

ASTOR SERVICES FOR CHILDREN & FAMILIES

AMERICAN PSYCHOLOGICAL ASSOCIATION - ACCREDITED

PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM

2017-2018

ASTOR SERVICES FOR CHILDREN AND FAMILIES

Astor was founded in 1953 to provide residential treatment to emotionally disturbed children as an alternative to hospitalization. Since that time, the agency has evolved and expanded and currently provides a broad array of residential, community and preventive services using strength-based and evidence-informed treatment approaches. With program sites located in both rural and urban environments (Dutchess, Ulster, Sullivan, Orange Counties and the Bronx), the agency serves a diverse population. Astor Services for Children & Families is accredited by the Joint Commission on Accreditation of Healthcare Organizations.

ASTOR INTERNSHIP IN PSYCHOLOGY

Astor has proudly sponsored the Psychology Doctoral Internship Program for 52 years, since 1964. In March 2011 the internship was **re-accredited until 2018** by the American Psychological Association, Commission on Accreditation, Office of Program Consultation and Accreditation (750 First Street, NE, Washington, DC 20002-4242; 202-336-5979).

Our internship supervisors have amassed over 128 years of combined experience at Astor, bringing a diverse and rich depth to the training and supervision of our interns!

The philosophical principle on which the training is based is that of the integration of practical experiential learning with research and theory, the **practitioner-scholar** model, which contributes significantly to the emotional well-being of our child and family clients. Astor Services for Children & Families utilizes a strength-based, culturally-sensitive and client-collaborative approach along with empirically-validated and evidence-informed treatment approaches that guide our treatment and planning at all sites.

This program adheres to APA principles and guidelines for its policies regarding intern selection, admission requirements, evaluation and due process. *The program is open to doctoral students from APA accredited programs in clinical, counseling, school, or combined clinical-child/school psychology. 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.*

The Director of Clinical Training and APA-Accredited Internship is Athena A. Drewes, Psy.D, RPT-S. Dr. Drewes is a NYS licensed psychologist and NYS Permanently Certified School Psychologist. She is a member of the American Psychological Association, past Board of Director of the Association for Play Therapy (2001-2007), Founder and Past President of the New York Association for Play Therapy (1996-2000; 2012-2016), and is a Registered Play Therapist and Supervisor (RPT-S) with the

Association for Play Therapy. She is a frequently invited national and international presenter and prolific writer of articles, chapters, and edited/co-edited books on play therapy.

SALARY AND BENEFITS

The program will admit for 2017-18 **five** doctoral level students. Two positions are in rural Dutchess County, NY and three positions are in the urban Bronx, NY. These positions are full-time and the training is for one full year, from **August 28, 2017 to August 27, 2018**. There is a yearly stipend of **\$26,024**, prorated for the year, in addition to which there is a generous individual medical benefits plan. Interns also receive four weeks of vacation (those interns in the Bronx day treatment setting take their vacation the same time as the school calendar year breaks), 12 sick days are available for medical need (and cannot be used as vacation time or time off) along with 10 paid holidays and four personal days.

Interns are included in special agency-wide clinical trainings, clinical seminars and invited to attend the annual New York State Association for Play Therapy conference. Interns are required to use personal time for any outside training, dissertation work or defense or graduation requests.

TRAINING LOCATIONS

There are 5 full-time internship positions for 2 different match-site programs where trainees treat a diagnostically and culturally diverse population of children, teens and their families. Interns remain in the same program sites for the full year. Two interns work full-time in rural Dutchess County split between the residential treatment program (with children aged 5 to 13 years of age), three days a week, and two days a week in the Poughkeepsie Outpatient Clinic, with children aged 5 to 18 years, and their families (APPIC Program Code **148812**). Three interns work in an urban setting in the borough of the Bronx in New York City split between Day Treatment (3 days) at Byron Avenue (children aged 5 to 13 years) and the Tilden Street Child Guidance Counseling Center setting (2 days). Interns will work with children age 5 on up to 18. (APPIC Program Code **148814**).

The best preparation for this internship program is a strong general background with extensive experience and demonstrated interest with either a child and/or adolescent population. Experience in child and adolescent assessment and treatment is necessary. The Residence, Day Treatment and Clinic training settings are described in detail below.

Applicants may submit one application to apply to both program sites but must indicate their preference in a cover letter that is part of the APPI online application. Each site requires a separate match number rankings and requires separate interviews.

Astor serves a highly diverse population and the psychology internship program welcomes applicants from diverse backgrounds as well as APA Minority Fellows. Consistent with APA's Multicultural Guidelines, the internship program offers interns the opportunity to expand their understanding of the impact of their own cultural and individual differences on their work with clients, and the impact of these cultural factors on their clients' work with them.

TRAINING MODEL AND GOALS

The Astor Internship program employs an Integrative Model of individual strengths and evidence-informed methods of treatment. Treatment is viewed as a collaborative process between the therapist and client which helps lead to successful outcomes. A comprehensive view of personality development and treatment is based on an understanding of the underpinnings of the individual's dynamics and world view which is shaped by his or her family system. The overarching goal of the internship program is to furnish interns with the knowledge and broad skills necessary for competent and ethical entry-level practice of professional psychology. Specific goals and objectives include:

Goal 1: To promote competence in effective psychotherapeutic interventions with children, adolescents and adults.

Objective 1: Interns will demonstrate knowledge and skills in case formulation, goal-setting and therapeutic intervention utilizing evidence-informed treatment approaches that include individual, group, dyadic, and family therapy.

Goal 2: To promote competence in psychological assessment and diagnosis.

