



DOCTORAL INTERNSHIP

Prospectus

FIU

Academic &
Student Affairs

Counseling and Psychological Services

**Florida International University
Counseling and Psychological Services
Doctoral Internship Prospectus
2026-2027**

AN OVERVIEW OF CAPS

Introduction:

Counseling and 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 FIU CAPS doctoral psychology internship program offers clinical experience in providing psychological interventions and assessments with a varied university population. Clinical service provision at CAPS is guided by research, ethical, and legal standards. The psychology internship program emphasizes the development of professional attitudes and values, communication, and interpersonal skills, as well as the development of professional skills specific to provision of clinical supervision. The Doctoral Internship Program gives interns the opportunity to develop proficiency in crisis intervention as well as provide consultation/liaison services to other university departments.

Setting and Facilities:

FIU is located in Miami, FL. CAPS clients may be first- or second-generation immigrants to the United States, or they may be international students. FIU students seeking services at CAPS present with a variety of intersecting identities. The university is an integral part of the South Florida community and provides academic prospects to a variety of highly talented students. CAPS is accredited by IACS, the International Association of Counseling Services.

FIU CAPS offices are on the Modesto A. Maidique Campus (MMC) in the Student Health Center and the Biscayne Bay Campus (BBC) in the Wolfe University Center. MMC is in West Miami-Dade County, while BBC is located within 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. Interns may have the opportunity to work on both campuses.

CAPS' facility resources include video-equipped trainee offices as well as assessment materials. To safeguard confidential student information, CAPS has a server that functions independently from the university server. CAPS also uses Titanium, an electronic medical record designed specifically for university counseling centers, where scheduling and client data is stored.

Counseling and Psychological Services:

CAPS is the primary campus-based provider of mental health services, offering treatment to all enrolled 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 licensed mental health counselors as well as four doctoral psychology interns, one postdoctoral fellow, and trainees from other behavioral health disciplines. CAPS staff operate clinics on two of the universities' campuses. CAPS staff are deeply invested in the Doctoral Internship 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. CAPS operates independently of and alongside the Victim Empowerment Program (VEP), which provides specialized services to students who have experienced recent sexual assault or domestic violence.

Dual Campuses:

CAPS offers services to all enrolled FIU students. Each intern may have the opportunity to work on both campuses (i.e., MMC and BBC) during their time at CAPS. The two campuses differ in both clinical environment and student population. MMC is the larger campus with a larger clinician presence, most student services, and is home to the majority of the student population. BBC is the smaller campus with less staff presence, a student body with a larger international and Caribbean population, and more nontraditional students.

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 Doctoral Internship 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:

FIU CAPS is a university counseling center internship site with a varied population of university students. The 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 Doctoral Internship 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 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, staff-wide training, formal and informal consultations, supervision of practicum students (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), CAPS' 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 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."

The training staff prepares 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 ongoing 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 American Psychological Association (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 metatheoretical and, with this, a developmental supervision model is integrated. Using Stoltenberg and Delworth's (1987) developmental model of supervision, the 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 Multicultural Competence:

CAPS clinical/administrative staff are committed to providing culturally competent services for all students and advance CAPS' overall mission of facilitating students' personal learning, emotional well-being, and academic skills development. As an extension of cultural awareness, CAPS is committed to equipping trainees with awareness and skills in adapting evidence-based clinical interventions to the individual contexts and lived experiences of students seeking services.

INTERNSHIP ACTIVITIES

Clinical Experience:

Individual/Couples Therapy: CAPS provides short-term individual and couples therapy to FIU students. Given the nature of serving a varied 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 caseloads can vary by time of the semester and academic year.

Group Therapy: Interns typically co-facilitate one to two groups per semester with a licensed clinician. A variety of groups are available to students including interpersonal process, CBT, and psychoeducational groups.

Access Consultation/Crisis Intervention: A component of CAPS' internship training is that all interns provide access consultation services (initial assessment or triage services) on a weekly basis. Each access team consists of an intern, two to three staff members, and staff members designated as clinical and administrative team leaders. On access days, interns will consult regularly with their designated clinical supervisor. The level of consultation, although initially high, varies as interns gain competence in initial assessment and crisis intervention skills throughout the year.

Psychological Assessment: All interns may learn (under close supervision) how to facilitate a psychoeducational intake, administer an assessment battery, score, and interpret the administered tests, write an appropriate report, facilitate a feedback session, and advocate for client with Disability Resources Center. Interns with a moderate to high assessment background (including theoretical and practical training) and/or high interest may have the opportunity to hone their assessment knowledge using assessment batteries and report writing skills. These interns will have the opportunity to do screenings with less intensive supervision to foster their clinical independence.

