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Introduction to The School at Columbia University

Overview
The School at Columbia University opened its doors on September 17, 2003 to 200 Kindergarten through fourth-graders. Currently, more than 500 students are enrolled. Socially and economically diverse, The School offers admission to children in New York City Public School Districts 3 and 5 through a need-blind lottery, as well as to children of employees of Columbia University. Although we do not require children to be tested by the Educational Records Bureau (ERB) before being admitted to The School, there is a gentle screening process. Psychologists-in-training and other members of the Social Emotional Learning team conduct sessions that include observation of social behaviors during free-play activities, gross and fine motor tasks, number and letter recognition, picture vocabulary, basic concepts, and receptive and expressive language skills.

The student body at The School at Columbia University is a dedicated group of young learners who are intellectually inquisitive and energetic. They are as diverse as the population that makes up the city in which they live, as are the faculty and staff.

The School’s curricular perspective, which we refer to as knowledge-based constructivist, focuses on real-life questions and related themes and concepts. Essential questions devised by teachers but also generated by students are set in the context of personal relevance and academic perspectives. One important element to the curriculum is service learning. Through social action projects, students of The School are educated on the value of giving back to the community in whatever capacity they can.

Mission
At The School at Columbia University, we work with a dynamic and diverse community drawn equally from the families of University employees and from the local community. We dedicate ourselves to fostering in our students personal resourcefulness and integrity, a sense of social responsibility, and a lifelong appreciation of learning through an innovative, socially and emotionally supportive, and academically challenging program. Our pedagogical and curricular philosophies embrace multicultural perspectives, which challenge educators and learners to examine their preconceived notions of race, gender, ethnicity, class, ability, religion, and sexual orientation. We adhere to a common code of civility among all constituents. We tailor our instruction so that the needs of the individual students are met. A committed faculty and administration strive to create a school that will stand as a model for what K-8 education can be, and serve as a genuine and enduring partnership between Columbia and its neighbors.

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 to provide a full range of school psychological services including consultation, behavioral intervention, psychoeducational assessment, program planning/evaluation, 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 clients and families, and provide a high and professional level of care independently.

We are pleased to report that our internship program received APA accreditation in August, 2017, retroactive to October, 2016. Our next site visit will occur in 2023.

Introduction to Social Emotional Learning (SEL)
Social Emotional Learning at The School involves supporting the academic, social, emotional, and physical well-being of every child by delivering psychological services including individual and group counseling, assessment, remediation, push-in classroom support, enrichment, parent/teacher consultation and other educational activities. Each division (Primary, Intermediate, Middle) has a licensed psychologist, also known as the Social Emotional Learning Liaison, and a doctoral associate psychology trainee providing SEL services. In addition to the SEL liaisons and trainees, each division has learning specialists to provide students with additional academic support. In addition, psychologists and trainees provide direct instruction in social and emotional learning topics such as emotional regulation, mindfulness, friendship skills and anti-bullying to children in each division. Additional resources for children at The School include an occupational therapist, speech pathologist, and social worker, who provides resources for families.

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 2019-20 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. The exact salary for the 2018-19 training year is not yet available. The salary for the 2018-19 training year is $58,500; the following year’s salary will be no less than that. Program resources and benefits include: use of a laptop computer; professional supplies and equipment; assessment instruments and counseling materials; access to all Columbia University libraries, research databases, e-journals and paper journals; and free breakfast and lunch in the school’s cafeteria. In addition, each trainee receives $1,300 for professional development activities of his or her choosing.

Application materials must be submitted by Friday, November 16th, 2018 for full consideration for the 2019-20 academic year. Interviews are conducted in person unless outstanding circumstances make that impossible. In accordance with APPIC policies, applicants will be formally offered a position on the Phase I “match day” in February 2019.

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. The program provides training in a broad range of psychological assessment and intervention activities. Under supervision, trainees provide direct psychological services to a diverse group of students, parents, and school personnel. Trainees receive at least two hours of individual supervision per week from licensed staff psychologists and at least two hours of group supervision. Trainees will also take part in didactic experiences, training seminars, a literature review seminar and team meetings, and may attend some grand rounds at New York Presbyterian Hospital. The 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 from diverse backgrounds into the program.

