Dear Applicant,
Thank you for your interest in our site. We offer a full-time, 12-month, APA-accredited internship training program. We understand that the internship training year is an important one. With that in mind, we have compiled information here about the internship training experience at CAPS in order to assist you in making the right choice for you. If you have any questions after reading through the information in these pages, please feel free to contact the Assistant Director for Training, Bethany Riddle, Ph.D., by email at bethany.riddle@stonybrook.edu or by phone at 631-632-6720. Thanks for your interest and good luck!

About the University

Stony Brook University is one of the State University of New York's four University Centers. Stony Brook has a population of approximately 25,000 students. CAPS is located on Stony Brook’s West campus where students are enrolled in Baccalaureate, Master’s, Graduate certificate, and Doctoral programs. CAPS has a satellite office on East campus (Health Science Center) where students are enrolled in the following
schools: Dental Medicine, Health Technology and Management, Medicine, Nursing, and the School of Social Welfare. The student body at Stony Brook is exceptionally diverse. With regard to data from Fall 2013, the ethnic distribution of the total student body was recorded as: 38% White, 19% Asian, 15% International, 9% Hispanic, 6% Black, 11% Unknown/Other, and 2% Multiracial. With regard to International student data recorded in Fall 2013, 3757 students originated from 109 countries; the countries with the largest representation were China, South Korea, India, and Taiwan.

**About CAPS**

The mission of Counseling and Psychological Services (CAPS) at Stony Brook University (SBU) is to provide psychological and psychiatric services in support of student’s health and well-being as they pursue their academic careers. An interdisciplinary team of licensed and certified mental health professionals provides psychotherapy and psychiatric treatment to the student population as well as immediate help in psychiatric emergencies. We provide individual and group therapy (process group, meditation groups, and groups for students from underrepresented populations). We typically see students for 10 sessions or less per academic year. Many clinicians have strong backgrounds in relational psychodynamic work, while others work from a more cognitive behavioral or integrative perspective.

Three administrative support staff members provide clerical support to staff and interns. Copying, printing and scanning resources are readily available. IT support (for issues regarding computers, printers, and the electronic medical record keeping system) is provided by a team that includes a full-time employee and four student assistants. The university provides typical office software (e.g., Word, Excel, Power Point) and the CAPS/CPO electronic scheduling and record keeping system (Medicat) has been programmed with customized templates for clinical contacts. SPSS is provided to staff as needed.

**About the population**

CAPS at Stony Brook University serves the student body of the university. As is consistent with national data regarding trends in college mental health, SBU students seek mental health services in increasing numbers. Students seek services for a range of issues, including anxiety and depression, substance use issues, reactions to recent or past trauma, eating disorders, and relationship difficulties. Many students come with preexisting mental health issues. As emerging adults, students often grapple with developmental concerns including issues regarding sense of self (e.g., sexual and gender identities; cultural, racial and ethnic identities).

**About the Internship Program**

The primary goal of the internship program at CAPS is to prepare trainees for functioning as
independent professional psychologists with specific skills in the treatment of college students in a multicultural setting. The program consists of numerous clinical and didactic opportunities that build upon each other, thus allowing the intern to gradually attain increasing levels of clinical autonomy through the course of the year. Interns have the opportunity to develop strong generalist skills, and they are given opportunities to individualize their training experiences by requesting exposure to specific populations and electing apprenticeships.

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 clinical formulation that informs the treatment trajectory. We integrate techniques from many treatment modalities including psychodynamic, CBT, DBT, and mindfulness in helping our clients achieve change. It is our goal to assist interns in honing their own individual clinical perspectives through exposure to a range of treatment perspectives that have empirical support.

Our internship program gives particular attention to multicultural awareness, in concern for the diversity of the student population that we serve and in concern for our belief in the importance of training professionals who are well-equipped to provide services to individuals from all segments of the general public. The CAPS/CPO internship training program functions with an explicit awareness of the importance of affirming the experiences of LGBTQ-identified students as well as individuals from racially and religious persecuted groups.

