PRE-DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY

A World-Class Patient-Centered Integrated Academic Medical Center.

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The Predoctoral Internship Program in neurorehabilitation at Rusk Rehabilitation, New York University Langone Medical Center (NYULMC) is an APA accredited program. As a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Training Program follows a Practitioner-Scholar Model of clinical training, incorporating 2000 hours of supervised clinical experiences in clinical, counseling, social and health psychology, neuropsychology and neuroscience, and systems theory. The Program focuses on both training and clinical experiences in mental/behavioral health.

Eight pre-doctoral interns will participate in a 12-month training program in the year 2014-2015.

The Clinical Pre-doctoral Internship Program is supported by hospital-based funding.

THE TRAINING PROGRAM IN CLINICAL PSYCHOLOGY

Overall Goal of the Training Program

The overarching goal of the Neurorehabilitation Internship Program is to provide the opportunity to develop competence in the application of psychological knowledge and practice to clinical problems in a complex medical setting. The Program places particular emphasis on introducing interns to the breadth and variety of professional roles assumed by psychologists, including intensive training in neuropsychological testing, individual and group psychotherapy, cognitive rehabilitation and consultation. Integral to an intern’s training is becoming an effective member of the interdisciplinary team.

A core focus of intern training is the impact of multicultural values, language and health literacy on the rehabilitation process. As the primary setting for this internship is a rehabilitation medicine department, emphasis is placed on clinical experiences in working with issues of adjustment for individuals facing a range of physical and cognitive challenges. The training involves a strong experiential component. Interns work closely with their supervisors in a variety of clinical and professional roles including consultants to an interdisciplinary team. The hospital’s multicultural patient population ensures that interns have a fertile training ground to learn about culture and diversity as it informs and interfaces with clinical practice.

The goal of our internship is to train and prepare neurorehabilitation psychology interns to be competitive in obtaining either entry-level positions or further specialized training by the end of the training year. We strive to prepare our interns to be competent in core psychological areas of assessment, intervention and consultation. The internship provides a transitional year to apply previously learned knowledge, principles and theories to actual clinical situations and challenges. Interns learn to thoughtfully apply psychological principles to complex and diverse situations in contrast to utilizing prescribed interventions to specific problems. In order to facilitate this generalist perspective, the Rusk training mission is to provide training that prepares interns to develop the critical thinking and interpersonal skills needed to approach problems and professional challenges that will occur during the course of their careers. The generalist perspective includes a broad view of clinical practice in which creative problem solving of real-life situations is addressed by utilizing evidence-based interventions, critical thinking and viewing problems from multiple perspectives. The rich milieu of a large city rehabilitation setting also allows interns to practice these skills under supervision with patients.
with simultaneous physical, emotional, cognitive and psychosocial issues in the context of diverse cultural and disability backgrounds.

The Training Program treats patients from diverse cultural backgrounds with complex medical, neurological, physical and co-morbid psychiatric conditions. The most frequent diagnoses include Traumatic Brain Injury and other acquired brain injuries, Spinal Cord Injury, stroke, or medical illnesses with resultant disabilities (cancer, diabetes, Multiple Sclerosis). Many patients have co-morbid psychiatric diagnoses including PTSD, depression and anxiety disorders. Psychology interns serve in multiple roles including: psychological and neuropsychological assessment; individual, group and family psychotherapy; individual and group cognitive rehabilitation; stress management; and consultation with other disciplines. The clinical work often involves working with underserved and highly complex conditions involve issues of adjustment to physical and cognitive loss, reintegration into the community and implementation of practical interventions to enhance self-awareness while developing compensatory strategies.

**Clinical Setting for Program**

Rusk Rehabilitation strives for excellence in comprehensive rehabilitation by providing holistic and integrated patient care through the utilization of the interdisciplinary team approach. The Psychology Department and Training Program utilize this holistic approach to patient care. Drawing on his experience treating wounded soldiers during World War II, Dr. Howard A. Rusk, the founder of the Rusk Institute of Rehabilitation Medicine, developed what has become the key philosophy of rehabilitation medicine: treat the entire person. This philosophy identifies the individual as a person with emotional, psychological, social and spiritual needs - not just as someone with an illness or disability. This enables the treater to facilitate the maximum level of functioning by the delivery of the highest quality of patient care and treatment.

As an integral part of New York University Langone Medical Center (NYULMC), Rusk Rehabilitation has a legacy of training all members of the interdisciplinary rehabilitation team. Rusk Rehabilitation claims several distinctions: it has trained more medical residents in rehabilitation medicine, more physical and occupational therapists, and more rehabilitation psychologists than anywhere else in the world. In fact, graduates of our medical residency program chair over 25 rehabilitation departments across the country.

Among its many innovations, Rusk Rehabilitation was the first rehabilitation facility to incorporate both psychologists and social workers, treat children with disabilities and actively involve family members in the rehabilitation process. Numerous treatment programs have been developed at Rusk Rehabilitation from the results of decades of cutting edge clinical rehabilitation research, including vocational training for people with disabilities, treatment for aphasia, the use of prosthetics to replace limbs lost to amputation, vestibular therapy for inner ear disorders, driver education for disabled individuals, treatment of visual neglect and inattention following stroke and the use of cognitive rehabilitation following brain injuries. These programs are the forerunner of today’s rehabilitation medicine model of care.

