Green Chimneys
Predoctoral Internship in Clinical Psychology

Program description and procedures
OVERVIEW

Green Chimneys is a year-round residential treatment center and special education school located in Brewster, New York. The residential component has 88 children ranging in age from 6-13. The Day Treatment component has approximately 130 children on two campuses ranging in age from 6 through 18. Children from both programs have histories of emotional, behavioral and learning problems. Green Chimneys is recognized as a worldwide leader in animal-assisted activities. The treatment program strives to develop a strong relationship between people, animals, plants, nature, and the environment. The agency offers a complete therapeutic milieu in which children receive educational, health, recreational and psychotherapeutic services. The goal is to promote optimal levels of functioning on campus, at school and at home so as to allow the child to be re-integrated successfully into their families and communities. Staff members include psychologists, special educators, occupational and speech therapists, recreational therapists, and psychiatrists. In April 2005, the American Psychological Association awarded Green Chimneys a “Psychologically Healthy Workplace Award”. This competitive award selected Green Chimneys from among many other schools, companies and businesses throughout New York State.

Green Chimneys was founded in 1947 with the sole purpose of operating a school on a farm where children would be involved with animals, gardens, nature and environmental activities. The hope was that young children who had to be away from home would find the program helpful and healing. It was thought the animals would ease the time away from home and the children would care for the animals and gardens as a means of getting involved in a pleasurable activity. Animals became a vital way of introducing children to the healing which comes from the development of the human-animal bond.

In 1974 Green Chimneys obtained a license from the New York State Department of Social Services to provide comprehensive education and mental health services as a Residential Treatment facility. Today, Green Chimneys has grown to be a multifaceted, non-profit agency providing therapeutic and educational services in a variety of settings. Despite the fact that it now operates with a 33 million dollar budget and employs over 500 people, the Brewster campus has maintained the feel and atmosphere of a family run farm with the goal of restoring possibilities and creating futures.

Description of Green Chimneys’ Programs

Core Programs

Residential Treatment Center (RTC):
This 88-bed program serves boys and girls, age 6-15, who are experiencing significant emotional, behavioral and academic difficulties and cannot be maintained at home or in their communities. The program utilizes the natural environment of the Brewster, NY campus, including a therapeutic farm and wildlife rehabilitation program. The majority of children served by this program are black, Hispanic, bi-racial and white.
Residential Treatment Facility (RTF):
Green Chimneys’ Residential Treatment Facility (David Hall) serves 14 male adolescents who demonstrate serious and persistent psychopathology from the Mid-Hudson and New York City areas. The services include psychiatric, psychological, educational, social services, medical/dental, vocational, independent living skills, and therapeutic recreational activities, such as animal-assisted therapy. The goal is to increase residents’ level of functioning so they can be served at a lower level of care in the most efficient time frame possible.

Therapeutic Day School:
This is a special education school serving approximately 230 students: 88 from the Residential Treatment Center (RTC) and approximately 140 day students from local and regional school districts; 106 at the Brewster campus and 34 at the Clearpool campus. The Day School is one of the prime centers for growth at Green Chimneys as we receive more and more referrals from local school districts.

Animal and Garden Programs:
Green Chimneys has built an international reputation as a pioneer in nature-based therapies and activities for at-risk children. It houses more than 300 farm animals, including 50 permanently disabled birds of prey. Each animal has a unique story and many have found a safe refuge at Green Chimneys after having been removed from neglectful situations by humane law enforcement officers. The farm is available as a living classroom to social workers, teachers and other staff from all over the campus. The center also operates two organic gardens: a two-acre plot at Boni Bel farm, run with the help of the adolescents in the residential programs; and the Children’s Garden for younger students on the main campus. In addition to serving as horticulture therapy sites for our children, the gardens supply a vegetable and plant stand during the summer, providing fresh, organic produce and flowers to the community at reasonable prices. Honey and maple sugar, harvested by our students, is also for sale.

Equine Programs: Our equestrian program is a Premier Accredited Center of the North American Riding for the Handicapped Association (NARHA). This accreditation, the highest accolade in the field of therapeutic riding, is earned by a staff of certified riding instructors, mental health professionals and teachers who comply with a comprehensive set of safety standards expected of a model therapeutic equestrian program. The program consists of several separate activity areas that offer profound opportunities for our children to learn about themselves through the interaction and relationship with people, horses and the barn environment:

- **Equine Facilitated Psychotherapy** - Licensed/credentialed psychologists, a psychiatrist, and social workers set strategic treatment goals for equine interactions with a client. Goals can consist of enhancing self-awareness, correcting maladaptive behavior, improving feelings and attitudes, developing relationships, processing trauma-related behaviors, as well as addressing a range of other psychotherapeutic issues often seen in our population.
Carriage Driving and Draft Horses – The driving of horses and donkeys promotes knowledge of safety, equines, harnessing, and coordinated driving skills. Driving our Suffolk draft horses hitched to a wagon offers our children a connection to the rural past and lets them enjoy horses as a group activity.