Interns participate in a number of experiential activities, including the provision of individual and group therapy, along with acute crisis management. Interns receive significant supervision and didactic training in support these experiences. Interns have an opportunity to supervise practicum students. Please see below for a detailed description of activities.

Clinical Activities

**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.

**Individual Psychotherapy:** Interns eventually carry a caseload of approximately 15 hours of individual psychotherapy clients per week. 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.

**Group Psychotherapy:** Interns co-lead at least one process group during their year at CAPS. They first observe, then participate in, and may 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. Interns have the opportunity to learn what is involved in the
development, recruitment, and running of a group from the ground up. Groups may include process groups as well as topic-oriented groups. Within our group program, we have a well-developed mindfulness meditation program that includes beginning and advanced meditation groups, along with an MBCT (mindfulness based cognitive therapy) group. Groups are generally not time-limited.

**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. During the first part of the year, interns may sit in on interviews when appropriate and assist the triage team when possible. During the second part of the year, interns may conduct triage interviews themselves, having the opportunity to practice skills in rapid risk assessment and crisis management. Interns are provided immediate supervision and assistance for situations in which clients urgently require hospitalization or in which other unexpected measures may be needed.

**Clinical Supervision:** Interns are given the opportunity to supervise one master’s level practicum student (extern) in psychology or a related field during their internship year. Depending on the number of practicum students available to supervise, this opportunity may be for 4.5 or for 9 months in duration. 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.

**Training Activities**

**Supervision**

*Supervision of Individual Therapy:* Interns meet individually two hours per week with a primary supervisor (a licensed psychologist) for ongoing management of their individual caseloads.

*Consultation Group:* Interns meet with a senior staff member for one hour per week for clinical discussions that focus on topic areas (ethics and professionalism, referrals, academic guidelines, paperwork issues).

*Group Supervision:* Interns co-lead groups with a senior staff member or a post-doctoral fellow. Supervision of groups that interns are co-leading occurs between co-leaders before and/or after groups. Additionally, issues pertaining to group are discussed in the group seminar.

*Supervision of Supervision (“Sup of Sup”):* Interns receive weekly supervision of their supervision of externs in a group format. This weekly meeting provides a didactic experience as well as a structure within which to review extern progress as well as extern clinical care of CAPS clients. Interns will have an opportunity to outline their general supervisory stance and identify the aspects of their own clinical belief system.

**Seminars**

*Intern Seminar:* This is a two-hour weekly seminar. The purpose of this seminar is to assist the intern in grappling with the integration of theory, research and practice. This seminar is grounded in an understanding of contextual factors, with an emphasis on diversity and
treatment of a college population.

Case Conference in Brief Psychodynamic Therapy: The purpose of this seminar is to provide assistance in the development of the ability to articulate a case formulation with an emphasis on brief treatment.

Group Seminar: This one-hour, weekly seminar is designed to provide a basis of knowledge regarding group therapy process and theory, and more specifically, to facilitate growth in trainees’ abilities to implement this knowledge into practical use. While a variety of readings will provide the backbone for this growth, much of the time will be spent discussing case examples of individuals’ groups and their experience within this modality. Particular focus will be given to the unique context of group therapy within a university counseling center.

Other Training Experiences and Professional Development Activities

Team meeting: Interns participate in weekly meetings that focus on making determinations in regard to providing extensions (beyond 10 sessions) to students.

Staff meeting: Interns participate in weekly staff meetings in which myriad clinical and administrative issues are discussed.

Outreach/Campus Community Participation: Interns are expected to participate in a minimum of 3-5 outreach activities during the internship year, with the opportunity for many more outreach experiences. Examples of outreach activities include, but are not limited to: orientation activities, depression screenings, activities aimed at increasing awareness of sexual violence/assault and domestic violence/intimate partner abuse, trainings aimed at increasing awareness of AOD issues, Safe Space trainings and Transgender day of remembrance.

A major component of intern growth over the course of the year is development of a professional identity, which occurs by working day in and day out as a staff member on a multidisciplinary unit.

