJECTIVES

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology is designed to promote the development of professional competencies consistent with the standards of the American Psychological Association (APA) and to prepare Psychologists in Training (PITs) for entry-level practice in clinical psychology.

Training at NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology, emphasizes culturally responsive, evidence-informed, community-based, and family systems-oriented practice within an interdisciplinary healthcare setting. Psychologists in Training are expected to integrate psychological knowledge and clinical skills with sensitivity to cultural, relational, social, and systemic factors that influence patient care.

The program provides sequential and supervised training experiences across the required Profession-Wide Competencies. Competency development is formally evaluated throughout the training year through the Clinical Evaluation of Profession-Wide and Program-Specific Competencies, in which each required competency element is evaluated individually.

The program's Profession-Wide Competencies include:

PWC 1: Research

Psychologists-in-Training demonstrate the ability to critically evaluate and integrate scientific research into clinical practice, case formulation, treatment planning, professional presentations, and other training activities.

PWC 2: Ethical and Legal Standards

Psychologists-in-Training demonstrate knowledge of and conduct themselves in accordance with the APA Ethical Principles and applicable ethical, legal, regulatory, and institutional standards governing psychological practice.

PWC 3: Individual and Cultural Diversity

Psychologists in Training demonstrate the ability to work effectively with individuals, families, groups, and communities from diverse cultural and individual backgrounds and integrate cultural responsiveness into professional practice.

PWC 4: Professional Values, Attitudes, and Behaviors

Psychologists-in-Training demonstrate professional values, attitudes, behaviors, accountability, self-reflection, and commitment to continued professional development.

PWC 5: Communication and Interpersonal Skills

Psychologists-in-Training demonstrate effective professional communication and interpersonal skills across clinical, supervisory, interdisciplinary, and organizational settings.

PWC 6: Assessment

Psychologists-in-Training demonstrate competence in evidence-based psychological assessment, including clinical interviewing, diagnostic formulation, treatment planning, selection and use of appropriate assessment methods, interpretation of findings, and communication of assessment results.

PWC 7: Intervention

Psychologists-in-Training demonstrate competence in evidence-based and theoretically informed psychological interventions, including individual, family, couples, and group treatment consistent with the clinical training opportunities available at RCC.

PWC 8: Supervision

Psychologists-in-Training develop knowledge and skills related to the provision and use of supervision, including supervisory relationships, feedback, case review, professional development, and culturally responsive supervisory practice.

PWC 9: Consultation and Interprofessional/Interdisciplinary Skills

Psychologists-in-Training demonstrate effective consultation, collaboration, and communication with professionals from psychology and other disciplines in support of patient care and professional activities.

SPECIFIC RCC GOALS AND OBJECTIVES

Program-Specific Competency (PSC): Ecologically Informed Clinical Practice with Immigrant and Urban Underserved Populations.

Psychologists-in-Training at the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology will develop knowledge and skills in ecological-systems therapy and Family Psychology. Training emphasizes an integrative

understanding of the relationship among biological, psychological, familial, social, cultural, and environmental factors that influence psychological functioning.

Psychologists-in-Training are expected to develop competency in applying ecological and systemic perspectives to assessment, case conceptualization, treatment planning, intervention, and interdisciplinary collaboration when working with immigrant and urban poor populations.

The specific elements associated with this Program-Specific Competency are identified and evaluated individually on the program's Clinical Evaluation of Profession-Wide and Program-Specific Competencies.

PERFORMANCE EVALUATION AND COMPETENCY ASSESSMENT

Psychologists-in-Training (PITs) in the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology are evaluated throughout the training year through supervision, direct observation, review of clinical work, and formal competency-based evaluations.

The program uses the Clinical Evaluation of Profession-Wide and Program-Specific Competencies to assess each PIT's development across the required APA Profession-Wide Competencies (PWCs) and the RCC Program-Specific Competency (PSC). Each competency includes specific elements, and each required element is rated individually. Ratings are not averaged across elements or competencies.

Formal competency evaluations are completed at four designated points during the training year:

- **Initial Evaluation – Fall Mid-Semester**
- **Second Evaluation – Mid-Year**
- **Third Evaluation – Spring Mid-Semester**
- **Year-End (Final) Evaluation**

These evaluation periods are used to monitor progressive competency development and determine whether the Psychologist-in-Training is meeting the applicable formative benchmarks and progressing toward the Year-End Minimum Level of Achievement (MLA).