Body Acceptance Program: The Body Acceptance Program (BAP) consists of internal case consultation as well as coordination of CAPS counseling services with other Student Health and Wellness departments (Student Health Center, Healthy Living Program) as deemed appropriate and consented to by participating students. The BAP program also consists of group counseling, which can be utilized by students either as a standalone or in conjunction with individual counseling services, as well as workshops available to all FIU students. When needed, BAP consultations can be utilized to determine and/or provide referral services to specialized, higher levels of care.

Outreach: Outreach is an integral component to the training of a psychologist since this process addresses prevention and intervention needs outside the scope of therapy. Outreach also allows clinicians to be connected to the pulse of the community and populations served. Each intern will be responsible for completing a number of outreach activities during their training year. Outreach activities may include workshops, tabling, and classroom presentations. Throughout the year, there will be planned and unplanned opportunities for outreach virtually and in-person.

Consultation/Liaison Relations: The Doctoral Internship 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 other CAPS clinical staff), the staff at CAPS offer psychological consultative services to all university divisions, departments, and residences halls.

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 may include: crisis intervention, short-term treatment planning, and evidence-based treatment individualized to each student and their lived experiences. 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 can invite at least one outside presenter to conduct a didactic seminar, providing additional networking and professional development experience.

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).

Additionally, rotating weekly seminars offer didactic and experiential training both in developing competencies related to multicultural competency and in developing competencies pertinent to provision of supervision. The multicultural competency seminars seek to enhance both awareness of intersecting identity factors as part of comprehensive assessment as well as consideration and integration of individual identity factors in tailoring of evidence-based therapeutic conceptualization and intervention strategies, ultimately with the goal of enhancing treatment engagement and outcomes across FIU's varied student body. In developing competencies related to provision of supervision, related seminars offer opportunities to both gain knowledge of various supervision approaches and practice application of these approaches via role-play.

As part of the rotating weekly seminar, a recurring TD/ATD seminar is a space for trainees to meet with Training Director (TD) and Assistant Training Director (ATD) to discuss various topics based on cohort preferences, including administrative updates.

Professional Development: Interns can 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 Doctoral Internship Program prepares interns for competency in a variety of 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. Interns are required to serve on one administrative committee for the entire internship training year.

Committees: Interns can gain administrative experience during their training year as part of professional development. Interns are asked to confer with each other about committee preferences early in the training year given that each committee typically accepts only one trainee per year. Being a committee member will provide opportunities to build relationships with staff outside of the training team and to share insights and ideas on center-wide initiatives.

Legacy Contribution: By the end of the training year, interns are responsible for a) creating a new and sustainable group treatment offering, b) creating a new and sustainable workshop offering, or c) participating in additional outreach events. As professional members of CAPS, interns submit their proposal for the new group treatment or workshop offering to their primary supervisor or other designated and approved staff member who can provide one-on-one support or facilitate a connection with a staff member who can oversee the new offering during the training year. Staff members who supervise legacy contributions are typically committee chairs and/or other training team members with expertise in the relevant clinical content. New group treatment and workshop offerings are typically born within the intersection of trainee interest and expertise and FIU student needs. Proposals are informed by existing research literature and have specific timelines. The aim is for the intern to either co-facilitate the new group treatment or co-facilitate the new workshop in or before the Summer before they graduate internship.

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 (hours: 18-24 per week): Each Intern must complete at minimum 500 direct clinical contact hours total during the training year.
 - a. Intake
 - b. Access Consultation/Crisis Intervention 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: All psychology interns will conduct psychoeducational intakes, administer ASD and ADHD screenings, score and interpret results, write appropriate assessment reports, and facilitate assessment feedback sessions. In an effort to tailor each intern's assessment training experience to individual interests and needs, there is a "point" system for varying assessment activities. By the end of the training year, each intern is expected to accrue a minimum of 10 "points" of relevant assessment activities (e.g., ADHD screening, ASD screening, personality assessment, full psychoeducational testing battery). For interns with high interest and experience in assessment, it is encouraged to speak with designated supervisors about scheduling assessments in addition to those meeting the 10 "points" minimum requirement.
3. Supervision (hours: 4-6 per week): All supervision will be provided by licensed psychologists except when noted in Internship Training Manual (i.e., workshops, groups). Supervisors are designated as clinically responsible for the cases.
 - a. Individual (face-to-face) Supervision: 3 hours
 - b. Supervision of Psychological Assessment: 1 hour/2 weeks group; 1 hour/2 weeks individual
 - 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: tabling and classroom presentation. During the year, there will be planned and unplanned opportunities for outreach while working virtually and in-person.
5. Consultation (hours: 1-3 per week): The consultation can be conducted in person, through telehealth, in writing, or over the telephone. Appropriate paperwork to reflect consultation activity will be maintained and logged. All interns will provide consultation to faculty and staff about a student.
6. Didactic Activities (hours: 3 per week): Each intern is required to participate in a minimum of three hours per week in intern seminars 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/Clinical Documentation: Interns are required to submit crisis intervention notes within the same business day. All clinical documentation must be submitted 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 training. CAPS provides supervision hours that exceed APA/APPIC requirements. Interns will receive supervision in the following forums:

