

APA-Accredited Psychology Pre-Doctoral Internship  
Counseling & Psychological Services (CAPS) @  
Stony Brook University (SBU)  
2013 – 2014

## Welcome

We realize that, while this may be an exciting time in your life, it can also be a stressful and extremely busy one – we hope this document will help you find answers to your questions, to make it easier to determine if Stony Brook University’s CAPS internship is a good fit for you.

If you have any other questions after perusing these pages, please feel free to contact Ms. Iwona Perkowski, Administrative Associate, at [Iwona.Perkowski@stonybrook.edu](mailto:Iwona.Perkowski@stonybrook.edu). For more specific questions pertaining to training you may contact the Training Director, Clarissa Bullitt, Ph.D., at [Clarissa.Bullitt@stonybrook.edu](mailto:Clarissa.Bullitt@stonybrook.edu).

## APA Accreditation

The predoctoral internship in psychology at Stony Brook University’s Counseling and Psychological Services Center (CAPS) has been fully accredited by the American Psychological Association since 1988, and is currently accredited until 2015. The internship was put on inactive status from 2007 – 2009 for other program development, but was re-activated for the 2009 – 2010 internship year, and has remained active since. *The internship program has four positions available each year.*

### Accrediting Body

Office of Program Consultation and Accreditation  
American Psychological Association (APA)  
750 First Street NE  
Washington, DC 20002.4242  
202.336.5979

## Eligibility

Successful candidates must be matriculated with an APA-accredited doctoral program in clinical psychology (Ph.D. or Psy.D.). All formal coursework, comprehensive examinations, and practicum training must be completed prior to the start of the internship year. Applicants must also have fulfilled a *minimum of 500 direct clinical service hours by the start of internship.*

### Statement of non-discrimination (P102R):

Consistent with federal and state guidelines, Stony Brook University does not discriminate on the basis of any protected class including race, religion, sex, sexual orientation, gender identity, color, national origin, age, disability, marital status or status as a veteran or disabled veteran in its educational programs or in employment. Title IX also prohibits other forms of sex discrimination such as harassment or sexual violence. Complaints of suspected violations of these policies should be made to the Office of Diversity and Affirmative Action, Christina Vargas Law, Title IX Coordinator, 201 Administration building, 632-6280 or to one of the Title IX sub-coordinators

([www.stonybrook.edu/titleix](http://www.stonybrook.edu/titleix)).

## **SBU & CAPS**

The mission of Counseling and Psychological Services (CAPS) at Stony Brook University (SBU) is to provide psychological and psychiatric services that support the academic success, personal development, and safety of Stony Brook students. An interdisciplinary team of licensed and certified mental health professionals provides immediate help in emergencies, as well as psychotherapy and psychiatric treatment to the student population, which is comprised of over 24,000 undergraduate, graduate, and professional students. CAPS is committed to affirming and respecting people of all backgrounds and to responding to each unique individual as he or she wishes to be understood.

### *The University*

Ranked by the *London Times Higher Education World University Rankings* in the top 1% of all universities in the world, SBU's student body reflects the rich cultural and national diversity of the New York City metropolitan region and constitutes a "non-traditional" student population. For example, undergraduate freshman students in 2011 were 37% Caucasian, 24% Asian, 10% Hispanic, 6% African-American, 9% International, and 14% who self-identified as "other/unknown" or "two or more" ethnicities. International students comprised 23% of the graduate student population.

### *The Clinic*

CAPS is an interdisciplinary center of psychologists, psychiatrists, nurse practitioners and clinical social workers serving the campus community. The developmental trajectories of university students are often still very active: sense of self, sexual/gender identity, bi-cultural identity, or beginnings of metabolizing trauma are common themes; clients seek help for depression, anxiety, substance abuse, and relationship problems. Interns also report however that the severity and range of presenting problems and diagnoses of CAPS clients are far greater than anticipated in a university setting: some students come with pre-existing severe and persistent mental disorders, while others present with prodromal symptoms or experience their first "break" on campus. Despite the wide range of presenting problems, as university students they tend to be articulate about their issues and often lend themselves well to reflective work.

