



# DOCTORAL INTERNSHIP

*Prospectus*

**FIU** Academic &  
Student Affairs  
Counseling and Psychological Services

**Doctoral Internship Prospectus**  
Florida International University  
Counseling and Psychological Services  
2025-2026

**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 multiculturally competent clinical experience in providing psychological interventions and assessments with a diverse 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 training 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 cognitive and physical abilities, sexual and gender identities, and religious/spiritual beliefs. The university is an integral part of the South Florida community and provides academic prospects to a multiethnic pool 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. The MMC is in West Miami-Dade County, while the 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, a computerized scheduling system 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 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, as well as four doctoral psychology interns and one postdoctoral fellow. CAPS staff operate clinics on two of the universities' campuses. The Victim Empowerment Program operates alongside CAPS and provides specialized services for students 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.

### *Dual Campuses:*

CAPS offers services to students at two of the FIU 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 may permit each intern to benefit from exposure to two different clinical environments.

Modesto A. Maidique Campus: The MMC staff provide 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.

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.

### *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:*

FIU CAPS is a university counseling center internship site with a diverse 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 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), 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 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 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, Diversity, and Inclusion:*

CAPS clinical/administrative staff are committed to engaging in activities that cultivate a diverse and inclusive work culture. Through these activities, CAPS ultimately strives to provide culturally competent services and advance CAPS' overall mission of facilitating students' personal learning, emotional well-being, and academic skills development. CAPS celebrates the rich cultural diversity represented within the department and embodied by FIU students. Over the years, several departmental committees (comprised of staff and trainees) have worked diligently to create policies, procedures, and professional development opportunities that reflect the values and experiences of the various communities CAPS serves.

## INTERNSHIP ACTIVITIES

*Clinical Experience:*

Psychotherapy: CAPS 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 weekly for each group they facilitate. 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 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.

Psychological Assessment: All interns may learn (under close supervision) how to facilitate a 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. 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) 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. Outreach also 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. Outreach activities may include at least three workshops and at least five events from other categories (e.g., tabling and classroom presentations). Throughout the year, there will be planned and unplanned opportunities for outreach while working remotely and on campus.

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 other CAPS clinical staff), the staff at CAPS offer psychological consultative services to all university divisions, departments, and residences halls.

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 may include: crisis intervention, 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, 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 diversity factors as part of comprehensive assessment as well as consideration and integration of individual cultural factors in tailoring of evidence-based therapeutic conceptualization and intervention strategies, ultimately with the goal of enhancing treatment engagement and outcomes across FIU's diverse 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 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. Being a committee member will provide opportunities to build relationships with staff outside of the 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. 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 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: 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, we implement 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, we encourage speaking with designated supervisor 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 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, 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 your 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 Co-Coordinators. 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): 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.
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 and 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** (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.
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* (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 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 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 2025-2026 fiscal year is \$37,827 with the contract period being from August 1, 2025 through July 31, 2026.

*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). However, interns are eligible for overtime and compensation time. Please reference FIU Fair Labor Standards Act (FLSA) resources and trainings for more specificity regarding this eligibility. All hours worked above the agreed upon number of hours in a workweek, must be approved by the TD before the work is performed. Where possible, flex time within the same workweek can be used with pre-approval from the TD. 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. This is in addition to the weekly off- site hours provided to you. Professional development is defined as an activity that is either required to obtain your degree or serves as a benefit to FIU and/or the training programs. 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 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:*

**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.

*Training Team:*

**Scott Harvey, Psy.D.**, earned his Doctorate in Clinical Psychology from Nova Southeastern University. He 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.

**Sara Heshmati, Ph.D.**, Earned her Doctorate in Counseling Psychology from University of Iowa. Dr. Heshmati primarily uses a psychodynamic framework integrated with humanistic, feminist, and multicultural theories. With the foundation of an authentic therapeutic relationship, she and her clients explore new ways to understand and experience life's challenges and fulfillments. Dr. Heshmati views therapy as a collaborative effort in which clients feel supported, affirmed, and empowered to identify and create meaningful change.

