



# Doctoral Internship in Professional Health Service Psychology

APA Office of Program Consultation and Accreditation

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[APA Office of Accreditation](#)

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# About the 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.

**Buffalo, New York?** Most people think of snow piled as high as people's roof tops when they think of Buffalo, NY (and in reality, most winters do not come close to what has been televised in the news every several years). Buffalo is much more than snow. There has been new energy and investment in building up and revitalizing this "City of Good Neighbors" and surrounding regions.

**Are you right for Buffalo?** [Are You Right For Buffalo You Tube Video](#)

**Travel Guide: Buffalo-Niagara, New York:** [Buffalo Travel You Tube Video](#)

Why UBCS? From an Intern's Perspective.  
(Created by one of our psychology interns)

## Clinic Related Perks

- Ability to supervise a *doctoral* student both semesters
- Ability to supervise in many contexts (e.g., formally, through consultation, outreach)
- Paid formal training (e.g., DBT, QPR)
- Committee involvement
- Good exposure to diverse clients and especially international students
- Staff engage in peer supervision (exemplifies a training and developmental model)

## Extra Perks

- Cost of living
- Large windows in intern offices

- Parking is free and close
- Insurance
  - Life, vision, and dental insurance (for you, spouse and dependents)
  - Option of NYS insurance

**To describe the feel of the center:**

- People value relationships, finding ways to connect and engage with each other (e.g., have lunch with each other, open doors, always ready to assist and support each other)
- Birthday club (choice to be randomly assigned staff/psych intern and be responsible for reminding staff about that individual’s birthday as well as bringing in a dessert treat on or around the individual’s birthday. Psych interns are celebrated but do not have to organize anything)
- Sunshine club
- Staff seems to have good work-life balance

Why Buffalo?

Sites and Attractions

- [Albright-Knox Art Gallery](#)
- [Bills \(NFL\)](#)
- [Buffalo and Erie County Botanical Gardens](#)
- [Buffalo and Erie County Naval & Military Park](#)
- [Buffalo Museum of Science](#)
- [Buffalo Zoo](#)
- [Canada](#)
- [Casino Seneca Buffalo Creek Casino](#)
- [Holiday valley](#)
- [Kleinhan’s Museum Hall](#)
- [Niagara Falls and hiking options \(e.g., Devil’s hole\)](#)
- [Riverworks](#)
- [Sabres Hockey \(NHL\)](#)
- [Seneca Niagara Resort and Casino](#)

Festivals

- [Allenton Art Festival](#)
- [Erie County Fair](#)
- [Juneteenth Festival](#)
- [National Buffalo Wing Festival](#)
- [Niagara County Peach Festival](#)
- [Tonawanda Canal Fest](#)

Food

[Buffalo food featured on Food Network](#)

## Nightlife

[Live music](#)

[Bars and lounges](#)

[Nightclubs](#)

## Parks

[Buffalo Olmstead Parks Conservancy](#)

[Amherst State Park](#)

[Buffalo Harbor State Park](#)

[Bird Island Pier](#)

[Ellicott Creek Park](#)

[Beaver Island State Park](#)

## **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 also serves students with diverse backgrounds and identities. The diversity in the clients of the center are comparable or surpass the diversity represented at UB (e.g., 17% international students, 45% identifying as an ethnic minority, 23% identifying a non-traditional sexual orientation or gender identity, and 16% identifying as first generation college students).

Counseling Services has a staff of 10 full-time licensed psychologists, 7 full-time licensed social workers, 4 full-time licensed mental health counselors, and a full-time licensed psychiatric nurse practitioner. In addition to the three full-time doctoral psychology interns, there are several part-time trainees. These include social work interns from the University at Buffalo 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.



## Setting and Facilities

Counseling Services primary/original offices are located on the North (Amherst) Campus of the University at Buffalo, in a residence hall complex. The facilities include individual offices for interns, with a large window to let some light in. Each office is also equipped with networked computer equipment, VOIP phones, and webcams for video/audio recording.



