

Training Programs in Clinical Psychology 2024-2025

History & Mission



NewYork-Presbyterian Hospital/Weill Cornell Medicine is one of the world's leading institutions for the care of the sick, and is renowned for its teaching, research, and preventative medicine. NewYork-Presbyterian Hospital (formerly known as the New York Hospital) is the oldest hospital in New York State and the second oldest in the United States, created by royal charter in the reign of King George III in 1771. From its inception, the Hospital has treated psychiatric patients. The present hospital complex opened in 1932 on a site overlooking the East River in Manhattan. The complex includes the Weill Cornell Medical College, NewYork-

Presbyterian Hospital, The Memorial Sloan-Kettering Cancer Center, and The Hospital for Special Surgery.

The mission of NewYork-Presbyterian Hospital highlights a commitment to excellence in clinical service, education, research, and community service. Specifically, its mission is “dedicated to:

- Educating the next generation of health care professionals.
 - Developing groundbreaking research,
 - Advancing innovative, patient-centered clinical care,
 - Serving the needs of our local, national, and global community.”
- (<https://infonet.NewYork-Presbyterian.org/Pages/Culture.aspx>)

Founded in 1898, Weill Cornell Medical College (WCRC), Cornell University's medical school located in New York City, is committed to excellence in research, teaching, patient care and the advancement of the art and science of medicine, locally, nationally and globally. Affiliated with NewYork-Presbyterian Hospital (NEWYORK-PRESBYTERIANH) since 1927, NEWYORK-PRESBYTERIANH is the nation's largest not-for-profit, nonsectarian hospital, providing state-of-the-art inpatient, ambulatory and preventive care in all areas of medicine.

Payne Whitney and NewYork-Presbyterian Westchester Behavioral Health are the psychiatric sections of the New York-Presbyterian Hospital/ Weill Cornell Medical Center. The Payne Whitney Clinic, endowed by Payne Whitney in 1927, was built as an integral part of the Medical Center, and in 1932 was designated as the Manhattan site of the Department of Psychiatry. In 1821, the Hospital established a separate division, the Bloomingdale Hospital (1821-1889), for the care of the mentally ill, located at the present site of Columbia University. In 1894 that hospital was moved to a 236 acre setting in White Plains, 30 miles from New York City. In 1965 this became The Westchester Division.

Psychology Internship Program

Philosophy and Training Model

The Department of Psychiatry at NewYork-Presbyterian Hospital/Weill Cornell Medical Center maintains an APA-accredited Predoctoral Internship Program that is dedicated to training interns to be competent clinical scientists. The training program upholds the educational goals of providing comprehensive, quality training in clinical psychology in both direct services and research domains.

This philosophy of training is consistent with the mission of the Hospital aimed to deliver excellence in patient care, teaching and research. To accomplish this mission, the Internship Program follows a clinical science model of training. This experiential model involves immersing the interns in core areas of clinical psychology including psychiatric diagnosis and evaluation, neuropsychological assessment, evaluation and consultation of acutely ill patients, and empirically supported psychotherapies of a heterogeneous patient population.

The NEWYORK-PRESBYTERIAN-WEILL CORNELL MEDICINE internship fosters a training culture in which differences among faculty, trainees, staff, and patients is valued and respected (including, but not limited to, difference in race, ethnicity, sexual orientation, gender identity, sex, ability, religious practice, socioeconomic class, citizenship, age, and life experience). We are committed to developing practices that champion diversity, equity, and inclusion in areas of patient care, education, professional development, and advocacy.

The Internship Program is a member of The Academy of Psychological Clinical Science.

Training Goals

The primary goal of the NewYork-Presbyterian/Weill Cornell Medical Center Psychology Internship is to train interns to become clinical scientists. The education and training model emphasizes direct clinical service and a range of clinical experiences with our faculty. The Internship teaches facts and theories in clinical psychology, including knowledge of the current diagnostic system, current theories and models of psychopathology, theories and methods of psychotherapy and clinical intervention, principles and administration of psychological and neuropsychological tests, and methods and practice of consultation and supervision. Interns are expected to develop competencies in the areas of research, ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication, and interpersonal skills, assessment and diagnostic evaluation methods, intervention, supervision, and consultation. To achieve these goals, the program is structured with training sessions and seminars in the beginning of the academic year. Competencies are measured at intervals during the year with the expectation that competencies increase in strength over the course of the year.

Another goal of the program is to stimulate an area of expertise within a clinical area to facilitate a deepening of knowledge and skill. To achieve this goal, interns participate in four-month clinical rotations choosing from a wide number of settings (e.g., Psycho-oncology, Women's Health, Anxiety and Traumatic Stress, Child and Adolescent Psychiatry, Inpatient Psychiatry).