Objective 1: Interns will demonstrate skill in selecting, administering, scoring and interpreting psychological tests and in clearly communicating results in oral and well-integrated written reports.

Goal 3: To promote competence in professional consultation and program evaluation, particularly with respect to program efficacy and evaluation.

Objective 1: Interns will demonstrate skill in program evaluation along with communicating results as well as consulting with other staff, parents, educational organizations, classroom personnel, home-based caseworkers, and to other institutions such as foster care agencies.

Goal 4: To promote competence in supervisory skills and in receiving feedback on their supervision.

Objective 1: Interns will demonstrate an ability to offer supervision to peers, colleagues and/or students in a culturally and developmentally sensitive manner.

Goal 5: To promote competence in recognizing the role of cultural and individual differences in psychological phenomena with an emphasis on sensitivity to individual differences and establishment of client rapport.

Objective 1: Interns will demonstrate an appreciation for and sensitivity to the role of cultural diversity and individual difference in the assessment and treatment of clients and their families.

Goal 6: To promote competence in professional and ethical conduct, including ongoing professional development and supervision.

Objective 1: Interns will demonstrate ethical conduct, demonstrate skill development from individualized clinical supervision received, as well as competently and effectively interact with other professionals, cope effectively with stress, and apply strategies of scholarly inquiry.

Interns will have opportunities, throughout the year, for observation, consultation, program evaluation, clinical supervision, as well as assessment and treatment intervention individually and with families, within a clinic, residential or day treatment

school setting, thereby enabling trainees to develop greater awareness of how all these systems, i.e., family, school, community, and treatment setting, impinge on the individual.

Conducting psychological evaluations also provides interns with additional experience in understanding the complex interaction of cognitive, emotional, family and cultural factors and their effects on an individual's level of functioning. Intensive training is provided in the administration and interpretation of a battery of tests designed to assess cognitive and emotional functioning. Interns are trained to use a wide variety of tests along with the basic battery, including visual motor and neurological tests.

Interns will learn to select the correct tests, to develop awareness of the testing relationship and to interpret and integrate the findings in a report that is useful to the family, the school, as well as to other members of the treatment team and community. Such experiences are essential to the development of an intern's consultation skills.

Applicants are required to have coursework and supervised experience in the administration and interpretation of cognitive and projective tests, (with the Rorschach strongly recommended) with children and teens. Applicants are to include with their APPI Online application the final copy (not a draft) of an de-identified/anonymous integrated Psychological Test Report (which ideally includes the Rorschach) of a child or teen completed and signed while on externship.

Finally, the internship program seeks to promote the intern's sensitivity to a broad range of individual and cultural differences encountered in professional practice, and in a related fashion to maintain the trainee's commitment to on-going professional development. Interns will have the opportunity to develop and refine these professional competencies through an intensive exploration of their clinical work with several different supervisors, supplemented by carefully chosen didactic clinical seminars which include a focus on trauma and evidence-based treatment, and specialized ongoing seminars in family therapy and child/play therapy, as well as participation in the agency conferences.

Semi-annual agency-wide conferences are devoted to the challenges of working with culturally and individually diverse client populations. Supervision and didactic clinical seminars specifically address issues of race, ethnicity and sexual orientation.

TRAINING SETTINGS

DUTCHESS COUNTY

The original site of the Astor Services for Children & Families is located in the historic and picturesque rural Hudson River Valley on a fifteen-acre estate in the village of Rhinebeck, New York, approximately ninety miles north of New York City. The middle class Village of Rhinebeck (population 2,657, July 2015) traces its origin to the 17th century settlers who found the Hudson River and surrounding countryside to be similar in beauty to the Rhine Valley in their native Germany. Today, Rhinebeck strives to preserve its historic and colonial character and nearly half of the residences in the village are on the National Register of Historic Homes. There are several fine restaurants in the village and the Culinary Institute of America is a 10-minute drive. Transportation to New York City (90 miles south) is very convenient via regularly scheduled trains between

Rhinecliff (two miles from Rhinebeck) and Pennsylvania Station in Manhattan. Express bus transportation and easy automobile access to New York City are available via the New York State Thruway or the Taconic Parkway. The city of Albany, the capital of New York State, is 60 miles north and has a major State University with a medical school and APA-approved doctoral programs in both Clinical and Counseling Psychology.

Outdoor recreational activities include hiking in the Catskill Mountains, sailing and boating on the Hudson River, ice skating, downhill and cross country skiing, golf, camping, fishing and hunting. Numerous cultural activities are available as well. Musical performances are offered by the Hudson Valley Philharmonic Orchestra in Poughkeepsie, and both Tanglewood in the Berkshires, the Saratoga Performing Arts Center, and Bethel Woods are accessible as are various museums, such as DIA in Beacon, NY, historical mansions (Vanderbilt, the FDR Library), and theaters. Vassar College, Bard College, SUNY New Paltz and Marist College offer library services, lectures, and film series in addition to other activities.

THE BRONX

The urban New York City borough of the Bronx has a population of 1,385,108 people (July, 2015). It ranks first of New York's 5 boroughs in the percentage of its population who live in poverty. The Bronx is considered the birthplace of Hip Hop, now a global musical phenomenon and youth subculture. Historically the Bronx has been the home of immigrant families, a trend that continues today. Despite the poverty there are vibrant communities which strive to maintain their cultural traditions and sense of identity.

