University at Buffalo
Counseling Services

Doctoral Internship in
Professional Health Service Psychology

Accredited by the American Psychological Association
APA Office of Program Consultation and Accreditation
750 First St. NE Washington, DC 20002-4242
Ph 202-336-5979
UNIVERSITY AT BUFFALO

The University and Its Environment

Located on two spacious, attractive campuses, the University at Buffalo is the largest, most comprehensive member of the State University of New York system. It boasts an ethnically and culturally rich and diverse student body of approximately 27,000 students, 19 percent of whom are minority students and 7 percent of whom are international students. The distinguished faculty includes nationally and internationally recognized figures in all major disciplines. In addition, the presence of three major coordinating divisions, Undergraduate Education, Graduate and Professional Education, and the Division of Continuing Education, allows for a variety and scope of academic programs that is unsurpassed. The quality and extensiveness of the facilities at both on- and off-campus sites greatly enhance the reputation of the University. As the second largest city in New York State, Buffalo is proud to be the home of this prestigious institution. Indeed, the University represents a major cultural center for all of Western New York. Films, concerts, art exhibits, and lectures by a wide variety of prominent people are available on campus throughout the year.

The City of Buffalo also rich with culture and heritage. The “City of Good Neighbors” boasts many vibrant multicultural communities brimming with tradition, history and events. Buffalo has high profile and active African-American, Hispanic, Native American, Middle Eastern, Polish, Irish, and Asian communities that both celebrate and share their history as well as create new traditions. These are just a small sample of the diverse cultural communities locally. Buffalo is a wealth of multicultural history and important cultural legacies.

Buffalo Niagara: Feel The Flavor (video)  
http://www.youtube.com/user/buffalocvb#p/f/14/rINq6UEMo_s

African American Cultural Center  
http://www.africancultural.org/

Hispanics United  
http://www.hispunited.org/

Polish American Heritage Resources  
http://www.polishunion.com/hspolish.html

Buffalo Irish Community  
http://www.buffaloirish.com/

Asian Indian Community Foundation of Western New York  
http://www.aicfwny.org/home

Buffalo Pride Center  
http://www.pridecenterwny.org/site/
COUNSELING SERVICES: An Overview

Counseling Services is a department of Student Life. Our office provides a full range of services and programs which promotes the personal development and psychological well-being of students and the attainment of personal and educational goals. The staff is strongly committed to programming related to student diversity and to an overall university environment where individual and cultural differences are celebrated. We also recognize the interconnectedness of physical, emotional, and psychological health, and seek to provide services consistent with this awareness. Among the services offered are individual, couples, and group treatments, crisis intervention, consultation, outreach programming, career counseling, substance abuse assessment, psychological evaluation, and referral. Counseling Services works with students presenting with a full spectrum of concerns, from developmental issues to severe psychopathology.

Counseling Services has a staff of 11 full-time licensed or license-eligible psychologists, 6 full-time licensed social workers, and a full-time licensed psychiatric nurse practitioner. In addition to the three full-time doctoral psychology interns, we also have several part-time trainees, including several social work interns from the University at Buffalo’s graduate Social Work program, graduate assistants, advanced and first year practicum students from the University at Buffalo Counseling, School, and Educational Psychology graduate programs, and externs from graduate programs in counseling or clinical psychology, or mental health counseling from other area colleges/universities. Staff members hold adjunct appointments in the Counseling, School, and Educational Psychology department, or the Social Work department.

Setting and Facilities

Counseling Services offices are located on the North (Amherst) Campus of the State University of New York at Buffalo in a residence hall complex. The facilities include individual offices for interns, a group room for counseling and seminars, and video/audio recording and networked computer equipment in each intern's office. Additional space is located at the Student Health Center, where staff also see clients throughout the week.
Counseling Services has a strong commitment to maintaining close working relationships with other departments of Student Affairs, including Student Health Services, Wellness Education Services, Disability Services, Career Planning and Placement and the Office of Residence Life, and throughout the University, such as the Educational Opportunity Program, the Athletics Department, and the Office of International Student Services, to name a few.

INTERNSHIP: Philosophy & Training Model

The full-time internship offered by the Counseling Services at the State University of New York at Buffalo is fully accredited by the American Psychological Association (APA Office of Program Consultation and Accreditation, 750 First St. NE Washington, DC 20002-4242, Ph 202-336-5979, http://www.apa.org/ed/accreditation/homepage.html).