Equine Sport - Through guided interactions by skilled coaches, children develop competitive riding skills that in turn enhance social, emotional, physical and academic growth. Campus horse shows, drill teams and competing in regional horse shows are popular components of the program.

Vocational Barn Management - Students are encouraged to participate in hands-on horse management. This vocational training builds and enhances organizational skills and allows children who have been underachievers to recognize their potential in the workplace.

The Wildlife Rehabilitation Center, licensed by the U.S. Fish & Wildlife Service and New York Department of Environmental Conservation, is located on our Brewster campus. The Center is primarily dedicated to caring for injured, orphaned and distressed Birds of Prey, including hawks, falcons, eagles, owls and vultures, and features large display and flight cages for easy viewing and the comfort and safety of the animals. We do not have unlimited capacity to take in injured birds and can only accept animals that we are able to handle appropriately. In some cases we have to turn away animals or refer them to other rehabilitation centers. Whenever possible, rehabilitated wildlife is released back into the wild by the children who assisted with the animal's care. This release is often timed to coincide with a child's discharge from Green Chimneys and serves as a wonderful parallel between the animal's healing and the child's healing during their time with us.

Community-Based/Mission-Related Services

Children and Youth Services of Putnam (Formerly Arbor House):
This program offers 24-hour service for homeless youths aged 10 – 18 or those experiencing conflict within the home. The focus is to reunite youths with their families and to provide problem resolution through case management services. Children and Youth Services of Putnam provides a wide range of services for youth and families in the community, including:

- The Youth Shelter - serves boys and girls, 12-17 years old
- Case Management - for boys and girls, 10-20, who need non-traditional counseling
- 24-Hour Crisis Hotline - round-the-clock service for families and youth

Community Outreach Center –

- The Safe Places After-School Program - promotes structured after school activities for children and teens 7-15. Focuses on arts and crafts, homework assistance, community service projects and peer relationships through a positive youth development approach.

- The Street Outreach - focuses on youth 14-20 years old and specifically targets youth who have been abused or are at risk of sexual exploitation or emotional, physical or sexual abuse and/or youth who are struggling with making good decisions.
Youth Services - This peer support group operates at the Outreach Center. Youth driven topics, both educational and preventive in nature, allow young people to learn from each other. Street youth are able to come to terms with their own issues in their own time.

Nature’s Nursery:
This year-round pre-school, daycare and before- and after-school program serves the general public in Putnam County, New York, and neighboring Fairfield County, Connecticut. At Nature's Nursery, our mission is to assist children with their social, physical and emotional growth in order to give them a solid foundation for present and future learning. Our staff consists of certified teachers and trained assistants. Volunteers are welcome. All staff references are checked and a screening is conducted through the state central registry clearance. Screenings are also done for tuberculosis and drug use. The staff receives yearly educational, CPR and infection control training. Nature’s Nursery is accredited by the National Association for the Education of Young Children.

Summer Camp:
Green Chimneys operates two ACA-accredited day camp programs – Hillside and Cleapool Summer Camps – attended by children in the communities surrounding the Brewster and Clearpool campuses. Each camp location is staffed with a full-time nurse, certified lifeguards and skilled outdoor educators. Counselors are primarily college or college graduates and selected for their skills, experience and ability to serve as role models for campers.

Clearpool Outdoor Education:
Green Chimneys’ Clearpool Campus is a premier outdoor education center and recreation facility for learning and discovery. Located on 350 acres of natural woodlands, Clearpool offers an array of education and adventure programs, seasonal activities, summer camp, and facilities for day or overnight school field trips, community groups, and anyone who wants to experience nature in a setting for year-round environmental exploration.

THE TRAINING PROGRAM

The training of predoctoral interns in our program is devoted to clinical practice in an interdisciplinary setting focused on the treatment and education of emotionally-disturbed children.

Goals
The Green Chimneys internship has two primary goals. The first is to train our interns to become competent clinicians. This includes developing and augmenting existing skills in diagnostic interviewing, treatment planning, school consultation, psychotherapy and psychological assessment. The second goal is to assist interns to function as professional psychologists in a clinical, school or community setting. Interns will learn how to interact with other professionals as part of an interdisciplinary team. They will learn how to interface with schools and community
agencies. Additionally, the interns will be exposed to general professional issues including cultural diversity and ethical functioning.

Clinical training activities, didactic seminars and supervision are directed toward developing clinical skills and integrating them with basic theory and research. Interns receive broad and general training in the areas of assessment, intervention, prevention, consultation, research and professional development. Issues of diversity and cultural sensitivity are emphasized in all their clinical activities and settings. The year-long training program provides the interns with intensive experience and training that will enable the student to develop skills and competencies in clinical practice and to develop the capacity to critically examine and evaluate the assumptions and observations made in clinical practice.

The specific skills in the areas of assessment, intervention, prevention, consultation, research and professional development that the interns are expected to acquire are described below.

