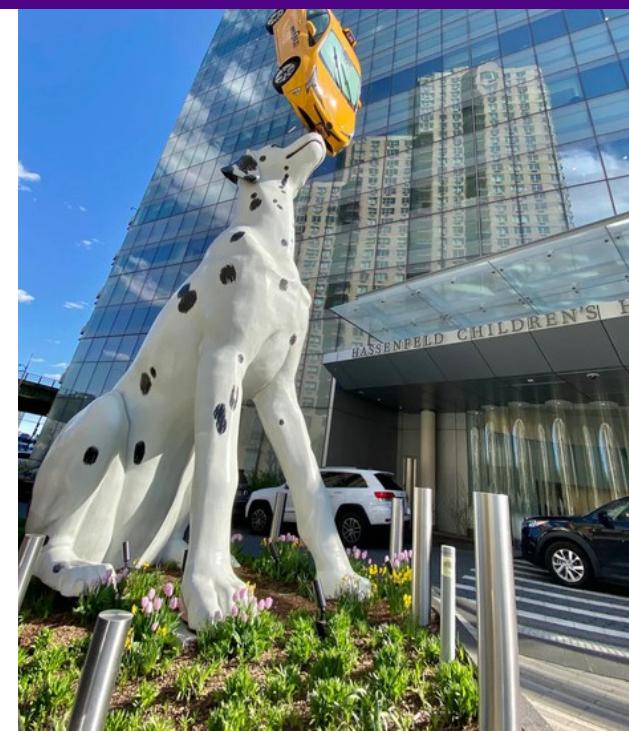


# A World-Class, Patient Centered, Integrated Health System



Rusk Rehabilitation - NYU Langone Medical Center



# QUESTIONS? CONTACT OUR **DIRECTOR OF INTERN TRAINING.**

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## INTRODUCTION

The Doctoral Internship Program in neuro-rehabilitation at Rusk Rehabilitation, New York University Langone Health is an **APA accredited** program. As a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Training Program follows a Practitioner-Scholar Model of clinical training, incorporating 2000 hours of supervised clinical experiences.

Six predoctoral interns will participate in a 12-month training program in the year 2026-2027.

The Clinical Predoctoral Internship Program is supported by hospital-based funding.

## THE TRAINING PROGRAM IN CLINICAL PSYCHOLOGY

### Overall Goal of the Training Program

The overarching goal of the Rusk Rehabilitation Clinical Psychology Internship Program is to develop competence in the application of psychological knowledge and practice to clinical problems in a complex medical setting. The Program places particular emphasis on introducing interns to the breadth and variety of professional roles assumed by psychologists, including intensive training in neuropsychological testing, individual and group psychotherapy and cognitive rehabilitation, and staff and family consultation. Integral to an intern's training is becoming an effective interdisciplinary team member.

A core focus of intern training is the impact of multicultural values, language, and health literacy on the rehabilitation process. The hospital's multicultural patient population ensures that interns have a fertile training ground to learn about culture and diversity as it informs and interfaces with clinical practice. The clinical work often involves working with underserved and complex conditions involving issues of adjustment to physical and cognitive loss and reintegration into the community. As the primary setting for this internship is in a rehabilitation medicine department, emphasis is placed on clinical experiences in working with issues of coping for individuals facing a range of physical, cognitive, and social-emotional challenges. The training involves a strong experiential component.

The goal of our internship is to train and prepare clinical psychology interns to be competitive in obtaining either entry-level positions or further specialized training by the end of the training year. The internship provides a transitional year to apply previously learned knowledge and theories to actual clinical situations and challenges. Interns learn to thoughtfully apply psychological principles to complex and diverse situations in contrast to utilizing prescribed interventions to specific problems. To facilitate this generalist perspective, the Rusk Rehabilitation training mission is to provide clinical experiences, didactics, and supervision that prepare interns to develop the critical thinking, self-reflection, interpersonal skills, and attitudes needed to approach problems and professional challenges that will occur during the course of their careers. The generalist perspective includes a broad view of clinical practice in which creative problem-solving of real-life situations is addressed by utilizing evidence-based interventions and viewing problems from multiple perspectives. The rich milieu of a large city rehabilitation setting also allows interns to practice these skills under supervision with patients

with simultaneous physical, emotional, cognitive, and psychosocial issues in the context of diverse cultural and disability backgrounds.

Psychology interns provide clinical services to patients with complex medical, neurological, physical, and co-morbid psychiatric conditions. The most frequent diagnoses include Traumatic Brain Injury, concussion, stroke, Spinal Cord Injury, and chronic medical illnesses (e.g., cancer, diabetes, cardiac conditions, vestibular disorder, Multiple Sclerosis). Many patients have co-morbid psychiatric diagnoses including PTSD, depression, and anxiety disorders.

### **Training Goals and Objectives**

The overall goal of our Clinical Psychology Internship is to train and prepare interns for entry-level or Postdoctoral positions in psychology. Toward that end, the internship has identified 12 overarching goals and objectives for training:

Goals	Objectives
<b>Goal #1: Assessment</b>  Demonstrates appropriate knowledge, skills, and attitudes in the selection, administration, and interpretation of assessments consistent with the best scientific research and relevant expert guidance appropriate for entry level or postdoctoral positions as a professional psychologist	<ul style="list-style-type: none"><li>• To acquire knowledge of clinical interviewing and standardized assessment methods including psychological and neuropsychological testing</li><li>• To acquire skills in integrating data from various sources to conceptualize a patient's cognitive, academic, emotional, and adaptive patterns and to make recommendations for therapeutic interventions</li><li>• To complete neuropsychological evaluations under supervision including diagnosis/conceptualization, while addressing ethics, diversity, and interpersonal dynamics</li><li>• To develop an understanding of multicultural diversity and other forms of diversity (e.g., age, disability, socioeconomic status, sexual orientation, military status) as they pertain to assessment)</li></ul>

<p><b>Goal #2: Intervention</b></p> <p>Demonstrates appropriate knowledge, skills, and attitudes in the selection, implementation, and evaluation of interventions that are based on the best scientific research evidence, respectful of clients' values/preferences and relevant expert guidance appropriate for entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>• To develop skills in case conceptualization and setting realistic short- and long-term treatment goals.</li> <li>• Independently creates a treatment plan that reflects the integration of empirical findings and research, clinical judgment, diversity, and patient preferences.</li> <li>• Demonstrates the ability to integrate and reflect on the treatment process, case conceptualization, treatment goals, observation and interaction, and decision points in the session</li> <li>• To develop the intern's ability to document patient's treatment progress using Smart Goals</li> </ul>
<p><b>Goal #3: Individual and Cultural Diversity</b></p> <p>Demonstrates appropriate knowledge, skills, and attitudes about cultural and individual differences in all professional roles appropriate for entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>• To increase the intern's sensitivity to patients with diverse cultural, ethnic, language, sexual <b>orientation</b>, age, religious, and disability backgrounds</li> <li>• To increase the intern's ability to modify assessment and treatment approaches to integrate diversity perspectives</li> <li>• Demonstrates effective collaboration with the patient and their families in a manner sensitive to equity and issues of inclusion</li> <li>• Reflects on the intersection of equity and inclusion factors, identifying the impact on the treatment process along with ways to address it (e.g., culturally appropriate services, adapting one's manner, seeking consultation)</li> <li>• Demonstrates knowledge, skills, and attitudes about cultural and individual differences in its multiple forms, including issues of racism, discrimination, acculturation distress, micro-aggressions, gender bias, religious differences, and socioeconomic disparities.</li> </ul>

<p><b>Goal #4: Understanding the Consumer's Perspective</b></p> <p>Develops competence in understanding of the consumer's perspective and unique needs across the continuum of care from onset of disability to successful community reintegration appropriate for entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>• To develop an intern's understanding of the consumer's perspective and their varying needs across the continuum of care after the onset of disability</li> <li>• To increase the intern's ability to discuss disability issues with patients and their families</li> <li>• To increase awareness of community resources for individuals with disabilities</li> </ul>
<p><b>Goal #5: Ethical and Legal Standards</b></p> <p>Demonstrates appropriate ethical and legal knowledge, skills, and attitudes in all professional roles appropriate for entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>• To develop the ability to identify and respond to ethical challenges within clinical practice</li> <li>• Describes clinical cases in a way that clearly identifies and integrates the ethical and legal issues involved, including an ethical decision-making model</li> <li>• Independently identifies and proposes resolution(s) related to an ethical and legal issue(s) on a complex clinical or profession situation utilizing good clinical judgment</li> </ul>
<p><b>Goal #6: Professional Values, Attitudes, and Behaviors</b></p> <p>Demonstrates dispositions and engages in behaviors including reflecting on, critically evaluating, and improving one's own professional performance appropriate for entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>• Identifies, reflects on, discusses, and manages emotional reactions to challenging clinical or professional situations</li> <li>• Monitors and reflects on one's attitudes, values, and beliefs, both during and after professional activities, in a way that identifies challenges and conflicts with those values, along with ways to address them</li> <li>• Advocates with compassion for clients and their families</li> </ul>