The program uses the following five-point rating scale:

- **1 – Significant Concern / Remediation:** Performance is substantially below expectations for the training stage and requires immediate, structured intervention and augmented supervision.
- **2 – Developing / Below Expected Level:** Foundational knowledge or skills are emerging, but performance is below the expected level for the training stage and requires focused supervisory attention.
- **3 – Progressing as Expected:** Performance is appropriate for the current stage of internship training; the PIT demonstrates developing competence with routine supervision.
- **4 – Entry-Level Competence:** The PIT demonstrates the knowledge, skills, and professional judgment expected for entry-level practice in health service psychology, with appropriate consultation and supervision as needed.

- **5 – Advanced Internship Performance:** Performance consistently exceeds the entry-level benchmark and demonstrates strong integration, independence, and professional judgment for the internship level.

The Minimum Level of Achievement (MLA**)** for successful completion of the internship is a rating of 4 (Entry-Level Competence) or higher on every required PWC and PSC element at the Year-End (Final) Evaluation. Ratings are not averaged across elements or competencies; therefore, a higher rating on one element cannot compensate for a rating below the required MLA on another required element.

During the Initial (Fall Mid-Semester) and Second (Mid-Year) evaluations, ratings of 3 or higher indicate expected progress. At the Third (Spring Mid-Semester) evaluation, the PIT is expected to demonstrate clear progress toward the final MLA of 4 on each required element. Any rating below 3 at an interim evaluation requires written feedback and a documented plan for improvement. A rating of 1, repeated or persistent ratings below the applicable benchmark, failure to demonstrate expected progress, or failure to attain the Year-End MLA may initiate formal Due Process procedures.

Formal evaluations are reviewed and discussed with the PIT and are used to monitor progress, identify strengths and areas for continued development, and determine whether additional supervision, corrective action, remediation, or Due Process procedures are indicated. When applicable, the evaluation process documents the competency elements of concern, the feedback provided, required supports or corrective actions, the timeframe for reassessment, and the outcome of follow-up.

The evaluation process incorporates multiple sources of information, which may include direct observation, discussion of clinical interactions, review of written work, case presentations, review of assessment data, observation during team meetings, Psychologist-in-Training self-report, consultation with clinical supervisors, and consultation with team members or other staff. Direct observation may also occur through program activities such as Live Consultation, Live Supervision, or other direct-observation methods permitted by agency policy and applicable consent and privacy requirements.

Formal competency evaluations are an integral component of the internship's supervision, competency-monitoring, and Due Process system. Concerns identified through evaluation may result in additional feedback, focused corrective action, remediation, probation, or other action consistent with the Due Process Policy.

This evaluation framework is intended to support progressive competency development and to ensure that each Psychologist in Training demonstrates the knowledge, skills, professional judgment, and readiness for entry-level health service psychology practice required for successful completion of the internship.

SUPERVISION AND EVALUATION OF PSYCHOLOGISTS IN TRAINING

The NYC Health + Hospitals /Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology is committed to providing Psychologists-in-Training (PITs) with regular, clear, constructive, and developmentally appropriate feedback within an atmosphere of mutual respect, openness, and professional accountability.

PITs receive ongoing feedback regarding their clinical and professional development through regularly scheduled supervision, direct observation, case discussion, review of clinical documentation, consultation, and other training activities. Supervisory and interdisciplinary discussions may also address PIT progress, with attention to strengths, areas for continued development, clinical knowledge and skills, professional behavior, and progress toward competency attainment.

Formal competency evaluations are completed at designated evaluation periods throughout the training year using the Clinical Evaluation of Profession-Wide and Program-Specific Competencies. This evaluation assesses each PIT at the individual element level across the required APA Profession-Wide Competencies (PWCs) and the RCC Program-Specific Competency (PSC). Each required competency element receives an individual rating, and ratings are not averaged across elements or competencies.

Evaluation is informed by multiple sources of information, which may include direct observation, discussion of clinical interactions, review of written work, case presentations, review of assessment data, observation during team meetings, PIT self-report, consultation with clinical supervisors, and consultation with team members or other staff. Direct observation may also occur through program activities such as Live Consultation and Live Supervision.

Formal evaluations are reviewed and discussed with the PIT. The supervisor and PIT sign the evaluation to acknowledge that the evaluation and feedback have been reviewed and discussed; signatures do not necessarily indicate agreement with all ratings or comments.

The program uses formal evaluation results to monitor progress, identify strengths and areas for continued development, and determine whether additional supervision, corrective action, remediation, or other support is indicated. During interim evaluations, PITs are expected to demonstrate clear progress toward the final Minimum Level of Achievement (MLA). A rating below 3 requires written feedback and a documented plan for improvement. A rating of 1 or persistent ratings below the applicable benchmark may trigger formal Due Process procedures. Successful completion of the internship requires a rating of 4 (Entry-Level Competence) or higher on every required competency element at the Year-End (Final) Evaluation.