During the summer the borough abounds with street fairs and festivals. Pregones, the premier Puerto Rican travelling theater, performs throughout the borough. Arthur Avenue, the "Little Italy" of the Bronx, is the scene of festivals dedicated to various saints. Irish pubs are frequented by popular musicians and singers from the greater metropolitan area. Gaelic Park hosts the Sunday Irish football and hurling matches, which draw large crowds from New York, New Jersey and Connecticut. The historic City Island, with its small houses and shore "village" environment, has many of the best seafood restaurants and marinas on the East Coast as well as excellent sailing.

The Bronx is the home of the New York Yankees, the Bronx Zoo and the New York Botanical Gardens as well as several universities and colleges. There are also two well-maintained golf courses that are open to the public. The Bronx is easily accessible to the borough of Manhattan giving one access to all the cultural, educational and entertainment opportunities to be found there.

RESIDENTIAL TREATMENT AND COUNSELING CENTER PROGRAM (APPIC PROGRAM CODE 148812) – DUTCHESS COUNTY

Residential Treatment Center/Facility

The Astor Home residential programs are housed together in rural Rhinebeck, New York, and provide specialized services to 64 boys and girls between the ages of 5 and 13. There are two components to the residential program, the Residential Treatment Center (RTC/HTP) and the Residential Treatment Facility (RTF). The RTF serves 20 boys and is licensed and funded by the New York State Office of Mental Hygiene, while

the RTC serves 44 children referred by county departments of Social Services (OCFS, Office of Child & Family Services) and by Committees on Special Education (CSE) from various school districts. The children in the RTF tend to have more severe emotional difficulties and more extensive histories of psychiatric hospitalization than do the children in the RTC/HTP. However, there is some overlap between the two populations and children in both programs receive a broad array of clinical services. Many of the children present with histories of chronic trauma, externalizing disorders, and mood disorders and some have psychotic disorders.

Children live in groups of 9 to 10 supervised by childcare staff under the direction of a childcare supervisor. Each living group has a Clinical Specialist (who may be a psychologist, art therapist or licensed mental health counselor) and a social worker who serve as the liaison between Astor and the children's families. In addition to the therapeutic milieu which is based within the context of trauma informed care (Sanctuary Model and CARE – Children and Residential Experiences), available treatment modalities include individual, family and group therapy, expressive arts therapy, and recreation activities. Psychiatric services and psychotropic medication treatment are available for those children that require it. The children attend school on site for a full day, at our three-time National Blue Ribbon Award-winning Astor Learning Center. In addition to academic instruction the program offers art, gym, library, music, computer lab and remedial reading. Children also receive speech/language and/or occupational therapy as needed. After school there are a variety of recreational activities as well as special events, community activities and trips.

Two interns are in the residence three days a week. Within the residence, interns are assigned psychotherapy cases for up to 8 hours of direct treatment with culturally and diagnostically diverse children. Treatment includes a combination of evidence-informed approaches in individual child/play therapy, family therapy, and specialized group therapy per week. Individual therapy is conducted in one of three fully equipped play therapy rooms, which also include videotaping capabilities. Interns provide family therapy for at least one of their individual cases, and may also be a co-therapist on other cases. A designated family therapy room is equipped with a one-way mirror for observation, 'bug in the ear' along with taping capability.

The interns work closely with the clinical specialists in treatment planning and progress review conferences. The average length of stay of the children is between 12 and 18 months, which gives the interns experience in long-term therapy. Within the residential setting the interns each complete a minimum of five integrated psychological evaluations over the course of the year. This number is subject to change based on the needs of our residents.

Interns are involved in the school day as well as in the living unit of the children they treat through time spent observing and consulting in classrooms as well as observing and participating in unit activities and trips.

Interns offer clinical supervision of clinical staff and/or practicum master's or doctoral level psychology students. They receive supervision training on their supervision. Interns also are involved in program evaluation in assessing client satisfaction (child and parent) with services received and/or evaluations of various Astor programs. Interns also work closely with the Astor Learning Center, residential school, in offering classroom observation, teacher consultation, in-class skills groups, and additional academic testing.

Interns offer consultation services to childcare, teaching staff, and others on a weekly basis regarding their therapy and testing cases. Interns are expected to attend a number of treatment team meetings, unit meetings, to prepare therapy progress reports and offer treatment goals and objectives for these meetings. Interns are also expected to present one or two testing batteries to clinical staff at the "Testing Roundtable". They are also expected to present one clinical in-service seminar on a topic of choice. Interns are expected to complete Electronic Health Record entries and paperwork in a timely fashion.

All interns receive Therapeutic Crisis Intervention training (Cornell model) for crisis intervention and CPR training before seeing cases.

Poughkeepsie Counseling Center

Astor Services for Children & Families has Counseling Centers and several satellite clinics in Dutchess County (as well as Ulster and Sullivan counties). Both interns work at the Counseling Center in Poughkeepsie, a small urban city within the surrounding rural community. The client population is varied, and includes working class families, middle class families, as well as families on public assistance. The interns work as part of a multidisciplinary team that includes psychologists, social workers and psychiatrists, to provide a variety of consultative and direct treatment services to the child and adolescent clients and their families. The clinic serves a varied population with many of the families facing multiple challenges including poverty, chronic trauma, separation and divorce, domestic violence, and substance use issues.

Many of the children present with difficulties in the home, school and social domains. Our strength-based treatment philosophy and approach is oriented toward the collaborative involvement of the family in the full treatment process. Treatment modalities include individual, family and group therapy. Therapeutic orientations are evidence-informed and include cognitive-behavioral, social learning, and family systems approaches. Treatment approaches may include child/play therapy; group therapy; family therapy; exposure to Parent Child Interaction Therapy (PCIT), Trauma Focused-Cognitive Behavioral Therapy (TF-CBT), and Dialectical Behavior Therapy (DBT).

