



# Ferkauf

Ferkauf Graduate School  
of Psychology

## ***Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic***

Health Service Psychology Internship  
2024 Match Program Brochure

Dr. William Salton  
Training Director  
William.salton@yu.edu  
646.592.4397

This internship  
site agrees to abide by the APPIC policy that no person at  
this training facility will solicit, accept, or use any  
ranking-related information from any intern applicant.

Parnes Clinic  
Ferkauf Graduate School of Psychology  
Yeshiva University  
1225 Morris Park Ave. 5th Floor  
Bronx NY. 10461  
646.592.4397



## **INTRODUCTION**

The Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic, which is part of the Ferkauf Graduate School of psychology of Yeshiva University, is the third largest doctoral psychology training clinic in the United States. For more than 45 years, we have provided low cost confidential state of the art mental health for children, adolescents, adults, couples and families. We provide compassionate care to individuals from a diverse range of backgrounds, regardless of age, ethnicity, gender, culture, sexual orientation, political orientation, marital status, religious affiliation or physical or medical disability. Since 1986, we have also trained thousands of psychology graduate students. As the demand for mental health services increased and diversified, the Parnes clinic has grown into a state-wide provider of services that rivals many New York State community mental health centers. We have over 160 student clinicians who treat over 550 patients in any given calendar year. In addition to providing assessment and individual, couples, family and group therapy, we also have sub-clinics that treat patients with physical and medical conditions, non-verbal learning disorders, and patients who are over 60 years of age. We also have programs which are specifically dedicated to political asylum seekers and people who work in the Food and Beverage (F&B) industry. The Ferkauf Graduate school of psychology is accredited by the American Psychological Association.

In all areas of service, the Parnes clinic supports the belief that all individuals possess personal strengths, interests, and desires, and are capable of living fulfilling and rewarding lives. The clinic uses various therapy routine outcome measures (ROMs) like the Outcome Questionnaire (OQ) and all interns receive training and become adept at utilizing evidence-based skills in service delivery. Thus, the Parnes Clinic embraces a strengths-based, recovery oriented, community-integrated approach to treatment.

In addition to being a comprehensive service provider, the Parnes Clinic has been the recipient of numerous awards and grants over the last six years. In 2019, we won the (first) "Social Justice Clinic Innovations Award" from the APA affiliated Association of Doctoral Psychology Training Clinics (APTC) and we have received external funding and grants from the Bronx Borough President, two New York State Assembly members, two New York City Assembly Members, the Southern Smoke Foundation (for Food and Beverage workers), the Goldsmith Foundation and the Rabbi Lord Jonathan Sacks Foundation. The Parnes Clinic has also received two internal research grants from Yeshiva University.

## **HEALTH SERVICE PSYCHOLOGY INTERNSHIP**

### **Practitioner-Scholar Philosophy**

The Ferkauf Graduate school of Psychology and the Parnes Clinic Internship program embrace the philosophy of the Practitioner-Scholar model of training which grew out of the conference on Professional Training in Psychology held in Vail, CO in 1973. At the heart of this model is the development and honing of clinical skills required of professional psychologists, including clinical interviewing, client advocacy, treatment planning, and therapeutic interventions, as well as consultation, community outreach, and advancements in research and practice standards. Our internship also provides for the development of an intern's supervisory and administrative skills.



## **Internship Program**

Internship is the year that bridges the space between being a student of psychology and being a professional psychologist. Hence, it is our goal to transform the intern from someone who is solely a "learner" to a "learning practitioner" who will be ready for their fellowship, or first license eligible full time job. The components of this "transformation" are the internship's provision of clinical, administrative, and supervisory experiences with professional supervision and didactics provided by the internship's faculty to support them. Since the Parnes Clinic is the training site for an APA approved doctoral psychology program (Ferkauf), we also have the goal of preparing the intern to be a training psychologist. To this end, interns participate in some Ferkauf faculty meetings and the overall administration of our training clinic. To our knowledge, we are the first internship ever to be housed in an APA approved doctoral psychology training program clinic.

