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 24,000 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 that support the academic success, personal development, and safety of Stony Brook 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.

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. 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**

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.

**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. At the heart of the program’s mentor/apprentice model is an attention paid to close supervision. Interns are given opportunities to individualize their training experiences by requesting exposure to specific populations and electing rotations.

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. Additionally, we integrate techniques from other treatment modalities (e.g., CBT, DBT, Mindfulness, etc.) in helping our clients achieve change. It is our goal to train interns in how to thoughtfully integrate these techniques into our psychodynamic philosophy of understanding clinical phenomena.

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.

Interns participate in a number of experiential activities, including the provision of individual and group therapy, along with acute crisis management. Interns receive significant didactic training in support these experiences. 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), and one hour per week with a secondary supervisor (who may be a psychologist, Ed.D., or LCSW). Aside from clinical discussions, supervisors model reflectiveness and professional responsibility during supervision.

**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. 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**

**Case Conference and Psychotherapy 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 and to provide assistance in the development of the ability to articulate a case formulation. The first half of the year is more heavily focused on discussion of theoretical material and is aimed at developing a common ground of understanding with discussion of clinical material; in the second half of the year, interns take turns doing case presentations. They develop a case to present at Clinical Services meeting in the Spring semester (see below).

**Clinical, Professional, and Ethical Issues Seminar:** This weekly, one-hour seminar is aimed at providing a foundation for the development of clinical and professional competencies during the sequential, graduated exposure to experiences at CAPS. The goal of the seminar is to focus on relevant clinical and ethical issues, as well as professional development topics. Clinical issues discussed will range from the development and enhancement of skills in the areas of risk assessment, crisis intervention, triage, caseload and case management, treatment planning and disposition, and any systemic concerns as they arise. These meetings will provide a space to process and explore issues relevant to professional goals/identities, dilemmas with clients and/or supervisors, specific questions related to post-doc and job applications, CAPS policies and procedures, as well as ongoing reactions to the internship experience here at SBU.

**Program Evaluation Seminar:** This seminar meets for one hour
weekly and is an opportunity to meet and discuss interventions and programs that have been developed in their areas of specific expertise. The seminar is led by the Interim Director, and staff members take turns presenting material on specific programs at CAPS/CPO including Sexual Violence Outreach, AOD work, Mandated Assessments, and Mindfulness Based Cognitive Therapy. Exposure to each area is also an opportunity to learn about program development in college mental health, the design and implementation of program evaluations in a thriving and diverse student affairs division, and literacy in the methods of process and outcome assessment. The topics covered in the Fall semester provide in-depth exposure to the rotations offered during the Spring semester and summer session of the internship year.

**Group Seminar:** This one-hour, bi-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.

**Diversity Seminar:** The purpose of this one-hour, bi-weekly seminar is to assist the intern in explicitly considering diversity issues (e.g., race, ethnicity, gender, sexual orientation, religion, class) within the therapeutic framework. We will read and discuss relevant literature with the aim of increasing awareness of individual cultural values and biases and developing increased sensitivity to the patient’s cultural situatedness/worldview. We will grapple with the sociopolitical, historical, and economic factors that shape individual experiences. We will consider clinical material/vignettes, and we will as well discuss broader
issues in the specific context of Stony Brook’s population.

**Other Training Experiences and Professional Development Activities**

**Clinical services meeting**: Interns participate in weekly clinical services meetings in which clinical material is discussed. All staff, from senior staff to interns, are encouraged to bring relevant clinical material for group discussion. Senior staff and advanced trainees (post-docs) present a more detailed case presentation approximately 1x/month. In the spring, interns present a case that they have developed a formulation for in Case Conference and Psychotherapy Seminar.

**Staff meeting**: Interns participate in weekly staff meetings in which myriad clinical and administrative issues are discussed. Senior staff and trainees present approximately 1x/month on material that they may have gained recently from trainings on topics ranging from Sexual Assault and Title IX Issues to EMDR to DSM-V. Staff meetings include occasional guest lecturers as well (1x/month, interns will have a free hour as senior staff will use the time to meet).

**Meditation Training**: Interns receive five hours of mindfulness meditation training (didactic and experiential) in the Fall and early Spring semester with the option to co-lead a mindfulness meditation group and/or a Mindfulness Based Cognitive Therapy (MBCT) group during the internship year.

**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/CPO offers additional rotations in the Spring which are aimed at deepening interns’ experience in a specific area. Interns who have demonstrated sufficient competency in core clinical and training activities are eligible to participate in a rotation. Interns may elect from one of the following rotations:

**The Behavior Assessment Committee (BAC) and Mandated Assessments (MA) Rotation**

The goal of the BAC/MA rotation 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.

**The Associate Training Director (ATD) Rotation**

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 participate in the management of the practicum program, including interviewing and collaborating on the selection of 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.

**The Associate Clinical Director (ACD) Rotation**

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 revising 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.

**Health Sciences Center (HSC) Satellite Rotation**

CAPS delivers clinical services through a thriving satellite office on Stony Brook’s East Campus/Health Sciences Center (HSC) site. Individual and group therapy, along with 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.

**Individualized Rotations**

We encourage and invite self-initiated learning experiences in a particular area that is of interest to the intern. Interns who have interest in gaining specialized knowledge in an area that does not have a formal rotation associated with it may elect to develop their own rotation experience with the assistance of a mentor who has expertise in that area. Examples of such areas include the Center for Prevention and Outreach (CPO), Mindfulness Meditation, and working with AOD issues.

**Intern Schedule**

Intern schedules break down in the following manner:

Didactics:
Seminars: 5 hours/week
Meetings: 2 hours/week
Individual Supervision: 3 hours/week
Individual Supervision of Group: .5 hours/week
Group Supervision of Supervision: 1 hour/week

Experiential Activities

Individual Therapy Clients: 12-15 hours/week
Group: 2 hours/week
Intakes: 2 hours/week
On-call: 4 hours/week
Providing Supervision: .5-1 hour/week
Outreach: varies
Rotation experience: varies

**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, Deadlines, Program Code Number**

**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 12, 2015.**
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 on-site (phone or video-conference interviews will only be considered under special circumstances). Notification date for interviews is Tuesday, December 10, 2015. 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 2016–2017 internship year, interviews will take place Tuesday–Friday, January 5-8, 2016 and Tuesday–Friday, January 12-15, 2016.

**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 20002.4242
202-336-5979

**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, Interim 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.