

# Counseling Services

## Internship in Professional Psychology Overview

### 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](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/>



### **The Counseling Services: An Overview**

Counseling Services is a department of Student Affairs. 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. Among the services offered are group therapy, individual psychotherapy, couples counseling, 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 eight licensed or license-eligible psychologists, four licensed social workers, two board certified consulting psychiatrists, and psychiatric residents. In addition to the, three full-time pre-doctoral psychology interns, we also have several part-time trainees, including several social work interns, graduate assistants, and beginning and advanced practicum students from the University at Buffalo Counseling, School, and Educational Psychology graduate programs (APA-accredited, APA Office of Program Consultation and Accreditation, 750 First St. NE Washington, DC 20002-4242) and Niagara University's Master program in Mental Health Counseling. 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 Training Philosophy**

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, 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. Our philosophy of training incorporates a generalist, practitioner-scholar perspective, highlighting mentorship and experiential learning, all with an eye toward providing developmentally appropriate and individualized experiences for our interns. 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 and group psychotherapy, clinical assessment, crisis intervention, outreach, and consultation.

### **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.

## **THE PROGRAM : Applied Skills**

### **Overall Goals, Objectives, and Competencies**

The program's goals, objectives, and expected competencies in summary are to assist interns toward developing intermediate to 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 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.

### **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 12 - 14 individual clinical hours and 1 - 2 therapy groups.

### **Clinical Assessment**

Clinical assessment is primarily done through the interviewing of incoming clients during the initial clinical assessment. 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 through didactic presentations and observation. Interns typically provide 3 - 4 hours of intake interviews per week.



Objective and projective psychological tests may also be used to aid clinical and/or career assessment and the therapy process. Psychological testing is addressed in intern seminars. Additional training may occur throughout the year for interns who wish to receive additional testing experience. Testing may be supervised by one of the intern's supervisors or by another staff or consulting psychologist chosen by the intern.

### **Crisis Intervention**

Each staff and intern provides 1-3 hours per week of walk-in crisis intervention during regular Counseling Services hours to students who require immediate attention due to significant lethality risk or deterioration of functioning. Each staff and intern 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.

### **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. 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 masters programs in Mental Health Counseling from area universities. Psychology interns participate in the provision of supervision to counseling practicum and extern trainees throughout the year. Training in the provision of clinical supervision takes place during August orientation seminars, directed readings, and weekly meta-supervision with the Training Director throughout the year.

## **THE PROGRAM: 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 two 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 a group consultation meetings for 1.5 hours weekly with the group coordinator to view tapes of their group sessions and give and receive feedback.
3. Case Conferences and Clinical Meetings: Interns participate in clinical meetings and case conferences, which include the staff and the consulting psychiatrist. Clinical meetings are used to discuss assessment issues arising from specific clinical assessment interviews and to assign clients. Case conferences provide the opportunity for interns and senior staff to present cases informally and to discuss treatment issues. There will be a few occasions during the year in which the intern will be asked to do a formal case presentation.
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 1.5 hours weekly of supervision of their supervision of practicum students.

### **Didactic Training**

Another component of our training program occurs in the intern seminar, which meets for two hours per week. They 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: short-term therapy, empirically supported therapy, legal and ethical issues, risk management, psycho-diagnostic issues, group therapy, treatment of special populations such as those with eating disorders and adult survivors of sexual abuse, diversity issues in counseling, assessment, and consultation. Input from interns in selecting topics for these seminars is welcomed.

### **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 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 as managed care, confidentiality, legal rights, insurance, and dual/multiple role conflict. 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 masters level counseling 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 board-certified consulting psychiatrists and psychiatric residents. . 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.

### **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
- Crisis Intervention
- Treatment Planning
- Outreach
- Consultation
- Group Therapy
- Clinical Supervision Training

- Lethality Assessment and Crisis Management Training
- Ethical and Legal Issues
- Emergency Psychiatric Unit at the County hospital
- Introductions to other relevant campus offices (Student Health, Wellness Education, Career Planning & Placement, etc.)

### **Intern Evaluation**

Supervisors of each activity provide ongoing evaluation of interns. All senior staff members who work with interns meet regularly to discuss and monitor intern training experiences. Formal evaluation occurs at various points during the internship year (end of fall semester, end of spring/summer semesters). Feedback to interns is written and verbal, highlighting both strengths and areas needing improvement.

### **Evaluation of Training Program and Training Staff**

The internship program is evaluated on a continuous basis by means of meetings between the Training Director and interns and regular meetings of the training staff. Interns provide written mid-year and final evaluations of the internship, and these are discussed with the Training Director, with a focus on the effectiveness of the training program and on the development of more effective policies and procedures. Interns also provide ongoing informal and semester-end formal written and verbal evaluations of all of their supervisors and the Training Director.

