NYC HEALTH+ HOSPITALS | Woodhull

BEHAVIORAL HEALTH DEPARTMENT

Psychological Services

Clinical Health Psychology Internship Program



NYU Langone Health

WELCOME TO
WOODHULL MEDICAL CENTER

Introduction to Woodhull Medical Center

We are pleased to welcome you to the Internship Program in Clinical Health Psychology at Woodhull Medical Center. This brochure provides an overview of our hospital, the surrounding neighborhood, the patient population we serve, and details about our training program. Woodhull Medical Center has been accredited by the American Psychological Association (APA) since 2007, with accreditation currently extended through 2034. For questions regarding our accreditation status, please contact the Office of Program Consultation and Accreditation, APA, at 750 1st Street, NE, Washington, DC 20002. Phone: (202) 336-5979; Email: apaaccred@apa.org.

NYC Health + Hospitals is the largest municipal healthcare system in the United States, committed to delivering the highest quality care to all New Yorkers with compassion, dignity, and respect, regardless of immigration status or ability to pay. As an integrated network, we offer a range of services, including hospitals, community-based health centers, long-term care facilities, home care services, correctional health services, and the MetroPlus Health Plan. Our team of over 45,000 healthcare professionals provides culturally responsive care to more than one million patients each year across 70+ locations throughout New York City's five boroughs. The mission of NYC Health + Hospitals is to:

- Provide comprehensive, compassionate healthcare services of the highest quality, ensuring all patients are treated with dignity and respect.
- Focus on health promotion, disease prevention, and serve as advocates, innovators, and educators in partnership with the communities we serve.
- Improve patient and staff satisfaction, enhance primary care services, and foster strategic partnerships to better align resources with needs.
- Support the education of graduate students in psychology and other healthcare disciplines.

Woodhull Medical and Mental Health Center is one of the 11 municipal hospitals under NYC Health + Hospitals, a public benefit corporation established by the New York State legislature in 1970 to manage and operate municipal hospitals across the five boroughs. Located in the Bedford-Stuyvesant neighborhood of Brooklyn, Woodhull has 403 beds and handles approximately 23,000 admissions annually.

Opened in 1982, Woodhull is a full-service hospital offering a comprehensive range of inpatient medical and mental health services, as well as ambulatory care in specialties such as Surgery, Physical Medicine and Rehabilitation, Pediatrics, Geriatric Care, Obstetrics, Gynecology, Cardiology, Dentistry, Bariatric Care, and Behavioral Health. The hospital also includes The Pride Health Center, which specializes in the care of the LGBTQ+ community.

Our state-of-the-art Emergency Department provides critical emergency services, with separate areas dedicated to adult, pediatric, and psychiatric cases. The Emergency Department operates 24 hours a day, seven days a

week, ensuring the community has continuous access to emergency care. Woodhull Medical and Mental Health Center is fully accredited by The Joint Commission (JC).

Woodhull Medical and Mental Health Center is located in the Bedford-Stuyvesant neighborhood of Brooklyn, just 8 miles from Manhattan. The hospital is easily accessible by both public transportation and car, with a convenient 15-minute drive to New York City. This central location provides seamless access for local residents, as well as those from nearby suburban areas in New York and New Jersey.

Brooklyn, the most populous borough of New York City, is renowned for its rich cultural, social, and ethnic diversity. It boasts a thriving independent art and music scene, distinct neighborhoods, and a unique architectural heritage. Additionally, Brooklyn is the only borough outside of Manhattan with its own downtown area, making it a dynamic and influential part of the city.

Woodhull Medical Center and the Behavioral Health Department are the primary sponsors of the psychology internship program. Statewide, H+H has approximately 35,000 employees, including a multidisciplinary clinical staff composed of psychiatrists, advanced practice nurses, psychologists, social workers, and counselors. Woodhull Medical Center provides the full-range of behavioral health services to individuals throughout the life span.

The North Brooklyn hub of NYC Health and Hospitals primarily serves residents of Bushwick/Williamsburg and surrounding areas, and is a major player in Brooklyn's public mental health system. It provides Psychologists-in-Training seeking to become culturally competent psychologists with excellent training opportunities and experience working with an economically disadvantaged and underserved population made up predominantly of people from African American and Latinx communities.

MISSION STATEMENT AND PHILOSOPHY

Our Mission

The mission of Woodhull Medical and Mental Health Center is to deliver high quality services with compassion, dignity, and respect to all, without exception. We strive to promote and ensure wellness, serving as advocates, innovators, and educators in partnership with the diverse communities we serve.

Our Vision

To be a fully integrated equitable health system that enables all New Yorkers to live their healthiest lives. We are the Gateway to Healthcare in North Brooklyn. We are partners with the Community. We are a resource for other health care providers.

Our Values

ICARE: integrity, compassion, accountability, respect and excellence. We strive to improve the satisfaction of our patients, staff and other customers and enhance our primary care services. Attract more patients to Woodhull. Develop strategic alliances with public and private partners. Match needs with resources. Maintain quality standards. Increase cost effectiveness.

Program Philosophy

The Behavioral Health department at Woodhull Medical and Mental Health Center is dedicated to addressing the specific behavioral health needs of populations across the lifespan. Our Health Psychology Internship Program is committed to training future psychologists in an environment that prioritizes cultural context in mental health service delivery. We emphasize the provision of culturally and linguistically competent services, particularly to people within Brooklyn.

Cultural competence, as a core approach to service delivery, extends across various dimensions of diversity, including gender, age, income level, geographic region, neighborhood, sexual orientation, religion, and physical disability. The primary objective of our program is to support trainees in developing the necessary clinical skills to provide clinical, consultative, and preventative services tailored to diverse populations. This includes addressing the mental health needs of individuals at different life stages. We ensure a structured combination of intensive, theory-based clinical supervision and practical evaluations in both clinical and community settings.

Our internship program includes required rotations that serve a range of patient groups, including adults, children, adolescents, and families facing various psychological challenges. These rotations provide exposure to a broad spectrum of patient populations and mental health disorders. We believe that such diverse clinical experiences lay a strong foundation for future psychologists, equipping them with versatile skills that can be applied across specialties.

A central aspect of the internship is the close supervisory relationships that Psychologists-in-Training form with experienced psychologists. Supervisors serve as mentors and professional role models, helping Psychologist-in-Training navigate their development both as clinicians and as collaborative team members. We recognize that psychologists play a vital role in enhancing communication and cooperation among healthcare professionals, and we foster leadership skills to ensure our trainees are well-prepared for such roles in interdisciplinary settings.

Program Aims

The Woodhull Medical Center Internship in Clinical Health Psychology aims to develop culturally competent psychologists prepared to deliver high-quality services in integrated healthcare systems. The program focuses on:

1. Preparing Psychologists-in-Training for entry-level practice in both medical and mental health settings.
2. Supporting the development of psychologists dedicated to serving culturally diverse communities.
3. Integrating social justice and ensuring accessibility, affordability, and availability of psychological services.
4. Fostering inclusive leadership, scholarly contributions, and community outreach.
5. Promoting the highest standards of culturally sensitive, ethical clinical practice.