Rusk has been meeting the needs of high-need populations from all cultural and ethnic background by treating children, adolescents and adults with congenital and neurological conditions in both inpatient and outpatient settings. Besides Rusk’s world-class inpatient rehabilitation services, Rusk specializes in a variety of outpatient rehabilitation services for adults and children including a holistic day treatment program for TBI, vestibular therapies, cancer treatment and neonatology, all of which have a psychology presence and opportunities for the predoctoral interns. Interns will be fully integrated into interdisciplinary teams involved in
each of Rusk’s specialized programs/SETTINGS. These teams include physiatrists, occupational therapists, physical therapists, vocational counselors, speech and language therapists, nurses, social workers and recreational therapists who work together to develop individualized treatment programs enabling patients reach maximum potential and level of independence. The overall goal of rehabilitation is the revitalization of the patient’s power to live a meaningful life; thus patients and their families are viewed as active participants in the rehabilitation process.

**Philosophy of the Program**

The internship’s overarching philosophy of training follows the Practitioner-Scholar Model, emphasizing the integration of state-of-the-art scientific inquiry and scholarship with a practical application of scholarly knowledge. Service delivery is a critical vehicle through which training occurs, but it is secondary to the educational emphasis of the Program. The model stresses the importance of the development of self-reflection and awareness, flexibility and openness to learning. Interns are trained to think critically and engage in scholarly inquiry. There is a value placed on the intern as a consumer of research and the importance of generating knowledge through practice and scholarly activities, thus utilizing evidence-based interventions. The primary emphasis in training a practitioner-scholar is the delivery of effective treatment that takes into account individual, cultural, ethical and societal considerations. The importance of personal and professional growth is emphasized in all aspects of the training program. The model depicts learning as a relational and reciprocal process.

Consistent with the overall philosophy of rehabilitation and the mission of NYULMC, the Training Program deeply respects and values the individuality and uniqueness of each intern and staff member. Our program is predicated on the belief that clinical work is enhanced when we utilize a compassionate and broader view of what it is to be a person including human variations and differences. Our clinical competence is improved through an integrated and nuanced understanding of the complex forces that influence an individual’s psychosocial development, including cultural, social, historical, economic and political factors. Professional growth requires thoughtful self-reflection as we expand beyond our own worldview, reduce the impact of our biases and learn to see the world through the perspective of others. All of the supervisors work on-site and in close proximity to the interns. The supervisors are readily available to interns as teachers, supervisors, mentors, consultants and colleagues. We seek to convey a flexible and respectful attitude toward intern’s questions and concerns and believe that staff accessibility is a critical component in optimizing the quality and depth of the training year. Interns are encouraged to take responsibility for their own learning by identifying individualized learning goals, through self-reflection and self-evaluation, taking an active role in program and curriculum development and by providing feedback and evaluation of their supervisors and training experiences. The Program strives to instill interns with the skills and attitudes expected of well-qualified and ethical neurorehabilitation psychologists.

We believe the Internship Program is a mutual learning experience. The interns bring a fresh perspective of new ideas, theories and research interests from their graduate school training and prior practicum experiences that provide an opportunity for supervisors to keep pace with new trends in the field. Differences in the intern’s life experience, cultural background, value system, theoretical orientation and career goals are important dimensions that add depth to the learning atmosphere in the program. The interns also provide a vital level of energy and enthusiasm to the supervisory process. We encourage and appreciate the interns’ contributions to our growth as supervisors.
Training is provided through an “apprenticeship” model in which interns gain skills and knowledge by working side-by-side with supervising psychologists. All of our supervisors have major patient care responsibilities and many of them provide leadership in training, research and administrative roles. Because treatment in provided by multidisciplinary teams in most clinical settings, interns also have frequent and close contact with clinicians and trainees from many disciplines. This apprenticeship model allows for frequent direct observation of supervisors, as well as immediate consultation, feedback and teaching. Interns receive regularly scheduled and intensive supervision that challenges them to thoughtfully explore and reflect on their clinical decisions. While styles of supervision vary from service to service, direct observation is the most common source of supervisory information.

The interns are viewed as junior colleagues. We value their training and seek to protect their learning needs by minimizing their involvement in hospital administrative issues. We strive, however, to explain how different political and economic forces at the Medical Center impact on clinical decision-making, programmatic changes and team process. Decisions must be made taking into considerations time pressures, pragmatic considerations, cultural issues as well as Medical Center and community resources.

The internship in our rehabilitation setting poses unique challenges that differ from those in typical mental health settings. An intern training in a rehabilitation hospital is challenged by incorporating new models of treatment that deal directly with the underlying goals and values of the setting at Rusk. The intern learns to incorporate aspects of clinical psychology, neuropsychology, health psychology and systems theory in order to meet these challenges. The clinical psychology component focuses on increasing the patient’s ability to utilize internal resources to manage the psychological and interpersonal stressors experienced following injury or illness. The neuropsychology component stresses a process approach and a search for patient’s strengths and resiliency, whereas the health psychology perspective emphasizes the development of flexible coping strategies. The systems approach emphasizes the importance of how disability and illness interact with the client’s value system, worldview and culture. These four components of our educational philosophy are consistent with the overall mission of Rusk Rehabilitation, which employs a systematic and individualized approach to assist individuals with disabilities to return to the community at their maximum level of functioning.

The Mission of the Training Program

The Rusk Clinical Psychology Internship Program is sponsored by NYULMC. The Program’s mission is congruent with that of the larger Medical Center. The mission of the Medical Center is to promote the relief of human suffering caused by disease and disability through education, research and patient care. In all activities, the Medical Center maintains the highest standards of excellence and consideration of the dignity of the individual. The Medical Center supports the goal of NYU Langone School of Medicine to merge the best traditions of the past with the most relevant content and vital teaching methods of the present, instill a respect for one’s profession and the people served, provide for the continuing education of professionals throughout their careers and foster an atmosphere of learning for all staff.

