



**Doctoral Psychology Internship Training
Program Brochure**

2027-2028

Table of Contents

Introduction to The School at Columbia University – 3

Overview – 3

Training Program Mission Statement – 3

The Child Support Team at TSC – 4

The Training Program – 5

Program Description - 6

Program Philosophy and Model – 6

Training Aims and Competencies – 7

Sequence of the Training Program – 8

Full-time Experiences – 9

Areas of Training – 9

Clinical Training Activities - 9

Services and Assignments – 11

Supervision – 11

Didactic Seminars – 12

Literature Review Seminars - 12

Workshops, Outside Seminars and Grand Rounds – 12

Other Learning Activities – 13

Program Policies and Procedures – 13

The Identification and Management of Trainee Problems – 13

Personnel Policies and Procedures – 17

Application Process – 17

Faculty/Supervisor Listing – 18

INTRODUCTION TO THE SCHOOL AT COLUMBIA UNIVERSITY

Overview

The School At Columbia University (TSC) is a general education school with a student body of over 400 students from kindergarten to eighth grade (K-8) supported by 125 full-time and 25 part-time educators. The admissions process was established to ensure that TSC maintains an even enrollment distribution between children of Columbia University (CU) families, and children of families who live in Public School Districts 3 and 5 (Harlem, Morningside Heights and the Upper West Side). CU's financial backing enables TSC to conduct an admissions process that is entirely need-blind. Thus, TSC has perhaps the most socially and economically diverse student body in an independent elementary school in New York City.

TSC was created in 2000 as a K-8 laboratory school under the direction and sponsorship of Columbia University (CU) that would serve three central purposes, as outlined by the CU's Board of Trustees:

- To serve as a cornerstone of CU's recruitment and retention strategy by offering a high-quality schooling option for families employed by the University
- To serve the neighborhood by offering a compelling educational alternative to local public and private K-8 schools
- To serve as a laboratory and model for innovative curriculum and pedagogy, supported by ongoing research and application of best practices

The mission of TSC is to provide an innovative and academically challenging curriculum for a diverse community of kindergarten through eighth grade students. The student body is a dynamic and diverse community drawn equally from the families of CU employees and from the students who live in New York City Public School Districts 3 and 5. TSC is dedicated to fostering in our students' personal resourcefulness and integrity, sense of social responsibility, and lifelong appreciation of learning through an innovative, socially and emotionally supportive, and academically challenging program.

TSC is a general education school that emphasizes differentiated learning. TSC's mission and curriculum architecture sought to embed inclusivity, equity, justice, and multiculturalism into the core of the curriculum, highlighted by school programming that offers equitable access to expansive and enriching learning opportunities. Students are able to participate in a variety of extracurricular activities with all costs covered by TSC, including athletics, arts, and clubs.

TSC is divided into two different divisions: Lower School (Grades K-4) and the Upper School (Grades 5-8). There is also a Head of School and an Assistant Head of School who oversees all divisions. Student to teacher ratio is approximately 15 to 2 for Grades K-3 utilizing co-teaching and associate teaching arrangements, and 15 to 1 for Grades 4-8. For more information please visit our school's website at www.theschool.columbia.edu.

Training Program Mission Statement

The mission of The School at Columbia University's Psychology Training Program is to

prepare doctoral degree level practitioners who are competent in providing a full range of school psychological services including consultation, behavioral intervention, psychoeducational and/or school neuropsychological assessment, Tier 1 services such as SEL lesson, and group and individual counseling. Trainees who complete this program are prepared to apply both the skills and knowledge they gain to work with diverse students and their families, as well as educators, and provide a high and professional level of care independently.

We are pleased to report that The Doctoral Psychology Training Program at The School at Columbia University (TSC) is **accredited by the American Psychological Association (APA) Commission on Accreditation (CoA)**. Our internship program received APA re-accreditation in April 2026.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 First Street, NE

Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

Web: <https://accreditation.apa.org>

The Child Support Team at TSC

The Child Support Team (CST) at The School at Columbia University (TSC) support students from grades K to 8th, which includes a full-time social worker, math and literacy liaisons, learning support specialists, speech-language pathologists, occupational therapists, licensed psychologists, doctoral psychology interns, and part time masters or doctoral-level externs, who deliver services through multiple modalities including individual (push-in/pull-out), small group, consultation, and advocacy. Services that are provided are independent from formalized individualized educational plans (IEPs).

