AN OVERVIEW OF CAPS

Introduction:

Counseling & Psychological Services Center (CAPS) at Florida International University (FIU) offers a full-time, doctoral psychology internship program in health service psychology oriented toward providing a thorough professional training experience within the context of a university counseling center. The training is designed to offer clinical experience with a diverse university population through a core program of competencies in initial clinical consultation, multimodal psychotherapy, professional ethics, professional identity, human diversity, and programming/outreach as well as elective competencies in psychological testing, and entry-level supervision. Additionally, the training program provides interns with the opportunity to develop proficiency in crisis intervention, as well as, consultation/liaison work with psychiatric services, residential life, and academic departments. In accordance with our strength-focused perspective, the training program encourages interns to enhance their strengths and pursue their areas of interest through special projects. Our mission is to expose interns to the University's ethnically, culturally, and clinically diverse population and train them as skilled psychologists capable of functioning successfully in a variety of post-internship employment settings.

Setting and Facilities:

Florida International University is one of the larger, more comprehensive members of the State of Florida University system and has a diverse student body of approximately 50,000. CAPS clients may be first or second generation immigrants to the U.S., or they may be international students from one of 125 different countries. Institutional research statistics show that 59% of the student body identifies themselves as Hispanic, 13% Black, 4% Asian or Pacific Islander, and 17% White. It has been shown that the 7% “other minority groups” are primarily students that, upon inquiry, identify themselves as bi-racial. In addition to its diverse ethnic groups, the university serves a large percentage of economically disadvantaged students. Nearly 50 percent of all undergraduate students at FIU receive financial aid, and nearly 60 percent of those financial aid recipients come from families with annual household incomes under $30,000. Further, 70% of the student body falls between the ages of 17 and 25 with a variety of cognitive and physical abilities, sexual orientations and religious beliefs.

FIU's strong commitment to diversity positions it as a pioneer; actively engaged in responding effectively to the country's increasingly diverse student population. The University is an integral part of the South Florida community, and because of its unique location, provides academic prospects to a multiethnic pool of highly talented students.
As a Research I institution, the University also attracts distinguished faculty, including nationally and internationally recognized figures, in all major disciplines.

The CAPS offices are located on the Modesto A. Maidique Campus (MMC) in the University Health Services Complex and on the Biscayne Bay Campus (BBC) in the Wolfe University Center. The MMC is located in West Miami-Dade County, while the BBC is located on a tropical wildlife preserve environment on Miami’s Intracoastal waterway in northeastern Miami-Dade County. The campuses are approximately one hour's driving time apart. The Center's resources include video-equipped trainee offices, as well as, assessment resources. As a means of safeguarding confidential student information, CAPS has a server that functions independently from the University server. CAPS also uses Titanium - a computerized scheduling system designed specifically for Student Counseling Centers - where scheduling and client data is stored.

Rotations

As mentioned above, CAPS offers services to students at two of the Florida International University campuses. Each semester, interns rotate between the two campuses with one intern serving primarily the MMC and the other two serving both campuses. The MMC and BBC differ in student population, as well as, clinical opportunities. Therefore, the rotation system permits each intern to benefit from exposure to two different clinical environments. Below is a schedule of the campus rotation system broken down by semester and intern.

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<tr>
<th>Intern</th>
<th>Mon</th>
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<td>Intern 1</td>
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<tr>
<td>Intern 2</td>
<td>MMC</td>
<td>BBC</td>
<td>MMC</td>
<td>MMC</td>
<td>MMC</td>
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<tr>
<td>Intern 3</td>
<td>MMC</td>
<td>MMC</td>
<td>BBC</td>
<td>MMC</td>
<td>MMC</td>
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<tr>
<td>Intern 4</td>
<td>MMC</td>
<td>MMC</td>
<td>MMC</td>
<td>BBC</td>
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Key

MMC = Modesto A. Maidique Campus

BBC = Biscayne Bay Campus

Modesto A. Maidique Campus: The MMC provides counseling and psychological services to the largest portion of the student population. During their MMC campus rotations, the interns will carry their heaviest psychotherapy caseload. MMC is also the
hub of FIU's departmental and student services, and interns will gain most of their liaison/consultation experience at this Campus. Regardless of their rotation, all interns meet at MMC each Friday to participate in group supervision and seminars, as well as, other core elements of the internship program.

**Biscayne Bay Campus:** Student demographics varies between the two campuses, with BBC tending to have a larger International and Caribbean presence, and a slightly higher average age. Beyond providing students with counseling and psychological services, the Biscayne Bay Campus (BBC) also offers neuropsychological and/or psychoeducational assessment services.

