

**Graduate Program in Clinical Psychology
Yale University
Practicum Opportunities 2021-2022**

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Yale Psychology Department Clinic (YPDC)

The Yale Psychology Department Clinic provides mental health services to individuals from the Yale University and greater New Haven communities. Traditionally YPDC has specialized in individual and group treatment for adolescents and adults who have primary anxiety and mood diagnoses. However, we are in the process of expanding our services to include treatment for couples and families as well as Yale graduate students and post-docs who are seeking to participate in psychological skill building groups (cognitive behavioral therapy, dialectical behavioral therapy, acceptance and commitment therapy, etc.). Additional populations of interest to our clinical faculty and students will be identified and recruited.

Training in evidence-based assessment and treatment is emphasized. Learning of empirically substantiated skills (e.g., exposure and response prevention, behavioral activation, problem solving, cognitive reframing, motivational interviewing, mindfulness, distress tolerance, interpersonal skills training, etc.), attention to the therapeutic process (e.g., empathic listening, verbal and nonverbal expressiveness), and the development of case conceptualization, and treatment planning (e.g., establishing a clear goal focus with clients and a plan for ongoing assessment of therapy) are emphasized. Graduate students video and audio record all sessions to aid in supervision.

First and second year students conduct intake assessments with the Structured Clinical Interview for DSM-5, unstructured interviews, and client self-report questionnaires. They present findings gathered during intake assessments at weekly clinical conferences and in professional reports. Additionally, they function as co-therapists in a variety of group treatments: CBT, DBT, ACT, and Mindfulness skills training. Second year students maintain a caseload of approximately 3 individual clients (or couples or families), and 3rd year students maintain a caseload of approximately 5 clients.

Faculty aim to provide students with as much variety as possible in their caseload and offer as many different experiences as we can during the year.

Students attend group supervision meetings (1.5 hours per week) as well as individual supervision with a licensed clinical psychologist (1 hour per week). Additional supervision by a student director can be obtained if requested. The practicum begins September 1st and continues through June 1st.

Student Director: Advanced students in their 5th year of training may elect to apply for a student director position. Student directors are an integral part of the clinic's leadership. Responsibilities may include providing peer supervision, attending weekly supervision of supervision meetings, attending weekly clinical conferences, serving as a teaching fellow for introductory clinical courses (such as Introduction to Diagnostic Assessment; Ethics, Diversity, Supervision, Consultation and Professional Practice; Psychological Assessment), coordinating community outreach efforts and clinic recruitment, and carrying a caseload of clients.

Recent Student Directors/Supervisors: Ava Casados, Dana Allswede, Ema Tanovic, Libby Lewis, Erica Ho

Typical time spent on clinical work breaks down as follows per week:

Individual patients	3-5 hours
Preparation time	1-2 hours

Group	2 hours	(1 hour of group; 1 hour of preparation/supervision)
Supervision	2.5 hours	
Paperwork	1.5 hours	
Total	10 - 12 hours	

Yale Transitions Clinic Network

The Transitions Clinic Network serves the primary care needs of recently released prisoners and their families. Each Transitions clinic is staffed by a culturally competent provider and a community health worker (CHW), with a history of incarceration, ensuring each patient's most pressing issues are addressed. We take a broad view of health and wellness, caring for both the patients' physical and behavioral health needs, and their social determinants of health. Starting September 2019, we added mental health services to our primary care clinic in New Haven. These services are provided at no cost to patients. Services can take several forms including 30 min-45 min skills sessions (offered as one-time visits or weekly visits for continuing care), 20 min brief sessions to discuss motivations for change or psychoeducation about mental health issues, diagnostic assessments (with integrated reports [SCID, Shipley IQ, WRAT-Reading, MoCA, PANAS]), etc. Patients seen in this practicum range in their presenting problems, including general stress, trouble with transitions to the community, substance abuse, trauma, anxiety, psychosis, and depression. The Transitions Clinic Practicum runs on Fridays from 8:30am-12:30pm. There is an additional hour of supervision each week (provided by Dr. Arielle Baskin-Sommers), and a monthly team supervision meeting (with Drs. Lisa Puglisi and Baskin-Sommers).

To apply for this practicum, first, speak with the DCT to discuss your training goals and availability. Then, reach out to Dr. Baskin-Sommers to set up an interview. No prior experience with incarcerated or formerly incarcerated individuals is required. That being said, it is essential that students working in this practicum articulate a desire to support this population and a recognition of the sensitivities present for those that are justice-involved.

Students who have recently participated in this practicum: Ariel Chang, Meghan Collins, Suzy Estrada

Yale Outpatient Psychiatric Clinic for Children

Michele Goyette-Ewing, Ph.D.
Associate Research Scientist in the Child Study Center
Director, Psychology Training
Director, Yale Outpatient Psychiatric Clinic for Children

Practicum: @12 hours/week

Dr. Goyette-Ewing is the director of the Yale Outpatient Psychiatric Clinic for Children. The clinic sees 900 children each year, the majority of whom are from underserved and low-income backgrounds. Child clients range in age from 1-18, and present with the full range of symptoms and diagnoses.

There are 10 full time treatment providers working at the clinic, and interns in clinical psychology can opt to serve a rotation at the clinic as part of their internship training. The treatment providers are multidisciplinary, including psychiatric fellows, clinical nurse fellows, social workers, and psychologists.

There are two teams within the clinic. The young child team specializes in treating children 4.5 years and below. That team tends to work from an attachment framework and to provide play therapy, circle of security, and parent-child interaction therapy. The older child team treats children 5 and older, and offers a broad range of treatment including trauma focused CBT, and Parent Management Training. They are currently applying for a grant to provide Modular Approach to Therapy for Children (MATCH – ADTC), a bold redesign of evidence-based treatment for childhood anxiety, depression, trauma, and conduct problems developed by Drs. Bruce Chorpita and John Weisz.

http://www.practicewise.com/portals/0/MATCH_public/index.html

This practicum placement would require participation in one grand round meeting series (held on Monday 10:30 – 12 or Monday 12-1:30), and the staff meeting (held on Wednesdays noon- 1PM). As part of the grand rounds, clinicians are required to present updates regarding their clinical work very briefly (3-5 minutes). As part of the staff meeting there are longer case presentations, training in cultural competence, and invited speakers. There is also an evidence-based treatment seminar that is offered on Fridays from 11-12.

Trainees would be assigned up to 8 children

Students who have recently participated in this practicum: Ava Casados, Molly Crossman, Dana Allswede, Grace Brennan, Emily Cohodes, Camila Caballero, Meghan Collins, May Conley

YALE SCHOOL OF MEDICINE
Department of Psychiatry/ Psychology Section
Yale-New Haven Hospital (YNHH)
Psychology Externships

The YNHH psychology externship program represents a part-time version of our doctoral internship program. For the 2014-2015 academic year, externship training may occur in one of two training tracks:

1. Adult Dialectical Behavior Therapy Program
2. Adult Behavioral Medicine Service

Clinical placements provide a range of evidenced-based clinical training opportunities within multidisciplinary hospital-based settings serving patients with either serious mental and/or medical illness. Externs receive training in multiple therapeutic modalities, including crisis intervention, individual therapy, group therapy, couples therapy, and in collaborative methods for pharmacologic intervention. Externs also have opportunities to receive training in psychological and neuropsychological assessment.