**Assessment**

1. Demonstrates effective clinical interviewing skills.
2. Demonstrates the ability to collect and integrate data from multiple sources.
3. Demonstrates the ability to use an array of assessment tools appropriately.
4. Demonstrates skills in interpreting the results of various types of assessment.
5. Demonstrates knowledge of DSM-V and psychiatric nomenclature.
6. Formulates clinical case conceptualization based on assessment results.
7. Writes reports clearly, accurately and in a timely manner.
8. Communicates findings effectively to patients, family members, team members, and collateral providers, as appropriate.
9. Demonstrates culturally-competent assessment skills with diverse populations.
10. Demonstrates the ability to use research to inform assessments.

**Intervention/Prevention**

1. Demonstrates the ability to conceptualize, formulate, and implement an intervention plan, and to make adjustments in the plan as needed.
2. Collaborates effectively with other disciplines and stakeholders in intervention efforts.
3. Demonstrates understanding of relevant theory to guide the intervention.

4. Demonstrates skills in working with a range of clients, including children, adolescents, young adults, and family members, in intervention and prevention activities.

5. Demonstrates an ability to carry out evidence-based interventions.

6. Establishes and maintains effective relationships with service recipients, collateral providers, and community partners, as appropriate.

7. Evaluates intervention and prevention outcomes effectively, including community program interventions as appropriate.

8. Demonstrates culturally-competent intervention skills with diverse populations.

9. Demonstrates the ability to use research to inform interventions.

**Consultation**

1. Clarifies requests for consultation appropriately and effectively.

2. Develops effective consultative relationships with other professionals and service recipients.

3. Communicates consultation results and recommendations effectively.

4. Demonstrates understanding of systems and organizational issues when providing consultation.

5. Demonstrates culturally-competent consultation skills with diverse populations.

6. Demonstrates the ability to use research to inform consultation activities.

**Professional Development**

1. Demonstrates essential understanding of ethical principles for psychologists.

2. Demonstrates skills in applying ethical principles in research and practice.

3. Able to identify individual professional strengths and limitations.

4. Able to seek and use supervision as appropriate.

5. Accepts and integrates supervisory input in a professional manner.
6. Organizes and manages time and competing demands effectively.

7. Able to work independently as well as with others effectively.

8. Demonstrates skills in adhering to the highest standards of professional conduct with diverse populations.

**Training Activities**

A set of clinical and didactic experiences is provided to the interns to help them master the aforementioned skills. Throughout the training year, the intern carries four psychotherapy cases from the Residential Treatment Center (RTC) and, upon occasion, one or more cases from the therapeutic day program (TDP). The work with the children from the RTC entails the full spectrum of case management, including individual therapy with the child, family therapy, ongoing, daily consultation with the child care staff, and consultation with the child’s psychiatrist and educational staff. The intern attends staff meetings, treatment meetings and case conferences in which the intern reports on the child’s treatment and works collaboratively with the treatment team in the evaluation and development of treatment goals. The intern is supervised by senior psychologists and, separately, by a clinical social worker on issues related to the child’s social service needs. For the TDP children, the intern has basically the same responsibilities but has increased involvement with the child’s family and the outside psychiatrist and/or therapist. Additionally, peer supervision is provided on a weekly basis for the RTC children. The interns also carry 2-4 outpatient adolescents in our Community-Based Programs.

The intern spends 15 or more hours per week in face-to-face contact with his/her clients. Additionally, the interns also choose a year-long elective in one of the following 3 areas:

- Children’s Adaptation of DBT (DBT-C)
- Working with children with ASD
- Clinical research in animal-assisted therapy

**Supervision**

Each intern receives a minimum of two hours of individual supervision each week. Typically, supervision of the intern’s clients in residential treatment is provided by two senior licensed psychologist, the Director of Psychology and the Internship Director. Additional supervision is provided for the intern’s assessment cases by one of the senior licensed psychologists.
The intern conducts approximately one comprehensive psychological or neuropsychological assessment each month for an annual total of no less than 12 assessments. Additionally, the intern conducts less comprehensive psychological updates that are periodically requested for discharge or other placement purposes. Careful selection of assessment cases is provided by the intern’s supervisor and Training Director to ensure that they provide an opportunity for the intern to extend his/her assessment skills by assigning them children with diagnoses, cultural backgrounds, case histories, and complex assessment issues that are new and challenging for the intern. Supervision is provided by a senior psychologist and typically occurs throughout the assessment process in a one-hour, weekly session.

The didactic training is an integral component of the training program and the interns’ experience. At Green Chimneys, the interns participate in two weekly seminars that deal with important aspects of the interns’ professional development. The Clinical Seminar includes discussions of ethical standards, clinical work in forensic settings (such as conducting child custody evaluations and pre-employment psychological evaluations of applicants for positions in law enforcement), conducting assessments and interventions with different cultural groups, conducting specialized psychological assessments (including assessing risk for fire setting and sexual predation), animal-assisted therapy and animal-assisted activities with abused children and children with autistic spectrum disorder, advances in psychopharmacology with children and adolescents, alternative medicine approaches, family therapy and individual therapy with abused and adopted children, treatment of children diagnosed with PTSD, and work with LBGTQ youth, among other important clinical topics. The seminar topics are presented by psychologists, psychiatrists and other clinicians, both inside and outside the agency, who have extensive experience in these subjects. The seminar also includes topics in clinical research, at which the interns present their research.