## **THE PROGRAM: Personal & Professional Development**

### **Professional Development Activities**

Attendance and presentations at national and regional conventions 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.

### **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 Committee, Training Committee, Professional Development Committee, Suicide Prevention Committee, and Research Committee.

### **Personal Growth**

A primary goal of the internship training is to enhance personal and professional growth and development. An emphasis in the formal supervisory process is in helping the intern to develop a

greater understanding of herself/himself insofar as they affect the clinical and professional roles. 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 weekly 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. In addition, each staff member and trainee is expected to monitor his or her own performance on a regular basis.

The professional staff encourages interns to be involved in research activities. Efforts are made to develop collaborations between senior staff and interns on empirical research, theoretical papers, and professional presentations.

## **THE PROGRAM: Typical Weekly Schedule**

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.

Activity	Hours/Week
<b>DIRECT FACE-TO-FACE CLINICAL SERVICE ACTIVITIES</b>	
Individual, couples, assessment client hours (45-50 min sessions, 10 mins for session notes)	14.0
Intake hours (2.0 hrs through September, then increasing to 3.0 hrs in October) – includes 30 minute clinical interview session + 30 minutes to write intake summary	3.0
Crisis walk-in coverage hours	1.0
Group thx hours Group therapy session (1.5) Group orientation sessions (0.5)	2.0
<b>Total Direct Clin</b>	20
<b>TRAINING RECEIVED</b>	
Supervision of Individual & Couples Therapy, Intakes, Assessment, Crisis Intervention	2.0
Supervision of Supervision (Meta-supervision)	1.5
Supervision of Group Therapy Group consult w/ all co-leaders (1.5) Pre- & post-group processing/supervision w/ specific co-leader (1.0)	2.5
Intern seminar	2.0
Meeting w/ Training Director & Research Support & Supervision of Consultation & outreach	1.0
Supervision of Outreach w/ Workshop co-leader & monthly supervision w/ Outreach Coordinator	0.5
Clinical Meeting	1.0
<b>Total Training</b>	10.5

<b>PROVIDING TRAINING TO PRACTICUM STUDENTS</b>	
Provide supervision to practicum student Supervision session (1.0) Supervision related admin, rev. paperwork, tapes, etc. (1.0)	0 – 2.0
Co-lead beginning practicum orientation/seminar & preparation time	0 – 2.0
<b>Total provision of training</b>	<b>2.0</b>
<b>OUTREACH, CONSULTATION, ADMINSTRATIVE</b>	
Consultation/outreach (ave. weekly)	1.0
UBCS committee participation (ave. weekly; 1 – 3 hours monthly)	1.0
Staff meeting (ave. weekly = 1 hour every other week)	0.5
<b>Total Outreach, Consult, Admin</b>	<b>2.5</b>
<b>OTHER</b>	
PD/research time	2.0
Lunch	5.0
<b>Total other</b>	<b>7.0</b>
<b>GRAND TOTAL</b>	<b>42.0</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 42 hours weekly during regular center business hours that includes at least one late day (Wednesday or Thursday until 7 pm)

## THE 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.](#)

### Former Interns

Our interns come from all over the country, and represent some of the best and the brightest in the field of Psychology. Here is the list of all our [former interns](#).

## Benefits & Application

### Benefits

Salary:	Intern salary for the internship year is \$23,944. The contract period runs for one full year, beginning in early/mid August. 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.
Health Benefits:	Interns may choose from a variety of comprehensive medical plans. Dental, vision, and prescription plans are provided through the United University Professions union.

Vacation and Sick Leave:	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.
Professional Development and Professional Leave:	Time is allotted for professional development activities (e.g. dissertation, research). Leave time for workshop and conference attendance/presentations, dissertation defense, job interviews is available on an as-needed basis pending approval by the Director. Staff, including psychology interns are also allotted \$900 for professional development activities.
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. In addition, interns may utilize university libraries and consultants for research and professional development.

## **Eligibility and Application Procedures**

### **APPLICATION CRITERIA/ELIGIBILITY**

Minimum requirements:

1. Minimum 800 AAPI Grand Total Practicum Hours; Minimum 450 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. 300 hours supervised psychotherapy experience (individual, couples, group) in graduate level practicum
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.” Please submit via the AAPI Online 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

<b>Our APPIC Internship Match Code is: 145411</b>
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**All AAPI 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 an 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 contact 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 <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/> ) or by email at [psychint@natmatch.com](mailto:psychint@natmatch.com), or 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

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.