The Social Emotional Learning (SEL) department is a branch of the CST department and hosts the APA-accredited doctoral psychology internship program. In addition to counseling, therapeutic, and consultation services, SEL also has the means to provide comprehensive psychoeducational/school neuropsychological evaluations to inform intervention. Interns are able to gain assessment experience embedded in the school environment, and are able to see the testing process from referral all the way through to results and intervention. The ability to provide these evaluations for complex cases allows for not only a robust training experience, but is aligned with TSC's mission of bridging access to high-quality data-driven school-based mental health support.

THE TRAINING PROGRAM

The School at Columbia University offers a doctoral-level psychology training program for eligible doctoral candidates in School and Clinical Psychology programs. The program is designed to meet APPIC standards for internship programs. For the 2027-2028 school year, three full-time trainee positions will be available. The program is a full-time, 44 hours per week, 10-month position. It begins in late August and ends in late June. Participants complete a minimum of 1750 supervised hours of training, with various opportunities to complete 2000 hours if needed/required by trainee's graduate program or licensure requirements.

Interns at The School at Columbia University (TSC) receive a salary and comprehensive benefits package, including health insurance. Every internship position within TSC's doctoral psychology internship training program has received funding throughout its history. For the 2026-2027 training year, the salary was \$61,500. In addition, each intern receives \$1,300 for professional development activities of their choosing.

Interns at The School at Columbia University (TSC) receive a computer and iPad for their use throughout their training year. Interns also have access to any subscription services (e.g. testing scoring programs, behavioral monitoring tools) that are relevant and used regularly to support the program's training goals. Additionally, TSC allocates office space for interns and other physical resources that aid in the provision of services, such as office supplies.

TSC has amassed an extensive library of assessment materials, and allocates a part of its budget each year to the purchase of updated materials and additional tests as needed. In addition, interns have access to a library of teaching materials, books, art supplies, and therapy games and toys for use in their work with children. Interns also have access to all Columbia University libraries.

Application materials must be submitted by Friday, November 13, 2026 for full consideration for the 2027-2028 academic year. Once all of the applications are received, they will be reviewed thoroughly by the Director of Internship Training and all supervisors to ensure that each potential candidate meets all of the requirements for this training program. Each candidate must be from an APA-accredited graduate program, anticipate completing approximately 900 practicum hours, and should have experience in schools and/or coursework that has prepared them to provide school-based mental health services.

Applicants will be notified about the interview via email by December 18, 2026. Virtual interviews will be required in order to provide a more equitable interview process to all applicants. An additional mandatory Q&A and site tour will be conducted by current psychology interns. Applicants have a choice of attending the Q&A/tour session in-person or virtually. Choice of attending the in-person Q&A and tour will not impact the internship ranking process. Interviews will be conducted between January 6 to January 20, 2027. In accordance with APPIC policies, offers will be formally communicated on the Phase I "match day" in February 2027.

Program Description

The Doctoral Psychology Training Program is organized to provide participants with a planned, programmed sequence of training experiences, with the primary focus on assuring breadth and quality of training. Under supervision, trainees provide direct psychological services to a diverse group of students, parents, and school personnel. The training program constructs a regular and robust supervision schedule with respect to the needs of interns and supervisors alike; however, supervisors adopt an “open door” policy and are available for impromptu/drive-by supervision and consultation throughout the work day. On a quarterly basis, interns are required to submit their acquired internship hours to their primary supervisor in order to ensure timely and successful completion of internship program requirements.

Trainees will also take part in professional development training, didactic seminars, literature review seminars, and team meetings. Trainees may also attend training such as grand rounds, seminars, or workshops offered by Columbia University Department of Psychiatry/New York State Psychiatric Institute at the New York Presbyterian Hospital facilities. The internship program places emphasis on providing opportunities for trainees to learn about cultural and individual diversity as they relate to the practice of psychology and is committed to attracting applicants with a diverse range of experiences and professional backgrounds.

