

# Doctoral Psychological Internship Prospectus

Florida International University  
Counseling and Psychological Services  
2020-2021

## AN OVERVIEW OF CAPS

### *Introduction:*

Counseling & Psychological Services (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 wellbeing of students and the attainment of personal and academic goals. The CAPS team consists of multiple licensed psychologists, licensed clinical therapists, 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 Team 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:*

Counseling and Psychological Services (CAPS) at Florida International University (FIU) is a university counseling center internship site which has as its clients an extremely diverse population of University students. Our goal is to foster in interns the capacity to think critically and to evaluate scientific findings that can be applied to their clinical work in a deliberate and informed manner. The training program is structured so that interns utilize and develop critical thinking skills, expand their understanding of the relevant literature, become readily cognizant of the rapid evolutionary changes affecting the psychology profession and to enhance their ability to evaluate and critique new research discoveries as they are applicable to clinical interventions. This learning experience is incrementally actualized with an understanding of the process of practitioner development through the following training experiences: individual and group supervision, intake and crisis evaluations, mentoring and modeling, case assignments and conceptualization, training seminars, in-service training, formal and informal consultations, supervision of practicum cases (if available), attendance at professional conferences, preparing and presenting workshops, and assigned readings.

In keeping with the expressed emphases at the National Conference on Education and Training for the Professional Practice of Psychology held in 1990 (Perry & Belar, 1992) our interpretation of the practitioner-scholar model underscores that it is not the summation of its parts, nor is it a point on a continuum between programs emphasizing scientific inquiry and clinical practice, but is rather a complex integration of the two. Conference recommendations include the following, which we also espouse: "(1) The process of critical thinking, hypothesis testing and other elements of the scientific method should be engendered and integrated into experiential activities throughout the training process, (2) The experiential component of practice should be broad and general rather than narrow and specific, (3) The experiential component should include several different levels of experiences across a broad variety populations."

FIU CAPS is located in Miami, which is commonly referred to as the "gateway to the Americas." As a result, CAPS clients may be first- or second-generation immigrants to the United States, or they may be international students from one of 77 different countries. Demographic information shows that 61% of the student body identifies themselves as Hispanic, 13% black, 4% Asian, and 15% white non-Hispanic. Further, 24% of undergraduate students are 25 years-old or older. The average client presents with a variety of cognitive and physical abilities, sexual orientations, and religious beliefs. To help interns enhance their expertise in working with diverse clients, training addresses the complexity of interactions among supervisor, supervisee and client. Specifically, we examine how race, gender and other identities along with privilege and oppression related to those identities affect our interactions with others.

The training staff believes in preparing interns to become generalists and to have the tools necessary to adapt to the changes in the profession. The practitioner-scholar model, as conceptualized by the training staff of FIU CAPS, is an appropriate approach to providing interns with the skills for clinical practice and commitment to the process necessary for on-going

professional development. The intent is to produce graduates who stay current and innovative and who practice psychology in a deliberate and scientifically informed manner. The FIU CAPS training team uses a competency-based supervision framework as recommended by APA supervision guidelines (2014) which emphasizes informed consent, direct observation of trainees, timely and specific feedback (to both supervisee and supervisor), managing conflict and other ethical/professional matters. Competency-based clinical supervision is meta-theoretical and with this we integrate a developmental supervision model. Using Stoltenberg and Delworth's (1987) developmental model of supervision, the FIU CAPS training team is committed to help supervisees identify their own strengths and growth areas to enable them to be responsible for their life-long development as both therapists and supervisors. An intern will pass through developmental changes that involve the structures of self and other awareness, motivation, and autonomy in various domains. The intern's training will progress through a range of levels (e.g., beginning, intermediate and advanced). The intern's proficiency will be evaluated, and the appropriate style of intervention and learning opportunities will be thoughtfully implemented to advance the intern's structural and clinical agility.

#### *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. This opportunity is subject to change if work is remote (i.e., quarantine).

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. This experience is adapted to tele-testing if work is remote.

Body Acceptance Program: (Temporarily Suspended) 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: (In-Person 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 didactic supervision seminars and group peer supervision meetings (see sections below for more details) that provide simulated practice of this unique competency grounded in theory and research including competency-based supervision as recommended by APA Guidelines (2014).

*Outreach:* This is an integral component to the training of a psychologist, since this process addresses prevention and intervention needs outside the scope of therapy. Additionally, outreach allows clinicians to be connected to the pulse of the community and populations served.

