

**Stony Brook University  
Counseling and Psychological Services (CAPS)  
APA-Accredited Doctoral Psychology Internship in  
Health Service Psychology  
2026-2027  
Program Code Number for the Match: 149211**



Dear Applicant,

Thank you for your interest in our site. We offer a full-time, 12-month, APA-accredited internship training program. We understand that the internship training year is an important one. With that in mind, we have compiled information here about the internship training experience at CAPS in order to assist you in making the right choice for you. If you have any questions after reading through the information in these pages, please feel free to contact the Interim Assistant Director for Training, Marissa Clements, Psy.D. by email at [Marissa.Clements@stonybrook.edu](mailto:Marissa.Clements@stonybrook.edu) or by phone at 631-632-6720. Thanks for your interest and good luck!

## About the University

Stony Brook University is one of the State University of New York's four University Centers.



Stony Brook has a population of approximately 26,000 students. CAPS is located on Stony Brook's West campus where students are enrolled in Baccalaureate, Master's, Graduate certificate, and Doctoral programs. CAPS has a satellite office on East campus (Health Science Center) where students are enrolled in the following schools: Dental

Medicine, Health Technology and Management, Medicine, Nursing, and the School of Social Welfare. The student body at Stony Brook is exceptionally diverse. With regard to data from 2024, the ethnic distribution of the total student body was recorded as: 30% White, 28% Asian, 13% Hispanic or Latino, 6% Black or African American, ~1% American Indian or Alaskan Native, ~1% Native Hawaiian or Other Pacific Islander, 3% identifying with two or more races, and with 6% Race/Ethnicity unknown. Enrollment by gender is 52% female-identified, 47% male-identified, and approximately 1% non-binary identified. Total fulltime enrollment status encompasses roughly 22,200 students, and 3,650 part time students. There are approximately 3,400 international students from at least 112 countries (representing 13% of all student enrollment).

## About CAPS

The mission of Counseling and Psychological Services (CAPS) at Stony Brook University (SBU) is to provide psychological and psychiatric services in support of students' health and well-being as they pursue their academic careers. An interdisciplinary team of licensed and certified mental health professionals provides psychotherapy and psychiatric treatment to the student population as well as immediate help in psychiatric emergencies. We provide individual therapy, group therapy (process groups, meditation groups, and groups for students from underrepresented populations), and couples' therapy. We tend to see students for brief treatment. Many clinicians have strong backgrounds in relational psychodynamic work, while others work from a more cognitive behavioral or integrative perspective.

Two administrative support staff members - along with student employees - provide clerical support to staff and interns. Copying, printing, and scanning resources are readily available. IT support (for issues regarding computers, printers, and the electronic medical record keeping system) is provided by a team that includes a full-time employee and student assistants. The university provides typical office software (e.g., Word, Excel, Power Point), and an electronic scheduling and record keeping system (Medicat) has been programmed with customized templates for clinical contacts.

## **About the population**

CAPS at Stony Brook University serves the student body of the university. As is consistent with national data regarding trends in college mental health, SBU students seek mental health services in increasing numbers. Students seek services for a range of issues, including anxiety and depression, substance use issues, reactions to recent or past trauma, eating disorders, and relationship difficulties. Many students come with preexisting mental health issues. As emerging adults, students often grapple with developmental concerns including issues regarding sense of self (e.g., sexual and gender identities; cultural, racial and ethnic identities).

## **About The Internship Program**

The primary goal of the internship program at CAPS is to prepare trainees for functioning as independent professional psychologists with specific skills in the treatment of college students in a multicultural setting. The program consists of numerous clinical and didactic opportunities that build upon each other, thus allowing the intern to gradually attain increasing levels of clinical autonomy through the course of the year. Interns have opportunities to develop strong generalist skills, and they are given opportunities to individualize their training experiences by requesting exposure to specific populations and electing apprenticeships.