**Counseling and Psychological Services (CAPS)**

Counseling & Psychological Services is the primary campus-based provider of mental health services, offering treatment to all registered FIU students. The Center provides a full range of services and programs that promote the development and psychological well-being of students and the attainment of personal and academic goals. The CAPS team consists of 9 licensed psychologists, 1 psychiatrist, 4 doctoral psychology interns, 1 licensed clinical social worker, and the Victim Empowerment Program consisting of 5 licensed clinical social workers and licensed mental health clinicians who operate clinics on two of the universities' campuses. The CAPS faculty and staff are deeply invested in the internship training program and provide multiple opportunities for mentorship. The exchange between staff and interns is viewed as mutually rewarding and stimulating, and the pursuit of a positive collegial environment is highly valued.

Administratively, CAPS is a department of the Division of Student Affairs and maintains a close working and liaison relationship with other University departments including the Health and Wellness Center, the Department of Housing and Residence Life, Career Planning and Placement, the Disability Resource Center, the Women's Center, the Office of Multicultural Programming, International Student Services, the Office of Student Conduct and Conflict Resolution, and Campus Life.

**Philosophy of Training**

**Practitioner-Scholar Model:** As practitioners, the interns integrate scientific theories and findings into their clinical practice. By the nature of CAPS, they are exposed to a multitude of presenting issues and client demographics. This then allows for case conceptualization and execution of theoretical orientation and techniques. As scholars, the interns are encouraged to think critically in an informed manner and evaluate scientific findings pertinent to the field of psychology. This is done, in part, through support of scholarly writing, presentation at cultural case conferences or grand rounds, and critiquing of journals.

**Developmental Perspective:** This learning experience is incrementally actualized with an understanding of the process of practitioner development. This developmental perspective begins with an early assessment, upon entry, of the interns' competencies.
and areas of interest, and is followed by a discussion of core and individualized objectives. The interns are then provided with experiences of increasing complexity and are gradually conferred further autonomy and responsibility. Evaluations are held at six months and again at the end of the internship year in order to ensure that core competencies are attained and to provide an opportunity to maximize learning in areas of strength and readjust training to bolster non-strengths. Upon exiting the training program, interns will have compiled a portfolio that demonstrates their cumulative experience and expertise.

**Commitment to Diversity:** The FIU student body is highly diverse in ethnicity, race, socio-economic status, sexual orientation, and religious beliefs. CAPS’ commitment to support diversity arises from a fundamental respect for human rights and an appreciation for the multiplicity of perspectives it espouses. Interns are trained to be attuned to diversity issues arising out of clinical procedures such as diagnosis, assessment, treatment planning, and interventions. Furthermore, interns become increasingly sophisticated in their ability to integrate their understanding of trends common to particular groups while acknowledging the rich heterogeneity existing in these groups. CPSC's internship program not only provides diversity and cultural competency training through clinical activities but also encourages interns to cultivate self-awareness and a deeper understanding of their professional role in the communities in which they live.

**Special Projects:** In keeping with the current trends facing psychologists, the training program prepares interns for competency in diverse psychological roles, giving them more flexibility post-graduation. Interns receive thorough training in clinical competencies that can be adapted to meet the requisite skills needed for a broad array of psychology-related career trajectories. They also receive training specific to academic or professional environments by establishing liaison relationships with academic and student service departments, functioning as mentors to undergraduate paraprofessionals and engaging in a variety of didactic activities. Additionally, interns are required to select one outreach program component and one administrative committee on which to serve for the entire internship training year. In keeping with the strength-focused approach, interns are required to develop a special project by identifying an area of interest and/or strength, establishing a strategy to expand their expertise, and subsequently materializing their objective with faculty support and guidance. Some examples of special projects from previous interns include:

- Research projects
- Further specialization in Psychological Assessment
- The creation of a project addressing issues of diversity.
- The analysis, improvement or expansion of a current service or committee
- The development and/or expansion of an outreach service
- Specialization in a liaison function with an affiliated FIU agency (i.e., Wellness Center, Victim Advocacy Center, Career Counseling)
- The establishment of group treatment for a particular clinical population, or any other project that contributes to clinical aspects of the FIU community.
**Training Goals and Objectives:** The training model is comprised of goals and objectives that are consistent with its philosophy. The program has a logical training sequence that builds upon the skills and competencies acquired during doctoral training.

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<tr>
<th>Goal 1: Initial Clinical Consultation</th>
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<tr>
<td>Objective(s)</td>
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<tr>
<td>1. Demonstrate skills in basic interviewing</td>
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<td>2. Demonstrate skills in crisis intervention.</td>
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<tr>
<th>Goal 2: Multi-Modal Psychotherapy (Individual, Couples, and Group)</th>
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<tr>
<td>Objective(s):</td>
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<tr>
<td>1. Demonstrate skills in relationship establishment</td>
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<td>2. Demonstrate skills in the negotiation of and implementation of therapy</td>
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<td>3. Demonstrate responsiveness to client input</td>
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<td>4. Demonstrate skills in the formulation of case disposition</td>
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<th>Goal 3: Professional Ethics</th>
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<td>Objective(s):</td>
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<td>1. Demonstrate reliability and professional conduct</td>
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<td>2. Demonstrate the ability to manage ethical dilemmas</td>
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<td>3. Effective response to supervision</td>
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<th>Goal 4: Professional Identity</th>
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<td>Objective(s):</td>
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<tr>
<td>1. Demonstrate the ability to take initiative with own professional growth</td>
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<tr>
<td>2. Demonstrate the ability to integrate ideas and behaviors into professional identity</td>
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<tr>
<td>3. Demonstrate scholarly expertise</td>
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<th>Goal 5: Human Diversity</th>
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<tr>
<td>Objective(s):</td>
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<tr>
<td>1. Demonstrate an awareness of and responsiveness to human diversity throughout their professional work.</td>
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Goal 6: Programming