Interns are expected to maintain weekly productivity requirements, plus accompanying Electronic Health record entries and collaboratively written progress notes with families, in a combination of services (e.g., ADHD and cognitive/emotional assessment, treatment, intake, collateral contacts, etc.). Interns are expected to work two evenings per week. Interns attend weekly treatment team meetings, weekly DBT consultation meetings and participate in additional training as available.

The counseling center experience gives the interns the opportunity to consult with various community agencies and school districts as well as to face the "real life" issues of productivity and managed care billing. The interns are expected to manage treatment responsibilities, billing, case consultation, treatment team meetings and timely completion of paperwork along with the seasoned staff members and are considered members of the treatment team. There may be an occasional as-needed psychological evaluation.

Two evenings (10am to 7pm; 9:30am to 7pm) are required in order to see individual and family cases, as well as complete intakes.

BRONX COUNTY (NEW YORK CITY) PROGRAMS (APPIC PROGRAM CODE 148814)

The Bronx programs, known collectively as the Bronx Community-Based Behavioral Health and Prevention Services, are located in the urban Bronx in New York City and include The Astor Child Guidance Center Outpatient Clinic (Tilden and Highbridge); The Astor Day Treatment Program; The Lawrence F. Hickey Center for Child Development (a therapeutic nursery); Astor Family Services, and school-based mental health clinics. The interns spend three days per week at the Byron Avenue Day Treatment Program and two days per week in the Outpatient Child Guidance Clinic (Tilden Street). Interns in the Bronx programs experience a varied client population from inner-city settings, with accompanying multiple stressors and challenges that may include low socio-economic status, single-parent homes, substance abuse issues, domestic violence, and abuse histories. Many of the clients have experienced losses and family transitions with a significant majority in foster care placements.

Day Treatment Program

The Astor Day Treatment Program serves 216 three to fourteen year-olds in four sites. The program strives to provide a strength-based, culturally sensitive, intensive therapeutic program for children with severe emotional-behavioral difficulties, and their families through the combined efforts of an interdisciplinary team of certified mental health professionals and educators. The children present with a range of mental health issues, including externalizing disorders, mood disorders, PTSD, anxiety disorders, psychotic disorders, and many others.

The clinical component of the program is based upon behavioral, social learning and cognitive-behavioral, and systems theory principles. Evidence-based interventions are woven into the clinical work. Therapy focuses on helping the child develop affective regulation, adaptive problem solving, interpersonal, and cognitive coping skills.

At the **Byron Day Treatment**, the primary therapy modality is group therapy with additional individual therapy provided to a subset of children based on level of need. Much of the treatment happens within the therapeutic milieu where staff assist the children in learning and utilizing adaptive coping and problem-solving strategies in-vivo. Classroom management techniques are based within an ongoing, highly structured, and consistently administered token economy. Evidence-based models such as PCIT and Parent Management Training are woven into the family work. In addition, our clinical staff focus on fostering communication and collaboration within the larger systems involved with each child, which can include multiple agencies, service providers, and other family supports. Many of the children require psychiatric consultation and psychotropic medication, usually provided through our on-site psychiatric staff. Where appropriate, the child's treatment team and parents meet to discuss rationale, recommendations, and procedures.

All three interns are placed in the Byron Avenue Day Treatment program, working with school-aged children from 5 years of age on up, for three days per week. Interns are assigned 7 cases and expected to be available for crisis prevention and intervention within the milieu, including physical intervention when necessary. Interns will need to be flexible and have coping strategies for managing personal stress that can be created by repeated client crises that interfere with scheduled appointments, and the demands of timely completion of regularly required paperwork. All interns receive Therapeutic Crisis Intervention training (Cornell model) for crisis intervention before seeing cases.

Outpatient Clinic

The Outpatient Clinic of the Astor Child Guidance Center at Tilden Street provides a range of services to the urban communities of the Bronx. It is licensed by the State Office of Mental Health (OMH) and holds contracts with the New York City Department of Health and Mental Hygiene (DoH&MH) to provide services for children and their families. The services are open to all regardless of ability to pay, provided admission criteria are met. Prospective clients must be between the ages of four and eighteen, must live within the specified catchment area, and must have a diagnosable psychiatric disability. Preference is given to those cases which meet the OMH criteria for Severe Emotional Disturbance, or who present with serious psychiatric symptoms. Exclusion criteria include a primary diagnosis of substance abuse, mental retardation or severe developmental delays (e.g., autism).

The program is staffed by an inter-disciplinary team of psychiatrists, psychiatric nurse practitioner, psychologists, and social workers. There is also an active student internship program in social work, along with the APA-Accredited Doctoral Psychology Internship program.

The services provided by the program include individual counseling and psychotherapy, school consultation/educational advocacy, family therapy, psychiatric evaluation and medication evaluation, psychological testing, crisis intervention and case management. Cognitive Behavioral Therapy is the core treatment model employed in the clinic, although senior staff are well-versed in psychodynamically-oriented psychotherapy, object relations orientations, narrative therapy, systemic, and collaborative approaches. The clinic is also committed to an ongoing process of increasing cultural sensitivity. Treatment is primarily guided by a number of evidence-based protocols that have proven efficacious for the typical presenting problems of our urban population: Parent Child Interaction Therapy (PCIT); Trauma Systems Therapy (TST); Trauma Focused CBT; a CBT protocol for depression; MATCH-ADTC; an integrated approach to the evidence-based treatment of childhood anxiety, depression, trauma, and conduct problems; specific protocols for disruptive behavior disorders; and parent management techniques. Interns receive exposure to PCIT and TST but due to time limitations of the internship are unable to achieve certification level.

