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 aims to offer multiculturally competent clinical experience in providing psychological interventions and assessments with a diverse university population guided by research and ethical and legal standards and an awareness of diversity. Emphasis is also placed upon developing professional attitudes and values, communication, and interpersonal skills, while developing skills in clinical supervision and consultation. 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. The 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 55,000. 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 61% of the student body identifies themselves as Hispanic, 13% Black, 4% Asian or Pacific Islander, and 15% White non-Hispanic. 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% of all undergraduate students at FIU receive financial aid, and nearly 60% of those financial aid recipients come from families with annual household incomes under $30,000. Further, 76% 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, it 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. CAPS’ 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 university counseling centers where scheduling and client data is stored. CAPS is accredited by IACS, the International Association of Counseling 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. CAPS 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 multiple licensed psychologists, licensed clinical social workers, and mental health therapists, part-time psychiatrists, four doctoral psychology interns, and one postdoctoral fellow. CAPS staff operate clinics on two of the universities’ campuses. The Victim Empowerment Program provides specialized services for CAPS clients who have experienced recent sexual assault or domestic violence. The CAPS 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 Healthy Living Program, 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.

Dual Campuses:

As mentioned above, CAPS offers services to students at two of the Florida International University campuses. Each intern works at the BBC campus one day a week and the MMC campus four days a week. The MMC and BBC differ in student population, as well as clinical opportunities. Therefore, dual campuses permit each intern to benefit from exposure to two different clinical environments.

Modesto A. Maidique Campus: The MMC provides counseling and psychological services to the largest portion of the student population. During their MMC campus days, 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. Interns meet at MMC each Friday to participate in group supervisions and training seminars as well as other core elements of the internship program.

**Biscayne Bay Campus:** Student demographics vary 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 psychoeducational assessment services. Interns gain the majority of their assessment experiences at this campus.

**Overview of Training**

**Training Aims:** The program has a logical training sequence that builds upon the skills and competencies acquired during doctoral training.

The aims of the training program include providing experiences conducive to the training of health service psychologists to:

1. Implement and evaluate interventions guided by research
2. Practice psychology guided by professional ethical and legal standards
3. Develop multicultural competency and awareness of individual and cultural diversity
4. Promote development of healthy professional values and attitudes
5. Promote development of communication and interpersonal skills
6. Develop skills in psychological assessment
7. Develop skills in psychological interventions
8. Develop skills in entry-level clinical supervision
9. Develop skills in consultation and develop interprofessional/interdisciplinary skills

**Practitioner-Scholar Model:** As practitioners, the interns integrate scientific theories and findings into their clinical practice. By the nature of work at 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 exposure to scholarly writing and presentation at case conferences.

**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. Interns are matched with experiences that best meet their developmental needs as psychologists in training. The interns are then provided with experiences of increasing complexity and are gradually conferred further autonomy and responsibility. Evaluations are held at four months, eight months and finally at the end of the internship year in order to ensure that training aims, competencies and elements are attained, 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. CAPS’ 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.

**Internship Activities Clinical Experience:**

**Psychotherapy:** Counseling and Psychological Services provides individual and couples short-term psychotherapy to FIU 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 generally build their caseload during the first part of the fall semester, and then caseload can vary by time of the semester and academic year.

**Group Psychotherapy:** Interns typically co-facilitate one to two groups per semester with a licensed psychologist and receive one-hour of group supervision of group therapy biweekly and thirty minutes of one-on-one group therapy supervision for each group they facilitate. A variety of groups are available to students based on client demand, such as interpersonal process, CBT and exposure group therapy for social anxiety, DBT skills, men’s, women’s, mindfulness, and others.

**Access Consultation/Crisis Intervention:** A component of CAPS’ internship training is that all interns provide access consultation services (initial assessment or triage type services) on a weekly basis. Each access team consists of an intern, one to two staff members, and a staff member designated as team leader. On access days, interns will consult regularly with their team members. The level of consultation, although initially high, varies as interns gain competence in crisis 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 cognitive and achievement assessment instruments. Interns are able to gain experience in cognitive and achievement assessment in accordance with their level of expertise. Interns with little training in this area first learn to conduct intakes, administer personality and psychoeducational tests, and participate in psychoeducational training seminars. Interns with more advanced 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. Interns spend at minimum 4 hours/week involved in assessment related activities.