Objective(s):
1. Demonstrate skills in programming and presentations
2. Demonstrate consultation skills

Goal 7: Psychological Testing

Objective(s):
1. Demonstrate skills in psychometrics
2. Demonstrate skills in the interpretation of test results

Goal 8: Entry-Level Supervision (Elective)

Objective(s):
1. Demonstrate ability to establish clear contracts
2. Fulfill ethical responsibility to clients
3. Demonstrate effective investment in supervisee's growth
4. Demonstrate attention to the supervisory relationship

Internship Activities

Clinical Experience:

*Psychotherapy*: Counseling and Psychological Services provides individual and couples, short-term psychotherapy to Florida International University students. Given the nature of serving a diverse, urban student population, interns have the opportunity to work with clients who are experiencing varying levels of distress and symptomology. Although brief therapeutic services are typically offered, client care is of the utmost importance, and therefore, clinical supervisors encourage interns to learn a wide-range of theoretical perspectives and incorporate the applicable tenets into treatment plans and case conceptualizations. Interns typically work with 10-14 individual clients on a weekly basis; however, if time and scheduling allow, interns can request to work with additional clients to gain experience working with new populations or presenting issues.

*Group Psychotherapy*: Counseling and Psychological Services reintroduced the group counseling program in the Fall of 2006. Interns typically co-facilitate one group per semester with a licensed psychologist and receive a one-hour group supervision of group therapy per week. A variety of groups are available to students based on client-demand, such as, interpersonal process, social anxiety, GLBT, and many others.
**Walk-in Consultation/Crisis Intervention:** A component of Counseling and Psychological Services’ internship training is that all interns provide walk-in consultation services on a weekly basis. Each walk-in/crisis team consists of an intern, a staff member, and a senior staff member team leader. The intern on-call for the day will consult regularly with his or her team members, and the level of consultation, although initially high, varies as interns gain competence in crises interventions throughout the year.

**Psychological Assessment:** In addition to intake interviewing, all interns have the opportunity to refine existing assessment skills and develop a more sophisticated ability to select, administer, and interpret neuropsychological and/or psychoeducational instruments. Interns are able to gain experience in neuropsychological and/or psychoeducational testing in accordance with their level of expertise. Interns with little training in this area first learn to conduct neuropsychological and/or psychoeducational intakes, administer personality, neuropsychological, and/or psychoeducational tests, and participate in neuropsychological and psychoeducational training seminars. Interns with more advanced neuropsychological and/or psychoeducational assessment skills will gain extensive experience in test administration, integrated report writing coupled with exposure to a variety of disorders such as learning disabilities, ADHD, and other organic cognitive pathology.

**Body Acceptance Program:** The purpose of the Body Acceptance Program (BAP) is to provide multidisciplinary care to students presenting with disordered eating behaviors. BAP serves students through a multidisciplinary team of providers, including a medical doctor and a nutritionist from Student Health Services as well as a counselor from CAPS. As part of BAP, treatment providers meet on bi-weekly basis to discuss client cases and address any treatment concerns. Based on their interest, interns would be able to provide treatment to clients as part of BAP as well as participate in the treatment team meetings.

**Biofeedback Therapy (Elective):** All interns have the opportunity to gain BFB experience by developing or refining existing BFB skills and applying these skills to clients under the supervision of a BCIA certified licensed clinician. Interns are able to gain experience in BFB therapy in accordance with their level of experience. Interns with no training in this area first learn to handle the equipment (4 and 10 channel platforms utilizing Bluetooth technology), the protocols, and then will work with clients with varying level of distress and symptomology. Interns with more advanced skills will gain extensive experience in BFB therapy, including the development of treatment plans and the writing and designing of protocols, coupled with exposure to a variety of disorders such as anxiety and panic disorders, headaches, hyperventilation etc.

**Entry-Level Supervision (Elective):** In addition to training doctoral level interns, CAPS has been a training site for practicum students from FIU and other local universities. Starting in the spring semester, each intern may be provided the opportunity to gain
supervisory experience by supervising a graduate-level practicum student's case for one hour per week. The primary supervisor provides supervision of the intern's supervision of a practicum case. This opportunity is subject to the availability of practicum students as well as intern interest in this level of training. Currently, this elective is not available.