The Medical Center places the patient at the center of all efforts. The foundation for implementing the mission of the Medical Center includes the values and importance of patient/consumer satisfaction, mutual respect and creating and sustaining an environment that encourages change, responsiveness, participation, education, research and financial responsibility. NYULMC strives to provide the highest level of healthcare through the maintenance of a learning environment so that all employees can continue to strive and achieve
their optimum performance consistent with the institutional mission and goals. The Medical Center strives to provide an appropriate educational setting that will maintain scientific standards and further programs of health care, education and research and to insure the ongoing performance improvement systems for the review and evaluation of patient care and operations occur so as to systematically improve, enhance and sustain the quality, outcomes and effectiveness of our services.

Program Goals and Objectives

The goal of our internship is to train and prepare psychology interns for independent practice in psychology at entry level positions. Toward that end, the intern is expected to develop competence, to a level appropriate for an entry level position as a professional psychologist, in the following nine areas:

1) Theories and methods of psychological and neuropsychological assessment and diagnosis
2) Theories and application of psychological and neuropsychological intervention
3) Understanding individual differences and cultural/ethnic diversity
4) Understanding the patient’s perspective and the unique needs across the continuum of adjustment from onset of disability to successful community integration
5) Ability to function as an ethical psychologist
6) Ability to provide professional consultation and function as a member of the interdisciplinary team
7) Scholarly inquiry and the application of evidence based knowledge to clinical practice
8) Understanding theories and methods of supervision
9) Understanding theories and methods of evaluation

THE CONTEXT OF THE TRAINING PROGRAM

New York University Langone Medical Center

Located in the heart of New York City, NYULMC is one the nation’s premier centers of excellence in health care, biomedical research and medical education. For over 170 years, NYU physicians and researchers have made countless contributions to the practice and science of health care. The Medical Center consists of the NYU Langone School of Medicine, including the Smilow Research Center, the Skirball Institute of Biomolecular Medicine and the Sackler Institute of Graduate Biomedical Sciences; the three hospitals of NYU Hospital Center including: Tisch Hospital, a 726-bed acute care general hospital, Rusk Rehabilitation of Rehabilitation Medicine, the first and largest facility of its kind and NYU Hospital for Joint Diseases, a leader in musculoskeletal and neurorehabilitation care; the Ambulatory Care Center and such major programs as the NYU Cancer Institute, the NYU Child Study Center, the Hassenfeld Children’s Center for Cancer and Blood Disorders and the Center for Musculoskeletal Care. The Medical Center is one of the main resources for federally funded medical research in the country. Past and present discoveries and innovations include vaccine development for malaria and hepatitis and major biomedical advances in genetic and metabolic disorders. The medical center is active in neuroscience research, including clinical studies to diagnose and treat Alzheimer’s and Parkinson’s disease, Traumatic Brain Injury and stroke.
Department of Rehabilitation Medicine

The APA-approved training program is housed within the Department of Rehabilitation Medicine devoted solely to the treatment of individuals with acquired physical and cognitive disabilities. Rusk Rehabilitation is rated the number one rehabilitation hospital in New York and number eight in the country in the 2013 *U.S. News & World Report* annual “Best Hospitals” rankings. It has been ranked as one of the best hospitals in the country for the past 23 years. The world’s first university-affiliated facility devoted entirely to rehabilitation medicine, Rusk Rehabilitation is among the most renowned center of its kind for the treatment of adults and children with disabilities - home to innovations and advances that have set the standard in rehabilitation care for every stage of life and for every phase of recovery. Reflecting the nature of Rehabilitation Medicine in the 21st century, Rusk is reorganizing its physical structure into four geographic locations (Tisch Hospital, Hospital for Joint Diseases, Comprehensive Musculoskeletal Center and the Ambulatory Care Center-Rusk).

The Department of Rehabilitation Medicine has both inpatient and outpatient services for children, adolescents and adults with congenital and acquired physical and neurological conditions. Individuals with physical disabilities who could benefit from intensive rehabilitation (three hours per day) are candidates for admission to the inpatient services at Rusk Rehabilitation. There are also extensive outpatient rehabilitation services for adults and children, along with specialized programs in Traumatic Brain Injury, vestibular and cardiac conditions, cancer and neonatology.

The Department of Rehabilitation Medicine’s newly renovated adult inpatient and pediatric inpatient and outpatient rehabilitation services are located in a state-of-the-art facility at Rusk at The Hospital for Joint Diseases, NYULMC (Rusk-HJD at 17th Street and Second Avenue in the Gramercy Park neighborhood of Manhattan). Rusk-HJD has a long history of specializing in neurorehabilitation, neurological diseases and adult and pediatric orthopedic surgery and orthopedics. Rusk-HJD provides primary, secondary and tertiary levels of service in the treatment, rehabilitation and prevention of neurological diseases and injuries.

Adult Services

Inpatient Services at Rusk-HJD

The neurorehabilitation unit at the Hospital for Joint Diseases has 44 beds. The units provide cutting-edge services to patients with Traumatic and Acquired Brain Injury and stroke. The Brain Injury Rehabilitation Unit at the Hospital for Joint Diseases is structured to provide a therapeutic and individualized program of each patient.