The Assessment Seminar, which also meets weekly throughout the training year and is co-chaired by the internship director and the director of psychology, provides formal training in psychological and neuropsychological assessment as described below.

The content of the training includes:

- an overview of clinical neuropsychology
- a description of the procedures in a neuropsychological examination
- interpretation of neuropsychological examination data
- diagnostic issues
- assessment of memory and memory tests and batteries
- assessment of executive functions
- assessment of verbal functions and language
- assessment of visual, auditory and tactile perception
- assessment of concept formation and reasoning
- assessment of motor and sensory functions and the apraxias
- assessment of orientation and attention
In addition to training in neuropsychological assessment, the assessment seminar provides training in

- standardized measures of personality assessment, including the MMPI-2, the MMPI-A, the 16 PF, and Personality Assessment Inventory
- projective measures
- assessment of intellectual functioning, including the evaluation of young children, children from different cultures, the aged, non-verbal tests of intelligence, and dementia rating scales

In addition to clinical and assessment seminars, the interns participate in a year-long agency training program that deals with diverse issues, such as working with violent and aggressive children, alternatives to physical restraints when dealing with a child in crisis, and the nature of inpatient psychiatric hospitalizations of children. The interns also attend a weekly clinical case conference, at which, as an important member of the treatment team, the intern collaborates with other clinicians, teachers and other staff members in evaluating and modifying the child’s treatment plan. Interns also have the opportunity to attend relevant campus-wide and off-campus conferences and workshops.

The interns also attend an interdisciplinary clinical case conference each week throughout the training year. These conferences focus on diagnostic and treatment issues and are attended by a psychologist supervisor, a child psychiatrist, social worker, teacher and, occasionally, the child and/or parents.

**DUE PROCESS PROCEDURES**

This document outlines the rights and responsibilities of the interns and the training program, describes the due process procedures, and provides a series of remedial steps to be implemented when indicated. The guidelines are believed to be consistent with accreditation standards of the APA and the Human Resources policies of Green Chimneys.

Among the core responsibilities of the training program at Green Chimneys is the assessment of the interns’ functioning. This process begins by making the program’s general expectations known to prospective interns by providing applicants with this brochure that contains an overview of the interns’ responsibilities. This is followed by formal, written evaluations conducted at three scheduled intervals during the training year and more frequently, as indicated. Additionally, the interns receive ongoing feedback from the Training Director (TD), the training staff, and other professionals with whom they have contact.
INTERN RIGHTS AND RESPONSIBILITIES

**Intern Rights**

1. The right to a clear statement of general rights and responsibilities upon entry into the internship, including a clear statement of goals and parameters of the training experience.
2. The right to be trained by professionals in accordance with the APA ethical guidelines.
3. The right to be treated with respect and in a manner that recognizes their training and experience.
4. The right to ongoing evaluation that is specific, respectful, and pertinent.
5. The right to engage in an ongoing evaluation of the training program experience.
6. The right to initiate an informal resolution of any problem that arises in the training experience by discussing it with (or writing to) the staff member concerned and/or the Training Director.
7. The right to due process and appeal to the Director of Psychology when informal resolution of any training issue or intern right has failed.

**Intern Responsibilities**

1. The responsibility to read, understand and clarify, if necessary, the statement of rights and responsibilities.
2. The responsibility to behave in accordance with the principles set forth by the statutes and regulations of the American Psychological Association and other relevant New York State regulatory agencies and licensing departments.
3. The responsibility to be open to feedback from supervisors, professional staff and agency personnel.
4. The responsibility to give constructive feedback that evaluates the training experience or other experiences in the internship.
5. The responsibility to conduct oneself in a professionally appropriate manner if due process is initiated.
6. The responsibility to actively participate in the training, clinical services, supervision and the overall activities of the Psychology Department over 12 consecutive months from the start of the internship for no less than 40 hours per week, except for vacations, sick time, holidays and elective days, as described in the EMPLOYEE BENEFITS section. Generally, the intern puts in no less than 1888 hours over the 12 consecutive months.
7. The responsibility to meet training expectations in the core competency areas of assessment, psychotherapy, consultation and ethics.
DUE PROCESS FOR NON-TRAINING CONCERNS

Interns are subject to the policies and procedures outlined in the Green Chimneys Policy and Procedure Handbook, which is made available to all staff members at the beginning of their employment by the Human Resources Department.

IDENTIFICATION OF "PROBLEMATIC BEHAVIOR" AND DUE PROCESS FOR TRAINING CONCERNS

I. Definition of Problematic Behavior

As it relates to psychology interns, problematic behavior refers to behavior that interferes with an intern’s professional behavior and functioning. It includes

1) an inability and/or unwillingness to acquire and integrate professional standards into one's professional behavior.