I. Adult Intensive Outpatient Program (IOP) Dialectical Behavior Therapy (DBT) Program:

The Adult IOP is geared for patients who do not require the level of supervision and support provided by an inpatient program, but who need more intensive intervention than is readily provided in most outpatient settings. Most patients are admitted for treatment of mood disorders, anxiety disorders, chronic suicidal ideation, co-occurring disorders (psychiatric and substance abuse disorders), personality disorders and family/interpersonal conflicts. Patients are admitted to one of four main treatment tracks: 1) General for patients with depression, anxiety, psychosis and other psychiatric problems; 2) Dual diagnosis for patients with co-occurring psychiatric and substance abuse disorders; 3) Dialectical Behavioral Therapy-General {DBT-G} for patients with borderline personality disorder features who struggle with chronic patterns of suicidal or other self-destructive behaviors; and 4) DBT for Substance Use Disorders (DBT-SUD) for patients who struggle with borderline personality disorder features and substance dependence.

Externs may participate in a multidisciplinary team by serving as primary clinicians in DBT-G or DBT-SUD tracks. The DBT and DBT-SUD tracks provide comprehensive DBT treatment as specified by Marsha Linehan, PhD, with modification for a group-based day hospital setting. The DBT tracks include skills training, diary card review, behavioral analysis, and skills coaching.

Externs attend an in-depth weekly DBT seminar over the summer in order to develop familiarity with the major principles, strategies, and methods of DBT that they will continue developing throughout the training year. As the primary clinician, externs meet individually with their assigned patients on a monthly and as-needed basis (e.g., for risk assessment and management, family meetings), coordinate treatment with patients' concurrent outpatient providers, and provide discharge planning. The externs and other DBT clinicians provide telephone skills-coaching and meet weekly for a DBT consultation group.

Externs are trained to perform clinical admissions intakes, and as-needed psychological assessments. Externs may also have the opportunity to co-lead non-DBT group therapy and/or apply brief individual DBT depending on the extern's interest and clinical availability.

For more information about this placement site, please see the description of the full-time internship placement at <http://medicine.yale.edu/psychiatrv/psychology/predoc/sites/ynhh/index.aspx> or email seth.axelrod@yale.edu.

Students who have recently participated in this practicum: Hanna Raila, Michael Vanderlind, Molly Crossman, Libby Lewis, Colin Stanton, Alli Stuppy-Sullivan, Ashleigh Rutherford

2. Adult Behavioral Medicine Service:

The Behavioral Medicine Service is a psychological consultation and intervention program integrated within specialized outpatient medical services of Yale-New Haven Hospital (YNHH) and the Smilow Cancer Hospital. Externs work within multidisciplinary teams of medical providers (consisting of physicians, surgeons, nurses, and social workers) and gain valuable experience in the provision of behavioral health consultation, psychological assessment, and behavioral health intervention to a broad range of medically ill patients. Emphasis is placed on understanding the psychosocial factors influencing adjustment and adaptation to chronic medical conditions, and on developing skills for behavioral consultation and intervention in an academic medical setting.

The goal of the Behavioral Medicine Service is to provide support and assistance to medical care providers and their patients so that the patient's emotional and mental health needs can be addressed within the context of their overall medical care. The service operates under the premise that integrated behavioral medicine has the potential to benefit both patient and physician by improving access to behavioral health care for medically compromised individuals, improving adherence to medical treatments, targeting lifestyle and psychosocial issues effecting wellness, addressing issues of pain management, stress tolerance, addictions, coping, and by helping to prevent the development of more serious mental health disorders through early recognition and intervention.

Externs divide their time training between the Yale-New Haven Transplantation Center's Liver Transplant Program and the Smilow Cancer Hospital.

Within each of the medical specialties, Behavioral Medicine Externs consult with medical providers and patients and provide psychotherapy to medically ill patients using a combination of supportive, cognitive behavioral, and mindfulness-based therapeutic approaches. Interns also attend and participate in a number of weekly multidisciplinary meetings and case conferences such as the Liver Transplant Recipient Review Committee, Melanoma Tumor Board, and the Palliative Care Interdisciplinary Team Meeting.

Psychology externs at YNHH also have access to additional didactic opportunities such as weekly psychology training seminars, departmental grand rounds, and hospital case conferences.

For more information about this placement site, please see the description of the full-time internship placement at: <http://medicine.yale.edu/psychiatrv/psychology/predoc/sites/ynhh/index.aspx> ore-mail Dr. Dwain Fehon, Chief Psychologist, Director Behavioral Medicine, dwain.fehon@yale.edu.

Students who have recently participated in this practicum: Victoria Webb, Erica Ho

3. Psychological Assessment Training, Supervision & Seminars:

Psychology externs at YNHH have the opportunity to conduct neuropsychological and psychological diagnostic testing protocols within their primary placements. Psychology externs at YNHH receive weekly individual supervision from Dr. David Klemanski (david.klemanski@yale.edu), as well as weekly individual supervision with a doctoral psychology fellow. In addition to formal weekly supervision, a major form of supervision is provided "in vivo" via modeling, treatment team meetings, and consultation groups.

Educational Goals:

- Learn about different psychiatric presenting problems and develop an understanding of how these relate to specific diagnoses;
- Learn about the application of a variety of assessment approaches to presenting problems and diagnosis;
- Increase understanding and confidence with administering intelligence, achievement, personality, neuropsychological, and other objective instruments and measures;
- Enhance knowledge of psychometric properties of assessments and measures and outcome(s) monitoring;
- Develop skills related to providing assessment results and feedback to patients and families and treatment teams;
- Learn about cultural backgrounds of patients and understand the connection between their background and psychological problems;
- Increase cultural competence related to administration of tests and scoring and clinical conceptualization of patient cases;
- Develop and appreciate knowledge of professional standards and ethics related to psychological assessments and psychometrics;
- Understand how providers refer patients for assessments and how results are used in treatment and discharge planning;

Educational Activities (clinical, research, in-service, rounds, etc.):

- Conducting structured and semi structured clinical interviews and mental status exams;
- Determining appropriate plans for assessments, including test selection, and in context of referral questions and outcome needs;
- Observing and administering various assessment measures;
- Scoring, interpreting, and writing summaries of test results for comprehensive and brief integrated reports for patients and treatment teams;
- Observing, delivering, and reviewing assessment results with patients and their families and treatment teams;
- Attend various trainings including on cultural competence and diversity, psychometric properties of measures, psychopharmacology, etc.
- Interact regularly with treatment providers within a large-scale health care system to ensure the psychological and clinical needs of patients are met with regard to assessment;

Type and amount of supervision: Individual, Group, and Ad-hoc supervision; 2.5 hours (minimum) – 4 hours (maximum) per week.