### *The Internship*

CAPS has provided a full-time, paid psychology internship since it began in 1988. The internship program attracts psychodynamically-oriented trainees who bring valued talent, enthusiasm, energy and diversity that both complements the senior staff and reflects the characteristics of current university students. Interns function as junior staff members working closely with senior staff in a mentor/apprenticeship model that explicitly values the learning that takes place for both. Senior staff members appreciate the intellectual stimulation and opportunities to keep up with recent developments in academic psychology programs. The university administration acknowledges that an APA-

accredited training program supports Stony Brook University's mission to provide comprehensive professional education of the highest quality, provide state-of-the-art innovative health care, and serve as a resource to the regional health-care network. The Vice President of Student Affairs actively supports and funds the internship program, understanding that the training program supports and enhances the quality of clinical services for Stony Brook students and provides a nationwide group of colleagues who jointly develop best practices in psychodynamically informed university mental health. Meeting the financial and other needs of the psychology internship program has been, and remains, a high priority for CAPS and the university. Our psychology internship positions are regular New York State employee positions with salaries and employee benefits and protections governed by the United University Professions union.

### **Training Program's Mission, Objectives and Philosophy**

*The primary mission of the psychology internship program at Stony Brook University's Counseling and Psychological Services center (CAPS) is to develop and consolidate the professional and personal knowledge, skills, and attitudes necessary for independent functioning as a psychologist in a multicultural setting.*

Our internship program has been primarily psychodynamic in perspective since its inception. We have since integrated alternate treatment modalities, so that we now consider ourselves an integrative psychodynamic program. We begin by assessing what it is our clients need and what their capacities are; we develop a psychodynamic case conceptualization and tend to the therapeutic relationship from a psychodynamic perspective; but we will integrate techniques from other treatment modalities (e.g., CBT, DBT, ACT, SFBT, Mindfulness, etc.), in helping our clients achieve change. While there is variety in supervisory technique, it is our goal to train interns in how to achieve a thoughtful approach to integrative approaches, and these are woven into our psychodynamic philosophy of understanding clinical phenomena.

Recent events on campuses across the country have demonstrated an urgent need, not only for clinical services, but for recognition by staff and trainees of the severity of presenting problems once thought to be outside the purview of the university setting. In addition to provision of our usual clinical services (assessment and diagnosis, individual and group interventions), interns receive intensive training in triage, crisis and risk management, and emergency care. As well, interns have the option of conducting rotations that provide additional exposure to crisis care: the University Hospital (UHMC), and assessment and treatment of students brought to the attention of university police due to erratic behavior (BAC/ME) (see "Electives" for fuller rotation descriptions). Thus, trainees have the opportunity to work with a wide range of psychopathologies in diverse settings.

Stony Brook University is an extremely diverse campus that attracts all the national and cultural groups of the New York City area – indeed of the world. Interns therefore encounter a unique training experience in multicultural psychotherapy: diversity issues are inevitably brought to the fore, and interns receive both didactic training in, and

clinical exposure to, challenging their own cultural assumptions.

Based on the above, therefore, the more specific goals of internship training are three-fold:

1. Immersion in integrative psychodynamic theory and technique;
2. Exposure to the full range of psychopathology and consequent clinical care found in a university setting;
3. Development of a more secure, ethically oriented professional identity that is attuned to issues of diversity.

The essential philosophy underlying both clinical training and professional identity development for our interns is intersubjective: the self that is understood to be an indispensable tool in providing clinical services is one and the same as the self moving through developmental stages of an emerging professional identity. Self-reflection is considered essential for provision of psychotherapy services, sustaining an ethical and professional stance, and awareness of multicultural impact. Likewise, self-reflection is considered essential in the mentor/apprentice model practiced in the internship training program: mentalization capacities of staff are understood and gradually internalized by trainees, who in turn model self-reflection to their own clients and supervisees as the year progresses. Interns are exposed to a variety of training experiences in which they may explore the range of their subjective responses to their work, and integrate subjective understanding with professional development. The perceptual field of any practitioner must be flexible, so as to integrate subjective experience with observation and the multitude of contextual variables influencing the perceptual field. Contextual variables may be that of a particular student presenting for treatment; the systems in which that student lives (family, department, school); and/or diversity issues in both student and practitioner. This is the foundational premise of our practice and training: what interns learn is reflected in how they learn it, and is practiced systems-wide. Other treatment techniques may be learned and used, according to scientific models of hypothesis building and experimentation – but they are added upon this strong foundation. Indeed, incorporation of other models is likewise reflected in systems practice and professional identity development: just as an intern may move from a questioning to a directive stance clinically, so they may find their supervisors doing – and so may they find themselves doing with their own supervisees. This shift in stance is explored in its wider ramifications for clinical and professional development.