Group therapy sessions, seminars, and meetings have traditionally occurred in the group room, which is equipped with networked computer, webcam for recording, and a Smartboard.

Since COVID, most meetings have been conducted virtually (via Zoom), and the majority of our treatment groups have been conducted virtually as well. Hence, all computers are equipped with the necessary programs to conduct virtual sessions.

Several Counseling Services offices are also located on the South campus, in the Student Health Services building. As Counseling Services has grown, there are as many staff members primarily housed in this location. Doctoral Psychology Interns' offices are located in the original North Campus office, where the center Director, and the Training Director are also primarily housed. Prior to COVID, in order to try to maintain a sense of overall cohesiveness among staff and trainees housed in both locations, staff and trainees often rotated 1-2 days whole or half-days

at their non-primary location. So psychology interns would typically spend a day or two at the South Campus location during the week, which allows them greater access to the whole staff and potential supervisors. Since COVID, however, we have suspended interns rotating to South Campus, to minimize potential health risks related to sharing offices, at least for the present.

We also have an embedded counselor who spend 2-3 days providing services within a particular department to address the specific mental health needs of those students and those departmental communities. Thus far, we have embedded counselors in the following departments: Athletics, Medical School, Dental School, School of Engineering, Law School, and will be adding a counselor to the School of Pharmacy.

Counseling Services has a strong commitment to maintaining close working relationships with other departments of Student Life, including Student Health Services, Wellness Education Services, Office of Accessibility Services, International Student Services, Intercultural and Diversity Center, among others. We continue to expand our collaborative engagement with other university entities (e.g., Office of Student Conduct and Advocacy, Educational Opportunities Program, Office of Equity, Diversity, & Inclusion), recognizing that working towards more preventive efforts with the whole campus community is an important aspect of addressing the mental health concerns of students.

## **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, [APA Office of Accreditation](#) )

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 the profession-wide competencies of health services psychology (different from health psychology), as laid out in the [Standards of Accreditation](#) (SoA) (APA 2015).

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 comparable professional settings are likely to encounter.

## 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 have opportunities to shadow training staff as they conduct initial needs assessments, crisis intervention sessions, or outreach during their initial orientation period. They engage in relevant self-directed study, paid for by UBCS, after which they receive certificates of completion. These include QPR (suicide prevention programming workshop that all staff and interns provide to the campus community) training, and a 6-weeks online DBT training from the Marsha Linehan Institute. Other trainings may be offered as needed (e.g., telemental health training).

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 and professional 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.

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 professional endeavors. Greater multicultural

awareness and sensitivity, and examining our experiences, assumptions, values, and (conscious or unconscious) biases is a key value that we continue to diligently work towards.

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 are also aware that multicultural factors are inexorably linked with issues of power, privilege, oppression and inequity that exist within various social/economic/political systems. Hence, there is attention to the ways in which psychologists and other mental health professionals may incorporate values of social justice within their clinical and professional work.

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 a variety of interventions and therapy approaches, and engage in a wide range of professional activities. We hope to assist in their process of discovering their own individual professional identities 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.

## **INTERNSHIP: Applied Skills**

### Overall Goals, Aims, and Competencies

The program's overarching aim is to assist interns toward developing advanced level of skill in the fundamental competences of health services psychology, as defined by APA (APA Office of Program Consultation and Accreditation, 750 First St. NE Washington, DC 20002-4242, Ph 202-336-5979, [APA Office of Accreditation](#)). Interns will receive supervision and experience in providing 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 tests as it informs clinical practice, crisis assessment and intervention. They will also receive supervision and experience in outreach, consultation, inter-disciplinary/inter-professional consultation and collaboration, and providing training and supervision to less experienced counselors in training. Clinical and professional activities are to be informed by scholarly and research literature. They will also engage in supervision and training activities aimed at increasing awareness of the impact of individual and cultural factors, and how power (or disempowerment), privilege, oppression, and marginalization influence the experiences of clients, and others in the various social contexts within which we work and live. Additionally, we work to assist interns in

beginning to develop a sense of professional identity that is consistent with professional ethical standards, and congruent with their personal sense of self, values, strengths, and interests.