<p><b>Goal #7: Communication and Interpersonal Skills</b></p> <p>Demonstrates the ability to communicate effectively, interact appropriately, and develop meaningful and helpful relationships in all professional roles appropriate for entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>Identifies any treatment ruptures, impasses, or difficulties that emerged in a clinical service relationship and reflects on that process and resolution</li> <li>Presents at case conferences or didactic presentations, tailored to the audience including being receptive to feedback from the participants and incorporating it into the treatment plan</li> <li>Demonstrates clarity and coherence in clinical documentation</li> </ul>
<p><b>Goal #8: Consultation and Inter-Professional/Interdisciplinary Skills</b></p> <p>Develops appropriate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary collaboration in relevant professional roles appropriate for entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>Provide relevant, practical, and helpful recommendations to the interdisciplinary team</li> </ul>
<p><b>Goal #9: Research</b></p> <p>Demonstrates appropriate knowledge, skills, and attitudes to incorporate and evaluate scientific research, making appropriate use of scientific methods and findings in all professional roles appropriate for an entry level position as a professional psychologist</p>	<ul style="list-style-type: none"> <li>Identifies and critically reviews the relevant scientific literature to referral questions and patient populations literature as they relate to clinical practice</li> <li>Integrates evidence-based research into clinical assessment and patient care</li> </ul>
<p><b>Goal #10: Supervision</b></p> <p>The intern will develop competence in understanding theories and methods of supervision appropriate for entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>To increase intern's receptivity and openness to diverse supervisory styles during the training year</li> <li>To increase the intern's knowledge of models and techniques of supervision, role conflicts in supervision, and ethical issues arising in supervision supported by evidence based practice</li> <li>Articulates a supervision model for oneself, with reflection on how it could be applied</li> <li>Incorporates issues of diversity into the discussions of supervision</li> </ul>

<p><b>Goal #11: Theories and Methods of Evaluation</b></p> <p>The intern will develop competence in theories and methods of evaluation appropriate for an entry level or postdoctoral positions as a professional psychologist</p>	<ul style="list-style-type: none"> <li>Provides thoughtful feedback on the strengths and weaknesses of the program</li> <li>Provides constructive written and verbal feedback on the strengths and weaknesses of the clinical supervisors</li> <li>Collaborates with faculty to enhance program effectiveness</li> </ul>
<p><b>Goal #12: Leadership Development</b></p> <p>The intern will develop competence in understanding leadership principles and their application to the rehabilitation hospital setting and beyond the training year.</p>	<ul style="list-style-type: none"> <li>To increase the intern's knowledge of growth vs fixed mindset</li> <li>To develop an understanding of 5 Levels of Leadership Principles</li> <li>To develop leadership skills to foster growth in confidence in clinical skills</li> <li>Collaborates with faculty and trainees in discussions of self-development, professional development, crucial conversations, imposter-syndrome, etc.</li> </ul>

### The Mission of the Training Program

The Rusk Rehabilitation Clinical Psychology Internship Program is sponsored by New York University Langone Health (NYULH). The Program's mission is congruent with that of the larger Medical Center. The mission of the Medical Center is to promote the relief of human suffering caused by disease and disability through education, research, and patient care. In all activities, the Medical Center maintains the highest standards of excellence and consideration of the dignity of the individual. The Medical Center supports the goal of NYU Langone Grossman School of Medicine to merge the best traditions of the past with the most relevant content and vital teaching methods of the present, instill a respect for one's profession and the patients served, provide for the continuing education of professionals throughout their careers, and foster an atmosphere of learning for all staff.

The Medical Center places the patient at the center of all efforts. The foundation for implementing the mission of the Medical Center includes the values and importance of patient/consumer satisfaction, mutual respect, and creating and sustaining an environment that encourages change, responsiveness, participation, education, research, and financial responsibility. NYULH strives to provide the highest level of healthcare through the facilitation of a learning environment so that all employees can continue to strive and achieve their optimum performance consistent with the institutional mission and goals.

### Philosophy of the Program

The Rusk Rehabilitation Clinical Psychology Program internship uses the Practitioner-Scholar Model, emphasizing the integration of state-of-the-art scientific inquiry and scholarship with a

practical application of scholarly knowledge. It is the integration of knowledge directly applied in the clinical setting that creates the foundation of the training program. The primary emphasis in training a practitioner-scholar is the delivery of effective treatment that takes into account individual, cultural, ethical, and societal considerations. Service delivery is a critical vehicle through which training occurs, but it is secondary to the educational emphasis of the Program. The model stresses the importance of multiple ways of knowing in the practice of psychology and the development of self-reflection and awareness, flexibility, and openness to learning. Interns are trained to think critically and engage in scholarly inquiry. There is a value placed on the intern as a consumer of research and the importance of generating knowledge through practice and scholarly activities, thus utilizing evidence-based interventions. The importance of personal and professional growth is emphasized in all aspects of the training program. The model depicts learning as a relational and reciprocal process.

Consistent with the overall philosophy of rehabilitation and the mission of NYULH, the Training Program deeply respects and values the individuality and uniqueness of each intern and staff member. Our program is predicated on the belief that clinical work is enhanced when we utilize a compassionate and broader view of what it is to be a person including human variations and differences. Our clinical competence is improved through an integrated and nuanced understanding of the complex forces that influence an individual's psychosocial development, including cultural, social, historical, economic, and political factors. Professional growth requires thoughtful self-reflection as we expand beyond our own worldview, reduce the impact of our biases, and learn to see the world through the perspective of others.

All of the supervisors work on-site and in close proximity to the interns. The supervisors are readily available to interns as teachers, supervisors, mentors, consultants, and colleagues. We seek to convey a flexible and respectful attitude toward intern's questions and concerns and believe that staff accessibility is a critical component in optimizing the quality and depth of the training year. Interns are encouraged to take responsibility for their learning by identifying individualized learning goals, through self-reflection and self-evaluation, taking an active role in program and curriculum development, and providing feedback and evaluation of their supervisors and training experiences. The Program strives to instill interns with the skills and attitudes expected of well-qualified and ethical clinical psychologists.

We believe the Internship Program is a mutual learning experience. The interns bring a fresh perspective of new ideas, theories, and research interests from their graduate school training and prior practicum experiences that provide an opportunity for supervisors to keep pace with new trends in the field. Differences in the intern's life experience, cultural background, value system, theoretical orientation, and career goals are important dimensions that add depth to the learning atmosphere in the program. The interns also provide a vital level of energy and enthusiasm to the supervisory process. We encourage and appreciate the interns' contributions to our growth as supervisors.

Training is provided through an "apprenticeship" model in which interns gain skills and knowledge by working side-by-side with supervising psychologists. All of our supervisors have major patient care responsibilities and many of them provide leadership in training, research, and administrative roles. Because treatment **is** provided by interdisciplinary teams in most clinical settings, interns also have frequent and close contact with clinicians and trainees from many disciplines. This apprenticeship model allows for frequent direct observation of supervisors, as well as immediate consultation, feedback, and teaching. Interns receive regularly scheduled and intensive supervision that challenges them to thoughtfully explore and

reflect on their clinical decisions. While styles of supervision vary from service to service, direct observation is the most common source of supervisory information.

The interns are viewed as junior colleagues. We value their training and seek to protect their learning needs by minimizing their involvement in hospital administrative issues. We strive, however, to explain how different political and economic forces at the Medical Center impact on clinical decision-making, programmatic changes, and team processes. Decisions must be made taking into consideration time pressures, pragmatic considerations, cultural issues, as well as Medical Center and community resources.

The internship in our rehabilitation setting poses unique challenges that differ from those in typical mental health settings. An intern training in a rehabilitation hospital is challenged by incorporating new models of treatment. Interns learn to integrate aspects of clinical psychology, neuropsychology and neuroscience, health psychology, special education, and systems theory to meet these challenges. The clinical psychology component focuses on increasing the patient's ability to utilize internal resources to manage the psychological and interpersonal stressors experienced following injury or illness. The neuropsychology component stresses a process approach and a search for the patient's strengths and resiliency, whereas the health psychology perspective emphasizes the development of flexible coping, problem-solving, emotional self-regulation, and stress management strategies. The systems approach reflects the importance of how disability and illness interact with the patient's value system, worldview, and culture. These four components of our educational philosophy are consistent with the overall mission of Rusk Rehabilitation, which employs a systematic and individualized approach to assist individuals with disabilities to return to the community at their maximum level of functioning.

## PROFESSIONAL DEVELOPMENT THROUGHOUT THE TRAINING YEAR

A major goal of the Training Program is to increase the autonomy of the interns as their competencies evolve during the training year. The process can be conceptualized as a four-stage process within all components of the Training Program.

### Progression in Supervision

Throughout the training year, interns progress through four stages of supervision with progress dependent on each intern's clinical background and prior training.