When concerns related to competency attainment, professional behavior, ethical conduct, patient safety, or other training expectations arise, they are addressed in accordance with the Due Process Policy. The Due Process Policy outlines procedures for corrective action, remediation, probation, appeal, and related rights and responsibilities.

The Training Director provides the PIT's home doctoral program or Director of Clinical Training with formal feedback regarding the PIT's progress during the internship, consistent with applicable institutional agreements and privacy requirements. Feedback shared with the doctoral program is discussed with the PIT as appropriate.

PITs may also raise concerns regarding supervision, evaluation procedures, training experiences, program policies, or other aspects of the internship through the Grievance Policy. The Grievance Policy is distinct from the Due Process Policy: Due Process addresses concerns initiated by the program regarding PIT performance or competence, whereas the Grievance Policy addresses concerns initiated by the PIT regarding the training program or training experience.

As part of the formal evaluation process, RCC utilizes the Clinical Evaluation of Profession-Wide and Program-Specific Competencies to assess Psychologists in Training across the required APA Profession-Wide Competencies and the RCC Program-Specific Competency.

This evaluation instrument, together with supervision, direct observation, and review of clinical and professional performance, is used to monitor competency development, provide consistent and substantive feedback, identify strengths and areas for continued growth, and support progress toward successful completion of the internship.

Evaluation of the internship program itself is an ongoing process and incorporates PIT feedback regarding supervision, didactics, training experiences, program structure, and other aspects of the internship. Program leadership and training faculty use this feedback, together with ongoing consultation and discussion, to support continuous improvement of the training program. The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology also emphasizes the importance of high-quality supervision. Supervisors are encouraged to engage in ongoing professional development and consultation regarding supervisory practices and may consult with senior clinicians and training leadership regarding supervision-related matters.

The Training Director provides the PIT's home doctoral program or Director of Clinical Training with formal feedback regarding the PIT's progress during the internship at the program's designated evaluation intervals: Initial Evaluation – Fall Mid-Semester, Second Evaluation – Mid-Year, Third Evaluation – Spring Mid-Semester, and Year-End (Final) Evaluation. Feedback is based on the Clinical Evaluation of Profession-Wide and Program-Specific Competencies and is provided consistent with applicable institutional agreements and

privacy requirements. Feedback shared with the doctoral program is discussed with the PIT as appropriate.

Supervision

Psychologists in Training (PITs) in the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology receive structured and ongoing supervision throughout the training year.

Each PIT receives a minimum of two hours of individual supervision per week. Individual supervision focuses on clinical case formulation, treatment planning, intervention, risk assessment, documentation, professional development, and integration of supervisory feedback.

PITs rotate among four supervisors across the training year, with supervisory assignments organized in two primary periods: July through December and January through June. This structure provides exposure to multiple supervisory styles, clinical perspectives, and areas of expertise while supporting continuity in training and professional development.

In addition to individual supervision, PITs participate in one hour of group supervision each week. Group supervision provides opportunities for case consultation, peer learning, discussion of clinical challenges, and integration of clinical knowledge within a collaborative training environment.

Two PITs also participate in Continuing Day Treatment Program (CDTP) group supervision during each half of the training year. Two PITs participate from July through December, and two PITs participate from January through June. CDTP group supervision is

provided for one hour weekly and focuses on the clinical work and treatment needs associated with the CDTP setting.

PITs also participate in two hours of weekly Live Consultation, which is considered an additional two hours of group supervision. During this training experience, Jaime Inclán Ph.D. and one PIT conduct the clinical session as co-therapists, while another supervisor and the remaining PITs observe from behind a one-way mirror. The case is discussed before the patient is seen, including clinical formulation, treatment goals, and planned interventions. Following the session, the supervisors and PITs reconvene to review the clinical interaction, discuss observations, provide feedback, and consider next steps in treatment.

Psychological assessment supervision is provided for one hour per week, as needed, when a PIT is conducting a psychological assessment. This supervision focuses on assessment planning, administration, scoring, interpretation, integration of findings, and clinical formulation.

This supervision structure integrates individual supervision, group supervision, CDTP group supervision, psychological assessment supervision when applicable, and direct observation through Live Consultation to support progressive competency development, clinical judgment, professional growth, cultural responsiveness, and ethical practice throughout the internship year.

DESCRIPTION OF TRAINING OPPORTUNITIES

Psychologists in Training in the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology participate in two programs designed to support their clinical training and professional development. All services and programs are provided in our facility located at 540 East 13th Street, New York, NY. The two clinical

programs are: outpatient Clinic Program (Roberto Clemente Center) and Day Hospital Program (Sylvia Del Villard Continuing Day Treatment Program).