**Outreach:**

**Workshops:** CAPS offers numerous outreach programs to the University community on a regular basis. Per Professors', academic or administrative departments', or residence halls' request, interns typically facilitate or co-facilitate several workshops in the Fall and Spring semesters. Workshop themes can include: issues of diversity, time management, study skills, stress management, body image issues, conflict resolution, and anger management. As a part of the larger University community, CAPS interns also participate in programs that provide incoming or returning students with specific information about available on-campus student services.

**Caps Promotion/Main Events:** In order for students to become aware of our services we advertise through the Student catalog, our web site, and in person during Freshman Orientation, Transfer Students Orientation and through the Student Government, and Parent Groups. These promotions usually result in increased usage of the CAPS by a greater number of students who have been directly exposed to our offerings. CAPS coordinates overall university activities including National Depression Screening Day/Alcohol Awareness Screening Day, Mental Health Awareness Week, Body Acceptance Program Outreach events, and Anxiety Disorders Prevention Outreach events. Outreach events offered are subject to change each year.

**Consultation/Liaison Relations**

The Internship training program strives to prepare future psychologists to rely upon colleagues as resources, and to offer their services to others in a professional manner. In addition to regularly utilizing consultation (i.e., with on-staff Psychologists or Psychiatrists) as a standard of practice within the Center, the staff at CAPS offer psychological consultative services to all University divisions, departments and residences halls.

**Housing and Residential Life:** At the start of the internship training year, each intern assumes the role of consultant to a particular residence hall. This relationship will continue throughout the academic year. Based on the needs of each residence hall, interns will have the opportunity to help the Residence Life Coordinator and Residence Assistants with program development and implementation, problem-solving, and crisis interventions. Interns are expected to communicate with the Residence Life Coordinator on a regular basis and such communication can be initiated by either the consultant or the consultee.
**University Student Services:** The Center staff also provides psychological consultation services to University and academic departments such as The Disability Resource Center, University Health Services, International Student & Scholar Services, and The Office of Student Conduct and Conflict Resolution. Since our Center offers specialized assessment services, consultation between CAPS and Disability Services, coupled with University Health Services, occurs quite frequently.

**Case Consultation/Peer Supervision:**

During weekly group supervision meetings, interns engage in peer supervision and case consultation activities. A senior staff psychologist supervises these meetings and facilitates the peer exchanges. The senior staff psychologist also demonstrates the model for case presentations and consultation at the start of the training year. Utilizing a formal case presentation format, interns select cases to present in addition to preparing questions (diagnostic or treatment-related) for their peer supervisors. Current research trends and empirically-supported treatments are integrated within these supervisory meetings.

**Training Seminars and Professional Development:**

**Didactic Seminars:** Weekly didactic seminars are an integral part of the internship training experience. Based on the practitioner-scholar model of training, the sequence of training seminars progresses from topics focused on bolstering core competencies to seminars covering more advanced competencies over the course of the year. Initial seminars typically include: law and ethics, diagnosis and assessment, crisis interventions, substance abuse, medication management, short-term treatment planning, and issues specifically related to working with a multicultural, diverse college population. Given the Counseling and Psychological Services Center’s close affiliation with several other University divisions and departments, additional required trainings prepare interns for their role within the University setting.

**Professional Development:** Interns have the opportunity to participate in several professional development activities. Interns are also encouraged to attend conferences and workshops throughout the year.

**Grand Rounds:** In accordance with the Internship training program's goal to expose interns to a variety of experiences, Grand Rounds is held at least once a year between CAPS and the Healthcare and Wellness Center. This collaborative effort provides an exchange of psychological and medical information, which increases the total wellness concept of student care.

**Scheduling**

*Example of Weekly Hours:* Interns schedules are maintained (i.e., client appointments, supervision, consultation, etc.) on CAPS’s Titanium computer-based scheduling system. Administrative and committee meetings are also
considered part of the intern’s schedule, and interns are considered members of the professional staff.

*Typical weekly schedule will include:*

Direct Service Activities: 10-14 psychotherapy clients/ 0-5 Testing Hours
On-call, Walk-in Services: 8 hours
Outreach Activities: 3 hours
Individual Supervision: 2-3 hours
Group Supervision: 1 hour
Group Therapy Seminar/Supervision: 1 hour
Neuropsychological and/or Testing Supervision: 1.5 hours
Administrative Meetings: 1-2 hours
Staff Meetings: 1 hour
Intern Training Seminar: 2 hours
Consultation and/or Special Project: 2-3 hours (varies)
Committee Work: 1 hour
Case Management: 4 hours
Professional Development: varies
**Total: 40-45 hours/week***

*Note: Type of service activity that an intern engages in varies, depending on campus location.

