



BUFFALO STATE
The State University of New York

**SUNY Buffalo State University Counseling Center
Psychology Doctoral Internship Brochure
2027-28**

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Note on this Brochure: The following is excerpted from the full Training Manual of the Buffalo State University Counseling Center health psychology internship program. The full Training Manual and more is available at our program's website: <https://counseling.buffalostate.edu/training-program>

PART 1: AN OVERVIEW

Overview of SUNY Buffalo State University

SUNY Buffalo State University was founded in 1871 and is now one of the largest comprehensive schools in the State University of New York system. As a civic, urban-engaged campus, Buffalo State prides itself on having smaller learning environments coupled with large university opportunities. Buffalo State is a diverse and inclusive campus committed to the intellectual, personal, and professional growth of its students, faculty, staff, and alumni. Its mission is to transform lives, to empower students to succeed, and to inspire a lifelong passion for learning. Buffalo State is dedicated to excellence in teaching, research, service, scholarship, creative activity, and cultural enrichment. Students choose Buffalo State for its broad array of high-quality academic programs, diverse and creative environment, hands-on learning opportunities, affordable SUNY tuition, NCAA Division III athletics, and prime location in Buffalo's cultural corridor. Buffalo State offers undergraduate programs in over 70 fields and graduate programs in more than 60. It presents special opportunities for study because of its unique position as the only SUNY campus located in an urban environment. In 2023, following new guidelines from the New York State Board of Regents, Buffalo State's designation was upgraded from a "college" to a "university," reflecting its diversity of educational opportunities and educational rigor.

The student population of Buffalo State is quite unique. About 60 percent of our students come from Erie and Niagara counties, including many commuters and transfer students. The on-campus residential population has grown in the past decade, increasingly drawing from New York City/Long Island as well as from around the state and world. About half of our students are students of color (Black, Hispanic, Native American, Asian/Pacific Islander, or Multiracial). Almost half of our students are first generation college students and about one quarter of all undergraduate students are 25 years or older.

Overview of the Counseling Center

The Counseling Center is a department of the Weigel Wellness Center within the Division of Student Affairs. The Counseling Center has been in operation on the Buffalo State campus since 1960, working to achieve the institution's goals of supporting retention, wellness, safety, and diversity. The center is a short-term psychotherapy agency that also provides outreach, training and prevention activities, and crisis intervention. The center provides a full range of services and programs which promote 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 which is accepting of individual and cultural differences. Among the services offered are short-term individual psychotherapy, group therapy, workshops, crisis intervention, consultation, support coordination, academic advocacy, referral, and campus/community outreach. Skill-building workshops are offered to augment the personal growth and development of students and staff members of the campus community. The Counseling Center works with students presenting with a range of concerns, from developmental issues to severe psychopathology, sometimes requiring referral for further evaluation at the psychiatric emergency room of local hospitals.

In 2017, the Counseling Center began integration with the Weigel Health Center and Health Promotions to become the Weigel Wellness Center (WWC). Each part of the WWC has its own staff and leadership, who report to the Assistant Vice President of Health and Wellness. Each component operates fairly independently, while also sharing resources to provide efficient and integrated services to students.

The Counseling Center maintains active and collaborative working relationships with other Student Affairs offices, especially Residence Life, Weigel Health Center, Career and Professional Education Center (CAPE), Student Accessibility Services, and Student Leadership & Engagement. We also provide support, outreach, training, and consultation to several Academic Affairs offices such as New Student and Family Programs, Academic Advisement, Educational Opportunity Program, Student Support Services Program, Veteran and Military Services, and various academic deans and faculty.

The Counseling Center staff is multidisciplinary team comprised of licensed psychologists and social workers, a case manager, and support staff that are an integral part of our service delivery.

