APA-ACCREDITED
PREDOMESTAL INTERNSHIP
IN
PSYCHODYNAMIC-MULTICULTURAL
PSYCHOLOGY
2007-2008

University Counseling Center
Stony Brook University
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Stony Brook NY 11794-3100
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Why Interns Choose Stony Brook

Diversity/Multicultural Psychotherapy

Stony Brook is unusual in that half of our undergraduate students are members of groups designated as “minorities” on other campuses. The presence of people of color and people of mixed backgrounds on this campus is so striking that there is no clear white “majority.” Students use University Counseling Center (UCC) services in proportion to their representation on the campus; i.e., we do not have “underserved” populations as that expression is usually used. The University’s undergraduate, graduate, and professional students during 2004-2005 were 43% White, 17% Asian, 8% African Origin, 7% Hispanic, 10% International, and 15% Unknown/“Other” including biracial. Interns inevitably encounter a unique training experience in multicultural psychotherapy at the Counseling Center.

Psychoanalytically Informed Perspective

The University Counseling Center has always been psychodynamic/psychoanalytic in its basic approach to psychotherapy and training. We believe that a psychodynamic perspective is broadly inclusive in its depth of understanding and applicability, and that it offers a rich and exciting promise for our widely diverse patients and also for practitioners and interns. While there is variety in supervisory approach and style, the depth, intensity, and consistency of exposure to psychoanalytically-informed treatment is one of the strengths of our program. In addition, we have been commended for our natural tendency to link theory and practice in our teaching, clinical work and supervision. According to the most recent (2002) APA Internship Site Visit Report:

One of the most remarkable aspects of the training program is the seamless relationship between theoretical perspective and clinical practice. This is due to the fact that the faculty share a similar approach to therapy and can therefore provide a consistent demonstration of the model whether discussing clients, the internship program or the interns themselves. The subtle, contextual aspects of their learning environment mesh with the data driven elements and allow interns to experience from their mentors the careful consideration of the psychoanalytic approach to human development (p.4)1

Our psychiatrists and nurse practitioners share this commitment. Our emphasis on relationally-based models of human development facilitates an exciting blend of psychodynamic and multicultural perspectives.

**Time Limited Psychotherapy**

The Director and staff of the University Counseling Center have agreed that our best course of action in dealing with large numbers of patients who need our services is to assist each patient in developing a workable, practical treatment plan in tandem with each clinician, rather than imposing artificial “session limits.” This means that interns learn to think about length and intensity of treatment as an integral aspect of their assessment process when meeting new students/patients. Interns are given a great deal of support to learn this skill as it requires thinking on multiple levels in addition to managing one’s thoughts and feelings about the patient’s presenting difficulties. We think that a sound grasp of the patient’s core psychodynamics in the context of ethnic or cultural background, combined with careful thought about available resources within the Center, the University and the larger community is essential to developing a treatment approach uniquely suited to each patient.

**Breadth and Choice**

Interns participate in the full range of Counseling Center services, including public education programs for our weekly radio program, crisis, brief and longer-term (through the internship year) psychodynamic psychotherapy, consultation to faculty and staff, the management of emergencies and hospitalization, and clinical supervision of externs in psychology or psychiatric nursing. Interns with particular interests can select an area of concentration or pursue their interests through designing interventions as an educator, as a therapist, or as a consultant.

**Meditation and Psychotherapy**

Interns are welcome to participate in a weekly meditation gathering offered each week by a senior staff member in the practice of mindfulness meditation. Interns participate in a seminar which includes guidance from a senior staff member to facilitate groups to introduce basic principles of meditative practice. It is not unusual that 7 or 8 meditation groups for students have been filled in an academic year. We have become increasingly interested in the interface between psychoanalytic theory and meditative principles in our curriculum in recent years.

**Satellite Counseling Center at the Health Sciences Center**

In September 2004 a satellite Counseling Center in the Health Sciences Center on Stony Brook’s east campus opened its doors. Individual and group therapy is offered in this new location for students in Medicine, Nursing, Dentistry, Social Welfare and Health Technology and Management. Interns can gain exposure to work with these populations during their internship, and the Director of the Center is available for consultation about the culture of student life in these disciplines.
Elective Experience at University Hospital
The Counseling Center can offer psychology interns valuable hospital experience at the University Medical Center in a time limited manner, one day per week, providing interviews and assessments under clinical supervision in the Comprehensive Psychiatric Emergency Program (C.P.E.P.). This experience is optional and is usually elected during the summer. It provides valuable exposure to an even faster paced, “managed care” environment than the one that interns will encounter in our University based clinic.

The Wo/Men’s and Gender Resource Center
This Center on campus opened its doors in the fall of 2000 in an effort to offer a ‘safe haven’ for students to learn about and promote equal rights for men and women. The staff consists of a Director, two post-graduate fellows, and externs. In the clinical realm, staff at this center specializes in working with students who present with sexual assault, domestic violence, and eating or body image problems. It is sometimes possible for interns with particular interests in these areas to co-lead groups or become involved with outreach programs or workshops sponsored by this office.