Interns are exposed to activities that help them to build profession-wide competencies in the following areas: intervention, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication and interpersonal skills, providing supervision, consultation and interprofessional/interdisciplinary skills, and engagement with research in its application to clinical populations. Our internship offers the opportunity for interns to develop specific knowledge and skills in the following areas through elective clinical and didactic exposure/concentrations (called “apprenticeships”): risk assessment following community incidents involving student safety; working with student athletes; outreach and prevention (through the Center for Prevention and Outreach). Interns may have the opportunity to develop their own interests and specializations by communicating their interest in working with specific populations.

Our internship program has been primarily psychodynamic in perspective since its inception. We have since integrated alternate treatment modalities, so that we now consider ourselves an integrative psychodynamic program. We begin by assessing what our clients need and what their capacities are; we develop a clinical formulation that informs the treatment trajectory. Many of our clinicians work from an integrative perspective, for instance incorporating relational psychodynamic work with third-wave behavioral approaches (e.g., mindfulness-based cognitive therapy, ACT, DBT), family systems, attachment theory, feminist therapy, and other theoretical perspectives in helping our clients achieve change. It is our goal to assist interns in honing their own individual clinical perspectives through exposure to a range of treatment perspectives that have empirical, scientific support.

Our internship program gives particular attention to social justice concerns, both in concern for the diversity of the student population that we serve and in concern for our belief in the importance of training professionals who are well-equipped to provide services to all individuals. The internship training program functions with an explicit awareness of the importance of affirming the experiences of LGBTQ-identified students as well as individuals from racially- and religiously-persecuted groups.

Interns participate in several experiential activities, including the provision of individual and group therapy, along with acute crisis management. Interns receive significant supervision and didactic training in support of these experiences. Interns have an opportunity to supervise a practicum student.

### **Clinical Activities**

**Intake Assessments:** Interns meet with individual clients to assess presenting problems and formulate diagnoses. Interns assess the severity of the problem (risk assessment), determine the most appropriate interventions, and discuss treatment alternatives with the client. During the intake process, interns also assess the client's motivation for treatment.

**Individual Psychotherapy:** Interns eventually carry a caseload of approximately 15 hours of individual psychotherapy clients per week. Emphasis is given to providing brief therapy, a model that tends naturally to coincide with the duration of the academic semester.

**Group Psychotherapy:** Depending on student need/demand, interns may have the opportunity to co-lead a process group during their year at CAPS. They first observe, then participate in, and may finally conduct themselves, the screening of potential group members. Interns may have the option of developing their own group focused around their own special interests. Interns have the opportunity to learn what is involved in the development, recruitment, and running of a group from the ground up. Groups may include process groups as well as topic-oriented groups.

**Initial Meetings and Risk Assessment:** During their 4 Initial Meeting slots each week, interns work with senior staff, observing first-hand how initial meetings work. Through their involvement with this process, as a component of the Stepped Care Model, interns have the opportunity to practice skills in rapid risk assessment and crisis management, while also considering preliminary treatment trajectories and appropriate levels of care. Interns are provided immediate supervision and assistance for situations in which clients urgently require hospitalization or in which other unexpected measures may be needed.

**Clinical Supervision:** Interns may have the opportunity to supervise one master's level practicum student (extern) in psychology or a related field during their internship year, for either a semester or a year. Interns schedule one hour of individual supervision with the practicum

student, and are provided 1 hour of group supervision of supervision.

**Outreach/Campus Community Participation:** Although outreach is not a major focus of the internship experience outside of a chosen apprenticeship, interns have opportunities to participate in outreach activities during the internship year. Examples of outreach activities include, but are not limited to: orientation activities, depression screenings, activities aimed at increasing awareness of sexual violence/assault and domestic violence/intimate partner abuse, AOD outreach programming, and outreach programming related to LGBTQ services and awareness.

## **Training Activities**

### **Supervision**

Individual supervision (3 hours): Interns meet individually two hours per week with a primary supervisor (a licensed psychologist), and one hour weekly with a secondary supervisor (a licensed psychologist) for ongoing management of their individual caseloads, as well as professional development as emerging psychologists.