Clinic Program

The Roberto Clemente Center (RCC) is an outpatient mental health clinic licensed by the New York State Office of Mental Health to provide comprehensive counseling and psychotherapy services with an emphasis on family systems. RCC serves a diverse, bilingual, and bicultural patient population, with an active caseload of over 350 individuals and families.

Ambulatory Outpatient Services include:

1. **Individual Therapy** – Psychologist-in-Training provide long-term psychotherapy and short-term crisis interventions with outpatients. While the primary orientation of the staff is psychotherapy informed by family systems and relational theory, trainees are exposed to a broad range of evidence-based techniques, including cognitive-behavioral therapy (CBT) and behavioral interventions**.**
2. **Family and Couples Therapy** – Psychologist-in-Training provide therapy for families and couples using a systemic approach within the outpatient clinic, addressing relational dynamics and communication patterns. Crisis management is integrated into therapy sessions as needed to support clients during periods of acute distress.
3. **Group Therapy** – Psychologists-in-Training co-lead outpatient groups for adults, adolescents, and children. Groups may include process-oriented groups as well as specialty/task-focused groups designed to meet specific treatment needs.
4. **Crisis Intervention** – Psychologists-in-Training manage acute crises within the outpatient clinic, providing assessment, intervention, stabilization strategies, and short-

term support to clients in distress. This experience allows interns to develop skills in de-escalation, safety planning, and brief therapeutic intervention.

5. **Diagnostic and Psychological Assessment** – Psychologists-in-Training conduct psychiatric interviews and administer the two required psychological assessment batteries to complete their training competencies. These assessments are used to inform treatment planning and develop differential diagnoses for the patients assigned within the outpatient clinic.

Specialties of RCC staff include psychodynamic psychotherapy, family systems therapy, cognitive-behavioral therapy, outpatient group psychotherapy, and child/adolescent psychotherapy. Staff responsibilities include conducting intakes, psychotherapy, psych diagnostic evaluations, teaching seminars, and providing supervision to trainees.

The Sylvia Del Villard Continuing Day Treatment Program

The Sylvia Del Villard Continuing Day Treatment Program (CDTP) is licensed by the New York State Office of Mental Health to provide intensive, structured counseling and rehabilitation services. This program serves clients with severe psychiatric difficulties and is designed to prevent psychiatric re-hospitalization, facilitate return to the community, and promote optimal community functioning for clients discharged from inpatient psychiatric facilities. All staff are bilingual and bicultural, providing culturally responsive care.

Rotations in CDTP

Psychologists-in-Training (PITs) rotate through the CDTP for a six-month rotation, providing group therapy sessions once a week from 9:00 AM to 2:00 PM**.** This rotation offers

trainees the opportunity to develop skills in leading structured therapeutic groups, managing psychiatric symptoms in a rehabilitative setting, and supporting clients in their transition back to the community.

Diagnosis and Treatment Planning Seminar

Psychologists-in-Training participate in a weekly Diagnosis and Treatment Planning Seminar, which occurs throughout the entire training year. During this seminar, each intern presents one initial intake per week, using a psychosocial note completed in the clinic. Presentations follow the Roberto Clemente Center clinic model and allow interns to practice assessment, diagnostic formulation, and treatment planning skills in a structured, supervisory setting.

This seminar provides ongoing opportunities for interns to receive feedback from supervisors and peers, enhance clinical reasoning, and refine their approach to intake, diagnosis, and treatment planning in a real-world outpatient context.

Live Consultation

Psychologists-in-Training are required to participate in a two-hour weekly Live Consultation Seminar. This experience functions as an additional form of group supervision and provides direct observation, real-time clinical learning, and structured supervisory feedback.

During Live Consultation, Jaime Inclán Ph.D. and one PIT conduct the clinical session as co-therapists. The remaining three PITs observe the session from behind a one-way mirror together with another supervisor, who facilitates observation, discussion, and case formulation with the group.

Before the patient is seen, the case is reviewed with the PITs, including the presenting concerns, clinical formulation, diagnostic considerations, treatment goals, and planned interventions. During the session, the three observing PITs are able to follow the clinical interaction in real time while receiving guidance from the supervising psychologist behind the one-way mirror.

Following the session, all PITs and supervisors reconvene for group discussion and feedback. The post-session discussion focuses on clinical formulation, therapeutic process, intervention rationale, diagnostic clarification, treatment planning, and next steps in care.

Because all four PITs participate through either co-therapy or direct observation, discussion, and feedback, Live Consultation is considered an additional two hours of group supervision each week. This experience supports the development of clinical judgment, diagnostic skills, therapeutic technique, case conceptualization, and integration of theoretical knowledge into clinical practice.

