

Baruch College Counseling Center Externship Program Brochure 2021-2022 Training Year New York, NY

<https://studentaffairs.baruch.cuny.edu/counseling/>

Graduate-Level Psychology Externship Program

The Baruch College Counseling Center will be offering six externship positions to clinical/counseling psychology doctoral level students for the 2021-2022 academic year. The Counseling Center is located in the Flatiron District of New City at 37 East 25th Street, 9th floor, New York, NY, 10010.

Description & Mission of Baruch College

Baruch College, named after Bernard M. Baruch in 1953, originated from the United States' first free public higher education institution, the Free Academy. It was founded by Townsend Harris who, in 1847, challenged the city to "let the children of the rich and poor take their seats together and know no distinctions save that of industry, good conduct, and intellect." This later became the mission of Baruch College. Mr. Baruch graduated from City College, as the Free Academy was renamed, in 1866. He became a financier, philanthropist, and advisor to eight presidents. He established a school for business and college government administration in 1919. The School became informally known as "City College Downtown" and has since generated countless business and civic pioneers. In 1968, Baruch separated from City College and became a distinct senior college of the City University of New York. Comprised of undergraduate and graduate schools, Baruch sustains its original mission.

Baruch College of the City University of New York remains dedicated to being a catalyst for the social, cultural, and financial mobility of a diverse student body, reflective of its historical mission. Baruch College educates students for leadership roles in business, civic and cultural affairs, and academia. It offers rigorous baccalaureate, masters, and doctoral programs to qualified students who seek careers in business, public affairs, and the arts and sciences. Integrating professional education with the arts and sciences for undergraduates, Baruch College's faculty cultivates its students' analytical ability, critical thinking, cultural awareness, and ethical sensibility. The College's graduate programs focus on professional preparation that enables students to become leaders and innovators in their fields. The faculty's contributions to knowledge reflect a commitment to teaching, research, scholarship, public policy, and artistic creativity. Through executive education, continuing studies programs, and public events, Baruch engages the larger civic and international community which includes its supportive alumni, extending the College's visibility and nurturing its global reputation.

Baruch attracts motivated students of proven achievement, who are seriously committed to making their dreams a reality, while offering a high-quality, low-cost education to students who might not otherwise be able to attend college. Baruch students reflect the ethnic diversity of New York City. The College has been ranked the most ethnically diverse masters-level college in the United States for well over a decade, according to *U.S. News & World Report's* rankings. The students are predominantly immigrants, children of immigrants, and international students representing 107 languages and coming from 170 different countries; 69% of our students identify as students of color; more than half speak English as a second or third language. Baruch students also represent members of disadvantaged and underserved communities. Baruch, which draws the majority of its students from New York City's public and parochial

schools, serves many students with limited financial means - 40% with household incomes of \$25,000 or less and almost 70% with household incomes of \$50,000 or less; 39% are the first in their family to attend college; and 76% work at full- or part-time jobs while enrolled.

The Counseling Center

The Counseling Center, named democratically by the student body in 1995, has been offering psychological services since the 1970s. Through culturally-responsive counseling services and outreach, the mission of the Counseling Center is to assist students in achieving their personal goals. Counselors work collaboratively with students to improve their emotional well-being, balance priorities, enhance interpersonal relationships, and empower them with useful coping skills to attain success in and out of the classroom. Over 79% of students who use the Center's services are students of color, many of whom are 1st generation American or international students, and many of whom are the first in their families to attend college. Over 21% of our clients identify as lesbian, gay, bi, pansexual, queer or questioning their sexual identity, and over 78% report a history of trauma. Many of the students who come to the Counseling Center typically would not—or could not—obtain or pay for mental health services. In line with national trends, the Counseling Center has observed an alarming increase in the demand for its services and in the severity and complexity of student symptoms over the past several years, including increased rates of suicidal ideation and suicide attempts.

The Center offers an array of free and confidential diagnostic, treatment, referral, and case management services, including trauma, depression, alcohol use, and cannabis use screenings. All students seeking treatment at the Center are initially assessed by the triage team and specialized treatment recommendations occur during our collaborative multidisciplinary disposition meetings. Treatment recommendations include individual therapy, group therapy, crisis management, psychological testing, evaluations for psychiatric medications and ongoing medication management, and consultation and referral. Treatment models, frequency of sessions, and duration of treatment are discussed during our disposition meetings, on-going supervision, and chart reviews to accommodate each student's clinical needs. The Center's outreach activities create collaborative opportunities with the Student Health and Wellness Center, the Campus Intervention Team (CIT), Residential Life, Office of International Students, Office of Student Disability Services, the Honors Program, student organizations, and other units across Baruch College.