Referrals are received primarily from schools, psychiatric emergency rooms, inpatient units, general hospital outpatient units, foster care agencies, other agencies, and community members who know Astor through word of mouth, and former clients. Clients are actively engaged in the intake and treatment process through a collaborative treatment and documentation approach.

Interns are able to work with a varied inner-city population with a variety of referring problems, that include externalizing behaviors, mood disorders, parent-child problems, family difficulties stemming from drug, alcohol addictions, domestic violence and single-parent stress. Two evenings (10am to 8pm) are required in order to see individual and family cases, as well as complete intakes and psychological assessments. Interns are required to help maintain insurance billing processes, as well as being up-to-date on electronic health record paperwork demands as per OMH and New York State time requirements.

Bronx Intern Caseload and Responsibilities

The Bronx internship programs provide a primarily clinical psychology experience, which involves opportunities for assessment, intakes, treatment, consultation directly with educational staff, program evaluation, and clinical supervision. Interns have cases in both the outpatient clinic and the Day Treatment Program. Interns provide a client-collaborative treatment approach which is culturally-sensitive and evidence-informed through individual, group, and family therapy, parent collateral service (e.g., parent training), crisis intervention, teacher consultation, and psychological assessment. Interns also work closely with foster agencies, law guardians, and the Administration for Children's Services (ACS). On occasion, interns provide adult individual counseling to the parents of clients. Moreover, they also serve on the Day Treatment Program's Intake team and perform mental status evaluations for Day Treatment candidates. They have also been asked, when the occasion arises, to provide information to ACS and appear in Family Court.

Within the **outpatient program**, interns provide assessment, intake, and treatment services to individual and family cases (with productivity hours graduated and more complex as the internship progresses) and complete a variety of full and partial testing batteries and assessments (a minimum of five) throughout the year; as well as being involved in program evaluation and supervision.

Within the **Day Treatment Program**, interns are expected to carry a total of seven cases. Treatment modalities include: milieu treatment, group therapy, individual/play therapy, family therapy, crisis intervention (Therapeutic Crisis Intervention – Cornell Model training provided), exposure to and use of Parent Child Interaction Therapy (PCIT), evidence-based CBT models, including Trauma-Focused Cognitive Behavior Therapy (TF-CBT) and psychiatric treatment. The specific modalities used with each child and family are prescriptively individualized based on their needs and program resources. Other responsibilities include: (a) consultation with parents, teachers, and other collaterals; (b) coordination of treatment and services with other collaterals including home-based waiver services, ICM workers, preventative case workers, ACS workers, and inpatient psychiatric hospital staff; (c) advocacy for the children and families via case management. Interns are also expected to conduct regular mental health status exams as part of intake into the day treatment program, (d) program evaluation, and (e) supervision of clinical peers.

AGENCY EXPECTATIONS FOR ALL INTERNS:

Our program offers up to 10 hours of training per week, in the form of didactics, supervision, and other training events, in addition to approximately 30-35 hours of service learning which involves assessment, therapies, program evaluation, supervision

and all other professional and clinical tasks. Consequently, Interns are required to put in approximately 40 hours per week, with two evenings per week included. Caseloads vary depending on program site.

SUPERVISION OF INTERNS

Each intern is assigned a licensed psychologist as a primary supervisor at each site. Each intern receives up to five hours of individual and group supervision per week. A minimum of 2 hours per week of individual supervision and an average of two to three hours weekly group supervision with licensed psychologists. Often there is additional individual supervision on an as needed basis. Interns receive group supervision in family therapy, child/play therapy, program evaluation, supervision, and psychological testing with licensed psychologists.

All Interns are expected to videotape/digitally record individual and family sessions for use in individual supervision and group seminars in family and child/play therapy (of clients where there is a signed consent). The agency supplies the necessary video equipment, in three Residence play therapy rooms and a one-way mirror room for family therapy, and in designated therapy rooms at the Tilden Street Clinic and/or use of a portable digital video camera.

SEMINAR PROGRAM

CLINICAL SEMINARS

Interns in the Bronx and in Dutchess County, receive a series of seminars over the course of the year. A full year of Clinical seminars, presented by Astor staff, provide training on a variety of clinical topics relevant to child and family mental health. Interns attend these seminars regularly.

SPECIAL SEMINAR TRAININGS

Family Therapy

Didactic training and supervision in family therapy are provided bi-weekly in the Bronx and in Dutchess County. Each intern presents a family therapy case either via videotape or for live supervision.

Child/Play Therapy

Astor Services for Children & Families is an approved provider of CE hours and certificates of attendance by the Association for Play Therapy. All play therapy training and seminars count toward becoming a Registered Play Therapist. Interns are able to earn up to 50 hours of the required 150 APT-approved training in Play Therapy. The Director of the APA-Accredited internship conducts a three-hour per month child play therapy seminar in both Dutchess and the Bronx Counties which combines didactic, experiential and clinically focused work. The interns present, in rotation, videotaped sessions of their work in therapy with one child throughout the year-long seminar (with signed client consent).

Additional Training Opportunities

Attendance at special agency-wide training is offered. Renowned professionals in the field are invited to speak on a variety of relevant treatment topics with trainings held one to two times per year. Some of the past presenters have included: Dr. Donald Meichenbaum, Dr. Mark Katz, Dr. David Rudd, Dr. Esther Deblinger, Dr. A.J. Franklin.

The Director of the APA Internship and Clinical Training distributes a monthly listing of clinical training available to all agency staff. Interns may attend outside trainings of interest using personal and vacation time and at personal expense.