Finally, the Program seeks to foster training for interns interested in pursuing clinical research careers. To this end, the Internship offers a Research Placement Program (RPP) that guarantees 4-6 hours of protected time for an intern to conduct research with a mentor with whom they share clinical and academic interests. Interns who have completed their dissertation are eligible for this program. It is expected that by the end of the year, the intern's activities will have translated into authorship on manuscripts and/or presentations at national conferences. Scholarly inquiry is fostered for all interns through a range of venues including Psychiatry and Psychology Grand Rounds, seminars, research presentations and lectures.

Competencies for Internship Training

Competency 1. Displays necessary self-direction in gathering clinical and research practice independently and competently. Seeks out scientific knowledge to enhance knowledge about clinical practice and other relevant areas.

Competency 2. Has knowledge of and competence in ethical principles and practice as well as legal standards for clinical psychology.

Competency 3. Displays sensitivity to the cultural and individual diversity of patients and is committed to providing culturally sensitive services.

Competency 4. Demonstrates professional and appropriate attitudes and behaviors with patients, treatment teams, staff, peers, and supervisors.

Competency 5. Communicates effectively and collaboratively with patients, supervisors, staff, and colleagues.

Competency 6. Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature and DSM multiaxial classification. Has a working knowledge of neuropsychological assessment strategies.

Competency 7. Provides competent, effective, and evidence-based psychotherapy to a range of patients presenting to the medical center.

Competency 8. Demonstrates knowledge of the supervisory role in clinical practice as consumer and provider. Employs these skills in a consistent and effective manner in peer consultation and with supervisors.

Competency 9. Performs assessment of patients referred for consultation and provides appropriate level guidance to other health professionals.

Core Clinical Experience

The core curriculum includes attendance at core didactic seminars, training in diagnostic evaluation, assessment of acutely ill patients and adult psychotherapy. Interns conduct psychiatric evaluations weekly in the evaluation service, conduct evaluations and triage

acutely ill patients in the Comprehensive Psychiatric Emergency Program (CPEP) and provide individual weekly psychotherapy to adult patients.

Standing Didactic Seminars

Cognitive Therapy Clinic Video Case Conference – Monday 1:00-2:00 PM

The Cognitive Therapy Clinic case conference focuses on group supervision of individual cases. Interns and fellows participating in the case conference present videotape clips of their work with patients to receive feedback from the group on questions related to implementation of empirically supported therapies, therapist skill and therapy process. Dr. Evans supervises this seminar.

Cognitive Therapy Clinic Disposition Planning Meeting – Monday 2:00-3:00 PM

The Cognitive Therapy Clinic Disposition Planning Meeting focuses on discussing diagnosis and treatment planning for cases that were seen in evaluation service. In addition, throughout the year, didactics are included which focus on the psychiatric interview and mental status exam. Dr. Evans supervises this meeting.

Professional Development Meeting – alternate Mondays 3:00-5:00 PM

The Professional Development Meeting focuses on all aspects of the Internship Program and allows the interns and Director to discuss and explore career opportunities and development. Occasionally, July-September will deal with orientation to the Internship Program and preparation for Postdoctoral Fellowships (with additional coverage on ethical and legal topics and diversity training and research and writing. The second half of the year is devoted to discussion of career paths and education around a particular topic provided by former interns.

Neuropsychological Testing Seminar – alternate Mondays 4:00-5:00 PM

The seminar is designed to expose clinical psychology interns to a broad range of neuropsychiatric disorders that result in comorbid cognitive and emotional dysfunction. Each one-hour seminar is framed around a brain-behavior neuropsychological perspective of the pathophysiology and treatment of a range of disorders, including depression, post-traumatic stress disorder, attention-deficit/hyperactivity disorder, traumatic brain injury, stroke, dementia, functional neurological disorder, and substance use. Special attention is paid to how the brain-based cognitive sequelae of these disorders can manifest in a clinical interaction and psychotherapy. Additional topics include the use of cognitive-behavioral strategies to target attention, organization, procrastination, and memory. Psychology interns can present case that relate to the topics (e.g., cases such as an older adult patient with depression and comorbid executive dysfunction and another with co-occurring PTSD and cognitive impairment after hospitalization in an ICU). Certain seminar topics are also organized as a journal club to allow for psychology interns to engage in critical thinking around especially impactful issues in neuropsychology (e.g., effect of cannabis use on cognition, long-term impact of head trauma in

athletes). Finally, psychology interns learn foundational skills in being consumers of neuropsychological reports, with specific seminars devoted to reading and interpreting neuropsychological evaluation data. The Neuropsychological Testing seminar includes both didactics and case presentations. Dr. Abhishek Jaywant supervises this seminar.