The internship offered by the University at Buffalo Counseling Services (UBCS) is designed to provide a broad-based professional training experience in the range of activities carried out by psychologists in a service-oriented university counseling center. We seek to facilitate growth and development in knowledge and skills to assist our interns to become competent professionals in health service psychology. We provide training experiences and supervision consistent with the competencies established by APA. The Revised Competencies Benchmarks for Professional Psychology (APA, 2011) document is available on-line: http://www.apa.org/ed/graduate/revised-competency-benchmarks.aspx

The goal of internship is to facilitate the development of a well-rounded generalist in the profession of health service psychology. We utilize a practitioner-scholar model combined with an emphasis on experiential learning. Supervisors provide mentoring based on each intern’s needs and wants. We recognize that providing developmentally appropriate training and opportunities that take into account individual needs will optimize the internship experience. We also recognize the profound impact of individual and cultural difference in all that we do as psychologists and as human beings. Hence, we have a commitment to diversity and multicultural awareness in all aspects of our training program.

Generalist Perspective

Our mission is to train interns as skilled generalists equipped to work in a variety of post-internship employment settings. To this end, we provide a range of didactic and experiential training activities that psychologists in a large university counseling center setting or other mental health settings are likely to encounter. The areas of functioning within the substantive areas of counseling psychology emphasized at our center include: individual, couples, and group psychotherapy, clinical assessment, crisis intervention, outreach, consultation, and supervision.

Practitioner-Scholar

Our staff recognizes the importance of clinical practice that is informed by scholarly inquiry, and espouses a practitioner-scholar model in our professional work, including training and service delivery. Theoretical and research literature is integrated with experiential components of training through provision and discussion of professional literature in seminars and supervision.
There is recognition of the applicability of scientific method in clinical thinking, including critical evaluation, awareness of biases, integration of available information toward hypothesis formation (i.e. case conceptualization), and the process of hypothesis testing (e.g. implementing interventions, assessing their impact, revising hypotheses). UBCS staff serves as practitioner-scholar role models for our trainees, and center activities illustrate the integration of science and practice. Administrative and policy decisions at our center are informed by scholarly review of both empirical and theoretical literature, as well as our center's ongoing examination of service utilization, client demographics, and client satisfaction. Results of ongoing satisfaction surveys may also inform areas in need of attention for clinical staff and trainees.

**Mentorship and Experiential Learning**

As part of the foundation of our training philosophy, mentorship is evidenced by a genuine commitment to intensive supervision and to the furthering of the intern's personal and professional growth. Interns are respectfully regarded as developing professionals and are encouraged to work closely with UBCS staff members, who provide mentoring and serve as professional role models for our trainees. Overall, we seek to create an atmosphere of respect and trust where interns and professional staff support their own and others' growth both personally and professionally. Staff members model ethical and professional clinical approaches and they participate in teaching through supervision, consultation, and seminars devoted to the professional development of interns. Staff members utilize a variety of theoretical orientations in our clinical work, including cognitive, behavioral, feminist, systems, existential, psychodynamic, and solution-focused. Regardless of the primary orientations with which each staff member identifies, there is a shared understanding and attention to the therapeutic relationship as a key component and contributor to therapy process and progress. Therefore, interns have the opportunity to get exposure to a variety of therapeutic approaches and styles, while still refining their ability to attend to relational dynamics and use the therapeutic relationship as a primary tool or change mechanism.

**Developmental Approach**

There is attention to developmentally appropriate training experiences for optimal growth. Interns' experiences are sequential, cumulative, and graded, with increasing levels of responsibility and expectations for independent functioning throughout the internship year, to facilitate continued growth from a "trainee" identity toward a "professional" identity. Toward this end, the internship year begins with a period of orientation during which interns receive several seminars providing didactic information on the core tasks that interns will engage in throughout the year (e.g. short-term therapy, clinical interview, outreach/consultation, group therapy, crisis intervention, supervision). Interns also shadow training staff as they conduct initial clinical assessment interviews and crisis intervention sessions before interns are expected to engage in these activities themselves. Previous training and experience is assessed, initial goals for training are agreed upon, and these training goals are revised throughout the year based on periodic intern evaluations. Throughout the internship year, support, training, and supervision activities are geared toward assisting interns to increase their clinical sophistication, knowledge, and skill, be able to take on more responsibility, and develop greater confidence and capacity for autonomous functioning.
Individualized Training:

We recognize that each intern brings a variety of skills, experiences, and training needs to the internship, and that some flexibility to tailor the training program according to the strengths, needs, and interests of each intern is necessary for optimal growth. This is accomplished in numerous ways, including customizing training contracts for each intern based on their particular interests and needs, and providing opportunities for intern input into the planning of various center and training activities.