A full description of the program's goals, aims, competencies, 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. Interns engage in all the direct service activities that staff members do. This includes providing individual, couples and group counseling, intake assessments, and crisis assessment & intervention. 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 **needs assessment** (brief clinical interview) and the **first session** assessment (gathering additional client history, further clarifying presenting concerns, clarifying treatment goals, more thorough risk assessment, and initial diagnostic information). We also routinely utilize the CCAPS (Counseling Center Assessment of Psychological Symptoms) inventory (developed by CCMH at Counseling and Psychological Services at Penn State University) to evaluate treatment progress for all clients engaging in individual or couples counseling at the center. Training in diagnostic interviewing takes place during the August orientation through didactic presentations and observation.

Formal psychological testing is used 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 individual supervisors, the assessment coordinator, and other staff members as appropriate. 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 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. Additionally, based on previous interns' feedback and suggestions, a new training meeting has been established to further assist and support interns around crisis intervention experiences early in the internship 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 average of 1 workshop per month. 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 an interdisciplinary committees, where they will have regular contact with non-Counseling Services university staff. In fact, the Eating Disorders Treatment Team has been a vital and active committee that many interns have served on through the years. Additionally, interns respond to phone consultation requests and emergency crisis consultation or post-vention 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.

Interns further gain outreach programming, consultation, and inter-professional collaboration experiences through working more closely with an Outreach Mentor within Counseling Services. During August orientation, interns meet with various staff members who have developed relationships with other university offices/departments and are engaged in more long-term outreach programming for certain student populations. Based on interns' preferences, each intern is paired with one of these staff members who will serve as their Outreach Mentor. Interns will work more closely throughout the year with their paired Outreach Mentor, to gain greater depth and breadth of experiences in the multi-step, multi-layered aspects of developing, maintaining, and growing consultative/collaborative outreach programming.

## Supervision

In addition to the professional psychology internship, Counseling Services also provides training to social work interns from UB's Social Work graduate program, 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 bulk of the intern's clinical and professional activities. They meet with each supervisors for 1 hour per week, totaling 2 hours per week of individual supervision.
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 a biweekly, 1-hour group consultation meetings, where interns meet as a group 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.
4. Rotating Training Meetings: In addition to the weekly 2-hours Intern seminars, there are additional rotating training meetings used to address some specific training needs, often based on intern feedback. These may include:
  1. Needs Assessment/Crisis Intervention Consultation
  2. Diversity Discussions training meetings
  3. Intern Case Conference Meetings
  4. Internship meetings with the Training Director
  5. Intern Only meeting (to facilitate intern cohesion and mutual collegial support)
5. Consultation and Outreach Supervision: Supervision of these activities is done individually and in group formats, depending on the type of consultation/outreach activity. Interns are also paired with an Outreach Mentor to supervise and support each intern to develop greater depth in a particular areas of outreach and consultation.
6. 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**

Though internship training is primarily an experiential in nature, some didactic training is incorporated to further support interns' continued growth and development. Interns receive 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-rounded 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. Interns also engage in 2 distance/on-line learning activities early in the internship year. Interns are allotted time to complete in our suicide prevention programming self-study (QPR) that typically takes interns 10-15 hours to complete. They are also allotted time to complete a roughly 20-hrs on-line DBT (Dialectical Behavior Therapy) training for which they will receive a completion certificate from [Behavioral Tech, LLC](#). Both these distance trainings are fully funded by Counseling Services, at no additional cost to the interns.