2) an inability to acquire professional skills necessary to reach an acceptable level of competency.

3) an inability or unwillingness to refrain from inappropriate behavior that may interfere with the conduct of professional clinical responsibilities.

Problems are usually considered Impairments when they are characterized by any of the following:

a. the intern fails acknowledge, understand, or address the problem when it has been identified

b. the quality of services delivered by the intern is adversely affected to a serious extent by the problem

c. the problem is present in more than one area of professional functioning

d. a disproportionate amount of attention by training personnel is required to deal with the problem

e. the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

II. Remediation and Sanction Alternatives

1. Verbal Warning  The intern is told that the problematic behavior needs to be discontinued without delay but no record of this action is kept.

2. Written Acknowledgment  The intern formally acknowledges:
a) that the TD is concerned with the intern’s behavior or functioning and that it has been brought to the attention of the intern

b) that the TD will work with the intern to rectify the problem or skill deficit. (The problematic behavior, however, is not significant enough to warrant more serious action.) The written acknowledgment will be removed from the intern's file when the intern adequately responds to the concerns and successfully completes the internship.

3. **Written Warning** This warning to the intern indicates the need to discontinue an inappropriate action or behavior and contains the following:

   a) a description of the intern's unsatisfactory performance
   b) the actions needed to be taken by the intern to correct the unsatisfactory behavior
   c) the time line for correcting the problem
   d) the actions that will be taken by the program if the problem is not corrected
   e) notification that the intern has the right to request a review of this action.

A copy of this letter will be kept in the intern's file. Consideration may be given to removing this letter at the end of the internship by the TD in consultation with the intern's supervisor and Director. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

4. **Schedule Modification** A time-limited change in the intern’s schedule is instituted, during which remediation and a closely supervised period of training is provided. Modifying an intern's schedule is an accommodation made to assist the intern with the full expectation that the intern will complete the internship. This period will include closer supervision conducted by the regular supervisor in consultation with the TD and may include the following:

   a) increasing the amount of supervision, either with the same or other supervisors
   b) changing the format, emphasis, or focus of supervision;
   c) recommending treatment and/or referral to the employee assistance program
   d) reducing the intern's clinical or other workload
   e) requiring specific academic coursework.

The length of a schedule modification period will be determined by the TD in consultation with the primary supervisor and the Director. The schedule modification will end when the TD, in consultation with the intern, primary supervisor and the Director, determine that it is no longer needed or useful.

5. **Probation** This refers to a time-limited, remediation-oriented period of close supervision. Unlike a schedule modification, this period is intended to assess the intern’s ability to complete the internship satisfactorily. During the probation period, which has a specified length of time, the TD systematically monitors the degree to which the intern addresses, changes, or improves the behavior associated with an inadequate rating. The intern 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.

If the TD determines that there has not been sufficient improvement in the intern's behavior to remove the Probation or modified schedule, then the TD will discuss with the primary supervisor and the Director possible courses of action to be taken. The TD will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the TD has decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of an alternative. Additionally, the TD will inform the Director that if the intern's behavior does not change, the intern will not successfully complete the internship.

6. Suspension of Direct Service Activities Suspension of an intern requires a determination that the welfare of the intern's client has been jeopardized. Following such a determination, the intern’s direct service activities will be suspended for a specified period, as determined by the TD in consultation with the Director. At the end of the suspension period, the intern's supervisor, in consultation with the TD, will assess the intern's capacity for effective functioning and determine when direct service can be resumed.

7. Administrative Leave This refers to the temporary withdrawal of all responsibilities and privileges at Green Chimneys, as determined by the executive director, based upon the Green Chimneys’ published policies. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed. The TD will inform the intern of the effects the administrative leave will have on the intern's stipend and accrual of benefits.

8. Dismissal from the Internship This step refers to the permanent withdrawal of all agency responsibilities and privileges, as determined by the executive director, based upon the Green Chimneys’ published policies. 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 TD will discuss with the Director the possibility of termination from the training program or dismissal from the agency. Either administrative leave or dismissal would be invoked when the intern commits severe violations of the APA Code of Ethics or when the prospect of the intern imminently doing physical or psychological harm to a client is present. Administrative leave or dismissal would be also be invoked if the intern were unable to complete the internship due to physical, mental or emotional illness, as governed by New York State law and published agency policies. When an intern has been dismissed from the internship program, the TD will communicate to the intern's academic department that the intern has been dismissed and has not successfully completed the internship.
III. Procedures for Responding to Inadequate Performance by an Intern

If an intern receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member has concerns about an intern's behavior, such as ethical or legal violations or professional incompetence, the following procedures will be initiated:

1. The staff member will consult with the Training Director (TD) to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. If the staff member who brings the concern to the TD is not the intern's primary supervisor, the TD will discuss the concern with the intern's primary supervisor.
3. If the TD and primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the TD will inform the staff member who initially brought the complaint.
4. The TD will meet with the Director to discuss the performance rating or the concern.
5. The TD, primary supervisor, and Director may meet to discuss a course of action.
6. Whenever the Director or TD has made a decision about an intern's training program or status in the agency, the TD will inform the intern in writing and will meet with the intern to review the decision. This meeting may include the intern's primary supervisor. If the intern accepts the decision, any formal action taken by the Training Program may be communicated in writing to the intern's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
7. The intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented below.