While the Counseling Center serves all registered students, sometimes student needs require specialized care outside the Counseling Center. The Counseling Center's scope of practice can be found online at: <http://counselingcenter.buffalostate.edu/scope-practice> In these cases, the most ethical service is to link students to a service outside of the Counseling Center who can best meet their needs. During the summer of 2019 we began organizing our recommendations into a Stepped Care Model. The Stepped Care model is a multi-tier system of programs that seeks to meet students where they are in the change process, while promoting autonomy and empowerment. The most effective yet least-resource intensive intervention is offered first. Care recommendations are stepped "up or down" based on evidence of the effectiveness of the initial recommendations. The Stepped Care Model promotes more rapid access to care through walk-in "urgent care" appointments and single-session follow-ups with only minimal assessment, in addition to the more traditional counseling center services that can be recommended if they would be beneficial for students.

Counseling Center Training Philosophy

The Buffalo State Doctoral Internship Program provides supervised experience in individual therapy, group counseling, crisis intervention, outreach programming, and consultation. Emphasis is on brief psychotherapy, including screening assessments, initial assessment interviews, group counseling, college developmental and educational issues, responding to trauma, and multiculturalism. The internship at Buffalo State is designed to provide supervised experiences in those activities which reflect the functioning of a psychologist in a college or university counseling center.

Beyond the core competencies, we believe that training should be tailored to the individual experience and needs of each trainee. Clinicians at the center utilize interventions from a variety of theoretical orientations, including psychodynamic, cognitive-behavioral, multicultural, interpersonal, and humanistic. Thus, an intern has the opportunity to be exposed to a wide range of theories and interventions while developing their own individual therapeutic style.

The Counseling Center staff is dedicated to the concept of excellence in a training experience within a multifaceted, service-oriented agency. While broad exposure to a variety of professional activities is advocated, a genuine commitment to intensive supervision and to the furthering of the intern's personal and professional growth exists as the foundation of our philosophy. Overall, we seek to create an

atmosphere of respect and trust where trainees and professional staff support their own and each other's growth both personally and professionally.

This information is accurate at the time of distribution. Some details may change based on the evolving needs of the training program, the Counseling Center, or the university, but the core values and competencies will remain intact. Interns will be made aware of any changes and their potential impact.

Internship Training Goals and Objectives, Profession-Wide Competencies

The overall goal of the SUNY Buffalo State University Counseling Center Internship in Health Psychology, in collaboration with "home" academic programs, is to produce professionals who are ready to embark on their next steps as early-career psychologists. To do this, we provide interns with structured and scaffolded training and experiences.

As outlined by the APA Standards of Accreditation (SoA), the internship program is designed to prepare emerging psychologists in **nine profession-wide competencies (PWC)** (available here:

<https://www.apa.org/ed/accreditation/standards-of-accreditation.pdf>) through related training and service delivery activities. Students must demonstrate competence in:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

Each PWC is defined below within the context of the BSU Counseling Center, informing interns how these skills are taught and evaluated during the internship program. The expectations for the quantity of the intern's work and the expectations for successful completion of the training program are described for each PWC and the work activities outlined in Part 2: Intern Schedule (e.g. Intern Seminars and Case Disposition meetings are weekly, Formal Case Presentations are semesterly, etc.). Interns' work in each area should start at a quality appropriate to the high level of graduate training that one completes prior to internship (assessed via recommendation letters and Director of Clinical Training approval), but is expected to be variable based on previous experiences and growth opportunities. Interns are expected to be collaborative in defining growth goals, and remain open and responsive to training and feedback throughout their internship year, culminating in quality that is appropriate for embarking on their next steps as early-career psychologists.

Definitions of Profession-Wide Competencies and training activities related to each PWC:

Competency 1: Research

Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Required training/experiential activities to meet this competency:

- Complete required readings for seminars
- Increase knowledge on new clinical topics/challenges using scholarly sources
- Attend CC professional development activities
- Participation in CC/institutional research projects as they may arise
- Integration of related evidence-based research during presentations
- Demonstrate knowledge of and use of research in clinical practice, including Individual and Group Therapy, Individual and Group Supervision, and Case Disposition Meetings

Competency 2: Ethical and legal standards

- Be knowledgeable of and act in accordance with each of the following:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Required training/experiential activities to meet this competency:

- Participate in didactic training on Ethics and Ethical Decision-Making during intern seminar
- Prepare and present case discussion in intern seminar on a clinical ethical dilemma encountered during internship and demonstrate application of the decision-making model
- Identify potential ethical concerns and discuss during supervision and Case Disposition meetings
- Include ethical considerations in Formal Case Presentations to staff
- Demonstrate knowledge of and use of ethics, legal standards, and ethical decision-making in clinical practice, including Individual and Group Therapy, Individual and Group Supervision, and Case Disposition Meetings

Competency 3: Individual and Cultural Diversity

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Required training/experiential activities to meet this competency:

- Participate in didactic trainings on diversity topics
- Prepare and present case discussion in intern seminar on a clinical diversity consideration encountered during internship

- Identify potential diversity concerns and discuss during supervision and Case Disposition meetings
- Include diversity considerations in Formal Case Presentations to staff
- Demonstrates awareness of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
- Demonstrate knowledge of and use of diversity considerations in clinical practice, including Individual and Group Therapy, Individual and Group Supervision, and Case Disposition Meetings

Competency 4: Professional Values, Attitudes, and Behaviors

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Required training/experiential activities to meet this competency:

- Maintains an appropriate work schedule and accurately reports days missed.
- Accurately reports use of vacation, sick leave, and professional leave.
- Observes rules regarding permission and notification regarding leave and variation in work schedule.
- Completes intake reports, termination reports, case notes, additional necessary case related paperwork, as well as reports and forms required by the Center (logs, Titanium Reports, etc.) in a professional and timely manner.
- Attends and actively participates in seminars, case management meetings, and staff meetings.
- Works cooperatively with agency staff and other interns, as well as University personnel.
- Demonstrates willingness to assume additional responsibility in response to agency or intern's own training need (e.g. "Increase knowledge on new clinical topics/challenges using scholarly sources" from Competency 1).
- In intra-agency and interagency relationships, the intern exhibits maturity, respect, and sensitivity to potential areas of conflict, effective conflict resolution skills, and sound professional judgment.
- Demonstrates awareness of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Competency 5: Communication and Interpersonal Skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Required training/experiential activities to meet this competency:

- Build and maintain appropriate and effective clinical relationships with clients
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Discuss clients, especially those involved with the CARE Team, during weekly Case Disposition meetings.
- Maintain timely and accurate documentation.
- Informal and formal case presentations.

Competency 6: Assessment

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Required training/experiential activities to meet this competency:

- Use Counseling Center Assessment of Psychological Symptoms (CCAPS) to assess initial client functioning and change between sessions.
- Participate in training on assessments during onboarding and intern seminar
- Demonstrate assessment skills in a variety of clinical contexts, such as Intakes, Urgent Care, Screenings for Group Counseling
- Communicate assessment results in a variety of contexts, including Individual/Group therapy, Individual Supervision, Group Supervision, Case Disposition meetings
- Collaborative work with SUNY Telepsychiatry Network (STPN) psychiatric team
- Collaborative work as needed with the Weigel Health Center and their use of the PHQ-9.

Competency 7: Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Required training/experiential activities to meet this competency:

- Demonstrate knowledge of and use of clinical interventions in clinical practice, including Individual and Group Therapy, Individual and Group Supervision, and Case Disposition Meetings
- Demonstrate differing approaches to intervention during time-limited clinical encounters such as Urgent Care consultations.
- Participate in didactic trainings on intervention topics.

- Prepare and present case discussions in intern seminar including intervention planning, implementation, assessment, and readjustment when necessary.
- Identify potential growth areas regarding clinical interventions and discuss during supervision and Case Disposition meetings.

Competency 8: Supervision

- Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Required training/experiential activities to meet this competency:

- Provide feedback during Case Disposition and group supervision meetings as needed.

Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Required training/experiential activities to meet this competency:

- Participate in didactic training on consultation during intern seminar
- Identify potential consultation needs and discuss during supervision and Case Disposition meetings
- Seek consultation as needed to support and advocate for clients, in collaboration with intern supervisor and/or Case Disposition team.
- Provide consultation as appropriate when the Counseling Center expertise is sought by community members, for example phone calls during Urgent Care coverage or questions during Outreach programming
- Include consultation considerations/information in Formal Case Presentations to staff

PART 2: INTERN SCHEDULE

Intern Student Work Schedule

The internship year runs from approximately August 1st to July 31st (usually starting the first Monday in August). Our doctoral psychology internship is a full-time, 2000-hour program, maximizing its applicability for licensure requirements in most states. Interns are scheduled for 40 hours per week, which includes 1 hour/day (5 hours/week) for lunch. Individual schedules and work hours are finalized and approved each semester. Your time will be devoted to a variety of activities, some recurring, some occurring only once, as the needs of the Center and your training dictate. A sample of an intern's weekly activities would be as follows:

Clinical services	
Phone screenings (1st client contacts)	2 hours

Individual therapy sessions (intakes, ongoing treatment, single-sessions)	15 hours
Urgent Care coverage (actual # of appointments seen during this time varies)	6 hours
Group prep	0.5 hours
Group therapy	1.5 hours
Provision of outreach/consultation	1-2 hours
Receipt of supervision and training	
Individual Supervision (received)	2 hours
Didactic Training Seminar	2 hours
Case disposition meeting	1 hour
Other/administrative	
Lunch	5 hours
Meetings/committee work	1 hour
Notes	2 hours

The expectations for psychology interns to successfully complete their internship program include meeting both quantity and quality standards. Quantity is measured by successful completion of the tasks/responsibilities outlined in this manual totaling a 2000-hour internship. Quality of the intern's work must demonstrate competence in key clinical areas such as assessment, diagnosis, treatment planning, and intervention, adhering to ethical guidelines and evidence-based practices. They are expected to maintain high standards of professionalism, show cultural competence, and incorporate feedback from supervision into their practice. Satisfactory performance in evaluations and the ability to work effectively with clients and colleagues is also crucial. Together, these expectations ensure that interns are prepared for independent professional practice upon completion of their internship year.

Weekly Activities

Here are some of the typical activities you will engage in (please note, this list of activities is subject to change):

Individual therapy: You will carry a case load of new and ongoing clients. The number of active clients will change throughout the semester/year based on clinical demand and your specific clients' attendance.

Individual supervision: You will meet with your individual supervisor for two hours of supervision each week. Regularly scheduled individual supervision is prioritized and protected time on both the intern and supervisor's schedule. All individual supervision is provided by licensed psychologists. Intern supervisors carry clinical responsibility for the cases being supervised. The goal of supervision is to develop the intern's PWCs (see above), both in the clinical skills directly related to their client work (for example, clinical assessment, case conceptualization, application of evidence-based interventions, navigation of ethical/legal considerations, and cultural competence) and the intern's development as professional psychologist (for example, self-awareness and professional identity).

Case Disposition “Dispo” Meeting: You will meet with the entire staff on Tuesday mornings, 10-11am, during which time cases are discussed. Trainees begin the year briefly presenting all of their new clients, so they can consult with the team regarding their assessments and treatment/referral options. This is also a great opportunity to discuss ongoing clients, crisis appointments, or any other need. Like most activities, the more you participate, the more you can learn. Interns are encouraged to “jump in” and to share their perspectives in case discussions.

Group Counseling: There is an expectation of process-observing or co-leading a therapy group or a psychoeducational group with a staff member during your training year, preferably one each semester. Assignment to groups depends on the availability of groups that semester, your previous experience, and your training goals for the year. One of the early tasks for the year will be meeting with the group coordinator to discuss which group would be the best fit for you.

Phone Screening: Many of our clients make their first contact with the Counseling Center during a brief phone assessment appointment, or Phone Screening. Phone screening appointments allow us to triage client needs, screen for potential urgent concerns, assess appropriateness for our level of care, and refer to other supports as needed. One of your first clinical training tasks will be to learn the phone screening procedure and begin to observe phone screening appointments. After didactic instruction on the procedure, each trainee will sit in with a senior staff person to observe a minimum of two phone screenings. You will be asked to complete the write-ups for the assessments that you observe (with appropriate documentation that the appointment was observed by a trainee). These write-ups will be forwarded to the senior staff member who conducted the phone screening in order to provide you with feedback. The intention for this process is to give you a sense of how different counselors organize, conduct, and document phone screening sessions, all within the framework of the Counseling Center’s treatment model. After being trained in the procedure and observing at least two phone screenings, each trainee will conduct a minimum of two phone screening sessions that will be observed by a senior staff member. Additional observation sessions may be required depending on trainee/supervisor comfort level and the experiences gained in their specific training sessions. After the phone screening training period, interns will be scheduled for weekly phone screenings and will start building their own caseload.