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 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 is diverse and allows for additional educational experiences for trainees: they will learn and better appreciate the role that diversity plays in treatment and overall psychological functioning. Diversity and multiculturalism 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 with skills and knowledge. The School training program strives to further refine and develop these skills in an organized and gradual manner, allowing for each participant to accept an increasing amount of responsibility and demonstrate a greater level of proficiency. Trainees at The School 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, parent education, and parent guidance. Additionally, trainees have the opportunity to facilitate or participate in presentations to parent organizations and support groups.

Training Goals and Objectives
The goal of the program is 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.

Professional training goals and objectives are as follows:
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.
   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
To accomplish the above goals within a developmental model of supervision, participants
engage in an organized sequence of training experiences. The training sequence occurs in phases during which trainees receive varying types of supervisory support, ranging from direct instruction to supervision of independent work. During the first few weeks of the program, trainees receive primarily didactic training in specific areas relevant to their roles. Areas include methods of report writing, assessment techniques, consultation methods, diversity, and professional ethics. During the second phase, trainees 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. Trainees may observe their supervisors or other staff psychologists providing consultations, conducting assessments, or implementing interventions. At the next level, trainees deliver services on their own with the direct supervision of staff psychologists, or trainees may co-lead professional activities with supervisors. The supervisors observe the trainees consulting with teachers and parents, administering tests and counseling groups and individuals. The length of this phase is dependent upon the trainees’ progress. When supervisors are assured of the competency of trainees’ skills, trainees provide services independently and supervision becomes more indirect through consultation and ongoing discussions of trainees’ activities.

**Full-time Trainee Experiences**

Approximate ample of full-time trainee weekly activities:

<table>
<thead>
<tr>
<th>Percentage of time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Counseling</td>
<td>20%</td>
</tr>
<tr>
<td>Consultation</td>
<td>20%</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>5%</td>
</tr>
<tr>
<td>Supervision</td>
<td>10%</td>
</tr>
<tr>
<td>Psychoed. Presentations</td>
<td>5%</td>
</tr>
<tr>
<td>Program Development</td>
<td>5%</td>
</tr>
<tr>
<td>Didactic Activities</td>
<td>5%</td>
</tr>
<tr>
<td>Educational Intervention</td>
<td>5%</td>
</tr>
<tr>
<td>Administrative Activities</td>
<td>15%</td>
</tr>
</tbody>
</table>

Trainees document their activities and experiences in a our digital database. They are able to retain a copy at the end of the year to use for future licensure documentation.

**Areas of Training**

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 evaluations of children with academic, emotional, and behavioral difficulties. Cognitive, achievement, neuropsychological, personality, and behavior measures are used. Trainees also participate in informal assessment, including classroom observations and parent/teacher/student interviews. Trainees typically conduct 3-4 formal written assessments per academic year. Additionally, when a formal evaluation is not warranted, the trainee will conduct classroom observation 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 psychosocial and behavioral issues. Trainees also have opportunities to co-lead, with a staff psychologist, support groups for parents. During the first week of the school year, supervisors will meet to discuss cases. The supervisors will then assign cases to his/her trainees by grade division. 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 case(s). 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 a client 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 clients at any time.

Family Guidance: Trainees may have opportunities to provide family guidance. These opportunities are on a case-by-case basis. If a trainee expresses an interest in working with families, he/she should discuss this with the primary supervisor. Many of the issues covered in family guidance relate to divorce, loss, and parenting skills. Family guidance can last from a few sessions to the duration of the academic year.

Behavior Assessment and Intervention: Trainees conduct functional behavioral assessments and develop behavior intervention plans. 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 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. Trainees are required to conduct a minimum of three formal written functional behavioral assessments per academic year.
Consultation: Trainees consult with teachers, parents, administrators, outside community professionals, and other individuals. Consultation may involve implementing behavioral interventions in the classroom, facilitating program design, or developing educational modifications. Each trainee is assigned consultation cases within the division to which he/she is assigned. 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 friendship activities. Trainees have also worked with staff to determine whether a student would require a bilingual assessment, and worked on finding an assessor through the Board of Education. Additionally, trainees have consulted with the administration to amend the admissions screening procedures based on past experiences.