Our doctoral psychology training clinic internship program is designed to meet the increasing skill level of the intern, approaching training and supervision from a developmental model. At the start of the internship, all interns will participate in the University "onboarding procedures" to acclimate them to the academic setting. This includes sexual harassment policies and the assurance of cybersecurity. Then, in the second and third weeks of the internship year, interns learn various Parnes clinic policies and procedures including the use of our electronic medical record, screening and intake procedures, service planning, how to participate (and supervise) in the various tracks within the clinic, and emergency practices and safety support planning. They also become oriented to the various graduate programs in the Ferkauf Graduate School of Psychology and they learn about the Katz School Physicians Assistant training program where they will eventually proctor a PA student. From that point, the internship program is sequential, cumulative and graded in complexity and interns pick up more and more responsibility when it is deemed that they are able to handle it. Eventually, they reach a caseload of 8 to 10 patients in the clinic and supervision on these patients in the initial months of internship is more directive, allowing interns to gain skills needed to be successful.

All internship positions for training year 2024-2025 begin Tuesday, September 3<sup>rd</sup>, 2024 and end Friday August 30<sup>th</sup>, 2025. The internship program consists of 2000 hours over 12 months and encompasses training, group and individual supervision, and didactic experiences designed to meet the APA Standards of Accreditation, and New York State licensure requirements. Licensure requirements vary from state-to-state, so prospective interns are encouraged to be knowledgeable regarding the requirements of other states. Interns are expected to make a full-time commitment to their training and respect the schedule they develop with their supervisors to ensure that they meet their training requirements of 2000 hours. The internship year is a rigorous experience and requires the intern to be fully present and open to all that the year offers in terms of skill development, training and supervision. As such, additional employment outside of the internship is highly discouraged as it contributes to burn out, reduces the opportunity for interns to engage in self-care, fosters difficulty for interns to fully commit to the internship training year, and at times it presents a conflict in priorities.

Please note that all internship positions are an "in person" experience. There are no work-from-home arrangements, and no hybrid training experiences are offered. When telehealth is utilized, the intern conducts the session from the site/office. The only exception for a work-from-home or a hybrid schedule, is if an intern has a documented disability and the intern has had accommodations



approved by participating in the formal process through the Yeshiva University Office of Students with Disabilities. Not all requests for accommodations are approved and they are approved on a case-by-case basis. For more information, please contact Dr. William Salton at [William.salton@yu.edu](mailto:William.salton@yu.edu).

## **INTERNSHIP POSITIONS**

**At** this time, we are offering two internship positions per academic year. (This could change as the Parnes Clinic gets more psychologists on staff.) Hence, both interns are “based” in the Parnes Clinic and have a rotation at the Jacobi Medical Center Pride Clinic on Thursday afternoons. Both placements, along with the interns’ duties there will be described below.

### **Parnes Clinic**

#### **Clinical responsibilities**

The following services are provided at the Parnes Clinic: Psychological assessment of children and adults; psychodynamic and cognitive behavioral therapy of children and adults; group therapy; family and couples therapy. The clinic also has the following "sub-clinics": geropsychology clinic; clinic for people with non-verbal learning disorders, clinic for people with psychiatric and medical conditions, clinic for political asylum seekers, grant funded clinic for food and beverage workers. The intern carries 8 to 10 psychotherapy patients at the Parnes Clinic and they can be divided according to the intern’s preference. Additionally, supervision is available for all the therapeutic and assessment modalities we offer.

Our interns also have psychological assessment responsibilities. Every patient at the Parnes clinic is required to have psychological testing as part of their treatment there. Hence, our interns can get as many assessment cases as they want, or as their universities require. Additionally, our interns are the core staffers of our newly opened Non-Verbal Learning Disorders (NVLD) sub-clinic. Psychological assessment is a major component of this treatment facility as well. They also have the opportunity to perform assessments on people who are seeking political asylum.

The Parnes clinic has a full time administrative assistant, graduate level TAs who provide administrative and clinical support, and a consulting psychiatrist for 8 hours each week. We also have state of the art technology including in person and remote platforms to record sessions, hushmail, and a custom designed electronic medical record (EMR).