Over the course of the year interns also participate in site-specific clinical meetings and treatment planning. Interns are also able to attend the annual New York Association for Play Therapy branch conference for free through scholarship or volunteering opportunities.

Development of Professional Identity

All five interns have opportunities to meet during orientation and special agency-wide trainings and the annual NYAPT play therapy conference. Interns in the Bronx and Dutchess County have separate ample opportunities to network with one another during their weekly contact.

PROFESSIONAL LIBRARY

A professional library containing over 2,300 professional books and journals is located at the main agency site in Rhinebeck. The librarian will assist interns in obtaining any books, reference materials or literature reviews needed. Materials not available in-house can be obtained through Inter-Library Loan. Requests for material can be emailed to the librarian and material received and sent via inter-office mail.

AGENCY EMPLOYEE ORIENTATION

Interns are oriented during the first several weeks of start of the internship before start of seeing clients. All interns receive a five day Therapeutic Crisis Intervention (TCI) training which helps in defusing client crises, with Rhinebeck/Dutchess Interns qualifying at Level 4, and receiving CPR training. Interns are walked through all intake, paperwork and medical file requirements as well as in use of the CANS which is taken on-line by interns. Interns also receive a one day orientation to the agency policies and procedures. All interns receive an Employee Handbook and an Intern Handbook at the start of the internship at a designated Employee Orientation training. Interns also complete (or have completed prior to starting internship) the free ten-hour online training of Trauma Focused CBT (TF-CBT) and obtain a certificate of completion.

Legislation, that took effect in New York State in 2005, requires professionals, including interns, in settings regulated by the State Office of Mental Health (OMH) to be cleared by the State Central Registry and to be electronically fingerprinted. Interns complete the paperwork for this process prior to the start of the internship, along with an agency-arranged physical. Paperwork is also sent to set up medical insurance coverage for the start of the internship. Interns receive detailed instructions in the spring prior to starting

the internship on how to make appointments for clearances and the physical and how to complete the necessary paperwork.

THE APPLICATION AND INTERVIEW PROCESS

Application:

The Internship program requires the APPI Online and participates in the APPIC Internship Matching Program. Applicants can download an Applicant Agreement from the Matching Program website at: www.natmatch.com/psychint. Instructions for completing the Online Application for Psychology Internship (APPI) may be obtained from the APPIC website at <http://www.appic.org>. Astor is not permitted to accept printed copies of applications. The APPIC Program Code for Dutchess County Residential/Clinic track is **148812** and the Code for the Bronx Day Treatment/Clinic track is **148814**. This 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.

Astor Services for Children & Families requires: 1) the APPIC application; 2) cover letter **specifically stating which site(s) are being applied to**; 3) three letters of recommendation; 4) copies of graduate school transcript(s); 5) curriculum vitae; 6) **a final copy of an integrated psychological assessment report of a de-identified/anonymous child or teen client that includes cognitive and projective testing (preferably including Rorschach) that was completed while on externship. Identifying information of the client must be deleted from the report.**

The deadline for applications is November 15th and applicants invited for interviews are notified by December 15th. In-person interviews are held in January, regardless of weather. In-person interviews are preferred, but other arrangements can be made on an individual basis.

Interview Process:

Applicants selected for an interview will receive e-mail notification by December 15, 2016. Interviews take place at the Bronx Byron Avenue Day Treatment Program for those being interviewed for the Bronx. Interviews for Dutchess County are held at the Astor Residential Treatment Center in Rhinebeck, NY. Interviews are typically scheduled during the month of January, and are held regardless of weather conditions.

Applicants may be interviewed at one or both interview locations depending on which programs they have applied for and been selected for interview. It is possible to apply for both program match codes but be interviewed for just one or for both programs.

There is an opportunity during the interview process to meet with current interns as well as informally with staff. Individual interviews are set up with two or three staff members, depending on the program being interviewed for.

Instructions for making interview appointments will be included in the acceptance for interview notification e-mails. **Interviewees will be photographed or may bring a small/passport size photo of themselves to the interview. Being photographed is voluntary but it does serve to help the selection committee remember each applicant.**

All applicants matched must be cleared by an agency physical, the NYS Abuse Registry and fingerprint check prior to starting. **Interns are required to have completed the ten**

(10) hour, free, on-line, TF-CBT training and have a certificate of completion prior to the starting date of the internship.

Any questions regarding the internship should be directed to:
Director of Clinical Training and APA-Accredited Internship
Astor Services for Children & Families
390 Crystal Run Road, Suite 107
Middletown, N.Y. 10941
845-673-4260 x232
adrewes@astorservices.org

PSYCHOLOGY INTERNSHIP TRAINING STAFF

Over 128 Years of Collective Experience!



Athena A. Drewes, PsyD, RPT-S

Dr. Athena A. Drewes is a licensed child psychologist, certified school psychologist and Registered Play Therapist and Supervisor. She is Director of Clinical Training and the APA-Accredited Doctoral Psychology Internship, as well as clinician in the Middletown, NY Therapeutic Foster Boarding Home Program. Dr. Drewes has worked at Astor Services for Children & Families for 25 years, starting out as a Doctoral Psychology Intern in 1991. She has previously worked in their Residential Treatment program for 10 years, been with the Therapeutic Foster Care Program for over 20 years, and

has been a Director for 15 years.

She is a passionate play therapist! She is past Board of Director of the Association for Play Therapy (2001-2007), and Founder, Founding Past President and newly re-elected President (2012-2016) of the New York Association for Play Therapy. She is adjunct Professor (Advanced Play Therapy) at Western Connecticut State University in Danbury, CT. Dr. Drewes is a prolific writer of book chapters, articles, and journal articles in play therapy, and author and co-editor of ten books on play therapy. She is a renowned national and international lecturer on play therapy. Her treatment specializations are play therapy, working with children in schools and foster care, complex trauma, sexual abuse, and attachment issues.

