POST-DOCTORAL FELLOWSHIP IN PSYCHODYNAMIC PSYCHOLOGY
2008-2009

University Counseling Center
Stony Brook University
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Why Post Doctoral Fellows Choose Stony Brook

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 our practitioners, interns, and post docs. 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 how seamlessly we are able to link theory and practice in our teaching, clinical work and supervision. 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.

Diversity/Multicultural Psychotherapy
Postdoctoral Fellows inevitably encounter a unique training experience in multicultural psychotherapy at Stony Brook’s Counseling Center.

Stony Brook is an extremely diverse and well integrated campus. Half of 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 directly in proportion to their representation on the campus; i.e., we do not have “underserved” populations as that expression is usually used. UCC clients (undergraduate, graduate, and professional students) during 2006-2007 identified themselves as:

57.9 % Caucasian
18.9 % Asian/Pacific Islander
10.1 % African American/Black
10.0 % Hispanic/Latino
3.1 % Mixed Ethnicity or Unknown

Time Limited Psychotherapy
The University Counseling Center is now providing time-limited psychotherapy for most students. Approximately 20% of the students in individual psychotherapy are seen for longer periods of time when deemed clinically necessary. Post Docs learn to think about length and intensity of treatment as an integral aspect of their assessment process when meeting new students/patients. Post Docs 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 resources within the
Center, the University and the larger community is essential to developing a treatment approach uniquely suited to each patient.

University Counseling Center Post Doctoral Training Opportunities
Postdoctoral fellows in our Counseling Center participate in the full range of Counseling Center services, including crisis, brief and longer-term psychodynamic psychotherapy, consultation to faculty and staff, the management of risk, emergencies, and hospitalization, public education programs for our weekly radio program, and outreach to the University Community. Post Docs with particular interests select an area of emphasis or pursue their interests through designing interventions as an educator, as a therapist, or as a consultant.

Specialty Area #1: Health Science Center (HSC) Students in the Health Professions – Coordinated by Dr. Trisha Billard

The UCC has a Counseling Services office in the Health Sciences Center on Stony Brook’s east campus. Individual and group therapy is provided to students in Medicine, Nursing, Dental Medicine, Social Welfare and Health Technology and Management. Interested postdoctoral fellows can focus a portion of their caseload to work with health professional students in the five schools. The staff psychologist who coordinates HSC services provides supervision. Fellows may serve on the HSC Mental Health Advisory Board dealing with the specific concerns of students in the health professions, develop outreach programs such as stress management workshops, and/or assist the Coordinator in developing creative strategies of intervention with HSC students.

Specialty Area #2: Group Psychotherapy and other Groups - Coordinated by Dr. Simha-Alpern

Post Doc fellows with a particular interest in group therapy can emphasize this aspect of their training. Fellows may develop and/or co-lead psychotherapy process groups, as well as topical groups, and assist with the recruitment for all groups. The training includes a weekly group psychotherapy seminar that combines discussion of selected readings and supervision of the group work.

Specialty Area #3: Meditation and Psychotherapy - Coordinated by Dr. Cheryl Kurash

Post Docs with a particular interest in mindfulness meditation training as an adjunct to traditional psychotherapy may work with the UCC’s meditation training staff to further develop our meditation-training program. Post Docs are welcome to participate in a weekly staff meditation practice led by a senior staff psychologist. Post Docs may receive guidance from a senior staff member to facilitate groups that introduce basic principles of meditative practice. It is not unusual that 8 meditation groups for
students are filled in an academic year. We have become increasingly interested over the past ten years in the interface between psychoanalytic theory and meditative principles in our training and clinical work. We are currently conducting research on the impact of brief individual therapy and mindfulness training on cognitive and emotional dimensions of students’ functioning.

Specialty Area #4: Triage and Risk Management - Coordinated by Judy Esposito, LCSW

Post Doc fellows with a particular interest in risk management and crisis treatment may work with our staff Triage Counselor to further develop our crisis services. Post Docs will have the opportunity to study the literature related to urgent/emergent assessment and crisis treatment, to assist with planning and administration of our crisis services, and to gain wide ranging exposure to patients in states of acute distress. They may also work with the UCC Director who leads the university's risk management team and coordinates the center’s mandated safety evaluations.