**Psychoeducational Workshops:** CAPS clinicians offer several psychoeducational workshops which help students grow and learn by doing. The CAPS clinical workshop series is currently comprised of five unique workshops, all of which are broken up into 3 sessions (provided once per week) of 90 minutes each. All workshops come with a student workbook and allow students the opportunity to practice new skills in between sessions. Interns typically co-facilitate at least one psychoeducational workshop with a licensed clinician. The current psychoeducational workshops being offered at CAPS are:

1. **Anxiety Toolbox** (CBT Informed)
   - **Increase** understanding of anxiety
   - **Develop** skills to recognize and manage symptoms of anxiety

   - **Better understand your values and** boundaries in relationships
   - **Learn** strategies for effective communication
   - **Identify** common causes of conflict and effective conflict management techniques

3. **Getting Unstuck** (CBT Informed)
   - **Increase** understanding of depression
   - **Explore** how thoughts and behaviors impact depression
   - **Address** how you can begin to make changes to thoughts and behaviors to better manage depression

4. **RIO “Recognition, Insight, Openness”** (ACT Informed)
   - **Manage** stress, anxiety, depression and other emotions more productively
   - **Learn** mindfulness skills that can have a positive impact in the classroom and in your relationships

5. **Seeking Serenity** (DBT informed)
   - **Designed** for students who experience overwhelming emotions that feel difficult to manage
   - **Learn** distress tolerance, emotion regulation, and mindfulness
   - **Gain** strategies to better manage overwhelming emotions

**Body Acceptance Program:** The Body Acceptance Program (BAP) provides assessment, case management, and referral services to students who present with disordered eating behaviors. On a limited case-by-case basis, treatment is also provided based on appropriateness for treatment on a short-term, outpatient basis.
Trainee involvement in this program is currently limited.

**Biofeedback Therapy: Observation** All interns have the opportunity to gain BFB exposure on an as available nature observing BFB skills as they are applied by a BCIA certified licensed clinician. Interns are able to gain some exposure to BFB therapy if interested. Interns with no training in this area will be provided introductory training, such as in a training seminar, in handling the equipment (4 and 10 channel platforms utilizing Bluetooth technology), using the protocols, and working with clients with varying level of distress and symptomatology, 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. One staff member is currently certified in the area of biofeedback; observation is pending continued availability of this staff-member.

**Entry-Level Supervision:** All interns participate in ongoing supervision seminars that provide simulated practice of this unique competency grounded in theory and research including competency-based supervision as recommended by APA Guidelines (2014).

**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 and outreach events in the Fall, Spring and Summer semesters. Workshop themes can include: issues of diversity, time management, study skills, stress management, body image issues, conflict resolution, and anger management. Interns have also become involved in training and supporting peer educators to offer workshops. 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 CAPS’ services CAPS advertises through the website, in social media, and in person during Freshman Orientation, Transfer Students Orientation and through Student Government, and Parent Groups. These promotions result in increased usage of services by students who have been directly informed of CAPS’ offerings. CAPS coordinates overall University activities including topics of Alcohol and Substance Abuse Prevention, Suicide Prevention and Mental Health Awareness, Disordered Eating, and Anxiety Disorders Prevention. 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. This 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, Student Health Services, International Student & Scholar Services, and The Office of Student Conduct and Conflict Resolution. Since CAPS offers specialized assessment services, there is frequent consultation with Disability Services, Healthy Living, and Student Health Services.

Case Consultation/Peer Supervision:

During bi-weekly group supervision meetings, interns engage in peer supervision and case consultation activities. Initially, a senior staff psychologist supervises these meetings and facilitates the peer exchanges. As the training year progresses, interns take turns each week, leading the meeting as supervisor. 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: diagnosis and assessment, crisis interventions, substance abuse, short-term treatment planning, and issues specifically related to working with a multicultural, diverse college population. Given CAPS’ close affiliation with several other University divisions and departments, additional required trainings prepare interns for their role within the University setting. During the latter portion of the year, interns each plan three to four didactic trainings and therefore have the opportunity to present one seminar as well as invite at least two outside presenters to conduct a didactic seminar, providing additional networking and professional development experience.