IV. Due Process: General Guidelines

The due process document defines Problematic Behavior and Impairment as they relate to the intern and provides remediation and sanction alternatives. Several of the key due-process guidelines are listed below:

1. During the orientation period, presenting to the interns, in writing, the program's expectations as they relate to professional functioning.
2. Specifying the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations will occur at meaningful intervals and at least semi-annually.
3. Specifying the various procedures and actions involved in making decisions regarding impairment.
4. Communicating with graduate programs about any suspected difficulties with interns 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 for not rectifying the inadequacies.
6. Providing a written procedure to the intern that describes how the intern may appeal the program's action.
7. Ensuring that interns have sufficient time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
9. Providing written documentation to all relevant parties that describe the actions taken by the program and their rationale.

V. Due Process: Procedures
The basic function of due process, as it relates to an intern, is

- to inform him or her of the matter in need of resolution
- to provide him or her with a framework in which to respond, act or dispute.

When a matter cannot be resolved between the intern and the TD or supervisor, the following steps, listed below, will be taken.

A. Grievance Procedure
There are two situations in which grievance procedures can be initiated.

1. Green Chimneys encourages fair, efficient, and equitable solutions of problems that relate to the Psychology Intern. In the event that an intern encounters any difficulties or problems (e.g., poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, an intern can:
   a. Discuss the issue with the staff member(s) involved.
   
   b. If the issue cannot be resolved informally, the intern should discuss the concern with the TD. The TD may meet with the intern and the staff member involved individually or with both the intern and the staff member involved, to assist in mediation of the issue. Possible solutions may include but are not limited to: reassessment of the intern's evaluation, reassessment of the intern's workload, providing additional supervision to the intern, consultation for the supervisor, and reassignment of the intern to another supervisor. The intern's academic program will be informed of the concern and its resolution.

   c. If the issue cannot be resolved by the TD, the intern should discuss the concern with the Director. The Director may meet with the intern, the staff member involved, and the TD individually or as a group to assist in mediation of the issue. Possible solutions may include but are not limited to: reassessment of the intern's evaluation, reassessment of the intern's workload, providing additional supervision to the intern, consultation for the supervisor, and reassignment of the intern to another supervisor. The intern's academic program will be informed of the concern and its resolution.
d. If the issue cannot be resolved with the TD or Director, the intern's academic program may be contacted to assist in mediation of the grievance.

e. If the TD or Director cannot resolve the issue, the intern can request that a Review Panel be convened to hear this grievance:
   1) The intern should file a formal complaint, in writing and all supporting documents, with the TD. If the intern is challenging a formal evaluation, the intern must do so within five (5) work days of receipt of the evaluation.
   2) Within three (3) work days of a formal complaint, the TD must consult with the Director and implement Review Panel procedures as described below in Section B. Review Panel and Process.

2. If a training staff member has a specific concern about an intern, the staff member should:
   a. Discuss the issue with the intern(s) involved.
   b. If the issue cannot be resolved informally, the training staff member should discuss the concern with the TD. The TD may meet with the intern and the staff member involved individually or with both the intern and the staff member involved, to assist in mediation of the issue. The intern's academic program will be informed of the concern and its resolution;
   c. If the issue cannot be resolved by the TD, the training staff member should discuss the concern with the Director. The Director may meet with the intern, the staff member involved, and the TD individually or as a group to assist in mediation of the issue. The intern's academic program will be informed of the concern and its resolution.
   d. If the issue cannot be resolved with the TD or Director, the intern's academic program may be contacted to assist in mediation of the grievance;
   e. If the TD or Director cannot resolve the issue, the training staff member can request that a Review Panel be convened to hear this grievance:
      1) The training staff member should file a formal complaint, in writing, that includes all supporting documents with the TD.
      2) Within three (3) work days of a formal complaint, the TD will consult with the Director and implement Review Panel procedures as described below.

B. Review Panel and Process
1. When needed, a review panel will be convened by the Director. The panel will consist of staff members selected by the Director with recommendations from the TD and the intern involved in the dispute. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern. Interns will be strongly encouraged to consult with their academic training program for advice and guidance should the intern meet with the Review Panel.
2. Within five (5) work days, a hearing will be conducted in which the challenge is heard and relevant material presented. Within three (3) work days of the completion of the review, the Review Panel submits a written report to the Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.

3. Within three (3) work days of receipt of the recommendation, the Director will either accept or reject the Review Panel's recommendations. If the Director rejects the panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Director may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.