Additionally, Ferkauf psychology interns perform assessments on patients who are electing to have gender affirming surgery at Jacobi Medical Center's Pride Clinic. (See below.)

#### **Administrative responsibilities**

Parnes clinic interns also assume certain administrative responsibilities in the clinic, such as assigning patients to student clinicians after they are screened and maintaining various aspects of our electronic medical records (EMR). They may also be asked to do clinic outreach into our local Bronx community as the need arises.

**Supervisory Responsibilities** As a part of our internship program, Ferkauf has partnered with Yeshiva University’s Katz School’s Physician Assistant (PA) program. Our interns proctor PA students and expose them to the word of mental health treatment. This includes mentoring PA students as they first observe and then participate in patient screenings and intakes, and our interns supervise them on this process. After every PA student’s rotation through the Parnes Clinic, our interns provide that Katz School with their evaluation. Our interns also provide Katz PA students with readings on psychological interventions to back up their experience. Additionally, our interns supervise Ferkauf students on psychotherapy when the supervisors take vacations, and/or family



leave. Finally, our interns help cover the clinic in the evenings by having an “open door” to our students and serving as a “go to” resource for questions about their patients and occasional emergencies.

### **Jacobi Medical Center Pride Program**

Jacobi Medical Center is one of the largest city hospitals in New York and it is located on the same campus as the Parnes Clinic. On Thursday afternoons, our interns rotate through the Pride Clinic, which is strictly for LGBTQ+ individuals. It is staffed by LGBTQ affirming providers who are committed to addressing the health needs of their patients with dignity and respect. In addition to providing psychotherapy and other supportive mental health services, our interns are trained to perform pre-surgery evaluations for individuals who are seeking gender affirming care. They perform one of these evaluations each week.

### **Contact hours**

- ***Direct Contact Including Telehealth***

Over the course of the training year, interns will spend a minimum of 500 hours in direct contact with clients. All interns earn more than that minimum requirement as there are many robust opportunities to have direct contact with clients. Direct patient contact will not comprise more than 50% of the internship experience at Ferkaufer.

Direct contact takes the form of:

- performing intakes
- conducting individual, family, couples and group therapy
- formulating service plans and safety support plans with the client
- conducting psychological test batteries for diagnostic and treatment evaluations (

- ***Indirect Contact***

Interns have duties requiring indirect contact hours. This time is divided between the supervision and didactic training portions of the internship (a total of six to eight hours per week) and meeting the administrative needs of working in a community-based mental health system. These include documenting treatment sessions and communications between treatment team members, completing discharge summaries, attending site staff meetings, supervision and didactic trainings.

### **CORE COMPETENCIES**

The Parnes Clinic interns receive a wide range of training experiences over the course of the internship year. Through supervision, colloquia series, courses at Ferkaufer and other training, interns will have ample opportunities to achieve the required profession-wide competencies outlined in the Standards of Accreditation for Health Service Psychology: (1) Research (2) Ethical and legal standards (3) Individual and cultural diversity (4) Professional values, attitudes, and behaviors (5) Communication and interpersonal skills (6) Assessment (7) Intervention (8) Supervision and (9) Consultation and inter-professional/interdisciplinary skills.



### **Evaluation of Competencies**

It is expected that interns will improve their competencies over the course of their training year. The Primary Supervisors and Training Director are committed to assisting interns gain competencies needed to be successful psychologists. Throughout the year through group and individual supervision, the supervisors will informally assess interns' areas of competence and provide feedback as needed. Evaluation of intern performance will include live observation and/or review of audio/video recordings. Twice a year interns will receive a formal written evaluation of their competencies. A copy of this evaluation is sent to the intern's sponsoring graduate program.

### **Formal Case Presentation**

Interns will prepare one formal case study which will be presented to the psychology training program. Interns will be expected to develop a case formulation, present a video recording of a portion of a session, and discuss the interventions.