Diversity and Multicultural Awareness

University at Buffalo Counseling Services staff and trainees represent a diverse array of racial identities, cultural identities and sexual orientations. The staff and trainees at Counseling Services are deeply committed to honoring diversity among staff by creating a welcoming and safe environment that respects difference. Counseling Services staff encourage expression and sharing of identity through various outlets including monthly “Multicultural Moments” where staff and trainees share various aspects of their identities during staff meetings. UB Counseling Services also houses a Diversity Committee which addresses outreach and service delivery to various cultural communities on campus.

Counseling Services staff model authenticity, openness, and pride in their respective identities. They share freely about themselves and their lives while being curious about each other’s background and identities, and how these impact their personal and professional selves.

Our internship program attends to diversity/multicultural issues throughout various training activities, including didactic training, supervision, and actual clinical experiences with a diverse client population. The staff of Counseling Services is committed to the awareness and affirmation of diversity in all our clinical and non-clinical endeavors. Multicultural awareness and sensitivity pervade all training and service at our center. The student population here at UB is quite diverse not only among traditionally under-represented American groups, but also among international students. Interns are provided with exposure to clients of differing ethnicities, cultures, sexual orientations, socioeconomic backgrounds, religious backgrounds, ages, genders, and abilities. Several seminars are presented throughout the year addressing various topics related to diversity and multicultural issues. Workshops are provided to the university community in an effort to assist in the celebration of diversity throughout the campus. We strive to recruit interns who share our commitment to embracing the challenges and rewards of gearing services to such a broad-ranging population.

We see the internship year as a transition period when interns will be shifting from a trainee identity and developing their clinical and professional identities. We seek to assist in this developmental process by providing interns opportunities to stretch, take risks, try out different forms of interventions and therapy approaches, and begin to discover their own individual styles and approaches that are consistent with their sense of self, values, strengths, and interests, with greater sensitivity and respect for the multicultural world in which we exist.

INTERNERSHIP: Applied Skills
Overall Goals, Objectives, and Competencies

The program's goals, objectives, and expected competencies in summary are to assist interns toward developing advanced level of skill in the provision of clinical and professional services at a university counseling center or comparable setting, including acquiring and/or refining knowledge and skill in individual, couples, and group psychotherapy, clinical and diagnostic interviewing, utilizing psychological testing as it informs clinical practice, crisis assessment and intervention, outreach, consultation, and providing clinical supervision to counselors in training, as well as competency in integrating science and scholarly activity with clinical practice. Additionally, we work to assist interns in beginning to develop a sense of professional identity that is consistent with professional ethical standards, incorporates diversity/multicultural awareness and appreciation, and is congruent with their personal sense of self, values, strengths, and interests.

A full description of the program's goals, objectives, competencies, and training methods and procedures is included in the Intern Training Manual that is provided to interns at the start of the internship year. (You can view the manual now online by following the link provided on the Internship website.)

Psychotherapy and Counseling

Direct treatment of clients is the cornerstone of our training program. All staff members provide individual, couples and group counseling. Accordingly, the intern is provided with experience in a number of treatment modalities, including crisis intervention and individual short- and long-term treatment. The intern may expect that about 50% of their time will be spent in direct clinical service provision. A typical weekly schedule in the fall semester involves about 12 individual clinical hours, which translates to an overall caseload of about 24 clients (typically seen biweekly).

Clinical Assessment

Clinical assessment is primarily done through the interviewing of incoming clients during the initial clinical assessment (i.e. clinical intake interview). During the clinical interview, the intern is responsible for delineating the presenting problem, assessing the severity and need for immediate or crisis intervention, providing appropriate diagnoses and initial clinical impressions, and recommendations for treatment. Training in diagnostic interviewing takes place during the August orientation though didactic presentations and observation. Interns typically provide 3 - 4 hours of intake interviews per week.

Formal psychological testing is utilized in limited ways at the center, and is most often used to assist the therapy process. Supervision in utilizing psychological assessment instruments to facilitate the counseling process is provided by the interns’ primary clinical supervisors. Consistent with our center culture, requirements for utilizing psychological testing in the overall course of our work is minimal, and most of the clinical assessment tasks occur through our clinical interviews.
Crisis Intervention

Each staff and intern provides 1-2 primary crisis hours, and 1-2 back-up crisis hours per week of walk-in crisis intervention during normal working hours. Like staff, interns also participate in a rotating after-hours on-call system several weeks throughout the year. Training in risk assessment and crisis intervention takes place during the August orientation, intern seminars, through didactic presentations and observing/shadowing staff, as well as ongoing supervision from primary supervisors and other staff throughout the year.