### **Required Clinical & Training Activities**

Interns at CAPS are employed on a 40-hour per week basis; following are the required training and clinical activities:

#### **Required Clinical Activities**

- 1. Intake Assessments:** Interns meet with individual clients to assess presenting problems and formulate diagnoses. Interns assess the severity of the problem (risk assessment), determine the most appropriate and timely interventions, and discuss treatment alternatives with the client. During the intake procedure, interns also assess the client's potential responsiveness or resistance to treatment itself.

2. **Individual Psychotherapy:** Interns eventually carry a caseload of approximately 15 hours of individual psychotherapy clients. Direct application of clinical services in the form of psychotherapy is one of the main thrusts of the CAPS internship. Emphasis is given to providing brief (10-session) therapy, a model that tends naturally to coincide with the duration of the academic semester. *Interns may also choose up to four clients to follow for the full year.*
3. **Group Psychotherapy:** Interns co-lead at least one process group. Interns will also first observe, then participate in, and finally conduct themselves, the screening of potential group members. Interns will have the option of developing their own group; focused around their own special interests, each intern may learn what is involved in the development, recruitment, and running of a group from the ground up. Interns may also co-lead Mindfulness Meditation groups, depending on interest and prior experience.
4. **On Call/Crisis Intervention:** During their four-hour on-call time each week, interns work with the triage team, observing first-hand how triage works. They may sit in on interviews when appropriate, and assist the triage team when possible. Interns will soon begin to conduct triage interviews themselves, practicing skills of emergency care such as risk assessment, crisis management, and emergency intakes. Interns are provided immediate supervision and assistance for situations in which clients require immediate hospitalization or in which other unexpected measures may be required.
5. **Clinical Supervision:** Interns supervise one master's level practicum student during their internship year. Interns schedule one hour of individual supervision with the practicum student, and are given one hour of group supervision of supervision. In addition, interns meet weekly with the senior supervisor/s supervising the same extern.

### Required Training Activities

1. **Supervision of individual therapy:** Interns meet individually two hours per week with a primary supervisor (a licensed psychologist), and one hour per week with a secondary supervisor (who may be a psychologist or clinical social worker, depending on intern interests). Interns meet individually with potential supervisors during Orientation and submit rank order lists of supervisor preferences to the TD, who will work to pair interns with their top supervisor choices. Aside from clinical discussions, supervisors model reflectiveness and professional responsibility during supervision. Supervision of individual therapy is also addressed in Case Conference (below).
2. **Group Supervision:** Interns co-lead groups with a senior staff member. Supervision of groups that interns are co-leading occurs between co-leaders before and after groups, and during group seminars.
3. **Internship Seminars:**
  1. *Psychotherapy Seminar:* Interns meet with senior staff to discuss contemporary psychodynamic theory, brief therapies, alternative treatment techniques (ACT, DBT, etc.), integrative approaches, and issues of diversity. All senior staff members participate in running this seminar, giving interns exposure to the expertise of many disciplines and perspectives.

2. *Professional Development:* Interns meet with a senior staff member to discuss issues related to professional identity and growth, including relevant case material pertaining to the APA Ethics Code, and the APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations. Interns also use this time to discuss issues related to professional identity development in general, as well as specifically to current experience; licensure; and the multitude of issues that may arise in contemplation of pursuing careers as professional psychologists.
  3. *Working with Specific Populations:* Interns meet with staff to discuss working with issues pertaining to different populations and pathologies, such as borderline pathologies on campus, women and sexual violence, alcohol and other drugs, etc. The **Triage** seminar takes also place during this time, during which interns receive intensive training in working with crisis situations and reviewing triage cases from the week. **Group** seminar also occurs at this time, for group training and supervision.
  4. *Case Conference:* Interns meet with a senior staff member for case review, which acts as a group supervision forum allowing peer feedback. Readings are assigned in accordance with the discussion at hand.
  5. *Supervision of Supervision Seminar:* Interns participate in literature review and peer supervision of their work as supervisors in this weekly meeting with a senior staff member. The seminar incorporates discussion and tape review of interns' supervisory work with practicum students, along with current literature on the nature and task of supervision. Interns meet beforehand with senior staff extern supervisors for supervisor's meeting.
- 4. Professional Development:** Interns participate with staff in regularly scheduled weekly meetings that often include guest lecturers, as well as in staff retreats.