**Level I:** At the start of each rotation, an intensive site-specific orientation is provided. Implicit in this process of learning through clinical experiences is an expectation of the intern's readiness to learn how, why, and when to intervene.

**Level II:** As competency in the basic responsibilities of a given rotation develops, supervisors will gradually expand the range of clinical opportunities and interventions expected of the intern.

**Level III:** Once a repertoire of interventions is established, the supervisor shifts to one of anticipatory planning of treatment, joint problem solving, and review of short- and long-term treatment strategies, with an intern expected to set priorities for discussion within supervisory sessions.

**Level IV:** As autonomy in planning clinical interventions is achieved, supervision shifts toward a consultation model.

## Progression with Didactic Seminars

**Level I:** To ensure a common theoretical and practical foundation at the start of the training year, a two-week orientation is provided. The orientation program focuses on the acquisition of basic assessment tools, the role of the psychologist on the rehabilitation team, and a review of the Policies and Procedures of the Training Program.

**Level II:** Initial seminars focus on core issues in the rehabilitation setting, basic assessment strategies, and clinical interventions needed for initial competencies during inpatient and outpatient rotations.

**Level III:** Seminars shift focus to intensive reviews of the psychological and cognitive issues of specific diagnostic groups (e.g., Traumatic Brain Injury, stroke). There is an emphasis on specific therapeutic interventions (e.g., psychotherapy, cognitive remediation, and staff and family consultation).

**Level IV:** Interns present more integrated case presentations in neuropsychological assessment, individual, group, and family psychotherapy, and cognitive remediation as the year progresses.

## Progression in Clinical Interventions

Supervisors assign clinical cases with concern for the complexity of each referral and the intern's ability to address treatment needs.

**Level I:** Interventions are initially focused on clinical interviewing and basic assessment.

**Level II:** The intern's responsibilities are expanded to include individual and group psychotherapy, in-depth neuropsychological assessment, cognitive remediation, and patient/family consultation.

**Level III:** Interventions are expanded to include more complex clinical cases and family interventions.

**Level IV:** Interns are expected to demonstrate increasing autonomy in planning interventions and assume greater leadership.

## Progression as a Rehabilitation Team Member

**Level I:** Interns are initially introduced to the roles and functions of rehabilitation team members. The role of the psychologist as team and family consultant is discussed.

**Level II:** Interns observe their supervisor's roles within evaluation and re-evaluation conferences, team and family consultations, initial intakes, and test feedback sessions.

**Level III:** Under supervision, interns assume greater independence during evaluations and re-evaluation conferences, team and family consultations, initial intakes, and neuropsychological testing feedback sessions.

**Level IV:** Under supervision, interns become independent in their presentations at evaluation and re-evaluation conferences, team and family consultations, patient/family education and intake and feedback sessions.

# GET A GLIMPSE OF FEATURED ROTATION LOCATIONS



Rusk Rehabilitation  
NYU Langone  
Orthopedic Hospital  
301 E 17th St, New York,  
NY 10003

RUSK Rehabilitation  
Ambulatory Care Center  
240 East 38th Street, 17th Floor,  
New York, NY 10016



NYU Langone Health- Kimmel Pavilion  
424 E 34th St, New York, NY 10016



## THE CONTEXT OF THE TRAINING PROGRAM

### New York University Langone Health

Located in the heart of New York City, NYULH is one the nation's premier centers of excellence in health care, biomedical research, and medical education. For over 170 years, NYU physicians and researchers have made numerous contributions to the practice and science of health care. The Medical Center consists of the NYU Langone Grossman School of Medicine, including the Smilow Research Center, the Skirball Institute of Biomolecular Medicine, and the Sackler Institute of Graduate Biomedical Sciences; the three hospitals of NYU Hospital Center including Tisch Hospital, a 726-bed acute care general hospital, Rusk Rehabilitation, the first and largest facility of its kind, and NYU Langone Orthopedic Hospital, a leader in musculoskeletal and neuro-rehabilitation care; the Ambulatory Care Center, and such major programs as the NYU Cancer Institute, the NYU Child Study Center, the Hassenfeld Children's Center for Cancer and Blood Disorders, NYU Langone Hospital – Brooklyn, NYU-Winthrop Hospital, and NYU Langone Orthopedic Center. The Helen L. and Martin S. Kimmel Pavilion was opened in the summer of 2018. Rusk Rehabilitation experts were involved in the building's design and development with a vision that includes the latest rehabilitation technology.

The Medical Center is one of the main resources for federally funded medical research in the country. Past and present discoveries and innovations include vaccine development for malaria and hepatitis and major biomedical advances in genetic and metabolic disorders. The Medical Center is active in neuroscience research, including clinical studies to diagnose and treat Alzheimer's and Parkinson's disease, Traumatic Brain Injury, and stroke. Rusk Rehabilitation has four CARF-accredited programs in the areas of adult brain injury, adult inpatient, pediatric specialty, and adult track specialty inpatient.

### Department of Rehabilitation Medicine

Rusk Rehabilitation strives for excellence in comprehensive rehabilitation by providing **holistic** and integrated patient care through the utilization of the interdisciplinary team approach. The Psychology Department and Training Program utilize this holistic approach to patient care. Drawing on his experience treating wounded soldiers during World War II, Dr. Howard A. Rusk, the founder of the Rusk Institute of Rehabilitation Medicine, developed what has become the key philosophy of rehabilitation medicine of treating the entire person. This philosophy identifies the individual as a person with emotional, psychological, social, and spiritual needs - not just as someone with an illness or disability. This enables the clinician to facilitate the maximum level of functioning by the delivery of the highest quality of patient care and treatment.

As an integral part of New York University Langone Medical Center (NYULH), Rusk Rehabilitation has a legacy of training all members of the interdisciplinary rehabilitation team. Rusk Rehabilitation claims several distinctions: It has trained more medical residents in rehabilitation medicine, more physical and occupational therapists, and more rehabilitation psychologists than anywhere else in the world. In fact, graduates of our medical residency program chair 23 rehabilitation departments across the country.

Among its many innovations, Rusk Rehabilitation was the first rehabilitation facility to incorporate both psychologists and social workers, treat children with disabilities, and actively

involve family members in the rehabilitation process. Numerous treatment programs have been developed at Rusk Rehabilitation from the results of decades of cutting-edge clinical rehabilitation research, including vocational training for individuals with disabilities, treatment for aphasia, the use of prosthetics to replace limbs lost to amputation, vestibular therapy for inner ear disorders, driver education for disabled individuals, treatment of visual neglect and inattention following stroke, and the use of cognitive rehabilitation following brain injuries. These programs are the forerunners of today's rehabilitation medicine model of care.

Rusk Rehabilitation has been meeting the needs of high-need populations from all cultural and ethnic backgrounds by treating children, adolescents, and adults with congenital and neurological conditions. Besides Rusk's world-class inpatient rehabilitation services, Rusk specializes in a variety of outpatient rehabilitation services for adults and children including TBI, Concussion Center, vestibular therapies, Long-COVID treatment, cancer treatment, all of which have a psychology presence and opportunities for the doctoral interns.

Interns are fully integrated into interdisciplinary teams involved in each of Rusk's specialized programs/settings. These teams include physiatrists, occupational, physical, speech, and language and recreational therapists, vocational counselors, nurses, and social workers who work together to develop individualized treatment programs enabling patients to reach maximum potential and level of independence. The overall goal of rehabilitation is the revitalization of the patient's power to live a meaningful life; thus patients and their families are viewed as active participants in the rehabilitation process.

Rusk Rehabilitation's educational efforts have spanned the globe with ongoing international programs. In China, Rusk continues a growing partnership with Qingdao Hospital, where it conducts training visits on the delivery of sports medicine, orthopedic rehabilitation, and neuro-rehabilitation care.

Rusk Rehabilitation has a two-year Psychology Postdoctoral Fellowship funded through the Advanced Research Training (ARRT) Program, Office of Special Education and Rehabilitation Services (OSERS), National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), and U.S. Department of Education. Dr. Joseph Rath is the Project Director for the fellowship, which is designed to train psychology postdoctoral fellows in the skills necessary to become independent clinical researchers, specifically in the areas of brain injury and neuropsychological rehabilitation. Innovative neuro-rehabilitation methods, especially those related to problem-solving and emotional self-regulation, are primary areas of interest, along with the impact of diversity and demographic factors on outcome, including race/ethnicity, sexual orientation, gender, and socioeconomic status. Rusk Rehabilitation was awarded the Traumatic Brain Injury Model System Grant (Dr. Tamara Bushnick, Principal Investigator). This funding has been used to further break down the barriers to care for TBI patients and families, particularly in diverse communities.

The APA-approved training program is housed within the Department of Rehabilitation Medicine devoted solely to the treatment of individuals with acquired physical and cognitive disabilities. The world's first university-affiliated facility devoted entirely to rehabilitation medicine, Rusk Rehabilitation is among the most renowned centers of its kind for the treatment of adults and children with disabilities - home to innovations and advances that have set the standard in rehabilitation care for every stage of life and every phase of recovery.