Outreach and Consultation

The Counseling Services has an active and extensive outreach program, providing a wide variety of workshops and other presentations to the campus community. Interns are regular participants in this programming providing a minimum of 3-4 workshops each semester. Topics are numerous, and open to intern interests and expertise.

Interns have opportunities to provide mental health consultation to university students, faculty, staff, and parents, or develop consultative relationships with various university organizations (academic departments, student service offices, student groups). This may involve such activities as working with university faculty, staff, or students on crisis management and intervention (e.g. dealing with a disturbed student in a class, responding to a suicidal student, processing the death of a student), providing training workshops on a variety of topics (e.g. lethality assessment, conflict management), or aiding better understanding and communication among staff personnel. Interns also have the opportunity to participate as a Counseling Services liaison/consultant on university committees, where they will have regular contact with non-Counseling Services university staff. Additionally, interns respond to phone consultation requests and emergency crisis consultation meetings with university students and staff. Another aspect of mental health consultation may involve providing consultation to less experienced, part-time trainees at the center on a variety of issues, including risk assessment and intervention. Training in outreach and consultation takes place during August orientation, intern seminars, and working as co-presenters or co-consultants with staff.

Supervision

In addition to the APA accredited professional psychology internship, Counseling Services also provides training to social work interns, practicum students from UB's Counseling, School, and Educational Psychology doctoral program, and externs in from other area universities. Psychology interns participate in the provision of clinical supervision to counseling practicum and extern trainees throughout the year. Training in the provision of supervision takes place during August orientation seminars, directed readings, and weekly meta-supervision with the Training Director throughout the year.

INTERNSHIP: Training Received and Provided

Intern Supervision
We believe the quality of supervision contributes strongly to a positive internship experience; therefore supervision is a primary aspect of our program. Intern supervision is designed so that each intern has exposure to most of the senior staff. Interns receive supervision from a number of different supervisors and have input into the selection of therapy supervisors. Supervision emphasizes both the development of skills, personal awareness, and the integration of various theoretical positions into one's own individual therapeutic style.

1. Individual Supervision: Interns are assigned 2 different supervisors who together oversee the intern's individual psychotherapy training. Interns receive a total of 2 hours individual psychotherapy supervision per week.
2. Supervision of Group Therapy: Interns receive 1 hour weekly of supervision of their group therapy experiences from the senior staff members with whom they are co-leading their groups. Interns also participate in monthly 2-hours group consultation meetings with the group coordinator and the interns’ group co-therapists, to view tapes of their group sessions and give and receive feedback.
3. Case conferences: Interns present a formal case presentation in the spring semester, partly to prepare for possible future job talk case presentations. They also engage in less formal monthly case conferences with various assigned clinical staff, as a way to more continually engage in deeper clinical discussion, and consider the multiple perspectives and approaches represented by the staff.
4. Consultation and Outreach Supervision: Supervision of these activities is done individually and in group formats.
5. Supervision of Supervision (meta-supervision): Interns meet as a group with the Training Director for 2 hours weekly of supervision of their supervision of practicum students.

**Didactic Training**

Another component of our training program occurs through our weekly 2-hours of intern seminars, as well as professional development seminars about monthly for staff and trainees. These seminars are presented by Counseling Services staff members, adjunct training faculty, and professionals from the University and greater community. The seminars focus on topics deemed pertinent to the development of a competent, well-grounded psychologist, and include such topics as: intervention approaches, empirically supported therapy, legal and ethical issues, risk management, group therapy, treatment of special populations such as those with eating disorders and adult survivors of sexual abuse, diversity & multicultural competence, assessment, program evaluation, and consultation. Input from interns in selecting topics for these seminars is welcomed. Also, during the initial orientation weeks of the internship year, interns will be engaging in a suicide prevention programming self-study (QPR) that typically takes interns 10-15 hours to complete. They will also be engaging in a 20-hrs on-line DBT (Dialectical Behavior Therapy) training for which they will receive a completion certificate from Behavioral Tech, LLC (www.behavioraltech.org).