Elective Experience at The Career Center
Interns may elect to participate in an optional experience in the campus Career Center. Interns learn about and become exposed to career development theory, testing, and counseling under the supervision of staff in the Career Center.

Clinical Supervision of Doctoral Student Psychotherapists
When trainees are available, we arrange for interns to gain experience in supervision of externs in psychiatric nursing or psychology. Interns are supervised on their practice of supervision by post doctoral fellows or senior staff members.

Students with Psychiatric Disabilities
The Disability Support Services Center on campus provides a “Supported Education” program to enhance the academic participation and achievement of students with documented psychiatric disabilities covered under the Americans with Disabilities Act. Interested interns have the opportunity to work with these students under the supervision of a nurse-practitioner in psychiatry.

Collaboration with Psychiatric Staff
The Center employs two psychiatrists, and two nurse practitioners in Psychiatry. Interns participate in an introductory session on psychopharmacology during their orientation to the Center, and they collaborate with the psychiatric staff throughout the year.
The Setting

The University

The State University of New York at Stony Brook campus spreads out over 1,100 heavily wooded acres on Long Island’s north shore. Located at the border of suburban and rural Long Island, equidistant from the western and eastern ends, Stony Brook offers interns the best of many worlds. The University is less than sixty miles from Manhattan, which is easily accessible by train or car, yet the tranquility of Long Island’s rural areas and seashores are nearby. The campus lies about one mile from Long Island Sound and less than fifteen miles from the wide sandy beaches of the Atlantic on Fire Island, Long Island’s protected National Seashore.

One of SUNY’s four university centers, Stony Brook offers a full spectrum of undergraduate, graduate, and professional programs through the doctoral degree. Stony Brook is a major Type I research university with a medical school and 504-bed teaching hospital. Established in 1962 as New York’s comprehensive State University Center for the New York Metropolitan area, the campus has grown to a student body of 22,000 including 14,000 undergraduate (66% minorities) and 8,000 graduate and professional (40% minority) students. International students from over 54 countries represent about 9% of the total student body. The opening of the Charles B. Wang Center in 2003—a facility devoted to the celebration of Asian and American cultures, is just one symbol of the University’s commitment to serving a diverse student population. The campus’s diverse missions include teaching, research, health care, and regional development.

In 1996 Stony Brook and the University of California, Santa Barbara, tied for second place among the nation’s public universities (with the University of California at Berkeley in first place) in research productivity and fellowships won per capita faculty. The Psychology department is nationally known for its research on behavior therapy. The University Counseling Center is known for excellence in psychodynamic psychotherapy.

Access and Opportunity

Since the year 2000, one-third of New Yorkers are Latino American or non-white; four of every ten children born in the state are members of minority groups. With the exception of the College at Old Westbury, Stony Brook has made by far the greatest progress among SUNY institutions in responding to this demographic message. Minority students accounted for 48% of Stony Brook’s new full-time freshmen in fall 2004. Freshmen students were 34 White, 27% Asian origin, 9% African origin, 8% Hispanic origin, 17% Other/Unknown and 5% International. Some 40% of our freshman students come from New York City, where immigration from all over the world has created large ethnic and national communities. Stony Brook freshman students differ from those at national public universities in that a greater number are from families with a total parental income below $20,000, families where English is not the native language, and from families in which the father did not graduate from high school.
The University Counseling Center

The University Counseling Center (UCC) is a department in the Student Affairs Executive Area, along with the Student Health Service, Office for Disabled Student Services, The Career Center, Campus Residences, Office for Commuter Affairs, Student Union and Activities, and the Wo/Men’s and Gender Resource Center. The Counseling Center’s mission is to provide a full range of psychological services for students, consultation to the campus, and training opportunities for graduate students in psychology, psychiatry, and psychiatric nursing. Programs are designed to promote the personal development and psychological well-being of students, and to encourage a university atmosphere which is conducive to intellectual and emotional growth.

The Center offers a range of services including evaluation/assessment, crisis intervention, individual, group, and couple therapy (on occasion), psychiatric consultation and treatment, and immediate consultation for faculty and staff members. All services are free of charge and are available to undergraduate, graduate, and professional students who are enrolled for at least six credit hours in a degree-granting program. The structure of the consultation work ranges from frequent telephone consultations with faculty members through topical workshop presentations (e.g., on suicide, depression, study skills, stress management) to clinical consultations and/or referrals. Some staff members work directly with the Undergraduate Colleges to provide assistance to freshman students and their parents.

Each intern has a private office and a personal computer (with access to the University mainframe and the internet) and a printer. Software such as SPSS for research is available. Interns provide their own audiotape recorders to use with UCC Soundgrabber microphones.