Specialty Area #5: Research - Coordinated by Dr. Julian Pessier

Post Docs who are interested in research in a University Mental Health setting will assist the UCC Assistant Director for Clinical Services in developing and carrying out research related to treatment outcomes in our Center. Post Docs may wish to develop their own research project during their year at the Center with the help of the Director and others.

Two additional specialty areas are being developed and may be available during the 2008-09 Post Doctoral fellowship. Fellows who are interested in these areas participate in developing these programs:

Specialty Area #6: Substance Use and Abuse/Addictions treatment - Coordinated by Carolyn Bell, MSW

Post Docs with a particular interest in substance use assessment and treatment may work with our Senior Counselor for Substance Abuse Services providing various services for substance use difficulties. This Post Doc will have the opportunity to interface with others who provide substance abuse education and services on campus including the coordinators of undergraduate peer education programs, the Substance Abuse Counselor in the Student Health Services, as well the Center for Prevention and Outreach.

Specialty area # 7: Multicultural aspects of psychotherapy - Coordination by Dr. Amira Simha-Alpern

The diverse student population, as well as the University’s commitment to bringing individuals of different backgrounds together and educating the campus community on issues
related to multicultural diversity, offer endless possibilities for interested Fellows. Our weekly psychotherapy seminar includes discussions of selected readings on cultural and gender diversity. The curriculum, emphasizes values, attitudes, and other qualities of subjective experience, and encourages fellows to gain perspective and heightened awareness of subjectivity (and intersubjectivity) in their approach to understanding self and others. In addition, fellows have the opportunity to initiate and design outreach programs that address specific minority groups or train staff. Fellows can collaborate with the Center for Prevention and Outreach, as well as the Wang Center.

ADDITIONAL TRAINING OPTIONS:

Clinical Supervision of Externs/Field Placement Students
When master’s level trainees are available, we arrange for Post Docs to gain experience in supervision of externs in psychiatric nursing, psychology, or mental health counseling. Post Docs are supervised on their practice of supervision by senior staff members.

Students with Psychiatric Disabilities
The Office of Disability Support Services (DSS) 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 Post Docs have the opportunity to work with these students under the supervision of the DSS director who is a nurse practitioner in psychiatry.

Collaboration with Psychiatry Staff
The UCC staff includes three psychiatrists, one nurse practitioner in psychiatry, and part time psychiatry residents. All are committed to our psychodynamic treatment of students. Post Docs collaborate with the psychiatry staff throughout the year, and can choose to develop expertise in the treatment of students with severe illness.

THE SETTING

The University
The Stony Brook University main 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 Post Docs 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 is one mile from Long Island Sound and less than fifteen miles from the sandy beaches of the Atlantic on Fire Island, Long Island’s
protected National Seashore. Stony Brook opened another campus at Southampton in Eastern Long Island in September 2007 and currently provides courses at Stony Brook Manhattan as well.

As 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 22,527 including 14,851 undergraduate and 7,676 graduate and professional students. International students from over 54 countries represent about 10% 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.

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 cognitive behavior therapy. The University Counseling Center, and The Women’s and Gender Resource Center are known for excellence in psychodynamic work.

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 and international students accounted for 59% of Stony Brook’s entire student body. In fall 2006, Freshmen students were 32% White, 29% Asian origin, 6% African origin, 8% Hispanic origin, 20% Other/Unknown and 5% International. Some 32% 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 $30,000, families where English is not the native language, and families in which the father did not graduate from high school.

The Student Affairs Umbrella
The University Counseling Center (UCC), and the Health Sciences Center (HSC) Counseling Services as well as the Women’s and Gender Resource Center belong to the Dean of Students area in the division of Student Affairs, along with the Student Health Service, Office for Disability Support Services, The Career Center, Campus Residences, Campus Recreation, Office for Commuter Affairs, and Student Union and Activities. 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, social work, psychiatric nursing, and mental health counseling. 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 Counseling Center offers a range of services including evaluation/assessment, crisis intervention, individual, group, and couple therapy, 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. Our 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.

