

# Doctoral Psychological Internship Prospectus

Florida International University  
Counseling and Psychological Services  
2024-2025

## 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. 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 committee participation. 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 142 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 multi-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. Interns may have the opportunity to work on both campuses. 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 enrolled 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 social workers, and licensed mental health clinicians, 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 Academic and Student Affairs and maintains a close working and liaison relationship with other University departments including the Healthy Living Program, the Department of Housing and Residential Experience, Career Planning and Placement, the Disability Resource Center, the Women's Center, the Office of Social Justice and Inclusion, International Student & Scholar 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 may have the opportunity to work on both campuses. The MMC and BBC differ in student population, as well as clinical opportunities. Therefore, the possibility of working on two campuses would permit each intern to benefit from exposure to two different clinical environments.

Modesto A. Maidique Campus: The MMC staff provides counseling and psychological services to the largest portion of the student population. 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. Staff at MMC also offer psychoeducational assessment services.

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) staff also offers psychoeducational assessment services.

*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."

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, Equity and Inclusion:*

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. Interns are trained to be attuned to multicultural issues arising out of clinical procedures such as diagnosis, assessment, treatment planning, and interventions. Furthermore, CAPS' internship program encourages both interns and supervisors to engage in self-reflection and gain a deeper understanding of their biases as we work toward increased equity. Interns 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 internship 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. Interns are eligible to join this and other committees that share in the responsibility to advance its mission.

## 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 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 clinician 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 or OCD, DBT skills, Black men's, Black women's, LGBTQ+, and others.

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 a staff member designated as team leader. 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 crisis interventions throughout the year. This opportunity is subject to change if work is remote.

Psychological Assessment: All doctoral interns may learn (under close supervision) how to facilitate a remote psychoeducational intake, administer a remote assessment battery, score, and interpret the administered tests, write an appropriate report, facilitate a feedback session, and advocate for client with Disability Resources Center. Doctoral interns with a moderate to high assessment background (including theoretical & 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 close supervision to foster their clinical independence.

Body Acceptance Program: The Body Acceptance Program (BAP) provides assessment and referral services to students who present with body image difficulties and/or disordered eating behaviors. On a case-by-case basis, group and individual treatment is also provided based on appropriateness for short-term, outpatient interventions.

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. Additionally, outreach allows clinicians to be connected to the pulse of the community and populations served.

Each intern will be responsible for completing at least 10 outreach activities during their training year, including *three or more* workshops and *at least five* events from other categories including tabling and classroom presentations. During the year, there will be planned and unplanned opportunities for outreach while working remotely and on campus. Interns are encouraged to take advantage and participate when these options arise. The following pace is recommended: 4 outreach events in fall; 4 outreach events in spring; 2 outreach events in summer (typically less requests come in during summer).

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 Experience: 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.
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 The Disability Resource Center, Healthy Living Program, and Student Health Services.

Group Supervision: 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.

*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: 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 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, a rotating weekly seminar meets multiple training needs by offering didactic and experiential training in: diversity and supervision. 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).

As part of the rotating weekly seminar, the TD/ATD seminar is a space for trainees to meet with Training Director and Assistant Training Directors to discuss various topics based on cohort 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 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.

Interns are required to serve in 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 in August given that each committee typically accepts only one trainee per year in September. Approach the committee chair in mid-September to express your interest in joining/contributing for the duration of the training year. 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.

*Legacy Contribution:* By the end of the training year, interns are responsible for creating a) a new and sustainable group treatment offering, b) a new and sustainable workshop offering or **c) an additional 5 outreach events**. Interns submit their proposal for the new group treatment or workshop offering to their primary supervisor who can provide 1:1 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:** Each Intern must complete at minimum 500 direct clinical contact hours total during 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:** Each intern will complete a minimum of 10 ADHD screenings and accompanying reports/feedback sessions during their training year. The FIU CAPS testing referral process will be explained in group assessment supervision. For interns with moderate/high interest and experience in assessment, they can complete full batteries of psychological tests. Of note, 1 full battery equals 2 ADHD screenings. We encourage interns with moderate/high interest in assessment to go beyond the minimum assessment requirements.
3. **Supervision** (hours: 4-6 per week): All supervision will be provided by licensed psychologists except when noted in 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 remotely and on campus.
  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. Residential Experience: Each intern will provide consultation to residential halls as assigned and needed throughout the year.
    - b. Faculty/Staff: 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 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/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 your training. We provide supervision hours that exceed APA/APPIC requirements. You will receive supervision in the following forums:

1. *Individual supervision* (3 hours/week minimum):  
Your individual or primary supervisors will be 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.  
  
Secondary supervisor will provide supervision of clients as decided by intern in consultation with primary 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 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 Coordinator and possibly another licensed



clinician. Each group is reviewed by the facilitator(s) 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 post-doctoral fellow may co-supervise with the facilitator(s). If so, this process will be evaluated in a bidirectional fashion (i.e., interns evaluating PD and PD evaluating interns).

4. *Supervision of Workshops* (0.5 hours/each workshop):  
Each workshop is co-facilitated by an intern and a licensed clinician. Following each session, the intern and licensed clinician meet for supervision to discuss the session.
5. *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 co-led by assessment supervisors. Other materials discussed will include case vignettes & relevant articles. In fall, assessment group supervision will focus on ADHD screening with all trainees. In spring/summer, 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** (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.

However, if interns and their primary/secondary supervisor deem it therapeutically appropriate or diagnostically helpful to administer a psychological test to an existing client, then that administration will be supervised by the primary/secondary supervisor.

6. *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.
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 via various methods 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 his or her individual skills. These self-assessments are reviewed with the intern's primary and secondary 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 Training Director, 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 Training Director.

## BENEFITS

*Salary:* Intern salaries for the 2024-2025 fiscal year are budgeted at \$35,705 with the contract period being from August 1, 2024 through July 31, 2025.

*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

*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.

#### 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

*Interns (2021-2022)*

Adler University—Chicago, IL  
Adelphi University—Garden City, NY

Xavier University—Cincinnati, OH  
The University of North Carolina at Greensboro—Greensboro, NC

*Interns (2022-2023)*

California School of Professional Psychology, Alliant International University-- San Francisco Bay Area

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—Miami, FL

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

Nova Southeastern University—Ft. Lauderdale, FL

## ELIGIBILITY AND APPLICATION PROCEDURES

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 disabled 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, 2023: 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 disabled intern applicants. In accordance with federal and state laws, no person in whatever relationship with Florida International University shall be subject to discrimination based on 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.