



**Psychology Training Program
Internship and
Postdoctoral Fellowship in Clinical Psychology**

2022-2024

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Introduction

The mission of the Yale Child Study Center is to improve the mental health of children and families, advance understanding of their psychological and developmental needs, and treat and prevent childhood mental illness through the integration of research, clinical practice, and professional training.

The Yale Child Study Center (YCSC) Psychology Fellowship consists of a two-year integrated training sequence: an American Psychological Association (APA) accredited internship and a (non-accredited) Postdoctoral Fellowship in clinical psychology. Doctoral candidates enrolled in APA Accredited programs in Clinical, Counseling, or School Psychology may apply. All candidates enter

the program through the Association of Psychology Postdoctoral and Internship Centers (APPIC) match process. Successful applicants are appointed as Fellows of Yale Medical School for the two-year training experience and are required to complete their doctoral degree prior to beginning the Postdoctoral Fellowship. Most students matched to our program meet their goals for licensure at the end of the two-year training sequence.

The program's didactic curriculum and clinical placements emphasize public service to underserved populations, including the urban poor, children and their families impacted by significant biopsychosocial adversity, and children with combined developmental, medical, and psychiatric disorders. Clinical settings include an urban child guidance clinic with multiple community-based intervention programs and a university teaching hospital with medical, surgical, and psychiatric services for children. Interns and Postdoctoral fellows work with other community agencies, including private and public schools, local law enforcement, and the state child welfare agency.

Internship year

Interns receive extensive training in the psychological and neuropsychological assessment of children, and therapeutic interventions that embrace multiple theoretical perspectives, including developmental, psychodynamic, cognitive-behavioral, and family systems theory. Opportunities are available to conduct clinical research at the Yale Child Study Center, and to teach on clinically related topics in child psychology.

The internship training year focuses on implementation of clinical services in community and outpatient settings through yearlong placements. In addition, interns spend approximately 10-15 hours per week working in a focused training area selected by them during the APPIC application process. Areas of focus include: 1) Autism, 2) Early Childhood, 3) Pediatric Psychology, and 4) Trauma and Children.

Fellowship Year

All interns remain with the Psychology Training program for a Postdoctoral Fellowship. Approximately 50% of the training focuses on hospital-based evaluation and treatment of children with serious psychiatric illness. Postdoctoral fellows work as primary clinicians on a child or adolescent psychiatry inpatient unit and consult to the pediatric emergency department.

The remaining 50% of training is dedicated to the area of focus initiated during the internship year. Continued clinical intervention with children and families, along with opportunities for involvement in ongoing research projects, is highlighted in the focused training area.

YALE CHILD STUDY CENTER OVERVIEW

Founded in 1911, the Child Study Center of the Yale School of Medicine is a multidisciplinary, clinical, department that brings together child psychologists, child psychiatrists, pediatricians, social workers, educators, nurses, attorneys, and other professionals to serve children and their families through evaluation and treatment, to teach and train professionals and students, to advance our understanding of human development through research. The philosophy of the Center recognizes the importance of respecting all individuals and identifying the unique resources found in all children and families.

At the Yale Child Study Center, the developing child is seen within the context of several levels of influence. The first level is that of the child--the child's biological endowment and modes of dealing with the environment. These characteristics influence and are influenced by a second level--the parents and siblings in the immediate family. The child and family levels interact with a third level--the near

support system or community. All of these levels are influenced by the effect of policy decisions made at a fourth level--that of the far support system. Included in this level are the social policies of the city, state and federal governments. It is our conviction that the understanding of any individual child must include consideration of the interplay of these levels. With this model in mind, our training program emphasizes a developmental, multidisciplinary approach to training in clinical child psychology.

While psychologists have been training at the Child Study Center since its inception, the formal internship program began in 1977. APA approval was granted in 1981, and in 1989 the psychology faculty embarked upon a plan to develop a two-year coordinated internship and post-graduate fellowship in clinical psychology.

The two-year integrated internship and post-graduate fellowship of the Child Study Center offer focused training in clinical child psychology. Our training programs share the common goal of providing an understanding of the process of adaptive and maladaptive development in children and their families. This understanding is gained through supervised clinical interventions, didactic experiences focusing on normal and abnormal development, and involvement in research initiatives designed to increase knowledge and inform clinical decision-making.

THE UNIVERSITY SETTING

Yale is a 300-year-old University in the medium-sized northeastern city of New Haven, Connecticut. Located on the Long Island Sound, it provides an excellent location for enjoying life in New England. New Haven is known for its theater, restaurants, festivals, and shops. It has a vibrant downtown anchored by Yale's campus, with several distinct neighborhoods with their own cultural heritages and characters. Located about mid-way between New York City and Boston, about 2 hours in either direction, it is well-situated for visits to major cities in the Northeast.

Yale has a large graduate school community and New Haven welcomes thousands of new graduate students and young professionals each year. For more information about local attractions, visit: <http://www.visitnewhaven.com/>. One highlight of each year is the two-week International Festival of Arts and Ideas, held each June, which features talks and performances from around the globe, many of them free (See <http://artidea.org/>) The Yale Child Study Center, the School of Medicine, and the University are multi-faceted learning environments hosting a multitude of talks, concerts, films, invited speakers and events throughout the year. (See current offerings at [https://calendar.yale.edu](https://calendar.yale.edu;); <https://medicine.yale.edu/calendar.aspx>)

DIVERSITY AND MAKING NEW HAVEN YOUR HOME

Our program values diversity in its trainees and in the populations that we serve. We have a strong track record of matching with diverse students and work to provide an environment that supports diversity in all its forms. Yale attracts and welcomes faculty, staff, and students from extremely varied backgrounds, from across the country and around the globe. New Haven and its surrounding communities are home to ethnically diverse restaurants, grocers, and merchants. The University houses a number of museums, institutes, groups, clubs, and organizations which sponsor cultural events and activities that reflect the diversity of our community, including speakers, films, plays, exhibits, and musical productions. The School of Medicine and the University host lectures, affinity groups, and social events that foster and support diversity on campus. Examples include, LGBTQ, Latino, African American, Asian, Veteran, and DiversAbility affinity groups. Visit <https://medicine.yale.edu/lgbtqi/community/yalecommunity.aspx> for more information.

The Yale Women's Center, the Office of Women in Medicine, and the Women's Faculty Forum all provide resources and sponsor programming particularly of interest to women and those interested in women's issues.

The Yale Chaplain's Office is home to Yale Religious Ministries which focuses on the spiritual, ethical, intellectual, social, and physical welfare of students, faculty, and staff. Visit <https://chaplain.yale.edu/> for more information about the 13+ religious communities on campus.

The arts and athletics provide additional avenues for joining the New Haven community. For example, the Neighborhood Music school offers music and dance ensembles for adults. Visit <https://nmsnewhaven.org/>. The Creative Arts Workshop is New Haven's community arts school and offers art classes for adults. Visit <http://creativeartsworkshop.org/>. Visit www.yale.edu/life-yale for more information about the opportunities in the Yale community and living in New Haven.

PROGRAM MODEL OF TRAINING AND EDUCATION

The psychology training program of the Yale Child Study Center takes a scientist-practitioner approach to clinical training and is based upon a developmental model of education. Just as we view the competencies and needs of our patients and clients from ecological and developmental perspectives, so too do we organize our curriculum around a developmental sequence of applied, didactic, and mentoring experiences aimed at preparing trainees for eventual independent practice in a range of settings. The psychology training program seeks to prepare professionals to successfully address the complexities associated with children and families who are psychologically vulnerable. Those trained at the Center work within traditional and nontraditional settings and are trained to embrace diverse roles and responsibilities. An over-riding goal is to demonstrate to interns, through a combination of applied and didactic experiences, that provision of mental health services to children requires intervention at multiple and interacting levels of influence.