Inpatient Services at Tisch Hospital, NYULMC

Rusk Rehabilitation’s 22-bed Cardiopulmonary Rehabilitation/Medically Complex Program at Tisch Hospital offers a model of acute rehabilitation designed to enhance the well-being of patients with a wide range of complex cardiac, pulmonary and medical conditions. Consultation liaison services also are provided throughout Tisch Hospital to medically and neurologically complex patients to assess whether they would benefit from neurorehabilitation interventions.
Outpatient Services at Rusk-Ambulatory Care Center of NYULMC

The adult outpatient services have been relocated into the off-site Ambulatory Care Center (ACC) that houses a variety of outpatient services. Rusk OPD staff provides multidisciplinary treatment to individuals for with acquired or congenital brain injury as well as those with complex medical diagnoses requiring rehabilitation. Neurorehabilitation services are offered to individuals with acquired brain injury with diagnoses of Traumatic Brain Injury, stroke, cerebral hemorrhage/aneurism, epilepsy, brain tumor, anoxia, Multiple Sclerosis and Parkinson’s disease. Medical rehabilitation services are provided to persons with various conditions including Spinal Cord Injury, Muscular Dystrophy, vestibular disorders, cardiac conditions, cancer, Lyme disease, Chronic Fatigue Syndrome, lymphoma, chronic pain syndromes, women’s health issues and limb loss.

Pediatric Services

Inpatient Services at Rusk-HJD

The acute rehabilitation inpatient service is a 16-bed unit serving children and adolescents from 18 months to 21 years. Children are admitted for a variety of congenital disabilities such as Cerebral Palsy and Spina Bifida, as well as acquired disabilities including Spinal Cord Injury, Traumatic Brain Injury, cancer and neuromuscular disorders.

Outpatient Services at Rusk-HJD

The Outpatient Service provides in-depth neuropsychological and psychological evaluations and treatment with children and adolescents from 18 months to 21 years to facilitate school reintegration in collaboration with the Department of Education. The most common diagnoses of children and adolescents seen in OPD Pediatrics include Traumatic Brain Injury, Postconcussion Syndrome and cancer. The interns provide developmental evaluations at Tisch-NYULMC’s Neonatal Comprehensive Continuing Care Program.
Clinical Rotations and Placement

For calendar year 2013-14 eight interns will be selected. Six of the interns will be on the Adult Track and two interns will be on the Pediatric Track for the entire year. The internship starts on September 2, 2014. The interns receive supervision from a minimum of two supervisors per rotation.

Adult Track

Four of the adult interns will spend six months on the Adult Outpatient Service and six months on the Neurorehabilitation Inpatient Service at Rusk-HJD. Two interns will spend six months on the Adult Outpatient Service and six months on the Inpatient Cardiopulmonary/Medically Complex Service.

Interns at the Tisch Hospital Adult Inpatient Cardiopulmonary/Medically Complex Service provide brief neuropsychological evaluations, individual and family psychotherapy and cognitive remediation and staff and family consultation. On the Adult Inpatient Neurorehabilitation Service at Rusk-HJD, interns conduct brief neuropsychological evaluations, individual and family psychotherapy and cognitive remediation, as well as co-lead neurocognitive and neurobehavioral groups and provide staff and family consultation. Interns on the Adult Outpatient Service-Ambulatory Care Center provide comprehensive neuropsychological evaluations, psychotherapy, integrated approaches to psychotherapy and cognitive remediation, family consultation and co-lead cognitive remediation, stress management, and psychosocial groups.

Pediatric Track

Two interns will spend the entire year at Rusk-HJD Pediatric Inpatient and Outpatient Services providing comprehensive neuropsychological testing, individual psychotherapy, cognitive remediation, staff and family consultation and co-lead group psychotherapy groups with children and adolescents seen in the full continuum of care on the Inpatient and Outpatient Services. Interns conduct comprehensive neuropsychological evaluations with a strong emphasis on treatment recommendations and reintegration back to school.

The Training Curriculum

Orientation Program

The interns participate in a comprehensive two-week orientation program at the beginning of the internship year. The orientation is designed to acquaint them with rehabilitation medicine and the role of the psychologist in the rehabilitation setting. The program includes a series of lectures on the various types of disabilities seen in the medical center (i.e., Traumatic Brain Injury, Stroke, Spinal Cord Injury and Cardiopulmonary conditions), the roles and interventions provided by different healthcare professionals and core psychological issues presented by individuals with physical and cognitive disabilities. Topics include psychological reactions to disability, dealing with trauma and loss, the impact of disability on the family, countertransference issues, motivational interviewing and stress management interventions. A major component of the orientation program is to familiarize interns with commonly used tests that are part of both pediatric and adult neuropsychological assessments.
Seminars

Interns attend four hours of seminars per week for the remainder of the academic year. The seminars reflect the overall philosophy of the program, to train interns in generic psychology skills that can be utilized in any setting, as well as specific psychology skills related to the practice of neurorehabilitation psychology.

Continuous Case/Cultural Sensitivity and Awareness/Professional Development Seminar

Dr. Robert Gordon directs this seminar, which includes psychotherapy peer supervision, diversity and cultural sensitivity, disability awareness, and professional development. The focus of the seminar is on understanding and utilizing reactions as well as negotiating the multiple roles of an intern in a rehabilitation setting. Topics include dream interpretation and dealing with issues of hope, awareness, trauma and loss. Each intern presents at least one case during the training year. Information is provided on how clients assign meaning to time, body language and contact, what makes up a family, what psychotherapy and a psychologist represents, the meaning of illness, visible and hidden disability and loss. There are presentations and discussions on neuropsychological testing with different cultural and ethnic groups. The seminar also includes presentations by patients with various diagnoses to provide education and increase awareness of the challenges of living with a disability across the continuum of care, as well as discussion of professional issues including ABPP requirements, starting a private practice, and supervision.