Psychology Grand Rounds – Third Thursday of the Month 12:00-1:00 PM

The Psychology Grand Rounds meeting occurs on the third Thursday of the month. Meetings are held via Zoom. Each month features a presentation of expert clinical and research psychologists and discussion in which the faculty, staff, postdoctoral fellows, and interns are engaged.

Psychology Grand Rounds | 2022-2023

“Improving Community Based Delivery of Care to Diverse Depressed Older adults”

“Cognitive Therapy for Regret”

“Digital Mental Health Interventions-How to get the most out of digital tools”

“Intimate Partner Violence: Challenges in Assessments and Treatment”

“Interpersonal Psychotherapy for Perinatal Bereavement”

“Prolonged Grief Disorder Treatment: an Evidence-Based Approach”

“A generation of research from the WTC to the COVID-19 pandemic:

An update on the use of Virtual Reality and Immersive Technologies in

“Why Try to Change Me Now? Fostering Empathy and Acceptance with Integrative Behavioral Couples Therapy.”

“Smartphone-based personal sensing of depression and anxiety symptoms”

“Utilizing Social and Traditional Media to Enhance Your Career”

Summer Cognitive Behavioral Therapy Course (July-August)

The psychology interns and psychiatry residents attend this six-week course. Participants learn core processes and skills of CBT. The program is highly experiential with the interns and residents practicing core skills through interactive measures such as role play and adopting a self-change project. (Susan Evans, Ph.D., Nathan Thoma, Ph.D., Jamie Schumpf, Psy.D., Kate Herts, Ph.D.)

Evaluation Service Seminar

This seminar is led by the supervising psychiatrist in the evaluation service. The seminar addresses the structure of the psychiatric interview, note writing, evaluating suicide risk and procedures. Lecture one covers the Psychiatric Interview (goals, approach, safety issues, confidentiality, methods, interventions, organization), Diagnostic Evaluation (necessary components), Mental Status Exam and Suicide Assessment. Lecture two covers Introduction to Competencies in Psychopharmacology (basic categories of psychopharmaceuticals, indication, risk/benefits) and Writing an Evaluation and Progress Note. Lecture three covers brief review of DSM V, focusing on changes from DSM IV. (Dr. Diana Feldman, M.D.)

Seminar in Ethical and Legal Standards

Dr. Dawn Hughes is a board-certified forensic psychologist. She teaches two 2-hour seminars entitled Ethics and Professional Risk Management in the Practice of Psychology to the psychology interns in an interactive format with case examples and vignettes that are guided by the American Psychological Association (APA) Ethical Principles and Professional Code of Conduct (EPPCC) (APA, 2017). This course addresses professional risk management and ethical concerns through the lens of real-world and contemporary dilemmas that psychologists confront. Topics covered include common EPPCC standards and principles, including informed consent, confidentiality and privilege, clinical documentation, an exploration of boundaries crossings and boundary violations, self-disclosure, mandated reporting, and managing suicidal patients. These seminars provide a framework to contemplate ethical dilemmas with forethought and to make informed decisions that protect clients from harm and mitigate professional risk.

Weill Cornell diversity, Equity, Inclusion (DEI) Reading Groups

This multidisciplinary group that meets quarterly throughout the academic year includes faculty, departmental staff, and psychology and psychiatry trainees. The goals of the group are to: 1) improve knowledge and awareness of DEI topics as they pertain to psychiatry; 2) provide a structured and safe environment to discuss DEI topics in the workplace; 3) spark interest in future conversations and action surrounding DEI in the department.

Seminar on diversity, inclusion, equity

Interns discuss experiences with considering multiple aspects of their own and their patients' identity (e.g., race, ethnicity, gender, sex, socioeconomic status, ability) in therapy. Topics discussed include when and how to discuss difference and similarity in CBT: the ADDRESSING (age, developmental disabilities, acquired disabilities, religion, ethnicity, sexual orientation, socioeconomic status, indigenous group membership, nationality, and gender) model of the importance of considering complexities of individual identity; microaggressions in clinical practice; and how identity can affect the multiple levels of CBT case conceptualization. Case examples are used as well as material from readings (e.g., "Racial microaggressions in Clinical Training and Practice." Overland et al., 2019). Interns are encouraged to continue discussion of identity and its impact on therapy and case conceptualization with their supervisors (Elena Mayville, Ph.D. leads this seminar.)

Workshop series on delivering culturally responsive clinical assessments and interventions

This seminar is led by a steering committee of psychologists, psychology postdoctoral fellows, and social workers, geared toward providing skills, strategies, and resources for delivering culturally responsive care to the patient population at NEWYORK-PRESBYTERIAN. Topics covered during these quarterly workshops include strategies and resources for providing culturally responsive clinical assessments and interviewing of symptoms, as well as the delivery

of culturally informed interventions. During each structured workshop, educational materials are read or viewed, analyzed, and processed, and resources are made available to all attendees interested in incorporating the skills taught in their clinical work. Feedback is also collected regularly to ensure workshops are experienced as productive and welcoming to all, and topics include those that attendees are interested in learning more about. (Stephanie Cherestal, Ph.D. organizes this seminar).