The science of psychology provides a foundation on which the Child Study Center psychology training program is built. Opportunities are presented in didactic and clinical experiences to learn about and explore the relationship between the practice and science of psychology. This approach is infused into all aspects of the training program. Examples include seminars in autism and neuropsychology that highlight the interface between science and practice. Ongoing research conducted by the Center provides a unique opportunity for interns to see the importance of the relationship between science and clinical practice.

The faculty members responsible for the psychology internship program of the Child Study Center are committed to providing sequential, cumulative experiences that increase in complexity as the year progresses. During the first 6 weeks of the internship year, an intensive summer training period provides a theoretical and practical foundation for the work to be carried out during the year. The summer curriculum is designed to address gaps in training and is tailored to meet the needs of both the individual intern and the group as a whole. Special emphasis is given to psychological assessment and particularly to the assessment of social-emotional and adaptive development.

All interns participate in the core generalist training program, with year-long clinical training as part of the Yale Child Study Center Outpatient Clinical Services each matched intern is affiliated with an area of focus over the two-year integrated training experience. Our current areas of focus are Pediatrics, Autism, Early Childhood, Children and Trauma; each track involves distinct, specialized additional experiences related to the population served. Each area of focus also provides a comprehensive orientation to the role of the intern within their track. Typically, interns begin by learning through observation and through modeling of appropriate practices by a faculty mentor. Gradually, interns

assume more responsibility as their knowledge base and clinical skills increase. Similar sequential, cumulative, and increasingly complex experiences are provided in both outpatient psychological assessment and outpatient psychotherapy. This approach is consistent across didactic seminars and clinical supervision.

GOALS AND OBJECTIVES

The Child Study Center Psychology Training Program seeks to provide a general clinical program with an emphasis on child clinical psychology. The program prepares professionals to successfully address the complexities associated with children who are psychologically vulnerable. Our program is aimed at candidates in clinical psychology who seek a coordinated two-year program which will meet their requirement for an APA accredited internship as well as provide preparation for licensure. The goals of our program are designed to develop competencies across the following areas:

- 1) Treatment and Intervention,
- 2) Psychological Assessment and Introductory Neuropsychological Assessment,
- 3) Consultation within Consultation and Interprofessional/Interdisciplinary Systems,
- 4) Competence in Communications and Interpersonal Skills
- 5) Competence in Research
- 6) Competence in Ethical and Legal Standards
- 7) Competence in Individual and Cultural Diversity
- 8) Competence in Supervision
- 9) Competence in Professional Values, Attitudes, and Behaviors

Trainees are provided with feedback throughout the year by their individual supervisors in both formal and informal settings. Regular meetings of core faculty and triennial review meetings (conducted October, February, and June) by all supervisors provide a forum to monitor and evaluate student performance and make recommendation for future trainee goals and objectives, and when necessary, to suggest modifications in the training trajectory of an individual student. The Review of Fellow's Progress form assessing each goal area is completed by each supervising faculty member, discussed with the intern, and then given to the Training Director. The student may respond in writing to the faculty member's evaluations. The Training Director and Associate Training Director meet individually with each trainee after each Fellow's Review meeting to discuss the evaluations provided by the faculty regarding the trainee's performance and make recommendations and suggestions that are relevant. This process is an opportunity for the Training Director to provide integrative feedback regarding the collective experience of others who have had significant interactions with the student. Both parties discuss how the training experience is progressing and the trainee is provided with an opportunity to provide reactions, critiques, and comments about supervision and other aspects of the training program. If it is deemed necessary, modifications to the training program for a particular student may be arranged at this time or at any time that the student or a faculty member deems it necessary.

THE CURRICULUM

The curriculum consists of generalist training in assessment, treatment, consultation, knowledge of childhood disorders, and professional development. All students take part in both didactic and applied clinical experiences over the course of the two years. Courses vary in length, from an academic year to a few weeks. All intern's clinical experiences are for the entire year, rather than brief rotations.

Program Curriculum Summary

The following outline provides a brief overview of the entire program as currently anticipated for 2023-2024.

1. Internship year didactic experiences
 - a. Grand Rounds (yearlong)
 - b. Evidenced-based Assessment and Treatment of Autism seminar (Powers) (weekly Oct-January)
 - c. Use of the Autism Diagnostic Evaluation Schedule-2 (Powell) (weekly Sept to December)
 - d. Psychopharmacology (Marachi) (weekly July-September)
 - e. Anti-Racism and Cultural Diversity (Frometa) (July-August)
 - f. Psychoanalytic Principles of Evaluation and Treatment Seminar (Marans and Goslin) (weekly Sept to June)
 - g. Fellows Seminar (Goyette-Ewing) (1 hr. weekly)
2. Internship year clinical experiences
 - a. Psychological Assessment (up to 10 batteries, 2 supervisors, one each semester)
 - b. CSC Outpatient Clinical Services (up to 5 cases); Team weekly until December, then as needed, 1 supervisor for the full year
 - c. Trauma Focused-Cognitive Behavioral Therapy—2 simultaneous cases plus TF-CBT Consultation Calls
 - d. Evidenced-based treatments for Anxiety Disorders—2 sequential cases plus Supervision Rounds
 - e. Area of focus clinical experiences (approximately 15 hours per week)
 - f. Research mentorship as requested
3. Postdoctoral didactic experiences
 - a. Grand Rounds (weekly)
 - b. Fellows seminar (Goyette-Ewing; selected meetings)
4. Postdoctoral clinical experiences
 - a. Emergency Department call—10 weekend days per year
 - b. Inpatient Rotations—2 Fellows for Children’s Psychiatric Inpatient Service for 6 months each and 2 Fellows at Solnit South for the full year
 - c. CSC Outpatient Clinical Services (elective)
 - d. Psychological Assessment (up to 4 cases, 1 supervisor)
 - e. Research mentorship
 - f. T-32 Research Seminar (elective)
 - g. Specialty area experiences (approximately 20-25 hours per week)

Internship Didactics

Required Seminars and Conferences

Summer Introductory Training Course: During the initial two months of training, interns are oriented to the program through a variety of topics tailored to meet the training needs of each internship class. Topics generally include psychological and neuropsychological instruments and assessment techniques, assessment of learning disorders, techniques in psychotherapy, cognitive-behavioral intervention, crisis intervention, and ethical issues for clinical psychologists. Faculty: various affiliated members

Evidence-based Practices in Evaluation and Treatment of Autism: This seminar focuses on the evaluation and treatment of autism spectrum disorder and other social disabilities. Faculty: Michael Powers, PsyD.

