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 will help you find answers to your questions, to make it easier to determine if Stony Brook University’s Counseling and Psychological Services (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. For more specific questions pertaining to training you may contact the Acting Training Director, Julian Pessier, Ph.D., at julian.pessier@stonybrook.edu or 631-632-6720.

APA Accreditation

The doctoral 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 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:

Raul Sanchez, MA, JD,
Senior Director for Title IX and Risk Management,
201 Administration Building,  
Stony Brook, NY 11794-0251.  
Phone: 631.632.6280;  
Fax 631.632.9428;  
E-mail: Raul.Sanchez@stonybrook.edu

or to one of the Title IX sub-coordinators 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, Stony Brook’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 have often reported 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 many characteristics of current university students. Our 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 formulation 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 approaches, it is our goal to train interns in how to thoughtfully integrate these techniques 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 assessment and diagnosis, and individual and group interventions, interns receive intensive training in triage, crisis and risk management, and emergency care. As well, all interns have the option of participating in the Mandated Assessment rotation, which involves 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 virtually 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 experienced 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 (although there are periods during the academic year when they may find themselves putting in some extra time); following are the required clinical and training 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 interventions, and discuss treatment alternatives with the client. During the intake process 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 group during their year at CAPS. They may also first observe, then participate in, and finally conduct themselves, the screening of potential group members. Interns may 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. Groups are generally not time-limited; they include process groups as well as topic-oriented groups. Interns may also co-lead Mindfulness Meditation groups, for which they are provided experiential and didactic training.

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 may conduct triage interviews themselves, practicing skills of emergency care such as rapid risk assessment, crisis management, and emergency intakes. Interns are provided immediate supervision and assistance for situations in which clients urgently require hospitalization or in which other unexpected measures may be needed.

5) **Clinical Supervision:** Interns supervise one master’s level doctoral psychology 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. Interns also are in charge of running the Extern Seminar during the spring semester.

6) **Outreach/Campus Community Participation:** Interns will be asked provide a certain number of hours toward outreach, particularly at the beginning of the year (before things get too busy). Interns will assist staff with training Resident Assistants, doing campus depression screenings, and finding other ways to participate in activities that introduce the campus to CAPS, as well as introduce the intern to the campus.

**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, Ed.D., LCSW or post-doc, 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/or after groups, and during group seminars.

3) **Internship Seminars:**
   a) *Psychotherapy Seminar:* Interns meet with the training director to discuss contemporary psychodynamic theory, brief therapies, alternative treatment techniques (ACT, DBT, etc.), integrative approaches, research on psychotherapy process and outcome, and issues of diversity. The syllabus for the 2013/2014 seminar can be accessed here: (Link to Psychotherapy Seminar file)
   b) *Professional Issues and Ethics:* Interns meet once monthly 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 generally and specific to current experience; licensure; and the multitude of issues that may arise in contemplation of pursuing careers as professional psychologists. Various job prospects, application to post-docs, etc., are also points of discussion. The syllabus for the 2013/2014 seminar can be accessed here: (Link to Ethics and Professional Development Seminar file)
   c) *Group Seminar:* Here interns review literature on group formation; moving through stages of conflict to cohesion; as well as theory and technique from primarily psychodynamic standpoints. This is also a forum for “group for group,” in which the intern cohort provides and receives group supervision on group work.
   d) *Immersion, Evaluation and Special Topics:* This seminar involves meeting from one to several times with CAPS/CPO staff about topics and programs that have been developed in their areas of specific professional expertise. It is also an opportunity to learn about program development and the steps for designing and implementing program evaluations in a thriving and diverse professional setting. In addition, particularly in the Fall semester, it is a chance to receive in-depth exposure to the rotations offered during the Spring semester and summer session of the internship year.
   e) *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. The syllabus for the 2013/2014 case conference can be accessed here: (Link to Case Conference file)
   f) *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 review of current literature on the nature and task of supervision. The syllabus for the 2013/2014 seminar can be accessed here: (Link to Sup of Sup Seminar file)
4) **Professional Development:** Interns participate with staff in regularly scheduled weekly meetings that often include guest lecturers, as well as in staff retreats. A major component of intern growth over the course of the year is development of their professional identity, which occurs by working day in and day out as a staff member on a multidisciplinary unit, an experience no amount of seminar time can provide.

**Elective Clinical & Training Activities**

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

1. **BAC/MA: The Behavior Assessment Committee and Mandated Assessments**

   The goal of the BAC/MA rotation is to introduce interns to current legal, ethical and clinical complexities regarding campus response to students who exhibit behavior that is harmful to self (e.g., recent suicide threat or attempt, or serious self-injurious behavior) or other, or is significantly disruptive, and which has been reported to the university via source outside of CAPS, including residence halls, campus police, faculty or staff.

