

INTERNSHIP PROGRAM

REBECCA SCHOOL –THERAPEUTIC DAY SCHOOL FOR AUTISM SPECTRUM DISORDERS

OVERVIEW OF THE INTERNSHIP PROGRAM

Rebecca School is a nationally-known therapeutic day school for children 4 to 21 with neurodevelopmental delays of relating and communicating, including autism spectrum disorders. The internship program for pre-doctoral psychology students is designed to allow interns to gain a wide variety of intensive clinical experience by working from a relational psychology model, providing individual and small group psychotherapy, psychological testing, clinical consultation, co-leading staff process groups, and case conference as a vital member of an interdisciplinary team. Rebecca School utilizes the Developmental Individual- difference Relationship (DIR) model developed by Dr. Stanley Greenspan. This therapeutic approach is based on the core tenet that relationships are the foundation of effective psychological interventions, academic learning, and social development. The program at Rebecca School incorporates this therapeutic, relational model and focuses around each student's developmental challenges and strengths. Interns deepen their psychotherapy skills through intensive training and direct clinical service. Interns participate in weekly individual and group supervision, didactic training, team and family meetings, and attend weekly case conferences. In addition, interns gain extensive experience in clinical case presentations and they have the opportunity to contribute to staff development workshops. In sum, this training site offers intensive clinical training and experience within a supportive and collegial environment.

OUR STUDENTS AND THE REBECCA SCHOOL MODEL

Most of the children and adolescents who attend Rebecca School have autism spectrum disorders, pervasive developmental disorders, or other neurodevelopmental challenges. The academic program places the relationship each staff member has with a child at the fore regardless of the neurodevelopmental level of the student. Since most of the students have difficulties with communicating and relating, the clinical and academic staff use the DIR model in their work with students to enhance students' abilities in self-regulation, frustration tolerance, problem-solving, meaningful social interactions, and joyful, creative play. DIR and the relational psychology theoretical orientation share many core beliefs and trainees receive extensive applied and theoretical training on DIR and relational psychology.

SUPERVISION

Supervision is provided by highly experienced, licensed psychologists. Interns receive a minimum of two hours of individual supervision and one hour of group supervision weekly. In addition to supervision and training provided by psychologists, interns have the opportunity to

observe clinicians from other disciplines, including music therapists, social workers, and DIR/ Floortime consultants. The senior staff have expertise in a variety of theoretical orientations including psychodynamic therapy, interpersonal psychology, and trauma theory. Interns are encouraged to adopt their own personal style for conducting psychotherapy within this developmental, relational model. The videotaping of sessions is commonly used as an additional training tool that helps trainees deepen their clinical skills and self-confidence.

TRAINING AND PROFESSIONAL DEVELOPMENT

The internship program at Rebecca School is distinguished for its focus on clinical training and professional development for our trainees. Interns participate in a one hour of didactic seminar within the Psychology Department as well as an additional, one hour didactic seminar that is provided for all departments. Finally, interns observe and participate in weekly grand rounds/ case conference which includes all staff (as well as the family of the student being presented). Didactic seminars are provided by senior clinicians from Rebecca School, as well as by outside speakers with expertise in child/adolescent development, relational psychology/DIR and the treatment of neurodevelopmental disorders.

QUALIFICATIONS

To be considered, applicants should have completed all of their academic requirements (other than defending a dissertation) and provide a letter of readiness attesting to their readiness to serve as a pre-doctoral intern. Interns are recruited from doctoral psychology programs (Ph.D. and Psy.D.) specializing in clinical, counseling, child/clinical, or combined school/child clinical psychology.

INTERNSHIP REQUIREMENTS

Interns typically provide direct clinical service for the majority of their training year. Interns provide individual and group therapy services, psychological assessment, participate in individual and group supervision, are present for all in-service training and case conferences and provide clinical consultation to teaching staff, families, and other clinical staff.

Typical Intern Activity Hours for 5 Full Days:

Direct clinical service:	20 hrs
Individual supervision:	2 hrs
Group supervision:	1 hr
Testing supervision/seminar	1 hr
Psychology Dept. didactic seminar:	1 hr
Case conference/Grand rounds:	1 hr
All-staff didactic seminar:	1 hr
Consultation	5 hrs
Testing	5 hrs
Facilitating process groups	1 hr
Note writing/administrative	2 hrs
Total:	40 hours per week

APPLYING TO THE INTERNSHIP

Interested candidates should send a letter of interest, a CV and two letters of reference from professionals familiar with their work. Applications should be emailed to:

Ismeni Georgiades, Ph.D., Clinical Coordinator
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Additional information about Rebecca School can be obtained through our website: www.rebeccaschool.org, or by calling our office: 212-810-4120 x 248.