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 must review the school-wide crisis management procedures outlined in the lead teacher handbook. Additionally, for certification, each trainee must complete seminars 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 his/her primary supervisor or another SEL Liaison and inform him/her of the situation. The parents of the student must also be informed regardless of the actual threat.

Preschool Screening: Trainees participate in screening preschool children for admission to The School. For children who may exhibit difficulties, trainees conduct assessments of their cognitive, academic, emotional, or behavioral functioning. Trainees may also conduct observation of children in their preschool/daycare settings.

Educational Interventions: Trainees develop and implement educational interventions to address a broad range of academic issues. Trainees provide academic remediation and enrichment to individual and small groups of students. Trainees have assisted learning specialists by leading morning mathematics groups for those students in need of some assistance but not necessarily qualified for pull-out services. Trainees have also led class-wide organizational skills and time management lessons, as well as conducted small groups on this topic for students in need of more directed assistance. Trainees also have the opportunity to offer enrichment services for students in various academic domains including additional writing projects and advanced mathematics projects. Enrichment is offered to those students who do not need remediation services but benefit from additional exposure to an area above and beyond what is offered in the classroom. Additionally, trainees have the opportunity to act as a “reading buddy” to a student in the primary or intermediate division who is struggling with reading fluency and/or comprehension.

In-service Presentations: Trainees provide in-service presentations and/or educational
workshops for parents, school personnel, families, fellow trainees and psychologists. Trainees are expected to make at least two presentations per year. 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 his/her dissertation topic to other trainees and supervisors.

Research: Trainees have opportunities to participate in ongoing research activities, including evaluating the effectiveness of services and programs. Trainees also have the option to conduct individual research projects including dissertation projects subject to the approval of the Columbia University IRB.

Psychoeducational Intervention: Teaching social and emotional learning topics is a substantial part of our training program. Trainees provide psychoeducational presentations to students and teachers on topics such as emotional regulation, mindfulness, conflict resolution, communication skills, and study strategies.

Services and Assignments
The School is comprised of three grade-based divisions. There is Primary (K-2), Intermediate (3-5) and Middle (6-8). One trainee will be assigned to each division. Assignments will be handed out during teacher-staff orientation in August. Prospective trainees will be asked about their divisional preference during the interview process and these preferences will be accommodated whenever possible.

Supervision
Individual Supervision: Each trainee 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. Various theories and models of supervision will be discussed and explored during individual supervision, group supervision and the didactic seminar.

Group Supervision: Trainees will also receive two hours of group supervision per week. The three primary supervisors will alternate attendance at the group supervision sessions. These group sessions allow for trainees to have a scheduled support time in which they participate in multiple experiences. These group sessions allow for trainees to compare and contrast their experiences with each other. It also gives each trainee an opportunity to work with a supervisor other than his/her primary supervisor. Additional informal group supervision will take place during the weekly grade-level team meetings. Trainees attend these meetings with their primary supervisor. This is an opportunity for the trainee to observe and learn how to interact with the faculty and is an opportunity for the supervisor to model appropriate behavior. These group meetings additionally provide the supervisor with the chance to plan with the trainee a gradual increase in the amount of participation. The supervisor will also receive feedback from the remaining grade-level team members regarding trainee performance. Trainees will participate in a weekly literature review,
during which they will read current literature applicable to work in a diverse, urban school setting.

Goal Setting: In addition to regular training, trainees are asked to set goals for the year that fit within the framework of the program experiences. These goals include individual projects relating to program development, program evaluation, community outreach, and professional presentations. Progress on individual projects is reviewed formally at semi-annual evaluation sessions and on an ongoing basis during weekly supervision meetings.

Evaluation and Feedback: Trainees are formally evaluated twice during the academic year. Evaluations of trainees’ progress are completed by the primary supervisors in collaboration with the trainee and other professionals who have worked closely with the trainee. Supervisors discuss the evaluation of the trainees’ performance for each of the 11 competency areas with the trainee and they determine together whether or what training, education or support is needed to help the trainee achieve greater competency in each area. Trainees also meet with the Program Director frequently, and participate in formal and informal evaluation of the training program, their supervisory experience, and the didactic seminars by completing evaluation forms. The data from trainee evaluations is reviewed individually and in the aggregate by supervisors and the Program Director.