Live Supervision

Psychologists-in-Training also participate in Live Supervision, a structured evaluative component of the training program designed to assess clinical competencies in real-time practice. Beginning in January (mid-year), after approximately six months of training, interns are observed by their supervisors while conducting a clinical session, typically involving an intervention or follow-up to an initial intake. During these sessions, supervisors directly evaluate the intern's clinical skills, including case conceptualization, therapeutic interventions, rapport building, and responsiveness to patient needs. Supervisors may observe the session in real time

(e.g., via one-way mirror or live observation) and provide immediate and structured feedback following the encounter.

PIT performance during Live Supervision is incorporated into the Clinical Evaluation of Profession-Wide and Program-Specific Competencies, together with other direct observation, supervision, clinical documentation, case discussion, and relevant training information. This process supports ongoing skill development, reinforces strengths, and identifies areas for growth, facilitating interns' progression toward readiness for independent professional practice in accordance with RCC's clinical model.

DIDACTIC TRAINING

The NYC Health + Hospital /Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology provides a structured didactic seminar series titled "Fundamentals of Psychotherapy, Individuals & Ecological Systems**."** The seminar series is designed to support the professional development of Psychologists-in-Training (PITs) and strengthen competencies consistent with APA Profession-Wide Competencies, while also addressing program-specific competencies related to psychotherapy, family and ecological systems, culturally responsive practice, and the clinical needs of the population served at the Roberto Clemente Center.

The didactic curriculum emphasizes an ecological and relational framework for understanding individuals within their broader familial, cultural, community, and systemic contexts. Seminar content supports the development and integration of knowledge and skills in psychotherapy, clinical assessment and treatment planning, therapeutic engagement, ethical and professional practice, cultural responsiveness, consultation and interdisciplinary collaboration, and evidence-informed clinical practice within community-based behavioral health settings.

The internship training year begins in July with an initial orientation and training period during July and August. The formal weekly didactic seminar begins in September. During the formal didactic seminar period, PITs receive two hours of scheduled didactic training per week**,** with seminars ordinarily held on Mondays from 10:00 AM to 12:00 PM**.** The seminar series is coordinated by the Training Director, Jaime Inclán, Ph.D., with participation from additional qualified training faculty and clinical professionals based on topic area and expertise.

The didactic curriculum follows a planned and sequential series of distinct training topics. Content includes ethical and professional issues; clinical assessment, evaluation, and treatment planning; engagement and therapeutic alliance; cultural competency in clinical practice; evidence-based intervention planning for complex clinical presentations; ecological family systems; aging and wellbeing; structural family systems; interprofessional collaboration and consultation; Bowen Family Systems Theory; Person-of-the-Therapist issues; trauma evaluation and treatment; adolescent assessment and treatment; clinical communication and therapeutic relationship skills; couples therapy; and family therapy techniques.

Later didactic experiences emphasize integration and application of clinical competencies through training in trauma-informed treatment across individual, group, couples, and family systems; family assessment and mapping; reframing and relational interventions; enactments and in-session practice; working with family conflict; professional development and transition to practice; and internship completion and professional transition.

The didactic calendar identifies the date, distinct didactic topic, scheduled time, presenter, and professional credentials for each seminar. The schedule is reviewed as part of the internship's ongoing training process and may be adjusted when necessary to accommodate

holidays, program activities, presenter availability, or additional educational opportunities while maintaining the program's structured didactic training requirements.

RESEARCH

Psychologists-in-Training in the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology participate in a structured research training component designed to develop skills in literature review, critical analysis, and evidence-based practice. This includes participation in the Fundamentals of Psychotherapy and Ecological Systems Research Seminar, where PITs review current empirical literature, evaluate research methodology, critically analyze findings, and consider the application of research to clinical practice.

INTERNSHIP PROFESSIONAL STRUCTURE

Jaime Inclán, Ph.D., serves as Training Director of the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology. Dr. Inclán also serves as Director of the Roberto Clemente Center and Clinical Associate Professor of Psychiatry at NYU Grossman School of Medicine.

The Internship Training Committee includes:

- **Eduvigis Cruz-Arrieta, Ph.D. – Director of the Psychology Program and Co-Training Director.** Dr. Cruz-Arrieta participates in program leadership, training oversight, evaluation of Psychologists in Training, and consultation regarding the administration and development of the internship program.

- **Lorraine E. González Rentas, Psy.D. – Coordinator of the Internship Program.** Dr. Gonzalez Rentas coordinates internship training activities, program documentation, evaluation processes, communication with Psychologists in Training and supervisors, and supports the administration and ongoing development of the internship program.
- **Ricardo García, Psy.D. – Clinical Supervisor and CDTP Supervisor.** Dr. Garcia provides clinical supervision to Psychologists in Training and oversees supervision and training activities associated with the Sylvia Del Villard Continuing Day Treatment Program (CDTP).