### **DIDACTIC TRAINING**

#### **Colloquium**

The program requires interns to have a minimum of 100 hours of didactic training. Interns will earn some of these hours through Colloquia, which are offered at Ferkaufer on alternative Wednesdays. Colloquium expands on and complements the interns' on-site learning experiences. The meetings are facilitated by Ferkaufer faculty as well as psychologists from the academic community. Topics that are addressed include clinical skills, treatment approaches, multicultural/diversity topics, self-care, and other special topics pertaining to psychologists.

#### **Additional Required Training Seminars**

Each Monday from 11:40-1:40, interns will attend a weekly didactic seminar which is organized by Dr. Salton and Dr. Inzinna and includes guest lecturers from the Ferkaufer faculty on their areas of expertise. There will also be case conferences on the intern's patients at Parnes and faculty members of difference orientations (psychodynamic, cbt, etc.) will serve as case consultants. The training proposed schedule for the 2024-25 seminar is outlined below.

### **Didactic Schedule Internship 2024-25**

*All didactics are scheduled on Mondays 11:40am-1:40pm*

September 3 -- William Salton, PhD: Introduction to Community Mental Health

September 10 – Gregory Inzinna, PsyD: Using Electronic Medical Records and Clinic Policies

September 17 – Jon Feldman, PhD: Introduction to Health Psychology

September 24 – Sharon Marinetti-Leeper, PhD: Marriage and Family Therapy

October 1 – William Salton, PhD: Transference and Countertransference

October 8 – Faculty Case Conference

October 15 – Richard Zweig, PhD: Introduction to Geropsychology





October 22 – Kenneth Critchfield, PhD: Interpersonal Psychotherapy  
October 29 – William Salton, PhD: Affect and Defense Mechanisms  
November 5 – Faculty Case Conference  
November 12 – Lata McGinn, PhD: Psychological First Aid  
November 19 – Katie Aafjes-van Doorn, PhD: Interpersonal Guilt and the Working Alliance  
November 25 – William Salton, PhD: Asylum Work with Refugees  
December 3 – Gregory Inzinna, PsyD: Supervision  
December 10 – Peter Franz, PhD: Self-Injurious Behavior in Adults  
December 17 – Faculty Case Conference  
December 21 – William Salton, PhD: Internalized Objects  
January 3 – Gregory Inzinna, PsyD: Group Therapy  
January 14 – Mariah DeSerisy, PhD: Non-verbal Learning Disorder  
January 21 – Greta Doctoroff, PhD: Behavior Problems and Academic Difficulties in Preschool Children  
January 28 – Faculty Case Conference  
February 4 – Gregory Inzinna, PsyD: Process Commentary  
February 11 – Faculty Case Conference  
February 18 – Jordan Bate, PhD: Attachment Theory  
February 25 – William Salton, PhD: Narcissism and the Alliance  
March 4 – Gregory Inzinna, PsyD: Dialectical Behavior Therapy  
March 11 – Faculty Case Conference  
March 18 – Kailey Roberts, PhD: Bereavement  
March 25 – William Salton, PhD: Cultural Humility  
April 1 – Gregory Inzinna, PsyD: Cautionary Tales  
April 8 – Melanie Wadkins, PhD: Anxiety in Children  
April 15 – Faculty Case Conference  
April 22 – William Salton, PhD: Religion and Psychotherapy  
May 1 – Gregory Inzinna, PsyD: Paraphilic Disorders  
May 6 – Latoya Attis, PhD: Working with Pre-Marital Couples  
May 13 – Esther Sasson, JD: HIPAA Compliance  
May 20 – William Salton, PhD: Working with Borderline Personality Disorder  
May 27 – Faculty Case Conference  
June 3 – Jon Feldman, PhD: Psychosocial Factors in Adult Asthma  
June 10 – Sharon Marinetti-Leeper, PhD: Conflict in Couples Therapy  
June 17 – William Salton, PhD: Emergency Responses  
June 24 – Gregory Inzinna, PsyD: Behavioral Parent Training



