
BROCHURE

The Psychology Internship Training Program of the
New York Psychoanalytic Society & Institute
247 East 82nd Street
New York, New York 10028

PHILOSOPHY AND GOALS

The Psychology Internship Training Program (PITP) of the New York Psychoanalytic Society & Institute (NYPSI) is an intense one-year or half time, two-year training program. The primary goal of the program is to further the training and professional development of doctoral level psychologists by providing the knowledge and skills necessary for diagnosis, assessment, and intervention with a variety of patients in diverse outpatient settings, as well as a six-month rotation at the psychiatric inpatient service at New York's Mt. Sinai Hospital and Medical Center. The program emphasizes the scholar-practitioner model and closely integrates courses and seminars in theory and technique with extensive clinical experience. The primary treatment model at NYPSI and taught in the internship-training program is psychodynamic, and the intern is exposed to a range of psychodynamic theories, techniques, and treatment modalities with special emphasis on their application to the diverse patient population served by the Institute. Training is provided in milieu and individual psychotherapy, psycho-diagnostic testing and assessment, crisis intervention and consultation. Interns work with patients from different ethnic and socio-economic backgrounds, as diverse as severely impaired very young children, older children and adolescents from the inner city and high functioning young children, adolescents, and college students and adults. Treatment is intensive and generally long term. However, the PITP is aware of future trends in mental health and recognizes the need to provide training in short-term treatment as well as long-term therapies; behavioral, group, and family modalities are also emphasized.

High quality supervision is at the heart of the training program, and all supervisors and faculty have extensive clinical experience and most have post-doctoral training. Multiple supervisory and learning experiences are provided, enabling the intern to enhance professional skills, establish a professional identity and pursue and develop individual interests.

Interns are highly regarded and respected members of the Institute Community. They actively participate in case conferences, contribute to clinical and administrative decisions, and are at all times considered professionals in training. The administration of the Institute and psychology faculty is committed to providing a program where training and training needs take precedence over service requirements.

Setting: The New York Psychoanalytic Society & Institute (247 East 82nd Street, NYC)

NYPSI has been training clinicians for over 100 years. As the largest center of psychodynamic treatment and research, the Institute annually provides education to almost 100 students from a variety of disciplines and has over 300 members involved in the teaching and supervision of these programs. The Institute's clinical programs offer low cost therapy and evaluations to hundreds of patients a year. It is therefore a vibrant and energized training and treatment center that serves a culturally and ethnically diverse patient population drawn from all areas of New York City. The Institute has greatly expanded services and developed a number of innovative specialty programs treating patients of all ages and diagnoses. The Institute offers low-cost Psychotherapy Programs, the Bernard Pacella Parent Child Research Center, the New York Psychoanalytic Institute Research Center, the Arnold Pfeffer Center for Neuropsychanalysis, the Scholars Program, the Psycho-educational Testing Program, and the Psychoanalytic

Fellowship Program. These programs provide complete diagnostic assessment and evaluation, psychotherapy, psychopharmacology, and psycho-educational therapy.

The Institute is housed in a four-story building with a full basement, including the world's largest psychoanalytic library, the A. A. Brill Library. Facilities include Institute staff offices, numerous treatment rooms, seminar and classrooms, and an auditorium used for professional meetings, presentations, and community education.

OVERVIEW

The Psychology Internship Program is composed of four main components: 1) assessment and treatment of Outpatient Treatment Center patients, 2) assessment and treatment of an inpatient population, 3) didactic seminars and lectures, and 4) intensive supervision. It is our belief that the solid core of the program is a supervised rotation through an inpatient service and ongoing outpatient work with careful supervision.

The interns have two six-month rotations. The first is a six-month rotation on an inpatient unit of Mt. Sinai Medical Center. For the second six month rotation interns can choose to do group and individual work with children at one of our partner schools (P.S. 6 and PS 111. Throughout the internship, interns will conduct outpatient psychotherapy at NYPSI's Treatment Center; There is no pressure on the interns for service needs, and each intern can individualize the program to suit his/her individual needs. Each individual's curriculum is worked out with an advisor to make sure educational objectives of the internship are met.

