APA-ACCREDITED
PREDOCTORAL INTERNSHIP
IN
INTEGRATIVE DYNAMIC PSYCHOLOGY
2009-2010

University Counseling Center
Stony Brook University
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Why Interns Choose Stony Brook

Diversity/Multicultural Psychotherapy

Stony Brook University is an extremely diverse campus that welcomes and celebrates all the national and cultural groups of the NYC area. 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 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 the Fall semester of 2007 identified themselves as:

- 52% Caucasian
- 18% Asian/Pacific Islander
- 12% African American/Black
- 15% Hispanic/Latino
- 4% Mixed Ethnicity or Unknown

Interns therefore 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 contemporary 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, practitioners, and trainees. 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. We have added to our services and training programs a mindfulness meditation approach that is seamlessly integrated with our psychodynamic thinking.

We have been commended for our ability 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 shares 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. Thus, while interns receive training in multiple treatment modalities, they are integrated conceptually with our psychodynamic foundations.

**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. Interns learn to think about length and intensity of treatment as an integral aspect of their assessment process when meeting new clients. Interns are exposed to a variety of brief treatment models, including solution-focused, process-experiential, cognitive-behavioral, and psychodynamic, among others. They are given a great deal of support learning these brief treatment skills, as interns will at the same time learn to integrate them with psychoanalytic case conceptualization. We think a sound grasp of the clients’ core psychodynamics within their cultural context - along with thoughtfulness regarding their standing as students in the University and consideration of resources within the Center, the University and the larger community - is essential to developing a treatment approach uniquely suited to each client.

**Supervision of Externs**

When master’s level trainees are available, we arrange for interns to gain experience in supervision of externs in psychology. Interns are supervised on their practice of supervision by senior staff members.

**Group Psychotherapy and other Groups**

Interns with a particular interest in group therapy can emphasize this aspect of their training. Interns 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.

**Breadth and Choice**

Interns participate in the full range of the Counseling Center services, including public education programs for our weekly radio program, crisis, brief and longer-term (through the internship year) individual psychodynamic psychotherapy, groups for psychotherapy and mindfulness meditation, consultation to faculty and staff, management of emergencies and hospitalization, and clinical supervision of externs in psychology, mental health counseling, or psychiatric nursing. Interns with particular interests can select an area

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of concentration or pursue their interests through designing interventions as educators, therapists, or consultants.

**Meditation and Psychotherapy**

Interns are welcome to join the group practice of mindfulness meditation offered each week by a senior staff member. Interns also participate in a separate seminar to help them lead introductory meditation groups for students. Usually, 7 or 8 student 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 internship curriculum. Dr. Kurash was awarded a grant by the JED Foundation to look at the impact of our meditation training on students’ risk for depression and suicide.

**Counseling Center at the Health Sciences Center**

We opened a Counseling Center in the Health Sciences Center on Stony Brook’s east campus in September 2004. Individual and group therapy are offered for students in Medicine, Nursing, Dental Medicine, Social Welfare, and Health Technology and Management. Interns work with these students during their internship. The Coordinator of the HSC Center is available for consultation about the culture of student life in these disciplines.

**Elective Experience at University Hospital**

We offer psychology interns valuable hospital experience at the University Medical Center, providing clinical 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 at the Counseling Center.

**Center for Prevention and Outreach**

The mission of the Center for Prevention and Outreach (CPO) is to create a safe environment for learning through the provision of prevention and early intervention services to the campus community. The Center houses a diverse group of professional staff including licensed psychologists, social workers, health educators, as well as student peer educators that provides education, outreach, group counseling, support groups, crisis intervention, and advocacy. This center is committed to providing students with the knowledge and resources needed to make healthy decisions and ensure a network of care for those who need support. It has four departments, each emphasizing a critical area of prevention and outreach: Alcohol and Other Drugs, Sexual Assault, Depression/Suicide, and Health Education.

**Clinical Supervision of Doctoral Students in Psychology and Masters Students in Mental Health Counseling on Psychotherapy**

Interns supervise the clinical work of externs in psychology and mental health counseling. In addition, they rotate among themselves to teach the externs psychotherapy seminar and case conference. Interns are supervised on their practice of supervision by
senior staff members, and coached on the design and teaching of the externs’ psychotherapy seminar and case conference.

