



POSTDOCTORAL FELLOWSHIP

Brochure

FIU | Academic &
Student Affairs
Counseling and Psychological Services

**Florida International University
Counseling and Psychological Services
Postdoctoral Fellowship Brochure
2026-2027**

Program Location:

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

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

Email Address: pkirpala@fiu.edu

Director: Todd Lengnick, Psy.D.

Number of staff who are licensed psychologists: 10

Benefits: As a temporary employee, postdoctoral fellows will not be eligible to participate in all employee benefit programs (e.g., paid leave, retirement, or tuition reimbursement). While this position is not eligible for paid leave, postdoctoral fellows can request time off. The university is closed for approximately 10 holidays a year (i.e., Memorial Day, Labor Day, Independence Day, etc.). Postdoctoral fellows will not have the opportunity to work during university holidays. Postdoctoral fellows can request up to 120 hours of time off outside of university holidays. This may be used for sick, personal, or vacation needs. Any unapproved absences will be deducted from the total number of available hours of time off. Other benefits include professional development time, licensing exam release time, and computer access.

Stipend: \$51,000

Start Date: August 1, 2026

Number of available positions: 1

Florida International University Counseling (FIU) and Psychological Services (CAPS)

FIU is located in Miami, FL. CAPS clients may be first- or second-generation immigrants to the United States, or they may be international students. FIU students seeking services at CAPS present with a variety of intersecting identities.

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

The training philosophy emphasizes personalization of evidence-based clinical interventions to the individual contexts and lived experiences of each student receiving services. The professional staff is comprised of licensed psychologists as well as social workers and mental health counselors. Staff members hold a variety of clinical training backgrounds and utilize a broad range of theoretical orientations to inform treatment planning and interventions.

Clinical services available at CAPS include brief individual, couples, and group therapy, crisis intervention, psychological testing, outreach and psychoeducational programming, as well as consultation.

CAPS is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). All professional activities and services are governed by Florida state statutes and adhere to the APA's Ethical Principles and Code of Conduct. CAPS is accredited by the International Association of Counseling Services.

CAPS trains future psychologists and social workers while offering the opportunity to work with a varied student population. In addition to the postdoctoral fellowship, CAPS is an American Psychological Association (APA) accredited doctoral internship site.

The Postdoctoral Psychology Fellowship Training Program

Admission requirements for the Postdoctoral Fellowship Program include completion of all professional doctoral degree requirements (either Ph.D. or Psy.D. in Clinical Psychology or Counseling Psychology) from an APA-accredited institution of higher education. In accordance with the Florida statutes, the fellow must complete at least 2,000 hours of postdoctoral experience over the course of 52 weeks at a pace of no more than 40 hours per week. 900 of these hours are to be spent in direct service-related activities. This program meets the requirement for the 2,000 hours of supervised experience required for licensure in the State of Florida.

Philosophy of Training

CAPS is strongly committed to generalist training in psychology. The Postdoctoral Fellowship Program is designed to reflect APPIC guidelines. It is geared toward providing an organized, planned, and programmed generalist training experience for the fellow to further develop into a professional clinician capable of functioning successfully and independently in various employment settings. To attain this goal, the fellow will be required to integrate theoretical orientation, research literature, and ethical/legal issues into their conceptualization and provision of clinical services.

Multicultural Competence

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

Core Elements of the Postdoctoral Fellowship Program

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

Therapy: Individual, Couples, and/or Group Therapy

CAPS provides individual, couples, and group therapy as well as workshops to enrolled FIU students. CAPS offers time-limited, focused therapy. Treatment plans are individualized to reflect the cultural, developmental, and psychological needs of the students. Given the nature of serving a

varied student population, the fellow will have the opportunity to work with clients who are experiencing varying levels of distress and symptomology. Client presenting problems range from developmental and transient issues to characterological disorders. This includes anxiety and mood disorders, phobias, relationship concerns, self-esteem issues, general adjustment concerns, academic problems, identity-related issues, family conflicts, and health and wellness concerns.

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

Psychoeducational Workshops

The Workshop Program offers a variety of workshop topics each semester. Workshops are previously developed, with existing PowerPoints. Workshops are designed to help students better understand current difficulties (e.g., anxiety, depression, relationship concerns) and learn skills related to workshop topic. Workshops may be offered in-person or in a hybrid format depending on need. Workshops are facilitated by one to two clinicians; however, every effort will be made to pair trainees with a staff clinician. Workshops are typically offered in a single-session format and may be 60- or 90-minutes in length, depending on the topic. Postdoctoral fellows will complete a workshop survey prior to each semester to identify interest areas for workshop offerings. Postdoctoral fellows will co-facilitate at least three hours of workshops.