Training Model

Woodhull's internship offers diverse training opportunities, with rotations tailored to each intern's interests, experiences, and professional goals. Core rotations include Child & Adolescent Outpatient, Adult Outpatient, Psychodiagnostic Testing, and Adult Inpatient, CPEP, Women's Health, Substance Use and Recovery, Mobile Crisis Team. Psychologists-in-Training also complete elective rotations to broaden their exposure and gain specialized expertise. The program emphasizes both breadth and depth, ensuring hands-on experience with underserved populations and a strong foundation in psychological assessment, evaluation, consultation, and treatment. Ongoing mentorship, regular check-ins with the internship director, and a focus on professional growth ensure that each intern's training is aligned with their goals.

The program is guided by principles of collaboration, community engagement, and comprehensive clinical development, with a strong emphasis on teamwork, peer feedback, and mutual support.

TRAINING MODEL

The following principles guide our training staff and students in meeting the goals and objectives of the program:

- The internship program contains mandatory requirements that are essential to the development of competency in providing psychological services to patients with a wide range of difficulties and levels of functioning in the identified developmental age range, with particular focus on services for underserved people from non-dominant ethnic and cultural groups.
- The emphasis on a dual track-based rotation in Child & Adolescent and Adult; (2) elective rotation assignments; (3) community involvement; (4) seminars; and (5) a diversified supervision process. The particular experiences acquired will vary according to the trainees' needs and interests, the combination of rotations selected, and the nature of the trainee's clinical background and experience.
- Psychologists-in-Training learn to work collaboratively and cooperatively with each other, engaging in joint projects, mutual support, and peer feedback and supervision.

PROGRAM STRUCTURE

The internship year runs from the first week of September to the last working day of August. Psychologists-in-Training work approximately 40 hours per week, meeting the minimum requirement for New York State licensure. Psychologists-in-Training carry cases in Child & Adolescent Outpatient Services, Adult Services, and electives. Sessions are generally scheduled on a weekly or bi-weekly basis.

The program consists of required core rotations that focus on assessment, consultation, and intervention with diverse populations. Psychologists-in-Training engage in intensive training across five key areas:

1. **Adult Outpatient** (full year)
2. **Adult Inpatient Clinical** (4-6 months)
3. **Child/Adolescent Outpatient** (full year)
4. **Psychodiagnostic Assessment** (full year)

In addition to core rotations, Psychologists-in-Training select an area of specialization and complete a minimum of two elective rotations aligned with their professional interests. Elective rotations are chosen with input from the Director and Associate Director of Psychology Training at the start of the internship year.

The internship year begins the first week in September and ends on the last working day in August. Psychologists-in-Training typically work 40 hours per week to satisfy all clinical and agency requirements, thus affording Psychologists-in-Training hours required for New York State licensure. Psychologists-in-Training are expected to engage with patients in various rotations throughout the week. As the OPD uses both 30-minute and 45-minute therapy hours as a standard (with 15 minutes following for case notes and related paperwork). Patients are typically seen weekly or bi-weekly.

Every required core rotation involves direct clinical activities. Clinical activities are organized so that Psychologists-in-Training acquire and refine basic skills in assessment, consultation, and intervention with a variety of populations. The Internship program offers intensive training in five specific areas (required core rotations) of clinical psychology: (1) Adult Outpatient (full year); (2) Child/Adolescent Outpatient (full year); (3) Adult Inpatient Clinical (4-6 months); (4) Psychodiagnostic Assessment (full year). Each Psychologist-in-Training completes core rotations and a minimum of two elective rotations. The elective rotations are determined at the beginning of the internship year by the Psychologist-in-Training with input from the Director and Associate Director of Psychology Training.

Core Treatment Rotation

Outpatient Level of Care

The Outpatient Clinic at Woodhull Medical Center has the responsibility for providing comprehensive behavioral health services within the Northern Brooklyn area. Most of the patients who receive services at Woodhull experience multiple, co-occurring clinical problems as well as social stressors such as lack of financial resources, inadequate school placements, adapting to a new culture, or involvement with the foster care system. Services offered include initial evaluation and assessment of prospective patients, emergency crisis-oriented services, outreach and engagement, short-term and long-term care, and continuing individual, family, and group psychotherapy on an outpatient basis. Abundant individual and group supervision is provided for individual and group treatment with an adjunct bi-weekly clinical case seminar that examines clinical, systemic, and professional development issues.

Child & Adolescent Outpatient Department

The Child & Adolescent Outpatient Department offers assessment and treatment services in both English and bilingual (English/Spanish) for children and adolescents aged 3-22 and their families. This rotation provides trainees with rich exposure to a diverse range of presenting concerns, including histories of trauma, mood disorders, ADHD, learning disabilities, OCD, PTSD, feeding and eating disorders, and ASD. Psychologists-in-Training collaborate closely with multidisciplinary teams, including social workers, teachers, psychiatrists, community health workers, and caregivers to provide holistic care.

Supervision is provided by professionals with a variety of theoretical perspectives, such as cognitive-behavioral, psychodynamic, attachment, interpersonal, and family systems approaches. Treatment modalities include individual, family, dyadic, and group therapy, incorporating evidence-based practices. Psychologists-in-Training also have opportunities for consultation with schools on behavior management and classroom dynamics, enriching their clinical and professional development.

Adult Outpatient Department

The Adult Outpatient Department delivers comprehensive mental health services in both English and bilingual (English/Spanish), including assessment, short-term and long-term individual therapy, group therapy, medication management, and psychological testing. This rotation offers exposure to a wide range of emotional challenges, including anxiety, mood disorders, dissociative and personality disorders, and psychotic disorders, often compounded by trauma histories.

Psychologists-in-Training gain valuable experience working within multidisciplinary teams, collaborating with social workers, psychiatrists, counselors, and nurses. Trainees refine their therapeutic skills through diverse treatment approaches, adapting interventions to meet the unique needs of each client. Referrals come from a variety of sources, including individuals, physicians, hospitals, community agencies, and the justice system, providing opportunities for trainees to work across different settings and expand their clinical expertise.

Psychologist-in-Training Participation in OPD

Psychologists-in-Training manage individual cases throughout the year, drawing from both core and elective rotations. Caseloads are designed to provide diverse treatment experiences, with a focus on areas of interest. A significant portion of time is spent delivering individual, group, and family therapy. Trainees work as part of a multidisciplinary team, collaborating with social workers, psychiatrists, and other professionals.

Trainees are responsible for the treatment and administrative tasks for their patients, including documentation and treatment plans. By the end of the year, they are expected to independently develop treatment plans with minimal supervision. Additionally, Psychologists-in-Training complete intake evaluations, gaining experience in working with multiple generations and integrating information from family and school settings.

Inpatient Level of Care: During this rotation, Psychologists-in-Training have the opportunity to manage individual cases, contribute to case management, conduct testing, and lead therapeutic groups. Integral to this experience is active participation in the treatment milieu, regular collaboration with the clinical team, and ongoing engagement with multidisciplinary staff, including psychiatrists, residents, social workers, nurses, and creative arts therapists.