The Training Director, Co-Training Director, Internship Program Coordinator, and clinical supervisors work collaboratively to oversee the training, supervision, competency evaluation, professional development, and progression of Psychologists in Training throughout the internship year.

RCC committee members include:

- Gloria Castillovetia, MD
- Laura Céspedes, LCSW
- Paloma Magaña, LCSW
- Magdalena Marino-Campos, LCSW
- Oscar Ocasio, Ph.D.
- Vivianne Oyefusi, MD
- Ivy Rosado, LCSW
- Rafael Tejada, LCSW
- Nashali Torres, Psy.D.

- Cecilia Vera, LCSW

APPLICANTS SELECTION

Applicants should have completed all coursework required for the Ph.D. or Psy.D. degree in an APA-accredited doctoral program in clinical or counseling psychology and should have completed supervised clinical practicum training. While there is no formal minimum requirement for face-to-face clinical experience, applicants with over 600 practicum hours have generally been the most successful. Applicants should also have successfully passed comprehensive or qualifying examinations and proposed their dissertation.

Although RCC is not yet APA-accredited, applications are accepted through the APPIC Psychology Internship Centralized Application Service (APPIC). Applicants should include a current curriculum vitae, two letters of interest (one in English and one in Spanish), three letters of recommendation, and graduate transcripts. Applicants must also provide verification of doctoral program status, documenting completion of coursework, practicum training, successful completion of qualifying exams, and dissertation proposal approval.

The Training Committee evaluates applications with particular attention to the alignment between each applicant's clinical interests, training needs, and professional goals and the clinical, supervisory, and educational opportunities available within the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology.

The application review process includes the following steps:

1. The Training Director and members of the Internship Training Committee review all submitted applications. Interview invitations are extended based on the applicant's credentials, prior clinical training, and the perceived fit between the applicant's goals and RCC's training model and opportunities.
2. Preference is given to applicants who have completed, or are nearing completion of, all doctoral program requirements, demonstrate strong clinical preparation, provide strong letters of recommendation, and have approximately two to three years of practicum experience relevant to the goals and objectives of the RCC Internship in Clinical Psychology.
3. Selected applicants are invited to participate in an individual interview. The interview provides an opportunity for the Training Committee to further assess the applicant's fit with the program and for the applicant to learn more about RCC's clinical services, supervision, didactics, training expectations, and overall training environment.
4. Following completion of the interview and ranking process, applicants and the program participate in the APPIC Match in accordance with applicable APPIC policies and procedures.

TRAINING REQUIREMENTS AND CLINICAL ACTIVITIES

Psychologists-in-Training (PITs) in the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology are required to actively participate in the clinical, supervisory, didactic, and evaluation activities described below as part of the requirements for successful completion of the internship program.

PITs must complete a minimum of 2,000 total training hours, including at least 500 hours of direct, face-to-face clinical service, and successfully complete all required competency-based evaluations and training requirements.

PITs participate in a comprehensive outpatient training experience that includes individual psychotherapy, family and couples' therapy, group therapy, crisis intervention, diagnostic assessment, and psychological assessment. These activities provide exposure to a diverse, bilingual, and bicultural patient population and emphasize RCC's family systems, relational, and ecologically informed treatment model.

PITs complete initial intake evaluations and screenings throughout the training year, including psychosocial assessment, diagnostic formulation, and treatment planning. Cases are presented in the weekly Diagnosis and Treatment Planning Seminar, where PITs receive structured feedback from supervisors and peers.

PITs also participate in a six-month rotation in the Sylvia Del Villard Continuing Day Treatment Program (CDTP). Two PITs participate from July through December and two PITs participate from January through June. During this rotation, PITs provide group-based clinical services and participate in interdisciplinary, milieu-based treatment for individuals with serious mental illness.

PITs participate in two hours of weekly Live Consultation. During Live Consultation, Jaime Inclán Ph.D. and one PIT conduct the clinical session as co-therapists. The remaining three PITs observe the session from behind a one-way mirror together with another supervisor, who facilitates clinical observation, case formulation, and supervisory discussion.

Before the clinical encounter, the case is reviewed with the PITs, including presenting concerns, diagnostic considerations, clinical formulation, treatment goals, and planned interventions. Following the session, all PITs and supervisors reconvene to review the clinical interaction, discuss observations, provide feedback, and consider next steps in treatment. Live Consultation is considered an additional two hours of group supervision each week and provides direct observation of clinical work.

PITs also participate in Live Supervision as part of the program's direct-observation process. During Live Supervision, supervisors directly observe PIT clinical work and provide structured feedback regarding competency development and clinical performance.