Administration and Interpretation of the Autism Diagnostic Observation Schedule-2 (ADOS-2): This seminar focuses on the use of the ADOS-2 in the evaluation of suspected autism spectrum disorders. Faculty: Kelly Powell, PhD

Evidence-based Treatment: Evidence-based Treatment is infused throughout the curriculum of the Child Study Center. All interns are trained in Trauma Focused CBT and CBT for Anxiety Disorders. In addition, other evidence-based treatments are incorporated into the clinical work and/or in the areas of focus. Didactic content on evidence-based treatments is also presented through seminars, such as Departmental Conference and Autism Seminar. Faculty: Wendy Silverman, PhD, Eli Silverman, PhD, Megan Goslin, PhD, Carla Stover, PhD

Psychoanalytic Principles of Evaluation and Treatment: The seminar explores psychodynamic perspectives on evaluation, diagnosis, treatment planning and psychotherapy with children and adolescents. Faculty: Steven Marans, PhD, Megan Goslin, PhD

Multidisciplinary Seminars and Conferences

Racial Equity Seminar: Promoting Ethno-Cultural Responsiveness and Healing in Psychology Practice: This course provides a foundation for theory and practice essential for creating safe spaces and raising racial themes within our work and integrating race and culture into our understanding of case conceptualization. Therapists' development involves the use of self (one's own experience) as a primary tool for engagement and treatment. Characteristics of implicit and explicit bias are central to this seminar. Faculty: Cecilia Frometa, PhD

Psychopharmacology Seminar: This seminar covers the spectrum of childhood psychiatric disorders and the use of psychopharmacological agents as an adjunct to therapy. Didactic readings and case discussions are important components of the seminar. Faculty: Jean Marachi, MD

Grand Rounds: Theoretical, research and clinical work by faculty, trainees, and outside speakers are presented. All Child Study Center faculty and trainees attend this weekly conference. Faculty: various affiliated faculty

Professional Development Curriculum

Fellows Seminar: Interns meet weekly with the training director and other faculty to discuss a broad range of clinical and professional issues relevant to the practice of psychology. Professional development, advances in assessment and treatment, diversity, consultation, theories of supervision, and program evaluation are examples of topics recently covered in this seminar. Interns are provided with a teaching opportunity during the year in order to receive feedback on their presentations and prepare them for dissertation defense or job talks. This weekly meeting also serves as a forum to discuss issues related to training and the training program. Faculty: Michele Goyette-Ewing and affiliated faculty

Clinical Supervision: In keeping with the multidisciplinary orientation of training at the Child Study Center, trainees may receive supervision from professionals from varied disciplines. Currently, each intern receives approximately 3 hours of individual supervision each week. A psychologist supervises

ongoing treatment and evaluation of children and families seen through Outpatient Clinical Services. For psychological assessment, interns are assigned two clinical psychology supervisors. An additional supervisor is provided for each specialty area. Postdoctoral fellows electing to continue seeing a child or family in treatment through Outpatient Clinical Services may do so. Additional supervisors are assigned for all of the Postdoctoral clinical placements.

Elective Research Opportunities (all interns and Postdoctoral Fellows): As a psychology training program located in a multi-disciplinary research center, we highly value providing interns and fellows with the opportunity to continue to pursue research during their time with us. In order to facilitate this, we offer:

- 3 hours of protected time in the first year
- 4 hours of protected time in the Postdoctoral year
- The opportunity to participate in our T-32 grant writing seminar in the Postdoctoral year , including support for preparing an F series grant
- The opportunity to apply for grants through internal and external sources during both years
- The opportunity to work with faculty mentors at the Child Study Center while continuing to collaborate with faculty from their home universities
- \$2000 for use over 2 years for conference attendance or research purposes
- Support in developing an individualized plan to develop at least one a research product each year (i.e., a poster, presentation, chapter, or article)

Internship Applied

Required General Clinical Settings

Child Study Center Assessment Service: Psychology trainees conduct comprehensive psychological evaluations of children from age 5 to 18 referred to the clinic by schools, parents, pediatricians, and other practitioners. Interns receive intensive weekly supervision during the course of each evaluation. Referrals come from within and outside of Connecticut. A variety of referral questions are addressed including differential diagnosis, need for treatment, educational planning, and second opinions for difficult to treat patients. Test batteries are constructed to address the referral question. Commonly used measures include the WISC-V, educational achievement measures such as the WIAT 4, parent and patient self-report measures, and projective measures (incomplete sentences, drawings, the Roberts). Battery selection is made based on the nature of the referral question. Training allows interns to become proficient in comprehensive psychological assessment. Applicants with prior exposure to psychoeducational testing and projective assessment will be better prepared for the training experience. Interns are required to complete up to 10 evaluations during the course of the year.

Child Study Center Outpatient Clinical Services (all interns and elective for Postdoctoral Fellows)

Funded in part by the State of Connecticut, Department of Children and Families (DCF), we provide treatment and evaluation services to more than 1000 youths and their families at any given time. While its patient population is varied, a majority of the families served are from diverse backgrounds with public medical insurance. Under the direction of the Director of Outpatient Clinical Services, Michele Goyette-Ewing, PhD, multidisciplinary teams comprised of clinical faculty and fellows in psychology, child psychiatry, social work, and allied disciplines work together to provide evaluation, treatment, and psychopharmacology services.

During the internship year, work in Outpatient Clinical Services provides the primary experience in outpatient evaluation and treatment. Interns are members of a multidisciplinary clinic team and are

assigned cases through the team. Typically, each intern carries approximately 5 cases concurrently, encompassing child, parent, and/or family therapy. Additionally, interns actively assist social work and psychiatry team members in determining the appropriateness of psychological evaluation. Continued provision of outpatient therapy is open as an elective in the postdoctoral year.

Areas of Focused Training (all interns and Postdoctoral Fellows). During the first year each intern is involved in the clinical activities of their area of focus for approximately 10-15 hours per week. See below for specifics.

Postdoctoral Fellowship Didactics

Required Seminars and Conferences

Grand Rounds. Postdoctoral Fellows continue to attend Grand Rounds during the postdoctoral year.

Fellows Seminar. During the postdoctoral year, Fellows attend selected meetings of the Fellows seminar and are invited to present and teach. Focus is placed on professional development issues.

Postdoctoral Fellowship Applied

During their postdoctoral year, each fellow serves as a primary clinician at either the Solnit Center South or the Yale New Haven Hospital Children's Psychiatric Inpatient Service, responds to emergency department calls, conducts comprehensive psychological assessments, and attends a small number of seminars. In addition, each fellow devotes approximately 50% of their time to clinical and research activities within their area of focus.

Required Placements

Solnit Center for Children (two Postdoctoral Fellows)

Solnit Center South, operated by the State of Connecticut's Department of Children and Families (DCF), has had a long affiliation with the Child Study Center. Located approximately 30-miles from the Child Study Center in Middletown, Connecticut, the Solnit Center provides inpatient psychiatric assessment and treatment for children and adolescents. Many of the children referred to this facility have been court ordered for evaluation or long-term treatment. The Fellows placed at the Solnit Center as their psychiatric inpatient placement, complete a two day per week year-long rotation on units serving older school agers or adolescents presenting with a variety of diagnostic and treatment concerns. Fellows serve as primary clinicians and share responsibility for psychological evaluations with the staff psychologist assigned to the unit. Clinical duties typically involve twice weekly individual psychotherapy, weekly family therapy, group therapy, and participation in multidisciplinary treatment teams. Staff psychologists provide supervision.

Children's Psychiatric Inpatient Unit (two Postdoctoral Fellows)

In response to concern about the increasing need for services for high risk and complex children and adolescents, the Child Study Center and Yale-New Haven Hospital opened the Children's Psychiatric Inpatient Service in 1985. The 16-bed unit provides diagnostic evaluations and crisis intervention to children aged 4-14 whose severe psychiatric and developmental problems require 24-hour intensive care. An over-riding goal of the service is to maintain the child's ties with family and community during hospitalization and to assure close linkages between the inpatient service and the other professionals, agencies and schools with which the child and family are already engaged. Laurie Cardona, Psy.D. provides supervision for all work conducted on the unit by psychology postdoctoral fellows. Fellows placed at CPIS as their psychiatric inpatient placement serve as primary clinicians on

the unit. Postdoctoral Fellows placed at CPIS as their psychiatric inpatient placement serve as primary clinicians on the unit during their rotation. As primary clinicians, Fellows develop skills as case managers and behavior consultants and work with unit staff in designing interventions that will generalize to home, school, and community settings.

