

**Yale Graduate Program in Clinical Psychology
Practicum Opportunities 2026-2027**

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Yale Psychology Department Clinic (YPDC)

The Yale Psychology Department Clinic provides mental health services to individuals from the greater New Haven and Yale University communities. Traditionally YPDC has specialized in individual treatment for adolescents and adults who have primary anxiety and mood diagnoses. However, we also provide 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.).

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, emotion regulation, interpersonal approaches, family focused therapy, Gottman couples approaches, emotion focused couples therapy, etc.), attention to the therapeutic process (e.g., empathic listening, verbal and nonverbal expressiveness, process comments), 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 student clinicians record all sessions to aid in supervision.

Clinicians 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. First year students may take on one client (depending on other obligations), second year students work with approximately 3 individual clients (or couples or families) per week, and 3rd year students work with approximately 5 clients per week.

Faculty aim to provide students with as much variety as possible and offer training from a variety of theoretical perspectives during the training years.

Students attend clinical conference and group supervision meetings (2 hours per week) as well as individual supervision with a licensed clinical psychologist (1 hour per week). Additional supervision by an advanced student can be obtained if requested and available. The practicum year begins September 1st and continues through June 1st.

Student Supervisors: Advanced students in their 5th year of training may ask to provide peer supervision (provided there is a willing supervisee). This work is supervised by a licensed supervisor.

Recent Student Supervisors: Ava Casados, Dana Allswede, Ema Tanovic, Libby Lewis, Erica Ho, Ariel Chang, and Sonia Ruiz.

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

Individual patients	3-5 hours
Preparation time	1 hour
Review of sessions	3 hours
Group Supervision	2 hours (1 hour clinical conference; 1 hour group supervision)

Individual Supervision 1 hour

Paperwork 1 hour

Group work 2.5 hours (1.5 hours of group; 1 hour of supervision)*

*When conducting a group, the individual client load can be reduced by 1.

Total 12 - 14 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, reach out to Dr. Baskin-Sommers to set up an interview. No prior experience with incarcerated or formerly incarcerated individuals is required. That 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, May Conley, Wisteria Deng, Elizabeth Kitt, Michelle Worthington, Sonia Ruiz, and Jordyn Ricard.

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

For updated information, see this link:

<https://medicine.yale.edu/childstudy/education-and-training/clinical-internships-residencies-and-fellowships/psychology-practicum-training-program/>

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.

Information from prior students:

Practicum: @12-15 hours/week*

*Does not include preparation time, clinical notes, and report writing

- 5 hours: direct therapy
- 1 hour: supervision
- 1 hour: grand rounds
- 1.5 hours: regular rounds
- 1.5 hours: intake rounds
- 2 hours: intake appointments
- 3 hours: neuropsychological assessment (optional)

This practicum placement would require participation in one grand round meeting series (held on Tuesday from 1-2PM), one regular rounds (Monday 10:30-12 or 12-1:30, or Thursday 12-1:30PM), and intake rounds (Thursday 10-11:30AM). There is some flexibility about grand rounds and intake rounds if needed but attendance is typically expected for practicum students.

As part of the grand rounds, clinicians are required to present updates regarding their clinical work very briefly (3-5 minutes). There is also an evidence-based treatment seminar that is offered on Fridays from 9-10AM and is required if it is your first year as a practicum student at OPC. Supervision is for one hour, once weekly.

Starting in 2024, practicum students are expected to hold 2-hour weekly intakes with new patients, which they will present at intake rounds. In addition, practicum students will hold 5 clients, with meetings typically spread across two afternoons during after school hours. New practicum students typically start with 1-2 clients and ramp over the course of a semester. Students have the option to assist with neuropsychological assessments, which are held on Friday mornings.

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

Clinical Psychology Practicum: Parent-Based Anxiety Treatment for Adolescents

Overview of the Position:

The Yale Child Study Center's Anxiety and Mood Disorders Program is seeking a dedicated and motivated practicum student to join our team. This position involves delivering parent-based treatments for adolescents with anxiety disorders as part of a funded randomized clinical trial led by Dr. Rebecca Etkin.