The three primary supervisors meet weekly to discuss the progress of trainees and any issues or concerns that may be occurring. Additionally, the supervisors meet to discuss the efficacy of the training program and review the program itself in order to make any beneficial changes to the training course. Supervisors will review the previously completed program evaluation forms from past trainees and review the status of past trainees (i.e., graduation, licensure, etc.). This information is used to make any necessary changes to the program in order to improve the overall quality of the experience.

Weekly Didactic Seminars
Trainees 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 NASP competencies. Seminar topics for the 2018-2019 school year include:

- Multiculturalism and Diversity
- Consultation and Collaboration
- Assessment and Case Formulation (report writing, making assessment results useful to teachers, interpretation, meaningful recommendations, feedback, assessment and case formulation from a multicultural perspective)
- Empirically supported interventions (CBT, REBT, RTI, FBAs, crisis intervention, play therapy in schools, multicultural perspectives)
- Groups (bereavement, divorce, friendship and social skills, organizational)
- Prevention and Crisis Intervention (psychopharmacology, role of the psychologist
in psychiatric assessment)
  ● Ethics and Professional Standards (NASP best practices and APA Code of Ethics)
  ● Clinical Supervision and Management (ethical considerations, styles of supervision, supervision from a multicultural perspective)
  ● Termination
  ● Case conferences and presentations

Workshops, Outside Seminars and Grand Rounds
Trainees also attend school-wide professional development workshops. Workshop topics include cultural diversity, classroom management, bullying, and second language acquisition. In addition, trainees are given opportunities to participate in seminars, workshops, and conferences offered by Columbia University and its affiliates. For example, trainees are encouraged to attend relevant grand rounds at New York Presbyterian Hospital. Trainees are provided with professional development days and a $1300 stipend to put toward attending local, state and national conferences.

Recommended Reading
The following list is recommended to enhance the educational and clinical experience of trainees:


Bristol, PA: Accelerated Development

In addition to this list of recommended readings, relevant journal articles and resources will be provided for the weekly didactic seminars and literature review meetings.

**Program Evaluation**

In an effort to maintain the level of excellence of psychological services provided at The School, trainees will be given the important task of providing feedback on the training program. Each trainee is always encouraged to provide verbal feedback to his/her supervisor as well as the Program Director. There will also be many opportunities for the trainee to provide written feedback regarding the program, seminar series, and supervisors. The trainee’s honest evaluation is always needed to continue to improve the program.

Each trainee will complete a program evaluation form twice during the 10-month placement. The first evaluation will be conducted in January and will occur at the same time the trainee is first evaluated by his/her supervisor. The trainee will complete the same form at the completion of the program in June. The trainee should submit all program evaluations directly to the Program Director. The trainee should review the program and his/her supervisor without fear of retribution; however, if a trainee has misgivings about his/her supervisor or program ratings, he/she should discuss the matter with the Program Director. The areas of rating are based on competencies outlined by the National Association of School Psychologists (Data-Based Decision Making and Accountability; Consultation and Collaboration; Learning and Instruction; Socialization and Development of Life Skills; Student Diversity in Development and Learning; School and Systems Organization, Policy Development, and Climate; Prevention, Crisis Intervention, and Mental Health; Home/School/Community Collaborations; Research and Program Evaluation; School Psychology Practice and Development; Technology Standards). These competencies coincide with the goals and objectives of the training program.

**Client Summaries**

In addition to completing program evaluation forms, each trainee will complete a 1-2 page summary for each student that he/she counseled individually. The trainee is also responsible for completing a summary for each member of a group and every psychoeducational assessment conducted. Each summary will be reviewed by the trainee’s supervisor and corresponding division director.

**Orientation**

Trainees begin at The School in mid-August. Orientation will last for two weeks and will include issues related to The School in general, as well as SEL-specific information. 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, normal childhood development, systems theory and how it applies to working in a school, and a tour of the building.
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 Program Director 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; and/or
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 Program Director 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 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; and 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 Program
Director. 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. recommending personal therapy;
d. reducing the trainee’s clinical or other workload;
e. requiring specific academic coursework.