Pediatric Emergency Department Consultation Service (ED Service—all Postdoctoral Fellows)

The Child Study Center provides crisis evaluation and consultation to the Pediatric Emergency Department at Yale-New Haven Hospital. Hundreds of children receive psychiatric assessments each year in the Pediatric ED following indications of serious psychiatric impairment, including suicide and homicide. These assessments, conducted in collaboration with hospital social work staff, are the responsibility of psychology fellows and child psychiatry fellows. All postdoctoral psychology Fellows provide rotating clinical coverage to the ED.

Child Study Center Assessment Service (all Postdoctoral Fellows). Fellows continue to conduct supervised psychological assessments, completing up to three comprehensive evaluations over the course of the postdoctoral year.

Areas of Focus (all Postdoctoral Fellows). Fellows continue their involvement in the clinical activities of their area of focus and develop a plan to meet their continued training goals in the context of the clinical needs of their track.

Elective Placement

Child Study Center Outpatient Clinical Services. Postdoctoral Fellows may elect to continue to see children and families through the Outpatient Services.

Professional Development Curriculum

Career Development and EPPP Preparation seminar: Fellows meet regularly with the training director and other faculty to discuss a broad range of clinical and professional issues relevant to the practice of psychology. Career planning and CV/resume preparation are addressed together as a group and individually. A modular seminar includes mentoring for study approach and the development of a timeline for preparation and choosing a test date. Faculty: Michele Goyette-Ewing and affiliated faculty

AREAS OF FOCUS

One intern is assigned to each area of focus through the APPIC match process. During the first year, the assigned intern will spend approximately 15 hours per week for the full year engaged in clinical and research activities. During the postdoctoral year, involvement increases to approximately 2-3 days per week for the entire year. The program is individualized to meet the trainee's interests and needs within the constraints of the clinical service and its research priorities.

Autism and Developmental Disabilities

The Autism Program at the Yale Child Study Center is one of the leading clinical and research sites in the country, with a diverse portfolio of research projects across multiple labs. The Autism Program researchers at the Child Study Center have a long-standing record of scientific productivity and have

pioneered the development of new approaches to understanding child development from a range of scientific perspectives. Ongoing research in this section integrates biological and behavioral strategies for studying and intervening to improve quality of life for autistic people and their families.

The area of specialization offers comprehensive training in the evaluation of autism and co-occurring disorders from toddlerhood through adulthood.

A primary placement is the Yale Child Study Center's Developmental Disabilities Clinic, which offers comprehensive, multidisciplinary evaluations for individuals from preschool through early adulthood, focusing on diagnosis and intervention recommendations. Our multidisciplinary team includes psychology, speech-language, and psychiatry faculty and trainees. Fellows take an active role in multidisciplinary teams, including providing developmental/cognitive evaluations and administering the Autism Diagnostic Observation Schedule—Second Edition (ADOS-2).

In the postdoctoral year, fellows participate in evaluations at the Toddler Developmental Disabilities Clinic as well as the school-age Developmental Disabilities Clinic.

In terms of treatment, all interns co-lead a social skills group for adolescents with one of our faculty members. Elective treatment opportunities include providing cognitive behavioral therapy to children with ASD and co-occurring psychiatric disorders; providing pivotal response treatment to young children with ASD; and facilitating additional social skills, parent, or sibling support groups. The clinic is highly integrated with the research program, and both involve highly experienced professionals from a variety of disciplines. Involvement in research is welcomed.

Prior experience with the ADOS-2 is essential to being able to take advantage of the training experiences offered within the Autism area of focus.

Early Childhood

Infant and early childhood mental health has been a long-standing focus of the Yale Child Study Center. With careful attention to unique aspects of development, relationships, and care needed by this age group, we provide clinical services including evaluation and treatment to parents and children from infancy through early school age

Fellows within our Early Childhood area of specialization receive specialized training in the provision of evaluation and treatment services for young children (infancy through age 5). Evaluation services include:

- Training in conducting comprehensive developmental evaluations within a multidisciplinary assessment team through our Outpatient Clinical Services
- Evaluation of 0 to 3 years olds within the Newborn Follow Up Clinic at Yale New Haven Hospital in the Department of Pediatrics
- Provision of psychological and developmental evaluations of children under 5

The Early Childhood area of specialization also provides psychotherapy services to young children through our outpatient services. Children are referred by parents, pediatricians, schools, and the Department of Children & Families due to concerns about behavior, development, trauma, mood, and adjustment.

Specific training opportunities include:

- direct training and clinical and reflective supervision in trauma and attachment/relationship-based interventions, including Child Parent Psychotherapy (CPP)

- Becoming a rostered CPP clinician by the end of the two-year internship and fellowship
- Opportunities for group-based prevention and intervention services for parents (e.g., Circle of Security-Parenting)

Pediatric Psychology

Fellows in the Pediatric Psychology area of focus spend a portion of their time working with children and families experiencing medical illness in multiple clinical settings. Through their rotations, the trainees learn a range of evidenced-based assessment and interventions skills necessary for becoming a pediatric psychologist in an academic medical center. During the 2023-2025 training period, we anticipate the following program opportunities:

During the **Internship Year**, the pediatric intern participates in the following rotations:

- **Med-IICAPS Program--6-month placement**

The Intensive In-Home Child and Adolescent Psychiatry Service delivers home-based behavioral health treatment services to children and families with concurrent medical and psychological needs. The Med-IICAPS program was developed to meet the comprehensive needs of children with severe psychiatric disorders and co-occurring medical disorders. Children may be returning home from or at-risk for hospitalization, or unable to benefit from traditional outpatient treatment. The Med-IICAPS program offers a continuum of care including evaluation, assessment, individual psychotherapy, family treatment, parental guidance, medication management and case management and coordination. Intervention is informed by a synthesis of the biopsychosocial model, developmental psychopathology, attachment and systems theories, parent-management training, and wraparound concepts.

- **Pediatric Gastroenterology Rotation-- year-long:**

Fellows join the GI Psychology service to offer GI-informed CBT services to a diverse patient population. Fellows offer fully embedded care, involving a combination of warm hands offs, interdisciplinary visits, and routine follow-ups. Patient populations seen and treated by GI Psychology include but are not limited to the following: disorders of gut-brain interaction (DGBIs), motility disorders, inflammatory bowel disease, ARFID, celiac disease, and EoE.

- **Pediatric Neurology-Muscular Dystrophy Clinic--year-long:**

Fellows are embedded within Yale's Pediatric Neurology division. As part of multidisciplinary teams through integrated visits, warm hand-offs, and short-term targeted therapy. This multidisciplinary clinic involves numerous pediatric specialties: Neurology, Pulmonary, Cardiology, Orthopedics, Social Work, Pharmacy, Physical Therapy, Occupational Therapy, and Nutrition.

- **Pediatric Neurology – Headache Clinic-- 6-months:**

Fellows will participate in the Comprehensive Headache Clinic in new patient and follow-up visits, evaluating the biopsychosocial context of headache disorders, and providing psychoeducation, recommendations, and short-term targeted treatment.