Core Assessment Rotation

Outpatient Intake Evaluations
Inpatient Intake Evaluations
Psychodiagnostic Assessment (Outpatient and Adult Inpatient)
Crisis Evaluations

Intake Evaluations

Psychologists-in-Training conduct intake evaluations within the Child & Adolescent and Adult Outpatient Services. During this rotation, they receive individual supervision from a psychologist specializing in outpatient services. Initially, supervision follows an apprentice model, with Psychologists-in-Training observing and assisting in intake evaluations conducted by their supervisors. Over time, they transition to independently conducting intakes, with ongoing supervision, to ensure comprehensive skill development in clinical assessment.

Psychodiagnostic Assessment (Outpatient and Inpatient): All Psychologists-in-Training engage in formal psychological evaluations of both children/adolescents and adults. These include clinical interviews, cognitive testing, use of instruments measuring adaptive functioning, and projective and objective personality testing, neuropsychological screening, learning disabilities assessment, and assessment of dementia. Psychologists-in-Training are expected to prepare assessments (minimum number of reports depends on availability and need) and present findings to patients and families, as appropriate, and to make recommendations regarding diagnosis, treatment, school placement, and other discharge plans. Psychologists-in-Training are provided group supervision in psychological testing by a psychologist on a weekly basis. Psychologists-in-Training will be expected to demonstrate basic competency in testing. Psychologists-in-Training will be assessed by testing supervisors in September as to the skills in administration, scoring, and interpretation of basic instruments. This will be done initially by review of Psychologists-in-Training's APPIC applications and discussion. Individual supervision will be provided by the supervisors identified, on a weekly basis. Psychologists-in-Training are expected to devote a minimum of one hour per week to these activities for the duration of the internship year. By the end of the year, Psychologists-in-Training are expected to demonstrate competency in report writing. While trainees will complete multiple reports throughout the year, readiness to graduate is demonstrated by having at least two reports that require only minimal edits and corrections. In addition, there is a didactic seminar associated with the testing rotation.

Required Didactic Experience

Woodhull Medical Center Orientation: The orientation session for all new employees of Woodhull Medical Center is held in the first month of employment, typically September. The Psychologists-in-Training attend this along with all other new employees. Among other topics, employees learn about Woodhull's regulatory requirements, HIPAA compliance laws, patient safety requirements, and hospital benefits.

Behavioral Health Department Orientation: The orientation is conducted for all new employees and Psychologists-in-Training and externs of Woodhull Medical Center's Behavioral Health Department. The orientation includes a discussion of the Behavioral Health Department's mission, vision, values, and goals, as

well as its organizational structure and general policies and procedures. In this meeting, issues of confidentiality, HIPAA requirements, health and safety procedures, patient rights, cultural diversity, clinical documentation, and child and elderly abuse reporting are covered. The complete psychological services handbook is distributed.

Internship Orientation: Throughout September, different activities are scheduled to ensure that Psychologists-in-Training are prepared to transition smoothly to the program. Immediately after the Woodhull Medical Center and the Behavioral Health Department's orientations, typically the third full day of employment, the Psychologists-in-Training meet as a group with the Director and Associate Director of Training. At this point, the requirements of the internship program are reviewed in detail. The Psychologists-in-Training are given the internship orientation manual and it is carefully reviewed with the Director of Training/Associate Director of Psychology Training. The Psychologists-in-Training are also taken on a walking tour of the Behavioral Health Department and of Woodhull Medical Center.

History of Bushwick Community: Scheduled in early September to introduce Psychologists-in-Training to the history of Bushwick. During this class, demographic aspects of the population are reviewed, and there is a discussion of the various neighborhoods and communities within Brooklyn. Psychologists-in-Training go on two half-day visits to the Bushwick community during late September. These are independent visits where a Psychologist-in-Training can walk through the neighborhood to meet the community and learn first-hand resources and challenges in the area.

Street Art Project: Psychologists-in-Training are asked to observe pre-selected street art/murals in the neighborhood to better understand the social and emotional life of the area. This allows the Psychologists-in-Training to begin to take in the neighborhood, its local social messages, and hone observational skills.

EPIC (Electronic Medical Record): We require all Psychologists-in-Training to take two full-day training sessions (one Ambulatory, one Inpatient) in our medical record keeping system at the onset of their training. This training allows the Psychologist-in-Training to access and appropriately document patients' medical records.

TRUST (Therapeutic Relationships and Universal Safety Training): Psychologists-in-Training complete a four-day, hands-on training to develop essential skills for fostering safe, respectful, and therapeutic environments. Through a trauma-informed approach, Psychologists-in-Training learn effective communication, de-escalation strategies, personal safety techniques, and approaches to managing challenging situations to build confidence and clinical readiness for work in complex healthcare settings.

Additional Seminars (full year)

Psychologist-in-Training Group Meeting and Supervision: Weekly group supervision for 60 minutes is provided by the Director of Training and Associate Director of Training. Within this context, Psychologists-in-Training have the opportunity to discuss and present concerns about their progress through the program. This is the forum in which the Psychologists-in-Training discuss their educational experiences. In addition, they may elect to discuss individual treatment cases and present didactic material of special interest to them.

Trauma-Focused Discussions: Traumatic exposure has been implicated as a risk factor for numerous major mental health disorders, including depression, substance use/dependence, and PTSD. Trauma is also associated with physical health problems (e.g., ischemic heart, chronic lung and liver disease), negative health behaviors (e.g., smoking and severe obesity), difficult social, academic, and/or occupational functioning and overall

decreased quality of life. This seminar will address the relevance of trauma to general clinical practice in children and adults. Discussion will also include knowledge of trauma science and the different types of best practice informed treatment.

Testing Seminar: Psychologists-in-Training will be supervised and trained in testing practice and protocol, ethics, conducting feedback, as well as review of specific tests. Psychologists-in-Training will have the opportunity to explore/develop skills in test administration, scoring, writing, and feedback. Testing didactics are scheduled by the testing supervisor and are dependent upon each cohort's training needs.

Advanced Issues in Behavioral Health:

1. Cultural Context Competency: covers issues associated with racial, ethnic, religious, gender, sexual orientation, age, and ability differences.
2. Ethics and Risk Management: covers general issues of ethics and risk management for psychologists, as well as guidelines APA has issued for specific areas.
3. Professional Development: Psychologists from the community and within Woodhull are invited to discuss licensing issues, EPPP exam, private practice development and varied non-traditional roles of psychologists.
4. Advanced Issues in Behavioral Health: covers advanced issues in clinical practice including PTSD, Substance Use and Recovery, DBT, Child Maltreatment, Chronic Mental Illness, Play-Therapy. The topics covered vary depending on training needs.

Other Didactic Experiences: Internal training seminars sponsored by H+H, and web-based training. For example, previous trainings have included learning about the DSM-V, Play Therapy for Young Children, Trauma Focused Cognitive Behavioral Therapy (TF-CBT), CBT for Psychosis.

