



Counseling and Psychological Services

UNIVERSITY OF CENTRAL FLORIDA

Pre-Master's Internship & Pre-Doctoral Practicum Training

Revised February 2017

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Welcome Letter

Greetings! Welcome to the University of Central Florida Counseling and Psychological Services (CAPS). I am delighted that you have taken the moment to look at our training program. Encompassed within our training is the pre-master's internship as well as pre-doctoral practicum training program. I hope that when you review our website, you obtain all of the information you need to make a decision. If you have any questions, please feel free to contact me. Best wishes!

Sincerely,

Jocelyn Michele L. Buhain, Ph.D.

Associate Director/Training Director/Licensed Psychologist
Counseling and Psychological Services
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The Training Setting

Counseling and Psychological Services (CAPS)

CAPS is a department within UCF's Division of Student Development and Enrollment Services. Students come to CAPS with an array of developmental and mental health concerns ranging from adjustment issues to various kinds of severe psychological disturbance. Services offered by CAPS include brief individual and couples counseling, referrals, consultation, group therapy, workshops, crisis intervention, developmental programming and presentations, and psychological assessment.

CAPS currently has 6 administrative staff (Director; Associate Directors of Clinical Services, Outreach and Community Intervention, and Training; Assistant Directors of Clinical Services and Administration & Innovation), 22 staff clinicians, 6 support staff, and Bodhi, our animal-assisted therapy dog. Please see our UCF CAPS Staff Website for more information.

CAPS provides training and supervision for graduate students from departments of Clinical Psychology, Counseling Psychology, Counselor Education, Mental Health Counseling and Social Work. Graduate students participating in our pre-masters internship & pre-doctoral practicum training at CAPS are regarded as "Trainees," graduate students participating in our APA-accredited doctoral internship in health service psychology program are regarded as "Interns," and those individuals who have completed their doctoral degree in psychology but are contracted for a one-year fellowship year are regarded as "Postdoc Fellows."

CAPS is open 8-6 pm on Mondays-Thursdays and 8-5 pm on Fridays during the Fall and Spring semesters. During the summer semester, CAPS is open Monday-Friday from 8-5 pm. CAPS is Building 27 on the UCF campus.

Model of Training & Core Competencies

The UCF CAPS Pre-Master's Internship & Pre-Doctoral Practicum Training program prepares strong generalists in the practice of psychology. CAPS' training program utilizes a practitioner-scholar-developmental model. Trainees learn by observing, practicing skills, and consulting scholarly research. This model entails a focus on service delivery with professional development being viewed as sequential in nature, and with the goal of helping trainees move toward greater levels of autonomy by the completion of the training program. This model also includes an emphasis on experiential learning which allows trainees to learn through concrete experience, reflective observation, active experimentation, and an establishment of mentoring relationships where training is viewed as relational and reciprocal. There are certain developmental markers that indicate movement toward becoming a competent therapist over time (Stoltenberg and Delworth, 2009; Competency Benchmark Document, 2008).

Components of our Training Philosophy

Mentoring and Modeling

An important aspect of our training philosophy is the importance of mentoring and modeling. Consistent with our practitioner-scholar-developmental model of training, trainees have opportunities to work collaboratively with professional staff members who represent diverse training disciplines including psychology, mental health counseling, social work, marriage and family therapy, and psychiatry. Our training program endorses an “open-door policy,” encouraging trainees to interact with staff who function in a variety of roles such as mentor, supervisor, consultant, teacher, advocate, and administrator. Mentoring occurs through a progressive and experiential “learning by doing” process that is augmented by close supervision, co-facilitation and co-presentation opportunities and shadowing of staff during clinical or programmatic activities. Mentoring also occurs in the context of didactic training activities, staff meetings, project collaborations, and informal consultations with center staff. This range of experience allows trainees to gain exposure to a variety of styles and perspectives, to expand their clinical and conceptual repertoire, and to cultivate areas of interest or specialty. In our approach to mentoring trainees, we strive to model professional behaviors and demonstrate our commitment to ethical practice and all types of diversity. In addition, we strive to model open and healthy communication, critical thinking skills, self-care, continuing education and lifelong learning, and active membership in professional organizations.