The Center is staffed by four full-time NY-state licensed psychologists, five part-time psychologists, one part-time trauma counselor, three psychiatry residents from Mount Sinai Beth Israel, and an office manager. Our training class typically consists of two full-time doctoral psychology interns, two part-time CUNY doctoral fellows, and eight part-time graduate level psychology practicum externs.

Description of Externship

Our externship training program follows a practitioner-scholar model whereby clinical practice is informed by scholarly inquiry. The emphasis is on clinical practice in which scholarly skills including critical thinking, conceptualization, and problem-solving are embedded. We are committed to training reflective and informed practitioners. As part of a university setting, Baruch's Counseling Center is connected to a wider academic environment. We believe in the importance of teaching externs not just a set of skills; rather, we are committed to teaching externs how to learn, be reflective about their work, and assess the ways their experiences fit with what they have learned.

Another important philosophy is our awareness that we are training externs to work in a diverse world. Baruch serves students from varied economic, religious, and ethnic backgrounds who present with a wide range of concerns. As such, we are committed to multiculturally-competent clinical practice and outreach. Our model stresses the need for externs to develop an understanding of how their own personal histories

and cultural identities affect how they understand and interact with people different from themselves and to develop relevant interventions to meet a wide range of needs. Our commitment to this area goes beyond one domain, and it runs across the different modalities we offer. In support of our multicultural model, externs who speak a second or third language are able to offer individual therapy in languages other than English.

We value a trauma-informed multi-disciplinary approach to working with students. As a training staff, our backgrounds are in clinical and counseling psychology, and we offer a range of perspectives – including humanistic, multicultural, mindfulness-informed cognitive-behavioral, psychodynamic, gestalt, feminist, and creative arts. We model the value of utilizing different approaches to understanding and treating a diverse college population through our multidisciplinary collaborations and supervisory activities.

The externship program provides experience throughout the adult life span that may be tailored to meet individual educational, counseling, and training goals. As part of their experience, and because we value an interdisciplinary approach to care and training, externs will work with other professionals, including psychiatry residents who are on staff.

Externs receive at least one weekly individual supervision and one weekly trauma-informed group supervision with licensed psychologists. Externs also have the option to join the weekly Multicultural Counseling Seminar.

Supervised clinical training is complimented with weekly didactic seminars. Training seminars include topics such as suicide assessment and prevention, psychopharmacology, multicultural counseling, substance use, trauma, working with student veterans, and biofeedback.

Two-hour case conference presentations occur approximately 6 times per semester in lieu of the two hour didactic seminar. Interns and externs take turns presenting in-depth on an individual psychotherapy case with a written intake and case conceptualization. Interns and externs present one case per semester, and senior supervisor staff collaborate with the training team to provide feedback about the case.

Externs will have the opportunity to provide weekly individual therapy to approximately 8 to 12 students. Additionally, externs may have the opportunity to facilitate workshops on campus or co-facilitate a psychotherapy group. An hour of weekly group supervision is provided for those externs co-facilitating a psychotherapy group. Example workshop and outreach topics include: introduction to counseling, overcoming mental health stigma within Latinx or Black communities, managing stress, mental health issues within the LGBTQI community.

Testing experience is available if applicable to extern's interest and is conducted on a voluntary basis above the clinical hour requirement described above or during the summer and winter breaks.

Populations commonly served:

- First generation college students
- First generation Americans
- International students
- Students of color
- Students with LGBTQI+ identities
- Adults clients with complex trauma histories
- Students from low income households/families

Various diagnoses include:

- Anxiety Disorders
- Depressive Disorders
- Psychotic Disorders
- Eating Disorders
- Personality Disorders
- Substance Use Disorders

Types of tests used in assessments:

- WAIS IV
- PAI
- MMPI
- D-KEFS
- RORSCHACH
- TAT
- BENDER
- WIAT

Expected number of full assessment batteries completed during externship (defined as administration of a battery of standardized tests): As needed or requested

Expected number of assessment reports completed during externship (defined as writing reports based on a battery of standardized tests): As needed or requested

General Information

Address: 137 E. 25th Street between Lexington and 3rd Avenues, 9th floor, New York, NY

Program Director: Teresa Hurst, PhD

Contact for Questions: Liz Ruggieri – elizabeth.ruggieri@baruch.cuny.edu

Start Date: August 20, 2021 with option to start earlier in summer

End Date: May 20, 2022 with option to continue into summer

Scheduling:

Group supervision is held on Fridays from 9-10am and didactic seminars and case conferences are held on Fridays from 10-12pm. As such, all trainees are required to be present during this block of time. Students are also expected to be available at least 13-16 additional hours (preferably over 2 days other than Friday) for counseling services.