This practicum provides an excellent opportunity to gain experience in parent-based interventions, evidence-based anxiety treatment, and research-based clinical care. The student will be expected to maintain a caseload of at least two families at a time (subject to flexibility).

Training & Supervision:

The practicum student will receive comprehensive training including, participation in a two-day workshop on SPACE (Supportive Parenting for Anxious Childhood Emotions). Ongoing supervision and mentorship will be provided by Dr. Etkin to ensure fidelity in treatment delivery and professional development in evidence-based clinical practice.

Anticipated Appointment Dates:

Summer/Fall 2025 (some flexibility in dates). One-year commitment, with the possibility to extend.

Qualifications:

This practicum is designed for advanced clinical psychology doctoral students. Prior experience working with youth, families, and anxiety disorders is preferred.

How to Apply:

To apply, please send a CV and a brief cover letter detailing your interest and relevant experience to Dr. Rebecca Etkin (rebecca.etkin@yale.edu) by April 1, 2025.

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. Externship training may occur in one of two training tracks:

- 1. 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. Intensive Outpatient Program (IOP) Dialectical Behavior Therapy (DBT) Program:

The YNHPH psychology externship program represents a part-time version of the predoctoral internship program. The training year begins July 1 with a structured summer training program. Interns and externs from social work and psychology train together over the summer and throughout the year. Psychology externs spend ½ year in the Intensive Outpatient Program (IOP) for young adults (ages 18-30), supervised by Dr. Sarah Barnes, and ½ year in the IOP for adults (ages 30+), supervised by Nicholas Lombardi, PsyD. Psychology externs receive one hour of supervision per week from a licensed clinical psychologist as well as 1 hour of supervision per week from a psychology fellow who is participating in the Yale internship program. Externs will work a full day on Tuesday and most of the day on Thursday, co-facilitating skills groups and participating in supervision and team meetings.

The core DBT team is made up of two psychologists (one of whom is the program director), three social workers (one of whom works exclusively in the outpatient DBT skills and graduate groups), and two psychiatrists. For the 2025-2026 training year, it is anticipated that there will be 1-2 psychology practicum students and one advanced social work trainee in addition to the psychology fellows. Additionally, there may be psychiatry residents who complete a rotation within DBT services.

Patients treated in the DBT tracks attend three days per week and commit to an eight-week treatment contract. Modifications to standard comprehensive outpatient DBT for the IOP setting include (1) conducting diary card review and behavioral chain analysis in groups; (2) facilitating patient commitment to treatment and the reduction of life-threatening behaviors (consistent with a pre-treatment phase of the standard DBT model); (3) coaching patients through behavioral and imaginal rehearsal of DBT coping strategies within the IOP group setting; (4) applying protocols for preventing contagion of crisis behaviors among group participants; (5) treating patients who are in concurrent outpatient therapy; and (6) targeting problems in outpatient treatment with the goal of discharging patients into an effective and productive outpatient level of care.

At the current time, all DBT IOP services take place on-site, in person. The program is located at: 425 George St., New Haven: Phone: 203-688-3182; Fax: 203-688-3596

Sarah Barnes, PhD,

Dr. Sarah Barnes is an Assistant Professor of Psychiatry in the Yale School of Medicine and a member of the Medical Staff at Yale New Haven Hospital. She is a clinical psychologist who has worked with children, adolescents, and adults across continuums of care, with a particular focus on providing Dialectical Behavior Therapy (DBT).

Dr. Barnes is the Director of Adult DBT Services within Ambulatory Services at Yale-New Haven Psychiatric Hospital. She oversees and lends her clinical expertise to the DBT intensive outpatient program, as well as a variety of outpatient DBT groups. Prior to her leadership role, Dr. Barnes split her time across the Adult DBT and Adolescent Intensive Outpatient Program, where she completed psychological assessments and delivered assessment feedback to youth, their families, and the broader treatment team. A core member of the Yale Psychology Doctoral Intern Program faculty, Dr. Barnes serves on the Executive Training Committee, and is actively involved in teaching, training, and mentorship of psychology trainees.