Neuroanatomy and Adult Brain-Behavior Relationships Seminar

Dr. David Erlanger, a Board Certified Clinical Neuropsychologist, directs this seminar. Part I focuses on neuroanatomy and brain-behavior relationships, reviewing the organization of the nervous, sensory and motor systems, biochemical activity of the brain, cortical organization, functions and disorders of the various parts of the brain and review of neuropsychological tests to assess memory, attention and concentration, language, executive functioning and visual/spatial skills.

Part II of the seminar is devoted Neuropsychological Testing. There is a the review of neuropsychological test data with adult disorders commonly seen in a rehabilitation setting, such as Traumatic Brain Injury, vascular Disorders, cortical and subcortical dementias, infectious processes, autoimmune diseases, brain Tumors, metabolic and endocrine disorders, sports neuropsychology, Alzheimer’s disease and stroke. Each intern presents one neuropsychological testing case during the year. Interns learn to identify pattern of strengths and weaknesses in test data and develop recommendations based on test findings.

Cognitive Intervention Seminar

Drs. Donna Langenbahn and David Litke co-lead this seminar. Topics include models of cognitive remediation and intervention strategies to address attention, executive functioning, memory, organization, problem-solving and visual/spatial difficulties. After a review of the evidence based literature on each of the major cognitive domains is discussed, case presentations by outpatient staff will demonstrate the application of cognitive remediation to individuals with acquired brain injury. Interns will present clinical cases.
Family Therapy Seminar

Drs. Leo Shea and Kristine Kingsley co-lead this seminar. The interns participate in an extensive series of didactics and experiential exercises that include the history and theory of multiple family therapy approaches, practical case studies, role-playing and supervised clinical case experience.

Professional Development Throughout the Training Year

A major goal of the Training Program is to increase the autonomy of the interns as their competencies evolve during the training year. The process can be conceptualized as a four-stage process within all components of the Training Program.

Progression in Supervision

Throughout the training year, interns progress through four stages of supervision with progress dependent on each trainee's clinical background and prior training.

**Level I:** At the start of each rotation, an intensive site-specific orientation is provided. Implicit in this process of learning through clinical experiences is an expectation of a trainee's readiness to learn how, why and when to intervene.

**Level II:** As competency in the basic responsibilities of a given rotation develops, supervisors will gradually expand the range of clinical opportunities and interventions expected of the intern.

**Level III:** Once a repertoire of interventions is established, the supervisor shifts to one of anticipatory planning of treatment, joint problem solving and review of short- and long-term treatment strategies, with an intern expected to set priorities for discussion within supervisory sessions.

**Level IV:** As autonomy in planning clinical interventions is achieved, supervision shifts toward a consultation model.

Progression with Didactic Seminars

**Level I:** To ensure a common theoretical and practical foundation at the start of the training year, a two-week orientation is provided. The orientation program focuses on the acquisition of basic assessment tools, the role of the psychologist on the rehabilitation team and review of the Policies and Procedures of the Training Program, the Psychology Service and the Department of Rehabilitation Medicine.

**Level II:** Initial seminars focus on core issues in the rehabilitation setting, basic assessment strategies and clinical interventions needed for initial competencies during inpatient and outpatient rotations.

**Level III:** Seminars shift focus to intensive reviews of the psychological and cognitive issues of specific diagnostic groups (i.e., Traumatic Brain Injury, stroke). There is an emphasis on specific therapeutic interventions (i.e., psychotherapy, cognitive remediation, consultation).

**Level IV:** Interns present more integrated case presentations in neuropsychological assessment, individual psychotherapy and cognitive remediation as the year progresses.
Progression in Clinical Interventions

Supervisors assign clinical cases with concern for the complexity of each referral and the trainees’ ability to address treatment needs.

**Level I**: Interventions are initially focused on clinical interviewing and basic assessment.

**Level II**: The intern’s responsibilities are expanded to include individual and group psychotherapy, in-depth neuropsychological assessment, cognitive remediation and patient/family consultation.

**Level III**: Interventions are expanded to include more complex clinical cases and family interventions.

**Level IV**: Interns are expected to demonstrate increasing autonomy in planning interventions and assume greater leadership.

Progression as a Rehabilitation Team Member

**Level I**: Interns are initially introduced to the roles and functions of rehabilitation team members. The role of the psychologist as team and family consultant is discussed.

**Level II**: Interns observe their supervisor’s roles within evaluation and re-evaluation conferences, team and family consultations, initial intakes and test feedback sessions.

**Level III**: Under supervision, interns assume greater independence during evaluations and re-evaluation conferences, team and family consultations, initial intakes and test feedback sessions.

**Level IV**: Under supervision, interns become independent in their presentations at evaluation and re-evaluation conferences, team and family consultations, patient/family education and intake and feedback sessions.
The Rusk Psychology Intern Program follows the standard APPIC Matching Program guidelines. On-line information including graduate school transcript (original not required), curriculum vitae, psychotherapy case presentation, a neuropsychological or psychological evaluation, three letters of reference (two of the letters should be from clinical supervisors) should be submitted by November 8, 2013. The psychotherapy case can be a treatment summary. Please indicate in your cover letter which track(s) you are interested in (i.e., child or adult).

**APPIC Matching Codes**

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*For the matching program, applications can either rank order one or two of the tracks. Please note this information in your cover letter.*

We will follow the guidelines of the APPIC Matching Program.

Each applicant will receive an email by December 15, 2013 regarding their interview status. Interviews are mandatory and are held in person. Each applicant will be interviewed by the Director of Training, two staff psychologists and an intern.