The Department of Rehabilitation Medicine has inpatient services for adults with acquired physical and neurological conditions. Individuals with physical disabilities who could benefit from

intensive rehabilitation (three hours per day) are candidates for admission to the inpatient services at Rusk Rehabilitation. There are also extensive outpatient rehabilitation services for adults and children, including services for persons with traumatic brain injury, concussion, multiple sclerosis, vestibular conditions, cardiopulmonary conditions (including long COVID and transplantation), neurodevelopmental disorders, and cancer. The Physical Medicine and Rehabilitation Residency Program is one of the largest of its kind in the United States with clinical rotations encompassing a broad range of specialties including electromyography and orthotics, prosthetics, and bionic medicine.

### **Adult Services**

#### **Inpatient Services at NYU Langone Orthopedic Hospital**

The Department of Rehabilitation Medicine's adult inpatient 48-bed rehabilitation services are located in a state-of-the-art facility at Rusk at NYU Langone Orthopedic Hospital (at 17th Street and Second Avenue in the Gramercy Park neighborhood of Manhattan), which has a long history of specializing in neuro-rehabilitation, neurological diseases, and adult and pediatric orthopedic surgery and orthopedics. There are specialty-designated Neuro-rehabilitation programs for patients with stroke and acquired brain injury (traumatic and non-traumatic), and programmatic services for patients with Spinal Cord Injury and other medically complex conditions, and musculoskeletal disorders. Our psychology team provides psychological and neuropsychological assessment of neurobehavioral and cognitive dysfunction, along with psychosocial and emotional functioning, psychotherapy and neurocognitive interventions to patients, and support and consultation to their families. Psychology staff regularly participates in interdisciplinary patient care meetings. Staff consultation for the interdisciplinary specialist team members of the Rehabilitation and Neuro-rehabilitation staff is also a major focus, and the psychologists function as active members of the rehabilitation team that collaborate in the care and treatment of the patient. The programs are designed to provide a therapeutic and individualized plan of care for each patient.

#### **Inpatient Services at Tisch Hospital, NYULH**

Rusk Rehabilitation's 22-bed Cardiopulmonary Rehabilitation/Medically Complex Program at Tisch Hospital offers a model of acute rehabilitation designed to enhance the well-being of patients with a wide range of complex cardiac, pulmonary, neurological, chronic illness, liver, lung, kidney, and face transplants, and limb loss. Consultation liaison services are also provided throughout Tisch Hospital to medically and neurologically complex patients to assess whether they would benefit from neuro-rehabilitation interventions. Cardiopulmonary rehabilitation tends to involve some of the most medically complex patients with advanced heart conditions, including those with implantable medical devices such as left ventricular assist devices (LVADS) and pacemaker defibrillators.

#### **Outpatient Services at Rusk-Ambulatory Care Center of NYULH**

The adult outpatient services are in the Ambulatory Care Center on 38<sup>th</sup> Street, between 2<sup>nd</sup> and 3<sup>rd</sup> Avenues (ACC) which houses a variety of outpatient services. The Rusk Adult Outpatient staff provides interdisciplinary treatment to individuals with acquired or congenital brain injury as well as those with complex medical diagnoses requiring rehabilitation. Neuro-rehabilitation services are offered to individuals with acquired brain injury with diagnoses of Traumatic Brain Injury, Post-concussion Syndrome, Long- COVID, stroke, epilepsy, brain tumors, Multiple

Sclerosis, and Parkinson's disease. Medical rehabilitation services are provided to persons with various conditions, including Spinal Cord Injury, Multiple Sclerosis, vestibular disorders, cardiac conditions, cancer, Lyme disease, Chronic Fatigue Syndrome, lymphoma, chronic pain syndromes, women's health issues, and limb loss.

### **Pediatric Services**

#### **New York University Langone Medical Center**

The pediatric interns will provide comprehensive outpatient neuropsychological and psychological evaluations and treatment with infants, children, and adolescents from 3 months to 21 years in various settings at NYU Langone Health, including Hassenfeld Children's Cancer Center, Langone Orthopedic Hospital, and the Neonatal Follow-Up Clinic. The service helps children and adolescents with learning difficulties, cognitive challenges, attention and memory issues, and emotional concerns, as well as facilitating school reintegration in collaboration with the Department of Education. The most common diagnoses include Traumatic Brain Injury, epilepsy, cardiac conditions, prematurity, and cancer. Treatments include individual therapy and staff and family consultation.

#### **Outpatient Services at NYU Langone Orthopedic Hospital**

Pediatric interns will provide comprehensive outpatient neuropsychological evaluations at Rusk Rehabilitation at NYU Langone Orthopedic Hospital (at 17th Street and Second Avenue in the Gramercy Park neighborhood of Manhattan), which has a long history of specializing in neuro-rehabilitation, neurological diseases, and adult and pediatric orthopedic surgery and orthopedics. Neuropsychological evaluations are provided to children and adolescents from 2 years to 21 years with a range of medical, neurologic, neurodevelopmental, and psychiatric concerns. The most common diagnoses include prematurity, cerebral palsy, epilepsy, cancer, cardiac conditions, genetic disorders, traumatic brain injury, acquired brain injury (e.g., stroke, encephalitis, AVM), and neuromuscular disorders. Interns will see a full spectrum of traumatic brain injuries, ranging from mTBI/concussion to moderate and severe TBI. The pediatric interns will be supervised by pediatric neuropsychologists and will regularly engage in interdisciplinary collaboration with speech-language pathologists, occupational therapists, physical therapists, and medical providers.

### **THE CLINICAL INTERNSHIP EXPERIENCE**

#### **Clinical Rotations and Placement**

Eight interns will be selected for the 2026-2027 training year. Four of the interns will be on the Adult Track, and two interns will be on the Lifespan/Pediatric Track for the entire year. The internship starts on September 1, 2026. The interns receive supervision from a minimum of two supervisors per rotation.

#### **Adult Track**

All adult track interns will spend six months on the Adult Outpatient Service and will have the option to split their time (i.e. 3 months) between the Inpatient Cardiopulmonary/Medically

Complex Service and the Neuro-rehabilitation Inpatient Service the remaining six months of the internship.

Interns at the Tisch Hospital Adult Inpatient Cardiopulmonary/Medically Complex Service provide individual and family psychotherapy, cognitive remediation, and staff and family consultation.

On the Adult Inpatient Neuro-rehabilitation Service at NYU Orthopedic Hospital, interns conduct brief neuropsychological evaluations, group psychotherapy, individual and family psychotherapy, and cognitive remediation, as well as co-lead neurocognitive and neurobehavioral groups and provide staff and family consultation.

The 6-month rotation on the Adult Outpatient Service will focus on neuropsychological evaluations, individual psychotherapy, and individual and group cognitive remediation with patients experiencing Post-concussion Syndrome, Traumatic Brain Injury, Long- COVID, stroke, cardiac conditions, cancer, and vestibular disorders. Interns provide integrated approaches to psychotherapy and cognitive remediation, family consultation, and co-lead cognitive remediation, stress management, and psychosocial groups.

All of the adult interns will have the opportunity to work at the Steven and Alexandra Cohen Military Family Clinic, conducting neuropsychological evaluations and cognitive remediation while they are on the Adult Inpatient Services.

### **Lifespan/Pediatric Track**

The two pediatric interns will spend the entire year at various outpatient programs through NYU Langone Medical Center, providing comprehensive neuropsychological testing, individual psychotherapy, and staff and family consultation with infants, children, and adolescents with a variety of diagnoses, including prematurity, cancer, epilepsy, Acquired Brain Injury, and a variety of chronic health conditions. Interns conduct comprehensive neuropsychological evaluations with a strong emphasis on treatment recommendations and reintegration back to school. As part of a mini-rotation, interns are given the opportunity to work in the Premature Infant Clinic with Dr. Michele Zaccario.

The pediatric interns will spend 12 months providing neuropsychological evaluations at Rusk Rehabilitation, NYU Langone Orthopedic Hospital in Manhattan (6 months are 2 days/week) with Dr. Melanie Thies. There is a 6-month neuropsychology rotation at NYU Langone Brooklyn (1 day/week) with Dr. Gianna Locascio.

Interns will also have opportunities to co-lead virtual therapy and cognitive groups, provide cognitive remediation, and administer neuropsychological evaluations in the Rusk Adult Outpatient Department.

## **The Training Curriculum**

### **Orientation Program**

The interns participate in a comprehensive two-week orientation program at the beginning of the internship year. The orientation is designed to acquaint them with rehabilitation medicine and the role of the psychologist in the rehabilitation setting. The program includes a series of lectures on the various types of disabilities seen in the medical center (e.g., Traumatic Brain Injury, Stroke, epilepsy, and cardiopulmonary conditions), the roles and interventions provided by different healthcare professionals, and core psychological issues presented by individuals

with physical and cognitive disabilities. Topics include dealing with trauma and loss, the impact of disability on the family, countertransference issues, principles of cognitive remediation, neuropsychological assessment and rehabilitation, and stress management interventions.