Seminar on supervision

The APA and psychology training programs have increase efforts to view clinical supervision as its own entity, and to allow students to learn about this essential gatekeeping role earlier in their graduate school training. In the past, it was assumed that any clinician could be a competent clinical supervisor if they had been supervised. The goal of this seminar is twofold. Interns will explore theories of clinical supervision (e.g., cognitive behavioral, psychodynamic, and other evidence-based modalities) through readings, videos, and guided discovery. Interns are encouraged to explore and discuss their own experiences of supervision, past and present, to become cognizant of what has been helpful and transformative. In addition, interns will supervise one another using the Cognitive Therapy Rating Scale (CTRS) to further clarify their attitudes and beliefs about what constitutes effective clinical supervision. (Lori Davis, Psy.D., is the seminar leader).

The Training Experience

Evaluation and Diagnosis

- 1)** Interns complete a four-month experience in Comprehensive Psychiatric Emergency Program (CPEP). The CPEP program is designed to train the intern in the ability to make rapid, yet comprehensive evaluations of a broad range of patients who often present in acute crises. The interns collaborate with a multidisciplinary team and are responsible for obtaining collateral information and coordinating appropriate follow-up care.
- 2)** Interns conduct weekly psychiatric interviews and evaluations in the Evaluation Service. This experience provides the intern with the opportunity to develop skills in conducting a psychiatric interview, assessment, triage and crisis interventions and to consult with a multidisciplinary team including social workers and psychiatrists. Interns conduct one psychiatric evaluation per week in the Evaluation Service and receive supervision from the attending psychiatrist, Dr. Diana Feldman.

Psychotherapy Training

- 1)** Interns conduct time-limited and focused Cognitive Psychotherapy in The Cornell Cognitive Therapy Clinic (CTC). The CTC employs a model of training derived from the Beck Institute of Cognitive Therapy in Philadelphia. Many of the supervisors in

the CTC are certified cognitive therapists through The Academy of Cognitive Therapy. The CTC provides outpatient psychotherapy to patients who range in socioeconomic background and level of functioning. The CTC involves intensive training in this modality by working with adults experiencing a range of symptoms and life problems. Dr. Susan Evans is the Director of the CTC.

- 2) Interns conduct long-term psychodynamic psychotherapy and participate in supervision with a faculty member who has expertise in this area.
- 3) Training is available in Transference Focused Psychotherapy. Diana Diamond, Ph.D., Supervisor.

Elective Rotations

In addition to the core curriculum, interns participate in elective rotations. Each rotation is for a four-month period so the intern can participate in at least two rotations over the course of the year. Some of the rotations may take place at The NewYork-Presbyterian Westchester Behavioral Health and Memorial Sloan Kettering Cancer Center (MSKCC). Listed below are currently designated rotations:

- 1) Anxiety and Traumatic Stress Studies
- 2) CBT Child Anxiety and Tic Program
- 3) Youth Anxiety Center
- 4) Memory Disorders Program
- 5) Personality Disorders Institute
- 6) Memorial Sloan Kettering Cancer Center
- 7) Pediatric Behavioral Health Psychology
- 8) Women's Health Program
- 9) Adolescent Inpatient Unit
- 10) Neuropsychology"
- 11) Inpatient Psychiatry at WBH (Women's Unit, Borderline Unit, The Haven, Eating Disorders Unite, Adolescent Inpatient Unit).

*Psychological testing occurs in the rehab medicine unit with particular emphasis on basic neuropsychological and psychodiagnostics. Interns are responsible for consulting with the referring clinician, administering the test battery, scoring the data, completing the report and providing feedback to the referring clinician. Dr. Faith Gunning-Dixon is the attending neuropsychologist responsible for the supervision of interns on this rotation.

If an intern has a particular interest in an area of psychology that is not listed, the training director will assist in developing an experience that is compatible with the intern's clinical interests.

Research Placement Program (Elective)

Interns who have completed their dissertation are eligible for the Research Placement Program (RPP). 4-6 hours of protected time is carved out of the intern's weekly schedule to mentor with a clinical researcher. The training director facilitates an experience for the intern with a faculty member with whom they share clinical and research interests.

Other Educational Activities

An array of ongoing educational activities at both the Payne Whitney Manhattan and Westchester supplements the formal curriculum and generates a stimulating atmosphere for internship and fellowship training. These activities include:

Psychiatry Grand Rounds: These consist of a weekly series of lectures in which nationally distinguished scholars, clinicians and researchers are invited to speak about current issues in psychiatry and psychology.

