

**Florida International University
Counseling and Psychological Services
Post-Doctoral Fellowship Training Program
2024-2025**

Program Location:

Modesto A. Maidique Campus, SHC 270
11200 S.W. 8th Street
Miami, Florida 33199
Phone No: (305) 348-2277
Fax No: (305) 348-3950
Website: <http://www.caps.fiu.edu>

Training Director: Priya Kirpalani, Psy.D., CGP

Email Address: pkirpala@fiu.edu

Director: Todd Lengnick, Psy.D.

Number of staff who are licensed psychologists: 10

Fringe Benefits: 120 hours vacation/sick leave

Stipend: \$46,631

Start Date: August 1, 2024

Number of available positions: 1

Florida International University Counseling and Psychological Services

Florida International University is 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 1 of 142 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. In addition, 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.

Counseling and Psychological Services (CAPS) is a department within the Division of Academic and Student Affairs. It operates at two locations, the Modesto A. Maidique Campus and the Biscayne Bay Campus, and it is funded by the Student Health Fee. CAPS' goal is to support the University's academic mission by enhancing the social development and emotional well-being of students.

CAPS trains future psychologists and social workers and offers them the opportunity to work with a diverse student population. In addition to the post-doctoral fellowship, CAPS is an APA-accredited doctoral internship site.

The training philosophy emphasizes treatment within a matrix of cultural differences. The professional staff is comprised of full-time licensed psychologists as well as social workers and mental health counselors. The staff is from diverse ethnic and cultural backgrounds and maintains a wide spectrum of theoretical and psychotherapeutic approaches. Clinical services available at CAPS include brief individual, couples, and group psychotherapy, crisis

intervention, psychological testing, outreach and psycho-educational programming, and consultation.

CAPS is a member of the Association of Psychology Post-Doctoral and Internship Centers (APPIC). All professional activities and services are governed by Florida State Statutes and adhere to the American Psychological Association Ethical Principles and Code of Conduct. CAPS is accredited by the International Association of Counseling Services (IACS).

The Post-Doctoral Psychology Fellowship Training Program

Admission requirements for the Post-Doctoral Psychology Fellowship Training Program include completion of all professional doctoral degree requirements (either Ph.D. or Psy.D. in Clinical Psychology or Counseling Psychology) from an APA-accredited institution of higher education. In accordance with the Florida Statutes, the fellow must complete at least 2000 hours of post-doctoral experience over the course of 52 weeks, no more than 40 hours per week. Nine-hundred of these hours are to be spent in direct service-related activities. This program meets the requirement for the 2,000 hours of supervised experience required for licensure in the State of Florida.

Philosophy of Training

CAPS has a strong commitment to generalist training in Psychology. The Post-Doctoral Fellowship Training Program is designed to reflect the Association of Psychology Postdoctoral and Internship Center's (APPIC) guidelines. It is geared toward providing an organized, planned, and programmed generalist training experience for the fellow to further develop into a professional clinician capable of functioning successfully and independently in various employment settings. To attain this goal, the fellow will be required to integrate cultural humility within a social justice framework, theoretical orientation, research literature, and ethical/legal issues into their conceptualization and provision of clinical services.

Multicultural Competence

The FIU student body is highly diverse across numerous cultures and intersecting social identities. CAPS' commitment to multicultural competence and engaging in DEI-informed practices arises from a fundamental respect for human rights and an appreciation for the multiplicity of perspectives it espouses. Fellows are trained to be attuned to multicultural issues arising out of clinical procedures such as diagnosis, assessment, treatment planning, and interventions. Furthermore, the fellowship program encourages both fellows and supervisors to engage in self-reflection and gain a deeper understanding of their biases as we work toward increased equity. Fellows will learn how their clinical training and practice are influenced by broader systems and institutions (e.g., departmental, university, local, statewide, nationwide, and global) through participation in different supervisory spaces, clinical/administrative staff meetings, and various CAPS committees.