   Interns are invited to observe the university’s BAC, a multidisciplinary group with members from University Community Standards, Disability Support Services, Campus Police, Residence Life Staff, and Campus Advising, which has the objective of familiarizing the intern with the campus' multidisciplinary response to students who exhibit dangerous or disruptive behavior.

   Interns conduct mandated assessments following familiarization with the process, including observation of senior staff. Through this process, interns are given the opportunity to develop their clinical interview skills and to participate in the development of a management/intervention plan for at-risk students.

   Interns are provided training that reflects developing national standards in threat assessment as well as empirically-supported approaches to suicide risk assessment.

2. **The Center for Prevention and Outreach (CPO)**

   CPO 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 (training peers to help peers manage risky behaviors such as substance abuse, sexual assault or suicidality); Swallow This (theater improvisation for peer training); Safe Space training,
Depression Screenings, 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. **ATD: The Associate Training Director**

The ATD rotation is for interns with a more academic/ administrative bent who are interested in learning what it takes to run a training program, and more generally gain actual training in having a position of administrative authority as a psychologist. 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 with the intern cohort) their seminar in the spring semester; 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.

4. **ACD: The Associate Clinical Director**

The ACD rotation is offered to interns interested in exposure to and mentorship in administration of clinical services delivery in a fast-paced college mental health setting. The ACD will assist the CAPS Clinical Director in the ongoing revision (evolution?) of the Clinical Services Policies and Procedures manual, and in developing and carrying out research related to needs assessment, utilization of services, and student learning and treatment outcomes. Interns may wish to develop their own research project during their year at CAPS with the help of the Clinical Director and others.

5. **Working with Medical and Health Professions Students in the Stony Brook Health Sciences Center**

CAPS delivers clinical services through a thriving satellite office on Stony Brook’s East Campus/Health Sciences Center (HSC) site. Individual and group therapy, and mindfulness meditation are provided to students in Medicine, Nursing, Dental Medicine, Social Welfare and Health Technology and Management. Interested interns can focus a portion of their caseload to working with health professional students in the five schools. The staff psychologist and licensed social worker that coordinate HSC services provide supervision. Interns may serve on the CAPS/HSC Mental Health Advisory Board dealing with the specific concerns of students in the health professions, develop and support outreach programs such as stress management workshops and mentoring programs for traditionally underserved students, and/or assist the Coordinators in developing creative strategies of intervention and support with HSC students.
Sample Intern Schedule

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<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9:00</td>
<td>Psychotherapy Seminar</td>
<td>Group Training/Ethics Seminars</td>
<td>Mindfulness Meditation</td>
<td>Free</td>
<td>Intern Time</td>
</tr>
<tr>
<td>10:00</td>
<td>Case Conference</td>
<td>Staff Meeting</td>
<td>Sup of Sup Seminar</td>
<td>Clinical Services Seminar</td>
<td>Professional Seminar</td>
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<tr>
<td>11:00 to 5:00</td>
<td>On-Call &amp; Intakes (1 4-hour on-call shift and 3 scheduled intake slots per week); clients (individual &amp; group) &amp; supervision</td>
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As seen above, roughly 10 hours a week for seminars/meetings.

7 hours a week for assigned on-call and intake coverage.

Recommended # of clinical/therapy hours (13-15); co-leading a group plus supervision time an additional two hours (so count on 17 hours total scheduled direct service hours by November). Will not be full until mid-October; CPO training and depression screenings will supplement in September-October.

3 hours for supervision (2 hours with primary and 1 hour with secondary).

2 hours for supervising and/or teaching Psychology externs.

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 the formal summative evaluations completed by supervisors (midyear and at the end of internship) are clear and meaningful. Interns, supervisors and seminar leaders work closely together to 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, 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, 12 sick and 12 vacation days (equivalent to all first-year employees); library, parking, and sports complex privileges, and $250 conference support. (The salary is set at “0.5 FTE” in recognition of the training status of interns, who are both employees and trainees). Interns are also provided with up to five workdays 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).

**Deadlines:** All applications should be received no later than Tuesday, November 12th, 2013. Final candidates will be invited to a required interview on-site (phone or video-conference interviews will only be considered under special circumstances). Notification date for interviews is Tuesday, December 10th. 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 2014–2015 internship year, interviews will take place Friday January 3rd, Wed.–Fri., Jan 8-10 and 15-17.

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.