Core Educational Activity/Teaching Experience: Psychologists-in-training, under the guidance of a supervisor/mentor, are responsible for developing and presenting an educational session on a psychological topic with a focus on community psychology. The presentation is tailored to a specific audience, which may include mental health professionals within Woodhull Medical Center or external groups such as teachers, community organizations, Child Protective Services, Head Start programs, or other community members who have requested training. This experience provides Psychologists-in-Training with an opportunity to share their knowledge while enhancing their ability to communicate complex concepts to different audiences.

All core rotations are located at Woodhull Medical Center.

Elective Rotations

Number of months and hours vary depending on the elective rotation; all didactics are subject to supervisor availability, and may vary by training year.

Some of the services described as part of the core program are also available as elective rotations. Students already scheduled for these experiences may choose to spend more than the minimal time or take on more than the minimal number of cases. For example:

Psychologists-in-Training may spend more time on the Inpatient service.
Psychologists-in-Training may facilitate more than one therapeutic group.

In addition, electives are available in the following service areas:

Bilingual (English/Spanish) Clinical Experience: Psychologists-in-Training will work collaboratively with Child & Adolescent and Adult Outpatient Service supervisors to provide services to the Latinx community of Bushwick. Psychologists-in-Training will provide individual and/or family therapy in Spanish to children/adolescents and adults attending the outpatient department. Psychologists-in-Training are required to provide at least one psychoeducational presentation (in Spanish) to the Latinx community or to staff who work in various community agencies. Psychologists-in-Training participate in group/individual supervision (in Spanish) for 1 hour per week for 12 months. Supervision is provided by a Bilingual/Bicultural psychologist.

CPEP/Emergency Room: The Psychologist-in-Training will be integrated into the daily operations of a Psychiatric Emergency Room by evaluating patients with a broad range of mental health difficulties, including psychotic and affective illnesses requiring hospitalization to adjustment disorders and cases needing brief supportive interventions or referral to outpatient treatment. The Psychologist-in-Training will have the opportunity to provide interim follow-up on high risk cases by seeing the patient with the Mobile Crisis unit until the patient attends their first outpatient appointment. In addition, Psychologists-in-Training will acquire a working knowledge of medications used in an ER setting to treat specific mental disorders, and learn about the side effects that contribute to non-compliance. The Psychologist-in-Training will work under the supervision of a full-time psychiatrist and a psychologist.

LGBTQ+: This elective rotation within Child and Adult Outpatient Services is grounded in a Gender and Sexual Orientation-Affirming model, which embraces and celebrates all identities and relationships. Psychologists-in-Training will participate in didactic sessions and weekly group or individual supervision designed to enhance their understanding and competency in providing culturally sensitive care. During this rotation, Psychologists-in-Training will engage in didactics and both individual and group therapy, working with patients along the gender and sexual orientation spectrums. They will have the opportunity to explore issues related to identity, acceptance, and resilience in a supportive therapeutic environment. This rotation aims to equip Psychologists-in-Training with the skills and confidence to provide affirming and effective mental health services to diverse populations.

Mobile Crisis Unit: Psychologists-in-Training will assist in the assessment of cases in crises, and learn the bases of decisions regarding hospitalization. The more acute experience will be primarily an apprenticeship, in which Psychologists-in-Training watch experienced clinicians, and then participate along with them. Toward the end of the rotation, they may have an opportunity to conduct assessments independently and review them immediately afterward with a supervisor. Psychologists-in-Training will be involved in the assessment of the full age range of patients. In-vivo supervision plus an additional 1 hour of supervision per week.

OB/Women's Health Clinic Collaborative: The Department of Obstetrics, Gynecology and Women's Health offers expertise in the management of high-risk pregnancies, the treatment of malignancies in the reproductive system, and the treatment of difficult gynecological problems. The department also offers complete primary obstetrical and gynecological care for teenagers and young adult women, ages 15-25. A Psychologist-in-Training's participation focuses on women's reproductive mental health needs in an effort to reduce stress and improve well-being; high levels of stress have been shown to increase the risk of adverse outcomes for women and newborns. Increasingly, assessment and management of mood and anxiety problems during pregnancy entails consideration of life stress and interpersonal relationships with partners, friends, and family members. Services would provide pregnant and postpartum women with emotional support through groups and/or individual meetings.

Lifestyle Medicine (LM): This clinic provides an approach to preventing and treating lifestyle-related chronic diseases using evidence-based lifestyle modification as a primary treatment modality. The American College of Lifestyle Medicine (ACLM), the leading professional society in this field, encourages changes across 6 pillars: a whole-food, predominantly plant-based eating pattern; physical activity; stress management; restorative sleep; positive social connections; and avoidance of substance use. A strong body of evidence supports the benefits of LM in preventing and treating CVD, hypertension, T2DM, and other lifestyle-related chronic conditions. Psychologists-in-Training will complete intakes and run groups on this rotation.

Groups: Psychologists-in-Training may lead or co-lead a 60-minute weekly group in CAOPD or AOPD, either independently or with a staff member. Group offerings are subject to change, but historically have included social skills for adolescents on the spectrum, DBT, parenting skills, and CBT for psychosis. Groups may focus on particular age ranges, diagnostic categories, skills, or content areas. Supervision will be provided by a psychologist in either CAOPD or AOPD, dependent upon the group.

Transitional Age Youth Program (TAY/"Elevate You"): Psychologists-in-Training will provide behavioral health services to transitional-aged youth ages 16–25 through the Elevate You program. Trainees will have opportunities to provide individual, milieu, and group therapy, as well as partake in community outreach to promote engagement and follow-up. They will participate in a multidisciplinary team of a psychologist, psychiatrist, creative arts therapist, peer advocate, and community health worker to provide comprehensive support to young people as they transition to adulthood. Training experiences include addressing mental health and substance use concerns, supporting life skills and prosocial development, and collaborating with providers around educational, vocational, social, and primary care needs.

Consultation Liaison/Brief Behavioral Intervention: Psychiatric consults are requested by attending physicians, residents, nurses, or other health care providers from a variety of specialty units for patients hospitalized for medical diagnoses and experiencing comorbid psychological difficulties. Consultations are commonly requested for assessment of depression, anxiety, suicidal ideation, behavioral changes, psychosis, delirium, cognitive impairment, substance abuse and decisional capacity. After an initial assessment by the Consultation Liaison psychiatrist, with whom the Psychologists-in-Training will work closely, patients will be referred to Psychologists-in-Training for brief, bedside interventions for the duration of their inpatient stay. During this rotation, Psychologists-in-Training will strengthen differential diagnostic skills when working with the medically ill, as well as learn to communicate and collaborate effectively with physicians and other providers involved in the patient's care.

Quality Improvement Project (QI): In addition to the required Inpatient QI project, Psychologists-in-Training can select to conduct a small applied research/outcome evaluation project, typically focusing on an evaluation of some aspect of service delivery in one of the service units to which they are assigned. This project is designed in collaboration with the supervisor, the Training Director, and the Director of Psychological Services, with the findings communicated orally and in written form to the unit supervisor/administrator and staff. To fulfill this requirement, Psychologists-in-Training may also participate in the development of services in which goals and outcome measures for a proposed project are identified. Examples of Quality Improvement Projects include attendance rates to screening/intake/treatment appointments, role of attendance in the effectiveness of treatment and clinic functioning and exploring high rates of readmits to the Inpatient unit.