Applications by candidates coming from Clinical, Counseling, School, Neuropsychology and Health Psychology Programs (Ph.D. and Psy.D) are accepted. Applicants from APA-approved programs are strongly preferred.

Candidates must have completed all academic course work and comprehensive examinations leading to a doctoral degree prior to the start of the internship. We prefer candidates who have completed a significant part of the dissertation prior to internship (i.e., completed data collection).

A minimum of 600 hours of supervised practicum experience in child or adult settings dealing with psychological, physical, cognitive and health related issues are required prior to start of the internship. One of the practica experiences should be in a hospital setting with prior rehabilitation experiences in the practica highly desired.

We prefer candidates to have completed at least ten integrated psychological or neuropsychological reports. Knowledge of neuropsychological testing obtained during formal coursework is required for this internship.

Candidates from minority and/or disability backgrounds are strongly encouraged to apply. This internship site agrees to abide by the APPIC policy that no person at the training facility will solicit, accept, or use any ranking-related information from any intern applicant.
Compensation and Benefits

The annual stipend is $23,080. The stipend is paid every two weeks.

Medical Coverage options include the following: two United Healthcare (PPO) options, two Health Maintenance Organizations (HMOs-Empire & HIP) and one Exclusive Provider Organization-Oxford EPO. Medical benefits begin immediately.

Dental Plan options include the following: Delta Dental PPO, Met Life PPO Plus, Cigna DHMO Plan

Vacation: 15 days, plus 4 personal days and 5 professional days
Access to Medical School and University libraries and Medical School lectures
Reduced fee for New York Sports Club and Verizon Wireless

Physical Examination

Interns will be given a physical examination during the summer prior to beginning their internship as part of the Human Resources process as required by public law as a condition of employment, or can have their personal physician complete a medical evaluation prior to beginning the internship.

CULTURAL DIVERSITY & STATEMENT OF NONDISCRIMINATION

Cultural and Individual Diversity

The Program is committed to supporting cultural and individual diversity and does not discriminate on the basis of race/ethnicity, color, religion, sex, marital status, national origin, ancestry, age, sexual orientation, disability, or veteran status in its recruitment and retention of interns, postdoctoral fellows, faculty and staff. We welcome applicants from various racial, ethnic, sexual orientation, religious and cultural backgrounds, as well as those with physical disabilities. Its didactic and experiential training are designed to foster an understanding and sensitivity of cultural and individual diversity as they relate to professional psychology. The patient population and staff at the Medical Center are culturally and individually diverse.

Statement of Nondiscrimination

NYULMC is committed to ensuring equal opportunity. Its equal opportunity/nondiscrimination policy is designed to ensure that employees, interns, faculty and supervisors understand their rights and responsibilities. The Medical Center’s discrimination complaint procedure is designed to ensure that concerns are handled in a timely and responsive manner. Equal Opportunity is a legal right of all persons to be accorded full and equal consideration regardless of protected class with regard to all terms and conditions of employment (i.e., hiring, promotion, layoff, demotion, termination, access to training, educational programs and financial aid).
THE TRAINING PROGRAM FACULTY

The Training Program Faculty brings a broad diversity of clinical training and expertise to the Department, which is reflective of their respective doctoral training in clinical, counseling, child clinical/school and neuropsychology. Faculty members are involved in direct clinical practice, clinical supervision of trainees and presentations within the training program, as well as within the larger professional community. In addition, the faculty serves on a variety of departmental and hospital wide committees and assume active leadership in varied professional organizations (i.e., Division 22 of APA, American Congress of Rehabilitation Medicine, etc). Thus, the Faculty of the Training Program is well positioned to train and serve as role models for future psychologists in the field.

Directors of Training

Joseph Ricker, Ph.D., ABPP (Clinical Neuropsychology Rehabilitation Psychology), is the Director of Psychology at Rusk Rehabilitation at NYU Langone Medical Center and Professor of Rehabilitation at NYU School of Medicine. Prior to coming to NYU, Dr. Ricker was the Director of Psychology and a Vice Chair of Physical Medicine and Rehabilitation at the University of Pittsburgh Medical Center from 2003 until 2013. Dr. Ricker has also previously worked at Kessler Rehabilitation and the Rehabilitation Institute of Michigan (1993-1999). He earned a Ph.D. in Clinical Psychology, Wayne State University. He is a member of the Board of Directors of the American Academy of Clinical Neuropsychology. Throughout his career, Dr. Ricker has provided inpatient neuropsychological and psychological evaluation and treatment, as well as outpatient clinical neuropsychological and psychological evaluations with adults that have experienced neurological injury and neuromedical conditions. His program of research deals with the correlates and outcomes of cognitive impairment, recovery, and rehabilitation following brain injury (TBI) and other neurological disorders (e.g., multiple sclerosis). His current research projects include the examination of altered cerebral blood flow, in conjunction with functional connectivity studies, as they relate to impaired episodic and working memory after brain injury. Research programs include the use of technologies such as functional MRI (fMRI), positron emission tomography (PET), diffusion tensor imaging (DTI) and functional near infrared spectroscopy (FNIRS). Over the past 10 years, he has been the Principal Investigator of four NIH-funded grants that have examined human brain injury, including two NIH R01-funded projects that use fMRI and fMRI+DTI to study cognitive and functional aspects of TBI. Dr. Ricker is the author of 65 peer-reviewed scientific articles, 20 book chapters, and editor or co-editor of three books. He has been a member of the editorial boards of four scientific journals, including the Journal of Head Trauma Rehabilitation, Journal of Clinical and Experimental Neuropsychology, The Clinical Neuropsychologist, and Rehabilitation Psychology. He serves as grant reviewer for multiple federal agencies and other research foundations, including the National Institutes of Health, the Department of Veteran Affairs, the Department of Defense, the National Multiple Sclerosis Society, and the Ontario Neurotrauma Foundation.