### **Seminars**

Interns attend four hours of seminars per week for the remainder of the academic year. The seminars reflect the overall philosophy of the program, to train interns in generic psychology skills that can be utilized in any setting, as well as specific psychology skills related to the practice of neuro-rehabilitation psychology.

#### **Continuous Case/Cultural Sensitivity and Awareness/Professional Development Seminar**

Dr. Robert Gordon directs this seminar, which includes psychotherapy peer supervision, diversity and cultural sensitivity, disability awareness, and professional development. The focus of the seminar is on understanding and utilizing countertransference reactions as well as negotiating the multiple roles of an intern in a rehabilitation setting. The seminar integrates existential-humanistic, interpersonal, and relational psychotherapeutic approaches including presentations on dream interpretation, dealing with issues of hope, trauma, and loss, and meaning in life. There are lectures on psychotherapy with different cultural groups. The seminar also includes presentations by patients with various diagnoses to provide education and increase awareness of the challenges of living with a disability across the continuum of care, as well as discussion of professional issues including starting a private practice, supervision, and ABPP certification.

#### **Brain-Behavior Relationships Seminar**

Dr. David Erlanger, a Board-Certified Clinical Neuropsychologist, directs this seminar. Part I focuses on brain-behavior relationships, reviewing the organization of the nervous, sensory, and motor systems, the biochemical activity of the brain, cortical organization, functions, and disorders of the various parts of the brain, and a review of psychometric principles and neuropsychological test properties.

Part II of the seminar is devoted to Neuropsychological Testing. There is a review of neuropsychological test data with pediatric and adult disorders commonly seen in a rehabilitation setting, such as Traumatic Brain Injury, vascular disorders, cortical and subcortical dementias, infectious processes, autoimmune diseases, brain tumors, metabolic and endocrine disorders, Alzheimer's disease, and stroke. Each intern presents one neuropsychological testing case during the year. Interns learn to identify patterns of strengths and weaknesses in test data and develop recommendations based on test findings.

#### **Cognitive Remediation Seminar**

Dr. Donna Langenbahn coordinates this in-person seminar. Topics include models of cognitive remediation and intervention strategies to address attention, executive functioning, memory, organization, problem-solving, and visual/spatial difficulties. After a review of the evidence-based literature on each of the major cognitive domains is discussed, case presentations by outpatient staff will demonstrate the application of cognitive remediation to individuals with acquired brain injury. Interns will present clinical cases during this seminar and participate in cognitive remediation labs.

### **Family Therapy Seminar**

Drs. Leo J. Shea III coordinates this seminar. The interns participate in an extensive series of didactics and experiential exercises that include the history and theory of multiple family therapy approaches, consultation with family, practical case studies, and role-playing. The seminar focuses on treating families in a clinical and a medical/rehabilitation setting. The interns will present clinical cases during the year.

### **Cultural Sensitivity and Diversity Module**

Dr. Felicia Connor will lead this training module focuses on topics including cultural considerations in assessment, sociocultural factors and cognitive development, barriers in treatment and health care/coverage, health disparities, health beliefs, and the experience of immigrants and refugees.

### **Psychological Aspects of Clinical Disorders in Rehabilitation Module**

Dr. Karen Langer coordinates this module involving presentations on unawareness, anosognosia, emotional aspects of denial and awareness, psychotherapeutic treatment of denial of disability, and hemi-attention and neglect.

### **Leadership Seminar**

Dr. Felicia Connor will present a series of interactive lectures on topics related to the role of leadership in rehabilitation psychology, including the application of growth mindset vs. fixed mindset, management of daily habits, the intersection of culture and leadership, professional development, advocacy, imposter syndrome, mentorship, and leadership development skills beyond the internship setting. This series of lectures will include role-plays, trainee-led seminars, and guest speakers from the community.

## **COVID ACCOMODATIONS**

During the 2026-2027 training year, each intern will adhere to the hospital-wide COVID policy to ensure safety precautions are still followed.

## **INTERN SELECTION CRITERIA**

If you are interested in pursuing an internship at Rusk Rehabilitation, please visit the APPIC website ([www.appic.org](http://www.appic.org)) to access the **AAPI Online** via the **Applicant Portal** and submit your electronic AAPI internship application. A completed application will consist of the following:

The Rusk Clinical Psychology Intern Program follows the standard APPIC Matching Program guidelines. Online information, including graduate school transcript (original not required), curriculum vitae, treatment or case summary, psychological evaluation or a neuropsychological evaluation, and three letters of reference (two of the letters should be from clinical supervisors) should be **submitted by November 14, 2025**.

***Please indicate in your cover letter which track(s) you are interested in (e.g., adult or child/lifespan).***

### **APPIC Matching Codes**

147512	Adult Track	4 positions
147514	Child Track (Lifespan)	2 positions

\*For the matching program, applications can either rank one track or rank both of tracks.  
**Please note this information in your cover letter.**

We will follow the guidelines of the APPIC Matching Program.

Each applicant will receive an email by December 15, 2025, regarding their interview status. All interviews for the 2026-2027 cohort will be conducted remotely via Webex or Zoom.

- **Adult Track Interview Schedule:** December 8<sup>th</sup> through December 19<sup>th</sup> (2 weeks)
- **Lifespan Track Interview Schedule:** January 5th, 9th, and 13th

Each applicant will be interviewed by the Director of Training, a psychologist, and an intern. Applications from candidates in Clinical, Counseling, School, Neuropsychology, and Health Psychology Programs (Ph.D. and Psy. D.) are accepted. Applicants from APA-approved programs are strongly preferred.

Candidates must have completed all academic coursework and comprehensive examinations leading to a doctoral degree before the start of the internship. We prefer candidates who have completed a significant part of the dissertation before the internship (e.g., completed data collection). A minimum of 500 hours of supervised practicum experience in psychotherapy and testing in child or adult settings dealing with psychological, physical, cognitive, and health-related issues is required before the start of the internship. One of the experiences should be in a hospital setting, with prior rehabilitation experiences in the practica highly desired. We prefer candidates to have completed at least ten integrated psychological or neuropsychological reports. Knowledge of neuropsychological testing obtained during formal coursework is required for this internship.

Candidates from racial/ethnic minority groups or disability backgrounds, or who are fluent in another language, are strongly encouraged to apply. This internship site agrees to abide by the APPIC policy that no person at the training facility will solicit, accept, or use any ranking-related information from any intern applicant.

### **BENEFITS & HUMAN RESOURCES**

#### **Compensation and Benefits**

The current annual stipend is \$30,050. The stipend is paid every two weeks.

- Medical Coverage options include the following: two United Healthcare (PPO) options, two Health Maintenance Organizations (HMOs-Empire & HIP), and one Exclusive Provider Organization-Oxford EPO. Medical benefits begin immediately.
- Dental Plan options include the following: Delta Dental PPO, Met Life PPO Plus, Cigna

- DHMO Plan
- Vacation: 15 days, plus 4 personal days and 5 professional days
- Access to Medical School and University libraries and Medical School lectures
- Reduced fee for New York Sports Club and Verizon Wireless and concerts, shows, and sporting events in New York City

### **Physical Examination**

As part of the Human Resources process and in compliance with public law, interns are required to undergo a physical examination during the summer prior, to the start of their internship as a condition of employment.

### **CULTURAL DIVERSITY & STATEMENT OF NONDISCRIMINATION**

#### **Cultural and Individual Diversity**

The Program is committed to supporting cultural and individual diversity and does not discriminate based on race/ethnicity, color, religion, sex, marital status, national origin, ancestry, age, sexual orientation, gender, disability, or veteran status in its recruitment and retention of interns, postdoctoral fellows, faculty, and staff. We welcome applicants from various racial, ethnic, sexual orientation, religious, and cultural backgrounds, as well as those with physical disabilities. Its didactic and experiential training are designed to foster an understanding and sensitivity of cultural and individual diversity as they relate to professional psychology. The patient population and staff at the Medical Center are culturally and individually diverse.

#### **Statement of Nondiscrimination**

NYULH is committed to ensuring equal opportunity. Its equal opportunity/nondiscrimination policy is designed to ensure that employees, interns, faculty, and supervisors understand their rights and responsibilities. The Medical Center's discrimination complaint procedure is designed to ensure that concerns are handled in a timely and responsive manner. Equal Opportunity is a legal right of all persons to be accorded full and equal consideration regardless of protected class with regard to all terms and conditions of employment (e.g., hiring, promotion, layoff, demotion, termination, access to training, educational programs, and financial aid).

### **THE TRAINING PROGRAM FACULTY**

The Training Program Faculty represents a broad diversity of clinical training and expertise to the Department, which is reflective of their respective doctoral training in clinical, counseling, child clinical/school, and neuropsychology. Faculty members are involved in direct clinical practice, clinical supervision of interns, and presentations within the training program, as well as within the larger professional community. In addition, the faculty serves on a variety of departmental and hospital-wide committees, publishes, conducts research, and assumes active leadership in varied professional organizations (e.g., Division 22 of APA, American Congress of Rehabilitation Medicine, etc.). Thus, the faculty of the training program is well-positioned to train and serve as role models for future psychologists in the field.