Interns will be responsible for completing at least 10 outreach activities during their training year, including three or more workshops. and at least one event from each of the following categories: student forums, tabling, classroom presentation and Instagram Live. During the year there will be planned and unplanned opportunities for outreach while working remotely and on campus. Take advantage and participate when these options arise.

1. Workshops (three or more): Created and administered by the Workshop Committee, workshops are led by clinicians and designed to help students better understand and cope with mental health difficulties (i.e., anxiety, depression, emotion dysregulation,

relationship problems). Workshops are typically co-facilitated by two clinicians (open to all staff), are typically three 90-minute face-to-face sessions, and/or one to two 60-minute Zoom meetings while remote (to reduce Zoom fatigue). Interns will collaborate with the Workshop Committee Chair to meet this requirement. Interns will co-facilitate these forums with a licensed clinician.

2. Student Forums (at least one): Started at CAPS in summer 2020 in response to the world-wide Black Lives Matter movement, student forums offer students safe spaces for healing from racial trauma as well as spaces for learning/accountability via discussions of topics including: Racism, xenophobia, killing of unarmed Black people, protests/rebellion, institutional responses to these and other related events. Facilitators of student forums meet weekly (see Titanium). Interns will collaborate with the Forum Committee Chair(s) to meet this requirement. Interns will co-facilitate these forums with a licensed clinician.
3. Tabling/Classroom Presentations (at least one of each): Recent structural changes have led to a redistribution of outreach responsibilities within Student Health Services. The Healthy Living Program (HLP) is responsible for responding to routine tabling events and classroom presentation requests. See table below. When HLP receives requests requiring a clinician, CAPS Admin Team will assign these to CAPS trainees and/or licensed clinical staff. See Committees Section below for additional details re: Online Committee, podcasts and Instagram Live. It is preferred that interns co-facilitate with another trainee or staff member. A staff member/evaluator will be designated for each outreach activity.

*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.

1. 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.
2. 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 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: 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 two didactic trainings and therefore have the opportunity to invite at least one outside presenter 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 a knowledge base of this unique competency grounded in theory and research.

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 complete a special project and one administrative committee on which to serve for the entire internship training year.

*Special Project:*

FIU CAPS special projects are intentionally designed to complement your clinical training with the following highly marketable skills:

- Visualizing, planning, and organizing new initiative
- Creating a strategy to achieve specific goals
- Communicating your vision and strategy in a compelling way
- Building alliances and collaborations with other people and departments
- Developing leadership and communication skills
- Successfully leaving a place better than you found it through your ideas, efforts, and follow through

As professional members of the Counseling and Psychological Services Center, you will be invited to select one special project which you will have the opportunity to participate in during the course of your training experience. The projects vary in terms of time commitment, responsibility, degree of leadership and level of autonomy. Some of the projects overlap with required internship activities. As part of the proposal process, it is important to secure the involvement of an appropriate supervisor within your chosen committee prior to committing to a special project assignment. See previous section on Committees re: recommendations for ensuring systemic guidance and support. Please note that projects are subject to change based on resource, structural and systemic fluctuations. Care should be taken to embark on a special project with an eye toward future sustainability/life cycle of the project beyond your tenure at CAPS.

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

*Committees:* Interns have the opportunity to gain administrative experience during their training year as part of professional development. Interns are asked to confer with each other about committee preferences in August given that each committee accepts only one trainee per year in September. Approach the committee chair to express your interest in joining/contributing for the duration of the training year. To complete your special project requirement (see relevant section) we ask that you embed yourself within a related committee which will provide systemic guidance and support. The committee can also help to ensure that your legacy via the special project lives on long after your departure. Being a committee member will provide opportunities to build relationships with staff outside of training team and to share your insights and ideas on center-wide initiatives.

## 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)
  - a. Intake
  - b. Crisis/Access (Walk-in/Triage) and follow-up Consultation
  - c. Individual, Couples Therapy
  - d. Group Therapy: Interns are required to co-facilitate at least 1 therapy group per semester.
2. Psychological Assessment and Intervention Activities (for Remote Functioning): Each intern will complete a minimum of 3 full batteries, 1 personality battery (either separate or as part of the full batteries, as needed), and at least 3 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. It is expected that those with more experience and interest in assessment will strive to do more than the minimum if the opportunities are available.