### 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 of origin, environmental, social, cultural, and political factors, life events, etc.) are essential for an understanding of adaptive and maladaptive 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 relationships, 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, conducting groups with practicum students, and providing clinical consultation to practicum students.

## Multidisciplinary Approach

The professional clinical staff is comprised of licensed (and license eligible) counseling and clinical psychologists, licensed clinical social workers, licensed mental health counselors, 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. 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 Health Promotions office, 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 may 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
- Assignment of outreach mentors
- Committee assignments
- Supervisee assignments
- Orientation to Policies and Procedures of the Counseling Services
- Clinical Interview/Needs Assessments
- 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, Health Promotions)
- Suicide Prevention programming (QPR Distance training and certification) – fully paid by the center
- DBT training (20 hours on-line training and certification) – fully paid by the center
- Professional Licensure

- Tours/orientation to the 2 campuses that interns will be working in
- Meetings with psychiatric nurse practitioner and center case manager, and various other staff to get oriented to the many facets of service provision at the center that will intersect with intern activities
- Meeting part-time trainees

## 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

Interns provide evaluations and feedback for supervisors, training staff, and Training Director through both informal verbal conversations, as well as formal, written evaluations throughout the internship year. Interns also provide an overall internship program evaluation at mid-year and year-end points of the internship. Interns are invited in a continuous and ongoing way to bring up issues or concerns, as well as ideas and suggestions for improvement to the Training Director. Interns' input is valued and taken seriously. Several changes (small and larger) to the internship program have been implemented throughout the years based on interns' feedback and suggestions.

# **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 session 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. Interns, like staff, are also provided with some financial support for professional development activities during the internship year. The amount of professional development money will change annually, based on each year's approved budget, and have ranged from \$500 to \$1300.

## 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, Diversity & Inclusion Committee, Eating Disorders Treatment Team, 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 typically **August 5** (unless this falls on a weekend).

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.

| <i>Activity</i>   | <i>Fall'22</i>      |
|---|---------------------|
| <i><b>DIRECT SERVICE (Clinical, Outreach, Supervision/Training provided)</b></i>                    |                     |
| <i>Individual, couples, assessment client hours (45-50 min sessions, 10 mins for session notes)</i> | <i><b>10.00</b></i> |
| <i>Needs Assessments hours</i>  | <i><b>3.00</b></i>  |

|  |              |
|--|--------------|
| <i>Crisis walk-in coverage hours</i>   | <b>1.00</b>  |
| <i>Group therapy</i>   | <b>2.00</b>  |
| <i>Psychological Testing (administering, scoring, interpreting, report writing, feedback sessions) – (ave. weekly across months, across semesters)</i>                         | <b>1.00</b>  |
| <i>Consultation/outreach (ave. weekly across months, across semesters)</i>   | <b>1.00</b>  |
| <i>Provide supervision to practicum student</i>  | <b>2.00</b>  |
| <i>Supervision session (1.0 in fall, possible 2.0 in spring)</i>   |              |
| <i>Supervision related admin, rev. paperwork, tapes, etc. (1.0 in fall, possible 2.0 in spring)</i>  |              |
| <b><i>TOTAL SERVICE DELIVERY HOURS (50% of time spent)</i></b>   | <b>20.00</b> |
| <b><i>TRAINING RECEIVED (Supervision, training meetings)</i></b>   |              |
| <i>Supervision of Individual &amp; Couples Therapy, Intakes, Assessment, Crisis Intervention</i>   | <b>2.00</b>  |
| <i>Supervision of Supervision (Meta-supervision)</i>   | <b>2.00</b>  |
| <i>Supervision of Group Therapy</i>  | <b>1.00</b>  |
| <i>Pre- &amp; post-group processing/supervision w/ senior staff co-facilitator</i>   |              |
| <i>Intern seminar</i>  | <b>2.00</b>  |
| <i>Rotating Training Meetings (Diversity Discussions, Crisis/NA consultation, Group Consult - rotating meeting; monthly intern only; monthly meeting w/ training director)</i> | <b>1.50</b>  |
| <i>Supervision of Outreach (with outreach mentor)</i>  | <b>0.50</b>  |
| <b><i>TOTAL TRAINING RECEIVED (24% of time spent)</i></b>  | <b>9.50</b>  |
| <b><i>ADMINISTRATIVE/PROFESSIONAL DEVELOPMENT/MISCELLANIOUS/OTHER</i></b>  |              |
| <i>UBCS committee participation (Eating Disorders Treatment Team)</i>  | <b>0.50</b>  |
| <i>Staff meeting/PD seminar/Case Consult meetings (ave. weekly hrs à)</i>  | <b>1.00</b>  |
| <i>Administrivia (clinical paperwork, case management)</i>   | <b>2.00</b>  |
| <i>PD/research time</i>  | <b>2.00</b>  |
| <i>Lunch</i>   | <b>5.00</b>  |
| <b><i>TOTAL OTHER (Admin, paperwork, support activities, self-care) (26% of time spent)</i></b>  | <b>10.50</b> |
| <b><i>GRAND TOTAL</i></b>  | <b>40.00</b> |