Statement on Diversity

The University Counseling Center is committed to affirming and respecting people of all backgrounds so that our services are trusted and known to promote the dignity and welfare of each individual. We work toward the elimination of prejudice and discrimination based on gender, race, ethnicity, sexual/affectional orientation, age, physical or mental ability, religion or socioeconomic class. All staff members are expected to strive to respect, preserve and protect the fundamental human rights of each other, our patients and all members of the University community. We continue to develop a climate of safety in which prejudice can be discussed and differences valued. Stony Brook’s pluralistic, multicultural student body is one of the University’s strengths. The University Counseling Center is committed to responding to each unique person as he or she wishes to be understood and respected. Results of the Student Satisfaction Survey completed by Counseling Center patients in 2002 indicates that students who come to the UCC feel that staff are sensitive to their racial and cultural background. In sum, this data revealed that students rated their “counselor’s sensitivity to issues concerning your racial and ethnic background” as a 4.54 on a 5-point scale where 5 represents “excellent.”
Our Clinical Population

In addition to the ethnic and cultural diversity described above, a significant number of undergraduates are older “returning students.” Graduate students also vary both in age and nationality, with 2,000 international students. In the professional schools (medicine, dentistry, etc.), 35% are minorities. Developmental issues include separation-individuation, the identity issues normative for early adulthood, and the questioning and re-working of initial life choices frequently undertaken by students in their thirties and forties. International students, confronted with cultural differences, frequently experience life crises and must develop a meaningful sense of self in new contexts.

While some students who use the Counseling Center seek treatment for developmental concerns, the majority by far present with depression (dysthymia, major depression and bipolar disorder) and the full spectrum of anxiety disorders. Client problems range from normative adjustment issues to mood and personality disorders, psychotic conditions, and acute suicidal situations. Twenty-eight per cent of UCC patients are treated by or consult with our psychiatric staff. The wide range of problems and psychopathology experienced by our students provides intensive training opportunities for interns.

The Staff

The clinical staff of the University Counseling Center is comprised of 19 staff clinicians, 4 or 5 psychology interns, 3 post-doctoral fellows in psychology, three certified clinical social workers; one nationally certified counselor holding a doctoral degree in counseling; two psychiatrists; and 2 nurse-practitioners in psychiatry. While the staff is united under a psychodynamic umbrella, individuals vary in the specific integration of a psychodynamic perspective within other orientations, including interpersonal, developmental, object relations, and self-psychology. Thus psychology interns are exposed to a variety of theoretical styles, with depth in psychodynamic thinking. The staff also includes field placement students in psychology and/or psychiatric nursing, part-time psychiatry residents, and three support staff members. Staff members are active in professional organizations on both national and regional levels (e.g., American Psychological Association, New York State and Suffolk County Psychological Associations), and some have published and presented papers nationally and internationally.

Psychology Internship Program

Our Training Philosophy

The Counseling Center at the University of New York at Stony Brook has always been psychodynamic/psychoanalytic in its basic approach to psychotherapeutic treatment and counseling. We believe that a psychodynamic
perspective is a depth perspective on human psychology, that it is broadly inclusive in the range of its understandings and applicability, and that it offers a rich and exciting promise for human growth – for patients as well as for practitioners and interns-in-training. One of the most enriching developments in the psychoanalytic literature over the last twenty years has been the increased attention to and emphasis on object relations theory and relationally-based models of human development. This heightened emphasis on psychosocial developmental theory and the contingency of self in relation to environment has both expanded the reach of psychoanalytic inquiry and strengthened its grasp.

Our predoctoral internship program – its philosophy, its core values, and its methodology – is organically related to the Counseling Center that nurtures it. The Counseling Center defines itself as a “facilitating environment,” dedicated to promoting the growth and healthful functioning of university students, whether through direct provision of psychotherapeutic service and support or through consultative efforts to augment and enhance the effectiveness of other facilitating environments in the campus community. We are a cohesive, dedicated staff of professionals who believe in our mission and share certain core convictions about the nature of professional expertise and the conditions under which it may flourish.

1. Foremost among these convictions is the indispensability of self-knowledge and self-reflection for effective psychotherapeutic engagement. We therefore value personal psychotherapy as a prerequisite for psychotherapeutic practice and, in fact, encourage interns to avail themselves of psychotherapy through the University’s generous health insurance during the course of their internship. Lack of personal experience in psychotherapy imposes a sharp limitation on a professional’s empathic grasp of his client’s experience as a psychotherapy client. We believe that self-questioning, self-scrutiny, and self-monitoring are indispensable as ongoing contributors to empathy and professional objectivity. A psychotherapist must be alert to his or her biases, blind spots, and predilections, must be alert to the possibility of empathic failures, and receptive and responsive to whatever intersubjective impact he and his client may be having on each other.