Psychology Grand Rounds: This meeting takes place virtually and is a forum that provides the opportunity for psychology interns, postdoctoral fellows and faculty to present their research and clinical expertise.

Geriatrics Seminar Series: This consists of a weekly series of presentations at NewYork-Presbyterian Westchester Behavioral Health by invited speakers on current developments in geriatric psychiatry.

Elective Seminars: These are offered each year by arrangement with interested interns, residents, fellows and faculty. In recent years topics have included: Basic Research Design in Clinical Psychology, Psychoanalysis and Literature, Psychotherapy and Psychoses, Adolescence, and the Technique of Psychotherapy.

Weill Cornell Medicine Wellness Qlinic



Department of Psychiatry partnered with medical students to develop the Weill Cornell Medicine Wellness Qlinic Program, a program providing free mental health care and community outreach to LGBTQ+ populations in need, while also creating education, training, and academic opportunities for students, trainees, faculty, and staff. Interns may choose to participate as clinicians in the program.

[Safe Space: New Student-Run Clinic Offers Free Mental Healthcare to New York's LGBTQ Community](#)

Evaluation of Trainees and the Training Program

Continuing evaluation of curriculum, faculty, and trainees is conducted at all levels of the internship program. Every attempt is made to obtain a balance between the ongoing personal dialogue that occurs between a trainee and their supervisors and the more objective data of direct observation and the completion of evaluation forms. Written evaluations of trainees are discussed with the trainee at mid- and end of year. Direct observation via videotaped sessions of intern performance is evaluated and feedback is given. The supervisor evaluates progression of the intern's adherence to treatment and competency. Particular attention is given at the beginning of the year to the ability to establish a therapeutic, working alliance and adherence to treatment principles. Specific skills and competencies are expected to develop over the year and are evaluated by the supervisor. Interns can directly observe expert therapists via videotape, patient interviewing and role-playing exercises. Trainees in turn are required to evaluate their supervisors and instructors utilizing a rating form.

Clinical, Academic and Research Facilities

Research Facilities: Clinical investigation is conducted on many services of The NewYork-Presbyterian Hospital. Research activities are ongoing in the Program for Anxiety and Traumatic Stress Studies, the Women's Program, the Neuroimaging Laboratory and Sackler Institute at the Payne Whitney Manhattan, the Eating Disorders Program, the Youth Anxiety Center, the Adolescent Partial Hospital, the Center for Geriatric Services at the NewYork-Presbyterian Westchester Behavioral Health, and the Psychiatry Division of Memorial Sloan Kettering Hospital. Computer facilities are available at all research sites. Interns are encouraged to participate in ongoing projects, or to begin their own projects with assistance from the faculty. Interns who wish to develop a research career may, with the approval of the faculty, devote a portion of their time to mentored research activities.

The Section of the History of Psychiatry and Behavioral Sciences: Members of the section (psychiatrists, historians and psychologists, as well as residents, interns and medical students) actively pursue a variety of research, ranging from Renaissance psychiatry to topics in the twentieth century. Many of these projects deal with the relationship between historical experience and contemporary problems. In addition to research, the faculty includes active teachers in the department.

The Memorial Sloan-Kettering Cancer Center Department of Psychiatry: This Department provides psychiatric services to patients in one of the nation's foremost training hospitals in oncology. There is a major emphasis on research into the psychological and personality variables of patients with neoplastic diseases.

Child and Adolescent Services: At the Westchester Behavioral Health, there are inpatient and outpatient services for children and adolescents presenting with a wide variety of psychiatric disorders. An inpatient unit for children from ages 6 to 12 years of age and an adolescent inpatient unit provide treatment for those who require a 24 hour therapeutic program. An adolescent eating disorder inpatient unit provides services for adolescents presenting with an eating disorder, and who require an inpatient level of care. The child and adolescent outpatient department offers comprehensive diagnostic evaluations and evidenced based treatment for children and adolescents through high school age. Treatment is provided through specialty

clinics. The Center for Autism and the Developing Brain (CADB) serves individuals throughout their lifespan who need evaluation and treatment for autism spectrum disorders. A variety of group programs are also provided for children, adolescents and their parents. Comprehensive psychological and neuropsychological assessment services are available.