The interns' clinical work is with a wide range of patients, including adults, children, and adolescents with a wide range of problems including severe mental disturbance, problems in living, personality disorders, neuroses, developmental disorders, and learning problems. Psychological testing is done with children of all ages as well as with adults using intelligence and neuropsychological tests, and projective techniques. Treatment modalities include individual and group psychodynamic psychotherapy, consultation with parents, teachers and agencies, school consultation, cognitive/behavior therapy, and family therapy.

The didactic seminars (see curriculum, p. 9) are intended to build upon the interns' knowledge and education by providing detailed, in depth coverage of the theory and technique necessary for performing their professional duties and responsibilities. The sequence of the seminars is structured to first provide the knowledge and skills necessary for the beginning of treatment-- assessment and initial phase, and then those required in the latter phases. There is a seminar on diagnosis and assessment, which includes training in psychopharmacology beginning when the interns enter the program. There is also a yearlong seminar on psychodynamic theories, beginning with basic classical and contemporary Freudian theory, and then going on to object relations theory and clinical practice, and finally relational theory and practice. The other yearlong seminar is on the technique of psychodynamic psychotherapy, which includes a number of mini-courses of technique with eating disorders, sexual disorders, borderline conditions, suicide and depression. The interns also have a regularly scheduled weekly meeting in which sequences are devoted to such professional issues as ethics, managed care, and multi-cultural

sensitivities. The interns also may attend case conferences of the New York Psychoanalytic Institute (Affiliated Staff Meetings) devoted to assessment and clinical case presentations [as well as scientific meetings (in which invited distinguished speakers present their work), research meetings of the Bernard Pacella Parent Child Center]. The first phase of the inpatient experience involves an introductory course to inpatient psychiatry involving a combination of lectures and carefully supervised demonstrations of the skills necessary to work as a team member on an inpatient unit. A series of courses on work with seriously ill patients are also provided.

Intensive individual and group supervision is a key component of the internship training program as supervisors teach clinical skills and serve as role models for the development of professional responsibility and identity. We provide the intern with four-six hours of supervision a week with four-five different supervisors. The intern has one supervisor for every two clinical cases, and a supervisor in each specialty program.

DESCRIPTION OF THE PROGRAM

Adult, Child, and Adolescent Outpatient Psychotherapy

NYPSI's Treatment Center provides therapeutic services for people with a wide range of problems including: depression, anxiety, psychosomatic disorders, phobias, personality problems, sleep disturbance, obsessive compulsive disorder, family problems, phase of life issues. The treatments provided are geared toward alleviating suffering from distressing psychological symptoms, helping people change characteristic and self-defeating behaviors, assisting in adjusting to life circumstances, as well as in-depth exploration of underlying psychological processes from which much suffering emanates.

Interns will serve as primary therapists for seven to eight patients, requiring up to ten hours of direct clinical service a week. They will receive training in evaluation and diagnosis, psychopathology, and psychodynamic psychotherapy. Where appropriate they will also meet with parents and consult with schools. Interns will also perform psychological evaluations using intelligence, projective and neuropsychological tests. Interns receive training in evaluating and diagnosing learning disabilities. Interns will treat outpatients throughout their internship.

FIRST ROTATION

Mount Sinai Medical Center

Mt. Sinai Medical Center's commitment to excellence in research, education, and patient care form the foundation that makes Mount Sinai School of Medicine (MSSM) in Manhattan one of the world's foremost centers for medical and scientific training. Exceptional patient care is the hallmark of Mt. Sinai Hospital, and the seamless connection between the School and the Hospital set Mt. Sinai apart from most centers of scientific inquiry.

Mount Sinai Inpatient Service

All interns will participate in a six-month rotation of a psychiatric inpatient service.

Interns will have experience as a key member of a multidisciplinary treatment team, under supervision providing a component of the coordinated care that leads to the acquisition of collaborative management skills. They will provide psychological management for 1-2 patients admitted to their inpatient team. They will become familiar with the range of major psychiatric syndromal presentations and become familiar with major differential therapeutic considerations. Supervision of psychotherapy as well as cognitive-behavior management will be provided. Supervision of psychological testing will be provided. Interns will learn of the burden of severe and persistent mental illness and the challenges and opportunities for longer-term after-care and psychiatric rehabilitation. These goals will be realized through attending rounds where all unit patients are discussed, new patients are interviewed, and management discussions take place. Issues of collaborative care are addressed in this format. Interns assume primary psychological management responsibilities for 2 patients at a given time.

