YCS INSTITUTE CORE DOCTORAL INTERNSHIP TRAINING AND SUPERVISORY FACULTY

Dayna Zatina Egan, Psy.D., is the Director of the YCS Institute and Dr. Helen May Strauss Clinics. Programs under the Institute umbrella also include the Nurse Family Partnership and the Parent-Infant Services Coordinator at Teachers Program. Dr. Egan is a licensed psychologist in New York and New Jersey and is also an endorsed Infant Mental Health Clinical Mentor in NJ. Dr. Egan is also a staff psychologist at the Montclair State University Center for Autism and Early Childhood Mental Health. She graduated from the University of Hartford and completed her postdoctoral training at Andrus Children’s Center in White Plains, NY. In addition to infant/early childhood mental health, her area of interest also includes animal assisted therapy. Dr. Egan is the current Vice President of NJ Association for Infant Mental Health (NJ-AIMH).

Amanda Poling-Tierney, Psy.D., is the Associate Director of Clinical Services for the YCS Institute and Dr. Helen May Strauss Clinics as well as the Internship Training Director. She is a licensed psychologist in the state of NJ, and graduated from Yeshiva University with a PsyD in School/Clinical Child Psychology. She is one of the clinical supervisors for interns and also provides testing supervision for all trainees. Her clinical interests are in early childhood populations, particularly in disruptive behavior disorders and selective mutism. Her graduate research focused on the effects of Teacher-Child Interaction Training (TCIT) on children’s social-emotional functioning in the preschool classroom.

Leslie Lester, Psy.D., is our Parent/Infant Services Coordinator and consultant for Newark Renaissance House. She is a licensed psychologist who graduated from Marywood University in the area of Clinical Psychology and is an endorsed Infant Mental Health Specialist in the state of NJ. Dr. Lester is the main supervisor for the extern trainees as well as one of the clinical supervisors for interns. She also leads Mother/Baby supervision for all trainees.

Melany Rivera-Maldonado, Ph.D., is the Clinic Coordinator at the YCS Dr. Helen May Strauss Clinic in Union City. She received a doctoral degree in Clinical Psychology from the University of Puerto Rico. In addition to providing psychotherapy and evaluation services for Latino families, she oversees the Entre Familias Program, a bicultural prevention program dedicated to strengthening the parent-child relationship while reducing acculturation stress in parents and increasing social and self-regulation skills in children. She is also an APA Minority Fellow and an Assistant Professor at Felician University. Her diverse research interests include: women and psychopathology, motherhood, biculturalism, early childhood, and play therapy.

José J. Nieves, MSW, LCSW, is the Parent-Infant Clinician at the YCS Institute. He graduated from Rutgers University and is a Licensed Clinical Social Worker. José’s emphasis at the Institute is the 0 to 3 population, and he is the liaison to Newark Renaissance House. José also facilitates Mother/Baby groups and Circle of Security Groups, both on and off site. José’s areas of clinical interest are trauma and Infant and Early Childhood Mental Health. José completed the Intensive Infant and Early Childhood Mental Health Certificate program from Montclair State University and is in the process of seeking the Endorsement in the State of NJ as an Infant Mental Health Clinician.

Mary Kay Carney, APN, is the main prescriber for the YCS Dr. Helen May Strauss Clinics and a certified Child/Adolescent Psychiatric/Mental Health Clinical Nurse Specialist. She obtained her MSN in Child/Adolescent Mental Health from the University of Medicine and Dentistry, in Newark, NJ. She obtained a graduate Certificate in Infant and Early Childhood Mental Health from the YCS Institute for Infant and Preschool Mental Health. In addition to Medication Management, her areas of specialization are Foster Care and Adoption.

Nathaniel Donson, MD, is our consulting Psychoanalyst/Psychiatrist. He has been certified in Psychoanalysis by the Columbia Psychoanalytic Center for Training and Research, the American Board of Psychiatry and Neurology, and the American Board of Pediatrics. He is also a faculty Member at the Columbia Psychoanalytic Center’s Parent Infant Program. He is a recipient of the inaugural Todd Ouida Children’s Hero Award. Dr. Donson graduated from NYU’s School of Medicine. Two of his areas of interest are Fatherhood and the overdiagnosis of ADHD.

Is the internship APA accredited?
Yes. YCS has been an APA-accredited internship site since April 2016. The next APA site visit will occur in 2023. Questions related to the program’s accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association (APA)
750 1st St., NE, Washington, D.C. 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org

How do I apply?
Through AAPI online submit the following materials:
A copy of your APPIC application.
A copy of your CV.
Photocopy of a transcript from your graduate program(s).
Three letters of recommendation.
An integrative report of an assessment case

What are the deadlines?
Application deadline is in November (check the APPIC website for details). You will be notified of your interview status by December 15th.