In addition to her clinical work and teaching, Dr. Barnes is interested in the development and implementation of measurement-based care (MBC) initiatives as a means to evaluate treatment outcomes and improve quality of care. She currently lends her expertise in MBC to clinical programming/services, and research endeavors within Adult DBT and Adolescent Intensive Services.

Nicholas Lombardi, PsyD

“I am a licensed clinical psychologist in Connecticut with extensive experience working with individuals with emotion regulation difficulties, mood disorders, and personality disorders. My goal is to help clients recognize their strengths, as well as changes they can make in their lives to make them more positive and fulfilling. I believe that when people understand how they feel and who they are, they can build a life worth living and manage any challenges that come their way.”

Basic principles of the program

1. Most of our clients have slipped into a kind of "psychological crevice" where it becomes hard to maintain positive connections with other people, and fruitful activities and work. Our aim is to help clients lift themselves out of that crevice.
2. Each person can learn from others because there are struggles, challenges and life experiences common to us all. People struggling with similar issues grow and learn together. Clients learn from one another and from staff.
3. Clients must be treated with utmost dignity and respect to have the courage to change.
4. Selecting psychiatric medications is a collaboration between the physician and the client that carefully weighs benefits and possible side effects, based on prior treatment experiences and current scientific evidence. It is important to give a medication strategy sufficient chance to work, which requires patience and perseverance. If a medication strategy, after thorough evaluation, does not work or produces significant side effects, it is time for a change.
5. Medications can help improve coping and functioning but are not the sole means of recovery. Clients must also develop a greater capacity to understanding themselves in relationship to others, along with the tasks of living. Better coping, stress management and personal growth will help medications work better.

6. People often slip into patterns that govern their behaviors and distort how they understand experiences. Substance abuse, psychosis, suicidal preoccupation, mania and depression all constitute very specific, highly rigid patterns of behavior, thought and experience. Once clients understand the pattern, they can change it.
7. A key piece of our staff's work is an ongoing partnership with referring clinicians who work with our clients. IOP staff provide clinicians with different approaches to help clients in crisis change course so that regular outpatient treatment can successfully move forward.
8. Every treatment setback and downturn provides an opportunity to learn from one's mistakes and set a better course.

For more information about this placement site, please see the description of the full-time internship placement at

<https://medicine.yale.edu/psychiatry/psychology/education/predoc/sites/ynhh/adbt/>

Or contact Dr. Sarah Barnes, PhD (<https://medicine.yale.edu/profile/sarah-barnes/>)

at sarah.barnes@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, Wisteria Deng, and Sonia Ruiz.

According to recent students, a typical student schedule is participation for a full-day on Mondays (the day group supervision and team meetings take place) and a half-day on Wednesdays.

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: <https://medicine.yale.edu/psychiatry/psychology/education/predoc/sites/ynhh/bms/> or e-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, Annalise Perricone, and Wisteria Deng.

According to recent students, the experiences that one acquires on various rotations differ considerably, although there is a predominantly CBT orientation across rotations and training is often conducted in the context of co-therapy with your supervisor. In order to bill for sessions, licensed professionals (supervisors) must be present during sessions. When participating on the smoking cessation and chronic pain units, there are opportunities to work with patients longer term and to co-facilitate groups. When participating on the palliative care rotation there are opportunities to offer patients some techniques from Acceptance and Commitment therapy. On the transplant unit there are relatively fewer opportunities to interact with patients. It is unlikely that you will see the same patient twice and the rotation tends to be evaluation heavy with a focus on eating and sleeping habits.

There is a group supervision meeting Mondays 4-5pm. Also a year-long commitment to the [SIMs](#) (gynecological oncology) clinic every 1st and 3rd Thursday of the month. The involvement doesn't have to be full day and externs can excuse themselves to attend current works/meetings around lunch time.

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 participated in this practicum: Erica Ho

Yale Psycho-Oncology Program Externship (2026-2027 Academic Year)

Spots: 1

Length: Flexible up to 12 months

Campus: Yale New Haven Hospital, virtual opportunities

Content: Outpatient, individual, brief psychotherapy focused on helping cancer patients manage anxiety, depression, adjustment to treatment and illness.