Students who have recently participated in this practicum: Erica Ho

Substance Abuse Treatment Unit (SATU)
of the Connecticut Mental Health Center, 1 Long Wharf
Matthew Steinfeld, PhD Matthew.steinfeld@yale.edu

This practicum offers specialized training in the diagnosis and treatment of a range of substance use disorders, and how these disorders affect and interact with other mental illnesses and psychological problems.

Information about the experiences practicum students are offered can be found at:
<http://medicine.yale.edu/psychiatry/psychology/predoc/sites/cmhc/substanceabuse.aspx>.

Practicum students experience roughly the same training as psychology interns, albeit in abbreviated form due to fewer hours at the clinic. SATU is staffed as a consortium between Yale University School of Medicine's Department of Psychiatry and the State of CT.

Currently there are 4 full-time licensed clinical psychologists on the SATU team:

[Donna LaPaglia, Psy.D.](#), Primary Advisor

[Lisa Fucito, Ph.D.](#), Supervisor

[Matthew Steinfeld, Ph.D.](#), Supervisor

[Brian Kiluk, Ph.D.](#), Supervisor

The SATU clinic historically has had 2 psychology internship slots per year as part of [Yale's Predoctoral Internship Program in Clinical & Community Psychology](#). Former psychology practicum students have reported learning a lot from current interns and have regularly secured nationally competitive internships.

The practicum requires 12 hours/week (1.5 days). Ideally, practicum students would be at SATU on Wednesday mornings and Thursdays 9-5. Yale students could participate a bit longer on Wednesdays to accommodate their need to participate in the clinical lunch series on Thursdays. There is an important required case conference at SATU on Thursdays at 4 PM. Most of the other trainees (interns, postdocs, etc.) are around on Wednesdays and Thursdays and Dr. Steinfeld would like students to have the opportunity to learn from each other.

Training activities include: Intakes, case presentations during team meetings, 3-4 individual patients per practicum student, supervision, and case conference with interns and postdocs. There are mindfulness based groups and acutox groups (that use acupuncture).

Practicum students see the full range of substance use disorders in the clinic, and patients often have co-morbid personality disorders, mood disorders, etc. Clients include those who are undocumented and low SES as well as white-collar professionals. He described the clinic population as consisting of "anyone who experiences life with drugs."

At SATU practicum students will administer a semi-structured comprehensive interview that takes approximately 60-90 minutes. Students will learn a great deal about conducting psycho-social life history interviews. The intakes include breathalyzers, urine tox screens, blood pressure measurement, etc.

Dr. Steinfeld describes the program as having an interdisciplinary team of psychiatrists, social workers, nurses, family therapists, and psychologists. He describes the team as pluralistic and often engaged in lively debates and disagreements.

Students who have recently participated in this practicum: Liz Kneeland Tepe, Becca Boswell, Rebecca Fortgang, Ema Tanovic, Alli Stuppy-Sullivan, Suzy Estrada, Ariel Chang

Specialized Treatment for Early Psychosis (STEP) Clinic at CMHC
Supervisor: Dr. Laura Yoviene Sykes

Overview:

STEP is a clinic staffed by mental health providers in different fields – psychology, psychiatry, nursing, and social work. This "interdisciplinary" team seeks to provide comprehensive care for individuals who are early in the course of a psychotic illness in order to prevent symptoms from becoming disabling.

Treatment at STEP starts with thorough assessment in order to gain the best understanding of what may be causing the person's difficulties. Based upon individual needs and preferences, treatment may include medication management, community coaching (e.g. support in getting back to school or work), individual and group therapy, as well as support and education for family members and friends.

Our goal is to work with patients and their families to improve functioning, reduce stress, and minimize symptoms to facilitate independence and life satisfaction. Early intervention maximizes the chances of returning individuals to their desired goals—whether a job, school, or valued roles in their family or community.

Website: <http://www.step.yale.edu/>

Training, Supervision, and Didactic opportunities

- **Hours:** Overall about 10 hours/week
- Individual therapy: total of 3 ~ 4 (face to face) hours/week with patients with early psychosis (1 hr per patient)
- Progress notes (for each patient, ~ 20 minutes)
- 1 hour/week Individual Supervision
- 1 hour/week Rounds
- (Optional) Patient screening or brief clinical interview at nearby inpatient units
- (Optional) SCIT group co-facilitator (about 1 hour/week)
- (Optional) Family focused therapy as needed
- (Optional) Community outreach and education
- (Optional) Didactic opportunities for clinicians sponsored by CMHC

Intervention approaches but not limited to:

- Cognitive Behavioral Therapy
- Motivational Interviewing
- DBT/Mindfulness
- Family Focused Therapy
- Social Cognition and Interaction Training (SCIT)

Prevention through Risk Identification, Management, and Education (PRIME) at CMHC

Supervisor(s): Scott Woods, PhD, scott.woods@yale.edu
& Barbara Walsh, PhD, barbara.walsh@yale.edu

Overview:

The PRIME Clinic aims to prevent psychotic disorders through early identification of those at risk for developing

psychosis. Research aims to characterize the neurobiology of individuals with the psychosis prodrome using diagnostic evaluations, genetics, neuroimaging, and electrophysiology, and conducting trials of medications and psychotherapy to prevent psychosis through early intervention. Residents in the PRIME clinic work with prodromal adolescents and young adults through individual, couples or family therapy, and, at times, medications, to manage current symptoms and prevent conversion to psychosis.

Training, Supervision, and Didactic opportunities

- **Hours:** Face-to-face intervention or assessment hours can be supplemented as needed while participating fully at STEP.
- Individual psychotherapy sessions with adolescents/young adults at-risk for developing psychosis.
 - Brief Supportive Psychoeducation (1 hour/week; 3 sessions max)
 - PRIME vs Usual care RCT study: Participating as a clinician (1 hour/week, as needed)
- 30 mins/week Individual Supervision
- (Optional) Structured Interview for Prodromal Syndromes (SIPS) assessment (about 2 hours)
- (Optional) SCIT group co-facilitator for psychosis prodrome (about 1 hour, 20 weeks)
- (Optional) SCID for on-going studies. Report writing not required (About 1 hour/case).
- (Optional) Family focused therapy as needed.
- (Optional) Integrated psychological assessment report writing based on: SCID, SIPS, WASI-2, WRAT4, Hopkins Verbal Learning Test etc.

Students who have recently participated in STEP and/or PRIME: Yoonho Chung, Rebecca Fortgang, Michael Bronstein, Michelle Worthington

VA Connecticut - West Haven Campus

Contact people: John Beauvais, Ph.D., Jennifer Doran, Ph.D., Ilan Harpaz-Rotem, Ph.D.