The Post-Doctoral Fellowship Training Program's commitment to provide multiculturally competent and DEI-informed training is supported by CAPS and VEP's desire to continually evolve operations and services to FIU students through a DEI lens. For example, the Inclusion, Diversity & Equity Alliance (IDEA) committee was established in 2022 as a result of several meetings including chairs of the former Diversity Committee (a committee established over a decade ago aimed at promoting multiculturally competent services for students and celebrating the rich diversity within CAPS/VEP), Countering Anti-Black/BiPOC Racism Taskforce (CART) (created in 2020 to escalate awareness of anti-Blackness and activate additional system-wide efforts toward increased equity at CAPS/VEP), and administrators. The purpose of these meetings was to increase efficiency with limited staff and avoid duplication of efforts in providing

system-wide support for continual DEI efforts. IDEA's scope and mission are to serve as an ongoing layer of accountability via consultation, analysis, and guidance to all individuals and programs/committees at CAPS/VEP. Fellows are eligible to join this and other committees that share in the responsibility to advance its mission.

Remote Services

Remaining open, CAPS continued to provide services to FIU students albeit remotely in Spring, Summer and Fall 2020. Clinicians continued individual and group therapy sessions through secure videoconference along with online workshops. During summer 2020, CAPS followed the university-wide gradual repopulation plan. CAPS administration has been taking every precaution to keep staff and students healthy and safe while keeping with the CDC's social distance and mask-wearing guidelines. Currently, students have the option for in-person or telehealth appointments. All staff are expected to report to campus.

Core Elements of the Post-Doctoral Fellowship

Core training experiences will focus on the provision of individual, couples, and/or group psychotherapy, initial assessment or triage services/crisis intervention, outreach, and consultation. At least 50% of the fellow's time is spent in provision of direct professional, clinical, and psychological related services. Descriptions and goals for the core elements are below.

Psychotherapy: Individual, Couples, and/or Group Counseling

CAPS provides individual, couples, and group psychotherapy as well as workshops to enrolled FIU students. CAPS offers time-limited, focused psychotherapy. Treatment plans are individualized to reflect the cultural, developmental, and psychological needs of the students. Given the nature of serving a diverse student population, the fellow will have the opportunity to work with clients who are experiencing varying levels of distress and symptomology. Client presenting problems range from developmental and transient issues to characterological disorders. This includes anxiety and mood disorders, phobias, relationship concerns, self-esteem issues, general adjustment issues, academic problems, gender and sexual orientation issues, cultural adjustment, family conflicts, and health and wellness concerns.

CAPS staff utilize brief treatment methods for individual and couples psychotherapy; the staff is diverse in terms of theoretical orientation. Licensed psychologists are always on-site during hours when clients are scheduled. When functioning remotely, licensed psychologists are available via instant message (i.e., MS Teams), text messaging, phone call, videoconference (i.e., HIPAA-compliant Zoom) when clients are scheduled. The fellow is expected to have established a theoretical orientation or orientations from which they work but is encouraged to consult, explore, and implement new theoretical perspectives and techniques as applicable and necessary for optimal client care. The fellow may also co-facilitate a group with a licensed clinician. CAPS offers a wide variety of groups depending on clients' needs, often including interpersonal process, cognitive-behavioral/exposure therapy, and psychoeducational groups.

Psychoeducational Workshops

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). Typically co-facilitated by two clinicians (open to all staff), workshops are typically one face-to-face or virtual meeting ranging from 60-90 minutes. Trainees will collaborate with the Workshop Committee Chair to meet this requirement. Post-doctoral fellow(s) will co-facilitate at least three hours of workshops (i.e., face-to-face or online workshops).

Access Consultation/Crisis Intervention

An additional core element of the CAPS Post-Doctoral Fellowship Training Program is an initial assessment or triage service known as access/crisis intervention. The fellow will provide weekly access consultation and crisis intervention to the FIU community. While on the access system, the fellow will have the opportunity to meet with students who walk into CAPS, evaluate their needs, and then make a recommendation. Clients seen on the access system may or may not be experiencing a mental health crisis. Similarly, they may or may not be appropriate for treatment at CAPS. At the beginning of the year, case disposition and triage are typically done in consultation with the fellow's designated clinical supervisor. However, the fellow's autonomy will increase as they gain competence in crisis intervention and case disposition throughout the year.

