COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

STONY BROOK UNIVERSITY

PREDOCTORAL PSYCHOLOGY INTERNSHIP

2011-2012
**WELCOME**

Dear Applicant,

These pages describe our predoctoral psychology internship program. If you have any other questions after perusing this document, 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 Training Director, Clarissa Bullitt, Ph.D., at Clarissa.Bullitt@stonybrook.edu.

We realize that, while this may be an exciting time in your life, it can also be a stressful and extremely busy one – our website is designed to best help you find answers to your questions, to make it easier to determine if Stony Brook University’s CAPS is a good fit for you, and to help you better navigate these next few months. Good luck!

**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 in 2010 was re-accredited until 2015. *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 or counseling psychology. 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.

*From the Office of the President*

Stony Brook University expresses and demonstrates its commitment to equal opportunity for all persons in the University community, regardless of race, color, sex, age, ethnicity, religion, national origin, sexual orientation, disability, marital
status, or status as disabled veteran. This policy applies to all University offices, departments, and affiliates, including part-time students, faculty and staff members. Affirmative action and equal opportunity affect all employment practices including, but not limited to, recruitment, hiring, transfers, promotions, benefits, compensation, training, educational opportunities, and terminations. To further ensure the goals of equal opportunity and affirmative action with respect to employment and education, the University endeavors to increase the availability of opportunities for students, staff, and faculty from groups that have been previously excluded or underrepresented. Students or employees having disabilities that require reasonable accommodations or auxiliary aids may be accommodated through the Office of the ADA Coordinator.

SBU & CAPS
The mission of the Counseling and Psychological Services center at Stony Brook University is to provide psychological and psychiatric services that support the academic success, personal development, and safety of Stony Brook students. Licensed and certified mental health professionals provide immediate help in emergencies, brief counseling and psychotherapy, and psychiatric treatment to 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.

CAPS serves an undergraduate, graduate, and professional student body of 24,000 on the main campus and Health Sciences Center. Nine thousand students live in campus residences. The student body reflects the rich cultural and national diversity of the New York City metropolitan region. For example, undergraduate freshman students last year were 34% Caucasian, 22% Asian, 8% Hispanic, 7% African-American, 7% International, and 22% who self-identify as “other” or unknown.

Interns report that the severity and range of presenting problems and diagnoses of CAPS clients are far greater than they expected in a university setting. Clients seek help for depression, anxiety, substance abuse, and relationship problems; some students come with pre-existing severe and persistent mental disorders, while others experience their first “break” on campus. Despite the wide range of presenting problems, as university students clients tend to be articulate about their issues and lend themselves well to reflective work.

CAPS has provided a full-time, paid psychology internship since 1988 (with two years of “inactive status” from 2007 to 2009). The internship program attracts psychologically-minded 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. The internship program has been accredited since its first year (1988-89) and has continually received very strong budgetary and other support from the Division of Student Affairs at Stony Brook. 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.

Stony Brook University’s Counseling and Psychological Services psychology internship program has been primarily psychodynamic in perspective since it began in 1988. We have 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 methods, 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 exposure to triage, crisis and risk
management, and emergency care. As well, interns have the option of conducting a rotation at the University Hospital, where they may follow clients from emergency admissions through inpatient care, with time spent as well doing Consultation/Liaison in the medical units of the hospital. 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 welcomes and celebrates 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 overall mission for internship training is three-fold:

1. Immersion in integrative psychodynamic theory and technique;
2. Exposure to the full range of psychopathology and consequent clinical care;
3. Development of a secure, ethically oriented and multiculturally aware professional identity.

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.

**TRAINING ACTIVITIES**
Interns at CAPS are employed on a 40-hour per week basis; following are the required and elective 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, 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 naturally coincides 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, beginning early in the year. 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 with the senior supervisor who is supervising the same extern, along with the Training Director, on an as-needed basis, with meetings scheduled regularly in the beginning of the year.

6. **Professional Development:** Interns attend regularly scheduled staff meetings, which include Staff Development. With clinical staff, interns participate in two off-campus retreats each year in which administrative and clinical issues are discussed.