The length of a schedule modification period will be determined by the Program Director.
The termination of the schedule modification period will be determined by the Program
Director, 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 Program Director 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 Program Director determines that there has not been sufficient improvement in the
trainee’s behavior to remove the probation or modified schedule, then the Program
Director will discuss with other primary supervisors possible courses of action to be
taken. The Program Director 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 Program Director has decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the Program Director 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 Program Director in consultation with other supervisors. At the end of the suspension period, the Program Director 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 Program Director 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 Program Director 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 Program Director to determine if there is reason to proceed and/or if the behavior in question is being rectified.

2. The Program Director 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 Program Director about a trainee’s performance or status, the Program Director 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 “Teaching at The School at Columbia University, From A to Z” 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 of at least $58,500 is provided, as well as $1300 toward professional development, a computer, daily breakfast and lunch.
Elizabeth Marek, Ph.D.
Social Emotional Learning Liaison (K-5), Licensed Psychologist
Doctoral Psychology Training Program Director

**EDUCATION**
B.A. - Harvard College (Social Studies)
Ph.D. - New York University (Clinical Psychology)

**BIOGRAPHY**: Elizabeth Marek, a licensed psychologist, has been working with children and families for almost twenty years. She joined The School in 2004 after working as a clinical psychologist at The Children’s Village in Dobbs Ferry, New York and The Reginald S. Lourie Center in Rockville, Maryland. Elizabeth’s work over the past sixteen years has ranged from individual play therapy and family counseling to psychological test administration, to consultation with schools and daycare centers.

Samara Blei, Ph.D.
Social Emotional Learning Liaison (6-8), Licensed Psychologist

**EDUCATION**
B.A. – Binghamton University (Psychology)
B.S. – Binghamton University (Human Development)
Ph.D. – Counseling Psychology, School Psychology (Florida State University)

**BIOGRAPHY**: Samara Blei, a licensed psychologist, has worked with children in independent schools in New York City, public schools in Tallahassee, Florida and Binghamton, New York, as well as a variety of clinical settings including Westchester Institute for Human Development, The Astor Home for Children, Queens Children’s Psychiatric Center, Leon Regional Juvenile Detention Center and in private practice. She was a member of Florida State University’s Gifted Research team, and has published and presented her findings on the social and emotional needs of gifted children. Her
experience includes individual and group therapy, assessment, and the supervision and training of psychology doctoral students.

Jamie Schrager, Psy.D.
Social Emotional Learning (K-2), Licensed Psychologist

EDUCATION
B.S. – Syracuse University (Television, Radio and Film, Psychology)
M.S. – Yeshiva University (School Psychology)
Psy.D. – Yeshiva University (School-Clinical Child Psychology)

BIOGRAPHY: Jamie Schrager, a licensed psychologist, has worked at The School since 2013. She has worked with children in a wide variety of settings, including Bronx Early Learning Center, New York Center for Children and Kings County Hospital Center. Jamie’s experience includes individual, group and family therapy, assessment, parent training and consultation in schools. Prior to pursuing her doctoral degree, Jamie helped write the curriculum for the children’s television show Dora the Explorer.

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 psychoeducational services as described in this brochure.

Applicants must submit:
1. APPIC Application for Psychology Internship (AAPI)
2. Current, comprehensive vita
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 report

All candidates must apply directly through the portal on the APPIC website. Application materials must be received by November 16, 2018. For additional information, contact Dr. Elizabeth Marek at 212-851-2711 or emarek@theschool.columbia.edu.
Selection Process
All applications are due by November 16, 2018. Once all of the applications are received, they will be reviewed thoroughly by the Program Director and all supervisors. The School intends to interview the most qualified 15-20 applicants in person; however, should an applicant be unable to travel to New York in the given time frame, a telephone interview may be scheduled instead. Applications are carefully reviewed to ensure that each potential candidate meets all of the requirements for this training program. Each candidate must be from an accredited graduate program, have completed at least 900 practicum hours, and should have experience in schools and/or coursework that has prepared them to provide school-based psychoeducational services. Applicants who do not meet these qualifications are not interviewed. Following the interview process, the supervisors will meet to discuss candidates. Final APPIC ranking decisions are made by all supervisors. Offers will be officially communicated on “match day” in February 2019.