Program, Philosophy and Model

The Doctoral Psychology Training Program at The School is organized using the guidelines provided by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the National Association of School Psychologists (NASP). The program is currently an APPIC member and is accredited by the American Psychological Association (APA). The Doctoral Psychology Training Program at The School is designed to complement the trainee’s doctoral program to support trainees in developing the competencies required of a school psychologist with an earned doctorate.

The program offers trainees a planned sequence of supervised clinical experiences, educational seminars, and consultation and collaboration opportunities with faculty, parents, and the community. One of the core components of the program is learning to not only work with individual students, but to work at a systems level. This means that trainees will have extensive opportunities to use collaboration skills to assist in the management of treatment/interventions for students.

The training program allows each participant to gain valuable supervised clinical experience in interviewing, assessment, group and individual counseling, and consultation and collaboration. The population of students at The School at Columbia University is diverse and allows for additional educational experiences for trainees: they will learn and better appreciate the role that diversity plays in intervention planning/delivery, and overall psychological functioning. Diversity, multiculturalism,

restorative practices, and social justice are major themes for the didactic seminar series.

The program follows a practitioner-scholar model that emphasizes the gradual and sequential development of professional competencies that are based on current research, scholarship, and practice. It is expected that trainees will begin the program at The School at Columbia University with skills and knowledge. The training program strives to further refine and develop these skills in an organized and gradual manner, allowing for each trainee to accept an increasing amount of responsibility and demonstrate a greater level of proficiency. Trainees integrate research-based methods of assessment and intervention, and prior clinical training and knowledge, into their delivery and practice of psychological services.

The program places emphasis on working with family and school systems. In keeping with this philosophy, specific training opportunities are available in consultation with teachers, families, and school staff. Additionally, trainees have the opportunity to facilitate or participate in presentations for parents, teachers, and the community (such as conferences).

Training Aims and Competencies

The program aims to train prospective professional psychologists to function independently in providing a variety of psychological services to students and students' families to help improve the educational outcomes and mental health of children and adolescents. A primary focus of the program is ensuring the breadth and quality of participants' training. Within this framework, the program emphasizes the development of the following core competencies:

1. To produce new professionals who have the requisite skills and knowledge for entry into the practice of psychology. In this regard, we seek to develop the professional skills of our trainees such that each is able to:
 - a. Provide sensitive treatment to children in a school environment based on theories and methods of empirically supported treatment.
 - b. Perform competent assessments (psychoeducational and/or neuropsychological).
 - c. Function in an ethical manner with sensitivity to issues of cultural and individual diversity.
2. Trainees will have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications in school settings. These professionals will be competent psychologists, capable of collaborating effectively with others in planning and decision-making processes at the individual, group, and systems levels.
 - a. Trainees will develop competence in providing consultation to teachers.
 - b. Trainees will develop competence in translating psychological principles to colleagues and professionals from other disciplines.
 - c. Trainees will work as part of an interdisciplinary team.
3. Trainees will be competent consumers of literature, and will have knowledge of varied models and methods of assessment that yield information useful in

identifying strengths and needs, in understanding problems, in measuring progress through collection of data and other information, translating assessment results into empirically-based decisions about service delivery, and evaluating the outcomes of services.

- a. Trainees will be competent consumers of literature utilizing appropriate strategies of scholarly inquiry.
- b. Trainees will take steps to ensure continued professional development and understand theories and methods of supervision.
- c. Trainees will learn theories and methods of program evaluation.

Sequence of the Training Program

When interns are admitted to the internship program, it is expected that they arrive with an adequate level of basic clinical skills and a working knowledge of what it means to provide psychological services in a school system. Trainees begin at The School at Columbia University in mid-August. Orientation will last for two weeks beginning and will include school-wide meetings, meetings for new employees, as well as an internship-specific orientation provided by program supervisors. Trainees will meet with their supervisors for an orientation that will give trainees an overview of the personnel policies and procedures, SEL policies, assessments and case formulations, introductions to other faculty members, childhood development, systems theory and how it applies to working in a school, and a tour of the building.