### **Elective Clinical & Training Activities**

CAPS offers additional rotations for those interns who are interested in gaining further expertise and who have demonstrated sufficient competency in standard clinical and training activities to be approved by their supervisors. If approved, interns may elect from one of the four following rotations:

1. **UHMC: University Hospital Medical Center.** The UHMC serves the Long Island community at large as well as the university population. For interns attending this rotation, they spend eight hours a week from February through May and twelve hours a week May through July at the university hospital, rotating through the following departments:

*Day Treatment Program (CDTP):* Interns work with this chronically ill population, which has in many cases reached a "ceiling" of what medication can do to help them, thus relying on peer and therapeutic support. Interns co-lead groups as well as participate in various staff meetings. There may be opportunities for psychological testing and for work with individual patients.

*Consultation-Liaison (C/L):* Interns shadow psychiatrists and other medical professionals who are evaluating patients on the medical

units of the hospital for either pre-existing psychiatric conditions, or for conditions that have arisen during patients' hospital stay. Interns learn the many ways in which to evaluate co-morbid conditions, and the many ways in which medical and psychological conditions interact. There may be opportunities for psych- and neuro-psychological testing.

*Inpatient (10N):* Interns work with a team of psychiatrists, residents, nurses and nurse practitioners caring for patients who have been hospitalized for psychiatric reasons. Interns participate in unit activities such as Staff Meeting and Community Meeting; there may be opportunities to co-lead inpatient groups and to provide psychological testing.

*Training:* Each unit has its own meetings for training opportunities: Team Meeting (in which patient care and team coordination is discussed); Case Conference (during which a patient from the inpatient unit is interviewed, with discussion following addressing such issues as complex presentations, differential diagnoses, treatment planning, etc.), and Community Meeting, among others.

2. **CPO: The Center for Prevention and Outreach** acts as the “front line” of psychological intervention on campus, offering a wide range of services to address student concerns about alcohol and other substances, relationships, gender and sexual identity issues, and making healthy choices. CPO's focus is on prevention and early intervention, providing students with the knowledge and resources they need to make healthy decisions, and providing a network of care for those in need of support. \* *Activities* include nationally-recognized programs such as the Red Watch Band (peers helping peers manage risky behaviors such as substance abuse, sexual assault or suicidality); Swallow This (theater improv for peer training); Safe Space training, depression screens, a Wo/Men's and Gender resource center; and online evaluations such as e-Chug, e-Toke and the Mood Gym, among many other activities. In addition they offer training, information sessions, and consultation for faculty and staff who may be concerned about a student or about issues impacting students. \* *Interns* selecting this rotation are welcome to participate in any one of the programs being offered, and are encouraged to develop their own outreach program: from development, through implementation, to evaluation of program outcomes. For interns with specific interests in pursuing careers in a university setting, this rotation gives hands-on experience of advocacy in a multi-systems organization.
3. **BAC/MA: The Behavior Assessment Committee/Mandated Assessments** rotation provides training and experience in the evaluation and dispensation of students who have come to the attention of campus police as presenting safety concerns, either of themselves or towards others. The BAC has four departments, each emphasizing a critical area of prevention and outreach: *Alcohol and Other Drugs, Sexual Assault, Depression/ Suicide, and Health Education*. Their diverse group of professional staff, student peer educators, and volunteers provides



education, counseling, and advocacy services in each of these areas. In addition they offer training, information sessions, and consultation for faculty and staff who may be concerned about a student or about issues impacting students.

Interns are trained in the Illinois Model of mandated assessment of risk, and then follow up with four evaluative sessions; interns learn about walking a fine line between building an alliance with someone mandated for service, and maintaining it while continuing the evaluative process.

4. **ATD: The Associate Training Director** rotation is for interns with a more academic/ administrative bent who are interested in learning what it takes to run a training program. This rotation offers the opportunity to take over much of the management of the externship program, including interviewing and selecting applicants, and developing and teaching much of their Spring seminar; participate in intern search and interviews for the following year; develop training and education for future intern cohorts, etc. This rotation is unique in providing administrative and academic/teaching skills that will make the trainee far more competitive in the job market.