**Oren Shibi, Psy.D.**, earned his Doctorate in Clinical Psychology from Nova Southeastern University. Dr. Shibi has extensive training and clinical work experiences in individual, group, and family therapy as well as psychological assessment. Following his pre-doctoral internship at the Trauma Resolution and Integration Program at Nova Southeastern University, Dr. Shibi completed a postdoctoral residency at a private

practice in Plantation, FL. In treating his clients, he takes an integrative therapeutic approach tailored to fit the individual. He uses evidence-based interventions and meaningfully synthesizes cognitive-behavioral, interpersonal, humanistic, and psychodynamic theoretical orientations as well as Mindfulness based approaches. Dr. Shibi guides students on their journey for personal growth by assisting them in transforming obstacles to opportunities and replacing destructive coping mechanisms with adaptive ones.

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

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

**Matthew Woodfork, Ph.D.**, joined FIU CAPS as a pre-doctoral psychology intern in 2011 and continued as a post-doctoral fellow at CAPS the following year. Upon completion of his fellowship, he transitioned into his role as a licensed University Psychologist. Dr. Woodfork obtained his Ph.D. in Counseling/School Psychology from the State University of New York at Buffalo. His clinical interests include identity development among racial/ethnic minorities and psychological help-seeking attitudes and behaviors, particularly within the Black/African American community. Additionally, Dr. Woodfork enjoys working with students experiencing relational difficulties as well as issues with mood and anxiety. He employs an integrative approach to therapy highlighting cognitive and interpersonal processes while enlisting the client-therapist alliance as the foundation for change. Besides providing individual and group therapy, Dr. Woodfork is involved in group therapy supervision of trainees and coordinates online

services geared toward FIU's hybrid and online-only students. Moreover, he is currently pursuing Florida E-Therapy Certification. Dr. Woodfork has also established partnerships with campus departments such as Multicultural Programs and Services to offer programming targeted to male students of African descent, as well as Panther Life to provide workshops supporting the academic success and well-being of FIU students diagnosed with intellectual disabilities.

#### PAST DOCTORAL INTERNS—HOME INSTITUTIONS

##### *Interns (2000-2001)*

Carlos Albizu University - Miami, FL

Wright Institute - Berkeley, CA

Georgia School of Professional Psychology - Atlanta, GA

Nova Southeastern University - Ft. Lauderdale, FL

##### *Interns (2001-2002)*

Carlos Albizu University - Miami, FL

Carlos Albizu University - Miami, FL

Nova Southeastern University - Ft. Lauderdale, FL

##### *Interns (2002-2003)*

Chicago School of Professional Psychology - Chicago, IL

Carlos Albizu University - Miami, FL

Carlos Albizu University - Miami, FL

##### *Interns (2003-2004)*

Carlos Albizu University - Miami, FL

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

## ELIGIBILITY AND APPLICATION PROCEDURES

To select individuals who are the best match for our training program, CAPS welcomes 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, 2024.

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

The Office of Equal Opportunity (EO) manages and maintains the University's Affirmative Action Plan (AAP). EO is responsible for continuously assessing university resources and the infrastructure that ensures an atmosphere free from discrimination, harassment, and that is in compliance with federal and state laws governing equal opportunity. As a federal contractor, EO is included in every step of the employee life cycle including job postings and posting waivers, review of applicant job pools and search and screen committees, compensation reviews, promotions, reclassifications, and applicable trainings to foster commitment and awareness of federal and state laws and university regulations. By adhering to these principles, our university meets legal requirements and strives to cultivate a campus culture that values respect, fairness, and the well-being of all its students, faculty, and staff. This commitment extends beyond mere compliance and enables a vibrant and supportive academic community that attracts top talent and supports mechanisms to retain such talent.

In accordance with the federal government's affirmative action program, each federal contractor is required to implement an Affirmative Action Plan (AAP) specific to that contractor. To develop this plan, FIU conducts an annual statistical analysis of the workforce, applicant, and employee data. An independent body then assesses the data and develops the following factors monitored by the federal government: FIU must act according to the plan and report annually on intentional actions (i.e., affirmative action) taken in good faith as outlined in the plan. Data requested covers one year and includes, but is not limited to, all records of job postings, applicants, hires, promotions, compensation, and all demographic data on university employees, including faculty, adjuncts, administrators, staff, and temporary employees.

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