Substance Use and Recovery Program (SUR): Psychologists-in-Training are assigned 1-3 outpatient cases within the Substance Use and Recovery Program (SUR), providing them with the opportunity to work with patients who present with a range of alcohol and substance use disorders, including various forms of addiction. As part of their training, Psychologists-in-Training conduct intake evaluations for new patients, ensuring that

assessments are thorough and aligned with the therapeutic goals of the program. They will engage in weekly individual supervision with a psychologist who supports their clinical development, offering guidance in case conceptualization, therapeutic interventions, and understanding the complexities of substance use and recovery. Through this rotation, Psychologists-in-Training gain valuable experience in addressing substance use disorders within a collaborative, team-based treatment environment.

Ride the Bike: The goal of this rotation is to turn NYC youth on to cycling and living a more active life in a way that is fun and safe. This program nurtures healthy living habits and lifestyles in our young people and provides them with a "mentorship" relationship outside the therapy office, as made possible by sponsors and partner groups. Rides are planned from May through October, with at least two to four seasoned and senior Kids Ride Club leaders on each ride (usually more). Psychologists-in-Training work with the senior leaders to keep the rides safe, make sure groups stay together, help with planned activities, and of course, to develop healthy relationships with the youngsters. There is a brief orientation for kids and leaders before every ride. Volunteers receive a free cycling jersey after 3 rides, a pair of matching shorts after 6, and other accessories (cap, gloves, etc.) after 9 additional rides.

SUPERVISION

Core Supervision

The Psychology Department is committed to the ongoing professional development and education of its Psychologists-in-Training and seeks to promote in the group a commitment to the pursuit of personal and professional exploration in supervision. The Psychologists-in-Training will have three primary supervisors for the core Child, Adult, and Testing caseloads, and will receive at least three hours per week of individual supervision, as well as a number of additional hours of group supervision and other learning experiences. In addition to the core competency areas, supervisors also teach and provide supervision to Psychologists-in-Training in specific methods of assessment and treatment approaches, e.g. clinical interview-based assessments, the administration and interpretation of specific psychological tests, cognitive behavioral therapy, dynamic therapy, treatment interventions for trauma victims, etc. depending on the particular rotation and particular supervisor.

Psychologists-in-training will also have a supervisor for the months spent in the Inpatient units. These supervisors will meet one hour per week with Psychologists-in-Training in addition to providing in-vivo supervision in the milieu.

Elective Supervision

In addition to the primary supervisors, each Psychologist-in-Training will have several other designated supervisors assigned to him or her during the course of the year. Supervision in these settings is in the form of individual meetings, small group supervision, and apprentice experiences. Each Psychologist-in-Training's training program is different based on the rotations they have elected, but considering both core and elective supervision, a Psychologist-in-Training typically receives at least three hours of individual supervision, and at least six hours per month of paired or group supervision.

Supervision styles and theoretical orientations vary, but there is a common emphasis on psychodynamic, cognitive behavioral, developmental, and family systems perspectives informing our conceptualizations and treatment approaches. Clinical supervision will also be available in assessment and treatment seminars, which utilize audiotape and case conference methodology. Psychologists, psychiatrists, social workers, and mental health specialists throughout the hospital are also available for consultation and teaching in their areas of expertise.

Complementing basic individual and group supervision, through the process of working closely with a number of different supervisors, Psychologists-in-Training are also exposed to role modeling and mentoring on an ongoing basis.

EVALUATION

Strength-Based Model of Competency Development

At Woodhull Medical Center, our internship program is dedicated to shaping psychologists who are capable, compassionate, and skilled in navigating the complexities of clinical practice. Our approach integrates **cultural context** into all aspects of training, emphasizing the importance of understanding how individual and community identities influence therapeutic work and relationships. This is woven throughout each core competency, ensuring that our trainees are prepared to meet the needs of those they serve with respect, empathy, and competence.

Our competency model focuses on nine key areas, providing a comprehensive framework for growth. Through a blend of hands-on experiences, direct supervision, mentoring, and ongoing feedback, we foster the development of well-rounded clinicians capable of practicing in diverse settings. The goal is not only to build technical expertise but also to cultivate thoughtful, ethical practitioners who are equipped to approach each case with cultural humility.

Core Competencies

I. Communication and Interpersonal Skills
Psychologists-in-Training demonstrate the ability to communicate clearly and effectively across diverse contexts. They build positive relationships with clients, colleagues, and community members while managing complex interpersonal situations with skill and empathy. Self-awareness as a professional is nurtured, fostering effective communication in both one-on-one and group settings.

II. Individual and Cultural Diversity
Psychologists-in-Training develop a deep understanding of how diversity influences the therapeutic process, including working with individuals, families, and groups from various cultural backgrounds. They integrate cultural context into clinical practice and continuously seek opportunities for professional development related to cultural awareness. This competency is central to creating relationships of trust and understanding with clients from a variety of backgrounds, including those from underserved communities.

III. Professional Values, Attitudes, and Behavior
Our program emphasizes professionalism, accountability, and self-reflection. Psychologists-in-Training engage in regular self-assessment and demonstrate a strong professional identity. They are encouraged to practice self-care as a critical component of functioning effectively as clinicians, ensuring their well-being as they navigate the demands of their work.

IV. Ethical and Legal Standards
Psychologists-in-Training demonstrate a comprehensive understanding of ethical and legal guidelines in psychological practice. They recognize ethical dilemmas and manage these challenges by adhering to the APA Ethical Principles and Code of Conduct. In their interactions with clients, colleagues, and the community, they remain committed to upholding the highest standards of professional integrity.

V. Assessment
Psychologists-in-Training acquire proficiency in clinical assessment through structured experiences in intake

evaluations, psychological testing, and case formulation. They apply evidence-based assessment methods, integrating data from various sources to provide clear and useful reports that inform treatment and intervention plans.

VI. Intervention
Psychologists-in-Training develop and implement evidence-based interventions tailored to individual client needs. They continuously monitor the effectiveness of these interventions, making adjustments as necessary to ensure optimal therapeutic outcomes. Through their work, they refine case conceptualizations and treatment planning skills.

VII. Consultation, Interprofessional/Interdisciplinary and Systems-Based Practice
Psychologists-in-Training engage in consultation and collaboration with multidisciplinary teams, applying systems-based practice to enhance the delivery of psychological services. They understand the interconnectedness of mental health, medical care, and community resources, and work collaboratively with professionals from other fields to promote comprehensive care for clients.

VIII. Supervision
Psychologists-in-Training actively seek supervision and use feedback to refine their clinical skills. They participate in peer consultation and supervision, contributing to a supportive and collegial learning environment. As they progress, they are encouraged to facilitate peer supervision and provide guidance to junior trainees.