Even after the formal training period is over, we strongly encourage trainees to continue to consult before/during/after appointments as needed, including at Case Disposition meetings.

Intakes: You will be trained in our IA/intake procedures after you are trained in triage during the Fall semester. Similarly, you will observe IAs with senior staff members and complete the write-up, then you will conduct two IAs while being observed and complete the write-up. After this initial observation/training period, you can expect to be scheduled for 1-2 intakes each week that you are scheduled at the Counseling Center, depending on the clinical needs of the students you see through phone screenings. Typically, clients who you conduct phone screenings with will be managed by you, either working with you or being referred by you. Referrals are discussed within the clinical team and sometimes cases are reassigned based on a counselor’s availability or special skills.

Single Session/One-at-a-Time Sessions: Consistent with the Stepped Care Model, not all students require a full psychological assessment in order to receive help. After an initial contact with a client, counselors have the option of scheduling 1-3 “single sessions” or “one-at-a-time sessions.” These allow use of solution-focused techniques to help a student overcome a specific crisis or to help gauge a client’s readiness to engage in deeper counseling work, which would then prompt the more traditional intake.

Urgent Care/Crisis appointments: After you are comfortable with triage and intakes, you will have the opportunity to do crisis assessment/intervention work with a walk-in or on-going client. Training in our

Urgent Care procedures follows a similar scaffolded approach as training in phone screenings/intakes. As with all counseling, immediate supervision with a professional staff member is available and encouraged should you need to consult.

Training seminars: Interns will participate in weekly or bi-weekly training seminars on topics related to providing service within our specific population/treatment model (such as crisis assessment and intervention) as well as general competencies of practicing psychologists (such as group counseling, diversity). Seminar time will average 2-3 hours/week throughout the year. Seminars are provided by a multidisciplinary team of master's and doctoral level licensed professionals.

Paperwork and miscellaneous preparation time: We use Titanium software for scheduling and electronic record keeping. Time is built into your schedule for clinical documentation and preparations you need to make. It is essential that your paperwork be kept up to date at all times according to Counseling Center policies and procedures. Time should be held in Titanium for clinical paperwork. If you find that you are unable to complete your documentation in time, discuss your time needs with your supervisor. Your supervisor will help you work most efficiently and may add additional paperwork time to your schedule.

Other Activities

Formal Case Presentations: Twice during internship year, once in the winter before mid-year evaluation and once in the summer before final evaluation, interns are required to do a formal case presentation to the staff and other interns. The primary purpose of this is (1) to present the intern's clinical work so the team can provide support, challenges, and questions to aid the intern's ongoing clinical growth; and (2) to practice this important professional skill, which is a standard part of many job recruitment processes. Guidance and templates will be provided during the intern seminar and will be reviewed with the primary supervisor prior to presentation to the staff.

Workshops: You will have the opportunity to co-facilitate workshops during the training year. The Weigel Wellness Center regularly offer several workshops including QPR suicide prevention training, mindfulness/meditation training series, alcohol/marijuana education, stress management, and crisis response for new Residence Life/Orientation staff. One of the goals you develop with your supervisor may be to develop a workshop based on your training goals and areas of interest.

Information/Resource Tabling: The staff of the Counseling Center is a regular presence during campus events such as Mental Health Awareness Week, Weeks of Welcome, or Orientation events.

Outreach presentations: The Counseling Center receives frequent requests to provide psychoeducational presentations or workshops with students, faculty, or groups on campus. Common topics include suicide prevention (QPR), stress-management, conflict resolution, coping with crises, grief, diversity/privilege, mental health stigma, and faculty training on responding to distressed students or other topics based on the needs of the group. During your training year, trainees are expected to get involved in this important aspect of university Counseling Center service. You may present or co-present outreach presentations or develop your own based on your skills/interests.