As the year progresses, it is the goal of the internship program to refine those basic skills and allow interns to develop mastery in different areas of psychology. This is accomplished by having interns engage in an organized sequence of training experiences. The internship training sequence occurs in phases during which interns receive varying types of supervisory support, ranging from direct instruction to supervision of independent work.

Phase One: During the first few weeks of the internship, interns receive primarily didactic training in specific areas relevant to their roles. Areas include: internship program expectations, system-level practices/policies, evaluation/assessment techniques, multidisciplinary collaboration practices, individual and cultural diversity, risk assessment/school safety procedures, and professional ethics.

Phase Two: Interns have the opportunity to observe supervisors as they function in different work roles while they begin observing in classrooms and interacting with teachers and students. Interns may observe their supervisors and/or other staff psychologists providing consultation, conducting assessments, or implementing interventions. Interns will also receive formal training on various evaluation/assessment techniques (i.e., learn and practice administration of various testing instruments, discuss report writing model, etc.).

Phase Three: Interns deliver services independently with direct supervision of staff psychologists, or interns may co-lead professional activities with supervisors (e.g., group counseling). The supervisors directly observe the interns consulting with teachers and

families, administering tests, and observe risk assessments and other consultative services. The length of this phase is dependent upon the interns' progress. When supervisors are assured of the competency of the interns' skills, interns provide services independently and supervision becomes more indirect through consultation and ongoing discussions of the interns' activities.

Trainees document their activities and experiences in a digital database (e.g., Time2Track) and supervisors sign-off on the internship activities throughout the training year.

Full-time Trainee Experiences

Approximate breakdown of full-time trainee weekly activities:

<u>Area</u>	<u>Percentage of time</u>
Assessment	10%
Counseling	20%
Consultation	20%
Behavior Management	5%
Supervision	10%
Psychoed. Presentations	5%
Program Development	5%
Didactic Activities	5%
Educational Intervention	5%
Report-writing & record-keeping	15%

AREAS OF TRAINING

Clinical Training Activities

Trainees are involved in a wide range of clinical training activities. The training program provides opportunities for trainees to develop new skills, as well as to refine skills they have acquired through graduate training. Through the program, trainees develop proficiency and competency in the areas of assessment, counseling, parent and teacher consultation, behavioral assessment and intervention, crisis intervention, preschool screening, educational interventions, in-service presentations, and research. As The School serves children from diverse backgrounds, as well as students with varying educational and psychological needs, trainees are provided with diverse experiences.

Assessment: Trainees conduct psychoeducational and/or neuropsychological evaluations of children with academic, emotional, and behavioral difficulties. Cognitive, achievement, neuropsychological, social-emotional, and behavior measures are used. Trainees also participate in qualitative assessment, including classroom observations and parent/teacher/student interviews. Assessments also include report writing and feedback sessions with families, teachers, and/or students. Trainees typically conduct 3-4 evaluations per academic year. Additionally, when a formal evaluation is not warranted, the trainee may conduct screeners, classroom observations, and teacher and parent

interviews on a case-by-case basis. Trainees are required to write a summary of information gathered in these informal assessments.

Individual/Group Counseling: Trainees provide individual and group counseling to students with a variety of social, emotional, and behavioral needs. During the start of the school year, supervisors will meet to discuss cases. The supervisors will then assign cases to their trainees and all efforts will be made to match the case with the interests and educational growth of the trainee. Trainees are valuable members of divisional and grade-level teams. Trainees will work closely with all grade-level teams to better serve their assigned cases. Individual counseling is typically once per week for thirty minutes. Most individual counseling cases run until the end of the school year at which time a determination will be made as to whether or not a new trainee will continue with the case the following year. Group counseling usually lasts approximately 6-8 weeks with one half-hour session per week. There are opportunities for trainees to gain experience with longer-running groups if they are interested. Trainees typically carry an average of 6-8 ongoing individual counseling cases at any time. Trainees also have opportunities to co-lead, with a staff psychologist, workshops for families.