1. *Individual supervision* (3 hours/week minimum):
Individual or primary supervisors will be assigned. Interns will have the same primary supervisor throughout the year. Primary supervisors will be available most of the time that interns are at CAPS. If, however, interns need to consult and their primary supervisor is unavailable, they can approach any available training team member about a clinical issue and inform their primary supervisor that they did so. Secondary supervisors will provide supervision of clients as decided by the intern in consultation with primary supervisor.
2. *Group Supervision* (1 hour/2 weeks):
Interns 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 at least one licensed psychologist. 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. In addition, trainees who are involved in the group therapy program meet for one hour on a biweekly basis with the Group Therapy Coordinators. Each group is reviewed by the facilitators throughout the course of the hour and trainees 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.
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 clinician. Following each session, the intern and licensed clinician meet for supervision to discuss the therapeutic group process within the session. In Spring and/or Summer semesters, the postdoctoral fellow may co-supervise an intern. If so, this process will be evaluated in a bidirectional fashion (i.e., interns evaluating postdoctoral fellow and postdoctoral fellow evaluating interns).
4. *Supervision of Couples Therapy* (1 hour/2 weeks group)
Interns will meet as a group for one hour every two to three weeks with a licensed clinician for couple's therapy supervision. This supervision hour will include didactic components as well as clinical processing and supervision of couples therapy sessions. Interns will have an opportunity to learn about and present on a specific couples therapy treatment modality. Regular use of video recordings from couples therapy sessions may be used to enhance the presentations and/or clinical supervision.
5. *Supervision of Workshops* (0.5 hours/each workshop):
Workshops may be co-facilitated by an intern and a licensed clinician. Following each workshop facilitated by this pairing, the intern and licensed clinician may meet for supervision to discuss the session.

6. *Supervision of Psychological Assessment* (1 hour/2 weeks group and 1 hour/2 weeks individual assessment supervision): All doctoral interns will present and discuss their cases in a biweekly 60-minute group supervision session led by at least one assessment supervisor. Other materials discussed will include case vignettes and relevant articles. In the Fall semester, assessment group supervision will focus on ASD and ADHD screenings. In Spring/Summer semester, the focus will transition to supervision of full batteries/integrated reports with only those trainees with moderate/high interest in assessment participating. Individual assessment supervision (i.e., focusing on scoring, test interpretation, report-writing skills) will be scheduled with one's assigned assessment supervisor for either 30 minutes weekly or 1 hour biweekly for the entire training year. Individual assessment supervision can include the trainee shadowing the supervisor completing an assessment and vice versa.
7. *Outreach Supervision* (by appointment): Interns are involved in numerous university outreach programs on an ongoing basis. Psychoeducational supervision is provided to interns preparing for workshops and/or organizing/participating in an FIU program.
8. *Supervision of Intern Supervision* (CURRENTLY 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 throughout the year. Evaluation methods include direct observation, review of recorded 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 self-assessment of their individual skills. These self-assessments are reviewed with the intern's supervisors. 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 TD, who meets with each intern individually to discuss progress. At the same three time points, interns complete evaluations of their clinical supervisors and the internship experience which are also reviewed in supervision and by the TD.

BENEFITS

Salary: Intern salaries for the 2026-2027 fiscal year is \$37,827 with the contract period being from August 1, 2026 through July 31, 2027.

Time Off: As a temporary employee, interns are not eligible to participate in all employee benefit programs (e.g., paid leave, retirement, or tuition reimbursement). While this position is not eligible for paid leave, interns are able to request time off. 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 can request up to 120 hours of time off outside of university holidays. This may be used for sick, personal or vacation needs, and any unapproved absences will be deducted from the total number of available hours of time off.