Providing Supervision: Depending on intern interest and experience level, interns may have the opportunity to provide supervision to practicum student counselors from local doctoral training programs. "Meta-supervision" is provided on a weekly basis and includes training and supervision in a group format.

Performance feedback: Ongoing feedback is an important aspect of training. At the end of each semester, a formal feedback process occurs, during which you will receive written and verbal feedback from your supervisor. This process also is a time for you to give us feedback. You will also receive informal feedback from your supervisor and other members of the team as you consult and work with them. Performance feedback is meant to be a mutual, two-way process, where communication and professional growth are the goals.

Requests to Add More to Your Schedule

As you can see, there are a great many opportunities to pursue during your training year. Often staff are as excited as trainees to involve you in the tasks of the Counseling Center, which can be difficult to say “no” to and can end up overloading an intern’s already-busy schedule. Your top priorities during your time at UCC are clinical contact, supervision, and training. Your second-tier priorities are notes, outreach/abling, development of UCC materials/programs, or picking up additional projects. Non-Counseling Center tasks such as attending meetings/campus events or extra clinical reading should not be undertaken during your internship hours unless your task list is empty and the above tasks are completed.

If you are interested in pursuing a new opportunity (such as participating in a group or taking on additional projects), talk to your direct supervisor about it first. If another staff member asks you to do something that you haven’t discussed with your supervisor, remind them to email the Training Director first (or your direct supervisor if the TD is not available) before adding it to your schedule.

Suggested Trainee To-Do List

First Two Weeks

- Review schedule that has been set for you in Titanium for accuracy.
- Complete phone screening training, observation of phone screening, then begin conducting phone screening with staff observing.
- Review Training Manual
- Review types of progress notes. Write up phone screening appointments you observe and edit notes based on feedback from senior counselor.
- Review Intake Assessment write-ups on Titanium
- Complete Titanium training. On Titanium, be able to: schedule appt, mark appt attendance, schedule recurring weekly meetings, complete progress note, attach and complete data forms (e.g. phone screening write up), import client data from web component to client file.
- Meet with group coordinator to learn about UCC group offerings and group referral/recruitment skills.

Second to Fourth Weeks

- Complete two Intake Assessments with staff person observing
- Write up intakes, have those reviewed by the senior staff person you worked with for each appt.
- You and your supervisor will determine your readiness to place phone screening placeholders onto your schedule
- Start picking up cases, goal is approximately 10 ongoing clients by middle of October.
- Identify a group which you are interested in co-facilitating, and ask the group facilitator if/how you can be involved.
- Identify an Outreach presentation you would like to co-present.

Time and Attendance

You are expected to be at the Counseling Center during your scheduled hours. You are expected to be ready to work with a student or colleague at the start of your work time (e.g. at 9am), not to arrive at that time. Please do not leave the building prior to your scheduled end-of-day unless previously approved. Before leaving the Counseling Center, please inform the front-desk support staff and check in with them upon your return (e.g. lunch, outreach on campus) so that we are aware of who is available. Two counselors must be present if any clients are still being seen (in case you or one of your colleagues needs back-up).

If you are running late or if you are ill: Please call the main phone number for the Counseling Center (716) 878-4436 to inform us, and send a text message to your direct supervisor. If you call the Counseling Center outside of work hours, be sure to leave a message. If you are aware of any days that you will need off, please discuss with your supervisor well in advance (at least two weeks) and make sure you are scheduled to be off in Titanium. See Part 6 for more details regarding personal/sick time.

Please arrive punctually for all meetings. Check your phone message tray and mailbox regularly throughout the day. Check emails throughout the day and respond promptly to all emails.