*Formally Scheduled Supervision*

The CAPS recognizes that supervision is the foundation of the internship program and is dedicated to providing quality supervision experiences. All clinical activities of interns are supervised by licensed psychologists. Each intern receives a minimum of four hours of formal supervision per week. Supervision occurs through individual and group formats and involves live video supervision, as well as, video and audio recordings of client sessions.

*Individual Supervision:* Each intern is provided with a primary and a secondary supervisor. The supervisors, licensed psychologists on the CAPS staff, are assigned to each intern during the first week of the internship program. The primary supervisor meets individually with the intern a minimum of one-and-a-half hours per week for the entire year. The secondary supervisor meets with the intern a minimum of a half hour...
per week for the entire year. Both supervisors are responsible for overseeing the intern's psychotherapy cases and fostering professional development.

**Group Supervision**: Group Supervision is conducted on a weekly basis for one hour and is comprised of the three interns and a licensed psychologist (group supervisor). During group supervision, each intern presents a clinical case and discussion of the cases is facilitated by the group supervisor. Regular presentation of video and audio recordings of psychotherapy sessions may be used to enhance the clinical presentations.

**Supervision of Group Therapy**: Each psychotherapy group is co-facilitated by an intern and a licensed psychologist. Following each session, the intern and licensed psychologist meet for supervision and to discuss the therapeutic group process within the session. In addition, the interns as well as the group therapy program coordinator meet for one hour each week. Each group is reviewed and they are provided with feedback concerning the therapeutic process.

**Supplementary Supervision**

In addition to formally scheduled supervision, interns regularly receive supervision from CAPS staff other than the primary, secondary or group supervisor. Interns are encouraged to consult with staff psychologists regarding specific cases and projects as needed.

**Walk-in/Crisis Supervision**: During weekly assigned walk-in/crisis service day, the intern assesses walk-in clients' appropriateness for short-term therapy at the Counseling and Psychological Services Center. The intern regularly consults with the licensed psychologists on his or her crisis team. The psychologists on the team provide supervision to the intern on the individual cases presented.

**Outreach Supervision**: Interns are involved in numerous University outreach programs on a consistent basis. Supervision is provided to interns preparing for workshops and/or organizing/participating in a University program.

**Testing Supervision**: During the beginning of the internship year, interns shadow the psychologists during intake, assessment, scoring, interpretation and report writing. Once the intern has observed several sessions and is familiar with the procedures, a psychologist observes the intern complete a neuropsychological assessment. In addition, an assessment supervision is held one time per week for 1.5 hours. This session is held in group format, with at least one licensed psychologist, intern and post-doctoral residents involved in neuropsychological and psychoeducational assessment.

**Supervision of Intern Supervision**: The primary supervisor provides supervision of the intern's supervision of a practicum case. The focus of supervision of intern supervision is on discussion of the case, exploring parallel process, as well as, defining
and enhancing the interns’ supervisory competence. This experience is pending practicum program availability.

**Evaluation of Intern Performance:**

Intern performance and competence is assessed on an ongoing basis through various methods throughout the year. Evaluation methods include direct observation, review of video and audio taped therapy sessions, review of psychosocial reports, progress notes, treatment plans and assessment reports, review of workshops and case presentations, and anonymous feedback from client surveys.

Prior to beginning clinical work, each intern completes a baseline of his or her individual skills. The baselines are reviewed with the intern's primary supervisor. In addition to ongoing feedback, formal written evaluations to assess the progress and skill of the intern are conducted by the primary supervisors of each intern at three time points (4 months, 8 months and 12 months) during the internship year. The evaluations are discussed in supervision. All formal evaluations are reviewed by the Training Director who meets with each intern individually to discuss progress. Interns are provided with an opportunity to complete evaluations of primary supervisor, group supervision, and the internship experience.

**Benefits**

**Salary**: Intern Salaries for the 2016-2017 fiscal year are budgeted at $27,300 with the contract period being from August 1, 2016 through July 31, 2017.

**Vacation and Sick Leave**: The university is closed for approximately 10 holidays a year (i.e., Memorial Day, Labor Day, Independence Day). Interns will not have the opportunity to work during these university sanctioned holidays. In order to obtain additional vacation and sick leave time while successfully completing the required 2,000 hours of internship, interns will need to work extra hours to accrue additional time. Ample opportunity for after hours work is available by request.

**Professional Development**: All interns are given professional development and/or dissertation release time; the scheduling and use of professional development hours are prearranged with the training director and vary over the course of the year. Professional development is defined as an activity that is either required to obtain your degree or serves as a benefit to FIU and/or the training programs at all.