VA Connecticut Healthcare System - West Haven Campus (VACHS) offers healthcare services to a diverse population of veterans that are provided in a wide range of healthcare delivery settings. VACHS provides primary, secondary, and tertiary care services in multiple areas (e.g., medicine, geriatrics, neurology, surgery, and mental health) and also provides specialized services for specific clinical problems (e.g., blind rehabilitation, psychosocial rehabilitation for seriously mentally ill, geriatric rehabilitation, women's health care, psychological and pastoral counseling, alcohol and substance abuse treatment). Several programs have been designated as Centers of Excellence (e.g., National Center for PTSD, MIRECC, and Primary Care). Psychology staff members are directly integrated into many of these clinical settings, but also serve these populations on a consultative basis. Three internship tracks are available to graduate students depending on their interests and level of training; Clinical Health Psychology, General Mental Health, and Clinical Neuropsychology.

For more information about internship level training, please visit [Psychology Training - VA Connecticut Healthcare System](https://www.connecticut.va.gov/careers/psychologytraining.asp)
<https://www.connecticut.va.gov/careers/psychologytraining.asp>

There are also practicum level training opportunities. The review process for VACHS – WH starts in the middle of January. Prior to this, we are busy processing the applications for our doctoral internship and fellowship programs. In December we start collecting CV's and cover letters from interested students. We also survey our training staff to see who can take on a student and in what training area. In the recent past we have had 10-12 applications for 2-3 practicum spots (most commonly in Telemental Health, Neuropsychology, or PTSD areas and rarely in substance use, health psychology or SMI). We make offers to people that seem to best fit our program. We do not typically interview practicum students, but some supervisors prefer this option. We try to be as fair as we can be to all the people interested in a practicum when the demand far outstrips our resources. Finally, It is important to know that all practicum students must meet VA eligibility requirements: [Eligibility - Psychology Training \(va.gov\)](https://www.connecticut.va.gov/careers/psychologytraining.asp)

PTSD and Comprehensive Outpatient Mental Health Track:

Experiences in this track include working with individual therapy patients (short and long-term) and leading of co-therapy groups. Time may be divided between working with mood and/or psychiatric patients and anxiety disorder/PTSD patients. Personality disorders and substance abuse are often co-morbid conditions seen in many of these patients. Students will receive training in PTSD specialized psychotherapies - both in Prolonged Exposure therapy (PE) and in Cognitive Processing Therapy (CPT). Supervision and guidance in providing psychodynamic psychotherapy for anxiety and depression would be also available for practicum student to expose them to a wide range of therapeutic techniques. Some work with individual who struggle with Severe Mental Illnesses (SMI) would be available for trainees if interested using psychosocial rehabilitation models.

Students interested in this track may contact: Ilan Harpaz-Rotem, Ph.D. (ilan.harpaz-rottem@yale.edu)

Students who have recently participated at the VA: Suzy Estrada

Training Experience in Telemental Health

The VA is leading efforts nationwide to deliver **high-quality, evidence-based healthcare** via clinical video technology (CVT) to remote locations with limited access to healthcare services. This rotation is designed to provide trainees with exposure to telemental healthcare using CVT and offers an opportunity to gain experience serving a **rural population**.

Trainees will receive valuable training in providing **telemental health services**, with an option to focus on how to administer and adapt **evidence-based treatments** for this modality. Trainees will have the opportunity to conduct an initial assessment, design a treatment plan, and execute treatment via CVT to a diverse group of veterans living in rural communities.

The rotation is designed to be **flexible** and can be tailored to a trainees experience and interest (e.g. short vs. longer-term treatment, structured vs. open-ended treatment, specific diagnoses or clinical presentations), and has the overarching goal of **building clinical competencies** and assisting trainees in **finding their own clinical style and voice**. Supervising psychologists for this rotation have eclectic orientations and backgrounds with opportunities for supervision centered on cognitive-behavioral, interpersonal/modern psychodynamic, and integrative approaches. Supervisors are trained in and can offer supervision in a number of relational and evidence-based intervention approaches.

Trainees will be expected to dedicate around 8-10 hours per week to this experience, including at least one hour of individual supervision. The telehealth hub is located at the Yale West Campus. Trainees who complete a telehealth experience will be well-prepared to provide services in this modality going forward, making them **competitive for subsequent VA trainee experiences, as well as the VA job marketplace**, which is currently expanding telehealth services nationwide.

Benefits

- A flexible and personalized rotation to fit your needs, interests, and expertise
- Learn a new, relevant, and very marketable skill
- Gain experience working with a rural population
- Increase your competitiveness for VA employment



Want to learn more? Email:

Jennifer Doran, PhD

203.932.5711 x 8648

Jennifer.Doran2@va.gov

Training & Treatment Options

- Cognitive Processing Therapy
- Prolonged Exposure Therapy
- CBT-Depression
- CBT-Anxiety
- CBT-Substance Use Disorders
- Motivational Interviewing Therapy
- Interpersonal Psychotherapy for Depression
- CBT-Chronic Pain
- CBT-Insomnia
- EMDR
- Health psychology
- Couples therapy
- Culturally sensitive psychotherapy and working with diverse and marginalized populations and identities
- LGBTQ+ affirming mental health care
- Psychodynamic / Relational psychotherapy

Yale Pediatric Gender Program (YGP)
Christy Olezeski, Ph.D.
https://medicine.yale.edu/profile/christy_olezeski/

The Yale Pediatric Gender Program is an interdisciplinary team that provides services for transgender and gender expansive (TGE) youth and families in Connecticut. The team includes professionals in the fields of psychology, endocrinology, psychiatry, gynecology, reproductive medicine, medical ethics and law. Our mission is to provide comprehensive, interdisciplinary, family-centered care for children, adolescents and young adults questioning their assigned gender and/or seeking gender-affirming consultation and treatment in a compassionate, respectful and supportive environment. This program is regionally well-regarded, serving clients from all 8 counties in the state, as well as 4 states outside of Connecticut.

In the context of this practicum, students learn about (a) trauma-informed care, (b) psychosexual development, and (c) gender development. Learning occurs through the delivery of clinical services, clinical supervision, and lectures offered in graduate courses and topical seminars coordinated by faculty members.

Opportunities:

CL service for families: there is always a mental health provider checking in w/families

-170 kids (54% had previous or current Suicidal Ideation; 17% had an attempt)

-the practicum student will be involved in assessing risk and supports and providing support to parents in supporting their children

-**Clinic every Friday in new haven;** 2/month in Old Saybrook

-there is a return clinic on Thursdays

New Patients

-practicum students will participate in providing thorough intakes assessing child functioning, child goals, support from family, youths' understanding of risks/benefits to transitioning, and how we can help with setting up connections in the community

-after every evaluation trainees will write a report and make recommendations; they will be expected to conceptualize at multiple levels – bio, psycho, developmental, familial, social, cultural, etc.

Groups – monthly parent...1/every other week...1st and 3rd Tuesday of month at 7pm

Youth group – 2nd and 4th Wed 3-4 (after school)

Supervision: Weekly meetings w/trainees; monthly mental health meeting; didactics; monthly journal club; rounds 2/month w/team

Timeline: trainees start July 1; best if can come and observe earlier in June to get a bit of an understanding prior to starting

Application: interested students should reach out in January/February with cover letter and CV and a de-identified example of a written intake report. It is important to demonstrate the ability to conceptualize broadly and across multiple levels and systems.