Additionally, a rotating weekly seminar meets multiple training needs by offering didactic and experiential training in: diversity, psychological assessment and supervision. Diversity seminar offers interns an opportunity to explore the multiple intersectionalities within the context of their work at FIU CAPS. Racial and ethnic identities are considered along with sexual orientation, gender, SES, ability, religion,
immigration and other identities. Psychological assessment seminars provide interns the opportunity to learn and or fine-tune assessment skills, including interpretation, that are immediately applicable to their work with FIU students. Finally, supervision seminar provides simulated practice of this unique competency grounded in theory and research (e.g., role played supervision and peer supervision with other trainees).

**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. 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. Interns are required to select one outreach program component and one administrative committee on which to serve for the entire internship training year.

**Special Projects:** 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, identifying a need/gap at CAPS, and subsequently materializing their objective with faculty support and guidance. Some examples of special projects from previous interns include:

- Research projects of benefit to CAPS
- Further specialization in psychological assessment
- Creation of a project addressing issues of diversity
- Analysis, improvement or expansion of a current service or committee
- 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)
- Establishment of group treatment for a particular clinical population, or any other project that contributes to clinical aspects of the FIU community

### Scheduling

**Weekly Hours:** Interns’ schedules are maintained (i.e., client appointments, supervision, consultation, etc.) on CAPS’ Titanium (electronic health record). Administrative and committee meetings are also considered part of the intern’s schedule, and interns are considered members of the professional staff. Minimum expected weekly hours are listed below:

1. **Direct Clinical Contact:** Each Intern must complete at minimum 500 direct clinical contact hours total during the course of the training year.

   Hours: 18-24 per
week Intake
Crisis/Access (Walk-in/Triage) and follow-up Consultation
Individual, Couples Therapy
Group Therapy

Hours: 4 per week
Psychological Assessment and Intervention Activities
*Each intern will complete a minimum of 4 full batteries, 2 personality batteries (either separate or as part of the full batteries, as needed), and at least 6 completed ADHD/LD screening appointments.* Each intern has the opportunity to conduct psychological and neuropsychological assessments for clients when it is deemed appropriate to treatment.

2. **Supervision**
   Hours: 4-6 per week

   *All supervision will be provided by licensed psychologists. Supervisors are designated as clinically responsible for the cases.*

   **Individual** (face-to-face) Supervision: 2 hours
   **Supervision of Psychological Assessment:** In vivo and by appointment
   **Group Supervision:** 1 hour/2 weeks
   **Supervision of Group Therapy:** 0.5 hour/group; 1 hour/2 weeks
   **Workshop Supervision:** 0.5 hour/workshop
   **Outreach Supervision:** By appointment

3. **Outreach**
   Hours: 2-4 per week (average; over course of year)

   a) Research, develop, and deliver psychological presentations. These can take the form of workshops, seminars, or teaching modules. Scholarly research, creative application, and interactive and professional delivery are strongly encouraged. Each presentation, at its completion, should have a “package” containing an outline, handouts, any A/V materials and completed evaluation forms. This package is to be submitted to the coordinator of Outreach Programming. *Minimum 3 outreach activities per semester, 2 in summer.*

   b) Research, develop, and deliver outreach programs as required by the CAPS.

4. **Consultation**
   Hours: 1-3 per week

   The consultation can be conducted in person, in writing or over the telephone. Appropriate paperwork to reflect consultation activity will be maintained and logged.
a) Residence Life: Each intern will provide consultation to an assigned a residence hall.
b) Faculty/Staff: All interns will provide consultation to faculty and staff about a student.
c) Special Projects Liaison: Special projects may involve consultation.

5. Didactic Activities
   Hours: 3 per week

   Each intern is required to participate in a minimum of two hours per week in intern seminar which includes training seminars. A minimum of 70% of intern training seminars must be attended throughout the year. Each intern is required to participate in weekly case conference/staffing/staff meeting.

   Formally Scheduled Supervision

   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 makes use of video recordings as well as live supervision of client sessions.