Pediatric OCD, Anxiety, and Tic Disorders Program: The child psychiatry outpatient division at Payne Whitney Manhattan serves children and adolescents aged 5-18, and their families, offering evidence-based psychotherapy and psychopharmacology interventions. The Pediatric OCD, Anxiety, and Tic Disorders Program (POCAT) specializes in cognitive behavioral therapy (CBT) for kids and teens suffering from anxiety and related disorders, including exposure and response prevention (ERP) for OCD and Comprehensive Behavioral Intervention for Tic Disorders (CBIT). Weekly individual therapy is offered, in addition to medication management as needed, and when possible CBT groups are made available. In addition, Parent Training groups are run throughout the year for interested parents. The catchment area for the Child Outpatient Program is large, including all five boroughs of New York City, and surrounding areas of Long Island, New Jersey and Connecticut. The patient population is thus culturally and economically diverse and presents with a wide range of psychiatric symptoms and diagnoses, including the anxiety disorders, OCD, tic disorders, ADHD, mood disorders, impulsive or oppositional behaviors, and school refusal, among others. Interns can carry a weekly individual therapy caseload with close supervision in a variety of cognitive and behavioral therapies, co-lead groups if desired, work closely with psychiatry trainees, and participate in weekly case conferences where patients are interviewed live by members of the child psychiatry faculty.

Center for Youth Mental Health: NewYork-Presbyterian's Center for Youth Mental Health advances effective ways of diagnosing, treating, and helping teens and young adults suffering from anxiety disorders through research, treatment, and education. A team of experts has extensive knowledge about how anxiety affects young people, particularly as they transition away from home into independent living. Clinicians can provide treatment services to young people and their families to facilitate this transition and help them create the lives they want to live. The Center for Youth Mental Health is a unique collaboration of researchers and clinicians who are all focused on the same goal: understanding the root causes of anxiety, which in turn leads to the development of better treatments. The Center for Youth Mental Health offers young people and their families real reasons to be optimistic about the future.

Substance Abuse Services: The NewYork-Presbyterian Westchester Behavioral Health provides inpatient treatment of alcohol and drug abusers in addition to a special inpatient service for patients suffering from these problems.

Libraries: Several libraries are available to interns. The Oscar Diethelm Historical Library is a unique historical collection of over 6,000 volumes published before 1950, plus a supporting Reference Collection of 4,000 modern works and The NewYork-Presbyterian Hospital/Weill Cornell Medical Center Archives of Psychiatry. There also is an extensive collection of manuscript materials for study. The Payne Whitney Clinic Library, housed in the Samuel J. Wood Library of the Weill Medical College of Cornell University, contains 15,000 reference volumes and journals. This library supplements the larger Samuel J. Wood Library of the Medical College. Full research and bibliographic facilities are provided.

Accreditation Status

The Clinical Psychology Internship is fully accredited by the American Psychological Association. The American Psychological Association is located at 750 First Street, N.E., Washington, DC 20002-4242; telephone number (202) 336-5500.

Stipends and Benefits

The intern stipend for the 2024-2025 academic year is \$40,950. Trainees receive a full benefits package, including vacation, holidays & medical insurance

Internship Completion

Internship training is full-time and for a period of twelve months. Interns can expect to work 40 hours weekly and will be granted overtime pay for hours that exceed a 40-hour work week.

Interns will be awarded a Certificate of Completion at the successful conclusion of the internship year.

Our policies regarding requisite training competencies and minimal levels of achievement, as well as documents on policy and procedures are in our Policies and Procedures Orientation Manual. The manual is available on request by emailing sue2002@med.cornell.edu.

Nondiscrimination Policy

The internship in clinical psychology at NewYork-Presbyterian/Weill Cornell Medicine is dedicated to the provision of equal opportunity for all applicants and psychology interns without regard to race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, citizenship status, marital status, veteran status, employment status, age, disability, pregnancy status, predisposing genetic characteristics, and other protected characteristics, subject to the conditions of applicable federal, state and city laws.

Who Should Apply?

Intern applicants who have an interest and background in both clinical service and research are particularly qualified for these programs and are encouraged to apply. Applicants must be from APA-approved doctoral programs in clinical psychology. All applicants should have a minimum of five hundred hours of direct patient care experience. Preference will be given to those with demonstrated research interest and activity. Prior to beginning the internship, it is considered advantageous for applicants to have completed data collection on the dissertation.

Individuals who wish a clinical science career will find themselves well placed for future employment in medical centers and teaching hospitals. Most interns over the last several years pursued postdoctoral fellowships in academic medical settings and several have gone directly into professorships in academic settings.



Psychologists who have completed APA-approved internships and who desire further intensive specialty clinical and research training are invited to apply to our fellowship programs.

We encourage Ph.D. applicants with clinical science orientation.

PLEASE NOTE: NewYork-Presbyterian Hospital does not offer sponsorship for visas.

Psychology Internship Entrance Requirements

Prior to the beginning internship training, all prospective interns must successfully complete the following:

1. Successful completion of all graduate coursework towards a doctoral degree including practica and externships.
2. A minimum of five hundred intervention hours is required. Eight hundred intervention hours is preferred.
3. A minimum of fifty assessment hours is required. One hundred assessment hours is preferred.
4. Endorsement of readiness for internship training by the director of their graduate program.

(Please note: we ask that you submit only the APPIC application.)