**Knowledge of Personality Development, Functioning, and Relational Dynamics**

We believe that a grounding in developmental and personality theory, understanding of psychopathology, and the impact of contextual factors (family or origin, environmental, social,
and cultural factors, life events, etc.) are essential for an understanding of human behavior and psychotherapeutic intervention. Through clinical meetings, supervision, seminars, case conferences, and presentations, the intern is expected to demonstrate a growing ability to develop sound theoretical conceptualization and intervention strategies. Additionally, though our staff members espouse a variety of clinical orientations and approaches, there is a shared understanding and appreciation for the impact of interpersonal/relational dynamics in the lives of our clients and within the therapy process. Regardless of therapeutic orientations, there is strong emphasis on using the therapeutic relationship as a primary therapeutic tool.

**Awareness of Ethical and Professional Issues**

Knowledge of ethical and professional behavior is essential to anyone who plans to continue in the field of psychology. Interns and staff need to remain up-to-date with changes occurring in the interpretation of such issues, such as confidentiality, informed consent, legal rights, insurance, and dual/multiple role conflict, navigating ethical dilemmas, and requirement for professional licensure. These topics and others are addressed throughout the year in supervision, training seminars, clinical meetings, staff meetings, and case conferences.

**Supervisory Opportunities**

Interns are afforded the opportunity to gain experience as supervisors. Interns supervise practicum students from the APA-accredited Counseling, School, and Educational Psychology Program at the university, as well as externs from other graduate programs in the area. Training and supervision of interns on their supervisory skills is done on a weekly basis, in a group format, seminars, and directed reading. In addition, interns can gain supervisory experience in planning outreach programs and conducting groups with practicum students.

**Multidisciplinary Approach**

The professional clinical staff is made up of licensed (and license eligible) counseling and clinical psychologists, licensed clinical social workers, and a licensed psychiatric nurse practitioner. One of our strengths is our openness and valuing of the perspectives from these various disciplines, and our ability to work collaboratively to attend to the psychological, physiological, social, and environmental contributors to clients’ presenting concerns as necessary. We also communicate and collaborate with the medical professionals at UB’s Student Health Services center, as we try to attend to the multiple facets of the health and well-being of clients. Two specific structured ways in which inter-departmental collaboration occurs is through our Eating Disorders Treatment Team, and the Mental Health Awareness Committee, which includes professionals from Counseling, Student Health, and/or Wellness Education Services, to plan and implement holistic treatment and programming efforts that attend to the physical, emotional/psychological, environmental aspects of health and wellness.

**August Orientation**

The initial part of our internship program is the August orientation. Interns are oriented to the campus and to Center policies and procedures through a variety of presentations, workshops, and
training modules designed to help prepare them for the various professional activities in which they will be involved during the succeeding year.

Some of the typical areas of focus for our August Orientation include:

- Overview of the training program
- Assessment of individual intern training needs and completion of the Intern Training Contract
- Assignment of supervisors
- Assignment of group therapy co-facilitators
- Orientation to Policies and Procedures of the Counseling Services
- Clinical Interview
- Short-Term Therapy
- Lethality Assessment & Crisis Intervention
- Outreach
- Consultation
- Group Therapy
- Clinical Supervision Training
- Ethical and Legal Issues
- Introductions to other relevant campus offices (Student Health, Wellness Education, Career Planning & Placement, etc.)
- Suicide Prevention programming (QPR Distance training and certification)
- DBT training (20 hours on-line training)
- Professional Licensure

**Intern Evaluation**

Supervisors of each activity provide ongoing evaluation of interns. Formal evaluation and summative feedback occurs at various points during the internship year. Feedback to interns is written and verbal, highlighting both strengths and areas needing improvement. Additionally, interns are provided ongoing formative feedback throughout the year. Training staff will also discuss interns’ progress through informal consultation and formal meetings, so that staff members can all be aware of interns’ specific training needs.

**Evaluation of Training Program and Training Staff**

The internship program is evaluated on a continuous basis through formal written evaluations of supervisors/trainers and the training program by the interns, as well as ongoing discussion during meetings with the Training Director.

**INTERNSHIP: Personal & Professional Development**

**Professional Development Activities**

Attendance and presentations at national and regional conferences and training workshops are encouraged, and professional development time is provided. The Counseling Services staff is
active both regionally and nationally and supports intern participation in professional organizations and research endeavors. Currently, interns are allotted 2 hours per week for professional development activities (e.g. research, dissertation work, independent readings on topics of professional interest, etc.) during the fall and spring semesters, and 4 hours per week during winter intercession and summer semester. They are also given 6 professional development days, as well as professional development money, which they can use to attend professional conferences or training workshops.

Administration

Interns are involved as fully participating members in staff meetings. Additionally, they are given the opportunity to participate in Counseling Services committees, such as the Quality Assurance, Training, Professional Development, or Mental Health Awareness committees, depending on their interests.