**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 three psychiatrists, and one nurse practitioner in psychiatry. Interns participate in an introductory session on psychopharmacology during their orientation to the Center, and collaborate frequently with the psychiatric staff throughout the year.

**The Setting**

**The University**

The Stony Brook University 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 is about one mile from Long Island Sound and less than fifteen miles from the wide sandy beaches of the Atlantic on Long Island’s protected National Seashore, Fire Island.

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 1957 as New York’s comprehensive State University Center for the New York Metropolitan area, the campus has grown to a student body of over 23,500 students including 15,525 undergraduate (66% minority) and approximately 8,000 graduate and professional (48% 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. Stony Brook’s missions include teaching, research, health care, and regional development.

Stony Brook University ranks in the top 2 percent of all universities in the world. The London Times Higher Education Supplement placed Stony Brook 136 among more than 8,300 universities worldwide, and in the top 50 in North America. Among science universities, Stony Brook ranks in the top 100 in the world, top 25 in North America, and top 10 among public universities. 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 is known for excellence in psychodynamic psychotherapy.

Access and Opportunity

Since the year 2000, more than 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 63% of Stony Brook’s new full-time freshmen in fall 2007. Freshmen students were 32% White, 28% Asian origin, 7% African origin, 8% Hispanic origin, 20% Other/Unknown and 6% International. 37% of our freshman students come from New York City, where immigration from all over the world has created large ethnic and national communities.

The University Counseling Center

The University Counseling Center (UCC) is a department in the Student Affairs Executive Area, along with the Student Health Services, Disability Support Services, the Career Center, Campus Residences, Office of Commuter Student Services, Student Union and Activities, and the Center for Prevention and Outreach. 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 student learning, personal development, and psychological well-being, 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, 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 comfortably furnished 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 Sound grabber microphones. As of 2008, each office has its own heating and cooling system.

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 greatest 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 UCC patients in Spring, 2008 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 4.5 on a 5-point scale where 5 indicates “excellent.”

Our Clinical Population

1500 students were seen for treatment at the Counseling center in 2007-08. 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 crises. 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 Interns.

The Staff

The clinical staff of the University Counseling Center and the Health Science Center Counseling Service for 2008-2009 is comprised of 15 licensed psychologists, 1 doctoral-level mental health counselor, 3 clinical social workers, 3 psychiatrists, 1 nurse-practitioner in psychiatry, 4 psychology postdoctoral fellows, 4 externs, and several part time psychiatry residents. The Center for Prevention and Outreach has 3 staff psychologists, 1 clinical social worker, 2 health educators, and externs in mental health counseling. While the UCC 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. 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.

Psychology Internship Program

Our Training Philosophy

The Counseling Center at Stony Brook University 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 understanding 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 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. 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 pre-screened by the triage counselors. 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 consult with the Assistant Director for Clinical Services for disposition questions and participate in the weekly intake meeting.

**Crisis Intervention:** Clinical staff are “on-call” throughout the year 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 work their weekly on-call time with senior staff back-up. 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. (C.P.E.P.)

**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 for many years. Six to eight meditation groups are available to students each year. Interns may elect training opportunities in this area of health and “wellness”. Interns are also welcome to participate in a weekly meditation gathering led by 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, 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 members 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 Assistant Director for Clinical Services. The purpose of this seminar is to achieve a 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 one and one-half 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.** The 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. Discussion of current literature on multicultural issues and psychotherapy are integrated into the psychotherapy seminar.

**Group Therapy Training.** Interns and staff who are co-leading group therapy meet weekly to read and discuss relevant literature. 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 Experience: The Comprehensive Psychiatric Emergency Program at the University Medical Center (C.P.E.P.) is an important triage center, managing psychiatric emergencies for Suffolk County. 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). Interns may work with family members and children, and gain valuable experience with severe and persistent mental illness, domestic violence, and trauma.

Career Counseling at the Career Center: Interns wishing to expand their repertoire of counseling skills may elect to learn more 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 students’ 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; Fraternities/Sororities
- 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
- Depression Screenings on campus

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. Consultation and support for dissertations or other research are gladly provided. The Counseling Center MediCaps electronic records are a valuable 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 UCC Training Committee. Other possibilities include the Mental Health Advisory Board, the Employee Assistance Program Committee, and the Student Behavior Assessment Committee (threats to safety.)