2. An indispensable component of self-knowledge is awareness of the cultural norms, ideals, standards, and values that have shaped us, whether through having embraced (internalized) them or having rebelled against them. Articles of faith are as suspect as “axes to grind”. Knowledge of, and respect for, cultural/ethnic alternatives in living, loving, and working are part of a professional appreciation for personal “otherness” and are, therefore, prerequisites for relatedness and engagement in a multicultural context.
3. A facilitating environment is a safe environment, and a psychological counselor or a supervisor must be attuned to the subjective requirements of each individual for interpersonal safety that permit self-disclosure and growth. Self-mastery and scrupulous adherence to ethical norms of professional conduct are intrinsic to the provision of safety.

4. Professional growth and learning and the capacity to benefit from professional experience are best facilitated in a setting where professionals exemplify the qualities, values, and capacities that they hope to encourage and instill: Mutual respect, collegial support, professional and scientific curiosity, a desire to learn and to teach, an openness to new experience, and a capacity for objective self-appraisal are among the most important.

Our internship program reflects the belief that the internship year is a pivotal time for professional and personal development – a time to consolidate earlier learning, to develop a sense of oneself as a professional psychologist, and to expand clinical and consulting skills. The program strives to strike a balance between clinical experience, clinical training, experience in consultation, and involvement in professional activities. Interns participate alongside senior staff in all ongoing services and activities of the Counseling Center and are responsible for intake/assessment, crisis intervention, individual, couple, and group counseling and psychotherapy; outreach activities and programming; consultation to faculty and staff; and supervision of externs. Intensive supervision is provided for all activities and careful consideration is given to ensure diversity of clinical experience and a range of supervisory styles. UCC staff is actively involved in, and committed to, training and make themselves available for both formal and informal consultations.

In the clinical training seminars we address the theoretical and practical issues raised in the course of providing services and closely parallel the interns’ clinical experience. Seminars address multicultural perspectives, individual psychotherapy issues (time-specified and longer term), group therapy, assessment, crisis intervention, questions of ethics, the process of supervision, and the integration of meditation and psychotherapy, so as to facilitate the integration of theory with clinical practice.

In addition to clinical services and training, involvement in professional and administrative activities is encouraged. Interns are informed of conferences and learning opportunities in the nearby community and in New York City. Interns participate in weekly administrative staff and intake team meetings and may serve on a variety of committees.

While the planned sequence of training activities is strongly recommended, the program also allows for individual variations in training experience. Interns are encouraged to pursue their own interest areas, both at the University Counseling Center and within other departments at Stony Brook. Time for self-reflection, self-exploration, and consolidation of professional skills and identity is considered essential. Learning is viewed as an interactive process and Counseling Center training
staff solicits feedback from interns in order to maintain a relevant training program of the highest quality.

The Program

Mission

The mission of the University Counseling Center psychology internship at Stony Brook is to train professional psychologists who are competent to deliver adult, outpatient mental health services to culturally diverse patients in a wide variety of settings, both as a direct service practitioner and as a psychological consultant. Our training model is a mentor-apprenticeship model in which staff and intern work side by side in a continuously reciprocal learning relationship.

The program provides an integrated and coherent sequence of learning opportunities in four major areas: 1. Assessment and Diagnostics 2. Psychotherapy (Group, Individual, Longer term, Brief, and Crisis Therapy) 3. Consultation 4. Learning to Conduct Supervision. In collaboration with the Internship Training Director and the primary supervisors, each intern develops individualized training goals that are revised periodically. Additional opportunities to work with other Counseling Center staff are provided to increase exposure to the Center’s interdisciplinary approach to mental health care.

Clinical Services

Psychotherapy. Interns spend approximately fifteen to eighteen hours weekly providing individual and, sometimes couples treatment, to both undergraduate and graduate students. The caseload is varied and designed to allow for a broad range of ethnic and cultural background, diagnosis, and clinical treatment. Interns co-facilitate one ongoing psychotherapy group, and one meditation training group.

Intake and Assessment. Interns are assigned three - four hours of intake coverage per week. Intakes are scheduled on a “same-day” or “next day” basis. The intake counselor is responsible for clarifying the presenting problems, assessing their severity, determining whether or not there is a need for immediate intervention, facilitating appropriate referrals, and recommending the nature of Counseling Center treatment involvement. Interns communicate about their intakes to the Clinical Coordinator for disposition and discuss particular questions or concerns about intakes in the weekly intake meeting.

Crisis Intervention: Clinical staff are “on-call” throughout the year (on their intake day) to respond to daytime emergencies when the Center is open. Senior staff are also occasionally called to other on-campus areas (e.g., residence halls, administrative or academic departments) to assess and make recommendations regarding crisis situations involving mental health issues. Interns are included in
these activities, as they begin their weekly on-call time with senior staff back-up each spring and increase their availability through the year. Patients in crisis may be seen for two or three sessions prior to a decision regarding disposition or referral. Emergency services at night are available through the Psychiatric Emergency Room at University Hospital.