   Individual Supervision: Each intern is provided with a primary and a secondary supervisor. The supervisors, who are licensed psychologists on the CAPS staff, are assigned to each intern. The primary supervisor meets individually with the intern a minimum of 2 hours per week for the entire year. The secondary supervisor meets with the intern a minimum of an 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 biweekly basis for one hour and is comprised of the four interns and a licensed psychologist (group supervisor). During the first weeks of group supervision, each intern presents a clinical case and the group supervisor facilitates discussion of the cases. This transitions to interns taking turns leading the group as the week's supervisor. Regular presentation of video 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 every other week. Each group is reviewed and they are provided with feedback concerning the therapeutic process.
Supplementary Supervision

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

Access/Crisis Supervision: During a weekly assigned access day, the intern assesses clients' appropriateness for short-term therapy at CAPS. The intern regularly consults with the licensed psychologists on his or her access 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.

Assessment 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 cognitive or achievement assessment.

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-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 competencies of the intern are conducted by the 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 their clinical supervisors and the internship experience.

Benefits

Salary: Intern Salaries for the 2019-2020 fiscal year are budgeted at $30,000 with the contract period being from August 1, 2020 through July 31, 2021.

Vacation and Sick Leave: The internship training position is considered a temporary position and therefore does not provide State leave benefits. All leave must be
requested in writing, in advance and approved by the Training Director. 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 University holidays. Interns receive 80 hours of leave time in addition to University holidays. This may be used for sick, personal or vacation requests. Any unapproved absences will be deducted from the total leave hours.

**Professional Development:** All interns have the opportunity to request professional development and/or dissertation release time; the scheduling and use of professional development hours are pre-arranged with the Training Director in writing and vary over the course of the year. Routinely, professional development is scheduled for no more than 2 hours/week. 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.

**Professional Staff**

**Training Director:**

**Priya Kirpalani, Psy.D., CGP** first joined the FIU CAPS staff in Fall 2010 as a post-doctoral fellow and then worked to spearhead both the Group Therapy and Body Acceptance Programs at CAPS. Dr. Kirpalani transitioned into her current role of Training Director after one year as Assistant Training Director. 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. Dr. Kirpalani also works part-time in private practice and is a Certified Group Psychotherapist.

**Assistant Training Director:**

**Carla Mayorga, Ph.D.,** earned her doctorate in Counseling Psychology from the University of Miami after completing her pre-doctoral internship at Boston University’s Center for Multicultural Training in Psychology. Dr. Mayorga’s post-doctoral training at Yale University School of Medicine’s Hispanic Clinic and Emory University School of Medicine’s Child and Adolescent Mood Program further fueled her commitment to providing culturally sensitive and evidence-based treatments using a social justice framework. Dr. Mayorga has dedicated most of her professional life to treating adolescents, young adults and their families. A graduate of the International OCD Foundation’s Behavior Therapy and Training Institute and certified in Trauma-Focused Cognitive Behavior Therapy (TF-CBT), Dr. Mayorga specializes in treating anxiety disorders, obsessive-compulsive and related disorders, and trauma- and stressor-related disorders. Additionally, Dr. Mayorga is dedicated to providing and training supervisees in high quality evidence based clinical supervision practices. A Miami native, Dr. Mayorga is bicultural and bilingual (English/Spanish). Serving diverse students seeking to become global citizens draws Dr. Mayorga to FIU’s urban campus.
Director:

Todd Lengnick, Psy.D., is a licensed clinical psychologist who has been practicing in South Florida since 2011. He earned his undergraduate degree in Mass Communications at the University of South Florida and his Doctorate in Clinical Psychology at Argosy University in Tampa. Dr. Lengnick has served the Miami community as the clinical director of a short-term residential unit treating adults with severe and persistent mental illness and as the director of Baptist Hospital's outpatient behavioral health program. He also has over 20 years of business experience as a Regional Sales Manager and National Operations Manager. In addition to leadership positions, Dr. Lengnick has provided clinical treatment to adult populations for a variety of mental health conditions such as depression, anxiety, and alcohol/substance use disorders. He has also served as adjunct faculty at Barry University and Nova Southeastern University and has taught graduate courses in psychopathology, personality disorders, and report writing. Dr. Lengnick also enjoys public speaking and has been invited to serve as a keynote speaker on a variety of topics throughout South Florida, including unconscious bias and diversity issues, stress management, and mindfulness.

Training Team:

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.