Her books include: *School-based Play Therapy* (with Dr. Schaefer and Lois Carey, Wiley, 2001; also translated into Chinese); *School-based Play Therapy: Second Edition* (with Dr. Schaefer, 2010, also translated into Korean); *Cultural Issues in Play Therapy* (with Dr. Gil, Guilford Press, 2005); *Supervision Can be Playful* (with Dr. Mullen, Aronson, 2009); *Blending Play Therapy with Cognitive Behavioral Therapy* (Drewes, 2009, Wiley, also translated into Korean); *Integrative Play Therapy* (with Dr. Bratton and Dr. Schaefer, Wiley, 2012, translated into Korean); *Therapeutic Powers of Play: 20 Core Agents of Change* (with Dr. Schaefer, 2013, Wiley); *Integrating Expressive Arts with Play Therapy* (with Dr. Green, 2013, Wiley); *Play Therapy in Middle Childhood* (with Dr. Schaefer, 2015, APA Books).

The BRONX

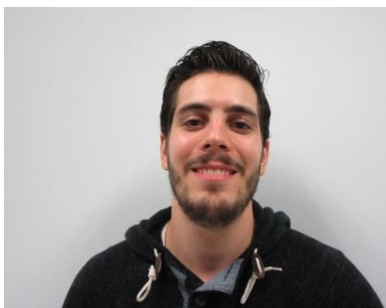


Jamila Codrington, Ph.D.

Dr. Jamila Codrington is a New York State licensed psychologist and clinical supervisor at Astor Services for Children and Families Child Guidance Outpatient Clinic, where she has worked for 12 years. Dr. Codrington is also an Adjunct Professor at New York

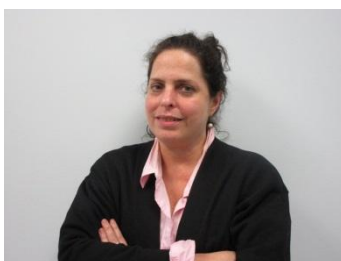
Theological Seminary and Past President of the New York Association of Black Psychologists. She earned her Ph.D. in Counseling Psychology at the University of Maryland at College Park and received specialized postdoctoral training in the evaluation and treatment of court-involved/incorrigible youth. University of Maryland, 2003. Counseling Psychology. New York State Licensed Psychologist. Primary Supervisor.

Her clinical interests include trauma, coping and resilience, mental health issues among the juvenile justice population, racial identity development, culturally-syntonic and holistic therapeutic interventions, and expressive arts in therapy. Dr. Codrington has published in professional journals including the *Journal of Multicultural Counseling and Development*; *Dreaming*; and *Cultural Studies of Science Education*, as well as a book chapter in *Helping Beyond the 50-Minute Hour: Therapists Involved in Meaningful Social Action*. Dr. Codrington has served on the Association of Black Psychologists' Public Policy Committee and co-authored the Association's position paper on *Special Education and the Mis-education of African American Children*. She has presented her scholarly work at conventions for the Association of Black Psychologists, American Psychological Association and American Counseling Association, as well as at the Diversity Challenge Conference, Teachers College Winter Roundtable, Caribbean Regional Psychology Conference, and International Congress of Psychology.



Daniel Korovikov, PsyD

Dr. Korovikov is clinical supervisor at the Byron Day Treatment Program. He graduated from Yeshiva's Combined School-Clinical Child Psychology PsyD program in 2014, and was a doctoral intern at Astor. He has been developing specialties in program evaluation and program development. Regarding program evaluation, he has statistics consulting and programming experience, which has been used to develop a number of programs/reports for both the outpatient and day treatment programs. Regarding program development, he has taken the lead in redesigning a number of systems at Byron including the levels/points system, token store, etc. His largest and most current project is preparing the school to shift frameworks from a traditional focus on rewards/consequences toward the C.A.R.E. model, which focuses more on meeting children's needs and developing relationships. The reason Dr. Korovikov ranked Astor for his internship was for its "broad-based experiences plus a more restrictive environment experience". Additional reasons to rank Astor high include: "much program development/evaluation experience (thanks to Savita), a variety of models/approaches to working with kids, and the opportunity to work with a very challenging population where one must balance safety and child development rather than just safety (e.g., inpatient hospitals)".



Sara E. Weiss, LCSW-R

Sara E. Weiss, LCSW-R has been working at Astor Services for Children and Families for more years than she'd care to admit! After working as a clinician at Astor's therapeutic pre-school for a number of years, Sara moved on to become the Intake Director of Astor Day Treatment

Program's Bronx School Aged sites, a position she still holds. Along the way and simultaneous with her work as Intake Director, she supervised social work interns and staff at Astor's now closed Tilden Day Treatment site where she also carried cases and provided clinical support and coverage "on the floor" as needed.

Her degree is from the Columbia University School of Social Work, 1989. New York State Licensed Clinical Social Worker. Secondary Supervisor. Specialty: PCIT Trainer.