Access Consultation/Crisis Intervention

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

Outreach & Consultation

Providing outreach to the FIU community is a strong component of the Postdoctoral Fellowship Program. The clinical staff of CAPS serve as psychoeducators to the university community, delivering various workshops and seminars. These workshops are designed to enhance the social, academic, and emotional well-being of FIU students. The postdoctoral fellow will deliver, as needed and requested, psychoeducational seminars to FIU students to increase their awareness of topics related to college students. The fellow may develop and deliver specific seminars depending on his/her expertise and interests. The fellow will attend outreach planning meetings as needed and may also become involved with outreach programs that CAPS administers.

The Postdoctoral Fellowship Program strives to strengthen the fellow's skills at providing consultation to other professional, academic, and/or collegial organizations and departments. As such, throughout the year, the fellow will have the opportunity to provide professional consultation to various university departments. These opportunities may vary and are subject to change.

Psychological Assessment

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

Body Acceptance Program:

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

Postdoctoral Fellowship Training Experiences

Supervision

Supervision of the postdoctoral fellow is based on a developmental approach to learning. Educational goals are individualized to integrate the fellow's strengths and interests with CAPS' needs. Mutual collaboration, respect, and appreciation for individual differences are an integral part of the program. The Postdoctoral Fellowship Program provides at least two hours per week of regularly scheduled, in-person, individual clinical supervision. At least two hours of clinical supervision is provided by the primary clinical supervisor and in some cases another hour of supervision is provided by a secondary supervisor. The primary and secondary clinical supervisors retain clinical and legal responsibility for cases by approving and co-signing records and participating in the planning of treatment. Fellows also participate in one hour of trainee group supervision of group therapy on a biweekly basis, as well as supervision of group therapy with their licensed group co-facilitator. Access/consultation supervision occurs during the fellow's experience as part of the access team. This supervisory system enhances the fellow's clinical and professional experiences and exposure to different supervisory and theoretical approaches. Supervision will be conducted in a regular and structured manner. The fellow will be encouraged to actively participate in their own professional development and supervisory experience.

In the case that one's assigned primary supervisor is out of the office (i.e., leave), the fellow can consult with a) secondary supervisor, b) Training Director (TD), c) Assistant Training Director (ATD), d) any other training team member, e) any licensed clinician on staff.

Postdoctoral fellows will receive supervision in the following domains:

- Individual Clinical Supervision
- Access/Consultation Supervision
- Group Therapy/Workshop Supervision
- Couples Therapy Supervision (subject to availability and interest)
- Outreach/Workshop Supervision
- Supervision of Intern Supervision (subject to availability and interest)

Professional Development

Postdoctoral fellows attend weekly staff meetings as well as staff-wide training experiences. The fellows may participate in the following, depending upon needs and interests:

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

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

- 1st Friday of the month: Supervision Didactic Seminar (90 mins)
- 2nd Friday of the month: ASK (Awareness, Skills, Knowledge) Seminar (90 mins)
- 3rd Friday of the month: TD/ATD Seminar (60 mins)
- 4th Friday of the month: Alternating Supervision Didactic/ASK Seminar (90 minutes)

Primary/secondary supervisors may recommend that fellows consistently attend a rotating seminar series (i.e., ASK seminar; TD/ATD seminar). The postdoctoral fellow will co-facilitate each Supervision Seminar with the ATD on one to two Fridays. Additionally, fellows may be asked to present training seminars or co-facilitate additional seminar spaces, including intern group supervision and assessment group supervision.

In addition to the ASK Seminars offered to psychology trainees only, postdoctoral fellows may also attend staff-wide training seminars that are offered by various committees/programs within FIU CAPS, including the staff-wide You Matter Here (YMH) Committee Seminar.

Postdoctoral fellows also attend staff-wide case presentations provided by each doctoral intern throughout their training year. The postdoctoral fellow completes an evaluation of each intern's presentation as is required of all attendees. Postdoctoral fellows also can attend training seminars offered by centers/initiatives outside of CAPS.

Evaluation

Prior to beginning clinical work, each fellow completes a baseline self-assessment of their individual skills. These self-assessments are reviewed with the intern's supervisors. The fellow's supervisors provide ongoing verbal evaluation through weekly supervision sessions. Formal

evaluations (i.e., the Postdoctoral Evaluation Form) are completed by all supervisors three times a year. The Client Satisfaction Survey is also used to evaluate the fellow. This questionnaire is a tool used to assess FIU students' satisfaction with services offered by CAPS. The fellow's movement towards licensure is also assessed periodically to determine and evaluate the fellow's progress toward the State of Florida's 2,000 hours licensure requirement.

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

Due Process

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

Training Resources

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

Training Staff

Fellows are assigned a primary clinical supervisor who is a licensed psychologist for the training year and, if available, a secondary clinical supervisor who is a licensed psychologist, under whose licenses fellows will practice. The fellow cannot provide clinical assessment or interventions to students without a licensed clinician available for consultation as needed (i.e., on campus if fellow is on campus). If the primary supervisor is on either planned or unplanned leave, supervision coverage is always arranged and communicated to the fellow.

Fellows have access to all licensed clinicians on staff for consultation as needed. Fellows often work closely with clinical supervisors other than their assigned primary/secondary supervisors. For

example, fellows can work with a group therapy supervisor different from their primary/secondary supervisor for one or more semesters.