Caseload: Flexible, as coordinated by extern and supervisor, and in accordance with clinical externship requirements.

Estimated Time Dedicated: Up to 20 hours a week (including 1 hour supervision; 30 minutes-1 hour Team Huddle attendance)

The Yale Psycho-Oncology Program at Yale New Haven Hospital and Smilow Cancer Hospital is welcoming extern applicants for the 2026-2027 academic year (July-June)!

We are looking for motivated, thoughtful externs to engage in a unique training opportunity and contribute to our dynamic psychosocial care team, which includes the clinic director/attending psychologist, the team social worker, predoctoral psychology interns, and administrative staff.

In this clinic, externs will provide brief (8-10 session) outpatient psychotherapy for cancer patients across the cancer continuum as they navigate their treatment, adjustment to illness, and other difficulties such as depression and anxiety. Familiarity with chronic illness populations is encouraged, though externs can expect training in and exposure to evidence-based practices (e.g., CBT, ACT) and existential treatments for cancer patients throughout this placement. Externs can expect the opportunity to work with a truly demographically and medically diverse patient community, from adolescent to older adult, new diagnoses to survivorship and end of life, as well as a variety of illness-related presenting concerns.

In addition to clinical care, externs will be expected to dedicate one hour of weekly supervision on clinical cases with the attending psychologist, as well as attend weekly Team Huddles virtually to immerse themselves in the collaborative cancer care experience.

For inquiries and more information, please contact Dr. Gabriel Cartagena, Clinical Director of the Yale Psycho-Oncology Program (gabriel.cartagena@yale.edu), or Dr. Dwain Fehon, Yale New Haven Hospital Chief Psychologist (dwain.fehon@yale.edu).

Substance Use and Addiction 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:
<https://medicine.yale.edu/psychiatry/psychology/education/predoc/sites/cmhc/substanceabuse/>

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 2 full-time licensed clinical psychologists on the SATU team:

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

[Matthew Steinfeld, 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 Thursday afternoons. 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 varied psychotherapy groups if practicum students have an additional couple of hours to devote to the experience 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. Dr. Steinfeld 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.

If you are interested in this practicum, please reach out to Dr. Matthew Steinfeld in December to express your interest and set up an interview.

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

STEP Practicum Placement Information

Position description: This practicum position will be at the Specialized Treatment Early in Psychosis (STEP) Program at Connecticut Mental Health Center. The student will primarily provide clinical services with opportunities to participate in and/or conduct independent research and community outreach and education. Clinical responsibilities primarily include: providing family services, including education and support, as well as FFT-informed interventions to families and other support people of STEP patients. Practicum trainees will also have the opportunity to co-facilitate STEP Family Workshops and other group interventions. Other clinical opportunities may include the following: serving as the primary or adjunctive therapist for patients in STEP, conducting diagnostic and psychosocial assessments, co-leading groups for young people and/or families, conducting educational workshops, and participating in the developing of new interventions and treatment manuals. Training and supervision in specialty interventions is provided.

STEP is currently providing a hybrid model of care, practicum students will be expected to provide services both via Zoom and in-person.

Time Commitment: 12 hours/week for ~12 month period (typically July 1st – June 30th)

Required Meetings (Currently via Zoom):

- STEP Educational Rounds: (Mondays: 4-5pm)
- Team Huddle (Group Supervision) (10-1030am, 2 day/wk)
- Individual Supervision Meeting: Time TBD

Primary Supervisor: Laura Yoviene Sykes, PhD Laura.Yoviene@yale.edu

Application:

Please email the following to Laura.Yoviene@yale.edu by **December 15th**

- CV
- Brief Cover Letter
- List of 2 references

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 (1hour/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, Will Koller, and Jihyun Hur.