SECOND ROTATION

Interns have a choice for their second rotation among the following:

P.S. 6, The Lillie Devereaux Blake School, is a public elementary school located on the Upper East Side of Manhattan, New York City. Founded in 1894, P.S. 6 is regarded as one of the top elementary schools in New York City. P.S. 6 has about 800 students in grades K-5. Average class sizes are 23-28. The school's student body is 78% Caucasian, which is somewhat unusual for a public school in NYC. The school is popular with families on the Upper East Side who often choose to send their children there rather than to private school.

PS/IS 111, The Adolph S. Ochs School & Academy, is a Title I school for grades pre-K through 8 in the heart of Hell's Kitchen/Clinton. The 600 students, ages 4 to 16, are 61% Latino, 24% Arabic, 11% African American, 3% Caucasian, and 1% other. Average attendance is 94%. With over 85% from families with incomes below the poverty level, all of the children are eligible for free breakfast and lunch.

PS/IS 111 calls itself "a community of learners" where all children are encouraged and expected to achieve high academic standards and social success, to enjoy learning, celebrate diversity, develop analytical skills, and model exemplary behavior. The school also emphasizes respect, compassion, perseverance, honesty, and commitment to character building. Academic services are provided for those with Special Needs and for English Language Learners. The latter population has been increasing, as new immigrant families move into the neighborhood.

Many students at PS/IS 111 require multiple supports in order to make academic progress. The children battle many outside stressors that contribute to social-emotional barriers to making positive choices that could help them achieve full academic potential and social-emotional well-being. Stressors include: having parents with alcohol and/or drug addictions; being raised by grandparents, foster parents or extended-family members; having incarcerated parents; having time-consuming responsibilities for translating (going to appointments with parents, etc.); coping with the effects of trauma from sexual/ physical/ emotional/verbal abuse; residing in temporary housing (shelters) or overcrowded housing; and suffering from other ill effects of poverty.

CURRICULUM

The core curriculum consists of a series of seminars and didactic courses on Diagnosis and Assessment, Course on the Developmental Perspective, Seminar on Psychodynamic Theory, and Seminar on the Technique of Psychodynamic Psychotherapy. There are also seminars on Work with the Seriously Ill Patient, Psychopharmacology, and Professional issues. There are a series of quarterly dinners with well-known psychoanalysts and psychologists so the interns may engage in a more personal way and have their specific questions answered.

Courses and Seminars

1. Seminar on Developmental Issues

Clinical and observational data are used to examine the developmental roots and normal and pathological manifestations of the following: the basic core, object relations, the self, gender identity, superego precursors, psychic structure formation, and psychosexual development.

Emphasis is given to the complex role of identification and internalization in development; to the emergence of intra-psychic conflict; and to the factors that hamper satisfactory resolution of conflict. Emphasis will also be given to oedipal phase conflicts with case presentations demonstrating normal and pathological conflict resolution.

2. Seminar on Psychodynamic Theory

This seminar covers the basic concepts and important seminal works of classical and contemporary Freudian theory, Object Relations Theory, Kleinian Theory, Self Psychology, and Relational Theory. The purpose of the seminar is to further the interns' understanding and knowledge of these psychodynamic theories, and to highlight the relationship between theory and clinical practice. Fundamental concepts common to all perspectives are taught along with important differences with clinical implications for clinical practice. The intent is to foster thoughtful and critical inquiry, and to develop a scholarly interest in these controversial and important areas.