### **Directors of Training**

**Felicia B. Connor, Psy.D., (ABPP)** is the Director of Intern Training, Clinical Assistant Professor, and a Supervisor in the Adult Outpatient Service (Rehabilitation Psychology) in Clinical Psychology. She is Board Certified in Rehabilitation Psychology and a member of cohort 14 for the Leadership Institute for Women in Psychology (LIWP) for APA. She is active in the pediatric and adult task force group for the American Congress of Rehabilitation Medicine (ACRM) and the Division of Rehabilitation Psychologists. She supervises interns in the area of cognitive remediation and psychotherapy. She has co-led several groups with interns, including cognitive remediation, stress management, and psychosocial skills for Multiple Sclerosis. Dr. Connor's special interests include Traumatic Brain Injury, Multiple Sclerosis, leadership development, cognitive remediation, neuropsychological testing, concussion across the lifespan, cognitive behavioral therapy in TBI and Multiple Sclerosis, adjustment, interpersonal therapy, and individual and family therapy. She has published in the areas of cognitive remediation in children and presented in the areas of COVID-19 and concussion, multicultural barriers to rehabilitation, special considerations in the evaluation of individuals from diverse backgrounds, telehealth in rehabilitation, and women and leadership development. She presents to the interns on multicultural sensitivity, leadership development, mentorship skills, and telehealth.

**Joseph Ricker, Ph.D., ABPP** (Clinical Neuropsychology & Rehabilitation Psychology), is the Director of Psychology at Rusk Rehabilitation at NYU Langone Health and Professor of Rehabilitation at NYU Grossman School of Medicine. Prior to coming to NYU, Dr. Ricker was the Director of Psychology and a Vice Chair of Physical Medicine and Rehabilitation at the University of Pittsburgh Medical Center from 2003 until 2013. Dr. Ricker has also previously worked at Kessler Rehabilitation (1999-2003) and the Rehabilitation Institute of Michigan (1993-1999). He earned a Ph.D. in Clinical Psychology from Wayne State University. He has been a member of the Board of Directors of the American Academy of Clinical Neuropsychology, the American Board of Clinical Neuropsychology, and the American Board of Rehabilitation Psychology. Throughout his career, Dr. Ricker has provided inpatient neuropsychological and psychological evaluation and treatment, as well as outpatient clinical neuropsychological and psychological evaluations with adults who have experienced neurological injury and neuro-medical conditions. His program of research deals with the correlates and outcomes of cognitive impairment, recovery, and rehabilitation following brain injury (TBI), and other neurological disorders (e.g., multiple sclerosis). His more recent research projects include the examination of altered cerebral blood flow, in conjunction with functional connectivity studies, as they relate to impaired episodic and working memory after brain injury. Research programs include the use of technologies such as functional MRI (fMRI), positron emission tomography (PET), diffusion tensor imaging (DTI), and functional near-infrared spectroscopy (fNIRS). Over the past 17 years, he has been the Principal Investigator of four NIH-funded grants that have examined human brain injury, including two NIH R01-funded projects that use fMRI and fMRI+DTI to study cognitive and functional aspects of TBI. Dr. Ricker is the author of 77 peer-reviewed scientific articles, 22 book chapters, and editor or co-editor of five books. He has been a member of the editorial boards of five scientific journals, including the Journal of Head Trauma Rehabilitation, Journal of Clinical and Experimental Neuropsychology, The Clinical Neuropsychologist, Rehabilitation Psychology, and Archives of Clinical Neuropsychology (for which he currently serves as an Associate Editor). He has been a grant reviewer for multiple federal agencies and other research foundations, including the National Institutes of Health, the Department of Veteran Affairs, the Department of Defense, the National Multiple Sclerosis Society, and the Ontario Neurotrauma Foundation.

### **Consultant to the Intern Training Program**

**Robert M. Gordon, Psy.D.** in Child Clinical/School Psychology, Yeshiva University, Ferkauf Graduate School of Psychology. Dr. Gordon is a consultant to the intern training program. He was the Director of the Intern Training Program from 1995-2021 and the Co-Director from 1987-1994. He received a certificate in Psychoanalysis and Psychotherapy, Adelphi University. Dr. Gordon was the Co-Director of Intern Training from 1987-1994 and Director of Intern Training from 1995-2021. He is on the editorial board of the *Journal of Infant, Child, and Adolescent Psychotherapy*. His special interests include ethics, forensic testing, supervision, and integration of neuropsychology, existential, rehabilitation, and relational models. He has published in the areas of existential and relational approaches during COVID-19 with patients with preexisting medical conditions, supervision in hospital settings, psychotherapy with children and adolescents with physical disabilities, pain management, dream interpretation, parental coping strategies of physically disabled and premature children, relational psychoanalysis, and the use of projective tests in neuropsychological testing. Dr. Gordon coordinates the Continuous Case, Cultural Sensitivity, and Disability Awareness and Professional Development Seminar.

**Joseph F. Rath, Ph.D.** in Counseling Psychology, Fordham University. He is the Director of the Postdoctoral Fellowship Training Program in Rehabilitation Research and Associate Director for Psychology Research. Dr. Rath is past president of Division 22 (Rehabilitation Psychology) Chair of the American Psychological Association's (APA) Committee on Disability Issues in Psychology, Consulting Editor for the journal *Rehabilitation Psychology*, and recipient of the Harold Yuker Award for Research Excellence from APA's Division of Rehabilitation Psychology. He has over a decade of research experience on federally funded projects and private foundation grants and has served on scientific peer-review panels for the Department of Defense and the National Institute on Disability, Independent Living, and Rehabilitation Research. He is the Project Director or Co-Investigator on several research projects funded through grants from NIDRR, NIH, and the Department of Defense. Dr. Rath holds a certificate in rational-emotional therapy and his major interests include integrating cognitive and emotional interventions in cognitive rehabilitation, CBT for individuals coping with chronic illness or disability, neural network changes following brain injury, training of psychologists with disabilities, and sociocultural diversity issues in rehabilitation psychology. He has published peer-reviewed journal articles, book chapters, and abstracts, as well as presented at national and international conferences in the areas of acquired brain injury, problem-solving, emotional self-regulation, and rehabilitation psychology. He presents to the interns in the area of evidence-based problem-solving approaches to cognitive rehabilitation.

**Kenneth Hartline, Psy.D. (ABPP-CN)** in Clinical Psychology at Pepperdine University Graduate School of Education and Psychology. He is the former Supervisor of Adult and Pediatric Psychology, at NYU Langone Orthopedic Hospital. Dr. Hartline completed his internship at Rusk Rehabilitation at NYU Langone and his neuropsychology fellowship at Children's Hospital Los Angeles. Prior to returning to NYU, he was on faculty at the University of Southern California, Keck School of Medicine. He was the lead neuropsychologist at the Neurological Institute at Children's Hospital Los Angeles. Areas of clinical interest include pediatric epilepsy, concussion, and TBI as well as adult inpatient neuro-rehabilitation.

### **Senior Faculty**

**Barbara Cicero, Ph.D.** in Neuropsychology, City University of New York. Program Manager, Adult Outpatient Service. Dr. Cicero's special interests include neuropsychological testing, cognitive remediation, and working with military veterans and their families.

**Ilana Grunwald, Ph.D.** in Neuropsychology, City University of New York. Senior Psychologist, Adult Outpatient Service. Dr. Grunwald coordinates neuropsychological testing in the Adult Outpatient Service and supervises interns in testing. Her special interests include neuropsychological assessment and working with patients with voice disorders. She has published in the areas of Traumatic Brain Injury, emotions, and animal-assisted psychotherapy. She lectures to the interns the area of neuropsychological testing in a rehabilitation setting.

**Donna Langenbahn, Ph.D.** in Clinical Psychology, University of Kentucky. Dr. Langenbahn is the Coordinator of the Adult Outpatient Service. Her interests include assessment, cognitive remediation, psychotherapy with brain-injured patients, and rehabilitation of Spanish-speaking individuals. Dr. Langenbahn coordinates the Cognitive Remediation Seminar. She has published in the areas of evidence-based cognitive remediation and problem-solving in acquired brain injury. She is a member of the American Congress of Rehabilitation Medicine's Communication Committee, Publication Committee Brain Injury's Interdisciplinary Special Interest Group, and the New York Neuropsychology Group's Bilingual Task Force.

**Faculty Supervisors**, provide supervision and/or presentations in an ongoing seminar

**Yuen Shan Christine Lee, Ph.D. (ABPP-RP)** in Clinical Psychology (Health Emphasis), Yeshiva University, Ferkauf Graduate School of Psychology. Senior Psychologist, Adult Outpatient Service. Dr. Lee supervises interns in neuropsychological testing and integrative approaches to cognitive remediation and psychotherapy. Her special interests include concussion, Traumatic Brain Injury, cross-cultural issues related to neuropsychological assessments and neurorehabilitation interventions, and positive psychology. She presents to the interns in the area of cross-cultural issues in rehabilitation and neuropsychology. She has written in the areas of Traumatic Brain Injury, concussion, headache, and cardiovascular health. She is a member of the Intern Training and Education and Cultural Competency Committees.