Robert M. Gordon, Psy.D. in Child Clinical/School Psychology, Yeshiva University. He received a certificate in Psychoanalysis and Psychotherapy, Adelphi University. He is the Director of the Intern Training Program, Co-Director of the Postdoctoral Clinical Fellow Training, and Supervisor, Adult Outpatient Service. His special interests are in the areas of ethics, forensic testing, supervision and integration of neuropsychology, rehabilitation and relational models. He has published in the areas of supervision in hospital settings, psychotherapy with children and adolescents with physical disabilities, pain management, dream interpretation, psychological reactions to the World Trade Center tragedy, parental coping strategies of physically disabled and premature children and the use of projective tests in neuropsychological
testing. Dr. Gordon coordinates the Continuous Case, Cultural Sensitivity and Disability Awareness and Professional Development Seminar. Dr. Gordon serves as a member of the Rusk Intern Training Committee.

Joseph F. Rath, Ph.D. in Counseling Psychology from Fordham University. He is Director of the Postdoctoral Fellowship Training Program in Rehabilitation Research and Senior Psychologist, Adult Outpatient Service. Dr. Rath is Chair of the American Psychological Association’s (APA) Committee on Disability Issues in Psychology, Consulting Editor for the journal Rehabilitation Psychology, and recipient of the Harold Yuker Award for Research Excellence from APA’s Division of Rehabilitation Psychology. He has over a decade of research experience on federally funded projects and private foundation grants and has served on scientific peer-review panels for the Department of Defense and the National Institute on Disability and Rehabilitation Research. He is Project Director or Co-Investigator on several research projects funded through grants from NIDRR, NIH, and Department of Veterans Affairs. Dr. Rath holds a certificate in rational-emotional therapy and his major interests include integrating cognitive and emotional interventions in cognitive rehabilitation, CBT for individuals coping with chronic illness or disability, neural network changes following cognitive remediation, training of psychologists with disabilities, and sociocultural diversity issues in rehabilitation psychology. He has published peer-reviewed journal articles, book chapters, and abstracts, as well as presented at national and international conferences in the areas of acquired brain injury, problem solving emotional self-regulation, and rehabilitation psychology. He presents to the interns in the area of evidence-based problem solving approaches to cognitive rehabilitation.

David Litke, Ph.D. in Clinical Psychology, Long Island University, Brooklyn Campus. He is Assistant Director of Intern Training. Senior Psychologist, Adult Outpatient Service He supervises interns in integrated approaches to psychotherapy and cognitive remediation and is Co-Coordinator of the Cognitive Remediation Seminar. His special interests include cognitive remediation, problem solving in brain injured adults, animal-assisted psychotherapy and psychotherapy with patients with limb loss. He lectures to the interns in diagnosing and treating visual deficits and using therapy animals in psychotherapy with rehabilitation patients. Dr. Litke serves as member of the Rusk Intern Training Committee.

Senior Faculty

Donna Langenbahn, Ph.D. in Clinical Psychology, University of Kentucky. She is Associate Director on the Adult Outpatient Service. Her interests include assessment, cognitive remediation, psychotherapy with brain injured patients and rehabilitation of Spanish-speaking individuals. Dr. Langenbahn co-leads the Cognitive Remediation Seminar. She has published in the area of evidence based cognitive remediation, problem solving in acquired brain injury and is the Senior Clinical Supervisor for a 5-year NIH/NICHD Grant on cognitive remediation. She is a member of the American Congress of Rehabilitation Medicine’s Communication Committee, Publication Committee and Brain Injury’s Interdisciplinary Special Interest Group and the New York Neuropsychology Group’s Bilingual Task Force.

Karen Langer, Ph.D. in Clinical and Experimental Psychology, Yeshiva University. She is Program Manager on the Adult Inpatient Service at HJD. Her interests include psychotherapy with brain-injured adults, supervision, and consultation. She lectures to the interns on issues involving dealing with issues involving awareness and denial with brain-injured adults.
**Faculty Supervisors**, provide supervision and presentations in ongoing seminars

**Catherine Atkins**, Ph.D. in Clinical Psychology from Fairleigh Dickinson University. Senior Psychologist, Adult Inpatient Service. She supervises interns in the area of assessment, psychotherapy and cognitive remediation. Her special interests include neuropsychological assessment and intervention, disorders of consciousness, Traumatic Brain Injury, adjustment disorders following a variety of medical diagnoses, positive psychology, health psychology and existential, interpersonal and cognitive/behavioral psychotherapy.

**Hilary Bertisch**, Ph.D. in Clinical Psychology from Fairleigh Dickinson University. Senior Psychologist, Adult Inpatient Service. She supervises interns in neuropsychological assessment on the Adult Outpatient Service. Her special interests include neuropsychological evaluation in acquired brain injury and neuropsychiatric disorders and resiliency research. She has published in the areas of cognition, resiliency, neuroimaging and genetics.

**David Biderman**, Ph.D. in Clinical Health Psychology, Yeshiva University. Supervisor, Adult Outpatient Psychology Service, Brain Injury Day Treatment Program. He is the Supervisor of Psychology for the Brain Injury Day Treatment Program and supervises Post-Doctoral Fellows on that service. His special interests include neuropsychological and functional assessment and intensive holistic neuropsychological rehabilitation. He has published in the areas of Traumatic Brain Injury and ego-identity and HIV.