**Professional Staff**

Alia Fons-Scheyd, Ph.D., joined the FIU staff Fall 2010 as a University Psychologist and Assistant Training Director. She is a licensed psychologist in Florida who completed her masters in Counseling at the University of Texas at Austin, her doctorate in Counseling Psychology at the University of Houston, and her pre-doctoral internship at Illinois State University’s counseling center. Dr. Fons-Scheyd has worked at a number
of University counseling centers in Florida and the U.S., and enjoys working in a University setting. Clinically, Dr. Fons-Scheyd is integrative and frequently draws from cognitive behavioral, interpersonal process and humanistic approaches. In addition to training and supervision, her clinical interests include mood and anxiety disorders, interpersonal concerns, multicultural counseling, brief therapy, vocational psychology/career counseling, and group therapy. Dr. Fons-Scheyd coordinated both the practicum and postdoctoral training programs and provides individual and group supervision to psychologists and counselors in training at FIU for many years. She has been interim training director for the APA Accredited Doctoral Internship training program at FIU CAPS since 2014. She is also the Chairperson of the Quality Assurance committee at CAPS, and serves on the Research Committee. Dr. Fons-Scheyd enjoys involvement in research, where her interests have centered on areas of romantic relationships and adult attachment orientation, relationship perfectionism, career-life balance, and multicultural competencies in counseling.

**Cheryl Singleton Nowell, Ph.D.** is the Director of the Counseling & Psychological Services Center (CAPS), Division of Student Affairs at Florida International University. She is a graduate of the Clinical Psychology Program at Kent State University, Kent, Ohio. Dr. Nowell has been licensed as a psychologist in the state of Florida for over 20 years. The professional organization with which she is most actively involved is the Association of University and College Counseling Center Directors. Dr. Nowell has presented nationally on topics including crisis management and recovery, management skills and accountability. CAPS is intricately involved with both Academic and Student Affairs departments at the University. Areas of interest include higher education administration, crisis management and multicultural counseling.

**Kathryn Kominars, Ph.D.** Dr. Kominars is a Licensed Psychologist with more than 20 years of clinical experience in a variety of settings and is Associate Director of CAPS. She is a graduate of St. John’s College (B.A.) and Temple University (M.Ed. & Ph.D.) and she completed a post-doctoral fellowship in Brief Psychotherapy at Nova Southeastern University. Dr. Kominars’ areas of specialization include the treatment of anxiety and depression, substance abuse and dependency, chronic illness, working through grief/loss, and career/vocational issues. In addition to traditional psychotherapy, Dr. Kominars is an experienced personal and executive coach and has worked with individuals and groups to improve: interpersonal communication, problem-solving capabilities and resiliency. She has presented training sessions on coping with change, stress reduction, conflict resolution, goal setting, and capitalizing on diversity.

**Matthew Woodfork, Ph.D.** is a Florida Licensed Psychologist who has spearheaded the implementation of the “TAO” Therapy Assisted Online Program at CAPS. He has been at CAPS since 2011, when he began as an intern, after which time he completed his postdoc at CAPS with a multicultural focus and was hired as a University Psychologist.
**Caryn Watsky-Scileppi, Ph.D.** is a Florida Licensed Psychologist who began her employment at CAPS as a doctoral intern and also completed her postdoc at CAPs with an assessment and supervision focus. She was subsequently hired as a part-time University Psychologist who splits her time between the BBC and MMC campuses where she is involved in supervision, assessment, and eating disorders treatment.

**George Shepeard, Psy.D.** is the Assistant Director for CAPS and received his doctorate in clinical psychology in 1998 and is a licensed psychologist in Florida. Dr. Shepeard earned a masters degree from Old Dominion University in Norfolk, Virginia and received a masters degree and a Doctor of Psychology degree from Nova Southeastern University in Ft. Lauderdale. He completed an internship at the Counseling Center at the University of New Hampshire. He employs an integrative therapy style that is guided by his belief that our relationships, past and present greatly affect our sense of well being and fulfillment. Dr. Shepeard is also interested in the use of media and technology as they relate to psychological services and uses his background in television and the visual arts in the development of projects that are focused on the needs of college students.

**Liane Dornheim, Ph.D.,** is a licensed psychologist with a concentration in Neuropsychology who has been at FIU since 2000 when she completed her internship at our Center. She received both her masters and doctorate degrees at the University of Hamburg. She completed a second Ph.D. program for clinical psychology at Nova Southeastern University with a specialty in neuropsychology and has been licensed as a psychologist in Florida since 2001. Dr. Dornheim’s interests include Neuropsychology, Psychological Assessment, Behavioral Medicine, & Assessment Research. She is the coordinator of our neuropsychological laboratory & is actively involved in intern & postdoctoral training. As a researcher with international recognition, she also holds the position as the Chair of the Research Committee at our Center and she is known to give interns and postdoctoral students willing help with their research projects.