PERSONAL AND PROFESSIONAL DEVELOPMENT

Benefits and Compensation

Doctoral Interns complete a 2,000 hour, 40 hours per week, calendar year experience. As the internship experience is a required part of a doctoral program, interns are considered full-time one-year temporary professional employees of the SUNY Buffalo State Counseling Center. The annual stipend is \$43,372, with a generous benefit package. Benefits include medical insurance, paid time off, sick leave, 13 paid state holidays, leave time for professional development activities (e.g. dissertation, research, professional conferences or training workshops) with approval from the Clinical Manager, and access to campus recreational, athletic, and research facilities.

Interns will be hired and classified as employees within the UUP Bargaining Unit. Though UUP (union) membership is voluntary, all items in the UUP contract apply including the campus/contract grievance procedures, evaluation process, etc. We are not able to provide visa sponsorship.

Financial and other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	\$ 43,372
Annual Stipend/Salary for Part-Time Interns	N/A
Program provides access to medical insurance for intern?	Yes
If access to medical insurance is provided	
Trainee contribution to cost required?	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes

Coverage of domestic partner available?	Yes
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Annual Paid Personal Time off (Vacation): 1.25 days accrued per month

Annual Paid Sick Leave: 1.25 days accrued per month (Accommodations may be made for extenuating circumstances as appropriate.)

Legal Holidays: 13 days per year not charged as personal/sick days

Professional Development: up to 16 hours/ 2 days not charged as personal/sick days, with Clinical Manager approval.

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

Other Benefits (please describe):

Each intern has her/his own office, equipped with a computer, internet access and digital recording technology. Interns have SUNY Buffalo State e-mail accounts, access to library resources, and athletic facilities.

Cohort

Two doctoral interns are being sought for the 2027-2028 year. Interns will have different primary supervisors, but will work closely with each other in seminars and group consultation/supervision. APA reinforces that the value of an internship cohort is essential to the training experience. We strongly value teamwork among the interns (and the whole staff), and peer support is fostered throughout the year.

Feedback and the Performance Evaluation and Professional Development System (PEPDS)

For many psychologists, internship is the final and culminating experience of their formal doctoral training. Interns are recognized for their high level of experience and training, and are also still expected to be invested in their ongoing growth and development as clinicians and professionals. The Buffalo State University Counseling Center as a whole, and the training program specifically, provides interns with experiences to help them grow and high levels of warmth, support, and feedback to help them meet their challenges successfully. The staff models the same types of growth mindset, high expectations, and high support that we expect of interns. To make this process clear for interns, interns have access to clear statements of the standards and expectations by which they are evaluated: this Training Manual, job description, and performance program at the start of their internship year, and formal written evaluations at midyear and year end.

The purpose of the University's [Performance Evaluation and Professional Development System](https://hr.buffalostate.edu/performance-evaluation-and-professional-development-system-pepds) is to clarify job expectations, encourage and support professional development, and provide quality feedback. The foundation of the system is ongoing, two-way communication between the supervisor and employee. The system consists of three (3) parts: job description, performance program, and mid-year discussion/end-of-year evaluation. The steps of the process and roles are outlined below and explained in great detail on the official PEPDS website: <https://hr.buffalostate.edu/performance-evaluation-and-professional-development-system-pepds>. If you have any questions, interns can speak to the Training Director, Clinical Manager, or contact Human Resource Management at 716-878-4822.

The **job description** is the description of the internship position that applicants see on the APPIC profile. The **performance program** (see Appendix B) is a formal document that includes the specific intern's responsibilities, professional development goals, and college community service activities for that year. It is completed at the start of internship so that all expectations for the year are clear and agreed upon. It must be completed within 30 days of an employee's start at Buffalo State University and extends for a maximum

of one year from the effective date. While the job description will remain the same or similar for all interns, the performance program is written each year for each intern to reflect their specific goals and focus for the upcoming year. The performance program is tied directly to midyear and end of year evaluation documents on the same schedule that we use for all professional employees. The **mid-year discussion** (see Appendix C) is an opportunity for the intern to receive feedback mid-way in the evaluation cycle and to review progress on the goals set in the performance program. **The end-of-year evaluation** (see Appendix B) is the final review of goal attainment and rating of overall performance for the year.