3. Seminar on the Technique of Psychodynamic Psychotherapy

This seminar begins with the practicalities of the beginning of treatment and the establishment of a therapeutic frame, then moves on to the listening process, the dynamics, interpretation, and management of resistance and the therapeutic relationship, the meaning and usefulness of dreams for understanding the patient's dynamics, considerations of therapeutic action, reconstruction, and the dynamics and modes of intervention employed during the termination process (See attached syllabus). Mini-courses in the technique of working in areas of specific psychopathology and clinical situation are given: eating disorders, borderline disorders, sexual disorders, and suicidal patients, with a focus on transference/counter-transference issues.

4. Seminar on Technique of Psychodynamic Psychotherapy with Children

The special techniques of working with young children will be stressed including play therapy, setting the frame, boundary and behavior management, confidentiality, parent guidance, modes of communication, interpretations and structure building and consultation with schools and agencies.

5. Seminars on Inpatient Psychodynamic Psychiatry

Course meets weekly from first week in September until mid April where every other week lecture alternating with live interviewing of in-patient. The lecture material will follow the issues raised in the prior week's interview. Instructor will interview the patient; students will demonstrate their own interview technique as the year progresses. Material to be covered includes the nature of psychic conflict, the nature of subjectivity, goals of hospitalization, impact of ward milieu, melancholia, delusional disorder, acute schizophrenia, borderline disorder, pathological narcissistic states, substance abuse, alcohol abuse, major depression, acute mania, conversion disorder, and suicide.

6. Personality Disorder Course: devoted to the study of major Axis Two Disorders:

The following disorders are discussed: Narcissistic Borderline, Paranoid, Obsessive, Histrionic, Schizoid, and Schizotypal

Lectures and Case Conferences

1. Interns attend and are invited to participate in the case presentations of the Affiliated Staff of the New York Psychoanalytic Institute and conferences sponsored by the New York Psychoanalytic Institute

2. Interns attend the scientific meetings of the American Psychoanalytic Association

EVALUATION

Interns can request to have a faculty adviser who serves to both guide and monitor the intern's progress through their internship experience. Faculty and Supervisors provide ongoing evaluation of each intern's performance throughout the year. Formal evaluations of performance are made twice a year and closely reviewed with the interns. Evaluations are regularly discussed at tri-annual supervisor and faculty meetings and at the end of the year these evaluations are summarized and communicated by the Director of the Internship Training Program to the intern.

Interns also provide ongoing evaluation of the training program to the Internship Director at internship meetings and are asked to write an anonymous evaluation at the end of the year. Interns also formally evaluate their supervisors twice a year and all didactic seminar instructors. These evaluations are shown to the staff members being evaluated and are discussed with the Director of Training.

UNFUNDED INTERNSHIP

The internship is a full time one-year commitment or a two-year half time commitment that begins in early September. Presently, the internship is unfunded; some small amount of funding is available for interns participating in research and those chosen to be part of the intake committee at NYPSI's Treatment Center.

ADMISSION PROCEDURES

Applicants are actively recruited from clinical psychology programs of graduate schools. Applicants must have completed their course work, practicums, and passed their doctoral qualifying exams. (Requirements for consideration for a position in our training program include a minimum of 1000 hours of supervised practicum experience involving both assessment and psychotherapy.)

There is no formal application form. Applicants must submit the following:

1. Updated CV and three letters of recommendation.
2. APPIC essays
3. If APPIC essays are not available, the following Supplemental Essays in 500 words or less:
 - a. Please describe a defining or clarifying moment in your life. It can be a personal moment, a clinical event with a patient, an academic moment—anything that conveys something about you. It can be a recent event or something from your remote past. In other words, send us the entry which will most help us visualize you as a person.
 - b. Write a brief synopsis of a psychotherapy case that was particularly meaningful to you.
 - c. What are your long term professional goals? Please be as specific as possible.

All materials should be addressed to:

Tehela Nimroody, Ph.D., Director of Training
Clinical Psychology Internship Program
The New York Psychoanalytic Institute
247 East 82nd Street
New York, NY 10028

...AND SENT IN PDF FORM TO: admdir@nypsi.org

Applications must be submitted by **December 15**. The admissions committee of the psychology-training program, consisting of the director of the program and two faculty members, reviews all applications. Applicants are sometimes interviewed by more than one admission committee member if more information is needed. All applicants are evaluated without regard for sex, race, religion, or ethnic origin.