Group Supervision (.5 hours): Interns co-leading groups with a senior staff member or a psychology fellow (post-doc). Supervision of groups that interns are co-leading occurs between co-leaders before and/or after groups.

Supervision of Supervision (“Sup of Sup”) (1 hour): Interns receive weekly supervision of their supervision of practicum students in a group format. This weekly meeting provides a small didactic experience as well as a structure within which to review extern progress as well as extern clinical care of CAPS clients. Interns will have an opportunity to outline their general supervisory stance and identify the aspects of their own clinical belief system.

Supervision of Apprenticeship (.5-1 hour): Interns receive weekly supervision of their apprenticeship experience (if they elect to complete an apprenticeship experience). This supervisor may be a psychologist, licensed social worker, or licensed mental health counselor. The length of supervision may depend upon the selected apprenticeship and supervisory needs of the intern.

Interns receive consultative supervision as needed regarding management of urgent/crisis situations.

## Sample Summary of Intern Training Experiences 2026-2027

	M	T	W	TH	F
9	Case Assignment Meeting	Staff Meeting		Social Justice Meeting	Clinical Services Meeting
10	Sup of Sup		Psychotherapy Seminar		Special Topics Seminar

- 2 hours individual supervision with Primary Supervisor (licensed psychologist, min. 2 years licensure)
- 1 hour individual supervision with Secondary Supervisor (licensed psychologist, min. 2 years licensure)
- 1 hour Sup of Sup = group supervision for supervision of externs (licensed psychologist, min. 2 years licensure)
- 1 hour multi-disciplinary staff-wide group supervision = Clinical Services Meeting
- .5 hours of supervision with Group co-leader (who may be a Postdoctoral Fellow)
- .5 – 1 hours supervision (may be group or individual) with apprenticeship supervisor
- 2 hours of seminars (Psychotherapy Seminar and Special Topics Seminar)

### Seminars

Special Topics Seminar (weekly, 1 hour): This one-hour, weekly seminar, is designed to assist interns in expanding their lens in working not only within college mental health, but the professional as a whole. Topics include ethics and professionalism, social justice, psychoanalytic concepts in college mental health, sexual and domestic violence, psychopharmacology, and substance use.

Psychotherapy Seminar (weekly, 1 hour) The purpose of this seminar is to assist interns in developing diagnostic and assessment skills, clinical intervention skills, and cultural awareness/humility in providing psychological services to a diverse population of university students. We will consider theoretical issues including critical perspectives that interrogate the cultural and philosophical context of clinical psychology; practical and treatment issues including empirically-supported approaches to psychological phenomena; and, general phases of treatment from specific interventions to termination. We will integrate issues related to cultural competence and ethical issues as they arise. These perspectives will be the building blocks for you to develop a case formulation which you will share in the late Spring/Summer.

To augment our seminar and inform our integrative stance, exploring how to address various concerns from additional modalities (e.g. CBT for insomnia) occur in collaboration with the Krasner Psychological Center's internship consortium.

## **Other Training Experiences and Professional Development Activities**

Staff meeting: Interns participate in weekly or biweekly staff meetings in which myriad clinical and administrative issues are discussed.

Clinical Services Team meeting: Interns participate in weekly meetings to discuss clinical cases with all clinical staff. A major component of intern growth over the course of the year is the development of a professional identity, which occurs by working as a staff member on a multidisciplinary unit.

Case Assignment meeting: Interns participate in weekly meetings to discuss cases that they may not be able to pick up themselves from the initial meeting process and require transfer to another clinician.