3. Supervision (hours: 4-6 per week): All supervision will be provided by licensed psychologists except when noted in Training Manual (i.e., workshops). Supervisors are designated as clinically responsible for the cases.
  - a. Individual (face-to-face) Supervision: 2 hours
  - b. Supervision of Psychological Assessment: In vivo and by appointment
  - c. Group Supervision: 1 hour/2 weeks
  - d. Supervision of Group Therapy: 0.5 hour/group; 1 hour/2 weeks
  - e. Supervision of Workshops: 0.5 hour/workshop
  - f. Outreach Supervision: By appointment
4. Outreach: Interns will be responsible for completing at least 10 outreach activities during their training year, including three workshops and at least one event from each of the following categories: student forum, tabling, classroom presentation and Instagram Live. During the year there will be planned and unplanned opportunities for outreach while working remotely and on campus. Take advantage and participate when these options arise.
5. 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.
6. Didactic Activities (hours: 3 per week): Each intern is required to participate in a minimum of three 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 meetings and monthly all-staff meetings.
7. Non-Direct Clinical Hours: Submit crisis intervention notes within the same business day. Submit all clinical documentation within 10 days [FL Law 64B19-19.0025 re: Standards for Records: Entries in the records must be made within ten (10) days following each consultation or rendition of service.].

#### FORMALLY SCHEDULED SUPERVISION

Supervision is one of the most important aspects of your training. We provide supervision hours that exceed APA/APPIC requirements. You will receive supervision in the following forums:

1. *Individual supervision* (2 hours/week minimum):  
Your individual or primary supervisors have been assigned. You will have the same primary supervisor throughout the year. Your supervisor will be available most of the time that you are at CAPS. If, however, you need to consult and your supervisor is unavailable, feel free to approach any senior psychologist that is available regarding a clinical issue and inform your primary supervisor that you did so.

Supervision of the clients that you see at Biscayne Bay will be provided by your secondary supervisor. If an intern is not treating any or many individual clients through the BBC campus during a specified period, or if your primary supervisor is at the BBC, secondary supervision of MMC clients may also be provided by your secondary supervisor.

2. *Group Supervision* (1 hour/2 weeks):  
You will meet as a group to be supervised on Fridays. Group Supervision is conducted on a biweekly basis for one hour and is comprised of the 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 in the Fall. In the Spring and Summer semesters, if not before, interns rotate, taking turns, leading this seminar. Regular presentation of video recordings of therapy sessions may be used to enhance the clinical presentations.
3. *Supervision of Group Therapy* (0.5 hour/each group with licensed co-facilitator(s) and 1 hour/2 weeks with group therapy program coordinator):  
Each therapy group is co-facilitated by an intern and a licensed psychologist. Following each session, the intern and licensed psychologist meet for supervision to discuss the therapeutic group process within the session.

In addition, trainees who are involved in the group therapy program meet for one hour on a biweekly basis with the Group Therapy Coordinator. Each group is reviewed by the Group Therapy Coordinator throughout the course of the hour and they are provided with feedback concerning the therapeutic process. This supervision hour will include didactic components and attention to process, role as facilitator, and parallel process. In Spring and/or Summer semesters, the post-doctoral fellow may co-supervise with the group coordinator. If so, this process will be evaluated in a bidirectional fashion (i.e., interns evaluating PD and PD evaluating interns). This supervision hour will be held on Tuesday mornings.

4. *Supervision of Workshops* (0.5 hours/each workshop):  
Each workshop is co-facilitated by an intern and a licensed mental health professional. Following each session, the intern and licensed mental health professional meet for supervision to discuss the session.
5. *Supervision of Psychological Assessment* (In vivo/by appointment at BBC):  
During your BBC rotation, you will have the opportunity to administer, score and interpret psychological and neuropsychological tests. This testing will be supervised by the assessment supervisor. However, if you and your primary/secondary supervisor deem it therapeutically appropriate or diagnostically helpful to administer a psychological test to one of your clients, then that administration will be supervised by your primary/secondary supervisor.
6. *Outreach Supervision* (by appointment):  
Interns are involved in numerous University outreach programs on a consistent basis. Psychoeducational supervision is provided to interns preparing for workshops and/or organizing/participating in an FIU program.
7. *Supervision of Intern Supervision* (UNAVAILABLE):  
Each intern may be provided the opportunity to gain supervisory experience supervising a graduate-level practicum student. This opportunity is subject to the availability of practicum students.

## 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 2020-2021 fiscal year are budgeted at \$30,500 with the contract period being from August 1, 2020 through July 31, 2021.