**Mindfulness Meditation:** Offerings in the area of “mindfulness meditation” have complimented the Center’s psychodynamic orientation and have influenced the Center’s outreach, clinical, and training missions. Six to eight meditation groups are available to patients, and interns may elect training opportunities in this area of health and “wellness”. Interns are also welcome to participate in a weekly meditation gathering with a senior staff member.

**Training**

**Individual Supervision.** Interns receive a minimum of four hours of individual supervision weekly. Soon after the internship year begins, interns are assigned a licensed psychologist as the primary psychotherapy supervisor with whom they meet for two hours per week. A third supervisory hour is arranged with another licensed psychologist or a certified clinical social worker, post-doctoral fellow, or counselor. The staff co-therapist provides supervision of group therapy once per week. Additional individual supervision is available for both specific and more general training needs, such as for intakes or outreach work.

**Case Conference.** All interns participate in a one-hour per week case conference/seminar, led by a member of the training staff on a rotating basis. The focus is the presentation of clinical material (detailed process recordings and/or audiotapes of the therapy session) and in-depth discussions of the process and technique of psychotherapy as it pertains to the case material presented.

**Intake Seminar.** Interns participate in an intake seminar with the Coordinator of Clinical Services. The purpose of this seminar is to achieve the consistently high quality of intakes and record keeping, with attention paid to allocating the Center’s resources carefully while keeping fluctuating demands for service in mind. “System” issues are given almost as much attention as questions of clinical relevance.

**Assessment and Psychotherapy Seminar.** A two-hour weekly Assessment/Psychotherapy seminar led by the Internship Training Director for the entire internship year focuses on the theory and process of psychotherapy, with particular emphasis on developmental and diagnostic issues which influence psychotherapeutic technique. The seminar encourages a scholarly immersion in the rich literature of psychodynamic theory and practice and a strengthening of the
student’s capacity to use this conceptual/theoretical reservoir in his/her own professional growth and development. Selected issues in assessment, such as evaluating risk for suicide, learning to locate patient’s difficulties developmentally, the phenomenology of clinical problems, and the interface between infant research and clinical diagnosis are emphasized.

**Ethics and Professional Issues Seminar.** A weekly seminar in professional issues emphasizes ethics and professional role issues as they emerge within the internship and within the larger national context.

**Multicultural Issues.** Throughout the internship curriculum, the cultural context is viewed as a determinant of values, attitudes, and other qualities of subjective experience. Interns are encouraged to gain perspective and heightened awareness of subjectivity (and intersubjectivity) in their approach to understanding self and others.

**Group Therapy Training.** Interns and staff who are co-leading group therapy read and discuss relevant literature during staff development times (monthly or bimonthly). Ongoing supervision/collaboration with co-leaders occurs on a weekly basis. Interested interns can request more literature on group work from the training director or other staff members.

**ELECTIVE EXPERIENCES**

The Internship Program offers two, one-day per week elective rotations. Interns have typically elected to participate in these rotations during spring/summer months:

**Psychiatric Emergency Room Experience:** The Comprehensive Psychiatric Emergency Program at the University Medical Center (C.P.E.P.) is an important triage center, managing and administering psychiatric emergencies for the County of Suffolk. The intern will gain valuable supervised experience working as part of an emergency team, doing rapid psychological assessment, differential diagnosis, and mental status examinations (sometimes with agitated, distraught patients requiring restraints or sedation), and working with family members and children under the impact of psychiatric emergencies. This rotation offers the intern valuable experience in a widened scope of psychiatric/psychological severity.

**Career Counseling Experience at The Career Center:** Interns wishing to expand their repertoire of counseling skills may elect to spend time learning about career counseling. Supervised experience at the campus’s extremely well-equipped Career Center will develop skills in career planning, assessment of interests and aptitudes, and non-directive counseling to facilitate patients’ exploration of career choice issues.
Outreach and Consultation

The outreach and consultation services provided by each intern vary according to his/her interests and the needs of the University Counseling Center. Examples of present outreach programs of the Center are:

- Consultation to student groups (International Student Organization (ISO); The Stony Brook Gospel Choir; AIM-EOP; Asian American Center)
- Public Service – “Taking Care of Yourself,” the University Counseling Center's weekly live radio program on health and mental health issues on WUSB, the campus FM station
- Freshmen, Parents, Returning Students and International Students orientation programs and presentations about Counseling Center services

Professional Activities

Administrative Staff Meeting. Interns attend the weekly administrative meeting to address clinical services, daily operations, and organizational and policy questions.

Research: Interns may schedule four hours per week for research. Sophisticated personal computers and consultation and support for dissertations or other research are gladly provided. The Counseling Center Rutgers data base system is available as a resource.

Committees. To understand the broader organizational context in which the University Counseling Center operates and to apply psychological expertise in formulating University policies and programs, interns may serve on a University committee. One intern may rotate each semester on the University Counseling Center Training Committee. Other possibilities include the Mental Health Advisory Board, the Employee Assistance Program Committee, and the Student Conduct Code Evaluations Committee.