**Marie Briody**, Ph.D. in Clinical Psychology, Fairleigh Dickinson University. Senior Psychologist. She supervises interns on the Pediatric Service. Her special interests include pediatric brain injury, pediatric concussion and recovery research, Autistic-Spectrum disorders, early childhood development and school and family consultation. She lectures to the interns on Pediatric TBI.

**Barbara Cicero**, Ph.D. in Neuropsychology, City University. Supervisor, Adult Outpatient Service. Dr. Cicero’s special interests include neuropsychological testing and cognitive remediation. She lectures to the interns in the area of ethical issues in neuropsychological testing.

**Lisa Fox**, Psy.D. in Clinical Psychology from Yeshiva University. Staff Psychologist, Adult Outpatient Service. She supervises interns in neuropsychological testing. Her special interests include neuropsychological testing and using mind-body techniques to improve adjustment to brain injury. Research interests include the use of appropriate measures for assessment of brain injury and the effectiveness of group therapy with an acquired brain injury population.

**Ilana Grunwald**, Ph.D. in Neuropsychology, City University. Supervisor, Adult Outpatient Service. She coordinates neuropsychological testing on the Adult Outpatient Service and supervises interns in testing. Her special interests include neuropsychological and functional assessment and cognitive remediation. She has published in the areas of Traumatic Brain Injury and lexical emotional expression across the lifespan. She lectures to the interns in the areas of neuropsychological testing and cognitive remediation of memory disorders.

**Kristine Kingsley**, Psy.D. (ABPP-RP) in Clinical Psychology, Yeshiva University. Senior Psychologist, Adult Outpatient Service. Dr. Kingsley supervises interns in the area of psychotherapy. Her special interests include family therapy, cultural issues in rehabilitation and cognitive remediation. She lectures to the interns on family and couples therapy, motivational interviewing, short-term psychotherapy and memory training.
Eva Mihovich, Ph.D. in Clinical Psychology, New York University. She supervises interns in psychotherapy on the Adult Outpatient Service. Her special interests include mindfulness, health psychology and psychotherapy with patients with vestibular conditions.

Carol Rosen, Ph.D. in Clinical Psychology from Nova University. Staff Psychologist, Pediatric Outpatient Service. She supervises interns in neuropsychological testing. Her special interests include neuropsychological testing with childhood cancer survivors, psychotherapy with children with learning and physical disabilities and school reintegration. She has published in the areas of cognitive functioning of older patients receiving adjuvant chemotherapy for breast cancer and team approaches to treating children with disabilities.

Sharma, Raykha, Psy.D. in Child Clinical/School Psychology, Yeshiva University. Staff Psychologist, Pediatric Service. She supervises interns on the child outpatient service. Special interests: Psychotherapy with children with neurological and psychiatric conditions, supervision, and school consultation and reintegration. Dr. Sharma pr

Leo Shea, Ph.D. in Clinical Psychology, Miami Institute of Psychology. Senior Psychologist, Adult Outpatient Service. He supervises interns in neuropsychological testing. His special interests include Lyme disease and forensic testing. Dr. Shea lectures to the interns in the areas of family therapy, forensic testing and professional issues related to neuropsychology.

William Waked, Ph.D. in Clinical Psychology, St. John’s University. Senior Psychologist, Adult Outpatient Service-Cardiac. He supervises interns involved in the treatment of adults with cardiac conditions. His special interests include neuropsychological assessment of children and adults with learning and memory disorders and psychiatric conditions and toxic encephalopathy.

Ellen Daniels-Zide, Ed.D. in Counseling Psychology, Harvard University. Program Manager, Brain Injury Day Treatment Program. Her special interests include holistic neuropsychological rehabilitation, group and family interventions following acquired brain injury. She has published in the areas of holistic neuropsychological rehabilitation, ego identity, adaptation and treatment outcomes following acquired brain injury.

Adjunct Faculty-NYU Department of Rehabilitation Medicine

David Erlanger, Ph.D. (ABPP-CN) in Counseling Psychology, Columbia University. Adjunct Clinical Instructor Dr. Erlanger serves as Coordinator of the Neuroanatomy and Adult Brain-Behavior Relationship Seminar. His special interests include neuropsychology, forensic testing, assessment of dementia and computerized neuropsychological assessment. He has published in the areas of the neuropsychology of endocrine disorders, the development and validation of a web-based neuropsychological test protocol for sports-related return-to-play decision making and gender differences in outcome from sports-related concussion.

Special Intern Advisory Board

Frima Christopher, Ph.D. in Counseling Psychology, New York University. She is a former Director of Psychology at Coler-Goldwater Hospital. Dr. Christopher is a member of the Intern Advisory Board and lecturers to the interns on professional issues related to private practice and group psychotherapy.
Abraham Givner, Ph.D. in Child Clinical/School Psychology, Yeshiva University, Director of the Combined Clinical Child/School Psychology Program, Yeshiva University. Special interests: Cognitive-behavioral therapy and models of training.

Mel Schneiderman, Ph.D. in Clinical Psychology, Hofstra University. Director of Psychology, New York Foundling Hospital. Special interests: Assessment and treatment of child abuse.

**ACCREDITATION STATUS**

For information pertaining to our program’s APA accreditation status, please contact:

The Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, D.C. 20002-4242
(202) 336-5979

**Internship Policies and Procedures**

Policies and procedures for the training program are available at the request of an intern applicant. Key policies and procedures are reviewed with interns during orientation. The interns receive a copy of the Policies and Procedures Manual during the Orientation Program.