Students who have recently participated at the YGP: Ashleigh Rutherford

Yale Haven Free Clinic

Michelle Silva is a licensed clinical psychologist and Director of the Connecticut Latino Behavioral Health System, an academic-community partnership designed to expand access to behavioral health services for the monolingual Spanish speaking community of greater New Haven. Dr. Silva's work bridges practice, education, and clinical research, and she engages in multidisciplinary collaborations designed to promote health equity among vulnerable and underserved communities. Based at the Connecticut Mental Health Center, Dr. Silva provides clinical services to individuals affected by immigration-related trauma at the Hispanic Clinic, and treats children, adolescents, and families at the West Haven Mental Health Clinic. She serves as a supervising psychologist for fellows in the Department's Doctoral Internship in Clinical and Community Psychology, and faculty advisor to health professional students in the Behavioral Health Department of the Yale HAVEN Free Clinic.



Behavioral Health Program for Depression Description 2014-2015

Application Timeline

Applications due: January 31 EST

Interviews for position: Arrangements will be made with individual applicants.

The Behavioral Health Program position begins in March 2014 and goes through mid-February 2015. (If you are not available for the entire year your application will still be considered).

Qualifications/Specifics:

- Fluent Spanish-speaking ability. A Spanish evaluation will be conducted as part of the application process, for those who have not previously done an evaluation as a HAVEN

volunteer.

- 6-8 BH program facilitators will be selected after reviewing applications and a brief interview process.
- Training begins in March 2014. Position is from March 2014 to mid-February 2015.

Position Description:

The Behavioral Health Program for Depression is an American Psychiatric Association funded initiative to provide mild to moderately depressed patients in Fair Haven with first-line treatment for depression, including psychoeducation, reduction of social stressors, and promotion of healthy behaviors. Under the supervision of a psychiatrist and psychologist, student facilitators offer one-on-one psychoeducation to patients enrolled in the program. The psychoeducation curriculum for this program is based on a curriculum developed at the University of California Berkeley to provide Spanish-speaking immigrants with education about mental health. The structure of the program is 6 one-on-one sessions that are individualized and tailored to meet the needs of the patient. Sessions last 40 min – 1 hour. These 6 sessions take place over a period of 8-9 weeks. The number of patients seen over the course of the year will vary depending upon the availability of the volunteer.

All volunteers in the program will receive training in clinical skills crucial to effective psychoeducation as well as training specific to the curriculum for the program. Training takes place in March 2014 at the Hispanic Clinic with a psychiatrist and psychologist. In addition to the curriculum, facilitators are taught the principles of population health, quality improvement, and motivational interviewing. These valuable skills and principles are taught in a way that will allow you to apply them to other contexts in the future. During the program, facilitators will meet with a mental health professional each week in between sessions (usually on Wednesdays at 5pm) to review the content of the previous week's sessions, troubleshoot any issues, and make an individualized plan for the next session.

Other than an interest in providing much-needed mental health services to immigrants in the Fair Haven community, the only requirements to volunteer in this program is Spanish fluency and 6 Saturdays when you can come into clinic for sessions over a period of two months. Most facilitators will have 3 patients at most at any given time. The number of two-month blocks that you offer psychoeducation is up to you and your availability. This program was piloted in Spring 2012 with great success and is one of the first initiatives to offer mental health services at the HAVEN Free Clinic – we hope you choose to become a part of this exciting new program!

If you have any questions please email marco.ramos@yale.edu.

How do I apply?

Complete and return the **attached application** to havenfreeclinic@gmail.com by Friday, January 31, 2014 at midnight, EST.

Students who have participated at the HAVEN Free Clinic: Hannah Raila

Drs. Carlos Grilo and Janet Lydecker
At the Program for Obesity, Weight, and Eating Research (POWER)

This practicum is a good fit for students who are interested in behavioral medicine (obesity, eating disorders, and med adherence management). We offer intensive training and on-going supervision in both assessment and evidence-based interventions. Specifically, assessment can include diagnostic interviewing for psychiatric disorders (MINI Neuropsychiatric Interview) and eating disorders (Eating Disorder Examination Interview). The treatments are two leading evidence-based treatments for comorbid obesity and binge-eating disorder - cognitive-behavioral therapy and behavioral weight loss counseling. In addition, clinicians work with the team to manage issues of medication adherence and mitigating side effects (e.g., brief interventions for medication-induced insomnia).

Students do not need to have previous experience or training in eating/weight, but would need to be willing to learn over the course of a year with us!

Students who have participated at POWER: Rebecca Pearl, Becca Boswell



Neuropsychology Practicum Training

Neuropsychology Division
Department of Neurology Yale
School of Medicine 800
Howard Avenue, LL New
Haven, CT 06519

PRACTICUM OVERVIEW:

- Possibly two positions
- 9 months: 8/26/2019 to 5/31/2020 (flexible)
- One day per week, 8am – 4pm (based on supervisor and trainee schedules)
- Weekly patient case under direct supervision along with supplemental readings.
 - Over the course of the practicum, student can expect to progress from observation, to learning test administration and scoring, to independent test administration (~3 hrs), and finally writing a draft of the report. Advanced students may also perform clinical interview.
- Clinical neurology education as optional experiences including epilepsy case conference (Mondays: 3:30-6:30); Deep Brain Stimulation case conference (First Wednesday of every month: 5:30-7:30pm); Neuropathology (e.g., brain cutting on select Wednesdays); Neuroscience and Neurology clinical grand rounds, and neurology resident noon conferences.
- Option to observe clinical neurology rounds in hospital (e.g., stroke, epilepsy, tumor)
- Possible surgical observations include craniotomy, WADA, DBS

PROGRAM PHILOSOPHY:

The goal of our practicum training program is to develop the foundational competencies relevant to clinical neuropsychology. Our practicum is designed to teach the scientific collection of patient data, the application of empirical findings in case conceptualization, and to enhance understanding of brain- behavior relationships. Focused attention will fall on the psychological science of our specialty. Students will be encouraged to conduct literature reviews of encountered disorders and test measures. This position will emphasize unparalleled professional behavior, clinical sensitivity, and empathy in all aspects of patient interaction. A critical aspect of clinical work occurs after the patient leaves including meticulous scoring and report writing as our impressions and recommendations will guide patient treatment, diagnosis, and referral considerations.

TRAINING MODEL:

We are a very busy clinic service within the Department of Neurology. As such, this practicum in Neuropsychology is likely best designed for student who has a strong interest in pursuing a career with focus in neuropsychology or neuroscience that will be served by formal training in clinical neuropsychological assessment. Our referrals come from clinics all over the hospital and local community, but also outside of the state and sometimes even from around the world. As such, trainees will have exposure to a wide array of referral questions including epilepsy, movement disorders (e.g., Parkinson's disease), multiple sclerosis, medical (e.g., oncology) and neurodegenerative disorders (e.g., Alzheimer's disease). Assessments will be approached and considered from multiple diagnostic, therapeutic, and research perspectives.