**Gianna Locascio, Ph.D. (ABPP-CN, RP)** in School Psychology with Specialization in Neuropsychology, Rutgers Graduate School of Professional Psychology (GSAPP), Director of Pediatric Neuropsychology at NYU Langone-Brooklyn and Clinical Associate Professor of Neurology and Child/Adolescent Psychiatry at NYU School of Medicine. She is Board Certified in Clinical Neuropsychology, the Subspecialty of Pediatric Neuropsychology, and Rehabilitation Psychology. She is also a Certified School Psychologist. Dr. Locascio offers interns a joint minor training rotation in clinical evaluations of children and adolescents with a wide range of neurological and rehabilitation disorders. She has published multiple articles and a book on pediatric cognitive rehabilitation.

**William Lu, Psy.D.** in Clinical Psychology and Neuropsychology, Yeshiva University, Ferkauf Graduate School of Psychology. Senior Psychologist, Adult Outpatient Services. His special interests include Traumatic Brain Injury, sleep and memory processing, mindfulness,

neuropsychological testing, and cognitive remediation. Dr. Lu has published in the areas of Traumatic Brain Injury and sleep and memory processing. He is a member of the Cultural Competency Committee.

**Stephanie Amalfe, Ph.D.** is a fellowship-trained neuropsychologist with specialization in concussion assessment and management. Dr. Amalfe joined NYU Langone Health following a two-year neuropsychology post-doctoral fellowship within Inova Sports Medicine's Concussion Program. Dr. Amalfe obtained her doctorate in clinical psychology from Fairleigh Dickinson University after completing a predoctoral internship at NYU Langone Health's Rusk Rehabilitation. Her goal is to provide patients of all ages and abilities with individualized care following neurological and psychological conditions. Dr. Amalfe has presented at national conferences and has co-authored several peer-reviewed publications with a primary focus on sport-related concussion. She supervises cognitive remediation and neuropsychological assessment in the area of concussion.

**David McCabe, Ph.D.** is a Senior Psychologist in the Adult Outpatient Service at NYU Langone. He earned his doctorate in Clinical Psychology with a specialization in Neuropsychology from the City University of New York and completed a two-year APPCN-certified clinical neuropsychology fellowship at Henry Ford Health System in Detroit, Michigan. He supervises interns in both individual and group cognitive remediation. His clinical and research interests include traumatic brain injury, stroke, and neurological disease. Dr. McCabe also has experience providing emotional support and psychoeducation to families of individuals with aphasia. He is an active member of the Intern Training and Education Committee.

**Ferzeen K. Patel, Psy.D. (ABPP-RP)** is a Clinical Psychologist from Nova Southeastern University. Staff Psychologist, Adult Inpatient Services, Brain Injury Rehabilitation Program. Dr. Patel completed a one-year fellowship in Neuro-Rehabilitation from the University of Kansas Medical Center. She supervises interns in acute inpatient rehabilitation psychology services at NYU Langone Health Orthopedic Hospital and has previously supervised students in outpatient neurorehabilitation counseling and neuropsychological assessment. Her clinical and research interests include Traumatic Brain Injury, Disorders of Consciousness, stroke, and memory disorders. Dr. Patel has served on the board for Division 22 as an Early Career Professionals Representative and is the APA program chair for 2021 and 2022.

**Leo J. Shea III, Ph.D.** in Clinical Psychology, Carlos Albizu University. Senior Psychologist, Adult Outpatient Service. His special interests include Lyme disease, Traumatic Brain Injury, and forensic testing. Dr. Shea lectures the interns in the areas of family therapy, forensic testing, and Lyme disease.

**Lucia Smith-Wexler, Ph.D.** in Clinical Psychology (Health Emphasis), Yeshiva University, Ferkauf Graduate School of Psychology. Senior Psychologist, Adult Outpatient Service. Dr. Smith-Wexler's clinical work focuses on providing culturally relevant and sensitive psychological services to Latino and Spanish-speaking patients. She also supervises bilingual Spanish-speaking interns in the provision of rehabilitation psychology and neuropsychological testing to Latinos. Her special interests include ethnic minority issues in rehabilitation, culturally competent neuropsychological test administration, and health psychology. She has written about ethnic minority rehabilitation disparities and spoken about her clinical experiences working with Latino patients at the national conference level. She lectures to the interns on cross-cultural issues in rehabilitation and neuropsychology. Dr. Smith-Wexler is a member of the Intern Training and Education and Cultural Competency Committees.

**Amanda Spray, Ph.D.** in Clinical Psychology (Health Emphasis), Yeshiva University, Ferkauf Graduate School of Psychology. She completed her Predoctoral Internship in General Psychology and Postdoctoral Fellowship in Clinical Health Psychology and Primary Care

Based Mental Health at the VA NY Harbor Healthcare System, Manhattan Campus. Dr. Spray specializes in working with veterans and their families and providing treatment to individuals with comorbid psychological and physical illnesses. She supervised interns at the Steven and Alexandra Cohen Military Family Clinic at NYULH.

**Madhu Suresh, PhD** in Clinical Psychology, Palo Alto University, is a supervising psychologist in the inpatient complex medical/cardiopulmonary service at NYU Tisch Hospital. Dr. Suresh completed her internship at Georgia Regional Hospital, Atlanta. She completed a health psychology postdoctoral fellowship at DLA Psychology Center, Chicago, and a research fellowship at Rush University Medical Center. Her areas of interest include the impact of caregiver health comorbidities as well as patient-caregiver dyadic self-management of acute/chronic illness. Dr. Suresh supervises interns in consultation liaison, psychotherapy, active participation in an interdisciplinary team, and co-treatment with other disciplines.

**Joanna Wolfson, Ph.D., (ABPP)** in Clinical Psychology, Fairleigh Dickinson. Senior Psychologist, Adult Outpatient Service. Dr. Wolfson completed her internship at Rusk Rehabilitation and her postdoctoral fellowship at the Manhattan VA in health psychology/primary care. Dr. Wolfson supervises interns in the areas of health psychology, integrating cognitive remediation and psychotherapy, and interdisciplinary collaboration. Her special interests include behavioral health interventions and CBT for mood/anxiety difficulties related to TBI, vestibular conditions, and other medical illnesses. She presents to the interns on integrated healthcare, health anxiety, and motivational interviewing. She is a member of the Intern Training and Education and Cultural Competency Committees.

**Michele Zaccario, Ph.D.** in Clinical Psychology, Fairleigh Dickinson University. She is an Associate Professor of Psychology at Pace University in New York City, where she teaches in both the doctoral and undergraduate programs, and currently serves as the Co-Director of Undergraduate Psychology - NYC campus. She is also a consultant practitioner and researcher within the Pediatric Department of New York University's Langone Medical Center (NYULMC) – Division of Neonatology, working with high-risk infants and young children. Dr. Zaccario completed both a Predoctoral Internship and a Postdoctoral Fellowship in Clinical Pediatric Psychology and Neuropsychology at Rusk Rehabilitation-NYULMC. Her areas of clinical specialty and research include the neuro-developmental follow-up of premature and developmentally at-risk infants and the neuropsychological assessment of neurologically impaired and medically fragile children. She supervises pediatric interns in a minor rotation during the internship year.

**Keith Johnson, Ph.D.** in Clinical Psychology, Fairleigh Dickinson University. Dr. Johnson is a staff psychologist on the Adult Outpatient Service. He completed an APA-accredited clinical internship at the Central Arkansas Veterans Medical Center in the Neuropsychological Assessment Specialty Track. He completed an APA-accredited two-year postdoctoral fellowship in Clinical Neuropsychology at the Central Western Massachusetts Veterans Medical Center. His work primarily includes neuropsychological assessment, cognitive rehabilitation, and group treatment with individuals with a wide range of neurological conditions.

**Aliza Jacob, Ph.D.** in Clinical Psychology with specialization in Neuropsychology from The Graduate Center, CUNY at Queens College. Dr. Jacob completed her neuropsychology postdoctoral fellowship at North Shore University Hospital, Northwell Health in the Department of Neurology. Her interests include assessment and cognitive remediation of individuals with traumatic brain injury, stroke, epilepsy, autoimmune encephalitis, multiple sclerosis, and other neurologic conditions. She supervises interns in neuropsychological assessment with a particular emphasis on complex neurologic presentations. She co-leads several groups, including evidence-based cognitive remediation skills/support groups and psychosocial adjustment of young adults post-acquired injury.