IX. Research and Scholarship
Multicultural competency and scholarly inquiry are central commitments of our internship program and therefore are crosscutting core competencies that are embedded in each of the other core competency goals. Psychologists-in-Training display critical scientific thinking and integrate research into their clinical practice. They draw on the latest scientific literature to inform their work, and where applicable, engage in scholarly activities such as research projects or quality improvement initiatives. They understand the role of empirical evidence in advancing psychological practice and contribute to the ongoing development of the field.

This competency-based approach, rooted in cultural context and an emphasis on practical, hands-on learning, ensures that our Psychologists-in-Training are not only equipped to provide high-quality, culturally informed care but are also prepared to contribute meaningfully to the field of psychology as scientists, practitioners, and advocates for social justice.

Competency Model of Evaluation

The fundamental aim of our internship program is to promote the professional development of Psychologists-in-Training in each of the nine core competency categories: I) communication and interpersonal skills; (II) individual and cultural diversity; (III) professional values, attitudes and behavior; (IV) ethical and legal standards; (V) assessment; (VI) intervention; (VII) consultation and interprofessional/interdisciplinary; (VIII) supervision; and (IX) research and scholarship. Training in the core competencies occurs through an organized program consisting of multiple experiences. These include but are not limited to: the delivery of professional services in the core and elective placements; supervision and mentoring; participation in structured training such as the core seminar; and completion of a scholarly project. The progress of Psychologists-in-Training in developing these competencies is assessed by supervisors informally throughout the year and formally through written assessments at two points of time during the year. The competency categories and the individual competencies are as follows:

I. Communication and Interpersonal Skills

A. Communicates effectively
B. Forms positive relationships with others
C. Manages complex interpersonal situations
D. Demonstrates self-awareness as a professional

II. Individual and Cultural Diversity

A. Demonstrates awareness of diversity and its influence
B. Develops effective relationships with culturally diverse individuals, families, and groups
C. Applies knowledge of individual and cultural diversity in practice
D. Pursues professional development about individual and cultural diversity

III. Professional Values, Attitudes and Behavior

A. Displays professional behavior
B. Engages in self-assessment and self-reflection
C. Demonstrates accountability
D. Demonstrates professional identity
E. Engages in self-care essential for functioning effectively as a psychologist

IV. Ethical and Legal Standards

A. Demonstrates awareness of ethical and legal standards applicable to Health Service Psychology practice, training, and research
B. Recognizes and manages ethical and legal issues in Health Service Psychology practice, training, and research
C. Adheres to the APA Ethical Principles and Code of Conduct

V. Assessment

A. Conducts clinical interviews
B. Appropriately selects and applies evidence-based assessment methods
C. Collects and integrates data
D. Summarizes and reports data

VI. Intervention

A. Formulates case conceptualizations and treatment plans
B. Implements evidence-based interventions
C. Monitors the impact of interventions

VII. Consultation, Interprofessional/Interdisciplinary and Systems-Based Practice

A. Provides consultation (e.g. case-based, group, organizational systems)
B. Engages in interprofessional/interdisciplinary collaboration
C. Engages in systems-based practice

VIII. Supervision

A. Seeks and uses supervision effectively
B. Use supervisory feedback to improve performance
C. Facilitates peer supervision/consultation

D. Provides individual supervision/peer consultation (if applicable)

IX. Research and Scholarship

A. Displays critical scientific thinking
B. Uses the scientific literature
C. Implements scientific methods

Evaluation Process

Toward the end of the first month of internship (September), each Psychologist-in-Training will complete a self-evaluation. This self-evaluation will assist in the identification of strengths and areas for further growth and development.

In addition to the on-going feedback and evaluation which is a natural part of the supervision process, each Psychologist-in-Training receives formal, written evaluation ratings from each of their primary supervisor at midpoint (March) and at the completion of each training year (August). Throughout the year, and formally at the end of the year, Psychologists-in-Training are asked to include suggestions for improving the training program overall. Particular attention is paid to diversity of cases and volume, supervision, and on-site seminars.

Requirements for Completion of Internship

To successfully complete the internship, Psychologists-in-Training are expected to meet the following requirements: 1) The internship requires one year of full-time training to be completed in no less than 12 months. Psychologists-in-Training must complete a minimum number of hours of supervised on-duty time during the internship year. Psychologists-in-Training have the option of completing additional hours beyond the hours needed to meet state licensing requirements. 2) Psychological Assessment: Psychologists-in-Training must complete a minimum number of assessment reports as determined by the Director and Associate Director. These assessments must be based on data integrated from multiple sources and must include written reports with diagnostic impressions and recommendations. Assessments based solely on interviews do not meet this requirement. 3) Didactic Training: Psychologists-in-Training are required to attend seminars and didactics presented by department faculty members as-scheduled, and are encouraged and often required to attend in-service conferences and other didactic presentations associated with their elective rotations. 4) Case Presentations: In addition to informal case presentations made in supervision, Psychologists-in-Training are required to present one psychotherapy case and one assessment/diagnostic case to demonstrate competency in these areas. 5) Competence in Clinical Activities: **Goal for Psychologist-in-Training evaluations done prior to 12 Months (mid-year)**: All competency areas will be rated at a level of competence with a score of 3 (Average Performance/On Track for Post-Doc Readiness) or higher. No competency areas or items will be rated with a score of 1 (Performance Insufficient) or score of 2 (Requires Remedial Work) without an immediate skill development plan in order to assist the Psychologist-in-Training in progressing to a higher level of functioning.

Goal for Psychologist-in-Training Evaluation Done at 12 Months (end-of-year): In order to successfully complete internship, Psychologists-in-Training must receive a rating of at least 3 (Meets Minimum Requirements/Ready to Graduate – Entry-Level Practice Readiness Demonstrated) across all core rotations (Adult, Child/Adolescent, Inpatient, Testing).
Competency areas or items rated with a score of 1 (Performance Insufficient/Does Not Meet Graduation Requirements) or 2 (Requires Remedial Work/Does Not Meet Graduation Requirements) will require immediate remediation via Skill Development, and will prevent graduation until those competencies are demonstrated.

PROGRAM SELF-ASSESSMENT AND QUALITY IMPROVEMENT

The internship program is committed to program self-assessment and quality improvement. The Director, Associate Director, Training Supervisors, and current Psychologist-in-Training class have the basic responsibility for program self-assessment and quality improvement. The program is evaluated in an on-going manner by both supervisors and Psychologists-in-Training, both participating in maintaining the program current and effective. The Director of Psychology Training, Associate Director, and training supervisors review Psychologists-in-Training evaluations of the internship experience and suggestions for improvements. The Training Supervisors are responsible to ensure the goals, objectives of the internship, and that opportunities for improvement are considered. Informal evaluation of the internship is a continuing on-going process. Psychologists-in-Training are encouraged to bring up issues, concerns, and suggestions for improvement throughout the year to their supervisors, Associate Director, and the Director of Psychology Training. The Director and Associate Director meet briefly with the Psychologists-in-Training at the beginning of each weekly Psychologist-in-Training seminar to discuss possible concerns. Mid-year and at the completion of the program, Psychologists-in-Training meet with the Director to provide a more detailed evaluation of the internship. This includes a description of the primary activities of each rotation, including aspects of the rotation found to be most beneficial and suggestions for improving rotations. The Psychologists-in-Training are also asked to include suggestions for improving the training program overall. Particular attention is paid to diversity of cases and volume, supervision, facility resources, and on-site seminars.