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 40 hours weekly during regular center business hours that includes at least one late day.

## COMMUNICATION WITH GRADUATE PROGRAMS

The Training Director will be in communication with interns' graduate programs, at minimum providing a brief update of progress at mid-year, and internship completion letter and copies of year-end intern evaluations at year-end points of the internship. 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, [APA Office of Accreditation](#)), 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. You can learn more about us on the Counseling Services website: [UB Counseling Services Staff](#)

### Interns

Our interns come from 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.

## INTERNSHIP ADMISSIONS, SUPPORT AND INITIAL PLACEMENT DATA

Date Program Tables Updated: 8/5/22

### Program Disclosures

|  |  |
|--|--|
| <b>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</b> | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |
| <b>If yes, provide website link (or content from brochure) where this specific information is presented:</b>   |  |
| NA   |  |

## Internship Program Admissions

**Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:**

As a primary component of this internship is clinical work with undergraduate and graduate age college populations (young adults to older adults), having had **graduate level, supervised clinical experience in similar settings** (e.g., university counseling centers or other mental health agencies that provide individual, couples, and group psychotherapy for diverse adult populations) is preferred. Experience with **crisis intervention, outreach programing, and coursework or experience in providing clinical supervision** are also highly desirable for this internship placement.

**Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:**

|   |     |             |
|---|-----|-------------|
| Total Direct Contact Intervention Hours | Yes | Amount: 350 |
| Total Direct Contact Assessment Hours   | No  | Amount: NA  |

**Describe any other required minimum criteria used to screen applicants:**

Additional required minimum criteria:

1. Minimum 700 AAPI Grand Total Practicum 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.

## Financial and Other Benefit Support for Upcoming Training Year\*

|  |                  |
|--|------------------|
| Annual Stipend/Salary for Full-time Intern   | \$38,600         |
| Annual Stipend/Salary for Half-time Intern   | NA               |
| Program provides access to medical insurance for interns?  | Yes              |
| <b>If access to medical insurance is provided:</b><br>* see additional relevant information below regarding medical insurance  |                  |
| Trainee contribution to cost required?   | Yes              |
| Coverage of family member(s) available?  | Yes              |
| Coverage of domestic partner available?  | Yes              |
| Hours of Annual Paid Personal Time Off (PTO and/or Vacation)   | 96 hrs = 12 days |
| Hours of Annual Paid Sick Leave  | 96 hrs = 12 days |
| In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of person time off and sick leave? | Yes              |

|   |  |
|---|--|
| ** see additional relevant information below regarding Family Medical Leave Act |  |
|---|--|

\*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

## Additional Benefits Information

### \* **Medical Insurance, Health Benefits:**

Similar to staff, interns may choose from a variety of comprehensive medical plans. Coverage may differ based on the medical plan chosen.