- **Bariatric Clinic--6-months**

Fellows join the interdisciplinary team including psychology, pediatric surgery, pediatric endocrinology, nursing, and social work to support youth in the growing adolescent bariatric surgery program. Fellows participate in ongoing multidisciplinary evaluations to monitor patient progress as

they work towards surgery. Fellows also provide comprehensive psychological readiness evaluations prior to their surgery, to ensure they are psychologically ready, all appropriate supports are in place, and to promote post-surgical success from a holistic standpoint. Additionally, opportunities are available to join ongoing research and to participate in community-based efforts to advocate for youth by addressing issues of inequity in accessing care and weight stigma. Electives in the second year, include provision of short-term structured evidenced based treatment to address binge eating concerns (CBT-E for binge eating).

- **Pediatric Diabetes Rotation--year long**

Through the year-long pediatric diabetes rotation, the first-year pediatric psychology fellow will provide evidence-based outpatient psychotherapy services to youth referred by providers within the Yale Children's Diabetes Program. Youth with diabetes are referred for concerns related to anxiety, depression, and/or mood/behavioral dysregulation exacerbated by and/or exacerbating diabetes management; diabetes burnout/diabetes-specific distress; adherence challenges; difficulties adjusting to a new diabetes diagnosis/to managing diabetes in the context of life transitions/stressors; and/or difficulties coping with diabetes care tasks (e.g., medical visits, insulin pump/CGM site changes, injections/blood glucose checks/blood draws).

- **The Comfort Ability Program--year long**

The Comfort Ability Program (CAP) involves kids, teens, and parents/caregivers in learning how to better manage chronic pain through the provision of time limited workshops. The workshops teach evidence-based biobehavioral pain management skills based in cognitive behavioral therapy.

During the **Postdoctoral year**, the Pediatrics Fellow participates in the following rotations:

- **Yale Child Study Center's Pediatric Consultation-Liaison Service --year-long**

The CL Services provides all mental health consultations to Yale-New Haven Hospital Inpatient Pediatrics floors, under the direction of child psychology and psychiatry faculty. During this year-long placement, the postdoctoral pediatrics psychology fellow and child psychiatry fellows consult to the medical inpatient units as a multidisciplinary team. Patients seen by this service are impacted by combined medical and psychological disorders. Services provided include staff consultation, diagnostic evaluations, and behavioral and psychotherapeutic interventions. The psychology post-doc is on call for the CL service two full days per week.

- **Pediatric Neuropsychology Clinic--year-long**

During this year-long placement, the postdoctoral pediatrics fellow provides neuropsychological evaluations as part of the Child Study Center's Pediatric Neuropsychology Program. Children and adolescents seen in this clinic present with a broad range of neuropsychological concerns related to diverse medical conditions.

- **Pediatric Gender Clinic--6 months**

The Pediatric Gender Clinic provides comprehensive, interdisciplinary care for youth who are questioning their assigned gender and/or seeking gender-affirming consultation and treatment. The multidisciplinary team includes pediatric endocrinologists, a faculty psychologist, psychology post-doc, psychiatrists, a chaplain, a medical ethicist, and a lawyer. The clinic also works closely with a wide array of specialists. Psychology post-docs conduct evidence-based biopsychosocial assessments, provide referrals for community-based mental health support services, participate in co-leading a parent-support group, and consult to other members of the multidisciplinary team.

- **Elective Rotations in GI Clinic, Neurology Comprehensive Headache Clinic, and Bariatric Clinic**

Children and Trauma

The Children and Trauma area of focus provides strong, multi-faceted training through the Yale Center for Traumatic Stress and Recovery (YCTSR). YCTSR is focused on early identification and intervention for children and adolescents impacted by trauma, as well as the development, evaluation, and dissemination of early/acute interventions for children and adolescents exposed to violence and trauma. During the internship year, the trauma intern participates in conducting acute interventions for children and families exposed to violence. This includes training in the Child Development-Community Policing (CD-CP) program's Acute Trauma Response Protocol, ride-a longs and joint intervention with New Haven Police Officers (NHPD), introductory training in police practices, participation in the on-call service for the NHPD, and training and provision of the Child and Family Traumatic Stress Intervention (CFTSI). CFTSI is a 5-8 session trauma-focused, evidence-based treatment model for children and families exposed to recent traumatic events which was developed and validated at the YCTSR.

Interns also provide assessment and longer-term treatment for children impacted by violence and trauma, including Trauma Focused Cognitive Behavioral Therapy (TF-CBT), psychodynamic treatment, and other trauma-informed treatments. They participate in a weekly multidisciplinary team meeting with police officers and Department of Children and Families personnel. They receive individual and group clinical supervision and attend a weekly clinical team meeting to support these activities.

In the postdoctoral year, each fellow continues to provide therapeutic services to children impacted by trauma and participates in the on-call service for the NHPD. Additionally, the fellow will develop and pursue an individualized professional development plan, in consultation with their faculty mentor. This plan may include participation in research, clinical teaching, and/or additional clinical training within the specialty area, in line with the fellow's individual strengths and needs and their career goals. For additional information related to the Trauma and Children area of focus, please see <http://medicine.yale.edu/childstudycenter/cvtf/>

FACULTY

Psychology trainees at the Child Study Center enjoy the opportunity to work with faculty from all disciplines. Michele Goyette-Ewing, Director of Training, and Laurie Cardona, Associate Director of Training, have served on the faculty for more than 20 years. Core and associated faculty are listed below.

Core Faculty

Michele Goyette-Ewing, Ph.D., Associate Professor of Child Clinical Psychology; Vice Chair for Ambulatory Services/Clinical Faculty Affairs; Director of Psychology Training, Clinical Director of Outpatient Services. PhD, Yale University. 1992. Major areas of interest: program development; assessment of learning and developmental disorders, clinical training and supervision.

Laurie Cardona, Psy.D., Assistant Professor of Child Clinical Psychology; Associate Training Director, Child Study Center. PsyD, Rutgers. 1986. Major areas of interest: School psychology; group therapy, pediatric psychology.

Mary Best, Assistant Professor of Clinical Child Psychology, Child Study Center, PhD, Hahnemann University, 2000. Major areas of interest: Neuropsychological assessment of children with medical disorders.

Katarzyna (Kasia) Chawarska, Professor in the Child Study Center and of Pediatrics (General Pediatrics); Director, Toddler Developmental Disabilities Clinic Ph.D., Yale University. 2000. Major areas of interest: developmental disabilities and early childhood development.

Nancy Close, Assistant Professor, Child Study Center. Ph.D., Bryn Mawr College, 1983. Major areas of interest: Early childhood development; daycare and preschool education.

Cecilia Frometa, Assistant Professor of Clinical Child Psychology, Child Study Center. Ph.D., Northeastern University, 2006. Major areas of interest: cultural considerations in treatment; impact of trauma on development.

Walter Gilliam, Professor, Child Study Center and Psychology, Ph.D., University of Kentucky, 1996. Major areas of interest: Early childhood development and assessment; Preschool mental health consultation; Preschool and early intervention effectiveness research; child social policy.

Kathryn Giuseppone, Assistant Professor of Child Clinical Psychology, PhD. Adelphi University, 2018. Major areas of interest: children exposed to violence

Megan Goslin, Associate Research Scientist, Child Study Center. PhD. The Pennsylvania State University, 2010. Major areas of interest: Children exposed to violence.

Kristen Hammel, Assistant Clinical Professor of Social Work, Child Study Center, LCSW. New York University, 2005. Major areas of interest: Children exposed to violence.

Rebecca Kamody, Assistant Professor in the Child Study Center, PhD, University of Memphis, 2016. Major areas of interest: Treatment of Eating Disorders and Depression; Bariatric Surgery

Eli Lebowitz, Associate Professor in the Child Study Center PhD. Bar Ilan University, Israel, 2002. Major areas of interest: Treatment of Anxiety Disorders.