For more information regarding our internship, please visit our website at:
http://www.ycs.org/index.php/internship-for-pre-doctoral-students/

Tel: 973-395-5500 ext 309
Fax: 973-395-9916
apoling@ycs.org
**INTERNSHIP OVERVIEW**

YCS is a large, community-based, multidisciplinary social service organization offering approximately 70 programs (schools, residential, outpatient, milieu, etc.) throughout the state of New Jersey. A component of the outpatient Dr. Helen May Strauss Clinics, the YCS Institute for Infant and Preschool Mental Health (YCS Institute) is a training service providing relationship-based treatment for children and families. Two APA-accredited internship tracks (3 positions) are offered through the YCS Institute: the Institute-Infant/Preschool Track and the Bilingual/Child Track.

Our clientele are primarily underserved African-American, Latino/a, and Caribbean-American families living in poverty. The YCS Institute outpatient clinic provides treatment for children aged 0-7, and the YCS Dr. Helen May Strauss Clinic in Union City provides services for children aged 0-21. Interns have a unique opportunity to provide dyadic psychotherapy and run Baby Steps groups.

Interns are involved in conducting intakes, testing assessments, treatment planning, and the full complement of treatment modalities (individual, dyadic, group and family). Interns carry a caseload of 15-18 cases and the ages of the majority of their clients differ based on their track. Bilingual/Child Track interns will have the opportunity to provide therapy to children from ages 0-21, whereas Institute-Infant/Preschool Track interns provide therapy services for children aged 0-7. All interns provide psychological and developmental evaluations for individuals aged 0-21, including for clients in YCS residential and developmental disability programs. In addition to providing outpatient services at their primary site, interns are also required to complete rotations. All of the interns are involved in interdisciplinary collaboration with residential assistants, social workers, psychiatrists, and/or advanced psychiatric nurses.

Interns receive a stipend of $23,575 for 12 months with full employee benefits (after a probationary period) including health and dental coverage (individual or family) as well as two weeks paid vacation, paid sick leave (accrued), and paid holiday time.

The YCS Institute utilizes the practitioner–scholar model. We train psychologists to be scholars, critical consumers of solid theory and research, and a highly trained professional practitioners who apply the knowledge and use of reflection to solve problems of clients.

Interns are trained to ground their practice of psychology in theory and research. This model is accomplished in an intensive, supervised outpatient and/or milieu experience working with a multicultural group of interdisciplinary professionals. Permeated in this model are service provision, didactic and experiential instruction, and the use of psychological theory/research. The five following concepts are fundamental in the structure of our internship.

**A developmental/formative approach**

Our approach seeks to increase knowledge, develop skills, and cultivate qualities, characteristics, and values as relevant to professional identity and professional practice. Within this approach, we actively attend to the clinician’s use of self and self-development as a professional.

**Emphasis on relationship and mentoring**

We seek to foster meaningful relationships and a collaborative learning environment within the training cohort and between fellows and staff. More specifically, we recognize and value the learning that can happen within these relationships and across a variety of professional disciplines, and strive to provide a training environment that allows such learning to occur.

**Reflective Practice**

Our training emphasizes on-going reflection, consultation, collaboration, and feedback.

**Relational/Psychodynamic emphasis**

We are committed to evidence-based practice but we also strongly emphasize practice-based evidence over manualized fidelity. We provide treatment for a diverse, underserved population with complex histories not generally represented in the existing research. Our infant mental health approach is relational/psychodynamic and developmentally-based.

**Attention to culture and diversity**

We value individual and cultural diversity, and attend to identity, culture, context, difference, and power in clinical and professional interactions. There is a monthly Cultural Diversity Seminar. These issues are addressed in weekly individual and in group supervision, as well.

**Our training model incorporates the following modalities:**

**Orientation:** general introduction to all areas of functioning included in the internship and provide background conceptual and/or didactic frameworks.

**Didactic seminar sessions:** provide more in depth explorations of various topics or encourage interns to contemplate their experiences thus far in the area in order to integrate their didactic and/or scientific knowledge with their provision of the service. All of the interns participate in the same weekly didactics, Brazelton Touchpoints training, etc.

**Participation in case conferences:** includes videotaped sessions, a discussion of multicultural, developmental, family, and ethical considerations.

**Observation of supervisors and seasoned professionals:** performing clinical services providing the opportunity to become familiar with the competencies required to provide the service and the procedures utilized by the agency in performing the service.

**Supervision:** Each intern has a primary supervisor and a secondary supervisor for individual supervision. They have two group supervisions: Mother/ Baby Supervision and Testing Supervision. They attend a monthly clinical seminar on Cultural Diversity.

**Providing the service:** in conjunction with a staff or clinical supervisor, being observed by a supervisor, or with consultation from a staff or supervisor.

**Develop competency:** participate in training activities including discussions and review of video recordings of their sessions in supervision; discussions and case presentations in didactic seminars; and interaction and discussion with other interns.

**Evaluation and formative feedback from supervisors and training committee** to interns in order to encourage their development, identify areas needing extra attention and provide remediation, as necessary.