4. If referred back to the panel, they will report back to the Director within five (5) work days of the receipt of the Director's request for further deliberation. The Director then makes a final decision regarding what action is to be taken.

5. The TD informs the intern, staff members involved and, if necessary, members of the training staff of the decision and any action taken or to be taken.

6. If the intern disputes the Director's final decision, the intern has the right to contact the Department of Human Resources to discuss this situation.

GENERAL INFORMATION

Period of Training
The internship requires a full-time commitment (40 hours/week) for one calendar year. The training year begins on or about July 1 and concludes at the end of June of the following year.

Requirements for Application
Qualified applicants meet the following criteria:

- Current enrollment in a doctoral program in clinical, school or counseling psychology. Completion of a minimum of three years of graduate work and all required course work.

- Interest in clinical work with children and adolescents from diverse cultural backgrounds.

- Supervised clinical experience delivering psychotherapy and psychological testing services.

Members of ethnic minorities are encouraged to apply and may voluntarily indicate minority status in their application materials.

The 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 prior to uniform notification day.


**Procedures For Applications**
All applicants are submitted through AAPI ONLINE applicant portal: https://portal.appicas.org.
Requests for information may be sent to: jdavidowitz@greenchimneys.org

**Application Deadline**
Please see the application deadline at AAPI ONLINE.

**EMPLOYMENT BENEFITS**
Three weeks paid vacation
Seven paid holidays
Two paid elective days
Seven sick days
Health Care Coverage
Hospitalization
Surgical allowance
Major medical
Dental and Vision plans
Psychiatric reimbursement

**Stipend:**
Stipends for the internship year, which are reviewed annually, are presently $25,000.
Green Chimneys is an equal opportunity employer. Federal and New York State laws prohibit discrimination on the basis of age, sex, race, veteran status, religion, color, marital status, national origin, disability, sexual preference or pregnancy-related condition.

For further information about the program, contact: jdavidowitz@greenchimneys.org
EXECUTIVE AND SENIOR STAFF

Samuel B. Ross, Jr., Ph.D.
Executive Director Emeritus/Founder
Dr. Ross and the Ross family founded Green Chimneys School for Little Folk in 1947 as a school and summer camp for very young children. The original idea of Green Chimneys was to integrate children and animals to provide a unique therapeutic experience. Dr. Ross served as Executive Director from 1948 until 1996. In the 1960s, Dr. Ross expanded the program, and the school taught children from pre-school to grade 8 and attracted children from around the United States, Canada, Central America, South America and other countries. In 1974 Green Chimneys became a social services agency and began to provide more services to children considered “at risk.” Dr. Ross currently serves as Managing Director of The Friends of Green Chimneys. Dr. Ross holds a Bachelor of Arts degree from the University of Virginia, a Master of Arts from the School of Education at New York University and a Ph.D. in Human Service Administration from the Graduate School of the Union Institute and holds certificates in elementary, special education and school administration. He has received many awards and honors for his work with children and animals and his contribution to understanding the relationships between people and animals.

Joseph Whalen, MS
Executive Director
Joe Whalen began his career at Green Chimneys in 1972 and holds a Master’s Degree in Special Education from Western Connecticut State University and an MBA from the University of New Haven. Mr. Whalen has held a number of management positions at Green Chimneys Children's Services/Green Chimneys School prior to becoming Executive Director in 1996. As Executive Director, he has been involved in the development of many of the congregate care expansions within the service array, including the development of a 14-bed residential treatment facility for adolescents who have experienced multiple psychiatric hospitalizations and the Group Homes and Supervised Independent Living Programs (apartments) in Westchester County and New York City.

Angelo Matra, CPA
Associate Executive Director, Financial Services
Angelo Matra began his career with Green Chimneys in 1981 as the Director of Finance and in 1998 became the Chief Financial Officer. In 2007, he was promoted to Associate Executive Director, Financial Services. Mr. Matra holds a Bachelor’s of Science Degree from the State University at Albany and in 1976 became a licensed Certified Public Accountant. Mr. Matra has served on various statewide committees that dealt directly with financial matters of childcare agencies. He served as Vice President and founding member of the Coalition of 853 Schools and is currently a Board Member of the Coalition, having served in that capacity for more than 15 years.
Steven Klee, Ph.D.
Associate Executive Director, Clinical and Medical Services
Dr. Klee came to Green Chimneys in 2004 as the Director of Treatment and was promoted to his current position in 2007. He holds a Bachelor’s of Science Degree from the City College of New York and a Master’s of Arts and Ph.D. in Psychology from the University of Louisville. Dr. Klee has presented on clinical topics internationally and has published numerous articles in professional journals. He is a member of the American Psychological Association, Association for the Advancement of Behavior Therapy and the American Board of Professional Psychology. In addition, Dr. Klee has held adjunct professor positions at Mount Sinai School of Medicine, Albert Einstein College of Medicine, and SUNY Health Science Center at Brooklyn.