Outreach & Consultation

Providing outreach to the FIU community is a strong component of the Post-Doctoral Fellowship Training Program. The clinical staff of CAPS serve as psycho-educators to the university community, delivering various workshops and lectures. These workshops are designed to enhance the social, academic, and emotional well-being of FIU students. The fellow will deliver, as needed and requested, psycho-educational seminars to FIU students to increase their awareness of topics related to college students (e.g., anger management, stress management, study skills, making healthy choices in college, etc.). The fellow may also have the opportunity to develop and deliver specific seminars depending on his/her expertise and interests. The fellow will attend outreach planning meetings as needed. Fellows have the opportunity to become involved with a number of outreach programs CAPS administers.

The Post-Doctoral Fellowship Training Program strives to strengthen the fellow's skills at providing consultation to other professional, academic, and/or collegial organizations and departments. As such, throughout the year, the fellow will have the opportunity to provide professional consultation to university divisions, departments, residence halls, and the Student Health Services. The fellow may also be assigned as the liaison or contact person for another specific campus department. These opportunities may vary and are subject to change.

Psychological Assessment

Post-doctoral fellows can refine existing assessment skills and develop a more sophisticated ability to select, administer, and interpret psychoeducational instruments. Fellows can gain experience in psychoeducational testing in accordance with their level of expertise. Fellows with little training in this area first learn to conduct psychoeducational intakes, administer, and interpret personality and psychoeducational tests, and participate in psychoeducational training seminars as available. Fellows with more advanced psychoeducational assessment skills will gain extensive experience in test administration, and integrated report writing coupled with exposure to a variety of disorders such as learning disabilities and ADHD. Fellows may also have opportunities to provide assessment seminars to the current intern class, coordinate testing for FIU's athletes, and consult with the Disability Resource Center (DRC) and psychiatrists when warranted. This experience may vary based on its availability, post-doctoral fellow's interests and FIU CAPS' needs.

Post-Doctoral Fellowship Training Experiences

Supervision

Supervision of the fellow is based on a developmental approach to learning. Educational goals are individualized to integrate the fellow's strengths and interests with CAPS' needs. Mutual collaboration, respect, and appreciation for cultural and diversity issues are an integral part of the program. The Post-Doctoral Fellowship provides a minimum of two hours per week of

regularly scheduled, face-to-face and/or virtual, individual clinical supervision. At least one hour of clinical supervision is provided by the primary clinical supervisor and another hour is provided by the secondary clinical supervisor. The primary and secondary clinical supervisors retain clinical and legal responsibility for cases by approving and co-signing records and participating in the planning of treatment. Fellows also participate in one hour of group supervision of group therapy on a biweekly basis, as well as supervision of group therapy through co-leading group with a licensed clinician and meeting for supervision. Access/consultation supervision occurs during the fellow's experience as part of the access team. This supervisory system enhances the fellow's clinical and professional experiences and exposure to different supervisory and theoretical approaches. Supervision will be conducted in a regular and structured manner. The fellow will be encouraged to actively participate in his or her own professional development and supervisory experience.

In the case that one's assigned primary supervisor is out of the office (i.e., leave), the trainee can consult with a) secondary supervisor, b) training director, c) assistant training director, d) any other training team member, e) any licensed clinician. Clinical documentation will be reviewed and signed by the primary/designated supervisor UNLESS the trainee consulted with a different clinician who will then review and sign said note.

Post-doctoral fellows will receive supervision in the following domains:

- Individual Clinical Supervision
- Access/Consultation Supervision
- Group Therapy/Workshop Supervision
- Outreach/Consultation Supervision
- Supervision of Intern Supervision (subject to availability in Spring and Summer semesters)

Professional Development

Post-doctoral fellows attend weekly clinical staff meetings, monthly all-staff meetings and monthly diversity-related trainings or special training experiences. Post-doctoral fellows have full University library access. The Post-Doctoral Fellows may participate in the following, depending upon needs and interests:

- CAPS committees (participation in one is required)
- Conferences offered by the CAPS staff or the greater FIU or clinical community
- Departmental, Division, and/or University-wide committees or events
- Attendance of training seminars

Training seminars are offered on a weekly basis. Fellows may attend depending on availability and personal interest in the subject material. CAPS professional staff, FIU faculty, and community mental health professionals conduct these seminars. Seminar topics range widely.