July 1 – Richard Zweig, PhD: Emotion Regulation in Older Adults  
 July 8 – Peter Franz, PhD: Stress and Suicidal Ideation  
 July 15 – William Salton, PhD: Preparing for Termination  
 July 22 – Faculty Case Conference  
 July 29 – Mariah DeSerisy, PhD: Engaging Children in Psychotherapy  
 August 5 – Vera Bekes, PhD: Psychological Masochism  
 August 12 – Faculty Case Conference  
 August 19 – Gregory Inzinna, PsyD: Termination: Considerations for Therapists  
 August 26 – William Salton, PhD: Continuing Education

Additionally, in keeping with the goals of the internship, interns are required to attend a participatory seminar on supervision and a seminar on working with patients who have non-verbal learning disorders. Additionally, they are allowed to audit 2 classes at the Ferkaufer Graduate School of Psychology (one per semester). These classes are generally related to the intern's clinical or research interest.

Please find below a sample weekly schedule of one of interns. Please note that this schedule will change somewhat in the fall of 2024 when our additional didactic schedule is added.

Date	Time	Activity	Supervisor
<b>Mon</b>	10:00-12:00	Administrative tasks: support students with patient files, screeners, intake	
	12:00-1:00	Lunch	
	1:00-3:00	Therapy sessions (2 hours), enter therapy progress notes	
	2:30-4:00	NVLD clinic supervision: review client cases, feedback from supervisors and peers (2.5 hours for 2 clients)	
	4:00-5:00	Individual/group supervision (1.5 hours)	Dr. Salton
	5:00-6:30 pm Evening	Assist assistant clinic director with emergencies/crises, answer students' questions, oversee charting	
	6:30-7pm	Therapy session	
	Evening	Provide general evening clinic coverage (2 evenings/week), ad-hoc supervision	Dr. Inzinna
	Ongoing	Manage data in EMR, help with video recording system, participate in crisis management, clinic outreach	
<b>Tues</b>			
	10-12pm	Therapy sessions (2 hours), process input into EMR, train/supervise PA student (5-week rotation)	
	12-1pm	Lunch	





Date	Time	Activity	Supervisor
	1-2pm	supervision of 2nd-year students	
	2-3pm	individual supervision (2 hours)	
	3-5pm	Available for administrative support	
<b>Wed</b>			
	10-11am	Therapy sessions, review cases with PA student	
	11:30-12pm	Lunch	
	12-1:30p	clinic/faculty meetings	
	1:30-3:30p	audit class	
	4-5pm	client session	
<b>Thurs</b>			
	10-12p	Screeners, intake	
	12-1p	Lunch	
	1-4p	Jacobi Hospital Rotation	
	4-5p	Individual supervision	Dr. Salton
	5-8p	Available for administrative support, assist assistant clinic director with emergencies/crises	
<b>Friday</b>	9-10am	Therapy session, enter progress notes into EMR	
	10-12p	screeners/intake with PA	
	12-1p	Group Supervision	Dr. Inzinna
	1-2p	Review and process therapy session discussing information with PA student	

Assist with outreach programs in the local community.

### **SUPERVISION**

Supervision is integral to professional development. The interns receive multiple forms of supervision and training during their internship. Psychologists associated with the Parnes Clinic and licensed to practice independently will provide a minimum of two hours of weekly individual supervision for each intern. During individual supervision, interns and the supervisor will review cases, treatment planning, intervention strategies, and other relevant issues. The supervisor will also review the intern's documentation of cases, and if necessary, advise the intern on appropriate conduct. The interns are in close proximity to the Parnes director (Dr. Salton) and assistant director (Dr. Inzinna) for a large part of each day. They are often together as a group, and this provides a forum for interns to present and discuss cases, review current research, and consult with the other interns. Additionally, they meet for formal group supervision on the non-verbal learning disorders (NVLD) patients.



### **Evaluation Process**

Interns will receive ongoing verbal feedback from their supervisors throughout their tenure at the Parnes Clinic. Interns receive a formal written evaluation by their supervising psychologist at the midpoint and endpoint of their internship year unless their graduate programs require more frequent evaluations. Interns will be evaluated on their professional development, including adherence to ethical standards and legal professional guidelines, development of professional skills and competence, utilization of and approach to supervision, approach to professional growth, ability to function independently, and ability to manage time effectively. A copy of formal evaluations will be submitted to the Director of Training at the Intern's educational institution. Interns are also asked to evaluate the training program and their supervisor twice a year by submitting a written evaluation. Feedback from interns is used to make changes to the program that will enhance the internship experience for current and future interns.