Conferences. Interns are encouraged to attend conferences and regional and national meetings. $250.00 is allocated to each intern to help with conference expenses. Time to attend conferences is given at the discretion of the Director of Counseling on the recommendation of the Internship Training Director.

Summary: Weekly Schedule

<table>
<thead>
<tr>
<th>Clinical Services</th>
<th>Hours/Week</th>
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<tbody>
<tr>
<td>Individual Psychotherapy</td>
<td>15-18+/−</td>
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</tbody>
</table>
b. Intake/Evaluations 2-4
c. Group Psychotherapy 2-4
d. Possibly Supervising Externs (Usually Spring) 0-2

Training
a. Individual Supervision 3
b. Group Therapy Supervision 1
c. Case Conference 1
d. Assessment/Psychotherapy Seminar 2
e. Professional Issues and Ethics Seminar (biweekly meetings) 0.5
f. Supervision of Supervision with post-doc fellow (Usually Spring) 0-1
g. Weekly Meditation Seminar/Practice 1
h. Other Supervision for Elective Rotations 0-2
i. 8 week Seminar on facilitating an introduction to meditation 0-1
j. Weekly (or bi-weekly) Case Management Discussion 0-1

Outreach and Consultation
a. Participation on University Committee(s) 0-1
b. Workshop Facilitation 0-2

Administration/Professional Activities
a. Administrative Staff Meeting 1
b. Professional Development 0.5
c. Research (during less hectic clinical periods) 2
d. Committee Work 0-1
e. Elective Rotations: Psychiatry Emergency Room, Career Center 0-8

Evaluation and Feedback
The Counseling Center is committed to developing and maintaining a training program of the highest quality and thus relies on evaluative feedback solicited from interns during and at the end of the internship year. Interns receive ongoing formal and informal feedback from their supervisors, seminar leaders and peers throughout the year. Supervisors and interns establish goals and expectations at the beginning of their work together and reassess these goals over the course of the semester. Twice per year written evaluations are sent to the intern’s graduate programs documenting training activities and progress. In addition, interns provide both formal and informal evaluations of their supervision and other aspects of the training program. Interns are encouraged to continue self-assessment throughout the year. Self-monitoring and the interactive process of giving and receiving feedback is considered an integral part of the learning process.

Counseling Center Accreditation:

University Counseling Center accredited by
International Association of Counseling Services (IACS)
Internship accredited by
American Psychological Association (APA) 7 Year Accreditation Beginning
2002

Participating Member
Association of Psychology Postdoctoral and Internship Centers (APPIC)
Association of Counseling Center Training Agencies (ACCTA)
Association of University and College Counseling Center Directors
(AUCCCD)

SUNY at Stony Brook is an Affirmative Action/Equal Opportunity Institution

Professional Training Staff

Mary Behling, M.D., University of Miami, Albert Einstein College of
Medicine (Residency). Consulting Psychiatrist. Special interest: Community
psychiatry.

Anne Byrnes, Ph.D., University of Cincinnati. Director of the University
Counseling Center. Postdoctoral Fellowship, Behavior Therapy Program, State
University of New York at Stony Brook. Special interests: Object relations theory;
ethical and legal issues; group psychotherapy; assessment.

Sandra Edwards, N.P.P., State University of New York at Stony Brook.
Nurse Practitioner in Psychiatry. Special interests: Anxiety disorders, and social
phobias.

Jay Harris, M.D., University of Maryland, Albert Einstein College of
Medicine (Residency). Consulting Psychiatrist. Special interests: Psychoanalytic
theory, community psychiatry; teaching.

Karina Kim, M.S.W., Ph.D., University of Pennsylvania, Stony Brook
University School of Social Welfare. Senior Counselor. Special interests: Asian
American student concerns; women’s issues; trauma recovery.

Cheryl Kurash, Ph.D., City University of New York. Senior Psychologist.
Postdoctoral Fellowship, Yale University Department of Medicine. Special interests:
Psychoanalysis and meditation; psychotherapy; couples’ development; women’s
issues.

Mark Lederway, Ph.D., Hofstra University. Special interests:
Psychoanalysis, English literature, music.
Leslie Parker, N.P.P., Stony Brook University. Special interests: adult and young adult outpatient psychiatric care.


Anne Peterson, Ph.D., Ohio University. Associate Director. Special interests: Brief psychodynamic psychotherapy; women’s and multicultural issues.


JoAnn Rosen, Ed.D., Indiana University. Assistant Director for Outreach and Consultation. Special interests: Stress management; meditation techniques as an adjunct to psychotherapy; hypnosis and weight reduction; women and psychotherapy; adult development.

Gerald Shephard, M.S.W., Ed.D. Columbia University, Stony Brook University. Senior Counselor. Special interests: Cross-cultural counseling; stress management; group dynamics; psychology of politics, political parties, and political movements.

Amira Simha-Alpern, Ph.D., Long Island University. Senior Psychologist. Special interests: Developmental psychology; psychoanalysis; psychodynamic approaches to eating disorders.