The practicum student will be expected to learn to administer and interpret a wide variety of neuropsychological instruments over the course of the year. The student will gain experiences with three different supervisors who frequently administers a core subset of measures, but also utilize a flexible battery approach broadening the experiences for the student. Practicum students will gain exposure to all aspects of a formal neuropsychological evaluation. This will begin with observation of the clinical interview and testing, progress to administration and scoring of testing measures with use of appropriate normative data, and begin to learn the art of report writing. Students will be provided ample supervision, but at least one hour of face-to-face time each week (likely considerably more). The only formal prerequisite is coursework in assessment and some initial experience with psychological assessment measures and writing. We are committed to creating an exceptional training experience and we will work with each student to meet their training goals.

SUPERVISORS:



Franklin Brown, PhD ABPP-CN, Neuropsychology Division Chief

Dr. Brown specializes in the cognitive assessment of epilepsy (and epilepsy surgery consultations), multiple sclerosis and neurodegenerative disorders. His research focuses on visual memory, cognitive inefficiency, and using tests to differentiate etiologies for cognitive decline. Dr. Brown developed the Brown Location Test which he continues to research in temporal lobe epilepsy patients as well as a variety of other patient populations.



Christopher Benjamin, PhD

Dr. Benjamin is an adult neuropsychologist and a neuroscientist specializing in epilepsy. After training in Australia he completed his research training at Children's Boston/Harvard Medical School in fMRI and DWI for surgical planning, and his postdoctoral fellowship in clinical neuropsychology at UCLA's Semel Institute. His research centers on the use of functional MRI for presurgical mapping of language.



Carmen I. Carrión, PsyD

Dr. Carrión is a bilingual clinical psychologist who specializes in neuropsychological evaluations in both English and Spanish. Dr. Carrión provides culturally-informed neuropsychological evaluations to individuals presenting with diverse clinical conditions. Her clinical and research interests include memory and neurodegenerative disorders with a particular focus on how demographic factors influence the manifestation of neurological syndromes.



Emily Sharp, PhD, ABPP-CN, Training Coordinator

Dr. Sharp specializes in the assessment of neurodegenerative disorders (e.g., Alzheimer's disease) and Parkinson's disease (DBS surgery patients) as well as other medical, neurologic and psychiatric conditions. As both a clinician and a researcher, she is broadly interested in aging and cognition. Her current research is focused on the relationship between cognitive engagement and cognitive decline with specific interest in interventions designed to delay and reduce the functional implications of cognitive impairment.



Stephanie Towns, PsyD, ABPP-CN

Dr. Towns specializes in the assessment of patients with a variety of neurological diseases, such as neurodegenerative disorders (e.g., Alzheimer's disease), traumatic brain injury, and Parkinson's disease. Her research is focused on the relationship between cognition and sleep in patients with neurological disease. Dr. Towns is located in the Greenwich, CT office. If interested in working primarily at the Greenwich location, please indicate this preference in your statement of interest.

APPLICATION MATERIALS (via email please):

- Brief statement of interest (can be the body of your email).
- CV
- Deidentified writing sample (e.g., a prior neuropsychological or psychological report)
- Two letters of recommendation sent via email directly from your letter writers

Application deadline: February 1st

**Please email your application to Emily Sharp, PhD emily.sharp@yale.edu*

Students who have participated in the Neuropsychology Practicum

Training: Ava Casados, Yoonho Chung, Ema Tanovic, Michael Vanderlind

Yale Child Study Center – Developmental Disabilities Clinic

Dr. James McPartland: Trained at the University of Washington as a child clinical psychologist, with a clinical and research focus on autism. He did his pre-and post-doctoral fellowships at the Yale Child Study Center on an autism-specific training track. He has served as an Assistant professor, advancing to Associate professor. He is also the Director of the Developmental Disabilities Clinic at the Yale Child Study Center. Dr. McPartland's program of research investigates the clinical neuroscience of neurodevelopmental disabilities using EEG and eye-tracking.

http://childstudycenter.yale.edu/faculty_people/james_mcpartland.profile

Clinical Training and Research Opportunities

A. Research Assessment

Characterization of autism in the context of research:

Intensive training on the Autism Diagnostic Observation Schedule-Second Edition (ADOS-2) and Autism Diagnostic Interview-Revised (ADI-R). This could be done over a few days in the summer when students may have more free time. Establishment of reliability would be achieved through ongoing assessments or coding of video assessments. Research assessments also include a cognitive IQ measure (e.g., Wechsler Abbreviated Scales of Intelligence, Differential Ability Scales – Second Edition), which is completed by the psychologist or trainee. A parent interview regarding adaptive behavior (Vineland Adaptive Behavior Scales – Second Edition) is also administered and students could be trained on administration of this parent interview. Students would have the opportunity to receive training on writing an integrated report that would be supervised and signed off on by a licensed psychologist.

Training sequence:

- observing assessments
- conducting assessments with typical controls
- conducting the cognitive assessment with patients with developmental disabilities
- administering all of the standard measures with patients with developmental disabilities

Assessments of typical controls can be scheduled on Saturdays

B. Research Opportunities

Students can play a role in McPartland Lab research, potentially building their own research into his program of research on the neuroscience of autism. Although the lab's focus is neuroscience, it is reasonable to integrate other approaches (e.g., behavioral measures, surveys) into ongoing projects.

C. Yale Developmental Disabilities Clinical Assessments

The clinic sees two cases per week. These are often unusual or complex cases, and they are seen by a multi-disciplinary team, including speech and language, psychology, and psychiatry.

Monday-Tuesday – one case is evaluated

Wednesday-Thursday – a second case is evaluated

Tuesdays at 9 AM Drs. Volkmar and McPartland lead clinical rounds with the multidisciplinary team to discuss the case, review the assessment results from Monday and plan for the 2nd part of the evaluation on Tuesday. Graduate students are welcome to observe these assessments and to

participate in discussion at rounds. If you plan to attend, contact Dr. McPartland so that he can put you on Danette Morrison's distribution list (in case there are any last minute changes to the Tuesday schedule from week to week). Also, you should complete HIPAA paperwork with Danette.

Miscellaneous opportunities to gain exposure to autism research and clinical work:

- Most Friday mornings at 9 in the Cohen auditorium at the Child Study Center, lectures on current topics in autism are delivered
- Dr. McPartland and Dr. Volkmar teach a seminar on autism and related disorders that meets Tuesdays from 3:30 to 5:00 and is offered in fall and spring semester.

Students who have recently participated in this training opportunity: Molly Crossman

CMHC West Haven

<http://medicine.yale.edu/psychiatry/psychology/predoc/sites/cmhc/westhaven.aspx>

Child and Adolescent Rotation

<https://medicine.yale.edu/psychiatry/psychology/education/predoc/sites/cmhc/westhaven/>

The extern on the Child and Adolescent Team will be expected to conduct psychosocial evaluations, and carry a small caseload of individual clients throughout the year. This extern will also be responsible for co-leading a parenting group at our local Head Start. A requirement for this position is attendance at our weekly team meetings, which are held on Mondays from 9am-10am.