*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 120 hours of leave time in addition to University holidays. This may be used for sick, personal or vacation requests, and any unapproved absences will be deducted from the total leave hours.

*Professional Development:* All interns are given professional development and/or dissertation release time. Professional development is broadly defined as an activity that is either required to obtain your degree or serves as a benefit to FIU and/or the training programs. You are provided with five days of PD time for interviews, dissertation defense, graduation, and/or conference attendance. For attendance at conferences and professional development workshops, please use appropriate CAPS request forms.

## PROFESSIONAL STAFF

*Training Director:*

**Priya Kirpalani, Psy.D., CGP**, first joined the FIU CAPS staff in Fall 2010 as a postdoctoral 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, Ph.D.**, has worked with clients with a range of mental health concerns but most enjoys helping individuals alleviate symptoms of depression, work through change of life crises, and practice acceptance and mindfulness in their everyday lives. Dr. Lengnick utilizes a person-centered approach, paradoxical interventions, and other interventions primarily based in cognitive theories. He works with clients to help them perceive themselves and the world differently, explore attributions and assumptions that lead to negative or painful feelings, and find a sense of peace that comes from within and that they can carry with them at all times. Dr. Lengnick enjoys helping others develop their full potential by being open to new ideas, encouraging people to make mistakes and learn from them, and by setting an example by his work ethic, being introspective and humble, and by being a life-long learner.

*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.

**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.

**Christine Sainvil, Ph.D.'s**, professional interests include multicultural psychotherapy, mood disorders (anxiety and depression), relationship concerns, life transitions, as well as gender issues. Dr. Sainvil takes an integrative approach to therapy, more specifically, she incorporates multicultural counseling, interpersonal theory and cognitive behavioral techniques into her work. Dr. Sainvil's hope for students is that when they complete treatment, they have a better understanding of themselves, their strengths and can have a toolbox of techniques to help manage life's stressors. Dr. Sainvil works from a developmental model of supervision. Dr. Sainvil provides a supportive yet challenging environment where supervisees can feel safe to further develop professional and personal growth. Dr. Sainvil hopes that at the end of the supervision year, supervisees feel as though they have achieved their goals and gained a stronger sense of autonomy toward becoming a proficient culturally competent clinician.

**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 postdoctoral 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 interested in working with students with anxiety, mood disorders, adjustment disorders, interpersonal difficulties, and relationship concerns. Dr. Sullivan-Thomas approaches therapy from an integrative perspective, which varies based on client needs. She primarily utilizes a CBT (Cognitive Behavioral Therapy) approach, which focuses on how an individual's thoughts, feelings, and behaviors are interconnected and how this impacts how they view themselves, others, and the world around them. Dr. Sullivan-Thomas also incorporates aspects of insight-oriented therapy, solution-focused therapy, and DBT skills. Dr. Sullivan-Thomas approaches supervision utilizing the developmental model. This allows her to work collaboratively with supervisees to identify strengths and growth edges in order to provide a supportive supervisory experience. She values building a collaborative supervisory relationship in order to work towards increased autonomy. Dr. Sullivan-Thomas encourages supervisees to self-reflect and explore the therapeutic relationship.

**Justine Wallace, Psy.D.**, works with students who have a wide range of concerns with particular interest in interpersonal dynamics, family systems, mood disorders, substance use, and the mind-body connection. Dr. Wallace was trained in Cognitive Behavioral Therapy and uses this as her foundation. Throughout her experiences she has learned about and adapted skills from other orientations leading her to use an integrative approach. Dr. Wallace's main goal is helping her students reach their goals believing that each person has the internal resources to help themselves move forward. Dr. Wallace approaches supervision from a developmental perspective, meeting her supervisees where they are in their training. She believes in a

supportive and collaborative approach where supervisor and supervisee work together to achieve their goals and increase autonomy.

**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)*

University of Hartford--Hartford, CT  
University of Tennessee--Knoxville, Knoxville, TN  
Carlos Albizu University--Miami, FL  
The Chicago School of Professional Psychology--Chicago, IL

*Interns (2020-2021)*

The Chicago School of Professional Psychology--Chicago, IL  
The Chicago School of Professional Psychology--Irvine, CA  
Marywood University--Scranton, PA  
Nova Southeastern University, Ft. Lauderdale, FL

**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 three years of graduate training is required for consideration, and a minimum of 425 AAPI Intervention Hours is preferred. 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, 2020: 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](mailto: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.