James McPartland, Professor, Child Study Center, PhD, University of Washington, 2005. Major area of interest: Autism spectrum disorders.

Steven Marans, Harris Professor of Psychoanalysis, Child Study Center. Ph.D., University of London, 1993. Major areas of interest: Child and adult psychoanalysis; violence, aggression and trauma; collaborative work between mental health and police professionals.

Angela Maupin, Assistant Professor of Clinical Child Psychology, Child Study Center, PhD, Michigan State University, 2012. Major areas of interest: early childhood development, early intervention and treatment.

Jessica Mayo, Assistant Professor of Clinical Child Psychology, Child Study Center, PhD, University of Connecticut, 2014. Major areas of interest: early childhood treatment, outpatient therapy and supervision.

Danielle Nelson, Assistant Professor of Clinical Child Psychology, Child Study Center, PhD, Palo Alto University, 2019. Major area of interest: Pediatric psychology in primary care.

Carolyn Patterson, Assistant Professor of Clinical Child Psychology, Child Study Center, PhD, DePaul University, 2019. Major areas of interest: psychological assessment, diabetes

Kelly Powell, Assistant Professor, Child Study Center, PhD, American University, 2012. Major areas of interest: Autism spectrum disorders, early identification, promotion of executive functioning skills.

Wendy Silverman, Alfred A. Messer Professor in the Child Study Center; Director, Yale Child Study Center Program for Anxiety Disorders. PhD. Case Western Reserve, 1981. Primary training site: Child Study Center. Major areas of interest: Assessment and treatment of childhood anxiety disorders.

Sherin Stahl, Associate Research Scientist, Child Study Center. Ph.D., University of South Florida, 2002. Major areas of interest: Psychological Assessment, evidence-based treatment, obsessive-compulsive and tic disorders.

Maggie Stoeckel, Assistant Professor of Child Clinical Psychology, Child Study Center, PhD. American University, 2015. Major areas of interest: pediatric gastroenterology, motility, pain management

Mariana Torres-Viso, Assistant Professor of Child Clinical Psychology, Child Study Center, PsyD, BCBA-D. Rutgers University, 2016. Major area of interest: Diagnosis of autism spectrum disorder; diagnosis and treatment of Latinx autistic children

Areti Vassilopoulos, Assistant Professor in the Child Study Center and Department of Pediatrics, PhD. Nova Southeastern University, 2019. Major areas of interest: pediatric neurology, chronic pain, functional neurological symptom disorders.

Pamela Ventola, Associate Professor, Child Study Center. Ph.D., University of Connecticut, 2007. Major areas of interest: autism, developmental disabilities, neuropsychology.

Lawrence Vitulano, Clinical Professor, Child Study Center. Ph.D., Catholic University, 1977. Major areas of interest: Behavioral therapy; psychological assessment; professional ethics.

Julie Wolf, Associate Professor of Clinical Child Psychology, Child Study Center, PhD., University of Connecticut, 2005. Major areas of interest: Autism spectrum disorders, group therapy, siblings of children with autism spectrum disorders.

Associate Psychology Faculty

Maysa Akbar, Assistant Clinical Professor, Child Study Center, PhD, Saint Louis University, 2003. Major areas of interest: Program development, Urban Trauma, Equity, Diversity, and Inclusion initiatives

Leslie Bogen, Assistant Clinical Professor, Child Study Center. J.D., Columbia University School of Law, 1981. Ph.D., St. John's University, 1998. Professional interests: forensic matters related to children and adolescents; treatment of childhood and adolescent trauma; effect of divorce on children and families; autism spectrum disorders; early childhood.

Alan S. Kaufman, Clinical Professor, Child Study Center. Ph.D., Columbia University, 1970. Major areas of interest: Psychological test development; assessment of intellectual and academic functioning.

Nadeen Kaufman, Lecturer, Child Study Center. Ed.D., Columbia University, 1978. Major areas of interest: Psychological test development; clinical and educational implications of psycho-educational testing.

Jason Lang, Instructor, Child Study Center. PhD, University of California, Los Angeles, Major areas of interest: Evidenced-based treatment dissemination, Implementation science, trauma-informed care delivered through community mental health agencies.

Jin Ju Lee, Clinical Instructor of Child Psychiatry Nursing, APRN, Loma Linda University, 2011. Major areas of interest: Provision of intensive evidence-based in-home treatment for children with co-occurring medical and psychiatric illnesses.

Jean Marachi, Associate Clinical Professor, Child Study Center, MD. University of Miami, 1975. Major areas of interest: psychopharmacology, treatment and evaluation of young children

Linda Mayes, Arnold Gesell Professor of Child Psychiatry, Pediatrics and Psychology, Child Study Center. M.D., Vanderbilt University, 1977. Major areas of interest: child development, behavioral neuroscience, psychophysiology and neurobiology, developmental psychopathology, and neurobehavioral teratology.

Michael Powers, Assistant Clinical Professor, Child Study Center. Psy.D., Rutgers University. Major areas of interest: specializes in the diagnosis, evaluation, and treatment of individuals with autism and related developmental disabilities.

Caley Schwartz, Instructor, Child Study Center, PhD, University of Miami, 2009. Major areas of interest: evaluation and treatment of autism spectrum disorders, psychological assessment.

Adrienne Smaller, Assistant Clinical Professor, Child Study Center. Ph.D., New York University, 1989. Major areas of interest: Psychological assessment

Sherrill Werblood, Assistant Clinical Professor. Director, Yale Child Study Center School. Ph.D., New York University, 1977. Major areas of interest: Clinical treatment and evaluation of children and adolescents and their parents; school consultation; gifted and learning disabled children.

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INTERNSHIP ADMISSIONS, SUPPORT AND INITIAL PLACEMENT DATA

INTERNSHIP PROGRAM TABLES

Date Program Tables are updated: 7/15/22

Program Disclosures

As articulated in Standard I.B.2, programs may have “admission and employment policies that directly relate to affiliation or purpose” that may be faith-based or secular in nature. However, such policies and practices must be disclosed to the public. Therefore, programs are asked to respond to the following question.

| | |
|---|--|
| Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| If yes, provide website link (or content from brochure) where this specific information is presented: | |

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

Applicants are recruited from programs meeting APA accreditation standards across the country. While our program is designed for trainees from clinical programs, candidates from other accredited programs may apply if their prior experience, training, and future career goals are consonant with our program. Re-specialization candidates are also welcome to apply for admission. Applicants must have completed all coursework toward the doctorate and all practicum experiences required prior to internship. All candidates must have a plan to complete the doctoral degree before the beginning of their Postdoctoral of training with us.

We review applications holistically and do not have a minimum number of hours for intervention or assessment. Most successful applicants have extensive therapy and psychological assessment experience with children and have worked in multi-disciplinary settings.