Eugenio A. Duarte, Ph.D., is a Miami native who joined the staff at FIU CAPS in Fall 2018 after training and practicing for ten years in New York City. He is a psychoanalyst and clinical psychologist who completed his masters and doctorate degrees in clinical psychology at University of Miami. Dr. Duarte went on to complete his pre-doctoral internship at Pace University Counseling Center in NYC, his postdoctoral fellowship at New York University Counseling & Wellness Services, and his psychoanalytic training at William Alanson White Institute of Psychiatry, Psychoanalysis & Psychology. Clinically, Dr. Duarte integrates a psychoanalytic orientation with cognitive behavioral, humanistic, and mindfulness/eastern philosophy approaches. He specializes in issues of gender and sexuality as well as eating and body image problems. He also has extensive experience working with racial and ethnic minorities and works in English and/or Spanish. Outside of CAPS, Dr. Duarte hosts a podcast entitled New Books in Psychology, where he interviews authors of recently published books in psychology and related fields.

Nathasha Hahn, Ph.D., is a licensed psychologist in the state of Florida. She earned her doctorate in counseling psychology from Virginia Commonwealth University and
completed her doctoral internship at the University of North Carolina Charlotte’s Counseling Center. Dr. Hahn enjoys working with young adults and substance using populations. She completed her postdoctoral residency in the young adult inpatient detox unit of the Watershed Addiction Treatment Agency in Boynton Beach, Florida. Currently she serves on the substance abuse and diversity committees at FIU CAPS, as well as the University’s Alcohol and Other Drug Task Force. Dr. Hahn provides individual, couples, and group therapy, as well as supervision for clinicians in training. Clinically, she uses an integrated interpersonal process approach. Her belief is that each person has the internal resources to achieve personal healing with the collaboration of a non-judgmental supporter. Her clinical specializations include interpersonal dynamics, cultural concerns, family dynamics, substance abuse treatment, and mindfulness. However, she has considerable experience in treating depression, anxiety, trauma, suicidal ideation, identity development, self-esteem, emotional regulation, and distress tolerance presentations. Additionally, Dr. Hahn’s research interests include family dynamics, parent-child interactions, factors that influence substance abuse treatment outcomes, and minority student experiences.

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.

Peggy Rios, Ph.D., has recently joined CAPS at Florida International University. She is a bilingual licensed psychologist with close to 25 years of experience providing individual, couples, family, and group therapy to teenagers and adults with a wide range of presenting concerns including depression, anxiety, relationship dissatisfaction, difficult life transitions, identity stressors and self-esteem issues. Dr. Rios completed her doctoral degree at the University of Maryland and her internship at the University of Florida and has been a licensed psychologist since 1997. Her therapeutic work focuses on developing a strong empathic therapeutic relationship to fully understand the client's experience and then exploring opportunities for skill building and change using schema, cognitive behavioral and interpersonal therapies as well as emotion regulation and stress management techniques. She also has many years of experience working with people with life altering physical conditions and has a keen interest in the mind-body connection. She is certified in a wide-variety of health psychology interventions and routinely works with people wanting to enhance their mind-body relationship. Because many of her clients have had health challenges, Dr. Rios is very comfortable utilizing various telepsychology methods for chronic issues affecting well-being.
Christine Sainvil, Ph.D., earned her doctorate in Counseling Psychology at the University of Georgia. She holds dual master's degrees (Ed.M. and M.A.) in Psychological Counseling from Teacher's College, Columbia University and a Bachelor's of Science in Human Development from Cornell University. Dr. Sainvil’s career thus far has reflected her commitment to working with diverse populations providing competent and culturally appropriate psychological counseling and assessment services. Dr. Sainvil’s background and areas of clinical interests have largely focused on mood disorders, anxiety related disorders, men’s issues, substance abuse, trauma, suicide education and prevention. Dr. Sainvil currently provides individual, couples, and group therapy as well as psychological testing at FIU. Dr. Sainvil uses an integrative approach to working with clients, which is guided by her Interpersonal and cognitive-behavioral therapeutic orientation.

Oren Shibi, Psy.D., earned his Doctorate and Master’s degrees in Clinical Psychology from Nova Southeastern University. Dr. Shibi has extensive training and clinical work experiences in individual, group, and family therapy as well as psychological assessment. Following his pre-doctoral internship at the Trauma Resolution and Integration Program at Nova Southeastern University, Dr. Shibi completed a post-doctoral residency at a private practice in Plantation, FL. In treating his clients, he takes an integrative therapeutic approach tailored to fit the individual. He uses evidence-based interventions and meaningfully synthesizes cognitive-behavioral, interpersonal, humanistic, and psychodynamic theoretical orientations as well as Mindfulness based approaches. Dr. Shibi guides students on their journey for personal growth by assisting them in transforming obstacles to opportunities and replacing destructive coping mechanisms with adaptive ones.