Talyah Unger, Psy.D., California School of Professional Psychology, Alhambra, CA. Director, Satellite Counseling Services, Health Sciences Center. Special interests: Movement or expressive therapies, working with students in the health professions, multicultural psychology, gender issues, and spirituality.

Naitian Wang, Ph.D., State University of New York at Albany. Special interests: process-oriented psychodynamic therapy, social cognition, identity development, multicultural psychology, and research methodology.

At the time of this writing, plans are underway to hire an additional staff psychologist for our Satellite Counseling Service in the Health Science Center, as well as a Psychologist with a
Substance Abuse specialization, and a Psychologist with particular expertise in Crisis Intervention for the Center on Main Campus.

**Adjunct/Affiliated Staff**

A diverse group of affiliated psychologists and other mental health professionals provide supervision, consultation, and professional development on an adjunct basis, including the following:

**Horatio Preval, M.D.,** Director, Psychiatry Emergency Program  
**Mariana Savoca, M.A.,** Director, The Career Center  
**Jenny Hwang, Ph.D.,** Director, Women’s and Gender Resource Center

**Present and Former Interns:**

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<thead>
<tr>
<th>Year</th>
<th>Intern Name</th>
<th>School</th>
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<tbody>
<tr>
<td>2006-2007</td>
<td>Mara Mberira</td>
<td>Howard University</td>
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<tr>
<td></td>
<td>Michael Miller</td>
<td>Duquesne University</td>
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<td></td>
<td>Cheryl Morrier</td>
<td>Adelphi University</td>
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<tr>
<td></td>
<td>Charity Rolfes</td>
<td>Purdue University</td>
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<tr>
<td>2005-2006</td>
<td>Hani Henry</td>
<td>Miami University of Ohio</td>
</tr>
<tr>
<td></td>
<td>Jackie Noffke</td>
<td>Rosemead School of Prof. Psychology</td>
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<td></td>
<td>Scott Renschler</td>
<td>Argosy University, Seattle</td>
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<td>Bethany Riddle</td>
<td>Duquesne University</td>
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<tr>
<td>2004-2005</td>
<td>Ann Bregman</td>
<td>Chicago School of Prof. Psych.</td>
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<td>Ryan Clements</td>
<td>Georgia School of Prof. Psych.</td>
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<td>John Cottone</td>
<td>St. John’s University</td>
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<td>Mary Long</td>
<td>Adelphi University</td>
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<td>Betty Martin</td>
<td>University of Tennessee</td>
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<td>2003-2004</td>
<td>Benjamin Addleson</td>
<td>Michigan State University</td>
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<td></td>
<td>Silvia Birklein</td>
<td>The New School For Social Research</td>
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<td></td>
<td>Geoffrey Steinberg</td>
<td>Antioch New England University</td>
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<td>Christopher Leveille</td>
<td>The University of Hartford</td>
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<td>2002-2003</td>
<td>Trisha Billard</td>
<td>Adelphi University</td>
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<td>Phyllis Curylo</td>
<td>Adelphi University</td>
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<td>Jenny Hwang</td>
<td>Duquesne University</td>
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<td>Sharon Leon</td>
<td>Adelphi University</td>
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<td>Annie Levine</td>
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<td>Tal Yonai</td>
<td>Adelphi University</td>
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<td>2001-2002</td>
<td>Jacqueline Becker</td>
<td>Adelphi University</td>
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<td>Catherine Bohn</td>
<td>The George Washington University</td>
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<td>Nicholas Cavuoto</td>
<td>C.W. Post University</td>
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</tbody>
</table>
Lisa Condon Antioch New England Graduate School
Jaya Save-Mundra The University of Hartford

2000 – 2001
Tatyana Biyanova New School for Social Research
Christine Givens Vanderbilt University
Joanna Lhulier The George Washington University
Traci Nix Illinois School of Professional Psych.
Stephen Shatinsky Antioch New England Graduate School

1999 – 2000
Cecile Irvine Duquesne University
Greg Klassen Biola University
Julian Pessier New School for Social Research
Nelly Sta. Maria St. John’s University

1998 – 1999
Lisa DeLeonardo Spalding University
Juliann Hobdy University of North Texas
Valerie Nellen Virginia Commonwealth University
Deborah Ramirez Adelphi University

1997 – 1998
Tracy Norris California School of Professional Psych.
Jill Richards Chicago School of Professional Psych.
Neil Smith University of Hartford
Thomas Tyson New York University

1996 – 1997
Ephi Betan University of Virginia
Anuja Gupta Adelphi University
Lydia Warner St. John’s University
Cynthia Ziemer Illinois School of Professional Psych.