The following experiences, while not required, are preferred:

- **Training in the bio-psycho-social model and the ability to formulate cases from multiple theoretical perspectives**
- **At least 5 comprehensive evaluations with children and/or adolescents (a comprehensive assessment one that includes cognitive, achievement, adaptive, and social-emotional data that is integrated through a formulation and provides specific recommendations and clinical feedback to the family)**
- **Individual therapy experience with children**
- **Practicum experiences in multi-disciplinary settings**
- **Dissertation proposal approved by the application deadline (November 1)**
- **Clinical and/or research experience with the populations in the area/s of focus to which you apply, for example, experience with children and families facing medical illness for the Pediatrics track, experience working with children under 5 for the Early Childhood track, experience providing evidenced-based treatment and evaluation (the Autism Diagnostic Observation Schedule) to children for the Autism track, or clinical work with children who have experienced trauma for the Children and Trauma track.**

Does the program require that applicants have received a minimum number of hours of the following at time of application? NO

Total Direct Contact Intervention Hours: N/A Amount: N/A

Total Direct Contact Assessment Hours: N/A Amount: N/A

Describe any other required minimum criteria used to screen applicants:

Practicum training experiences that were completed in a hospital, community health, and/or community mental health center with children and families are preferred. Completion of more than 5 comprehensive psychological assessments of children and/or adolescents.

Financial and Other Benefit Support for Upcoming Training Year

| | | |
|--|----------|----|
| Annual Stipend/Salary for Full-time Interns | \$36,960 | |
| Annual Stipend/Salary for Half-time Interns | N/A | |
| Program provides access to medical insurance for intern? | Yes | No |
| If access to medical insurance is provided: | | |
| Trainee contribution to cost required? | Yes | No |
| Coverage of family member(s) available? | Yes | No |
| Coverage of legally married partner available? | Yes | No |
| Coverage of domestic partner available? | Yes | No |
| Hours of Annual Paid Personal Time Off (PTO and/or Vacation) | 160 | |
| Hours of Annual Paid Sick Leave | 72 | |
| In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? | Yes | No |
| Other benefits (please describe): | | |
| Yale closes for 9 holidays and approximately 6 winter recess days. | | |

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

Initial Post-Internship Positions
(Provide an Aggregated Tally for the Preceding 3 Cohorts)

| | 2018-21 | |
|---|----------------|----|
| Total # of interns who were in the 3 cohorts | 12 | |
| Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree | | |
| | PD | EP |
| Academic teaching | 12 | 0 |
| Community mental health center | 0 | 0 |
| Consortium | 0 | 0 |
| University Counseling Center | 0 | 0 |
| Hospital/Medical Center | 0 | 0 |
| Veterans Affairs Health Care System | 0 | 0 |
| Psychiatric facility | 0 | 0 |
| Correctional facility | 0 | 0 |
| Health maintenance organization | 0 | 0 |
| School district/system | 0 | 0 |
| Independent practice setting | 0 | 0 |
| Other | 0 | 0 |

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

Stipends, Benefits, and Resources

We anticipate that the intern stipend level for the coming year will be \$36,960. Postdoctoral fellows are promoted to Postdoctoral Associates after completion of all doctoral degree requirements. Postdoctoral associates are paid \$53,760 for a full year; this amount is prorated if doctoral degree requirements are met after July 1 of the Postdoctoral Fellowship. First year fellows receive individual medical insurance through Yale Health; Postdoctoral fellows pay a fee of \$50 per month for Yale Health. Four weeks of vacation/personal time, all Yale holidays, and a holiday recess between Christmas and New Year's Day are granted to all trainees. Finally, all psychology trainees are appointed Fellows of the Yale University School of Medicine. With this appointment, they receive all the privileges and rights of membership in the Yale University community including access to libraries and other facilities. Each cohort of students shares an office space within the Child Study Center, where they have access to their own telephone with voicemail, a wireless network, testing materials and scoring programs.

Tasha Brooks-Boone and Tanya Colon provide clerical and technical support to the Training Program. Their duties include supporting admissions and orientation for incoming interns, ordering and maintaining

supplies, and other administrative duties as requested. A support staff is provided by the Child Study Center to greet patients, schedule appointments, contact clinicians, and support billing.

Yale has an extensive library system, which all trainees can readily access. There are numerous trainings offered by the library to assist trainees in using the library resources. Yale has a large software library available, including resources such as free virus protection software.

All trainees receive a Yale email account. The university has an extensive IT department which trainees can call should they have problems with any Yale equipment. During the first week at the Child Study Center, all interns will have the opportunity to have their laptops, iPads, and cell phones configured to meet Yale security requirements. Each trainee is issued a Yale-managed laptop for their use during their years of training.

Two Year Program Outcomes

The Yale Child Study Center Psychology Training program was specifically designed to train leaders in the field of child psychology who will go on to careers in research, teaching, clinical services, and advocacy for medically underserved populations. The training model provides experiences which increase access to clinical services and address the needs of underserved populations, including:

- Children exposed to violence
- Children with serious psychiatric illness
- Children with significant developmental disabilities
- Children with school-related problems
- Children diagnosed with serious physical illness

These experiences are designed to increase the workforce of culturally competent psychologists who can effectively work with, and teach others to work with, medically underserved populations. This two-year integrated program model has been successful in developing a cadre of practitioners prepared to go on to provide leadership in the areas of clinical service, teaching, and research to medically underserved children and families. Thus far the model has demonstrated its success in a number of ways:

- One hundred percent of program participants work extensively with underserved populations, in both the generalist training curriculum and in their area of focus, including working with children from Health Professions Shortage Areas (HPSAs).
- One hundred percent of program completers continue to work with underserved populations during their Postdoctoral Fellowship at the Child Study Center, including working with children from HPSAs.
- Career choices following completion of the two-year program model suggest that participants begin career trajectories which will enable them to make significant contributions as leaders in improving knowledge, skills, competencies, and outcomes both in the development of the health professions workforce and in the delivery of services to underserved populations.

Graduate Outcomes

| Intern ID and Area of Focus (AOF) | Internship Year | Initial Employment Setting | Initial Job Title |
|--|------------------------|-----------------------------------|---|
| Anxiety Disorders | 2011-2012 | University | Assistant Professor, Northwestern University, Family Institute |
| Autism | 2011-2012 | Medical Center | Associate Research Scientist, Yale Child Study Center |
| Trauma | 2011-2012 | University Hospital | Faculty, New York University and Bellevue Hospital |
| Early Childhood | 2011-2012 | Medical Center | Fellow, Yale Child Study Center T-32 Fellowship |
| Pediatrics | 2011-2012 | Community Agency | Pediatric Psychologist in Primary Care, Integrated Wellness, New Haven, CT |
| Anxiety Disorders | 2012-2013 | Group Practice | Clinical Psychologist, Center for Anxiety and Behavior Change, Rockville, MD |
| Autism | 2012-2013 | Medical School | Faculty, New York University Child Study Center, Autism Program |
| Autism | 2012-2013 | Medical School | Postdoctoral Associate, Yale Child Study Center and Yale Department of Psychiatry |
| Trauma | 2012-2013 | Medical School | Postdoctoral Associate, Yale Child Study Center Trauma Program |
| Early Childhood | 2012-2013 | University | Assistant Professor, Tulane University Department of Psychology |
| Pediatrics | 2012-2013 | Children's Hospital | Pediatric Psychologist, Children's Hospitals and Clinics of Minnesota, St. Paul, MN |
| Autism | 2013-2014 | Children's Hospital | Psychologist, Developmental Disabilities Unit, Hospital for Special Care, New Britain, CT |
| Trauma | 2013-2014 | University | Assistant Professor, Hebrew University, Israel |
| Early Childhood | 2013-2014 | Community Agency | Director of Training, Child First, Shelton, CT |
| Pediatrics | 2013-2014 | Children's Hospital | Pediatric Psychologist, Connecticut Children's Medical Center |
| Autism | 2014-2015 | Medical School | Asst Clinical Professor, Yale Child Study Center |
| Trauma | 2014-2015 | Professional School | Adjunct Faculty, Chicago School of Professional Psychology |