Interns receive two forms of feedback during the mid-year and end-of-year evaluations. In addition to the performance program (see Appendix B), which focuses on completion of assigned job tasks, interns will receive written feedback on the Profession Wide Competencies (PWC) as outlined by the APA Standards of Accreditation (see Appendix A and pages 4-8 of this Training Manual). This evaluation form is a different way of organizing the feedback so that the focus on the intern's developmental growth is clearer and it's clear to accreditors/academic programs that we are addressing each competency.

Throughout the year, interns receive two hours of individual clinical supervision weekly when they will be given informal verbal feedback on their performance. They have the opportunity to ameliorate deficiencies or misconduct prior to the semester evaluation and/or special review, unless continuation of service delivery would be to the detriment of clients.

Interns have opportunities to provide input and suggest changes and modifications regarding the training program. Regular meetings of interns and the training director will provide interns direct access to center administration and enable the training director to assess the progress and problems confronted by the interns and to discuss their developmental tasks and issues.

Interns have the right to activate a formal review when they believe that their rights have been infringed upon. When the evaluation process is completed at the end of the semester, interns have the right to contest criticisms in the evaluation, to disagree with the primary supervisor's summary evaluation, and to request an appeal.

Violations of intern's rights include, but are not limited to, exploitation, sexual harassment, arbitrary, capricious or discriminatory treatment, unfair evaluation criteria, inappropriate or inadequate supervision or training, and violation of due process.

ACCREDITATION AND APPLICATION

Accreditation process

The SUNY Buffalo State Counseling Center Doctoral Internship is currently unaccredited. We are APPIC members, and as members we are required to be working towards accreditation. We are prohibited by APPIC guidelines from announcing any accreditation timeline beyond this clear milestone. (See the following link for more information: <https://www.appic.org/About-APPIC/APPIC-Policies/Public-Statements>.) We are looking for interns who are interested in learning about the accreditation process, such as participating in a self-study and/or an APA site visit. While the work of this process would only be done by the training director and other staff, observing the accreditation experience would be particularly useful for interns who have career goals involving supervision/training, accreditation, and administration. Please be advised that there is no assurance that we will be able to successfully achieve accreditation.

Application requirements

By the time of application

- A minimum of 300 supervised intervention hours
- Comprehensive exams passed by the start of the internship
- Endorsement by their academic department chair or training director regarding their readiness for internship

We will accept applications from any qualified candidates from Ph.D. or Psy.D. programs in Clinical or Counseling Psychology. Prior college/university counseling center experience is preferred but not required.

Application process

We aim to participate in phase 1 of the internship ranking/match during the 2026-27 year, we use the uniform psychology internship application (AAPI Online) developed by The Association of Postdoctoral and Psychology Internship Centers (APPIC). To locate the AAPI Online, and to complete our application process, visit the APPIC website at www.appic.org and click on the AAPI Online icon.

The AAPI Online includes a cover letter, the summary of personal and educational information, the summary of your doctoral experience, 4 standard essays, a CV, letters of recommendation, and graduate transcripts.

1. A copy of your AAPI
2. Cover letter should address the question "Why are you interested in the doctoral internship at the SUNY Buffalo State Counseling Center?"
3. A current curriculum vita (CV)
4. 3 letters of recommendation - at least two from licensed psychologists who have supervised your clinical work, and the third may be from another clinical supervisor or a major academic advisor
5. Selected candidates will be invited for interview, which can be conducted in-person or via Skype, based on the candidate's preference.

This internship site follows all guidelines established by the Association of Psychology and Postdoctoral Internship Centers (APPIC). We fully endorse the APPIC policy summarized in the following statement: *"This internship site agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant."*

Applicants will use the APPIC application for psychology internship (AAPI). Information on the APPIC National Matching Process and the details regarding registration procedures can be found at www.natmatch.com/psychint.

Any questions should be directed to Jack Mack, Ph.D., Assistant Clinical Manager and Training Director. You can reach Dr. Mack by email at mackjp@buffalostate.edu (preferred method) or by telephone at 716-878-4436.

Jack Mack, Ph.D.

Pronouns: he/him/his- See mypronouns.org to learn more.

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