**Anita Kwashie, Ph.D.** in Clinical Science and Psychopathology Research, University of Minnesota. Dr. Kwashie completed her internship at Rusk Rehabilitation. She is a psychologist in the Adult Outpatient Service who specializes in assessment and cognitive rehabilitation. She is a member of the American Academy of Clinical Neuropsychology's Early Career Committee.

**Usha Persaud, Ph.D.** in Clinical Psychology, Fairleigh Dickinson University (2021). Dr. Persaud is a staff psychologist on the Adult Outpatient Service. She completed her internship at Rusk Rehabilitation, followed by a two-year fellowship in Clinical Neuropsychology at the University of Connecticut. Her work primarily includes neuropsychological assessment, cognitive remediation, and group treatment with individuals with a wide range of neurological conditions.

**Alexandria Rogers, Ph.D.** in Counseling Psychology (Health Psychology Emphasis), University of Georgia. She completed a postdoctoral fellowship in rehabilitation psychology at Johns Hopkins University School of Medicine. Dr. Rogers is a supervising psychologist on the inpatient cardiopulmonary/medically service and also provides outpatient psychotherapy as part of the Adult Outpatient Service. Her interests include adjustment to disability/chronic illness, limb loss, caregiver support, trauma-informed care, and health disparities. She is a member of Division 22's Advocacy and Diversity Committees.

**Melanie Thies, Ph.D.** in Clinical Psychology, CUNY Graduate Center- Queens College. She completed her doctoral internship at the James J. Peters VA Medical Center in the neuropsychology track and completed a pediatric neuropsychology fellowship at Memorial Sloan Kettering Cancer Center. Dr. Thies is a clinical neuropsychologist at Rusk Rehabilitation in the pediatric outpatient service. She has clinical interests in neuropsychological assessments for individuals with complex medical or neurological conditions. She has published on factors that impact cognitive, behavioral, and psychological functioning in individuals with serious mental health disorders (e.g., schizophrenia, bipolar disorder, substance use disorder) and major medical conditions (e.g., pediatric cancer). She is a member of AACN, APA's Division 40, and NYSAN. She is also a board member of New York Neuropsychology Group.

### **Adjunct Faculty/Other Contributors**

**David Erlanger, Ph.D. (ABPP-CN)** in Counseling Psychology, Columbia University. Adjunct Clinical Instructor. Dr. Erlanger serves as Coordinator of the Neuroanatomy and Adult Brain-Behavior Relationship Seminar. His special interests include neuropsychology, forensic testing, assessment of dementia, and computerized neuropsychological assessment. Dr. Erlanger has published in the areas of the neuropsychology of endocrine disorders, the development and validation of a web-based neuropsychological test protocol for sports-related return-to-play decision-making, and gender differences in outcome from sports-related concussion.

**Karen Langer, Ph.D.** in Clinical and Experimental Psychology, Yeshiva University, Ferkauf Graduate School of Psychology. Dr. Langer is the former Program Manager for Psychology Services at Rusk Rehabilitation at NYU Orthopedic Hospital. Her interests include supervision and interdisciplinary team consultation. Dr. Langer co-edited a textbook on psychotherapeutic interventions for adults with brain injury or stroke, was a Guest Editor for the *American Journal of Psychotherapy* on disability, and has published on memory, anosognosia, depression and denial, and topics in the history of neuroscience. She coordinates the Psychological Aspects of Clinical Disorders in the Rehabilitation Module.

**David Biderman, Ph.D.** in Clinical Health Psychology, Yeshiva University, Ferkauf Graduate School of Psychology. Dr. Biderman is the former Program Manager of Adult Outpatient

Psychology Service, Brain Injury Day Treatment Program. Dr. Biderman previously supervised interns in the areas of individual and group cognitive remediation and psychotherapy. His special interests include neuropsychological and functional assessment and intensive holistic neuropsychological rehabilitation. He has published in the areas of Traumatic Brain Injury and identity and HIV.

**William J. Waked, Ph.D.** in Clinical Psychology, St. John's University. His interests include psychological assessment, neurocognitive screening, psychological counseling, and stress management training for individuals with a variety of cardiopulmonary disorders including those undergoing organ transplantation and those who have experienced toxic-metabolic encephalopathy. He oversees the Presentation Committee of the Rusk Adult Outpatient Service, which aims to bring in a diversity of psychologists and neuropsychologists for presentations addressing a variety of clinical and research topics pertinent to the fields of rehabilitation psychology, neuropsychology, neuroscience, and physical medicine.

### Internship Training Committee

The Training Director leads the internship training committee. It was formed to review and assess the quality of supervision provided to interns, discuss clinical challenges, and brainstorm opportunities to improve the internship program. This committee meets monthly to discuss supervision practices and address any challenges that arise. The committee attendees are as follows: Dr. Felicia Connor, Psy.D., ABPP, Dr. Joseph Ricker, Ph.D., ABPP, Dr. Barbara Cicero, Ph.D., Dr. Ken Hartline, Ph.D., ABPP, Dr. Christine Lee, Ph.D., ABPP, Dr. Joanna Wolfson, Ph.D., ABPP, Dr. Leo Shea, Ph.D.

### **Initial Post-Internship Positions**

	2018-2024	
Total # of interns who were in the 7 cohorts	56	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center	0	0
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	0

Veterans Affairs medical center	3	5
Military health center	0	0
Academic health center	0	1
Other medical center or hospital	48	43
Psychiatric hospital	0	0
Academic university/department	0	0
Community college or other teaching setting	0	1
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	5	6
Not currently employed	0	0
Changed to another field	0	0
Other	0	0

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position

### POST-INTERNSHIP POSITIONS, ADMISSIONS CRITERIA, FINANCIAL AND OTHER BENEFITS

Graduates of our program obtain positions in clinical service, research, and teaching once they have completed their overall training in health service psychology. As can be seen in the following table, our interns typically transition to postdoctoral fellowships after completing the internship. It is estimated that 92% of the interns during the past three years have completed their dissertation and graduation requirements prior to completion of the internship.

### Internship Program

#### **Basic Requirements:**

#### **Intern selection, practicum and academic preparation requirements:**

Candidates must have completed all academic coursework and comprehensive examinations leading to a doctoral degree prior to the start of the internship. We prefer candidates who have

completed a significant part of the dissertation prior to the internship (e.g., completed data collection). A minimum of 500 hours of supervised practicum experience in child or adult settings dealing with psychological, physical, cognitive, and health-related issues is required before the start of the internship. One of the experiences should be in a hospital setting, with prior rehabilitation experiences in the practica highly desired. We prefer candidates to have completed at least ten integrated psychological or neuropsychological reports. Knowledge of neuropsychological testing obtained during formal coursework is required for this internship.

We are committed to fostering an inclusive and supportive training environment. Applicants from historically underrepresented backgrounds, individuals with disabilities, and those who are multilingual are strongly encouraged to apply. This site affirms its commitment to equity and fairness in the application process and fully abides by the APPIC policy that no person at the training facility will solicit, accept, or use any ranking-related information from any applicant.

**Does the program require that applicants have received a minimum number of hours of the following at the time of application? If Yes, indicate how many:**

Total Direct Contact Intervention Hours	Yes	<b>400 Hours</b>
Total Direct Contact Assessment Hours	Yes	100 Hours

**Describe any other required minimum criteria used to screen applicants:** 10 integrated reports

### **Other Benefits**

- Medical Coverage options include two United Healthcare (PPO) options, two Health Maintenance Organizations (HMOs-Empire & HIP), and one Exclusive Provider Organization-Oxford EPO. Medical benefits begin immediately.
- Dental Plan options include the following: Delta Dental PPO, Met Life PPO Plus, Cigna DHMO Plan
- Access to Medical School and University libraries and Medical School lectures
- Reduced fee for New York Sports Club and Verizon Wireless and concerts, shows, and sporting events in New York City

<b>Financial and Other Benefit Support for Upcoming Training Year*</b>	
Annual Stipend/Salary for Full-time Interns	<b>30050</b>
Annual Stipend/Salary for Half-time Interns	<b>N/A</b>
Program provides access to medical insurance for intern?	<b>Yes</b>
<b>If access to medical insurance is provided:</b>	
Trainee contribution to cost required?	<b>Yes</b>
Coverage of family member(s) available?	<b>Yes</b>

Coverage of legally married partner available?	<b>Yes</b>
Coverage of domestic partner available?	<b>Yes</b>
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	<b>19 days</b>
Hours of Annual Paid Sick Leave	<b>12 days</b>
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?	<b>Yes</b>

### ACCREDITATION STATUS

For information about our program's APA accreditation status, please contact:

The Commission on Accreditation  
American Psychological Association  
750 First Street, NE  
Washington, D.C. 20002-4242  
(202) 336-5979

The Rusk Rehabilitation Clinical Psychology Internship has been accredited since 1955 and is the second-oldest accredited internship program in the country, and is currently accredited for seven years.

### POLICIES AND PROCEDURES

Policies and procedures for the training program are available upon request from an intern applicant. Key policies and procedures are reviewed with interns during orientation. The interns receive a copy of the Policies and Procedures Manual during the Orientation Program.