**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. 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. Specific and detailed supervision of groups that interns are co-leading occur between co-leaders before and after groups, and occur with the TD bi-monthly in the beginning of the year, then during Staff Development for the remainder of the year.
3. **Internship Seminars:**
   a. *Psychotherapy Seminar:* Interns meet 1 ½ hours per week with a senior staff member for training in contemporary psychodynamic theory, research and practice; brief treatments; and thorough discussion of integrative theory, research and models of practice. All senior staff participate in running this seminar, giving interns exposure to the expertise of many disciplines and perspectives.
   b. *Clinical and Professional Issues:* Interns meet for one hour each week with a senior staff member, joined often by senior staff to discuss case management. Remaining time is spent reviewing and discussing 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.
   c. *Group:* One hour alternates with (b) above during the first module of training, for further education and group supervision in group process. Seminar is led by the TD until December; after that, interns present groups along with their co-leaders to staff during staff development once a month for group supervision and feedback.
   d. *Case Conference:* Interns meet collectively one hour per week with a senior staff member for case review, which acts as a group supervision forum allowing peer feedback. Interns are able to use this forum to further both clinical and professional identity development.
   e. *Supervision of Supervision Seminar:* Interns participate in literature review and group supervision of their work as supervisors in this one hour weekly meeting. 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.

4. **Staff Meetings:** Interns participate with staff in regularly scheduled weekly meetings that often include guest lecturers, as well as in staff retreats.

**Elective Clinical and Training Activities**

1. **Hospital Rotation:** In the final trimester of their internship year, interns may rotate through the three main psychiatry departments at Stony Brook University’s University Medical Center (UMC). This rotation will have interns at the UMC two days per week in the summer semester. The current plan is for them to divide their time between three units. Interns will have a qualified supervisor on each unit; the rotation as a whole will be supervised by their TD and by the psychiatry residents’ TD at UMC, Michael Schwartz, M.D.:
a. **Psychiatric Emergency Room (CPEP):** Interns will closely shadow a senior staff member in CPEP, learning about and assisting with triage, assessment, disposition, and crisis management.

b. **Psychiatric Inpatient Unit:** Interns will join psychiatry residents in Grand Rounds, Community Meeting, Staff Meeting, Morning Meeting, and observation of Intakes. Interns will shadow a resident and meet individually with the resident’s patients on the unit, providing much-needed therapeutic contact.

c. **Consultation/Liaison:** Interns will shadow psychiatrists, psychologists, and 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 the 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.

2. **Outreach:** Interns may work with The Center for Prevention and Outreach (CPO), the “front line” of psychological intervention, offers a wide range of services to address student concerns about alcohol and other substances, relationships, gender 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), and Swallow This (theater participation for peer training), among many others.

3. **ATD:** Associate Training Director. For psychologists 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 extern program; participate in intern search and interviews for the following year; develop training and education that the intern believes would best suit his/her cohort, etc. This rotation is unique in providing administrative skills that will make the trainee extremely competitive in the job market.

4. **BAC/ME:** Behavior Assessment Committee/Mandated Evaluations. 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.
### SAMPLE SCHEDULE

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<td>Sup of Sup 9:00-10:30</td>
<td>Client</td>
<td>Clinical &amp; Prof’l Issues</td>
<td>Triage Seminar 9:00-10:00</td>
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<td>Staff mtng</td>
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EVALUATION PROCEDURES
As part of the 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 (midyear and at the end of internship), there are no surprises for the intern. 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 receive evaluations from their primary and secondary supervisors; from their seminar leaders, and from their practicum trainees. The Training Director provides a letter summarizing Likert scale data to doctoral training programs. All evaluators 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.

STIPEND, BENEFITS AND LIABILITY INSURANCE
CAPS salaries (including interns) are governed by UUP union contracts, and typically increase by 3% each year. The current intern salary is $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 work days (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

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). The only material requested that is not part of the APPIC application is evaluation/s from your most recent practicum training site/s.

Uploading this evaluation to your AAPI application should be as according to APPIC’s website instructions (#5 of the application):

If a program requires applicants to submit materials that are not a part of the regular AAPI Online application…, the applicant will need to obtain the required information, convert it into a single electronic document (e.g., via scanning), upload it to the AAPI Online service, and attach it as "supplementary materials" to the application that is submitted to that program.

Deadlines
All applications should be received no later than Monday, November 15th.

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.

For the 2011-2012 internship year, interviews will take place during the first few weeks of January.

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.

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