## Sample Schedule

### Week's Schedule Overview: Sample (not including Rotations)

	Mon	Tue	Wed	Th	Fri
9-10	Psychotherapy Seminar	Professional development seminar	----- 9:30: Spvsrs Mtng	Clinical Services	Intern group /MM
10-11	Case Conference	Staff Mtng	Sup of Sup	1:1	"Friday Seminar"
11-12	1:1	1:1	1:1	Intake	1:1
12-1	1:1		Supervision		Intake
1-2	Intern oncall	Intake	1:1	1:1	Group 2 to 2:15
2-3	to 5pm	1:1	1:1	1:1	Group supervision
3-4	xxxx	Extern Seminar	Group 1 to 4:15	Supervision	
4-5	xxxx	Supervision	xxxxx Group supervision	1:1	1:1

1:1 = Individual psychotherapy session

## Evaluation Policies and Procedures

As part of interns' professional development, feedback and evaluation procedures are considered integral to our mission. Feedback occurs on a regular basis during supervision and case discussions, so that by the time formal summative evaluations are completed by supervisors (midyear and at the end of internship), there are no surprises. Interns, supervisors and seminar leaders work closely together to help develop intern goals, objectives and competencies; to develop an attitude of interest and curiosity around difficult moments in treatments; to augment strengths, and to thoughtfully attend to challenges.

Interns begin by submitting self-assessments in functional domains of competence, which are reviewed with the TD during Orientation, and are referred back to periodically during the course of internship. Supervisors meet with interns individually to review evaluations before they are submitted to the Training Director. Interns themselves provide anonymous evaluations of all aspects of the training program, and they are guided through the process of doing evaluations of their practicum trainee.

### Policy on Completing Program Evaluations

Internship evaluations are based on competencies and benchmarks established by our profession, in both narrative and likert-scale formats for aggregating data. Evaluations are in compliance with Domain E, Section 4 of the Guidelines and Principles for Accreditation of Programs in Professional Psychology. Therefore, the *CAPS training program does not enter into training contracts with academic training programs, and we do not complete evaluations on interns developed by academic training programs*. If you are enrolled in an academic training program that requires such training contracts and evaluations, you are strongly encouraged to consult with your Director of Clinical Training as to whether or not you are eligible to apply to the CAPS internship program.

## Stipend, Benefits and Liability Insurance

Interns receive a salary of \$26,000. Benefits include health insurance, dental and vision plans, 12 annual holidays, 15 sick and 15 vacation days (equivalent to all first-year employees); library, parking, and sports complex privileges, and \$250 conference support. (The salary is set at “.5FTE” in recognition of the training status of interns, who are both employees and trainees). Interns are also provided with up to 10 workdays (two weeks) for professional development elsewhere: dissertation defense, conference time, etc.

Interns are covered by the University's insurance program; nevertheless they are encouraged to carry their own professional liability coverage as well. APA provides malpractice insurance to students at reasonable rates.

## Application Procedures, Deadlines, Program Code Number

**Procedures** The internship program at Stony Brook University's CAPS is part of APPIC's matching program (National Matching Service, NMS), and as such will only accept applications made in full through APPIC's online application procedures ([www.appic.org](http://www.appic.org)). An upload of your most recently available practicum evaluation is *requested but not required* (see #5 of APPIC's application

instructions). Applicants who do not provide this document will not be penalized in any way in the application review process, but we feel it provides a good glimpse of your work in action.

**Deadlines** *All applications should be received no later than Monday, November 14th.* Applications are reviewed by divisions of all CAPS clinical staff. Final candidates will be invited to a required interview on-site (phone or video-conference interviews will only be considered under special circumstances). Candidates are interviewed by three groups of staff, each interview taking approximately one hour. Candidates are also invited to lunch with current interns, whom they may ask about living arrangements, work atmosphere, and generally what it's "really" like to work at CAPS. Thus, candidates invited for interviews should plan to spend at least four hours on campus. All successful applicants will be required to undergo a background check, as per state law. For the 2012–2013 internship year, interviews will take place Wed.–Fri., Jan 4-6 and 11-13.

**CAPS at SBU Psychology Internship Program Code Number for the Match: 149211**

### **APPIC Match Policy**

CAPS adheres to the procedures established by the Association of Psychology Postdoctoral and Internship Centers (APPIC) for the recruitment and selection of psychology interns. This internship site agrees to abide by the APPIC policy that no person at this facility will solicit, accept, or use any ranking-related information from any intern applicant.