Socialization Process & Professional Identity

Another tenet of our philosophy is based on our belief that the training year is a time when a critical socialization process occurs for trainees. This process helps foster the emergence and integration of a professional identity which is essential during their important transition from graduate student to practicing professional. We believe that a professional identity entails balancing of multiple professional roles and responsibilities, effective communication with clients and colleagues, and development of sound judgment and personal maturity. It also encompasses awareness and adherence to professional and ethical conduct, consolidation of theoretical orientation, and the ability to work collaboratively within larger systems. The socialization process of trainees occurs in the context of daily interactions, formal supervision and training activities, and through professional relationships with members of the community. Developmentally, we expect trainees will enhance their breadth and depth of clinical skills and assume increasing levels of autonomy and independent functioning.

Learning in a Supportive Environment

Another element of our training philosophy is the belief that trainees learn most effectively in a supportive atmosphere that is professional, collegial, and encouraging. With a strong investment in training and supervision, our training staff strives to cultivate a safe and welcoming environment in which trainees can grow and develop as professionals. We consider trainees as an integral part of our staff, and believe that trainees have as much to offer us as we have to offer them. Trainees receive ongoing mentoring, constructive feedback and evaluation which is reciprocal in nature, and ongoing encouragement to move steadily toward greater levels of independence and confidence. We are also aware that trainees may enter our program at different levels regarding clinical and conceptualization

skills, practicum experience, integration of theoretical orientation, communication skills, and sensitivity to cultural diversity. As a result, we believe it is important to assess the developmental level of trainees early on so that their training needs, interests and goals can be met during the course of the year.

Self-Awareness

Another philosophical premise is our belief that self-awareness is critical to the development of effective therapy skills as a clinician. In this regard, trainees will be asked to engage in a process of self-reflection and personal exploration with supervisors and training staff to reflect upon how their life experiences, personal qualities and interpersonal dynamics relate to their clinical and therapeutic work. Supervisors take great care to develop training relationships with trainees that are characterized by trust, safety and respect. As such, we believe that care should also be taken to differentiate between therapy and supervision, and that personal exploration with trainees should always be carried out with an emphasis on enhancing their therapeutic effectiveness and professional functioning rather than conducting therapy with them. The use of ongoing and constructive feedback is also essential in enhancing trainees' self-awareness and professional growth during the year. We believe it is important to use a strength-based approach while also encouraging areas for continued growth. This approach strikes the important balance of support and challenge in trainees' acquisition of clinical skill, self-awareness, and professional development.

Integration of Scholarly Knowledge and Practice

Another principle is our belief that trainees should be informed by the integration of scholarly knowledge and research findings as it impacts clinical practice. We emphasize the consumption of scholarly research in the application of clinical practice through training activities, didactic seminars and professional dialogues with center training staff. We encourage trainees to gain understanding of a variety of empirically-informed treatments and interventions, analysis of current trends in the field, and the use of critical thinking in the process of clinical decision-making.

Appreciation for Differences

A final essential theme woven throughout the entire training program is that we value openness and appreciation for all differences among individuals including center staff and interns. We believe that honoring the richness of our similarities and differences facilitates growth and development and enhances quality of life in our community and the world in which we live. In order to effectively respond to the unique needs of our diverse student population and broader campus community, we consider our own cultural contexts including understanding of the interaction of worldviews and experiences of oppression and privilege. As such, we are committed to promoting awareness and understanding of cultural diversity at all levels. We actively infuse this philosophy into the planning and implementation of all professional activities including 1) counseling services, 2) supervision and training, 3) programming and presentations, 4) consultation activities, 5) creation of brochures and website, 6) development of policies and procedures, 7) recruitment of staff, interns, and trainees 8) continuing education and professional development, and 9) research and scholarly activity. Trainees are expected to develop enhanced multicultural competence during the year and to be skilled in addressing the needs of the various populations we serve.