Each Post Doc has a private office and a personal computer with high speed internet access, Lotus Notes for email, Point and Click software for electronic scheduling and records, and a desk jet or laser jet printer. Software such as SPSS for research can be made available. Post Docs provide their own audiotape recorders to use with UCC Soundgrabber microphones.

**Statement on Diversity**
The post-doctoral training staff members are committed to affirming and respecting people of all backgrounds so that our services and training 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 global, multicultural student body is one of the University’s greatest strengths. UCC counselors are 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 UCC patients in Spring, 2006 indicate that our patients regard our staff members as extremely sensitive to their racial and cultural background. The average of ratings for the item “counselor’s sensitivity to issues concerning your racial and ethnic background” was 4.6 on a 5-point scale where 5 indicates “excellent.”

**Our Clinical Population**
A total of 1420 students were seen for treatment at the Counseling center in 2006-07. In addition to the ethnic and cultural diversity described above, a significant number of undergraduates are older “returning students.” 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 clinical services 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. 38% 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 Post Docs.

The Staff
The clinical staff of the University Counseling Center and the Health Science Center Counseling Service is comprised of 9 licensed psychologists, 1 doctoral-level mental health counselor, 1 substance abuse counselor, 3 clinical social workers, 6 post-doctoral fellows in psychology, 3 psychiatrists, 1 nurse-practitioner in psychiatry and several part time psychiatry residents. The Women’s and Gender Resource Center has three staff psychologist and externs in mental health counseling. 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 Post Docs are exposed to a variety of theoretical styles, with depth in psychodynamic thinking. 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 publish and present papers nationally and internationally.

POST DOCTORAL FELLOWSHIP TRAINING

Our Training Philosophy

The Counseling Center and its affiliates at the University have always been psychodynamic/psychoanalytic in terms of our 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 Post Docs-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 expanded the reach of psychoanalytic inquiry, strengthened its grasp, and helped us to integrate principles of multicultural work.

Our postdoctoral program – its philosophy, its core values, and its methodology – is organically related to the environment that nurtures it. The Counseling Center and its affiliates define themselves as “facilitating environments,” 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 group 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 Post Docs to avail themselves of psychotherapy through the University’s generous health insurance during the course of their fellowship. 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 upon 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 and 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 supervisors 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 Post Doctoral training program reflects the belief that the post doctoral year is a pivotal time for professional and personal development – a time to consolidate earlier learning, to solidify a sense of oneself as a professional psychologist, and to further 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. Post Docs participate alongside senior staff in all ongoing services and activities and are responsible for intake/assessment, crisis intervention, individual, couple, and group counseling and psychotherapy; outreach activities and programming; and consultation to faculty and staff. 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 members are 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 topics closely parallel the Post Docs’ clinical experience. Our seminars address multicultural perspectives, individual psychotherapy issues (time-specified and longer term), group therapy, assessment, crisis intervention 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. Post Docs are informed of conferences and learning opportunities in the nearby community and in New York City. Post Docs participate in weekly administrative staff and intake team meetings and may serve on a variety of university committees.

While the planned sequence of training activities is strongly recommended, the program also allows for individual variations in training experience. Post Docs are encouraged to pursue their own interest areas. 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 members solicit feedback from Post Docs in order to maintain a relevant training program of the highest quality.

The Program

Mission
The mission of the University Counseling Center Post Doctoral Fellowship at Stony Brook is to prepare professional psychologists who are self aware, and armed with a repertoire of understanding so they can implement thoughtful, creative intervention strategies in a society where quick solutions to longstanding problems are often sought.
Our training model is a mentor-apprenticeship model in which senior staff and Post Doc work side by side in a continuously reciprocal learning relationship.

The program provides integrated and coherent mentorship in four major areas:

1. Clinical Assessment and Diagnostics
2. Psychotherapy (Longer term, brief, crisis, and group)
3. On-Call/Consultation and Risk Management
4. Professional Identity Development and Ethics

In collaboration with the Training Director and the primary supervisors, each Post Doc designates an area of emphasis for the postdoctoral year as well as 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. Post Docs spend approximately 18-22 hours weekly providing individual and, sometimes couples treatment, to undergraduate, graduate, and professional students. The caseload is varied and designed to allow for a broad range of ethnic and cultural background, diagnosis, and clinical treatment. Post Docs may also co-facilitate psychotherapy groups, and meditation training groups.