**Teresa M. Finch, Psy.D.** holds a doctoral license as a clinical psychologist with over 20 years experience in the mental health field having been first licensed as a mental health counselor in 1987, a license she still maintains. Dr. Finch has worked in a myriad of therapeutic settings and with various clinical populations including hospital (in-patient adolescent for 8 years and outpatient adult), agency adult, PHPs (dual diagnosis), elementary and high schools (individual and group therapy with children), in- home settings with families and children in Liberty City and Homestead. In addition, she has done extensive private practice work. Dr. Finch has been working part time at FIU’s Biscayne Bay campus since 2006 and maintains a part time private practice with a group in East Fort Lauderdale where she provides individual and couples therapy. In addition, Dr. Finch has been an Adjunct professor at Carlos Albizu University for over 11 years in the Master’s program. She has done research on Relationship Satisfaction and couples. Her other interests include individual and couple’s counseling, psychopathology including mood disorders, wellness and health and the college population. In addition she has worked with children, adolescents and families and also with the elderly.
Lilian Odera, Ph.D., joined the Counseling and Psychological Services Center in 2007 as a postdoctoral fellow and stayed on the CAPS staff as a licensed psychologist in 2008. Dr. Odera completed her Ph.D. in Clinical Psychology and internship at the University of Michigan at Ann Arbor. Her clinical interests include multicultural counseling with ethnic minority populations and how they navigate cultural stressors as well as other diversity issues pertaining to the college experience. Her research interests include immigrant health with a focus on the acculturative processes, expression of distress, stressors, social support, spirituality, religiosity, religious coping strategies, health outcomes, and help-seeking behaviors among immigrants in the United States. Dr. Odera also serves in the CAPS research team as well as an adjunct professor in the FIU Department of Psychology in the Counseling Psychology Masters Program. Additionally, Dr. Odera serves as the coordinator of the “Brown Bag” multicultural training seminars at CAPS.

Priya Kirpalani, Psy.D., CGP first joined the FIU CAPS staff in Fall 2010 as a postdoctoral fellow and currently works as a University Psychologist and Group Therapy Coordinator. Dr. Kirpalani earned her Psy.D. in Clinical Psychology from Nova Southeastern University. Formerly, she obtained her M.S. in Clinical Psychology at Nova Southeastern University and her B.S. in Neuroscience/Psychobiology at the University of Miami. Following her pre-doctoral internship training at Louisiana State University and the Eastern Louisiana Mental Health System, she completed a post-doctoral fellowship at FIU CAPS. As a University Psychologist, Dr. Kirpalani enjoys working with clients who experience eating and body image concerns, identity struggles, and relational difficulties. As Group Therapy Coordinator, Dr. Kirpalani coordinates group therapy services and facilitates supervision of group facilitators. Recently, Dr. Kirpalani partnered with Student Health Services in developing the Body Acceptance Program that provides multidisciplinary care, including counseling, nutritional, medical, and psychiatric services, to students with body image and eating concerns. Dr. Kirpalani also works part-time in private practice and is a Certified Group Psychotherapist.

Raysa C. Richardson, Ph.D. is a visiting psychologist who previously worked at the Counseling Center and now volunteers as a means of giving back to the FIU Community. She graduated from the University of Florida in 1976 and has a postdoctoral degree from the University of Miami. Dr. Richardson is a licensed psychologist in the state of Florida. Dr. Richardson is very interested in issues related to Cuban-Americans, minorities and multicultural approaches to therapy and acculturation. She provides psychotherapy services at the Modesto Maidique Campus. She enjoys working with the college population in individual, couples and group therapy.

Carmen Jimenez, Psy.D., Trained and licensed in Florida as a Clinical Psychologist, Dr. Carmen R. Jimenez earned Doctorate and Master’s degrees in Clinical Psychology from Nova Southeastern University. She has clinical experience in inpatient psychiatric hospitals, outpatient mental health clinics, and child development center settings.
throughout South Florida. Following her pre-doctoral internship at Miami Children’s Hospital Department of Psychiatry, Dr. Jimenez completed a post-doctoral fellowship at St. Mary’s Medical Center in West Palm Beach, FL and subsequently worked in a variety of settings in supervisory, managerial, and clinical roles. With more than 12 years of experience, Dr. Jimenez has a diverse background in development and trauma as well as specialization in attachment and relationships. Dr. Jimenez enjoys assisting clients who are working through family and relational difficulties, anxiety, depression, and grief and loss. She also enjoys providing supervision and training to graduate level psychology trainees. She uses an integrative therapy style that focuses on empowering clients to discover their unique strengths and pro-actively use these to achieve emotional well-being.

Analesa Clarke, Ph.D. is a licensed clinical psychologist who joined the Counseling & Psychological Services staff in 2015. Dr. Clarke completed her undergraduate degree in psychology at Penn State University and later earned her MS and PhD in Clinical Psychology at Texas A&M University. After completing her internship at the University of Miami Counseling Center, Dr. Clarke completed a postdoctoral residency at the Oliver-Pyatt Centers where she developed a specialty working with clients struggling with eating disorders. Dr. Clarke also has experience in private practice, community outreach, teaching and graduate training. Her area of interests include graduate training, early adulthood issues, relational concerns, eating disorders and working with individuals of African descent.