Professional Development: All interns are given professional development and/or dissertation release time. The scheduling and use of professional development hours are prearranged with the TD in writing and vary over the course of the year. Professional development is defined as an activity that is either required to obtain their degree or serves as a benefit to FIU and/or the Doctoral Internship Program. You are provided with five days of PD time for interviews, dissertation defense, graduation, and/or conference attendance.

PROFESSIONAL STAFF

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 predoctoral internship training at Louisiana State University and the Eastern Louisiana Mental Health System, she completed a postdoctoral fellowship at FIU CAPS. As a University Psychologist, Dr. Kirpalani enjoys working with clients who experience eating and body image concerns, identity struggles, relational difficulties, and cultural concerns. She uses an integrative treatment approach, primarily utilizing TLDP, CBT, and expressive arts. Dr. Kirpalani's approach to supervision is informed by developmental and competency-based supervision models. Strengths-focused, she also draws on use of the parallel process to foster growth and change in supervisees. Dr. Kirpalani also is a Certified Group Psychotherapist.

Assistant Training Director:

Jen Sincore, Psy.D., earned her Doctorate in Clinical Psychology from Nova Southeastern University. She completed her clinical training, including predoctoral internship and postdoctoral fellowship, at The Renfrew Center, Eating Recovery Center, and Cambridge Eating Disorder Center. Prior to working at FIU CAPS, she provided counseling at Nova Southeastern University Center for Student Counseling Services by Henderson Behavioral Health. Dr. Sincore utilizes an integrative framework with elements of Unified Protocol, Dialectical Behavior Therapy, and Cognitive Behavioral Therapy. She aims to provide a safe space for identity exploration, practicing emotion mindfulness, and values-based action planning. Dr. Sincore's clinical interests include self-compassion, stress management, anxiety, mood disorders, imposter syndrome, perfectionism, disordered eating and body image.

Training Team:

Melissa Argumosa, Ph.D., LMHC, earned her Doctorate in Developmental Psychology from Florida International University. She is also a Licensed Mental Health Counselor. She joined FIU CAPS in 2019 as a Clinical Therapist. She is also the Group Therapy Program Coordinator. Dr. Argumosa utilizes a strength-based, client-centered, integrative approach incorporating components from psychodynamic, cognitive-behavioral, and family systems frameworks. Dr. Argumosa's professional interests include trauma, family dynamics, attachment, and relationships.

Sara Heshmati, Ph.D., earned her Doctorate in Counseling Psychology from the University of Iowa. After her predoctoral internship at American University's Counseling Center, Dr. Heshmati completed her postdoctoral fellowship at Florida International University's Counseling and Psychological Services. At FIU CAPS, Dr. Heshmati provides individual and group psychotherapy, as

well as assessment services and supervision of trainees. She is also the Assistant Coordinator of CAPS' group therapy program. Dr. Heshmati primarily uses a psychodynamic framework integrated with humanistic psychotherapy. She utilizes the Discrimination Model of supervision, aiming to foster a collaborative relationship with supervisees and facilitate increased autonomy and self-efficacy. Some of her professional interests include women's issues, trauma, family of origin, anxiety, relationships, and identity development.

Jordana Roth, Psy.D., earned her Doctorate in Clinical Psychology from Nova Southeastern University. She completed her internship and postdoctoral fellowship at Florida International University's Counseling and Psychological Services. Dr. Roth's professional interests include anxiety disorders, mood disorders, adjustment disorders, and interpersonal difficulties. She utilizes an integrative approach composed primarily of Cognitive Behavioral Therapy (CBT) and Acceptance and Commitment Therapy (ACT). Dr. Roth also incorporates aspects of relational therapy, integrating the use of the therapeutic relationship to help guide change. Dr. Roth approaches supervision from a developmental model, allowing her and supervisees to collaboratively determine the strengths and growth edges to build upon.

Oren Shibi, Psy.D., earned his Doctorate in Clinical Psychology from Nova Southeastern University. He has extensive experience in individual, group, and family therapy, as well as psychological assessment. After completing his predoctoral internship at the Trauma Resolution and Integration Program at Nova Southeastern University, he pursued a postdoctoral residency at the Center for Psychological Growth and Wellness, a private practice in Plantation, FL. Dr. Shibi employs an integrative, evidence-based therapeutic approach tailored to each client's unique needs. He meaningfully synthesizes cognitive-behavioral, interpersonal, humanistic, and psychodynamic techniques along with mindfulness-based interventions. Passionate about personal growth, Dr. Shibi helps students transform obstacles into opportunities and replace maladaptive coping mechanisms with healthier strategies.