## **Elective Clinical & Training Activities**

### **Apprenticeships**

Interns have the opportunity to select an area of focus, called an "Apprenticeship." Apprenticeships afford interns with an opportunity to gain more specialized knowledge in a particular area. Interns can expect to allocate approximately 4 hours/week for their apprenticeship experience. We offer specialized learning in the following areas:

#### **CARE Team**

Interns who complete this apprenticeship will have the opportunity to work closely with SBU's multidisciplinary CARE (Consult, Assess, Refer, Educate) Team in responding to behavioral concerns exhibited by students in the campus community. In cases where students exhibit behaviors(s) of concern in the campus community that pose a threat of harm to self or other, or are otherwise disruptive behavior, the university may mandate an assessment (conducted by CAPS clinicians) to evaluate risk and identify options for mitigating risk. Interns have the opportunity to gain experience in conducting mandated assessments and serving as a member of the CARE team through this apprenticeship.

Supervisor: Wendi Mathews, LCSW; Executive Director of Student Accessibility and Behavioral Intervention / Kacie Rocco, LMHC; Assistant Director of CARE Team

### Social Justice

Interns who complete this apprenticeship will delve into the social justice work of our center with participation in weekly Social Justice meetings. The apprenticeship will focus on creating space for: ongoing awareness of current events and their impact on students and staff; ongoing evaluation of our policies, procedures, paperwork, and web presence; creating and maintaining a welcoming space for students and staff; the provision of clinical service delivery to one or more identity-based groups through individual counseling and/or group counseling. There may also be opportunity to present in or facilitate discussion through the externship seminar for practicum students.

Supervisor: Kanthi Raja, Ph.D., Assistant Director for CAPS

### Athletics

Interns who complete this apprenticeship will work with our Director of Athletics Mental Health Services and will liaise with the Sports Medicine department to meet the needs of our student athletes. Interns will have an opportunity to become more familiar with the training and education programs for the Athletics department, including policies and procedures within Athletics that support mental health awareness within the department. There will be opportunity for focus in areas of outreach and clinical service delivery, working with up to 4 student athletes on your caseload.

Supervisor: Lara Hunter, LCSW, Assistant Director for Clinical Operations

### Center for Prevention and Outreach

Interns who complete this apprenticeship will work with our [Center for Prevention and Outreach](#) (CPO) to extend prevention efforts in a more direct way within the Stony Brook community. Interns will spend roughly 4 hours weekly engaged in outreach activities. Activities are largely based upon programming needs that unfold during the semester, but are likely to include screenings (e.g. Depression Screenings), tabling, and presentations/workshops. If after-hour events are included, time will be compensated via discussion with your supervisor.

Supervisors: Kerri Mahoney, MPH, CHES, Director for CPO; Christine Szaraz, LMHC, Associate Director for CPO

### Develop your own!

Interns who have a specific area of interest are encouraged to pursue it! We are happy to mentor interns who are interested in gaining experience with specific populations or providing specific services which may include 1. increased direct work with students; 2. liaising with offices that

provide services to students. Some examples include: Mindfulness meditation, International Student Office, Career Center.

### **Intern Schedule (No Apprenticeship)**

<b>Activity</b>	<b>Hours/week</b>
<u>Direct Service</u>	
Individual therapy and case management	20
Group therapy	1
Initial Consultations	4
Supervision of Practicum Student	1
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	<b>26</b>
<u>Supervision Given to Intern</u>	
Primary individual supervision	2
Secondary individual supervision	1
Supervision of Supervision Prac Student ("Sup of Sup")	1
Individual Supervision of Group*	.5
Apprenticeship*	.5 - 1
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	<b>4-5</b>
<u>Didactic Trainings and Meetings</u>	
Psychotherapy Seminar	1
Special Topics Seminar	1
Staff Meeting	1
Clinical Services	1
Case Assignment Meeting	1
	<hr/>
	<b>5</b>
<u>Support Activities</u>	
Additional Paperwork	2
Intern time	.5-1
Lunch	2.5
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	<b>5.5</b>
<b>TOTAL</b>	<b>40</b>

\*Reflect potential hours based upon intern interest/need/experiences

### **Evaluation Policies and Procedures**

As part of our interns' professional development, feedback and evaluation procedures are considered integral to our mission. Feedback occurs on a regular basis during supervision and case discussions.