1pm to 3pm Training Seminar (Calendar link will be provided with topic details)

Your primary/secondary supervisor(s) may recommend that you consistently attend a rotating seminar series (i.e., ASK seminar; TD/ATD seminar) based on your training goals. The ASK seminar uses both a didactic and case consultation format with a focus on understanding the ways in which culture, power, privilege, oppression, and intersectionality impact our clinical work. The seminar asks participants to challenge the concept of competence in working with diverse clients in an inclusive and culturally responsive way and instead embrace a stance of cultural humility, where we make a lifelong commitment towards self-evaluation and critique, attend to power imbalances, and advocate for systemic social change (Hook et al., 2013).

Supervision seminar provides a knowledge base of this unique competency grounded in theory and research.

The postdoctoral fellow may have the opportunity to provide each Supervision Seminar with a training team member on 1-2 Fridays a month from 3-4:30pm. See typical seminar rotation schedule for Training Fridays below.

- 3pm to 4pm OR 3pm to 4:30pm: Rotating Seminar
- 1st Friday of the month: Supervision Didactic Seminar (90 mins)
- 2nd Friday of the month: ASK Seminar (90 mins)
- 3rd Friday of the month: TD/ATD Meeting (60 mins)
- 4th Friday of the month: Supervision Didactic/ASK Seminar (ALTERNATING)

Staff-wide training seminars are offered by various committees/programs within FIU CAPS, including staff-wide IDEA Seminars in addition to the ASK Seminars offered to psychology trainees. The TD/ATD meeting is a space for trainees to meet with Training Director and Assistant Training Directors to discuss various topics based on cohort including administrative updates. Post-doctoral fellows also attend staff-wide initial, multicultural, and final case presentations provided by each doctoral intern. The post-doctoral fellow completes an evaluation of each intern's presentation as is required of all attendees. Post-doctoral fellows also can attend training seminars offered by centers/initiatives outside of CAPS including the university's Martin Luther King, Jr. Breakfast/Keynote Speaker and other offerings by the Office of Social Justice and Inclusion.

Evaluation

The fellow's supervisor(s) provide ongoing verbal evaluation through weekly supervision sessions. Formal Evaluations (i.e., the Post-Doctoral Evaluation Form) are completed by all supervisors three times a year. The Client Satisfaction Survey is also used to evaluate the fellow. This questionnaire is a tool used to assess FIU students' satisfaction with services offered by CAPS. The fellow's movement towards licensure is also assessed periodically to determine and evaluate the fellow's progress toward the State of Florida's 2,000 hours licensure requirement.

The fellow is given the opportunity to evaluate and provide feedback on their supervision and training experiences at 4-months, 8-months, and 12-months. The fellow is introduced to due process procedures during the Orientation Program. A copy of due process procedures is included in the Post-Doctoral Training Manual. The fellow will evaluate the training site upon completion of the training experience. The fellow will also have an exit interview with the Director of CAPS to review their training experience and to make recommendations for the program.

Due Process

Training is a process that entails both teaching and evaluation, but fundamental to both is ongoing feedback to the fellows. Ideally with such feedback, evaluation is neither a surprise nor a hindrance, but this ideal cannot always be achieved. Thus, our manual outlines the rights and responsibilities of fellows in the training process as well as evaluation and due process procedures, which will be initiated if a Fellow does not meet the expected level of competency on the evaluation.