Kenley Sullivan-Thomas, Psy.D., earned her Doctorate in Clinical Psychology from Nova Southeastern University. She completed her predoctoral internship and postdoctoral residency at the Miami VAMC, after which she began working at FIU CAPS. Dr. Sullivan-Thomas has extensive experience working with students with anxiety, OCD, mood disorders, adjustment disorders, interpersonal difficulties, and relationship concerns. She primarily utilizes a CBT approach, and also incorporates aspects of IPT, insight-oriented therapy, solution-focused therapy, and DBT skills. Dr. Sullivan-Thomas approaches supervision utilizing the developmental model, which 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.

Justine Wallace, Psy.D., earned her Doctorate in Clinical Psychology from the University of Hartford. She completed her predoctoral internship at OhioGuidestone and postdoctoral fellowship at Jackson Memorial Hospital before joining FIU CAPS in 2018. Dr. Wallace's professional interests include interpersonal dynamics and family systems as well as identity development and mood disorders. She utilizes an integrative approach focusing on interpersonal process and relational therapy and incorporates skills from Cognitive Behavioral Therapy (CBT) and Dialectical Behavior Therapy (DBT). Dr. Wallace approaches supervision from a developmental model meeting her supervisees where they are in their training and working collaboratively to help them reach their goals.

Matthew Woodfork, Ph.D., obtained his Ph.D. in Counseling/School Psychology from the State University of New York at Buffalo. He joined FIU CAPS as a predoctoral psychology intern in 2011 and continued as a postdoctoral fellow at CAPS the following year. After completing his fellowship, he transitioned into his role as a licensed University Psychologist and currently serves as an Assistant Director. In this role, he oversees CAPS outreach and liaisons with Housing & Residential Experience, Men's Engagement Center, and Veteran & Military Affairs office. His clinical interests include consideration of intersecting identities in clinical practice, particularly concerning historically underserved communities. Additionally, Dr. Woodfork enjoys working with students experiencing relational difficulties as well as issues with mood and anxiety. He utilizes an integrative approach to therapy, incorporating TLDP, CBT, and ACT theoretical frameworks while attending to client-therapist factors that impact the therapeutic alliance. Furthermore, Dr. Woodfork adheres to a developmental approach for supervision aimed at supporting the supervisee according to their developmental stage and discussing supervisor-supervisee dynamics throughout this process to maximize learning and growth.

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

Carlos Albizu University - Miami, FL

University of Miami - Coral Gables, FL

Interns (2004-2005)

University of Georgia - Athens, GA

Carlos Albizu University - Miami, FL

Argosy University - Honolulu, HI

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, 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 - Coral Gables, FL
University at Albany, SUNY - Albany, NY

Interns (2018-2019)

University of Miami - Coral Gables, 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, 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

Interns (2021-2022)

Adler University - Chicago, IL
Adelphi University - Garden City, NY
Xavier University - Cincinnati, OH
The University of North Carolina - Greensboro, NC

Interns (2022-2023)

California School of Professional Psychology at Alliant International University - San Diego, CA
Point Park University - Pittsburgh, PA
La Salle University - Philadelphia, PA
The Chicago School of Professional Psychology - Washington, D.C.

Interns (2023-2024)

George Washington University - Washington, DC

University of Miami - Coral Gables, FL

John F. Kennedy School of Psychology at National University - Pleasant Hill, CA

Nova Southeastern University - Ft. Lauderdale, FL

Interns (2024-2025)

Nova Southeastern University - Ft. Lauderdale, FL

Nova Southeastern University - Ft. Lauderdale, FL

University of Denver - Denver, CO

Midwestern University - Glendale, AZ

Interns (2025-2026)

University of Denver - Denver, CO

Nova Southeastern University - Ft. Lauderdale, FL

Tennessee State University - Nashville, TN

Howard University - Washington, DC

ELIGIBILITY AND APPLICATION PROCEDURES

To select individuals who are the best match for the Doctoral Internship Program, CAPS welcomes applications from students seeking university counseling center training experience. 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.

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 clinical work)
3. Current vita
4. Graduate transcripts

Complete applications must be submitted via the AAPI online Process by November 1, 2025.

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 Office of Program Consultation and Accreditation; American Psychological Association; 750 First Street, NE, Washington, DC 20002; Phone: 202-336-5979; Email: apaacred@apa.org; Web: www.apa.org/ed/accreditation

For more information on FIU's current policies for recruitment and retention, please visit the following webpage: <https://ace.fiu.edu/ada-and-accessibility/index.html>

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