Application Procedure

The internship program follows the APPIC online process. The application deadline for internships is **November 1, 2023**. A select number of applicants will be invited for interviews (2–3-hour commitment) with the faculty. Interviews will take place remotely via Zoom on January 4, 5, 8, and 9, 2024.

We follow APPIC guidelines in selecting interns.

(available at www.natmatch.com/psychint)

Internship Selection Procedure

1. An applicant's completed application will be reviewed by two members of the psychology faculty who are participating in the internship selection and by the director of program.
2. During the initial review an applicant may be excluded from further consideration for the following reasons:
 - Applicant is not enrolled in an APA accredited doctoral psychology program

- Applicant has accrued fewer than five hundred hours of clinical practice
 - Applicant has not completed all the graduate courses required for completion of their doctoral program
 - Applicant has neither completed a graduate course in psychopharmacology nor had supervised experience in clinical setting where patients receive psychotropic medications
 - Applicant has neither completed a graduate course in initial interviewing or DSM-V nor had supervised experience in conducting an initial intake interview
3. The initial review will assess the applicant with regard to the following criteria:
- Amount and quality of clinical experience
 - Depth and breadth of clinical experience (i.e. are the applicant's practica varied?, has the applicant had medical center experience?, has the applicant had experience with culturally diverse populations?, etc.)
 - Clinical science training
 - Quality of letters of recommendation
 - Academic performance
 - Special areas of excellence or achievement
 - Cultural diversity
 - Perceived goodness of fit with our internship program
4. The twenty-four top-rated applicants will be invited for an interview. Interviewing will be done remotely via Zoom and will be scheduled for one of four dates - Thursday and Friday, January 4 and 5, and Monday and Tuesday, January 8 and 9, 2024.
5. For applicants who are scheduled for interviews: Three teams of psychology faculty will interview applicants for a total period of one hour and a half. The Director interviews all scheduled applicants. Each faculty member who meets with an applicant submits applicant-rating forms. Match ranking lists are composed at a series of meetings utilizing the applicants' files and all rating sheets completed by interviewers. The Director utilizes all of these data to comprise the final matching list.



Internship correspondence should be addressed to:

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[Office of Program Consultation and Accreditation](#)

American Psychological Association
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Psychology Fellowship Programs

Postdoctoral Fellowships

There are postdoctoral positions available for candidates who have completed their Ph.D. in clinical psychology, are eligible for a limited permit, and who wish to pursue advanced training in particular specialty areas. These programs provide active mentorship in academic, research and professional activities of a specialty area.

[Postdoctoral Psychology Fellowship - Manhattan | Weill Cornell Medicine Psychiatry](#)

[Postdoctoral Psychology Fellowship - Westchester | Weill Cornell Medicine Psychiatry](#)

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Areas of Interest

mood and anxiety disorders
psychotic disorders
substance abuse

pediatric OCD, anxiety
tic disorders

adult/adolescent DBT

child and adolescent psychotherapy

marital and family therapy
personality disorders
bipolar disorders

cognitive behavioral therapy
child/adolescent psychiatry

posttraumatic stress disorder
cognitive behavioral therapy
collaborative care

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cognitive behavioral therapy

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New York, NY 10024
212-877-2231

transference-focused psychotherapy

Difede, JoAnn

NewYork-Presbyterian Hospital
Burn Unit
New York, NY 10065
212-746-3079

trauma treatment
treatment of acute stress disorders
research
behavioral medicine

Edwards, Anna R.

New York Anxiety Treatment Center
240 Central Park South, Suite 2J
New York, NY 10019
212-518-8162

anxiety disorders, OCD
cognitive behavioral therapy

Evans, Susan

NewYork-Presbyterian Hospital
Cognitive Behavioral Service
425 E. 61st St., #1350
New York, NY 10065
212-821-0622

mindfulness-based stress reduction
cognitive behavioral therapy

Falk, Avital

Weill Cornell Medicine
315 E. 62nd St., 5th floor
New York, NY 10065
646-962-2820

child and adolescent psychology

Feldman, Diana

525 E. 68th St.
New York, NY 10065
212-746-5732

psychopharmacology

Fleming, Megan

300 Mercer St., Suite 3C
New York, NY 10003
646-600-5133

sex therapy
couples therapy

Flye, Barbara

Westchester Behavioral Health/
Payne Whitney Clinic – Box 188
525 E. 68th St.
New York, NY 10065
914-997-5953

child & adolescent psychotherapy

Fridman, Chaya

315 E. 62nd St., 5th floor
New York, NY 10065
646-962-2820

neuropsychological assessment

Gunning, Faith

525 E. 68th St.
New York, NY 10065
914-997-8643

neuropsychological assessment
geriatric research

Herts, Kate

Women's Mental Health Consortium
99 Hudson St.
5th floor, PMB 6036
New York, NY 10013
212-210-6372