| | | | |
|-----------------|-----------|---------------------|---|
| Early Childhood | 2014-2015 | University | Research Fellow, University of Michigan Center for Human Growth and Development |
| Pediatrics | 2014-2015 | Medical School | Clinical Instructor, Stanford Medical School |
| Autism | 2015-2016 | Medical School | Fellow, Massachusetts General Hospital, Learning and Emotion Program |
| Trauma | 2015-2016 | University | Assistant Professor, Pacific University, Portland Oregon |
| Early Childhood | 2015-2016 | Medical School | Fellow, Emory University, Neurobehavior and Exposure Clinic |
| Pediatrics | 2015-2016 | Medical School | Asst Clinical Professor, Yale Child Study Center |
| Autism | 2016-2017 | Children's Hospital | Psychologist, Children's National Medical Center |
| Trauma | 2016-2017 | Medical School | Clinical Instructor, Yale Child Study Center |
| Early Childhood | 2016-2017 | Medical School | Postdoctoral Associate, Yale Child Study Center |
| Pediatrics | 2016-2017 | Medical School | Fellow, Massachusetts General Hospital |
| Autism | 2017-2018 | Medical School | Assistant Clinical Professor, NYU Child Study Autism Program |
| Trauma | 2017-2018 | Medical School | Assistant Professor, Yale Child Study Center |
| Early Childhood | 2017-2018 | Hospital | Assistant Professor, Mount Sinai Hospital Early Childhood Program |
| Pediatrics | 2017-2018 | Medical School | Research Fellow, Yale Department of Psychiatry, Eating Disorders and Obesity Program |
| Autism | 2018-2019 | Medical School | Instructor, Duke Center for Autism and Brain Disorders |
| Trauma | 2018-2019 | Medical School | Instructor, Johns Hopkins. Staff psychologist, Kennedy Krieger Institute |
| Early Childhood | 2018-2019 | Medical School | Clinical Instructor, Brown University. Staff psychologist, Bradley Hospital |
| Pediatrics | 2018-2019 | Medical School | Assistant Professor of Child Clinical Psychology, Yale Child Study Center |
| Autism | 2019-2020 | Medical School | Clinical Instructor, Brown University. Chief Psychologist, Bradley Hospital Developmental Disabilities Unit |
| Trauma | 2019-2020 | Community Agency | Psychologist, Brooklyn, NY |

| | | | |
|-----------------|-----------|----------------|---|
| Early Childhood | 2019-2020 | Hospital | Psychologist, Outpatient Department, Massachusetts General Hospital, Dept of Psychiatry |
| Pediatrics | 2019-2020 | Medical School | Postdoctoral Research Fellow, Brown University, Department of Psychiatry and Human Behavior |
| Autism | 2020-2021 | Medical School | Assistant Professor of Child Clinical Psychology, Yale Child Study Center |
| Trauma | 2020-2021 | Medical School | Assistant Professor of Child Clinical Psychology, Yale Child Study Center |
| Early Childhood | 2020-2021 | Medical School | Assistant Clinical Professor and Attending NICU Psychologist in the Department of Psychiatry and Behavioral Sciences at Stanford University |
| Pediatrics | 2020-2021 | Hospital | Psychologist, Outpatient Eating Disorders Program, Hasbro Children's Hospital, Providence RI |

APPLICATION PROCEDURE

The Admissions Committee seeks intelligent, mature, and highly motivated candidates who show the greatest promise for becoming leaders and contributors in psychology. When evaluating candidates, the Committee takes into consideration several different factors, such as the applicant's intellectual abilities, academic and non-academic accomplishments, personal qualities, and their compatibility with the Psychology Training program. The Committee seeks to admit students who will be able to function within the psychological training program and, therefore, looks for evidence of maturity, self-discipline, strong motivation, creativity, and enthusiasm. Committee evaluations are based on the applicants' academic record, research experience, activities and accomplishments, recommendations, and personal interviews. The Admissions Committee also considers personal qualities necessary for the successful study and practice of psychology.

The Child Study Center is committed to recruiting, supporting and encouraging the most gifted clinicians, researchers, and leaders in the field today as well those in succeeding generations in the service of its clinical, research, training, policy, and prevention agendas. Yale values diversity in all its forms and seeks to create an inclusive environment that embraces the unique talents and attributes of all its faculty, staff, and trainees.

Admission to the Psychology Internship Training Program at the Yale Child Study Center is open to all qualified individuals and the Center is committed to a policy of equal opportunity for all applicants for employment. Yale University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities, and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational

programs, or employment against any individual on the basis of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran or veteran of the Vietnam era or other covered veteran, sexual orientation, or national or ethnic origin.

The Child Study Center Psychology Training Program requires the AAPI Online, which may be accessed at <https://natmatch.com/psychint/>.

Your online application should include:

1. a cover letter (details below),
2. a Curriculum Vitae,
3. the actual application (which includes essays and the DCT's verification of eligibility and readiness),
4. all graduate transcripts.
5. three letters of recommendation, at least two of which should be from supervisors familiar with your clinical work.
6. A de-identified psychological assessment report, preferably one for a child.
7. A de-identified case formulation and treatment summary, preferably one for a child. We realize that different programs and clinics provide differing opportunities for learning to write case formulations and treatment summaries. Please choose your best available example of a treatment write-up that includes: the presenting problem, your clinical assessment, and your formulation of the client's difficulties.

The cover letter must explicitly state the following:

1. IN THE FIRST PARAGRAPH, list and enumerate in order of your preference the tracks that are your top TWO choices (if you only wish to be considered for one track, please indicate that).
2. indicate the reasons why you are a good match for both the overall program and for the track or tracks for which you seek consideration, including any relevant experiences during or prior to graduate training.
3. please note how many comprehensive psychological assessments you have provided to date. We consider a comprehensive assessment one that includes cognitive, achievement, adaptive, and social-emotional data that is integrated through a formulation and provides specific recommendations and clinical feedback to the family.

Applications are due at midnight Eastern Standard Time on Tuesday, November 1, 2022. Early applications are encouraged and may be reviewed upon receipt. All applications are screened by early December and will be notified of their status by December 15 by phone and/or e-mail.

Top candidates are invited for interviews in January. In 2023 all interviews will be completed remotely via Zoom. Interviews are a very important part of the application process. Applicants will receive a general program overview, meet with current psychology trainees, and meet individually with one trainee and several members of the faculty, including faculty currently working in the focused training area.

Applicants who are not granted interviews after review of written materials are notified by e-mail. Interview dates for this year are January 4,5,6,9,10, and 11. As we interview numerous applicants over a short period of time, we do ask that candidates consider providing us with a photo prior to their interview. The purpose of this photo is merely to jog the memory of the interviewers.

The starting date for the fellowship is July 1, 2023.

As a member of APPIC we adhere to all APPIC regulations concerning the selection of interns. Our institutional and state requirements call for a criminal history, background, and child abuse clearance prior to beginning the internship. An individual who does not pass these background checks will have their offer rescinded prior to the start date. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

CONTACT INFORMATION

Questions regarding the psychology fellowship or the application process should be addressed to:

Dr. Michele Goyette-Ewing
Yale Child Study Center
P.O. Box 207900
230 South Frontage Road
New Haven, CT 06520-7900
Email: michele.goyette-ewing@yale.edu
Phone: (203) 785-5165

The internship in clinical psychology is APA Accredited. To contact APA regarding this program:

Education Directorate Program Consultation & Accreditation
750 First Street NE
Washington, DC 20002
Phone: (202) 336-5979
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apaaccred@apa.org