Dental, vision, and prescription plans are provided through the United University Professions union.

### **Additional time off and Professional Development leave time & financial support:**

In addition to vacation & sick time, interns, like staff get approximately 10 paid holidays.

Time is allotted for professional development activities (e.g. dissertation, research, conferences or training workshops). Typically, interns, like staff, can take up to 6 paid professional development days. Interns are also allotted professional development money, which varies depending on annual budgets, and have generally ranged from \$500 to \$1000. PD time and money may be used upon approval from the Director.

**\*\* FMLA:** In the case of medical or family related needs that require extended leave time, interns, like staff, may apply for paid Family Medical Leave, using any accrued sick, vacation, floating holiday, or compensatory holiday time in their balance. If they run out of accrued time, they may also apply for unpaid Family Medical Leave (contact university human resources for specific information about limits and application process).

If extended FMLA leave jeopardizes meeting the requirements for successful completion of internship, we will work with the intern to figure out strategies and options that can make completion possible.

### **Computer and Research Facilities:**

Each intern office is equipped with a networked computer running Windows, through which interns have access to the internet, email, client scheduling & documentation (Titanium), webcams (for video/audio recording therapy sessions) and other computer processing needs. Interns may also utilize university libraries and consultants for research and professional development.

## 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, though many have tended to go onto practice oriented placements, including university counseling centers. Below is an aggregated tally of post-internship positions for the past 3 intern cohorts.

### Post-Internship Positions for 2018-19, 2019-20, 2020-21 Cohorts

Total # of interns who were in the 3 cohorts: 9

Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree: 0

|   | 2018-21 |    |
|---|---------|----|
|   | PD      | EP |
| Total # of interns who were in the 3 cohorts  | 9       |    |
| Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree | 0       |    |
|   | PD      | EP |
| Academic Teaching   | 0       | 0  |
| Community Mental Health Center  | 0       | 0  |
| Consortium  | 0       | 0  |
| University Counseling Center  | 2       | 3  |
| Hospital/Medical Center   | 0       | 0  |
| Veterans Affairs Health Care System   | 0       | 0  |
| Psychiatric Facility  | 0       | 0  |
| Correctional Facility   | 0       | 0  |
| Health Maintenance Organization   | 0       | 0  |
| School District/System  | 0       | 1  |
| Independent Practice Setting  | 0       | 2  |
| Other   | 1       | 0  |

*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.*

# INTERNSHIP APPLICATION PROCESS

Interested candidates should submit application materials via the **AAPI Online**, which may be accessed at APPIC, 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 an interview. If being offered an interview, you will receive an email with instructions for scheduling the 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' 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 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](mailto:sekim@buffalo.edu)**

Specific questions about APPIC policies and procedures, and the APPI Online should be addressed to APPIC at <https://appic.org/>.

Information and materials for the **APPIC Internship Matching Program** can be found at the official web site [APPIC Internship Matching Program](#) , by email at [psychint@natmatch.com](mailto: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  
Telephone: (716) 282-4013  
Fax: (716) 282-0611

### **Non-Discrimination Policy**

The University at Buffalo (UB, university) is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, or criminal conviction status. This includes, but is not limited to, recruitment, the application process, examination and testing, hiring, training, grading, disciplinary actions, rates of pay or other compensation, advancement, classification, transfer and reassignment, discharge, and all other terms and conditions of employment, educational status, and access to university programs and activities. Employees, students, applicants, or other members of the university community

(including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The university will provide accommodations to ensure the full participation of individuals in university programs, when such accommodations are reasonable and necessary due to an individual's disability, religion, pregnancy, maternity, breastfeeding, transgender status, or sexual violence victim status. The university will provide accommodations to individuals with disabilities in accordance with its *Reasonable Accommodation Policy*. Religious accommodations will be provided in accordance with the university's *Religious Accommodation and Expression Policy*.

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