Our clinical externs on the child and adolescent team usually see approximately five cases at any one time, while also engaging in other clinical activities. Presenting problems include an array of internalizing (mood or various anxiety disorders) and externalizing disorders (ADHD, ODD), and some cases are more focused on family-based therapy (e.g. PMT) than individual therapy. Many of our clients live in poverty, so we also do a great deal of case management, as well. Our current externs are also co-leading a preschool group at the local Head Start, as well as engaging in psychological testing (mainly to assess for learning disabilities or the presence of ADHD). Psychological testing is optional, and usually completed in addition to the regular externship requirements (attending team meetings, seminar and seeing five cases). Our commitment is 16-20 hours per week, with Monday mornings a requirement, as we have seminar at 9am and team meetings at 11am. We also have a Trauma-Focused CBT group supervision at noon on Mondays.

If this sounds like the type of experience you are looking for we plan to hold interviews in late January/early February, with offers being extended in early March. Prior to meeting with you, we ask that you provide us with an updated CV, along with a letter of interest.

Young Adult Services Rotation

<https://medicine.yale.edu/psychiatry/psychology/education/predoc/sites/cmhc/youngadult/>

The extern on the Young Adult Services Team will be expected to assist in the creation of behavioral plans for young adults in residential and inpatient settings. This extern will work in collaboration with the behavioral

specialist in helping to implement these plans and troubleshoot difficulties, as necessary. This extern will also be expected to conduct psychosocial testing, as needed. A requirement for this position is attendance at least one of our weekly team meetings, which are held on Tuesdays and Fridays from 9am-10am.

If you would like to learn more information about these placements, please email me. If you know of a student who may be interested in applying, please have them send a cover letter and curriculum vitae or resume to my attention.

For further information contact Dr. Adrienne Allen at Adrienne.allen@yale.edu

Dr. Mary Best's neuropsychology clinic at 40 Temple Street

http://childstudycenter.yale.edu/faculty_people/mary_best.profile

mary.best@yale.edu; kate.coriano@yale.edu

The focus of Dr. Best's clinic is on *children with medical diagnoses*. The clinic's mission is to serve the hospital patients. They see lots of children with epilepsy, concussions, cancer, etc. and evaluate the neuropsychological sequelae of those illnesses. Some of the parents of the children are Spanish speaking. Dr. Best does not evaluate children with ADHD or learning disabilities that are independent of medical conditions. Those children are typically seen at a different clinic within the Child Study Center.

Dr. Best and Kate Coriano (psychometrist) would supervise the experience.

Monday, Tuesday, and Wednesday they have clinic.

They typically begin reviewing practicum student applications in January with students starting the practicum placement in the summer or fall.

They have worked with practicum students from UConn (who want to become neuropsychologists, and have extensive coursework as well as 2 prior testing externships) and postdocs.

Dr. Best's preferred practicum model is to have students at the clinic for 2 days (16 hours)/week: 1 day testing; second day scoring. However, they will consider working with Yale students for 12 hours/week.

If students come in with less experience, they may need to spend a lot of time initially observing test administration, team meetings, and feedback sessions with parents. Students can then progress to administration of 1 instrument, and then other instruments and then scoring. If students want to progress to case conceptualization and report writing, they may need to do that in the second year. Dr. Best explained that they see a broad variety of children and complex presentations at the clinic so in order to begin to conceptualize and write with any sophistication, students would have to first do a lot of observing, reading, and listening to the team discussions.

The ideal student to pilot this new child neuropsychology practicum would have practicum experience working with children and/or with neuropsych (with Dr. Emily Sharp). It may be beneficial to have already met the required face to face hour requirement for internship because a lot of time in this placement may be spent learning through observation.

Preferred prior experience: training in IQ testing with children (preferably the WISC), achievement, and memory testing.

They also have a toddler developmental disability clinic when they see children under 4. That is supervised by Dr. Kelly _____. In that clinic they evaluate for autism and complex developmental disorders.



Associated Neurologists, P.C.

69 Sand Pit Road, Suite 300 · Danbury, Connecticut 06810 · Tel: (203) 748-2551 · Fax: (203) 790-6375
1389 W. Main Street, Suite 212 · Waterbury, Connecticut 06708 · Tel: (203) 755-7367 · Fax: (203) 755-1947
1 Old Park Lane, Unit 3 · New Milford, Connecticut 06776 · Tel: (860) 350-3151 · Fax: (860) 350-3119

Adult Neurology

Diane Wirz, M.D.
Samuel Markind, M.D.
Neil Culligan, M.D.
David Greco, M.D.
Robert Bonwetsch, M.D.
Behzad Habibi, M.D.
Charles Guardia, III, M.D.
William Yorns, D.O.
Loralee Richter, PA-C
Courtney Kennedy, PA-C
Margaret Cavino, PA-C
Amy Drabik, PA-C

Neuropsychology

Erin Lasher, Psy.D.
Jonathan Woodhouse, Psy.D.
Dana Moore, Ph.D.
Anna G. Gertsberg, Ph.D.
Diana Naddeo, Psy.D.

Neurophysiology

Paulette Christie, R EEGT
Katie Coelho, EEG Tech

Physical Therapy

Lisa Dransfield, P.T., D.P.T., M.A.
Michelle DiBona, P.T., M.A.
Kimberly Down, MS, OTR/L
Nicole Bruno, Licensed PTA
Diane Yandow, P.T.
Anne Wolf, P.T.

Medical Fitness Ctr

Karen Olencki, MT, MBA
Cynthia Bahr, P.T.

Research

Janet Mauro, BA, CCRC
Dawn Morsey, BS, CCRC

Administration

Wendy White

The Department of Neuropsychology currently has openings for an advanced practicum student in neuropsychology and pediatric assessment and for undergraduate or graduate research assistants.

Clinical Training

The position is designed to prepare graduate students for a career in clinical neuropsychology and subsequent board certification (ABPP) in neuropsychology. We are a large, well-established outpatient neurology practice in southwestern Connecticut. Our department is comprised of 4 neuropsychologists, 10 neurologists, 1 pediatric psychologist, physician assistants, physical therapists and physical therapist assistants, an occupational therapist, infusion nurses, EEG technologists, and clinical research coordinators for clinical trials. Practicum students will have training in adult neuropsychological assessment with a diverse clinical population (e.g. dementias, stroke, epilepsy, multiple sclerosis, movement disorders, and TBI). Students will have the opportunity to see complex, rare neurological syndromes typically seen in large, University-based Medical Centers (e.g., recent cases have included Hashimoto's encephalopathy and corticobasal degeneration) while also developing expertise in classic syndromes and neurodegenerative disorders by working as an integral member of our interdisciplinary neurology practice. Supervision is provided by five neuropsychologists (Erin Lasher Jacobstein, Psy.D., Jonathan Woodhouse, Psy.D., ABPP-CN., Anna Gekker Gertsberg, Ph.D., and Dana Moore, Ph.D) and a pediatric psychologist (Diana Naddeo, Psy.D.)