PITs receive two hours of individual supervision each week. PITs rotate among four supervisors across the training year, with supervisory assignments organized into two primary periods: July through December and January through June.

PITs also participate in one hour of group supervision each week. Group supervision provides opportunities for clinical consultation, peer learning, discussion of clinical challenges, case formulation, and integration of supervisory feedback.

Two PITs participate in one hour of weekly CDTP group supervision from July through December, and the remaining two PITs participate from January through June.

Psychological assessment supervision is provided for one hour per week, as needed, when a PIT is conducting a psychological assessment. This supervision addresses assessment planning, administration, scoring, interpretation, integration of findings, and preparation of the psychological assessment report.

As part of the didactic training program, PITs participate in two distinct seminar experiences: the Fundamentals of Psychotherapy and Ecological Systems Research Seminar, which serves as the program's didactic research seminar, and Fundamentals of Psychotherapy: Individuals & Ecological Systems. Together, these seminars support the development of clinical, theoretical, research, and evidence-based practice competencies through structured didactic instruction, review of relevant psychological literature, critical analysis, and integration of ecological and psychotherapeutic perspectives into clinical practice.

PITs must also complete a minimum of two comprehensive psychological evaluations, each including an integrated written report, with findings communicated to appropriate relevant referral sources and patients as clinically appropriate.

Through participation in required clinical activities, supervision, direct observation, didactics, and formal competency evaluation, PITs develop competencies in assessment, intervention, consultation, ethical and professional practice, cultural responsiveness, research integration, and ecologically informed clinical practice.

GRIEVANCE PROCEDURES

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology is committed to providing Psychologists-in-Training (PITs) with a fair, timely, and transparent process for addressing concerns related to the training program, supervision, evaluation procedures, interpersonal or professional interactions, training conditions, program policies, or other matters affecting the PIT's training experience.

A grievance is initiated by a PIT regarding an aspect of the training program or the actions of a supervisor, faculty member, staff member, or program representative. The Grievance Policy is distinct from the Due Process Policy. Due Process addresses concerns initiated by the program regarding a PIT's competence, professional behavior, ethical conduct, patient safety, or other performance-related concerns.

A PIT may also raise a grievance regarding the process by which the Clinical Evaluation of Profession-Wide and Program-Specific Competencies was conducted, including concerns regarding procedural fairness, consistency, access to feedback, or whether established evaluation procedures were followed. A grievance does not automatically change, suspend, or invalidate a competency rating. If an evaluation identifies concerns requiring corrective action, remediation, probation, or other Due Process procedures, those procedures may continue while the grievance is reviewed unless a temporary pause is determined to be necessary for procedural fairness.

When appropriate, PITs are encouraged to first attempt informal resolution. A concern should be raised as soon as reasonably possible and preferably within 10 business days of the event or of becoming aware of the concern. The individual receiving the concern will acknowledge it within 3 business days and make a good-faith effort to resolve it within 10 business days of acknowledgment.

If informal resolution is unsuccessful or inappropriate, the PIT may submit a written grievance to the Training Director. Formal grievances should ordinarily be submitted within 10 business days following completion of the informal process, or within 20 business days of the event when proceeding directly to a formal grievance. Receipt will be acknowledged within 3 business days, information gathering will ordinarily be completed within 10 business days, and a

written determination will ordinarily be provided within 5 business days after information gathering is completed.

If the Training Director is the subject of the grievance or has a conflict of interest, the grievance will be referred to an appropriate uninvolved administrator or designee within RCC or NYC Health + Hospitals/Gotham Health.

DUE PROCESS POLICY

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology is committed to a fair, transparent, and developmentally appropriate process for addressing concerns regarding a Psychologist in Training's (PIT's) attainment of competence, professional behavior, ethical conduct, patient safety, or compliance with program and agency requirements.

Formal competency evaluation is an integral component of the program's Due Process procedures. Each PIT is evaluated at the individual element level across the APA Profession-Wide Competencies (PWCs) and the RCC Program-Specific Competency (PSC).

For purposes of competency monitoring and Due Process, the program's formal evaluation periods are the Initial (Fall Mid-Semester), Second (Mid-Year), Third (Spring Mid-Semester), and Year-End (Final) Evaluations.

The Minimum Level of Achievement (MLA) for successful completion of the internship is a rating of 4, Entry-Level Competence, or higher on every required PWC and PSC element at

the Year-End (Final) Evaluation. Ratings are not averaged across competency elements or competencies.

During formative evaluations, PITs are expected to demonstrate progressive development toward the Year-End MLA. Ratings below 3 require written feedback and a documented plan for improvement. A rating of 1, repeated or persistent ratings below the applicable developmental benchmark, failure to demonstrate expected progress, or failure to attain the Year-End MLA may initiate formal Due Process procedures.