1995 – 1996
Ephi Betan University of Kansas
Diane Britt Pennsylvania State University
Frances Praver St. John’s University
Thomas Robertson California School of Prof. Psych.
Brad Strawn Fuller Theological Seminary

1994 – 1995
Diane Brooks Long Island University
Margo Newman Yeshiva University
Richard Sternberg Long Island University

1993 – 1994
Susan Battley Long Island University
Larry Hess Illinois School of Prof. Psychology
Anna Vinicombe Long Island University
1992 – 1993  Garth Amundson  Illinois School of Prof. Psychology
Marilyn McCabe  University of Southern California
Sandra Ullmann  Illinois School of Prof. Psychology

1991 – 1992  Sandra Sarro  Yeshiva University
Amira Simha-Alpern  Long Island University
Lois Wald  Yeshiva University

1990 – 1991  Barbara Moore  Miami University of Ohio
Frank Muscarella  University of Louisville
Beverly Nicholson  Illinois School of Prof. Psychology

1989 – 1990  Cynthia Glidden  University of Illinois at Carbondale
Peter Kingan  University of Houston
Celeste Spatz  Syracuse University

1988 – 1989  Sarah Kaye  Yeshiva University
Peter Tischer  University or Miami
Carina Vocisano  California School of Prof. Psychology

**Internship Appointment**

Four psychology internship positions with the New York State employee title of Counselor III are available yearly. The internship appointment is for eleven months (plus one month of vacation), for at least 40 hours per week, with a start date in August 2003. Interns are paid a minimum salary of $21,000, with complete University professional staff benefits (health insurance and prescription plan, twelve holidays, and fifteen days annual leave time, fifteen days sick time, parking, sports complex, and library privileges). Given the nature of the stipend, the position is defined as half-time by the Stony Brook Department of Human Resources. International students are strongly advised to check on the implications of half-time employment for their visa status before deciding to apply. Two hundred fifty dollars for conference or research expense is also provided to support each intern’s professional development.

**Qualifications**

Candidates must be advanced doctoral students in clinical or counseling psychology who have completed all formal doctoral course work, comprehensive exams, and a minimum of 1,200 hours supervised practicum experience. We accept the completed APPIC form as our application. Preference is given to applicants from APA-accredited programs, but others will be considered. Courses in assessment and diagnosis, cross-cultural counseling, and psychotherapy are required.
Interest in developing and refining skills in brief and long-term psychodynamic psychotherapy and group psychotherapy is preferred. We regard personal experience as a patient in psychotherapy as a strength. Intern candidates to whom we offer positions almost always have some prior experience with psychodynamic principles of psychotherapy through courses, seeing patients in psychodynamic treatment, and/or in supervision. Previous experience working with a supervisor on issues of transference and countertransference is important. We have outstanding opportunities at Stony Brook for work with culturally diverse patients. We especially encourage candidates of diverse cultural backgrounds to apply.

Application Procedure

Applications should arrive no later than Wednesday, November 22, 2006 and must include the following:

1. A completed APPIC Application for Psychology Internship. The application may be obtained from the APPIC website: www.appic.org/.
2. Curriculum Vita (indicate current status of doctoral work and details of each practicum).
3. An official Transcript of graduate courses.
4. Three letters of reference—including at least two from professionals who have directly supervised your clinical work.

EMAIL APPLICATIONS WILL NOT BE ACCEPTED

Selected students will be notified about an interview by December 8, 2006.

This brochure is available on the Internet: http://www.sunysb.edu/stuaff/counsel/

Send application and direct any inquiries to:

Jill Richards, Psy.D.
Internship Training Director
University Counseling Center
Stony Brook University Student Health Services, Room 252
Stadium Road
Stony Brook NY 11794-3100

Telephone: 631/632-6722
FAX No.: 631/632-9754
Email: jmrichards@notes.cc.sunysb.edu
Making Travel Plans?

Airports
MacArthur Airport, otherwise known as Islip Airport is the closest airport to Stony Brook (Islip Airport is actually in Ronkonkoma. It is in Suffolk County.) Many of the major airline carriers fly into this quaint little airport and it is just 20 minutes from campus.

Kennedy Airport is about 50 miles from SUNY Stony Brook, and LaGuardia is about 40 miles from us.

Cab Services
The following cab services will drive you from any of the airports listed above to the Stony Brook area:

Lindey’s Taxi Service………………. 631.473.0707
McRide…………………………..631.732.0044
Spartan Limousine (heh!)…………631.928.5454

Local Hotels

- Holiday Inn Express in Centereach, NY……..631.471.8000
  (please tell them you are coming to an interview at the University and they will offer a modest discount)

- Three Village Inn in Stony Brook……..631.751.0555

Train Travel from NYC?

The Long Island Railroad has a stop that is just a short walk away from the University. You can obtain a train schedule between Penn Station in NYC and Stony Brook on the railroad website at: www.lIRR.org

Or

Phone the Long Island Railroad at: 631.231.5477 to receive automated scheduling information.

Please call Dr. Jill Richards at 631.632.6722 if you have any difficulty with these arrangements. It is also possible for us to arrange to pick you up for your interview if you are staying in a hotel. Please let us know.