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 sometimes in substance use, health psychology or Serious Mental Illness). 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 \(va.gov\)](#)

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: Jennifer Doran, Ph.D. (Jennifer.Doran@yale.edu)

Students who have recently participated at the VA: Suzy Estrada

Updated 11/16/2022

VA Connecticut Telemental Health Practicum Training Experience for Doctoral Students

VA Connecticut Healthcare System

Psychology Service – 116B

<http://www.connecticut.va.gov/>

APPLICANT ELIGIBILITY CRITERIA

Am I Eligible? Checklist for VA HPTs

Applicants for any Without Compensation (WOC) appointment must meet ALL the criteria in the linked checklist. Primary items are emphasized below:

1. U.S. citizenship is required for all paid trainees. WOC appointments for non-US citizens are technically possible, but infrequently available.
2. Federal law requires that most males living in the US between the ages of 18 and 26 register with the Selective Service System (SSS)
3. Trainees are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens.
4. As a condition of appointment, HPTs must furnish evidence of satisfactory physical condition based on a physical examination in the past 12months; have up-to-date vaccinations for healthcare workers as recommended by the Centers for Disease Control (CDC)
5. Per Executive Order 12564, the VA strives to be a Drug-Free Workplace. HPTs are not drug-tested prior to appointment, however are subject to random drug testing throughout the entire VA appointment period. You will be asked to sign an acknowledgement form stating you are aware of this practice. Please note: Although the recreational and medical use of marijuana is legal in Connecticut, it remains federally prohibited. It is understood that our facility cannot train individuals who test positive for marijuana.

ORANGE CAMPUS: Telemental Health

The VA is leading efforts nationwide to deliver high-quality, evidence-based telemental healthcare (TMH) via clinical video technology (CVT). This practicum is designed to provide best practice training in TMH and offers an opportunity for trainees to gain experience serving a diverse group of veterans living in rural communities. The rotation is designed to be flexible and can be tailored to specific experiences and interests (e.g. short vs. longer-term treatment, structured vs. open-ended treatment, specific diagnoses or clinical presentations). All trainees will have opportunity to conduct intake assessments, design treatment plans, and provide supervised treatment via CVT within the context of the overarching goal of building clinical competencies and finding their own clinical style and voice.

Supervising psychologists for this practicum are leading experts in TMH offering best practices training in this increasingly popular modality of care. They have diverse clinical orientations and backgrounds with expertise in cognitive-behavioral, motivational interviewing, interpersonal/modern psychodynamic, intersectional feminist, and integrative approaches. Strategies to work in the TMH modality from a social justice, intersectional lens are emphasized. Supervisors are trained in and can offer supervision in a number of relational and evidence-based intervention approaches.

The training year typically begins in early September and concludes in May/June. Trainees will be expected to dedicate 12 hours per week, including at least one hour of individual supervision, and regular didactics and group supervision. Preferred practicum days are Tuesdays, Wednesdays or Thursdays. Trainees are required to work on site and our telehealth hub is located at the Yale West Campus, 200 West Campus Avenue, Orange, CT 06477. Two to four practicum trainees are typically accepted.

**Applications for Telemental Health are due by the end of December for the following academic year. To apply please send your cover letter and CV to:
Jessica Lawson, PhD Jessica.lawson1@va.go**

Students who have recently participated in this practicum at the VA: Michelle Worthington, Annalise Perricone.

Yale Pediatric Gender Program (YPGP)
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: (~4 hours per week): Practicum students assist with the YGP clinic once per week (Long Wharf, Old Saybrook, or Trumbull), where we help with mental assessments of kids as part of their larger visit with the endocrinologists and other providers.

Intakes (Up to 28 hours per month): 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. Practicum students complete intake visits for two families per month. Each intake involves a 1.5-3-hour meeting with the parent and a 1.5-3-hour meeting with the youth. Then, a ~15-page report is written integrating responses from the interview, REDCap survey responses, and the BASC (~8 hours to write each report). These reports conceptualize at multiple levels – bio, psycho, developmental, familial, social, cultural, etc. and include recommendations for care.