cognitive behavioral therapy
treatment for chronic illness

Hughes, Dawn

274 Madison Ave., Suite 604
New York, NY 10016
212-481-7044

traumatic stress
interpersonal violence

Ilieva, Irena

425 E. 61st St., #1314
New York, NY 10065
212-821-0779

cognitive behavioral therapy
trauma-related disorders

Jaywant, Abhishek

425 E. 61st St., #1352
New York, NY 10065
212-745-4666

clinical neuropsychology
traumatic brain injury
age-related cognitive decline

Latack, Jessica

Central Park Psychological Services
200 W. 57th St., Suite 507
New York, NY 10019

women's mental health
ptsd

Lee, Grace

321 E. 54th St.
New York, NY 10022
212-888-8199

forensic psychology

Levi, Alexander

211 Central Park West
New York, NY 10024
212-595-1317

psychodynamic psychotherapy

Marino, Patricia

Westchester Behavioral Health/
Payne Whitney Clinic – Box 188
525 E. 68th St.
New York, NY 10065
914-997-8691

geriatric psychiatry

Mayville, Elen

208-422-1108

cognitive behavioral therapy
family therapy
couples therapy

Olden, Megan

NewYork-Presbyterian Hospital
Anxiety and Traumatic Stress Program
425 E. 61st St., #1315
New York, NY 10065
212-821-0786

post-traumatic stress disorder

Pelcovitz, Michelle

425 E. 61st St., #1352
New York, NY 10065
212-821-0789

cognitive behavioral therapy
exposure and response prevention
child/adolescent anxiety & mood disorders

Powers, Alisa

21 Bloomingdale Road
White Plains, NY 10605
914-997-5851

cognitive behavioral therapy

Schumpf, Jamie

10 E. 40th St., Suite 3201
New York, NY 10016
646-592-4384

cognitive behavioral therapy

Sirey, JoAnne

Westchester Behavioral Health/
Payne Whitney Clinic – Box 188
525 E. 68th St.
New York, NY 10065
914-997-4333

geriatric psychiatry

Thoma, Nathan

Cognitive Therapy Center of Manhattan
10 E. 40th St., Suite 3201
New York, NY 10016
347-778-1801

cognitive behavioral therapy

Wilkins, Victoria

Westchester Behavioral Health/
Payne Whitney Clinic – Box 188
525 E. 68th St.
New York, NY 10065
914-997-5411

geriatric psychiatry
cognitive behavioral therapy

Zaider, Talia

Memorial Sloane Kettering Cancer Center
641 Lexington Ave. #7
New York, NY 10022
646-888-0031

family-centered care in an oncology setting

Intern Admissions, Support and Initial Placement Data

INTERNSHIP PROGRAM ADMISSIONS				
BASIC REQUIREMENTS	Applicant must be a Ph.D. candidate from an APA-approved doctoral program in clinical psychology.			
	We follow APPIC guidelines in selecting interns (available at www.natmatch.com/psychint)			
	<u>Prior to beginning internship training, applicant must complete:</u>	Successful completion of all graduate coursework towards a doctoral degree including practica and externships		
		Endorsement of readiness for internship training by the director of their graduate program		
		MINIMUM HOURS REQUIRED AT APPLICATION		
		Total Direct Intervention Hours	REQUIRED	PREFERRED
			500	800
		Total Direct Contact Assessment Hours	REQUIRED	PREFERRED
	50		100	
	Other required minimum criteria	N/A		
Submission of ONLY three letters of recommendation. Do NOT submit additional materials other than the APPIC application				
NewYork-Presbyterian Hospital does not offer sponsorship for visas				
A select number of applicants will be invited for interviews (2-3 hour commitment) with the faculty.)				

FINANCIAL AND OTHER BENEFIT SUPPORT FOR UPCOMING TRAINING YEAR		
Annual Stipend	Full-time interns	\$40,950
	Half-time interns	N/A

Medical Insurance	Access for intern		YES	
	Trainee contribution to cost required		NO	
	Coverage of family member(s) available		YES	
	Coverage of legally married partner available		YES	
	Coverage of domestic partner available		YES	
Paid Personal Time Off and/or Vacation	Hours Annually		150	
Sick and/or Extended Leave	Hours Paid Annually		0	
	In the event of medical conditions and/or family needs that require extended leave, does program allow reasonable unpaid leave in excess of personal time off		YES	
Other benefits	Coverage under hospital malpractice insurance			
INITIAL POST-INTERNSHIP POSITIONS (2016-2022)				
Total # of interns	Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	Post-internship location	Post-Doctoral Residency Position (PD)	Employment Position (EP)
28	0	Academic Medical Center	23	
		Other Medical Center or Hospital	1	1
		Academic University/Department	1	1
		Private Practice		1