### **Due Process, Appeal Process, and Grievance Procedure**

The Ferkauf Graduate School of Psychology holds a strong commitment to developing psychologists who demonstrate high levels of professionalism and clinical skills. Internship is a rigorous experience, which demands that interns continually apply themselves to all aspects of the professional development over an extended period of time. Interns are required to conduct themselves in an ethical, legal and appropriate manner at all times both while at work, and outside of work. Unprofessional conduct is behavior inconsistent with the identity of a professional psychologist, and will be addressed with an intern, should the issue arise over the course of the training year. At the beginning of the training year, all interns will be provided with the written Due Process and Appeal Process which addresses the program's approach for dealing with intern unprofessional conduct and problematic behavior. Interns will also be provided with Yeshiva University's written Grievance Procedure which is utilized when an intern has a complaint against the internship program.

### **CERTIFICATE OF INTERNSHIP COMPLETION**

Upon completion of their training year, interns will be awarded a certificate from the Ferkauf Graduate School of Psychology and Yeshiva University indicating the intern has satisfied all internship requirements. Interns must complete at least 2000 total internship hours before being awarded a certificate of completion.

### **FINANCIAL SUPPORT AND BENEFITS**

Full-time interns receive a stipend of \$29,120.00 to be paid every two weeks throughout their internship year. Health, vision and dental insurance plans are available to interns, which go in to effect on September 1<sup>st</sup> of the training year. 120 hours of personal leave time, and state and federal holidays are counted as compensated hours. Personal leave time may be taken after 60 days of the start of the training year, and no leave time will be granted during the last two weeks of the training year. Maternity and paternity leave is offered in accordance with the APPIC Guidelines for Parental Leave During Internship and Postdoctoral Training document. In cases where the intern has used up all allotted personal time and an emergency or other extenuating circumstance arises requiring the intern to take additional time away from the program, that time will be unpaid and the intern will be required to extend the training year past the original end date to ensure the intern earns 2000 hours. Circumstances in which the intern is absent from internship for a significant amount of time over and



above the allotted 80 hours, and aside from the need for parental leave, will be dealt with on a case by case basis.

## **APPLICATION INFORMATION**

### **Eligibility**

Doctoral psychology students in clinical, educational, school, or counseling psychology who have met their institution's requirements for internship are invited to apply to the Parnes Clinic Doctoral Internship in Psychology program. At a minimum, applicants will have completed 250 direct/face-to-face intervention hours, 50 direct/face-to-face assessment hours, and have completed at least two practica. Advanced practicum experience and experience in community mental health is highly preferred, though not required. Ideal applicants will indicate a strong desire to work in public behavioral health. The program is committed to recruiting and training interns who represent a variety of ethnic, racial, gender and personal backgrounds.

Applicants are required to have completed an APA approved (or equivalent) course of study which covers the identified core competencies. As such, applicants from Clinical Science or PC/SAS accredited programs will not be considered as appropriately trained for the internship experience.

### **Application Process**

At this point, applicants for the Parnes Clinic internship are accepted on a rolling basis. Once our internship is accredited by APPIC, we will adhere to their guidelines.

A complete application includes the following items:

1. Official transcripts of all graduate work
2. Three letters of recommendation from psychologists or other professionals familiar with the applicant and the applicant's work, utilizing the APPIC Standardized Reference Form
3. One work sample is highly recommended as part of the application. Ideally, this would be an assessment report that addresses, at minimum, background information, current behavioral observations, results of a psychological test battery, and formulation of the case. Please protect anonymity of the client.