Groups – parent groups and youth groups

Individual patients – number of clients determined by trainee

Supervision: Individual supervision (1 hour per week); group supervision (1 hour per week); monthly mental health meeting (1 hour per month); didactics (optional); monthly journal club (1 hour per month); rounds 2/month w/team (3 hours total per month)

Hours per week: ~ 10 not including client sessions

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

Locations + Meeting Schedule

Locations:

Long Wharf: 1 Long Wharf Drive, Fl 2, New Haven, CT 06511

Old Saybrook: 633 Middlesex Tpke, Old Saybrook, CT 06475

Trumbull: 5520 Park Avenue, Trumbull, CT 06611

Monday:

Mandatory: Rounds: 2nd Monday

Journal Club: 4th Monday 1-2pm

Tuesday:

Clinic: 2nd Tuesday PM Old Saybrook

Clinic 3rd Tuesday PM Trumbull

Parent Group: 1st and 3rd Tuesday 7:00PM

Wednesday:

1st Wednesday AM, 4th Wednesday PM Old Saybrook

Youth Group: every other Wednesday 3:30-4:30 PM

Thursday:

Mandatory: 1st and 5th Thursday AM, Resource Clinic (LW)

Friday:

Clinic: **Mandatory: Every Friday AM Long Wharf**

Mental Health Meeting: 2nd Friday 2:00-3:30 PM

4th Friday 2:30-4:30 PM

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. Send materials to Dr. Christy Olezeski at:

christy.olezeski@yale.edu

Students who have recently participated at the YPGP: Ashleigh Rutherford, Wisteria Deng, Jessica Duda, and Elizabeth Kitt.

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

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. Kimberly Sain \(Kimberly.Sain@hhchealth.org\)](mailto:Kimberly.Sain@hhchealth.org) 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 work at the Institute of Living Campus in Hartford, although **they have opened an office in Cheshire** and students have the option of working there (which is closer to Yale).

Students who have recently participated at the IOP, Cheshire Branch: Elizabeth Kitt

The Comfort Ability Program

Areti Vassilopoulos, PhD
Pediatric Psychologist
Assistant Professor of Clinical Child Psychology

Yale Child Study Center
350 George Street, New Haven, CT 06511
Phone: 203-737-3458
areti.vassilopoulos@yale.edu

Dr. Vassilopoulos collaborates with her colleague Dr. Monica Barreto on a **pain management treatment** study. The approach is called “comfortability.” It was started in Boston, and has been disseminated nationally and internationally. (<https://www.thecomfortability.com/>)

Currently, they are providing workshops that include psychoeducation, biofeedback, CBT, and mindfulness to children (10-17 years old) and their parents. These workshops allow these families to gain skills to manage chronic pain (headaches, diffuse pain) and to meet other children/teens with chronic pain. Currently they do not work with children with specific illnesses (cancer, sickle cell, etc.) but may be expanding to include those populations in the future.

Current treatment model:

Every other month, they meet with a group of children/teens for 2 consecutive weeks of intensive sessions (M/W or T/Th 5:30-7:30 pm)

On the Weekend (Saturday and Sunday) in between those two weeks of child/teens sessions, they meet with the parents from 9-12 noon.

Additionally, they conduct phone screens to evaluate the appropriateness of participants for the group and to provide some support to parents who are often feeling overwhelmed by their child’s pain.

They conduct ongoing research (before program, after each session, and at end of program 1-week and 1-month through redcap)

Role of graduate students

- co-facilitate group sessions (with Dr. Vassilopoulos and/or Dr. Barreto)
- conduct phone screens/support calls

Training

- Watch 15 hours of video sessions; shadow a group

Commitment: one year

Supervision

- co-lead teen sessions
- Monica co-leads parent session
- scheduled meetings

Timeline for starting: watch the videos, get acclimated, and jump in..