DUE PROCESS AND GRIEVANCE PROCEDURES FOR PSYCHOLOGISTS-IN-TRAINING

Psychologists-in-Training are employees of Woodhull Medical Center, and, as such, are entitled to the avenues open to all employees concerning problems that may come up during their internship year. In general, employees are encouraged to discuss concerns, complaints, and grievances with their immediate supervisors, and to take those concerns up the supervisory chain of command if the situation is unresolved after discussion with the immediate supervisor.

In the case of the internship program, the supervisory chain of command that exists for Psychologists-in-Training regarding their experience as Psychologists-in-Training is as follows:

1. Direct supervisor for the specific clinical rotation in which the student is located
2. Director of Psychology Training and Director of Psychological Services
3. Chairman Department of Behavioral Health

In addition, Psychologists-in-Training may register complaints or concerns about issues in a particular service at Woodhull Medical Center with the following individuals:

1. Clinician Supervisor of the unit
2. Clinician Administrator of the unit
3. Director of Services

Psychologists-in-training may also discuss concerns about a particular service with the Associate Director of Training.

Psychologist-in-Training's concerns are important to us and we never want Psychologists-in-Training to feel that any avenues of access are closed. Psychologists-in-Training are free to consult with the Training Directors in their home institutions, with outside official or unofficial mentors, with other supervisors, or with anyone else whom the Psychologists-in-Training feel would be helpful.

The Hospital recognizes that employees may have more difficulty bringing complaints through the normal chain of command in certain cases, and has offices in charge of certain types of issues, which employees may access directly. At the beginning of the internship year, Psychologists-in-Training will be expected to complete Woodhull's orientation sessions that educate students about their rights and obligations.

OFFICE HOURS AND VACATION POLICY

The general office hours for the internship are Monday through Friday 8:30am–5:30pm; depending upon the service, one day per week may be 9:00am–6:00pm. However, the Psychologist-in-Training's professional responsibilities may extend the workweek beyond its customary 40 hours depending on the individual training program. Hours are dependent upon Psychologists-in-Training are designated sick and annual leave days.

Stipend
The 2026-2027 stipend is anticipated to be approximately $53,174 for the twelve-month period.

Holidays

September	Labor Day
October	Indigenous Peoples' Day
November	Election Day, Veterans Day, Thanksgiving
December	Christmas
January	New Year's, Martin Luther King Jr. Day
February	Presidents Day (floating holiday)
May	Memorial Day
June	Juneteenth
July	Independence Day

Woodhull Medical and Mental Health Center is an Equal Opportunity/Affirmative Action Employer and does not discriminate based on an individual's sex, race, color, religion, age, disability, veteran status, national or ethnic origin, sexual orientation, or gender identity or expression.

APA Accreditation Status

This internship program is fully accredited by the Office of Accreditation of The American Psychological Association. Questions related to the program's accreditation status should be directed to the Office of

Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002-4242. Phone: (202) 336-5979; E-mail: apaaccred@apa.org. This internship site agrees to abide by the APPIC Match Policies.

APPLICANT QUALIFICATIONS FOR PSYCHOLOGY INTERNSHIP

The Training Committee at Woodhull Medical Center has identified the following criteria as essential qualifications in order for applicants to be considered for the internship program:

1. Enrolled in an APA approved doctoral training program in clinical, counseling, or clinical and community psychology;
2. Minimum of 400 face-to-face hours of assessment and intervention (350 Direct Contact Intervention Hours and 50 Direct Contact Assessment hours combined) at the time of application
3. At least three years of graduate training;
4. Have a Master's Degree by start of internship;
5. Passed the comprehensive or qualifying exam by the application deadline;
6. Approved dissertation proposal by the application deadline; and
7. Prospective Psychologists-in-Training must have approval to pursue an internship from their program Training Director.

Applying to the Internship Program

Applicants for Woodhull Medical Center Internship must submit the following materials by 11:59pm **the third Friday of November**.

- APPIC Application for Psychology Internship (AAPI2010) Form (This on-line application form is available from the APPIC Web Site at http://www.appic.org/)
- Official transcripts of related graduate work.
- **Three letters** of recommendation from professionals who have observed their academic and applied performance. Two of these evaluations must be from clinical practicum supervisors.
- Current Curriculum Vitae.
- A cover letter with the name of their current graduate program in **bold**.

Psychologist-in-Training Selection Process Dates:

- Third Friday of November – Woodhull Medical Center Application Deadline at 11:59pm.
- December 2026 – Final day of selection and notification by e-mail of candidates for interviews. Candidates who are finalists for the internship will be asked to have a personal interview. We are expecting to schedule in-person and virtual individual and group interviews, with one day of virtual interviewing offered; virtual interviews will be assigned on a "first come, first serve" basis for applicants outside of the tristate area and are not guaranteed for all applicants. We will inform all interviewees for the internship cycle of any changes in our schedule to support safe and equitable practices.

- Woodhull Medical Center adheres to the procedures established by the Association of Psychology Postdoctoral and Internship Centers (APPIC) for notifying candidates. Internship offers will be coordinated through the APPIC Internship Matching Program. Our program code number is 1746. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

APPLICANT INTERVIEW POLICY

An interview with our staff of psychologists and a visit to our site is very helpful in assessing the fit between an applicant's training needs and the opportunities our internship program offers. For that reason, we require an on-site or virtual interview as part of the application process. After an initial review of the applications we receive, we contact selected applicants in December to invite them for interviews. If the applicant is not selected for an interview, they will be notified by email during the last week in December.

Our interviews are scheduled for January. Groups of eight to ten applicants are invited to interview at one time. We ask that applicants set aside 4 hours to spend with us. Applicants will be scheduled for one individual interview, one group interview, a group meeting with the Director and Associate Director of Psychology Training for an overview of the program, a group meeting with various supervisors and staff to learn about different rotations, and a group meeting with the current group of Psychologists-in-Training to hear about their experiences and to take a tour of the facility.

- Please bring a small, passport-like picture of yourself to the in-person interview or send a digital picture prior to a virtual interview. If in-vivo, on the back of the picture, please write your full name and the date of interview. It is very helpful for us to have your picture when we discuss potential Psychologists-in-Training and develop our rank order list; your picture will be shredded once the match process is complete, or if you prefer, we can mail it back to you. If you would like the photo mailed back, please provide a self-addressed envelope on the date of your interview.

- If you are scheduled for a virtual interview, you will be provided with a link to our WebEx meeting room prior to the start of your interview.