Personal Growth

A primary goal of the internship training is to enhance personal and professional growth and development. Attention to facilitating greater self-awareness is a key aspect of supervision, insofar as they affect the intern’s clinical and professional functioning. Interns are also encouraged to work cooperatively together, sharing information and experiences toward greater mutual learning and growth. It is the philosophy of the internship training program that interns be supported in the pursuit of a greater sense of independence and personal and professional identity. As part of achieving this goal, the Training Director meets with the intern group regularly to help them process experiences, address and deal with personal and professional issues, and generally monitor their progress, concerns, and needs.

Program Evaluation and Research

The agency is engaged in a continual evaluation of its program and procedures to enhance the quality and effectiveness of the services we provide. Policies and procedures are regularly reviewed, and therapy outcome and client satisfaction data are routinely collected. Additionally, each staff member and trainee is expected to monitor his or her own performance on a regular basis. Interns are encouraged to be involved in clinically and professionally relevant research activities.

INTERNSHIP: Typical Weekly Schedule

Our annual internship start date is **August 5**.

The internship is a full-time, 12 month, 2000-hours internship.

Below is a typical weekly contract for the beginning fall semester of the internship year. Time allocations are approximate and subject to change based on each intern's particular training needs and interests.
<table>
<thead>
<tr>
<th>DIRECT CLINICAL &amp; OUTREACH SERVICE ACTIVITIES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Individual, couples, assessment client hours (45-50 min sessions, 10 mins for session notes)</td>
<td>13.00</td>
</tr>
<tr>
<td>Initial Assessment hours (2.0 hours through September, then increasing to 3.0 hours in October) – includes 30 minute clinical interview session + 30 minutes to write intake summary</td>
<td>3.00</td>
</tr>
<tr>
<td>Crisis walk-in coverage hours (1 primary crisis hour + 2 back-up crisis hours in fall semester, 2 hours of each in subsequent semesters)</td>
<td>1.00</td>
</tr>
<tr>
<td>Group thx hours (only 1 group fall semester, possibility of 2 groups in subsequent semesters)</td>
<td>2.00</td>
</tr>
<tr>
<td>Group therapy session (1.5 per group)</td>
<td></td>
</tr>
<tr>
<td>Group orientation sessions (0.5 per group)</td>
<td></td>
</tr>
<tr>
<td>Psychological Testing (administering, scoring, interpreting, report writing, feedback sessions) – (average weekly across months, across semesters)</td>
<td>1.00</td>
</tr>
<tr>
<td>Consultation/outreach (average weekly across months, across semesters)</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Total Direct Service Hrs. (average weekly across semesters)</strong></td>
<td><strong>21.00</strong></td>
</tr>
<tr>
<td>TRAINING RECEIVED</td>
<td></td>
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<tr>
<td>Supervision of Individual &amp; Couples Therapy, Intakes, Assessment, Crisis Intervention</td>
<td>2.00</td>
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<tr>
<td>Supervision of Supervision (Meta-supervision)</td>
<td>2.00</td>
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<tr>
<td>Supervision of Group Therapy</td>
<td></td>
</tr>
<tr>
<td>Group consult meeting (2 hrs. once/month)</td>
<td>1.50</td>
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<tr>
<td>Pre- &amp; post-group processing/supervision w/ senior staff co-facilitator (1.0 in fall, possible 2.0 in spring or summer if doing 2 groups)</td>
<td></td>
</tr>
<tr>
<td>Intern seminar</td>
<td>2.00</td>
</tr>
<tr>
<td>Tues Rotating meeting (Meeting w/ Training Director, Outreach training, case conference, intern only meeting - 1 hour each, once/month)</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Total Training (average weekly across semesters)</strong></td>
<td><strong>8.50</strong></td>
</tr>
<tr>
<td>PROVIDING TRAINING TO PRACTICUM STUDENTS</td>
<td></td>
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<tr>
<td>Provide supervision to practicum student</td>
<td></td>
</tr>
<tr>
<td>Supervision session (1.0 in fall, possible 2.0 in spring)</td>
<td>2.00</td>
</tr>
<tr>
<td>Supervision related admin, rev. paperwork, tapes, etc. (1.0 in fall, possible 2.0 in spring)</td>
<td></td>
</tr>
<tr>
<td><strong>Total provision of training (average weekly across semesters)</strong></td>
<td><strong>2.00</strong></td>
</tr>
<tr>
<td>ADMINISTRATIVE/PROFESSIONAL DEVELOPMENT/MISCELLANIOUS/OTHER</td>
<td></td>
</tr>
<tr>
<td>UBCS committee participation (1.5 hours biweekly: average weekly hours)</td>
<td>0.75</td>
</tr>
<tr>
<td>Staff meeting/PD seminar/Case Consult meetings (average weekly hours)</td>
<td>1.00</td>
</tr>
<tr>
<td>Administrative (clinical paperwork, case management, committee related work)</td>
<td>1.75</td>
</tr>
<tr>
<td>PD/research time</td>
<td>2.00</td>
</tr>
<tr>
<td>Lunch</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Total other (average weekly across semesters)</strong></td>
<td><strong>10.50</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>42.00</strong></td>
</tr>
</tbody>
</table>
Counseling Services is open 48.5 hours during the week, Mondays, Wednesdays, Thursdays from 8:30 am to 7 pm, and Tuesdays and Fridays from 8:30 am to 5 pm. Interns are required to schedule in 42 hours weekly during regular center business hours that includes at least one late day (Wednesday or Thursday until 7 pm)