**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.

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<th>Hours/Week</th>
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<td>b. Intake/Evaluations</td>
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<tr>
<td>c. Group Psychotherapy</td>
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<td>c. Case Conference</td>
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<td>d. Assessment/Psychotherapy Seminar</td>
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<td>e. Professional Issues and Ethics Seminar</td>
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<tr>
<td>g. Weekly Meditation Seminar/Practice</td>
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<td>h. Other Supervision for Elective Rotations</td>
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<td>i. 8 week Seminar on facilitating Introduction to Meditation</td>
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<tr>
<td>c. Research (during less hectic clinical periods)</td>
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<tr>
<td>d. Committee Work</td>
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<tr>
<td>e. Elective Rotations: Psychiatry Emergency Room, Career Center</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 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) since 1989

*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)

Professional Training Staff

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

Trisha Billard, Ph.D., Adelphi University, The Derner Institute for Advanced Psychological Studies. Coordinator of Health Sciences Center 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.

Clarissa Bullitt, Ph.D., Columbia University. Training Director. Special Interests: Gender differences, integration of relational models of psychotherapy.
Anne Byrnes, Ph.D., University of Cincinnati. Director of the University Counseling Center. Postdoctoral Fellowship, Department of Psychology, Stony Brook University. Special interests: Ethical and legal issues; group psychotherapy; risk assessment.

Marissa Clements, Psy.D., Georgia School of Professional Psychology, Argosy University. Senior Counselor for Triage and Referral. Special interests: Group psychotherapy, multicultural issues.


Judy Esposito, LCSW-R, Adelphi University. Senior Counselor for Triage. Special interests: Emergency and disaster mental health, bereavement/grief and trauma, in particular working with families of homicide victims.

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.

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.


Anne Peterson, Ph.D., Ohio University. Associate Director. Special interests: Brief psychodynamic psychotherapy; mindfulness meditation, women’s and multicultural issues.
Bethany Riddle, Ph.D., Duquesne University. Senior Counselor. Special interests: Lesbian, gay, bisexual and transgender issues; Psychoanalysis; Feminist psychology.

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.

Oren Shefet, Ph.D., Adelphi University, Derner Institute of Advanced Psychological Studies. Staff Psychologist, HSC Counseling Services. Special interests: Positive psychology, object relations theory, the interaction of technology and individual psychological functioning.

Gerald Shephard, M.S.W., Ph.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. 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., State University of New York at Albany. Special interests: process-oriented psychodynamic therapy, social cognition, identity development, multicultural 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, including the following:

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, Center for Prevention and Outreach.

Former Interns:

2007-2009 Internship Inactive

2006-2007 Mara Mberira Howard University
Michael Miller Duquesne University
Cheryl Morrier Adelphi University
Charity Rolfes Purdue University