CAPS' Diversity Statement

The staff at the University of Central Florida Counseling and Psychological Services have a commitment to providing a safe, welcoming environment for all students regardless of their gender, gender expression, ethnicity, race, language, culture, religious beliefs, sexual orientation, national origin, age, size, physical and mental abilities, and/or socioeconomic status. We aim to demonstrate our view of diversity issues through our work with individual and group counseling, consultation, outreach presentations, program development, assessment, supervision, training, and research. In our professional roles, we stand at the intersection of diversity and mental/emotional health by recognizing the impact of diversity issues on all individuals, such as discrimination, stereotypes, oppression, prejudice, acculturation, and identity development. We make an effort to promote the acceptance and understanding of individuals with diverse backgrounds and to educate ourselves and others on diversity-related matters. We strive to be affirming, respectful, and open minded of individuals with diverse backgrounds, not only among ourselves within the Center, but across the campus community through our contact with all students, staff, faculty, and administrators. We not only want to share this vision, but we hope to contribute to the reduction of problems such as prejudice, discrimination, and exploitation. We strive to recognize when our own diversity affects how we may relate to or work with our colleagues and the individuals we serve. It is part of our professional responsibility to gain continuing education for ourselves and our trainees regarding individuals of diverse backgrounds. We work towards recognizing and understanding the value of our similarities and differences. We uphold the freedom for people to remain committed to personal values. Our hope is that individuals in our Center, campus, and community feel at peace to live and be themselves.

Training Goals

Trainees will gain proficiency in:

1. Clinical Competence:

- Trainees will be able to conduct clinical interviews in which they accurately evaluate the psychological needs of clients, make accurate diagnoses, and assess the need for brief psychotherapy, psychiatric medication, or other psychological interventions including referrals and appropriate documentation.
- Trainees will be able to provide brief individual psychotherapy to diverse clients with a variety of presenting concerns by the completion of the training program. Trainees will practice integrative psychotherapy and learn how to apply ideas and strategies of change from different theoretical approaches.
- Trainees will be able to facilitate theme-oriented psycho-educational groups and/or process-oriented psychotherapy groups.
- Trainees will be able to provide crisis intervention for clients experiencing personal distress or acute symptomatology related to stress, trauma, or loss. Trainees will be able to help students

in crisis to reduce their immediate distress and mobilize resources. Trainees will be able to make decisions about clients' safety based on a risk-assessment of their danger to self and others.

2. Outreach and Consultation Competence:

- Trainees will be able to design and facilitate psycho-educational workshops and engage in other types of developmental programming and presentations.
- Trainees will be able to provide consultation with faculty, staff, parents and others who are concerned about a student, and develop formal consultation relationships with residence life and other members of the campus community to help meet the needs of students.

3. Individual and Cultural Diversity Competence:

- Trainees will be able to demonstrate multicultural competence in their work with clients from diverse cultural backgrounds and who display other forms of individual difference. Multicultural competence is defined by the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change of the American Psychological Association (2003).

4. Professionalism/Professional Identity Development, Ethical Conduct and Practice, and Communication & Interpersonal Skills:

- Trainees will interact with a wide variety of professionals in a courteous and respectful manner and follow CAPS' policies and procedures.
- Trainees will gain professional competence and confidence in their work, increase self-awareness that promotes professional growth, and develop a clearer sense of professional identity.
- Trainees will be able to conduct themselves in an ethical manner throughout their internship. Ethical conduct is defined by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

Training Activities

Direct Service

Initial Assessment (2-3 hrs. weekly)

Every UCF student who requests services at CAPS is entitled to an initial assessment. The purpose of an initial assessment is to gather information about the student's background and presenting concerns, gain a comprehensive understanding of their needs, and determine appropriate treatment planning and recommendations, which may include making referrals to on-and off-campus providers. Trainees will conduct the assessment and complete a report which is reviewed by their supervisor and case disposition facilitators.