COMMUNICATION WITH GRADUATE PROGRAMS

The Training Director will be in communication with interns’ graduate programs, at minimum providing a brief update and copies of intern evaluations completed at UBCS at mid-year and year-end points of the internship year. If there is a need for additional communication with the graduate program, interns will be informed of this.

Be advised that our internship is an APA accredited internship site (APA Office of Program Consultation and Accreditation, 750 First St. NE Washington, DC 20002-4242, Ph 202-336-5979, http://www.apa.org/ed/accreditation/homepage.html), and a member of APPIC, which is committed to maintaining the standard of quality in training that such accreditation requires. When interns begin their internship, they enter into a training contract with us to engage in the training program, and we enter into a contract with them to provide a certain standard of supervision and training. Graduate programs should be informed that we will decline to sign a separate or additional training contract established by the graduate program.

The training staff at UBCS also engages in extensive assessment of interns’ performance, through ongoing verbal feedback as well as formal written feedback. Graduate programs should also be informed that they will be provided with copies of our evaluations of interns’ performances. We are disinclined to complete separate or additional evaluation forms established by the graduate program.

PROFESSIONAL STAFF & FORMER INTERNS

Professional Staff

The University at Buffalo's Counseling Services staff is comprised of professionals with diverse clinical orientations, professional interests, and training. Learn more about us.

Interns

Our interns come APA accredited graduate programs from across the U.S. and Canada. We welcome diversity in its many forms, including international doctoral students training in the U.S or Canada.

BENEFITS
### Benefits

<table>
<thead>
<tr>
<th>Stipend</th>
<th>Intern stipend for the internship year is $26,005. The contract period runs for one full year, usually beginning August 5. Please consult the APPIC program site at <a href="http://www.appic.org">www.appic.org</a>, Program number 1454, under Program Information for the exact start date for the upcoming internship year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Benefits:</td>
<td>Interns may choose from a variety of comprehensive medical plans. Dental, vision, and prescription plans are provided through the United University Professions union.</td>
</tr>
<tr>
<td>Vacation and Sick Leave:</td>
<td>Interns earn 1.0 days per month of vacation leave and 1.0 days per month of sick leave during the year. In addition, there are approximately 10 paid holidays.</td>
</tr>
<tr>
<td>Professional Development and Professional Leave:</td>
<td>Time is allotted for professional development activities (e.g. dissertation, research). Leave time for workshop and conference attendance/presentations, dissertation defense, and job interviews is available on an as-needed basis pending approval by the Director. Interns are also allotted around $450 for professional development activities.</td>
</tr>
<tr>
<td>Computer and Research Facilities:</td>
<td>Each intern office is equipped with a networked computer running Windows, through which interns have access to the internet, email, client scheduling &amp; documentation (Titanium), webcams (for video/audio recording therapy sessions) and other computer processing needs. In addition, interns may utilize university libraries and consultants for research and professional development.</td>
</tr>
</tbody>
</table>

### Initial Post-Internship Positions

Our interns have been able to secure professional employment or post-doctoral fellowships in a variety of settings historically, including academic/research settings, teaching positions, community mental health, and certainly university counseling center settings. Below is an aggregated tally of post-internship positions for the past 3 intern cohorts.