Elective Clinical & Training Activities

CAPS offers additional apprenticeships, which are supervised by licensed senior staff members, in the following specific areas:

(1) BAC/MA Apprenticeship
The goal of the BAC (Behavioral Assessment Committee)/MA (Mandated Assessment) apprenticeship is to introduce interns to current legal, ethical and clinical complexities regarding the response of the campus 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, staff or other students. 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) MM Apprenticeship
The goal of the Mindfulness Meditation apprenticeship is to familiarize interns with the benefits of the application of mindfulness meditation to a college student population, with introduction to empirical support for the practice. In Fall, interns function as a participant observer in 3 or more 1-session MM “Drop-In” groups; function as a participant observer in either the MBCT or MSC group, with senior staff leaders; and will participate in 2 or more MM campus community outreach programs with a senior staff member. In Spring, interns will lead 3 MM “Drop-In” groups, will co-lead either MBCT or MSC with senior staff member/s, and will participate in 2 or more MM Campus Community Outreach Programs with/without a senior staff member, post-doc fellow, intern, or practicum student.

(3) Outreach Apprenticeship
The goal of the outreach apprenticeship is to introduce interns to the range of outreach initiatives at the university and to expand the intern’s awareness of the multilayered approaches to assisting students on campus through prevention efforts that work in conjunction with intervention efforts at CAPS. There are a number of outreach opportunities with which interns can become involved, including depression screenings, peer ed programs, activities aimed at increasing awareness of sexual violence/assault and domestic violence/intimate partner abuse, trainings aimed at increasing awareness of AOD issues, developing initiatives for underrepresented populations, and becoming involved in liaisonships with campus residences. In this apprenticeship, interns would be afforded some flexibility to identify an outreach activity that is of particular interest to them.

Intern Schedule (No Apprenticeship)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Service</td>
<td></td>
</tr>
<tr>
<td>Individual therapy and case management</td>
<td>14-16</td>
</tr>
<tr>
<td>Group therapy</td>
<td>1</td>
</tr>
<tr>
<td>On-call</td>
<td>4</td>
</tr>
<tr>
<td>Outreach (as needed)</td>
<td>0-1</td>
</tr>
<tr>
<td>Supervision of Practicum Student</td>
<td>1</td>
</tr>
<tr>
<td>Supervision Given to Intern</td>
<td></td>
</tr>
<tr>
<td>Primary individual supervision</td>
<td>2</td>
</tr>
<tr>
<td>Consultation Group with Training Director</td>
<td>1</td>
</tr>
<tr>
<td>Supervision of Supervision Prac Student (“Sup of Sup”)</td>
<td>1</td>
</tr>
<tr>
<td>Group Supervision of Group</td>
<td>1</td>
</tr>
<tr>
<td>Individual Supervision of Group</td>
<td>.5</td>
</tr>
</tbody>
</table>
### Didactic Trainings and Meetings
- Intern Seminar: 2
- Case Conference: 1
- Staff Meeting: 1
- Team Meetings: 1

### Miscellaneous
- Progress notes, intake write-ups, case management: 3-6
- Intern time: 1
- Lunch: 2.5
- TOTAL: 40

### Intern Schedule (Apprenticeship (AOD/Meditation/(BAC/MA))

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours/week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Service</strong></td>
<td></td>
</tr>
<tr>
<td>Individual therapy and case management</td>
<td>12-14</td>
</tr>
<tr>
<td>Meditation/(BAC/MA)/Outreach</td>
<td>2-4</td>
</tr>
<tr>
<td>Group therapy</td>
<td>1</td>
</tr>
<tr>
<td>On-call</td>
<td>4</td>
</tr>
<tr>
<td>Outreach (as needed)</td>
<td>0-1</td>
</tr>
<tr>
<td>Supervision of Practicum Student</td>
<td>1</td>
</tr>
</tbody>
</table>

| Supervision Given to Intern                        |            |
| Primary individual supervision                      | 2          |
| Consultation Group with Training Director           | 1          |
| Supervision of Supervision Prac Student ("Sup of Sup") | 1          |
| Group Supervision of Group                          | 1          |
| Individual Supervision of Group                     | .5         |
| Apprenticeship Supervision                          | 1          |

| Didactic Trainings and Meetings                     |            |
| Intern Seminar                                     | 2          |
| Case Conference                                    | 1          |
| Staff Meeting                                      | 1          |
| Team Meetings                                      | 1          |

| Miscellaneous                                      |            |
| Progress notes, intake write-ups, case management   | 3-6        |
| Intern time                                        | 1          |
| Lunch                                              | 2.5        |