Brief Individual and Couples Therapy (8-14 hrs. weekly)

Through our brief therapy framework, as defined by CAPS as an average of 4-6 sessions, trainees assist clients in resolving issues which cause emotional distress and interfere with personal goals and academic success. Trainees have the opportunity to broaden their clinical experience through exposure to culturally diverse clients and a variety of client issues ranging from developmental concerns such as adjustment to college and relationship difficulties to more psychologically challenging clinical issues such as eating disorders, mood disorders, trauma concerns and substance abuse. Trainees also have the opportunity to provide longer term therapy with 1-2 clients during the training year.

Timely Access (1-2 hrs. weekly spring only)

For students requesting same day services, trainees will either conduct a regular intake assessment and/or provide crisis intervention. Trainees may be responding to clinically urgent and complex client situations (e.g., suicidal or homicidal risk, psychotic episodes, or overwhelming trauma). Trainees assume greater levels of responsibility for crisis intervention after receiving didactic training along with opportunities to shadow and observe staff in responding to crisis situations.

Group Therapy (1.5 hrs. weekly)

Trainees who serve as a process-observer or co-facilitator of a therapy group will receive supervision from their staff co-facilitator for each group being conducted.

Outreach Presentations (2-3 presentations and 2-3 tablings per semester)

Trainees will participate in developmental programming that is both psychological and preventative in nature. In addition, trainees will learn about engaging in consultations and liaisons with organizations and offices throughout the university.

Supervision

Individual Supervision (1.5-2 hours weekly)

Trainees receive individual supervision from a licensed staff member and/or doctoral intern who is being supervised by a licensed staff member. A variety of theoretical orientations are represented by the supervising staff. Individual supervision may focus on review of digitally recorded sessions, improvement of case conceptualization skills, exploration of trainee reactions to clients, caseload management, or paperwork tasks. Trainees will have an opportunity to switch supervisors prior to the start of the spring semester in order to receive a diverse supervision experience.

Group Therapy Supervision (.50 hour per week for each group)

Trainees will receive supervision immediately after the group session from their staff co-facilitator.

Case Conference (1 hr. weekly)

Trainees attend a weekly case conference facilitated by a staff member. In this meeting, trainees will make formal and informal case presentations and have opportunities to engage in clinical dialogues with their colleagues regarding their work with clients.

Additional Training Components

Orientation

Trainees are introduced to the training program through a 2-week (40 hours each week) orientation period which occurs prior to the start of the academic year in August. Trainees receive didactic and experiential training during this period. Participating in the orientation is a requirement in order to be considered for this training program.

Training Seminars (1.5 hours weekly)

Trainees are required to attend a weekly didactic training seminar taught on Wednesday mornings from 10:30 am-12pm by various members of the staff. These seminars are geared toward the following areas of competency: Assessment & Intervention, Individual & Cultural Diversity, Outreach, and Ethics/Professionalism.

Staff Events

Trainees are expected to participate in designated staff meetings, to attend staff professional development workshops, and to engage in sunshine events as colleagues, which helps promote the development of their professional identity.

Clinical Records/Admin/Planning/Research (3-5 hours weekly)

Trainees will be given time to work on client documentation, supervision preparation, outreach planning, and/or dissertation/research.

Program Duration

The training program begins for all trainees in early August. Trainees will participate in a two week orientation before UCF classes begin. Trainees must stay until the last day of the UCF finals schedule each semester. Training program ends on the last day of either spring or summer semester depending on academic program requirements. Please refer to UCF academic calendar for specific dates.