Interns submit self-assessments in several areas prior to their start date. These are reviewed by supervisors with the goal of tailoring supervisory matches with the intern's prior level of experience and current interests. Intern supervisors and seminar leaders, who form the Training Committee, work closely together to offer ongoing feedback to interns, to develop an attitude of interest and curiosity around difficult moments in treatments, to augment strengths, and to thoughtfully attend to challenges. Informal evaluations of interns are completed in October. Formal mid-year and final evaluations are completed in February and July. Evaluations are intended to address an intern's strengths and areas for growth with the goal of assisting the intern in developing any competencies that may require additional support. Supervisors meet with interns individually to review evaluations before they are submitted to the Training Director. Formal evaluations are forwarded to interns' academic programs.

Interns provide anonymous evaluations of all aspects of the training program, and they are guided through the process of doing evaluations of their practicum trainee. Interns are requested to complete both proximal (during their internship time and at the conclusion of the program) and distal (one year post-completion) evaluations.

### **Policy on Completing Program Evaluations**

Internship evaluations are based on competencies and benchmarks established by our profession, in both narrative and numerical scale formats for aggregating data. Evaluations are in compliance with Domain E, Section 4 of the Guidelines and Principles for Accreditation of Programs in Professional Psychology. Therefore, the **CAPS training program does not enter into training contracts with academic training programs, and we do not complete evaluations on interns developed by academic training programs.** If you are enrolled in an academic training program that requires such training contracts and evaluations, you are strongly encouraged to consult with your Director of Clinical Training as to whether or not you are eligible to apply to the CAPS internship program.

### **Internship Admissions, Support, and Initial Placement Data**

**Internship Program Admissions:** Successful candidates must be matriculated in an APA-accredited doctoral program in clinical or counseling psychology (Ph.D. or Psy.D.). All formal coursework, comprehensive examinations, and dissertation proposal must be completed prior to

the application deadline. Applicants must also have fulfilled a **minimum of 400 direct service (doctoral intervention) hours by the application deadline.**

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

**Salary:** Annual Stipend/Salary for Full-time interns: \$41,372 plus annual location pay of \$4,000 (divided into biweekly payments throughout the year), for a total compensation of \$45,372.

**Benefits:** The internship program provides access to medical insurance for interns with trainee contribution to the cost of medical insurance. Interns have the option to select health insurance coverage for family members including legally married partners and domestic partners.

Hours of paid vacation time: 1 days per month worked (12 total)

Hours of paid sick time: 1 days per month worked (12 total)

In the event of medical conditions and/or family needs that require extended leave, the program will allow reasonable unpaid leave to interns in excess of personal time off and sick leave.

Other benefits include access to dental and vision plans, 12 annual holidays, use of library and library databases, parking (free), and sports complex privileges (with an employee fee). Interns are also provided with up to five work days for professional development.

As paid employees, interns are covered by the University's insurance program; nevertheless they are encouraged to carry their own professional liability coverage as well. APA provides malpractice insurance to students at reasonable rates.

### **Initial Post-Internship Positions (completion years 2022-2025)**

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
Community Mental Health Center		
Federally qualified health center		
Independent primary care facility/clinic		

University counseling center	3	
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting	3	3
Not currently employed		
Change to another field		
Other		
Unknown		

Note: “PD” = Post-doctoral residency position; “EP” = Employed position. Each individual represented in this table is only counted once.

### **Application Procedures and Deadlines**

**Eligibility:** Successful candidates must be matriculated with an APA-accredited doctoral program in clinical or counseling psychology (Ph.D. or Psy.D.). (\*We will consider on a case-by-case basis circumstances in which a student is enrolled in a doctoral program that is in the process of seeking accreditation). All formal coursework, comprehensive examinations, and practicum training must be completed prior to the start of the internship year. Applicants must also have fulfilled a **minimum of 400 direct service hours by the start of internship.**

**APPIC Match Policy:** CAPS adheres to the procedures established by the Association of

Psychology Postdoctoral and Internship Centers (APPIC) for the recruitment and selection of psychology interns. This internship site agrees to abide by the APPIC policy that no person at this facility will solicit, accept, or use any ranking-related information from any intern applicant.