Behavior Assessment and Intervention: Trainees conduct functional behavioral assessments and develop behavior intervention plans, as needed. The need for this type of assessment is typically brought to the attention of the CST during grade-level team meetings, at which individual student concerns are addressed. The first step is usually to have the trainee interview the teachers and conduct several observations across multiple settings. Once this information is collected, the division director, teacher, and SEL/CST members working with the grade in question will then determine if a formal FBA is warranted. The trainee will work closely with the teachers and parents to identify target behaviors and make recommendations that are specific and realistic for the student.

Consultation: Trainees consult with teachers, families, administrators, outside community professionals, and other individuals. Consultation may involve implementing behavioral interventions in the classroom, facilitating program design, or developing educational modifications. The primary supervisor and division director will make recommendations for specific cases. For example, in the past, trainees have consulted with teachers regarding class-wide cases of bullying or overall friendship issues. Trainees have gone into classes and given presentations, and led group activities.

Crisis Intervention: As part of the didactic seminar series, trainees receive direct instruction in threat assessment and crisis management. They participate as members of a crisis team in providing interventions during crisis situations. Each trainee will be trained in the crisis management procedures in the beginning of the internship year. Additionally, trainees will receive didactic training on how to handle crises in schools. In the case of potential suicidal ideation of a student, a trainee is required to complete an immediate risk assessment with the individual. Steps taken may vary depending on the immediacy of the threat; however, each trainee must find either their primary supervisor or another SEL Liaison/supervisor and inform them of the situation. The parents of the student must also

be informed regardless of the actual threat.

Tier 1 Interventions: Trainees develop and implement interventions to address a broad range of concerns that may arise in the classroom setting through a preventative and responsive model. Trainees have led class-wide lessons related to executive functioning, prosocial communication, problem-solving skills, conflict resolution, as well as conducted small groups on this topic for students in need of more directed assistance.

In-service Presentations: Trainees provide in-service presentations and/or educational workshops for parents, school personnel, families, fellow trainees and psychologists. In the past, trainees have given presentations to parents on various topics including adolescent development, friendship, and social emotional learning. Trainees have also presented to faculty on individual experience and expertise with running certain groups, such as organizational and time management skills. Each trainee is additionally given the opportunity to present on their dissertation topic to other trainees and supervisors.

Research: Trainees have the opportunity to review empirical literature in Literature Review, as well as apply empirically-supported interventions and assessments. Trainees are encouraged to present their research to peers, colleagues, and at professional conferences.

Services and Assignments

One trainee will be assigned to work directly with a primary supervisor who oversees the following grades: Grades K-2, Grades 3-5, or Grades 6-8. However, trainees will have various training opportunities to also work with the other grades. Prospective trainees will be asked about their age group preference during the interview process and these preferences will be accommodated whenever possible.

Supervision

Individual Supervision: Each intern receives a minimum of two hours per week of regularly scheduled formal face-to-face individual supervision. Supervision is provided by doctoral-level staff psychologists who are licensed in New York State.

Assessment Supervision: When conducting an evaluation, the trainee may receive additional supervision. This assessment supervision is given by the supervisor responsible for social-emotional service provision in the Division of the student being tested.

Group Supervision: Interns also receive 60-minute weekly group supervision. These group sessions allow for interns to work collaboratively with all supervisors and gain multiple perspectives related to various aspects of practices. Group supervision also provides an opportunity for trainees to learn from other cases and case conceptualizations.

Peer Supervision: Interns engage in 60-minute weekly peer supervision sessions to discuss their personal and professional experiences, case consultation, collaboration

opportunities, and other supportive matters.

Supervision of Others: Interns are provided with the opportunity to supervise undergraduate/graduate students affiliated with Columbia University's Psychology Program. Interns provide weekly individual and group supervision, and weekly presentations related to school-based mental health. Interns receive supervision to discuss different models of supervision, roles as supervisors, and best practices.