Intake and Assessment. Post Docs are assigned 3-4 hours of intake coverage per week. Intakes are scheduled by the Triage staff according to urgency. The intake counselor is responsible for clarifying the presenting problems, assessing their severity, determining whether there is a need for immediate intervention, facilitating appropriate referrals, and recommending the nature of Counseling Center treatment involvement. Post Docs communicate about their intakes to the Assistant Director for Clinical Services for assistance with disposition and may discuss particular questions or concerns about intakes in the weekly clinical services meeting.

Crisis Intervention: Clinical staff are “on-call” throughout the year, during regular business hours (not at night or on the weekend) 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. Post Docs are included in these activities, as they begin their weekly on-call time with senior staff back up each fall 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. The ER staff also back up the Residence Hall Directors.
**Mindfulness Meditation:** Offerings in the area of “mindfulness meditation” have complemented the Center’s psychodynamic orientation and have influenced the Center’s outreach, clinical, and training missions. Six to eight meditation groups are available to students, and Post Docs may elect training opportunities in this area of health and “wellness”. Post Docs are also welcome to participate in a weekly meditation practice gathering of senior staff members.

**Training**

**Individual Supervision.** Post Docs receive a minimum of two hours of individual supervision weekly. Soon after the fellowship year begins, Post Docs are assigned a licensed psychologist as the primary psychotherapy supervisor with whom they meet for two hours per week. Additional individual supervision is available for both specific and more general training needs, such as for intakes, groups or outreach work.

**Case Conference.** All Post Docs participate in a one-hour per week case conference/seminar, led by one of the staff clinical psychologists. 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.

**Clinical Practice Seminar.** A one and a half hour weekly seminar on clinical practice led by the Post Doctoral Training Director for the entire 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 each Post Doc’s capacity to use this conceptual/theoretical reservoir in his/her own professional growth and development. Selected issues in assessment, such as managing 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.

**Group therapy seminar/peer supervision:** A one hour weekly seminar led by the Training Director to discuss selected readings in group therapy and to process ongoing issues that come up in our group work.

**Outreach and Consultation**

The outreach and consultation services provided by each Post Doc 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 Cultural Groups)
• Public Service – “Taking Care of Yourself,” the UCC weekly live radio program on health and mental health issues on the campus FM station
• Freshmen, Parents, New and Transfer Students and International Students orientation programs.
• Training of faculty and teaching assistants to recognize risk and to help distressed or disruptive students.
• Consulting with peer educators regarding campus wide depression screening and suicide prevention.

Professional Activities

Administrative Staff Meeting. Post Docs attend the weekly administrative staff meeting to address clinical services, daily operations, and organizational and policy questions. They may attend Senior Staff meetings as well depending on the topic of discussion.

University Committees. To understand the broader organizational context in which the interventions take place and to apply psychological expertise in formulating University policies and programs, Post Docs may serve on a University committee. One Post Doc may rotate each semester on the University Counseling Center Training Committee. Other possibilities include the Mental Health Advisory Board, Search committees for new positions, and the Mandated Evaluations Committee.

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

Summary: Sample Weekly Schedule

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<thead>
<tr>
<th>Clinical Services</th>
<th>Hours/Week</th>
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<tbody>
<tr>
<td>a. Individual Psychotherapy</td>
<td>18-22+/-</td>
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<tr>
<td>b. Intake/Evaluations</td>
<td>2-4</td>
</tr>
<tr>
<td>c. Group Psychotherapy</td>
<td>2-4</td>
</tr>
<tr>
<td>d. On/Call Consultation</td>
<td>4</td>
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<table>
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<tr>
<th>Training</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. Individual Supervision</td>
<td>2</td>
</tr>
<tr>
<td>b. Group Therapy Discussion/Supervision</td>
<td>1</td>
</tr>
<tr>
<td>c. Case Conference</td>
<td>1</td>
</tr>
<tr>
<td>Activity</td>
<td>Hours</td>
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<td>-------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>d. Assessment/Psychotherapy Seminar</td>
<td>1</td>
</tr>
<tr>
<td>e. Weekly Meditation Seminar/Practice</td>
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**Outreach and Consultation**