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

INTERNSHIP ADMISSION, SUPPORT, INITIAL PLACEMENT DATA

Internship Program Admissions
Date Program Tables are updated: Beginning of Internship Year/September

Briefly describe in narrative form Important Information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on Psychologist-in-Training selection and practicum and academic preparation requirements:
The Internship in Clinical Health Psychology at Woodhull Medical Center provides a generalist training within a clinical model to meet the mental health needs of underserved populations. All Psychologists-in-Training are required to participate in year-long core rotations within the Adult and Child & Adolescent Departments and Adult Inpatient Services. All Psychologists-in-Training are required to take part in a year-long Psychodiagnostic Testing rotation. Psychologists-in-Training are also required to develop an area of interest by selecting from elective rotations, which are offered based upon supervisory availability. Required experiences, such as Inpatient may also be extended and be counted toward elective experiences. We offer significant supervision in all minor and core rotations. Psychologists-in-training will also participate in a didactic and trauma seminar series. An interview with our faculty members and a visit to our site (if interviewed-in-person) is required to assess the fit between applicants' training needs and the opportunities our internship offers. After an initial review of the applications received, we contact selected applicants during December to invite them to interview. If applicants are not selected for an interview, they will be notified by email during the last week in December. Applicants will be scheduled for an individual interview, a group interview, a meeting with current Psychologist-in-Training class, and a meeting with current faculty. Applicants who are bilingual (English/Spanish) will, in addition, have a 30-minute interview and information session in Spanish with a faculty member to better assess skill level and interest in bilingual/bicultural work.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, Indicate how many:			
Total Direct Contact Intervention Hours	☐ N	☒ Y	Amount: 350
Total Direct Contact Assessment Hours	☐ N	☒ Y	Amount: 50

Describe any other required minimum criteria used to screen applicants:
1. Enrolled in an APA approved doctoral training program in clinical, counseling, or clinical and community psychology; 2. Minimum of 400 face-to-face hours of assessment and intervention (350 Direct Contact Intervention Hours and 50 Direct Contact Assessment hours combined) at the time of application 3. At least three years of graduate training; 4. Have a Master's Degree by start of internship; 5. Passed the comprehensive or qualifying exam by the application deadline; 6. Approved dissertation proposal by the application deadline; and 7. Prospective Psychologists-in-Training must have approval to pursue an internship from their program Training Director.

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Psychologists-in-training	$53,174	
Annual Stipend/Salary for Half-time Psychologists-in-training	NA	
Program provides access to medical insurance for Psychologist-in-Training?	☒ Yes	☒ No
If access to medical insurance is provided:		
Trainee contribution to cost required?	☐ Yes	☒ No
Coverage of family member(s) available?	☒ Yes	☐ No
Coverage of legally married partner available?	☒ Yes	☐ No
Coverage of domestic partner available?	☒ Yes	☐ No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	112	

Initial Post-Internship Positions
(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2024 – 2026	
Total # of Psychologists-in-Training who were in the 3 cohorts	12	
Total # of Psychologists-in-Training who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center	2	3
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center		
Independent practice setting		2
Hospital/Medical Center	5	

STATEMENT OF NONDISCRIMINATION

Woodhull Medical and Mental Health Center is an Equal Opportunity/Affirmative Action Employer and does not discriminate based on an individual's sex, race, color, religion, age, disability, veteran status, national or ethnic origin, sexual orientation, or gender identity or expression.

NEW YORK CITY~ HEALTH AND HOSPITALS CORPORATION
HUMAN RESOURCES
POSITION DESCRIPTION

Position Title: Psychologist-in-Training
No Occupational Group

Title Code:

General Statement of Duties and Responsibilities:

Under direct supervision by a qualified psychologist, without latitude for independent or un-reviewed action or decision, performs work of ordinary professional difficulty and responsibility, in the field of Clinical Psychology.

Examples of Typical Tasks:

- Participates in treatment program by administering psychotherapy, i.e. Individual and group psychotherapy, and interpreting and presenting therapeutic results.
- Administers and scores standard group and individual psychological tests.
- Selects test batteries to be administered.
- Administer, analyzes and interprets test results. Prepares reports of psychological findings for inclusion in clinical case records.
- Consults with psychologists, psychiatrists, physicians, and psychiatric social workers regarding the diagnoses, prognoses, and recommendations for treatment of individual cases.
- Attends and participates in Psychological Services staff meeting, and general staff conferences.
- Maintains suitable records and files of test performances and therapy progress of patients.
- Participates in research by collecting, analyzing, and summarizing data.
- May participate in instruction and/or in-service training in individual areas of expertise, or through presentation of psychodiagnostic and psychotherapeutic case material.

Direct Line of Promotion: None.

DIRECTIONS

760 Broadway Brooklyn, New York 11206
General Information: (718) 963-8000

By Car

From Brooklyn:

Take the Brooklyn-Queens Expressway (BQE) to Flushing Avenue exit. Turn right on Flushing Avenue and go two blocks. Make right onto Franklin Avenue. At the end of the block make left onto Park Avenue. Go straight for one and a half miles. Make left onto Throop Avenue. Parking lot on the right hand side of the street. Or take the Jackie Robinson (Interboro) Parkway to the Bushwick Avenue exit. Continue to Myrtle Avenue. Make left on Myrtle and go to Throop Ave. Make right on Throop. Hospital and parking lot on the right, immediately past Park Avenue.

From Manhattan:

Take Williamsburg Bridge. After crossing the bridge bear right to reach Broadway. Make left onto Broadway. Continue on Broadway for approximately 15-20 lights. Make right onto Sumner Avenue. At next light make right onto Park Avenue. Go one block and make right onto Throop Avenue Parking lot on the right hand side of the street.

From the Bronx And Queens:

Take the Bronx-Whitestone Bridge to the Whitestone Expressway to Grand Central Parkway (GCP). Take the GCP West to the Brooklyn Queens Expressway (BQE). Take the BQE to Flushing Avenue. Continue on Flushing Avenue for about 910 lights and make a right turn onto Broadway and continue as above.

From Staten Island:

Take the Verrazano Bridge to the Brooklyn-Queens Expressway (BQE). Take the BQE to Flushing Avenue exit. Turn right on Flushing Avenue and go two blocks. Make right onto Franklin Avenue. At the end of the block make left onto Park Avenue. Go straight for one and a half miles. Make left onto Throop Avenue. Parking lot on the right hand side of the street.

By Subway

J or M to Flushing Ave. stop at Broadway
G to Flushing Ave. stop walk down Flushing Ave. to Broadway Hospital at corner L to Myrtle Avenue and change for the J or M trains, to Flushing Ave, stop

By Bus

No. 15 Bus – New Lots
No. 40 Bus – Ralph Avenue
No. 46 Bus – Utica Avenue
B. 43 Bus - Tompkins Avenue
No. 54 Bus – Myrtle/Wyckoff Avenues
No. 57 Bus – Manhattan Avenue
No. 62 – Bus – Graham Avenue
Q 24 Bus – Bway/Lafay Ave No. 40 Bus
No. 25 Bus – Fulton/Bway No. 46 Bus
No. 26 Bus – Wyckoff/Myrtle No. 10 Bus
No. 38 Bus – Seneca/Myrtle No. 40 Bus

No. 44 Bus – Nostrand/Emmons No. 57 Bus
No. 48 Bus – Meeker/Gardener No. 57
Bus B. 82 Bus – Penn/Seaview No. 40
Bus No. 52 Bus – Palmetto/St. N No.