Didactic Seminars

Interns attend 60-minute weekly training seminars provided by staff members and professionals in the community. The seminar series is based upon and organized by the APA and NASP competencies. A sample schedule of didactic seminar topics is included in the *Appendix*. Seminar topics have included:

- Multiculturalism and Diversity
- Consultation and Collaboration
- Assessment and Case Formulation (i.e., intake, testing, feedback, report writing)
- Evidence-based interventions (i.e., DBT, CBT, positive psychology, executive functioning)
- Psychopharmacology Seminar
- Psychiatry Grand Rounds
- Prevention and Crisis Intervention (i.e., risk assessment)
- Ethics and Professional Standards (NASP and APA Ethical Guidelines)
- Clinical Supervision and Management (i.e., supervision models and practices)
- Educational Advocacy
- Termination and Continuity of Care

Literature Review Seminars

Interns attend 60-minute weekly literature review seminars facilitated by supervisors as well as interns to discuss current research studies that are applicable to the field of child and school psychology. Interns are also encouraged to present on their dissertation topics and other areas of interest.

Workshops, Outside Seminars, and Grand Rounds

Interns also attend school-wide professional development workshops. Workshop topics have included restorative justice/practices, multi-tiered systems of support (MTSS), response to intervention (RtI), and differentiation in schools. In addition, trainees are given opportunities to participate in seminars, workshops, and conferences offered by Columbia University and its affiliates. For example, interns attend relevant grand rounds hosted by Columbia University Department of Psychiatry. Interns are provided with professional development days and a \$1,300 stipend to put toward attending local, state and national conferences. Additionally, interns are encouraged to participate and/or present in local, state, or national conferences.

Other Learning Activities

Interns and supervisors meet once a week for 60-minutes to plan the implementation of

the Social-Emotional Learning (SEL) curriculum for grades K to 8th. Interns and supervisors work collaboratively to develop the curriculum and conduct program evaluation. Additionally, interns and supervisors co-lead counseling groups focused on topics such as anxiety, social skills, growth mindset, and executive functioning skills. Interns also provide support and consultation to gender and sexuality education (GSE) educators in partnership with Columbia University's Mailman School of Public Health to deliver GSE content to middle school students and their families.

Program Policies and Procedures

Due Process

Due process ensures that decisions about trainees are not arbitrary or personally based. It requires that the training program identify specific evaluative procedures that the Director of Internship Training and direct supervisor apply to all trainees, and provide appropriate appeal procedures available to the trainee. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. Presenting to the trainee during orientation a written statement of the program's expectations related to professional functioning, and discussing these expectations in both group and individual settings.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted.
3. Articulating the various procedures and actions involved in making decisions regarding impairment.
4. Communicating, early and often, with academic programs about any suspected difficulties with trainees and, when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. Providing the trainee with a written procedure describing how the trainee may appeal the program's action.
7. Ensuring that trainees have sufficient time to respond to any action taken by the program.
8. Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

The Identification and Management of Trainee Problems

Definition of Impairment

Impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, strong emotional

reactions, and/or psychological dysfunction that interfere with professional functioning.

While it is a professional judgment as to when a trainee's behavior becomes impaired rather than problematic, a problem refers to a trainee's behaviors, attitudes or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics:

1. Trainee does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training;
3. The quality of services delivered by the trainee is sufficiently negatively affected;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required;
6. Trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

Remediation and Sanction Alternatives

It is important to have meaningful ways to address impairment once it has been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the impaired or problematic trainee, members of the training group, the training faculty/staff, and other school personnel.

1. Verbal Warning to the trainee emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept.
2. Written Acknowledgment to the trainee formally acknowledges:
 - a. that the Director of Internship Training is aware of and concerned with the performance rating;
 - b. that the concern has been brought to the attention of the trainee;
 - c. that the Director of Internship Training will work with the trainee to rectify the problem or skill deficits;
 - d. that the behaviors associated with the rating are not significant enough to warrant more serious action.

The written acknowledgment will be removed from the trainee's file when he or she responds to the concerns and successfully completes the training year.

3. Written Warning to the trainee indicates the need to discontinue an inappropriate action or behavior. This letter will contain:
 - a. a description of the trainee's unsatisfactory performance;
 - b. actions needed by the trainee to correct the unsatisfactory behavior;
 - c. the timeline for correcting the problem;
 - d. what action will be taken if the problem is not corrected;
 - e. notification that the trainee has the right to request a review of this action.