2005-2006 Hani Henry Miami University of Ohio
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>University</th>
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<tbody>
<tr>
<td>2004-2005</td>
<td>Jackie Noffke</td>
<td>Rosemead School of Prof. Psychology</td>
</tr>
<tr>
<td></td>
<td>Scott Renschler</td>
<td>Argosy University, Seattle</td>
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<tr>
<td></td>
<td>Bethany Riddle</td>
<td>Duquesne University</td>
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<tr>
<td>2003-2004</td>
<td>Ann Bregman</td>
<td>Chicago School of Prof. Psychology</td>
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<td></td>
<td>Ryan Clements</td>
<td>Georgia School of Prof. Psychology</td>
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<td></td>
<td>John Cottone</td>
<td>St. John’s University</td>
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<td></td>
<td>Mary Long</td>
<td>Adelphi University</td>
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<tr>
<td></td>
<td>Betty Martin</td>
<td>University of Tennessee</td>
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<tr>
<td>2002-2003</td>
<td>Benjamin Addleson</td>
<td>Michigan State University</td>
</tr>
<tr>
<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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<tr>
<td></td>
<td>Christopher Leveille</td>
<td>The University of Hartford</td>
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<tr>
<td>2001-2002</td>
<td>Trisha Billard</td>
<td>Adelphi University</td>
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<tr>
<td></td>
<td>Phyllis Curylo</td>
<td>Adelphi University</td>
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<tr>
<td></td>
<td>Jenny Hwang</td>
<td>Duquesne University</td>
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<td></td>
<td>Sharon Leon</td>
<td>Adelphi University</td>
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<td></td>
<td>Annie Levine</td>
<td>Adelphi University</td>
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<td></td>
<td>Tal Yonai</td>
<td>Adelphi University</td>
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<tr>
<td>2000 – 2001</td>
<td>Jacqueline Becker</td>
<td>Adelphi University</td>
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<td></td>
<td>Catherine Bohn</td>
<td>The George Washington University</td>
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<td></td>
<td>Nicholas Cauvuto</td>
<td>C.W. Post University</td>
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<td></td>
<td>Lisa Condon</td>
<td>Antioch New England Graduate School</td>
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<tr>
<td></td>
<td>Jaya Save-Mundra</td>
<td>The University of Hartford</td>
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<tr>
<td>1999 – 2000</td>
<td>Tatyan Biyanova</td>
<td>New School for Social Research</td>
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<td></td>
<td>Christine Givens</td>
<td>Vanderbilt University</td>
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<tr>
<td></td>
<td>Joanna Lhulier</td>
<td>The George Washington University</td>
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<td></td>
<td>Traci Nix</td>
<td>Illinois School of Professional Psych.</td>
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<td></td>
<td>Stephen Shatinsky</td>
<td>Antioch New England Graduate School</td>
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<tr>
<td>1998 – 1999</td>
<td>Cecile Irvine</td>
<td>Duquesne University</td>
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<td></td>
<td>Greg Klassen</td>
<td>Biola University</td>
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<td></td>
<td>Julian Pessier</td>
<td>New School for Social Research</td>
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<td></td>
<td>Nelly Sta. Maria</td>
<td>St. John’s University</td>
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<td></td>
<td>Juliann Hobdy</td>
<td>University of North Texas</td>
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<td></td>
<td>Valerie Nellen</td>
<td>Virginia Commonwealth University</td>
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<tr>
<td></td>
<td>Deborah Ramirez</td>
<td>Adelphi University</td>
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<tr>
<td></td>
<td>Tracy Norris</td>
<td>California School of Prof. Psychology</td>
</tr>
<tr>
<td></td>
<td>Jill Richards</td>
<td>Chicago School of Professional Psychology</td>
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<tr>
<td></td>
<td>Neil Smith</td>
<td>University of Hartford</td>
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<tr>
<td></td>
<td>Thomas Tyson</td>
<td>New York University</td>
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<tr>
<td>Internship Appointment</td>
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<td>Four psychology internship positions with the New York State employee title of Counselor Staff Level 3 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 2009. Interns are paid a minimum salary of $26,000, with complete University professional staff benefits (health insurance, prescription, dental and vision plan, twelve holidays, and fifteen days annual leave time, fifteen days sick time, parking, sports complex,</td>
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and library privileges). Given the salary level, the position is defined as half-time by the University 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. $250.00 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 externship experience. We accept the completed APPIC form as our application. Preference is given to applicants from APA-accredited programs. 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 a strength. 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 1, 2008** and must include the following:


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 a January interview by December 15, 2008.

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

**Send application and direct any inquires to:**

Clarissa Bullitt, Ph.D., Training Director
University Counseling Center
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, Suffolk County.) Many major airline carriers fly into this little airport, just 20 minutes from campus. Kennedy Airport (JFK) is about 50 miles from SUNY Stony Brook, and LaGuardia is about 40 miles from us, both in Queens County.

**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……………..631.928.5454

**Local Hotels**
- Holiday Inn Express, Rte 347 (Nesconset Hwy), Stony Brook, 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  (New England style - more expensive, 10 min. cab ride from campus)

**Train Travel from NYC?**
The Long Island Railroad has a stop on the Stony Brook campus that is just a short walk from the Counseling Center. You can obtain a train schedule between Penn Station in NYC and Stony Brook on the railroad website at: [www.lirr.org](http://www.lirr.org). You take the “Port Jefferson” line.

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

Please call Iwona Perkowski at 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.

*Stony Brook is an Affirmative Action/Equal Opportunity Educator and employer*
This publication is available in alternative format.
If you need a disability-related accommodation, please contact the University Counseling Center at 631/632-6720