(Aggregated Tally for the Preceding 3 Cohorts)

<table>
<thead>
<tr>
<th>Total # of interns who were in the 3 cohorts</th>
<th>2013-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree

<table>
<thead>
<tr>
<th></th>
<th>PD</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community mental health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University counseling center</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic university/department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent research institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctional facility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School district/system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent practice setting</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Not currently employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed to another field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

INTERNERSHIP APPLICATION

APPLICATION CRITERIA/ELIGIBILITY

Minimum requirements:

1. Minimum 800 AAPI Grand Total Practicum Hours; Minimum 500 AAPI Total Intervention Hours
2. Minimum 3 years of graduate training in a clinical or counseling psychology doctoral program
3. Comprehensive Exams passed by application deadline
4. Graduate program that is APA-accredited; CPA-accredited is acceptable also
5. Endorsement by their department chair regarding their readiness for internship.
Preferred criteria:

1. 400 hours supervised psychotherapy experience (individual, couples, group) in graduate level practica
2. Psychotherapy experience with adult client populations (similar to college age populations)
3. Experience providing process oriented group psychotherapy
4. Experience providing services to diverse client populations
5. Counseling center experience

Additional relevant experience:

1. Crisis intervention
2. Outreach and consultation
3. Providing clinical supervision and/or clinical supervision coursework

APPLICATION PROCESS

Interested candidates should submit application materials via the AAPI Online, which may be accessed at http://www.appic.org, and clicking on “AAPI Online.” As part of the AAPI Online, please submit the following:

- Cover letter explaining (1) why you believe you would be a good fit with the internship program at UBCS, (2) what your goals for internship are, and how our program would help meet these training goals.
- 3 Letters of Reference: at least 2 of these letters should be from clinical supervisors (and at least one of these 2 should be from your most recent clinical supervisor)
- AAPI Application, with verification of internship readiness from your graduate program training director
- Current Curriculum Vitae
- Official Graduate Transcript

APPIC Internship Match Code: 145411

All APPI Online materials must be completed and available for review by our Application Due Date (under Application Process) indicated on the APPIC Program site (Program number 1454). Counseling Services is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the Association of Counseling Services Training Agents (ACCTA). We adhere to the policies and procedures established by APPIC for application procedures and communications with internship applicants.

All applicants will be notified by email, unless specifically requested otherwise by the applicant, by December 15 (as per APPIC recommendations) whether or not they will be offered a phone interview. If being offered an interview, you will be invited to contact the center to schedule a
phone interview, which typically takes place during the last week of December through the first two weeks of January.

There will be **NO notification to applicants of their ranking status** (i.e. whether or not they will be ranked by our program), as there is no benefit for applicants in having this information and no cost for applicants of not having this information, given that APPIC match procedures will not be impacted by this knowledge. No person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

Following applicants' phone interviews, there will be **NO further recruitment efforts**, as we do not wish to be perceived as courting any particular applicant (per APPIC guidelines). Applicants, however, may contact us following their phone interviews if needing further clarification about any information relevant to their ranking decisions. They are also welcome to speak further with other staff members or current interns, as relevant to their ranking decisions.

We **do NOT offer on-site interviews** (to be fair to applicants who cannot afford on-site interviews). However, **applicants are welcome to informally visit our center**, if that will aid in their decisions about ranking internship sites. Interested applicants should email the Training Director to schedule the informal visit.

**Any questions regarding the internship or application procedures should be directed to:**
Sung E. Kim-Kubiak, Ph.D., Training Director/Assistant Director
Counseling Services, State University of New York at Buffalo
120 Richmond Quadrangle
Buffalo, New York 14261-0053
716-645-2720
sekim@buffalo.edu

Specific questions about APPIC policies and procedures, and the APPI Online should be addressed to APPIC at [http://www.appic.org](http://www.appic.org).

Information and materials for the **APPIC Internship Matching Program** can be found at the official web site ([http://www.natmatch.com/psychint/](http://www.natmatch.com/psychint/)), by email at psychint@natmatch.com, via mail or phone at:

National Matching Services Inc.
595 Bay St., Suite 301, Box 29
Toronto, Ontario
Canada, M5G 2C2
Telephone: (416) 977-3431
Fax: (416) 977-5020
- or -
National Matching Services Inc.
P.O. Box 1208
Lewiston, NY 14092-8208
The University at Buffalo is an Affirmative Action/Equal Opportunity Employer. We are particularly interested in identifying prospective women, minority, and differently abled intern applicants. In accordance with federal and state laws, no person in whatever relationship with the State University of New York at Buffalo shall be subject to discrimination on the basis of age, religion or creed, color, disability, national origin, race, ethnicity, sex, marital or veteran status. Additionally, New York's Executive Order 28 and the University Board of Trustees Policy prohibit discrimination on the basis of sexual orientation.

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