A copy of this letter will be kept in the trainee's file.

4. Schedule Modification is a time-limited, remediation-oriented, closely supervised period of training designed to return the trainee to a more fully functioning state. Modifying a trainee's schedule is an accommodation made to assist the trainee in responding to personal reactions to environmental stress, with the full expectation that the trainee will complete the program. This period will include more closely scrutinized supervision conducted by one or more supervisors in consultation with the Director of Internship Training. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

- a. increasing the amount of supervision, either with the same or other supervisors;
- b. change in the format, emphasis, and/or focus of supervision;
- c. reducing the trainee's clinical or other workload;
- d. requiring specific academic coursework.
- e. accommodating for supportive services.

The length of a schedule modification period will be determined by the Director of Internship Training. The termination of the schedule modification period will be determined by the Director of Internship Training, after discussions with the trainee.

5. Probation is a time-limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the trainee to complete his or her training year and to return the trainee to a more fully functioning state. Probation defines a relationship that the Director of Internship Training systematically monitors for a specific length of time during which the trainee addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The trainee is informed of the probation in a written statement that includes:

- a. the specific behaviors associated with the unacceptable rating;
- b. the recommendations for rectifying the problem;
- c. the time frame for the probation during which the problem is expected to be ameliorated;
- d. the procedures to ascertain whether the problem has been appropriately rectified.

A copy of this written statement will be sent to the Director of Clinical Training at the trainee's home doctoral program and followed up with verbal communication. If the Director of Internship Training determines that there has not been sufficient improvement in the trainee's behavior to remove the probation or modified schedule, then the Director of Internship Training will discuss with other primary supervisors possible courses of action to be taken. The Director of Internship Training will communicate in writing to the trainee that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the Director of Internship Training has decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the Director of Internship Training will communicate to the trainee's academic Director

of Clinical Training that if the trainee's behavior does not change, the trainee will not successfully complete the program.

6. Suspension of Direct Service Activities requires a determination that the welfare of a student at The School has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Director of Internship Training in consultation with other supervisors. At the end of the suspension period, the Director of Internship Training will assess the trainee's capacity for effective functioning and determine when direct service can be resumed.

7. Dismissal from the Program involves the permanent withdrawal of all school responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the impairment and the trainee seems unable or unwilling to alter her/his behavior, the Director of Internship Training will discuss with other supervisors the possibility of termination from the training program. Dismissal would be invoked immediately in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a student is a major factor, or the trainee is unable to complete the program due to physical, mental or emotional illness that significantly impairs his/her ability to carry out the program responsibilities. When a trainee has been dismissed, the Director of Internship Training will communicate to the trainee's academic department that the trainee has not successfully completed the training year.

Procedures for Responding to Inadequate Performance by a Trainee

If a trainee receives an "unacceptable" rating from any of the evaluation sources in any of the major categories of evaluation, or if a supervisor has concerns about a trainee's behavior (e.g., ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The supervisor will consult with the Director of Internship Training to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. The Director of Internship Training will meet with the supervisors to discuss the performance rating or the concern and possible courses of action to be taken to address the issues.
3. When a decision has been made by the Director of Internship Training about a trainee's performance or status, the Director of Internship Training will inform the trainee in writing and will meet with the trainee to review the decision. If the trainee accepts the decision, any formal action taken by the program may be communicated in writing to the trainee's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
4. The trainee may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented below.

PERSONNEL POLICIES AND PROCEDURES

Please refer to the welcome materials from Columbia University Human Resources and the teacher handbook for details and information about personnel policies and procedures. Trainees are considered to be employees of Columbia University and are entitled to all benefits. A competitive annual salary is provided, as well as \$1300 toward professional development, a computer, daily breakfast and lunch.

APPLICATION PROCESS

Candidates should be enrolled in an APA-accredited doctoral program in school or clinical psychology. They must have completed at least 900 practicum hours. Applicants should have experience in schools and/or coursework that prepared them to provide school-based mental-health services as described in this brochure.

All candidates must apply directly through the portal on the APPIC website. Application materials must be received by **Friday, November 13, 2026**.