Didactics

In addition to training in assessment methods, diagnostic skill development, and report writing, there are a number of didactic activities available to students. Journal club (with a focus on clinically relevant literature), weekly case conference review, along with mock fact-finding exercises are held regularly to prepare students for internship, fellowship and board certification. There may also be opportunities to discuss cases with professionals in other disciplines (e.g., epilepsy or child assessment).

Research

Our practice also has a number of research opportunities for interested students. *Undergraduate and graduate students* are invited to collaborate with us on existing research or develop independent projects. Presentation of research at scientific meetings and preparation of manuscripts for publication is highly encouraged. There are several areas of ongoing research, primarily in the field of aging:

Psychological needs fulfillment, aging, and cognitive functioning

In this project we apply the framework of *self-determination theory* to look at an attribute of relationships that has been repeatedly associated with improved psychological and physical health outcomes, as well as positive functioning, namely *autonomy support*. Autonomy is a universal need for well-being across the life span, and as such, we will be looking at cognitive and functioning outcomes when spouses and other close others support patients' autonomy.

Cognitive Reserve: The role of occupational experience

High levels of education and occupational attainment have been traditionally linked to preserved cognitive functioning in early dementia. Our research seeks to explore relationships between specific occupational skills and cognitive reserve, both overall and within specific cognitive domains, in the normal elderly and early dementia.

Norming the Calibrated Neuropsychological Normative System battery. Students will have the opportunity to work with previously collected data in older adults with a wide array of neurological illnesses who have undergone detailed assessments of cognitive and psychological functioning. The aim is to develop normative data set that can be used to discriminate between various neurological conditions as well as healthy adults, stratified by age, education, and presenting problem. These norms would represent a more comprehensive set of norms than previously available and increase the ability of neuropsychologists to determine more precisely which cognitive assessments are key in differentiating between various conditions.

Divergent Thinking and Dementia

Students will have an opportunity to explore the contributing role that divergent thinking plays in older adults with and without dementia. This project is a collaborative effort between the *Neuropsychology* and *Neurology* departments.

ALL QUESTIONS AND APPLICATIONS CAN BE SENT TO:

Anna Gekker Gertsberg, Ph.D.
Clinical Neuropsychologist
Associated Neurologists, P.C.
Assistant Professor, Department of
Psychiatry University of Connecticut
School of Medicine Phone: [\(203\) 748-2551](tel:(203)748-2551),
[ext. 312](tel:(203)748-2551)
E-mail: agertsberg@assocneuro.com

Clifford Beers Clinic
41 Marne St, Hamden

Clifford Beers specializes in the treatment of child trauma and adversity. They have an internship program that is awaiting APA approval (see link below) and do allow graduate students to participate in practicum training opportunities on site.

<http://www.cliffordbeers.org>

<https://www.cliffordbeers.org/psychology-and-doctoral-internships>

December, 2019

I spoke with the new training director, Dr. Elizabeth Donohue, and she said that they do have externships and that she asks students to send a CV and letter of interest to her at: edonohue@cliffordbeers.org

They conduct interviews in January. She said that the externship is 2-3 days (20 hours) a week. I asked if those hours were negotiable and she said "no." She said they need students who can see children/adolescents/families in the afternoons/evenings. The externs see individual clients and conduct psychological evaluations. Given that our program does not train students to use the Rorschach, Yale students would conduct evaluations of autism (which do not require use of the Rorschach). Students would attend seminars on Fridays from 9am-noon. There is group supervision every week as well as individual supervision for 1 hour/week. The Clifford Beers clinic where the practicum is conducted is located at 41 Marne Street, Hamden (approximately a 15-minute drive from Yale).

Practicum at the Anxiety Disorders Center/Center for CBT at the Institute of Living

Dr. Gilliam reached out to us about this practicum opportunity. This Center has trained practicum students from the University of Connecticut and University of Hartford for 20 years. They are expanding their services (just hired three new licensed clinical psychologists) such that they now have the capacity to accept more students.

Typically, they require a 20 hour/week commitment from practicum students, but Dr. Gilliam agreed to honor our 12 hour/week maximum. They have a 12-month training year which begins in the late summer/early fall.

The center specializes in providing CBT for fear-based disorders. They only provide CBT and are "heavy on the behavior side." Obsessive Compulsive Disorder is the most common diagnosis, although they treat all varieties of anxiety disorders. They provide some treatment for PTSD, but this is not their primary focus.

The center treats clients ranging in age from 7 years to older adults. Clients are typically middle-class individuals with insurance who cannot afford out of pocket payment that is typically required by CBT therapists. The center also accepts Medicaid and Medicare. The center cannot charge insurance companies for treatment provided by practicum students, so those clients are seen pro-bono.

Practicum students provide individual therapy, typically seeing 3-5 clients per week. Also, they conduct approximately two intakes/week, meet with their supervisor, and then provide feedback to patients collaboratively with the supervisor. There is a big focus on differential diagnosis. Also, there is an adolescent group that a practicum student can co-facilitate, and there are opportunities to consult with their IOP and inpatient unit to provide very brief and quick input (based mainly on reviewing records). They do provide a lot of parent training when working with child clients.

Dr. Gilliam is very receptive to trying to meet student interests. Child focused trainees could have those clients funneled to them and could be assigned to a child psychologist as a supervisor.

The center operates from 9-5 Monday – Friday, and all client visits would need to be scheduled during those hours. Dr. Tolin offers a CBT class in the Fall, and group supervision is provided during a 2-hour slot that will be scheduled each semester after conducting a doodle poll with practicum students. Other than those meetings, students can set their own schedules.

Students interested in this practicum should reach out to Dr. Gilliam (Christina.Gilliam@hhchealth.org [Phone: 860-545-7685](tel:860-545-7685)) to set up an interview. She will contact references. She is looking for practicum students who are responsible, receptive to feedback, and interested in learning CBT.

Currently, students would need to work at the Institute of Living Campus in Hartford, although next year they will be opening an office in Cheshire. Once that is up and running, students may have the option of working there (which is closer to Yale).

Assessment Opportunities at Turnbridge

Dr. Beitel is a licensed clinical psychologist and psychotherapy researcher. He serves as Associate Research Scientist in the Child Study Center and Assistant Clinical Professor of Psychiatry at Yale School of Medicine. He has been a lecturer in Ethnicity, Race, and Migration at Yale College.

https://medicine.yale.edu/profile/mark_beitel/

Dr. Beitel and his colleague, Dr. Chris Cutter, and are helping Turnbridge (<https://www.turnbridge.com>; <https://www.turnbridge.com/adolescents/people/leadership-team>) open a 30-day, adolescent, residential treatment center in Woodbury, CT. They have built in a psychological screening component that includes Stanford-Binet subtests, RBANS subtests, and the MMPI-A as well as a quality assessment piece that involves an exit interview. They would love to create an opportunity for some students to receive additional testing training.

If you are interested in discussing the possibilities, you can contact Dr. Beitel at:

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Associate Research Scientist, Child Study Center
Assistant Clinical Professor, Department of Psychiatry
Lecturer, Ethnicity, Race, and Migration
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