The internship program at Stony Brook University's CAPS is part of APPIC's matching program (National Matching Service, NMS). To apply:

1. Complete the APPIC Application for Psychology Internship (AAPI) online by **Friday, November 14, 2025 (11:59PM EST)**.
2. Please include:
  - o Cover letter;
  - o CV;
  - o Graduate transcripts;
  - o 3 letters of reference (2 of which are preferably provided by clinical supervisors)

Final candidates will be invited to an interview. We will conduct all interviews through Zoom for the 2026-2027 internship year. Notification date for interviews is **Friday, December 12, 2025**. Candidates meet with supervisors, staff, post-docs, and current interns in a series of individual and group meetings which comprise approximately one half-day. For the 2026/2027 internship year, interviews will take place the weeks of **January 5, 2026 and January 12, 2026**.

### **Pre-employment Criminal Background Check**

Stony Brook University is committed to maintaining a safe environment for its students, employees, patients, visitors and volunteers. The University will not employ anyone whose prior criminal conviction would indicate a direct relationship (nexus) between the criminal conviction(s) and employment creating a risk to property or safety. Interns matched to the internship will undergo a Social Security number verification and a criminal background check. Anyone who is discovered to have past criminal convictions will be evaluated for employment. If there is a direct relationship (nexus) between one or more of the criminal convictions and employment, or the granting of employment would involve an unreasonable risk, the applicant will be denied employment. Factors that will be considered include:

- Specific duties and responsibilities related to employment.
- The bearing, if any, the criminal conviction (s) will have on ability to perform job duties.

Stony Brook University reserves the right to revoke an offer of employment of an individual who falsifies or misrepresents information contained in their application for employment (and/or materials submitted by the individual as part of the application process).

### **APA Accreditation**

The doctoral internship in psychology at Stony Brook University's Counseling and Psychological Services Center (CAPS) has been fully accredited by the American Psychological Association since 1988, and is currently accredited until 2034. The internship program has three

positions available each year.

**Accrediting Body**

Office of Program Consultation and Accreditation  
American Psychological Association (APA)  
750 First Street NE  
Washington, DC 20002  
202-336-5979

**Statement of non-discrimination (P102R)**

At Stony Brook University, we value all students, employees, and job candidates as unique individuals, and we welcome the variety of experiences they bring to our institution. As such, we have a strict non-discrimination policy. Stony Brook University policy prohibits discrimination and harassment on the basis of race, color, or national origin, including shared ancestry or characteristic, religion, sex, pregnancy, familial status, sexual orientation, gender identity or expression, age, genetic information, disability, protected veteran status, or any other characteristic protected by law with regard to any employment practices, including but not limited to: recruitment, hiring, selection for training, promotion, transfer, compensation, job assignments, benefits and/or other terms, conditions, or privileges of employment.. If you are a student or an employee of Stony Brook University and you consider yourself to be a target of discrimination or harassment, you may file a complaint in writing with the Office of Equity and Access. If you choose to file a complaint within the University, you do not lose your right to file with an outside enforcement agency such as the State Division of Human Rights, Equal Employment Opportunity Commission, or the Office of Civil Rights. To report a discrimination or sexual misconduct matter, please contact the Assistant Vice President, Title IX, and ADA Coordinator, OEA, Marjolie Leonard, at [Marjolie.Leonard@stonybrook.edu](mailto:Marjolie.Leonard@stonybrook.edu). OEA is located in the Administration Building, Room 201; Phone: 631-632-6280. For more information on how to make a report, visit their website at [www.stonybrook.edu/reportit](http://www.stonybrook.edu/reportit) or email them at [reportit@stonybrook.edu](mailto:reportit@stonybrook.edu).

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