Training Resources

- Fellows have an opportunity to interact professionally with support staff from both campuses. The support staff is responsible for numerous clerical activities including notifying clinicians when their clients arrive (i.e., face-to-face services), answering the main phone line and taking messages, administering the paperwork prior to an intake (i.e., face-to-face services), as well as assisting in the clerical portion of outreach programming.
- CAPS is equipped with two group therapy rooms (i.e., face-to-face services).
- CAPS houses an extensive library of books on various components of professional practice, journals and other materials.
- Fellows have computers in their offices that are networked within CAPS and in the University and have access to the internet and email. The CAPS computers, servers, and technical equipment are maintained by the Student Health Services (SHS IT). Center-issued laptops with these same functions are available to fellows for remote functioning as needed.
- Each training office is equipped with a digital camera which provides for the video recording of therapy sessions which are then accessible to the clinical supervisor via the CAPS network.
- CAPS has a laptop and a projector unit for use during in-person outreach programming and didactic seminars.
- All client records are stored on a computerized database record system (i.e., Titanium). Supervisors have access to their supervisee's notes and notes are approved electronically.
- Fellows have access to a wide array of assessment instruments as well as electronic scoring systems.

Training Staff:

- Fellows are assigned a primary clinical supervisor who is a licensed psychologist for the training year and, if available, a secondary clinical supervisor who is a licensed psychologist, under whose licenses fellows will practice. The fellow cannot provide clinical assessment or interventions to students without a licensed clinician available for consultation as needed (i.e., on campus if fellow is on campus). If the primary supervisor is on either planned or unplanned leave, supervision coverage is always arranged and communicated to fellow.
- Fellows have access to all licensed clinicians on staff for consultation as needed. Fellows often have the opportunity to work closely with clinical supervisors other than their assigned primary/secondary supervisors. For example, fellows can work with a group therapy supervisor different from their primary/secondary supervisor for one or more semesters.
- Fellows have access to clinical supervisors who are part of a Psychology Training Team led by a Training Director (TD) and an Assistant Training Director (ATD). Either the TD or ATD or other psychology training team staff members can be assigned to the fellow as a primary or secondary supervisor.

- The TD and ATD also oversee an APA-accredited psychology doctoral internship program. The fellow will have professional development opportunities to interact with doctoral interns competing their APA-accredited internship year.

Licensed Psychologists on Training Team:

Assistant Director, 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:

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.

Training Team:

Scott Harvey, Psy.D. enjoys working with clients who have a wide range of presenting problems, including identity development, depression, and anxiety. He has a particular interest and training in working with members of the LGBTQIA community. Dr. Harvey's therapeutic style can be described as one that integrates interpersonal therapy with acceptance and mindfulness. He hopes to help students explore the ways in which they can better engage in their life and overcome obstacles.

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 provides and trains 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.

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.

Jen Sincore, Psy.D. earned her Doctorate in Clinical Psychology from Nova Southeastern University. Dr. Sincore utilizes an integrative framework with elements of Unified Protocol, Dialectical Behavioral Therapy, and Cognitive Behavioral Therapy. She aims to provide a safe space for identity exploration, practicing emotion mindfulness, values-based action planning, and cultivating a life you want to be present in. Dr. Sincore's professional interests include self-compassion, stress management, anxiety, mood disorders, imposter syndrome, perfectionism, disordered eating and body image.

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.

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.

**Florida International University
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2024-2025**

Post-Doctoral Fellowship Selection Process

Required Application Materials

Application review will begin on **December 4th, 2023**. Please submit all application materials **via APPA CAS**. Additionally, please submit an application to www.careers.fiu.edu.

Criteria for Selection and Selection Process

The Post-Doctoral Fellow must have completed a doctoral degree in clinical or counseling psychology from an APA-accredited program. By the start of the Post-Doctoral Fellowship on August 1st, fellows must have completed an internship meeting APPIC standards. Only complete applications received by time of review are considered for interview. Interviews will be held virtually from January 22nd, 2024 to January 26th, 2024. Any questions regarding the Fellowship or application process should be directed to Priya Kirpalani, Psy.D., CGP by calling (305) 348-2277 or via e-mail: pkirpala@fiu.edu.

Florida International University is an Affirmative Action/Equal Opportunity Employer. We are particularly interested in identifying prospective women, racial/ethnic, sexual or religious minorities, and differently abled post-doctoral 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.