Eligibility Issues

There may be issues that impact your eligibility for selection as a trainee at CAPS such as being a client or former client. Applications from current and former CAPS clients will be processed in the same manner as any other application. On the application, all applicants will be asked to identify whether they are or have been a former client and, if so, when they received counseling and the name(s) of their current or previous counselor(s) at CAPS. In the event that the selection committee extends an interview to an applicant who has been a CAPS client, the applicant will be required to meet with each current and former counselor(s). The purpose of the meeting is to discuss any potential conflicts/dual relationships issues that might arise should they ultimately accept an offer to become a trainee at CAPS.

Applicants will be informed that they will not be considered as a trainee at CAPS if they have been in counseling within 6 months prior to starting their training position. Training typically begins at the beginning of August each academic year. Also, applicants may not be accepted for placement at this training site if they have been seen for therapy at CAPS by multiple therapists who are actively involved in the training program, since this may ultimately hinder or limit the applicant's participation in the various training activities within the program.

Application Procedure

In order to apply for CAPS Pre-Masters Internship & Pre-Doctoral Practicum Training program, graduate student candidates must submit **ALL** of the following materials to be considered:

- Completed [Graduate Training Application](#) form.
- Cover letter stating your training goals and reasons for applying to the training program.
- Resume or vitae.
- One-page single-spaced, typed statement (max 400 words) to the following question: Why do you want to become a counselor/therapist/social worker? Please describe your journey.
- Two letters of recommendation. One should be from your academic program (program chairperson or clinical coordinator) stating your eligibility/readiness for training.
- Copy of your graduate transcript – does not have to be an official copy.

Please send application materials as email attachments by **March 1st at 8AM EST** to the Training Director, JocelynMichele.Buhain@ucf.edu

Following the application deadline, CAPS Training Committee will review all completed applications and determine candidates to invite for a 1 hour on-site interview. Interviews of finalists will take place in March or April. The number of trainees selected can vary each year.

Contact

For further information about the application process or training program, please contact the Training Director:

Dr. Jocelyn Michele L. Buhain

Training Director

UCF Counseling and Psychological Services

P.O. Box 163170

Orlando, FL 32816-3170

Phone: (407) 823-2811

FAX: (407) 823-5415

Email: JocelynMichele.Buhain@ucf.edu

Trainees

Current 2016-2017

Caiti Bradbury, Rollins College, mental health counseling

Sydney Boyd, Florida Institute of Technology, pre-doctoral practicum

Kelly Christensen, University of Central Florida, social work

Daniel Lavender, University of Central Florida, social work

Alexi Minnick, University of Central Florida, social work (generalist)

Hayley Rodriguez, University of Central Florida, clinical psychology

Christen Saro, University of Central Florida, counselor education

Keara Washington, Florida Institute of Technology, pre-doctoral practicum

2015-2016

Karly Branch, Florida Institute of Technology, pre-doctoral practicum

Caitlin Hilligas, University of Central Florida; clinical psychology

Olga Khonyakina, University of Central Florida; social work

Kimberly Mendoza, Rollins College; mental health counseling

2014-2015

Bri Franklin, University of Central Florida; counselor education

Daniel Garner, Rollins College, mental health counseling

Lara Herman, Nova Southeastern University; pre-doctoral practicum

Sanchita Sharma, Florida Institute of Technology; pre-doctoral practicum

Xiao Zeng, Florida Institute of Technology; pre-doctoral practicum

2013-2014

Melissa Fernandez, University of Central Florida; clinical psychology

Mariam Gates, University of Central Florida; clinical psychology

Stephanie Grossman, Florida State University; pre-doctoral practicum

Jennifer Kennedy, Florida Institute of Technology; pre-doctoral practicum
Latasha Nadasdi, Florida Institute of Technology; pre-doctoral practicum
Manijeh Sheik, Rollins College, mental health counseling

2012-2013

Nick Ciancioso, University of Central Florida; mental health counseling
Matthew Lowe, University of Central Florida; clinical psychology
Yiset Perez, University of Central Florida; social work
Kendall Irvin, Florida Institute of Technology; pre-doctoral practicum
Cory Safra, Florida Institute of Technology; pre-doctoral practicum