Past Doctoral Interns – Home Institutions

Interns (2000-2001)

Carlos Albizu University, Miami, FL
Wright Institute, Berkeley, CA
Georgia School of Professional Psychology, Atlanta, GA
Nova Southeastern University, Ft. Lauderdale, FL

Interns (2001-2002)

Carlos Albizu University, Miami, FL
Carlos Albizu University, Miami, FL
Nova Southeastern University, Ft. Lauderdale, FL

Interns (2002-2003)

Chicago School of Professional Psychology, Chicago, IL
Carlos Albizu University, Miami, FL
Carlos Albizu University, Miami, FL
Interns (2003-2004)
Carlos Albizu University, Miami, FL
University of Miami, Coral Gables, FL
Carlos Albizu University, Miami, FL

Interns (2004-2005)
University of Georgia, GA
Carlos Albizu University, Miami, FL
Argosy University, Honolulu, Hawaii

Interns (2005-2006)
University of Miami, Coral Gables, FL
Nova Southeastern University, Ft. Lauderdale, FL
California Institute of Integral Studies, San Francisco, CA

Interns (2006-2007)
Carlos Albizu University, Miami, FL
Carlos Albizu University, Miami, FL
Nova Southeastern University, Ft. Lauderdale, FL

Interns (2007-2008)
Nova Southeastern University, Ft. Lauderdale, FL
Argosy-Florida School of Professional Psychology, Tampa, FL
University of Miami, Coral Gables, FL

Interns (2008-2009)
University of Miami, Coral Gables, FL
Howard University, Washington, DC
Wright Institute, Berkeley, CA

Interns (2009-2010)
Nova Southeastern University, Ft. Lauderdale, FL
University of Miami, Coral Gables, FL
Florida Institute of Technology, Melbourne, FL

Interns (2010-2011)
University of Miami, Coral Gables, FL
Florida Institute of Technology, Melbourne, FL
University of Texas, Austin, TX

Interns (2011-2012)

Nova Southeastern University, Ft. Lauderdale, FL
Howard University, Washington, DC
Howard University, Washington, DC
University at Buffalo, Buffalo, NY

Interns (2012-2013)

Indiana State University, Terre Haute, IN
Nova Southeastern University, Ft. Lauderdale, FL
Nova Southeastern University, Ft. Lauderdale, FL
Carlos Albizu University, Miami, FL

Interns (2013-2014)

University of Missouri-Kansas City, Kansas City, MO
Arizona State University, Tempe, AZ
Florida State University, Tallahassee, FL
Wright State University, Dayton, OH

Interns (2014-2015)

New Mexico State University, Las Cruces, NM
Nova Southeastern University, Ft. Lauderdale, FL
Pepperdine University, Malibu, CA
University of Miami, Coral Gables, FL

Interns (2015-2016)

The Chicago School of Professional Psychology, Chicago, IL
Nova Southeastern University, Ft. Lauderdale, FL
Our Lady of the Lake University, San Antonio, TX
University of Georgia, Athens, GA
Eligibility and Application Procedures

In an effort to select individuals who are the best match for our training program, we welcome applications from students seeking Counseling Center training experience in a particularly diverse setting. Completion of all required coursework, a minimum of 500 hours of practicum experience, and completion of a comprehensive examination in a doctoral level APA approved counseling/clinical psychology program is required for consideration. It is strongly recommended that applicants have proposed their dissertations prior to the start of the internship training year. Moreover, women, minority, disabled, and diverse lifestyle candidates are also strongly encouraged to apply.

Interested candidates should submit the following:

1) A completed APPIC Universal application form (including verification of eligibility and readiness), which can be found at http://www.appic.org
2) Three letters of recommendation (two from supervisors of your clinical work)
3) Current vita
4) Graduate transcripts

Complete applications must be submitted via the AAPI online Process by November 1, 2015:

Video conference interviews will be arranged with semi-finalists following the application deadline. An open house will be scheduled for those who wish to visit CAPS.

Any questions regarding the doctoral internship or application should be directed to Alia Fons-Scheyd, Ph.D. via e-mail: afonssch@fiu.edu.

Counseling and Psychological Services is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The Counseling and Psychological Center will be participating in the APPIC computer match for this application period.

The Doctoral Internship program is accredited by the American Psychological Association (APA). Verification of accreditation status may be obtained by contacting The Commission on Accreditation; 750 First Street, NE, Washington, DC 20002-4242. (Phone) 202-336-5979 (Fax): 202-336-5978

Florida International University is an Affirmative Action/Equal Opportunity Employer. We're particularly interested in identifying prospective women, minority, and handicapped intern applicants. In accordance with federal and state laws, no person in whatever relationship with Florida International University shall be subject to
discrimination on the basis of age, religion or creed, color, disability, national origin, race, ethnicity, sex, marital or veteran's status.

The information presented here is correct at the time of publication and is subject to change.