### **Notifications and Interviews**

All applicants will be notified via email of their application status on a rolling basis. All applicants who have been selected to interview will be offered a virtual interview with the two Parnes Clinic supervising psychologists. Interviews are conducted using Google Meet or Zoom or in person if the applicant is local. For those applicants who do not have access to Google Meet or Zoom, a phone interview will be offered. Interviews take approximately 30 minutes and each applicant is asked a standard set of questions as well as open ended questions. Applicants will also have the opportunity to meet virtually with the current interns in the absence of the psychology training staff to ask questions and gain the perspective of the current intern cohort.

### **Equal Opportunity Employer**



Yeshiva University is an equal opportunity employer. Selections for the internship positions are made without discrimination for any non-merit reason, including, but not limited to, age, race, color, religion, physical disabilities, national origin, political affiliation, gender, sexual orientation, and marital status. Reasonable accommodations in facilities and work expectations will be made for individuals with limitations if the individual would be able to perform the job satisfactorily given appropriate accommodations. If an applicant requires special accommodations in order to complete the application/interview process, the applicant should contact Dr. Salton, via email at [William.salton@yu.edu](mailto:William.salton@yu.edu).

## **DOCTORAL TRAINING FACULTY**

### **William Salton, Ph. D.**

Dr. Salton is a clinical professor at the Ferkauf Graduate School of Psychology of Yeshiva University and the director of the Parnes Clinic as well as the Training Director for the Parnes Clinic Doctoral Psychology Internship Program. He has been at Ferkauf since 2006. He earned his Ph. D. from New York University and completed his doctoral internship New York Hospital, Westchester Division in White Plains, New York. He earned a Bachelor's degree in Psychology and Anthropology from Brandeis University and a Master's degree New York University. His postdoctoral hours towards licensure were completed at New York Hospital Westchester Division. He has served as the Program Director for the Families and Individuals in Recovery (FAIR) program of the Metropolitan Center for Mental Health in New York City and also worked at Jacobi Hospital where he supervised doctoral practicum students, doctoral interns and postdoctoral residents. He is an approved site visitor for the American Psychological Association Commission on Accreditation. He is the president elect of the APA affiliated Association of Doctoral Psychology Training Clinics (APTC) and has been a member of that organization since 2010. He also has a private practice in New York City and Westchester County. His professional interests include working with political asylum seekers, working with people with physical disabilities, couples therapy and community based treatment.

### **Gregory Inzinna, Psy.D.**

Dr. Greg Inzinna is the Assistant Director of the Parnes Clinic and a Clinical Professor at the Ferkauf Graduate School of Psychology at Yeshiva University. He is also the Coordinator for the Lemle Clinic that serves individuals with Non-Verbal Learning Disorder (NVLD). Greg serves the residents of New York State as a Licensed Clinical Psychologist. After graduating magna cum laude from Manhattan College, he earned his Doctorate in Clinical Psychology at Long Island University. He completed his Pre-Doctoral Internship at Southwest Behavioral & Health Services and his Postdoctoral Fellowship at the Parnes Clinic. Greg supervises and trains graduate student therapists and is working to advance the field of clinician training to increase patient access to quality mental health care. He currently teaches doctoral and master's level Lifespan Psychopathology, Group Therapy, and Child & Adolescent Counseling. He is a member of the American Psychological Association (APA), the New York State Psychological Association (NYSPA), the Association of Psychology Training Clinics (APTC), and the Association for Behavioral and Cognitive Therapies (ABCT).

## **PAST PRESENTERS AND DIDACTIC TRAINING TOPICS**



January 31, 2024: Dr. Amy Margolis & Dr. Mariah DeSerisy : [NVLD Assessment & Treatment](#)

February 7, 2024: Dr. Prudence Fischer & Dr. Mariah DeSerisy: [Inclusion of NVLD in future DSMs: The process, where we are, and next steps.](#)

February 28, 2024: Dr. Laura Shaw-Frank: [The Nature of Antisemitism](#)

March 13, 2024: Dr. Desiree Byrd: [Neuropsychological Assessment in Diverse Populations](#)

March 20, 2024: Dr. Danielle Thau: *Psychotherapy During Times of Medical Crisis and End-of-Life.*

April 10, 2024: Dr. Honggang Wang: AI in Healthcare