Kenley Sullivan-Thomas, Psy.D., is licensed in Florida as a Clinical Psychologist. She earned her Psy.D. in Clinical Psychology from Nova Southeastern University. Prior to this, she earned her Master's degree from Nova Southeastern University, and her Bachelor's degree from the University of Central Florida. Dr. Sullivan-Thomas completed her pre-doctoral internship and post-doctoral residency at the Miami VA Medical Center, and briefly worked in private practice prior to joining FIU CAPS. Clinically, Dr. Sullivan-Thomas uses an integrative therapy style, including cognitive behavioral and interpersonal therapy techniques. Clinical interests include brief therapy, anxiety disorders, adjustment disorders, interpersonal difficulties, and substance use disorders.

Justine Wallace, Psy.D. earned her Doctorate and Master’s degrees in Clinical Psychology from the University of Hartford. Prior to this, she earned her Bachelor of Science in Psychology from Florida State University. Licensed in the state of Florida, Dr. Wallace has many years of experience providing clinical services to clients in a variety of settings. Her clinical interests include interpersonal dynamics, substance use, mood disorders and family issues. Dr. Wallace uses an integrative approach in helping her students reach their goals believing that each person has the internal resources to help themselves move forward.

Matthew Woodfork, Ph.D. joined FIU CAPS as a pre-doctoral psychology intern in 2011 and continued as a post-doctoral fellow at CAPS the following year. Upon completion of his fellowship, he transitioned into his role as a licensed University Psychologist. Dr. Woodfork obtained his Ph.D. in Counseling/School Psychology from the State University of New York at Buffalo. His clinical interests include identity
development among racial/ethnic minorities and psychological help-seeking attitudes and behaviors, particularly within the Black/African American community. Additionally, Dr. Woodfork enjoys working with students experiencing relational difficulties as well as issues with mood and anxiety. He employs an integrative approach to therapy highlighting cognitive and interpersonal processes while enlisting the client-therapist alliance as the foundation for change. Besides providing individual and group therapy, Dr. Woodfork is involved in group therapy supervision of trainees and coordinates online services geared toward FIU’s hybrid and online-only students. Moreover, he is currently pursuing Florida E-Therapy Certification. Dr. Woodfork has also established partnerships with campus departments such as Multicultural Programs and Services to offer programming targeted to male students of African descent, as well as Panther Life to provide workshops supporting the academic success and well-being of FIU students diagnosed with intellectual disabilities.

**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

Interns (2016-2017)

California School of Professional Psychology at Alliant International University—San Diego, San Diego, CA
Nova Southeastern University, Ft. Lauderdale, FL
University of Miami, Coral Gables, FL
University of Miami, Coral Gables, FL

Interns (2017-2018)

Azusa Pacific University, Azusa, CA
Nova Southeastern University, Ft. Lauderdale, FL
University of Miami, Miami, FL
University at Albany, SUNY, Albany, NY

Interns (2018-2019)

University of Miami, Miami, FL
Antioch University New England, Keene, NH
Midwestern University, Downers Grove, IL
University of Tennessee--Knoxville, Knoxville, TN

Interns (2019-2020)

Midwestern University, Downers Grove, IL
Carlos Albizu University, Miami, FL
Adler University, Chicago, IL
University of Hartford, Hartford, CN
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 university counseling center training experience in a particularly diverse setting. A minimum of 425 AAPI Intervention Hours, and a minimum of three years of graduate training is required for consideration. Completion of a comprehensive examination in a doctoral level APA accredited counseling/clinical psychology program is required by ranking deadline and completion of all coursework and dissertation proposal is required by the start of internship. Moreover, women, racial/ethnic, sexual or religious minorities, and those who are differently-abled 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, 2019:

Video conference interviews will be arranged with semi-finalists following the application deadline. Visits to CAPS may be arranged if desired but will not play a part in the interview process.

Any questions regarding the doctoral internship or application should be directed to Priya Kirpalani, Psy.D., CGP via e-mail: pkirpala@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, racial/ethnic, sexual or religious minorities, and differently-abled 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.