Fellows have access to clinical supervisors who are part of a Psychology Training Team led by the TD and ATD. Either the TD or ATD or other psychology training team staff members can be assigned to the fellow as a primary or secondary supervisor.

The TD and ATD also oversee an APA-accredited Psychology Doctoral Internship Program. The fellow will have professional development opportunities to interact with psychology interns completing their APA-accredited internship year.

Licensed Psychologists on Training Team

Assistant Director, Training Director:

Priya Kirpalani, Psy.D., CGP, first joined the FIU CAPS staff in Fall 2010 as a postdoctoral fellow and then worked to spearhead both the Group Therapy and Body Acceptance Programs at CAPS. Dr. Kirpalani transitioned into her current role of Training Director after one year as Assistant Training Director. Dr. Kirpalani earned her Psy.D. in Clinical Psychology from Nova Southeastern University. Formerly, she obtained her M.S. in Clinical Psychology at Nova Southeastern University and her B.S. in Neuroscience/Psychobiology at the University of Miami. Following her predoctoral internship training at Louisiana State University and the Eastern Louisiana Mental Health System, she completed a postdoctoral fellowship at FIU CAPS. As a University Psychologist, Dr. Kirpalani enjoys working with clients who experience eating and body image concerns, identity struggles, relational difficulties, and cultural concerns. She uses an integrative treatment approach, primarily utilizing TLDP, CBT, and expressive arts. Dr. Kirpalani's approach to supervision is informed by developmental and competency-based supervision models. Strengths-focused, she also draws on use of the parallel process to foster growth and change in supervisees. Dr. Kirpalani also is a Certified Group Psychotherapist.

Assistant Training Director:

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

Training Team:

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

Argumosa's professional interests include trauma, family dynamics, attachment, and relationships.

Sara Heshmati, Ph.D., earned her Doctorate in Counseling Psychology from the University of Iowa. After her predoctoral internship at American University's Counseling Center, Dr. Heshmati completed her postdoctoral fellowship at Florida International University's Counseling and Psychological Services. At FIU CAPS, Dr. Heshmati provides individual and group psychotherapy, as well as assessment services and supervision of trainees. She is also the Assistant Coordinator of CAPS' group therapy program. Dr. Heshmati primarily uses a psychodynamic framework integrated with humanistic psychotherapy. She utilizes the Discrimination Model of supervision, aiming to foster a collaborative relationship with supervisees and facilitate increased autonomy and self-efficacy. Some of her professional interests include women's issues, trauma, family of origin, anxiety, relationships, and identity development.

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

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

Kenley Sullivan-Thomas, Psy.D., earned her Doctorate in Clinical Psychology from Nova Southeastern University. She completed her predoctoral internship and postdoctoral residency at the Miami VAMC, after which she began working at FIU CAPS as a staff Psychologist. Dr. Sullivan-Thomas has extensive experience working with students with anxiety, OCD, mood disorders, adjustment disorders, interpersonal difficulties, and relationship concerns. She primarily utilizes a CBT approach, and also incorporates aspects of IPT, insight-oriented therapy, solution-focused therapy, and DBT skills. Dr. Sullivan-Thomas approaches supervision utilizing the developmental model, which allows her to work collaboratively with supervisees to identify strengths and growth edges in order to provide a supportive supervisory experience. She values building a collaborative supervisory relationship in order to work towards increased autonomy.

Justine Wallace, Psy.D., earned her Doctorate in Clinical Psychology from the University of Hartford. She completed her predoctoral internship at OhioGuidestone and postdoctoral fellowship at Jackson Memorial Hospital before joining FIU CAPS in 2018. Dr. Wallace's

professional interests include interpersonal dynamics and family systems as well as identity development and mood disorders. She utilizes an integrative approach focusing on interpersonal process and relational therapy and incorporates skills from Cognitive Behavioral Therapy (CBT) and Dialectal Behavior Therapy (DBT). Dr. Wallace approaches supervision from a developmental model, meeting her supervisees where they are in their training and working collaboratively to help them reach their goals.

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

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Postdoctoral Fellowship Program
2026-2027**

Postdoctoral Fellowship Program Selection Process

Required Application Materials

Application review will begin on **December 5th, 2025** Please submit all application materials **via APPA CAS**. Additionally, please submit an application to www.careers.fiu.edu.

Criteria for Selection and Selection Process

The postdoctoral fellow must have completed a doctoral degree in clinical or counseling psychology from an APA-accredited program. By the start of the Postdoctoral Fellowship Program on August 1st, fellows must have completed an internship meeting APPIC standards. Only complete applications received by time of review are considered for interview. Interviews will be held virtually from January 26, 2026 to January 30, 2026. Any questions regarding the Fellowship or application process should be directed to Priya Kirpalani, Psy.D., CGP by calling (305) 348-2277 or via e-mail: pkirpala@fiu.edu.

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

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