### 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.

Interns submit self-assessments in several areas prior to their start date. These are reviewed by supervisors with the goal of tailoring supervisory matches with the intern’s prior level of experience and current interests. Interns, supervisors and seminar leaders, who form the Training Committee, work closely together to offer ongoing feedback to interns, to develop an attitude of interest and curiosity around difficult moments in treatments, to augment strengths, and to thoughtfully attend to challenges. Informal evaluations of interns are completed in October. Formal mid-year and final evaluations are completed in January and July. Evaluations are intended to address an intern’s strengths and areas for growth with the goal to assist the intern in developing any competencies that may require additional support. Supervisors meet with interns individually to review evaluations before they are submitted to the Training Director. Formal evaluations are forwarded to interns academic programs.

Interns provide anonymous evaluations of all aspects of the training program, and they are guided through the process of doing evaluations of their practicum trainee. Interns complete both proximal (during their internship time and at the conclusion of the program) and distal (one year post-completion) evaluations.

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 $27,000. 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.

As paid employees, 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 and Deadlines
Eligibility: Successful candidates must be matriculated with an APA-accredited doctoral program in clinical or counseling 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 service hours by the start of internship.

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.

Procedures: The internship program at Stony Brook University’s CAPS is part of APPIC’s matching program (National Matching Service, NMS). To apply:
1. Complete the APPIC Application for Psychology Internship (AAPI) online by November 10, 2016.
2. Please include:
   - Cover letter;
   - CV;
   - Graduate transcripts;
   - 3 letters of reference (2 of which are preferably provided by clinical supervisors)

Final candidates will be invited to an interview with on-site interviews strongly preferred. Notification date for interviews is December 12, 2016. Candidates meet with supervisors, staff, post-docs and current interns in a series of individual and group meetings which comprise approximately one half-day. Thus, candidates invited for interviews should plan to spend at least four hours on campus. For the 2017-18 internship year, interviews will take place the weeks of January 9, 2017 and January 16, 2017.

Pre-employment Criminal Background Check

Stony Brook University is committed to maintaining a safe environment for its students, employees, patients, visitors and volunteers. The University will not employ anyone whose prior criminal conviction would indicate a direct relationship (nexus) between the criminal conviction(s) and employment creating a risk to property or safety. Interns matched to the internship will undergo a Social Security number verification and a criminal background check. Anyone who is discovered to have past criminal convictions will be evaluated for employment. If there is a direct relationship (nexus) between one or more of the criminal convictions and employment, or the granting of employment would involve an unreasonable risk, the applicant will be denied employment. Factors that will be considered include:
- Specific duties and responsibilities related to employment.
- The bearing, if any, the criminal conviction(s) will have on ability to perform job duties.

Stony Brook University reserves the right to revoke an offer of employment of an individual who falsifies or misrepresents information contained in their application for employment (and/or materials submitted by the individual as part of the application process).
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 2022. 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
202-336-5500

Statement of non-discrimination (P102R)
Consistent with federal and state guidelines, Stony Brook University does not discriminate on the basis of race, color, sex, age, ethnicity, religion, national origin, sexual orientation, disability, marital status, or veterans' status in its educational programs or employment. If you are a student or an employee of Stony Brook University and you consider yourself to be a target of discrimination or harassment, you may file a complaint in writing with the Office of Diversity and Affirmative Action. If you choose to file a complaint within the University, you do not lose your right to file with an outside enforcement agency such as the State Division of Human Rights, Equal Employment Opportunity Commission, or the Office of Civil Rights. Complaints of suspected violations of these policies should be made to Marjolie Leonard, 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: odaa@stonybrook.edu.