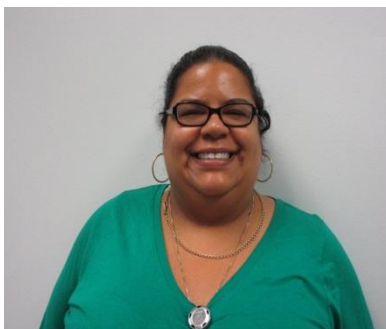
Currently she is involved with helping to develop, staff and supervise a pilot program alongside the State Office of Mental Health which seeks to provide services to children in their "natural" environments in order to keep them in such environments and out of more restrictive educational placements, psychiatric hospitals and/or residential facilities. She has a longstanding connection with Astor's pre-Doctoral Psychology Internship program where she has supervised interns doing mental status evaluations for day treatment program candidates. More recently she has been involved with providing exposure to Parent Child Interaction Therapy (PCIT) to Astor's Psychology interns through seminars and by serving as co-therapist on Outpatient Clinic cases where PCIT is indicated. Sara earned her undergraduate degree at Bryn Mawr College and her Master's in Social Work at Columbia University's School of Social Work. She is a member of NASW and on the PCIT Listserv.

Administrative Staff:



Andrew Kuntz, MCAT, LCSW

Andrew Kuntz holds a Master's Degree in Social Work from Fordham University, a Master's degree in Creative Arts Therapy from Drexel University, and a Post-Master's Certificate in Advanced Clinical Social Work from New York University. He has been with the Bronx Programs of the Astor Services for Children and Families for twenty-six years, in the capacity of Program Director and Deputy Director, and has overseen the acquisition of a second free-standing full-service children's community mental health clinic in the Highbridge section of the Bronx, and the expansion into numerous embedded satellite clinics in New York City public schools and foster care agencies. He is charged with the responsibility for Astor's Bronx-based outpatient clinic programs, and has had a career-long commitment to development of quality psychotherapy services in the neediest and most underserved communities in New York City.



Savita Ramdhanie, LCSW-R

Savita Ramdhanie began working at Astor Day Treatment as a Social Work student. After completing that year, she had another placement elsewhere. She realized very soon into her placement that she missed the work she did at Astor and pushed to get a job here!

She was able to secure one and 17 years later, she is still here!
 She enjoys the high activity level and the organized 'chaos'! She also enjoys working with the milieu. "The teamwork is amazing and something that we strive for. We are a learning and teaching environment!"

Dutchess County



Jaimee DiMarco, Ph.D. Dr. DiMarco completed her doctorate at Gallaudet University in 2016. She came to Astor as an intern in the APA-Accredited Doctoral Internship in 2015-2016 and is now a clinician at the Poughkeepsie Clinic. Dr. DiMarco's primary research interest includes exploring the relationship between children and their caregivers when there is a difference in hearing status. Other areas of interest include parenting, childhood trauma, as well as mood and anxiety disorders. Dr. DiMarco currently co-leads a Young Adult DBT Group at the Outpatient Clinic and supervises current interns.



Mary Nichols, Ph.D. Dr. Mary Nichols completed a doctorate in Clinical Psychology from the Graduate Institute of Professional Psychology at the University of Hartford in 2012. She currently holds a license to practice as a Psychologist in New York State. She came to Astor in 2009 as an APA Psychology Intern and then completed her dissertation research focused on neurocognition and insight in young adults with schizophrenia. Dr. Nichols clinical and research interests focus on severe mental illness in children and adolescents, psychological assessment, program evaluation, and treatment of psychosis and post-traumatic stress. In her current position as Research and Outcomes Psychologist, she facilitates ongoing

support for improving clinical use of the CANS-NY and the reporting of outcomes data at the agency.

Jody Popple, Ph.D. Dutchess County Internship Site Supervisor. Clinical Specialist at Astor Residential Treatment Facility, Rhinebeck, NY. Family Therapy seminar. Counseling Psychology, Texas Women's University, 2002. New York State Licensed Psychologist. Secondary Supervisor: Family Therapy. Dr. Popple received her Ph.D. in May 2002 from Texas Woman's University. TWU has a strong family systems program and she has continued to develop her expertise in working with families through Astor and through a small private practice. Dr. Popple has worked at Astor for 13 years. She started in the outpatient clinic in Poughkeepsie as a Post Doctorate. The following year, she started at the residence as the Clinical Coordinator for an RTC program and transitioned to the RTF program where she continued for the next 8 years. Dr. Popple was promoted to a director position, "Residential Team Leader" in May 2012, providing clinical oversight to two RTC units in the residence. In her current position, she has clinical oversight of the entire RTC. In addition, she partners with Dr. Drewes on some tasks related to the internship oversight in the residence and provides Family Therapy supervision and training to the Psychology Interns.

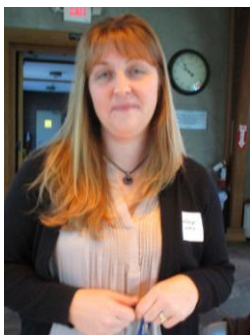


Justine Skiba, Ph.D. Clinical Specialist. Astor Residential Treatment Facility, Rhinebeck, NY. Clinical Psychology, Adelphi University, 1999. New York State Licensed Psychologist. Primary Supervisor; Secondary Supervisor: Supervision of Supervision group training. Dr. Skiba's primary area of interest is in childhood trauma and the significance of relationships on ameliorating the impact of trauma. Other areas of interest include sexualized behavior problems in children, and the effect of parental incarceration on children and their families. She has taught classes and workshops at various facilities as well as through the Child Welfare League of America. Dr. Skiba has worked as a Clinical Specialist in Astor's RTF program since 2005.

Support Staff:



George Traver, M.A., School Psychologist. Astor Learning Center; Rhinebeck Residence.



Heather Sarles, M.A., Astor Learning Center, Rhinebeck Residence.



Ali Palmatier, LCSW, Astor Learning Center, Rhinebeck Residence.