Applicants must submit:

1. APPIC Application for Psychology Internship (AAPI)
2. Current, comprehensive curriculum vitae (CV)
3. Official transcripts of graduate work
4. Three letters of recommendation addressing:
 - a. Prior training, interests, and goals appropriate to the training program
 - b. Ability to apply assessment/diagnosis and intervention/treatment knowledge in psychology under supervision
 - c. Ethical conduct
 - d. Interpersonal skills appropriate to the professional practice of psychology
5. Sample confidential psychoeducational evaluation report

For additional information, contact:

- Dr. Leticia Soares - lsoares@theschool.columbia.edu
- Dr. Kathy Cheung - kcheung@theschool.columbia.edu
- Dr. Gabriela Godino - ggodino@theschol.columbia.edU

FACULTY /SUPERVISOR LISTING



Leticia Soares, Psy.D.

Director of Internship Training / Supervising Psychologist
NYS Licensed Psychologist / Nationally Certified School Psychologist
Pediatric Neuropsychologist
Social Emotional Learning Liaison (Grades 3-5)

Education

B.S. – Universidade Presbiteriana Mackenzie (Psychology)
M.S. – Nova Southeastern University (School Psychology)
Psy.D. – Nova Southeastern University (School Psychology)

Professional Experience: Leticia Soares, a licensed psychologist, has worked with children and families in São Paulo, Brazil, South Florida, and New York City. She has worked in a wide variety of settings, including public and private schools (Florida and New York), medical centers (Promise Program at Columbia University Medical Center and Rose F. Kenney Children's Evaluation and Rehabilitation Center at Montefiore Medical Center), foster system, summer reading programs (Summer Reading Explorers at Florida International University and Nova Southeastern University), and community clinics. Leticia's experiences include neuropsychological and psychoeducational assessments, school-based mental health services, individual and group therapy/counseling, educational consultation, and educational advocacy. Leticia is originally from Brazil and she has vast experience serving children and families from various multicultural backgrounds.



Katherine Cheung, Ph.D.

Supervising Psychologist
NYS Licensed Psychologist
Social Emotional Learning Liaison (Grades K-2)

Education

B.A. – Johns Hopkins University (International Relations)

Ph.D. – New York University (School Psychology)

Professional Experiences: Katherine Cheung is a licensed psychologist with interests in liberation psychology, positive psychology, mindfulness, and CBT. She has worked with students in a range of settings including Bellevue Hospital, Beth Israel Medical Center, the Child and Family Institute at St. Luke's-Roosevelt Hospital Center, independent schools in New York City, The GO Project, NYC Department of Education, as well as in private practice. Katherine has also served as a grant reviewer for the U.S. Department of Health and Human Services. Her experience includes group and individual therapy, assessment, school consultation, and research on cross-cultural parenting practices.



Gabriela Irizarry Godino, Psy.D.

Supervising Psychologist

NYS Licensed Psychologist / Nationally Certified School Psychologist

Bilingual Pediatric Neuropsychologist

Social Emotional Learning Liaison (Grades 6-8)

Education

B.A. – University of South Florida (Psychology)

M.S. – Nova Southeastern University (School Psychology)

Psy.D. – Nova Southeastern University (School Psychology)

Professional Experiences: Gabriela Irizarry Godino, a bilingual licensed psychologist (English/Spanish), pediatric neuropsychologist, and nationally certified school psychologist, has worked with children and families in South Florida, New York City, and Westchester County, NY. She has worked in a wide variety of settings, including public and private schools (South Florida and NY), an academic medical center (Promise Program at Columbia University Irving Medical Center/New York-Presbyterian Hospital), Broward County foster-care system, summer reading programs (Summer Reading Explorers at Florida International University and Nova Southeastern University), community-based mental health clinics, specialized university-based clinics, and private practice. Gabriela's experiences include neuropsychological, psychoeducational, developmental, and diagnostic assessments, bilingual (English/Spanish) neuropsychological assessment, school-based mental health services, individual and

group therapy/counseling, educational consultation, and educational advocacy. Gabriela is of Puerto Rican descent and she has a multitude of experiences serving children and families from a wide range of multicultural backgrounds.