Students who have recently participated: Elizabeth Kitt

Pediatric Psychology – Neurology and Chronic Pain Practicum

Supervisor: Areti Vassilopoulos, PhD

This position offers the opportunity to work with children and adolescents who are experiencing a variety of chronic medical conditions, such as chronic headaches and migraines, epilepsy, functional neurological symptom disorders (FNSDs), somatic concerns, and related functional and adjustment difficulties. It is fantastic for an advanced graduate student interested in pediatric or health psychology, and working within a medical system. This practicum offers opportunities in multiple pediatric sub-specialty medical clinics, individual pediatric psychology sessions, as well as integration in the Comfort Ability Program workshop(s). Considering interest and availability, a combination of the below rotations can be selected:

(1) Comfort Ability Program at Yale: [Visit Site](#)

- a. **General Workshop:** The Comfort Ability Program was created in 2011 and since has been disseminated internationally. At Yale, we provide the workshop virtually and in-person, every other month. As a practicum student on this rotation, you will:
 - i. Support recruitment for upcoming workshops through conversation and brief screening of interested families
 - ii. Co-facilitate virtual and in-person workshops alongside attending psychologists and postdoctoral fellow
- b. **Sickle Cell Pain Workshop:** The Comfort Ability Program for Sickle Cell Pain was created through collaboration between Boston Children's Hospital and Dana Farber Cancer Institute. It has since been disseminated nationally. At Yale it takes place in person every other month. You would complete the pain management lecture modules through Boston Children's Hospital as part of training. Practicum students on this rotation co-facilitate the in-person CAP for SCP workshop with kids, teens, young adults, and their families.

(2) Comprehensive Headache Clinic: Provide multidisciplinary intake assessments for children and adolescents experiencing chronic headaches or migraines, and their parents presenting for their Comprehensive Headache Clinic visit. In clinic services include brief consultations during clinic visits, primarily focused on pain management, psychoeducation, brief intervention, and motivational interviewing. Opportunity to carry short-term ongoing cases for follow up, using a cognitive behavioral therapy (CBT) approach and incorporating biofeedback-assisted relaxation training, biobehavioral relaxation strategies, mindfulness, and acceptance and commitment therapy (ACT), as indicated.

(3) Comprehensive Epilepsy Center: The training goal of this rotation is to provide the practicum student with opportunities in administering psychological services as a member of a multidisciplinary Comprehensive Epilepsy Center. Psychological services provided include:

- a. Assessment of patient and families coping with epilepsy or functional neurological symptom disorder
- b. Individual and/or family CBT based treatment for children with epilepsy
- c. Consultation with medical team around patient and family coping with anti-epileptic drug side effects, epilepsy surgery, ketogenic diet, and any additional medical treatments.

Common referral issues include adjustment to illness, treatment adherence, managing medication side effects, child and parent coping with anxiety directly related to seizures, and assessment/treatment for co-morbid psychiatric issues such as anxiety, depression, and behavioral issues.

This practicum would require a 12 hour per week commitment. Practicum students would receive 1 hour/week of individual supervision with Dr. Vassilopoulos in addition to live supervision in the context of the multidisciplinary clinics.

If you are interested in applying, please reach out to Dr. V (areti.vassilopoulos@yale.edu) directly with a cover letter and CV, and from there an interview will be scheduled. Please express interest at any time during the fall and no later than January 31st.

**Dr. Mary Best's neuropsychology clinic
350 George Street**

<https://medicine.yale.edu/childstudy/education-and-training/clinical-internships-residencies-and-fellowships/psychology-practicum-training-program/#track:-pediatric-neuropsychological-assessment>

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 instruments and scoring, and then case conceptualization and report writing. 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 for this child neuropsychology practicum would have practicum experience working with children and/or training in IQ testing with children (preferably the WISC), achievement, and memory testing. 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.

They also have a toddler developmental disability clinic when they see children under 4. In that clinic they evaluate for autism and complex developmental disorders.

Students who have recently participated: Elizabeth Kitt

Yale New Haven Hospital Crisis Intervention Clinic

This is a new clinical training opportunity opening in summer, 2026.

Dr. [Christine Cha](#) is a newer faculty member in the Child Study Center , and her research and clinical work is focused on suicide risk, assessment, and intervention.

Dr. Cha is looking for a student for a 10-20 hour position. The position includes getting trained in and delivering a single session CAMS (collaborative assessment and management of suicidality) to youth coming into the ED following a suicide crisis.

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 January 31

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.
 - o 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