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<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>a. Participation on University Committee(s)</td>
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</tr>
<tr>
<td>b. Workshop/Presentation</td>
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**Administration/Professional Activities**

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<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>a. Administrative Staff Meeting</td>
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<tr>
<td>b. Professional Development</td>
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**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 Post Docs during and at the end of the postdoctoral year. Post Docs receive ongoing formal and informal feedback from their supervisors, seminar leaders and peers throughout the year. Supervisors and Post Docs establish goals and expectations at the beginning of their work together and reassess these goals over the course of the semester. In addition, Post Docs provide both formal and informal evaluations of their supervision and other aspects of the training program. Post Docs are encouraged to continue self-assessment throughout the year. Self-monitoring and the interactive process of giving and receiving feedback are considered integral parts of the professional development process.

**University Counseling Center Accreditation:**

International Association of Counseling Services (IACS)
American Psychological Association for Pre-doctoral Psychology Internship

**Participating Member**

- Association of Psychology Predoctoral and Postdoctoral Centers (APPIC)
- Association of Counseling Center Training Agencies (ACCTA)
- Association of University and College Counseling Center Directors (AUCCCD)

Stony Brook University is an Affirmative Action/Equal Opportunity Institution

**Professional Training Staff**

Mary Behling, M.D., University of Miami, Albert Einstein College of Medicine (Residency). Supervising Psychiatrist. Special interest: Community psychiatry.
Carolyn Bell, MSW, Smith College School for Social Work, Center for Addiction Studies, Harvard Medical School (Clinical Fellow). Senior Counselor for Substance Abuse Services. Special interests: women, trauma, and addiction; the integration of psychotherapy and mindfulness meditation; psychoanalytically oriented psychotherapy.

Trisha Billard, Ph.D., Adelphi University, The Derner Institute for Advanced Psychological Studies. Coordinator of Health Science School Counseling Services. Special interests: Working with students in health professions, creativity, links between emotional and intellectual intelligence, mindfulness meditation, psychoanalysis and eastern thought, professional identity development and training.

Anne Byrnes, Ph.D., University of Cincinnati. Director of the University Counseling Center. Postdoctoral Fellow, Department of Psychology, Stony Brook University. Special interests: Risk management, faculty consultation.


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

Karina Kim, M.S.W., University of Pennsylvania, Senior Counselor. Special interests: Asian American student concerns, women’s issues, and 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, and music.

Dmitry Malkin, M.D., Buffalo University of New York, St. Vincent’s Hospital and Medical Center of New York (Residency), Staff Psychiatrist. Special interests: personality disorders and Rational Emotive Behavior Therapy.

Julian Pessier, Ph.D., New School for Social Research. Assistant Director for Clinical Services. Special interests: Ego-psychological approaches to conceptualizing and working with resistance, empirical research on the psychoanalytic process.
Anne Peterson, Ph.D., Ohio University. Associate Director. Special interests: Brief psychodynamic psychotherapy; mindfulness meditation, women’s and multicultural issues.

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

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

Amira Simha-Alpern, Ph.D., Long Island University. Interim Assistant Director for Training. Graduate of the Psychoanalytic Institute, Adelphi University, Derner Institute of Advanced Psychological Studies. Special interests: Relational approaches to psychotherapy and psychoanalysis.

Naitian Wang, Ph.D., and Postdoctoral Fellow, Albany University of New York. Special interests: process-oriented psychodynamic therapy, social cognition, identity development, multi-cultural psychology, and research methodology.

Adjunct/Affiliated Staff

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

Michael Cohen, M.D., Director, Psychiatry Emergency Program (“CPEP”)
Mariana Savoca, M.A., Director, The Career Center
Jenny Hwang, Ph.D., Associate Dean and Director for Prevention and Outreach.