Duncan Lester, Ed.D.
Associate Executive Director, Educational Services
Duncan Lester began his career at Green Chimneys in 1986 as an international worker from London, England. Mr. Lester held progressively more responsible positions at Green Chimneys, including Childcare Worker, Recreation Coordinator, Recreation Program Director and in 2004 became the Director of Education Services, overseeing the School, Recreation Department, Summer Camp and Farm Program. In 2007, he was promoted to Associate Executive Director, Operations. Mr. Lester studied Mechanical Engineering at Middlesex University in England and completed his Masters of Art in School Administration at Mercy College. He received his Doctorate in Education at Fordham University.

Paul Agostini
Associate Executive Director, Facilities
Paul Agostini became the Director of Facilities at GCCS in 1997, and was promoted to his current position in 2007. Mr. Agostini holds a Bachelor’s of Science degree in Facilities and Property Management from Iona College. He has more than 20 years experience and holds numerous certifications in facilities management areas. He was instrumental in the coordination of the building of the new state-of-the-art school and is currently working with architects and oversight agencies in the design and construction of new dormitories for Green Chimneys.

Martin Vigdor, Ph.D.
Director of Clinical Services
Dr. Vigdor came to Green Chimneys in 1981. He holds a Doctorate in Psychology from New York University, is a licensed clinical psychologist in both New York and Connecticut and is permanently certified as a school psychologist. He has represented Green Chimneys on the Children’s Mental Health Coalition of New York State and as a member of Psychologists of Voluntary Child Care Agencies. He serves as an Adjunct Professor of Psychology at The Union Graduate School in Cincinnati, Ohio.
Myra Ross, MS  
**Director of Admissions and Clinical Coordinator**  
Myra Ross has performed almost every job at Green Chimneys since marrying Dr. Sam Ross in 1954. Mrs. Ross holds a Bachelor’s Degree from Danbury State Teacher’s College and a Master’s in Elementary Education with a concentration in Psychology from Western Connecticut University. She was responsible for setting up the quality systems in use at Green Chimneys and developed the Green Chimneys Longitudinal Assessment Scales (GLAS) used to track the progress of the children. Mrs. Ross has traveled internationally, speaking on the subjects of Children, Animals and the Therapeutic Environment.

Jay Davidowitz, Ph.D.  
**Internship Training Director**  
Dr. Davidowitz came to Green Chimneys in 2005 and serves as the training director of the internship program. He holds a Bachelor’s degree and Ph.D. in Psychology from Fordham University and has completed a postdoctoral fellowship in Clinical Psychology at Central Islip Psychiatric Center. He has held (adjunct) Assistant Professor positions at Mount Sinai School of Medicine, Fordham University, CUNY (Baruch College), Post College and Quinnipiac University.

**Senior Staff**  
Green Chimneys has a diverse management staff with an average tenure at Green Chimneys of 17 years. Below is a short profile of a number of the key department directors.

**Aston Gill, Director of Childcare**  
*Years of Service at Green Chimneys: 7 years*  
*Education: Bachelor’s of Art, Manhattan College*  
*Prior Experience: 27 years in Child Welfare*

**Kristin Licardi, LMSW, Director of Social Services**  
*Years of Service at Green Chimneys: 8 years*  
*Education: BA from Hamilton College and MSW from Hunter College*  
*Prior Experience: 2 years counseling experience*  
*Prior Experience: 3 years counseling experience*

**Jay Singh, MIS Manager**  
*Years of Service at Green Chimneys: 11 years*  
*Education: BA from Punjab University*  
*Prior Experience: 1 year MIS Administrator*

**Deborah Moore, Nature’s Nursery Preschool Principal**  
*Years of Service at Green Chimneys: 21 years*  
*Education: BS from Berry College and MS in School Administration from Mercy College*

**Michael Kaufmann, Director of Farm & Wildlife**  
*Years of Service at Green Chimneys: 3 years*  
*Education: BA from the University of Colorado*  
*Prior Experience: 15 years as a Director in Animal Programs*
Kevin Haney, Director of Adult Services
Years of Service at Green Chimneys: 19 years
Education: BA from Bennington College and MS in Special Education from Southern Connecticut State University
Prior Experience: 10 years as a counselor in the Mental Health field.

Jo Ann Burns, RN, Director of the Residential Treatment Facility
Years of Service at Green Chimneys: 19 years
Education: LPN from St. Joseph’s Hospital and AAS/RN from Dutchess Community College
Prior Experience: 30 years nursing experience

Lauren A. Bennett, LCSW-R, Director of Community-Based Services
Years of Service at Green Chimneys: 7 years
Education: MSW from Hunter College and BA in psychology from SUNY Binghampton

Kim Pratt Lawrence, Director of Recreation
Years of Service at Green Chimneys: 12 years
Education: BS in public relations from University of Alabama

Jerry Newell Director of Education Clearpool Campus
Melissa Montera, MS in Ed. Clinical Coordinator Clearpool Campus