2011-2012

Kim Danielle - University of Central Florida; clinical psychology
Robert Dwyer - University of Central Florida; clinical psychology
Jovanne Fourcand - University of Central Florida; social work
Ivan Gonzalez - University of Central Florida; mental health counseling
Lauren Lawler – Florida Institute of Technology; pre-doctoral practicum

2010-2011

Deanna Davis, Rollins College, MHC
Sandy Griffith, University of Central Florida, MHC
JJ Jimenez, Pre-Doc Practicum, Florida Technological Institute
Bailey Macleod, University of Central Florida, Cl. Psy.
Abdul Sykes, University of Central Florida, SW
Heidi Vogel, University of Central Florida, Cl. Psy.

2009-2010

Kimberly Carter-Williams - University of Central Florida, MHC
Danielle Aming - University of Central Florida, MHC
Jaki Parsons- Rollins College, MHC
Jonathan Mitchel - University of Central Florida, Cl. Psy.
Niyatee Sukumaran- University of Central Florida, Cl. Psy.
Alicia Wolstenholme - University of Central Florida, Cl. Psy.
Cliff Chong - University of Central Florida, SW

2008-2009

Zach Hughes - University of Central Florida, MHC
Meredith Hirsshorn - University of Central Florida, MHC
Amanda Bailey - Rollins College, MHC
Emily Holder - Rollins College, MHC
Sarah Scott - University of Central Florida, Cl. Psy.
Min Cheng - University of Central Florida, Cl. Psy.
Doug Crews - University of Central Florida, SW

2007-2008

Jessica Woods, Rollins College, MHC
Shalini Roy -Rollins College, MHC
Christy McNamara -University of Central Florida, SW
Nicole Keating -University of Central Florida, SW
Brian Dragstedt -Argosy, FL- Pre-doc prac
Angela Williams -Pacifica University, CA -Pre-doc prac

2006-2007

Tiffany Braley -University of Central Florida, MHC
Jessica Blair -University of Central Florida, MHC
Melissa Coral -University of Central Florida, SW
Erika Shoemaker -Rollins College, MHC

2005-2006

Alina Aloma, Rollins College
Claire Mauer, Rollins College
Clymene Wilkins, Rollins College
Hans Meyer, University of Central Florida, SW
Valerie Smith, University of Central Florida, SW

2004-2005

Liz Abrams, Rollins College
Heidi Hanna, Rollins College
Leanne Wawrzaszek , Rollins College
Marie Armantrout, University of Central Florida, SW
Francesca Eferstein, University of Central Florida, SW
Micheal Schwing, University of Central Florida, SW

2003-2004

Ashley Carson, Rollins College
Kathy Milbrath, Rollins College
Patty Reyenga, University of Central Florida
Angie Rogowski, University of Central Florida
Andrea Stair, Rollins College
Katie Shepard, University of Central Florida, SW
Emily Tow, University of Central Florida, SW
Lorie Welsh, University of Central Florida, SW

2002-2003

Marie Crawford, Fielding Institute, Psychology
Cindy Fabico, University of Central Florida
Maryline Kruger, Rollins College, MHC

2001-2002

Marie Crawford, Fielding Institute

Megan Greene, University of Central Florida

2000-2001

Jennifer Finn, Rollins College

Randy Langford, University of Central Florida

Jan Murray, University of Central Florida

Karin Sieger, University of Central Florida

1999-2000

Frank Crane, University of Central Florida

Amy Enkling, University of Central Florida, MHC,

Amanda Frost, Rollins College, MHC

Nicole Tepper, University of Central Florida, MHC

1998-1999

Cindy Blecha, Rollins College, MHC

Brian Fisak, University of Central Florida, MHC

Albina Pavicic, California School of Professional Psychology, San Diego, Psychology

Alethea Welch, University of Central Florida, MHC

Dewey Wooden, Rollins College, MHC