Present and Former Post Docs:

2007-2008
Heather Cunha-Amato
Phoebe Daroyanni
Allison Shah
Oren Shefet
Noelle Savatta
Charity Rolfes
Fordham University
University of Indianapolis
Adelphi University
Adelphi University
University of Georgia
Purdue University

2006-2007
Jamie Ghany, Ph.D.
Lisa Spatafore, Psy.D.
Bethany Riddle, Ph.D.
Duquesne University
Purdue University
Duquesne University
Post Doctoral Appointment
Postdoctoral Fellow in Psychology positions are available at the University Counseling Center annually. The appointment in the title of Senior Counselor is for eleven months (plus one month of vacation), for at least 40 hours per week, with a start date in mid to late August, 2008. Post Docs are paid a minimum salary of $28,000 with UUP contractual increases, and receive all University professional staff benefits (health and dental insurance, prescription plan, 12 holidays, 15 days annual leave time, 15 days sick time, parking, sports complex, and library privileges). The health insurance goes into effect 42 days from the date of employment. $250.00 for conference or research expense is provided to support each Post Doc’s professional development. The completion of the post-doctoral fellowship at Stony Brook fulfills the requirements for licensure in New York State, and at the time of this writing, either exceeds or meets requirements for licensure in all other states in the United States.

Qualifications
Candidates must have completed all doctoral coursework toward a Ph.D. or Psy.D. in psychology from an APA accredited doctoral program in Psychology, and an APA accredited pre-doctoral internship in psychology program by the date of hire. Strong clinical skills (such as DSM-IV diagnosis) are required. Candidates must have the ability to work well as members of an interdisciplinary team of mental health professionals who work within a psychodynamic perspective, the ability to maintain current, accurate documentation, and to meet all NY State, HIPAA and accreditation standards in all areas.

We strongly prefer candidates who have completed the Ph.D. or Psy.D. degree, but will consider candidates who will be awarded the degree in the fall, 2008. While preference is given to applicants from Clinical Psychology programs, Counseling Psychology program graduates/candidates will be considered. Knowledge of/work experience with diverse cultures and/or the ability to speak English and at least one other language spoken by Stony Brook students, such as Spanish and Chinese is preferred. Previous work experience in university or college counseling is highly desirable.

Interest in developing and refining skills in brief and long-term psychodynamic psychotherapy is expected. We regard personal experience as a patient in psychotherapy as a strength. Post Doc 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 **Monday, December 3, 2008** and must include the following:

1. Curriculum Vita (indicate accredited internship training site and experience).
2. An official Transcript of all graduate courses.
3. Three letters of reference—including at least two from professionals who have directly supervised your clinical work.
4. Personal statement—in which you tell us about yourself. It is entirely up to you to decide what information you wish to provide along with the format in which to present it.

**EMAIL APPLICATIONS WILL NOT BE ACCEPTED**

The position will be described on the Stony Book University Campus Job Opportunities at [www.stonybrook.edu/cjo](http://www.stonybrook.edu/cjo)

**REVIEW OF APPLICATIONS BEGINS DECEMBER 1ST.**

**Send application and direct inquiries to:**

Amira Simha-Alpern, Ph.D., Interim Training Director
252 Student Health Services, Stony Brook University,
Stadium Road
Stony Brook NY 11794-3100
*(do not omit the Stadium Rd in the address for mail and federal express!)*
Telephone: 631/632-6720
FAX No.: 631/632-9754
Email: asimhaalpern@notes.cc.sunysb.edu

**MAKING TRAVEL PLANS?**

**Airports**

Long Island 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 just 30 minutes from campus.

Both, Kennedy Airport and La Guardia Airport are about 50 miles west of Stony Brook, in Queens, NY.

**Cab Services**
The following car services will drive you from any of the airports listed above to the Stony Brook area:
- McRide…………………. (631) 732-0044
- Spartan Limousine ………(631) 928-5454

**Local Hotels**
- Holiday Inn Express in on Route 347, Centereach, NY……..(631) 471-8000 (please tell them you are coming to an interview at the University and they will offer a modest discount; less than 15 minutes cab ride to university)
- Three Village Inn in the village of Stony Brook (more expensive, New England style, less than 10 minutes cab ride from the university) …… (631) 751-0555

**Train Travel from New York City**
The Long Island Railroad has a stop right on campus, just a 5 minute walk from the Counseling Center. You can obtain a train schedule between Penn Station in NYC and Port Jefferson (Stony Brook is the second-to-last stop) on the railroad website at: www.lirr.org. Or call the Long Island Railroad at: (631) 231-5477 to receive automated scheduling information.

Please call Dr. Amira Simha-Alpern (631) 632-6720 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.