Evaluation results are considered together with supervisory observations, direct observation of clinical work, documentation, professional conduct, and other relevant training information. Direct observation may include Live Consultation, Live Supervision, and other direct-observation methods permitted by agency policy.

When a concern is first identified, the supervisor will ordinarily discuss the concern with the PIT within 5 business days, identify the specific competency element or professional behavior involved, clarify expectations, provide feedback, and identify reasonable steps for improvement.

When a formative evaluation includes a rating below 3, or when more structured intervention is necessary, a written corrective action plan will ordinarily be provided within 5 business days. The plan will identify the area of concern, expectations for improvement, supervision or educational supports, and a date for reassessment.

If concerns are significant or persistent, the Training Director may initiate a formal review. Written notice will be provided within 5 business days of determining that formal review

is warranted. A formal review meeting will ordinarily occur within 10 business days of written notice, and the PIT will have an opportunity to respond verbally and/or in writing before a determination is made.

A written determination will be provided within 5 business days following the formal review meeting. Outcomes may include return to routine monitoring, continuation of corrective action, formal remediation, probation, or another action consistent with program and NYC Health + Hospitals/Gotham Health procedures.

When formal remediation is required, the PIT receives a written remediation plan identifying the specific competency element(s) or professional behavior of concern, expected performance, required corrective actions, supervision and supports, methods for monitoring progress, and the reassessment date. The standard remediation period is 30 calendar days and may be extended once for up to an additional 30 calendar days when clinically or educationally appropriate.

If sufficient improvement is not demonstrated, or when a serious concern warrants probation, the PIT may be placed on probation. The standard probation period is 30 calendar days, with progress reviewed at least every two weeks.

Successful completion of the internship requires attainment of the MLA on every required PWC and PSC element. A higher rating on one element cannot compensate for a rating below 4 on another required element. If the MLA has not been attained at the Year-End (Final) Evaluation, the program will apply remediation and Due Process procedures before successful completion of the internship can be certified.

PITs have the right to receive timely and specific feedback, written notice of formal concerns, opportunities to respond, copies of corrective action and remediation documents, identified supervision and supports, and the right to appeal formal adverse training decisions. PITs are responsible for participating consistently and professionally in supervision, direct observation, formal evaluations, didactics, and required training activities and for actively responding to supervisory and evaluative feedback.

The complete procedures, timelines, rights and responsibilities, remediation procedures, probation procedures, appeal procedures, and documentation requirements are described in the Due Process Policy.

RECORDS MANAGEMENT

A training file is developed for each Psychologist-in-Training (PIT) once the individual is matched to the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology.

PIT files include APPIC application materials, onboarding and hiring documentation, certificates of completion for required trainings, formal competency evaluations, and correspondence or documentation related to the PIT's progress in the training program.

These records are maintained securely at RCC and are accessible only to the Training Director and other designated supervisory or program leadership staff with an appropriate need for access.

Upon completion of the internship, training records are maintained in accordance with RCC and NYC Health + Hospitals/Gotham Health recordkeeping requirements. Electronic records are stored on protected institutional systems with access limited to authorized personnel.

Records related to formal competency evaluation, corrective action, remediation, probation, grievance procedures, Due Process procedures, and other formal training decisions are maintained in accordance with applicable program, institutional, confidentiality, and privacy requirements.

COMPENSATION AND BENEFITS

The NYC Health + Hospitals/Gotham Health, Roberto Clemente Center (RCC) Internship in Clinical Psychology provides Psychologists-in-Training (PITs) with an annual stipend of $53,174. The internship is a twelve-month, full-time training program that begins during the first week of July and concludes at the end of the following June. The training year includes 12 recognized holidays, 18 vacation days, and 10 sick days. Information regarding employee health benefits is provided during orientation, during which PITs have an opportunity to review available benefits and enrollment procedures with Human Resources. PITs are eligible to enroll in applicable health insurance and employee benefit programs in accordance with NYC Health + Hospitals/Gotham Health eligibility and enrollment requirements.

Throughout the training year, PITs are provided with designated office and shared clinical workspace within the Roberto Clemente Center to support clinical, supervisory, training, and administrative responsibilities. Following the internship match process, incoming PITs receive onboarding information outlining requirements for employment, credentialing, medical

clearance, and security authorization. PITs work with Human Resources and program leadership to complete all required onboarding documentation before beginning the training year.

Because the NYC Health + Hospitals/Gotham Health, Roberto Clemente Center is part of the municipal healthcare system, appointment to the internship position is contingent upon successful completion of applicable employment and administrative requirements, including required background clearances and pre-employment health requirements.