Required level of readiness:

Clinical/counseling/school psychology doctoral students who will be in their third, fourth and fifth

years for the 2021-2022 academic year are invited to apply. Doctoral students with sufficient clinical experience who will be in their second year will also be considered.

Preferred level of readiness (any prior experiences preferred for applicants):

Preference will be given to applicants with relevant clinical/research/assessment experiences.

Is there a stipend for externs? No

Wheelchair accessible: Yes

Is the site accessible through public transportation: Yes

Are home visits required as part of the trainee's duties? No

Application Process

Additional dates for applications:

Applications will be accepted through the APA externship portal site nynjadot.apa.org in January of 2021. Exact dates can be found on the portal site. We will not be accepting applications past the portal dates (or via email).

What materials need to be submitted?

- Cover letter
- CV
- Eligibility letter
- EITHER a case summary or an assessment report
- Two letters of recommendation (LOR) – at least one from a clinical supervisor or someone who can speak about the student's clinical skills

Options for LOR's: 1) If the letter writer permits the applicant to read the LOR, then the applicant can upload the LOR to the site directly through the portal as part of their application, OR 2) If the letter writer does not permit the applicant to see the LOR, then the letter writer should email the letter to Liz Ruggieri at elizabeth.ruggieri@baruch.cuny.edu before the application deadline.

Any details of the application process (e.g., interviewing, time frame, how decisions are made):

Group interviews will be held throughout the month of February, 2021. Offers will be made to candidates in March of 2021 (exact date will be announced on the nynjadot.apa.org portal).

Baruch College Counseling Center Doctoral Psychology Internship Program

Program Brochure for the 2021-2022 Training Year

**Teresa Hurst, Ph.D., Director
Lynn Kaplan, Psy.D., Associate Director**

**137 East 25th Street, 9th Floor
New York, New York 10010
646-312-2155**

**Fully accredited by:
The American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
202-336-5979
apaaccred@apa.org
<http://www.apa.org/ed/accreditation>**

Doctoral Psychology Internship Program

The American Psychological Association (APA) Accredited Doctoral Psychology Internship Program at the Baruch College Counseling Center offers two full-time funded positions every year. The Counseling Center is located in the Flatiron District of New City at 37 East 25th Street, 9th floor, New York, NY, 10010.

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The Center is staffed by four full-time NY-state licensed psychologists, six part-time psychologists, one part-time mental health counselor, and three psychiatry residents from Mount Sinai Beth Israel. Our training class typically consists of two full-time doctoral psychology interns, two part-time CUNY doctoral fellows, and eight part-time graduate level psychology practicum externs. The Center is also staffed with 1 full-time office manager/administrative coordinator and 4-5 part-time front desk staff who provide a variety of clerical support services, including computer support, room assignments, appointment scheduling, supplies, and timekeeping. The Center's clinicians, interns, and externs have access to these administrative staff as needed.

Internship Program Philosophy and Training Model

Our internship training program follows a practitioner-scholar model whereby clinical practice is informed by scholarly inquiry. The emphasis is on clinical practice in which scholarly skills including critical thinking, conceptualization, problem-solving, and involvement in research are embedded. We are committed to training reflective and informed practitioners. As part of a university setting, Baruch's Counseling Center is connected to a wider academic environment. We believe in the importance of teaching interns not just a set of skills; rather, we are committed to teaching interns how to learn, be reflective about their work, and assess the ways their experiences fit with what they have learned.

The term practitioner-scholar best defines the Baruch College Internship Training Program model. The professional practice of psychology is the primary focus of the training program. Psychological practice must be informed by scholarly inquiry. The integration of practice and scholarship defines the Training Program, as does a developmental approach to intern training. Expectations of minimum competency gradually increase as interns proceed through the sequence of didactic training, and supervised clinical practice. The program is designed for interns to assume increased responsibility and independence as they progress through the internship year.

Upon completion of the program, graduates are expected to be able to function as competent and ethical psychologists providing scholarship-based psychological services to individuals, groups and organizations.

Another important philosophy is our awareness that we are training interns to work in a diverse world. Baruch serves students from varied economic, religious, and ethnic backgrounds who present with a wide range of concerns. As such, we are committed to culturally-responsive clinical practice and outreach. Our model stresses the need for interns to develop an understanding of how their own personal histories and

cultural identities affect how they understand and interact with people different from themselves and to develop relevant interventions to meet a wide range of needs. Our commitment to this area goes beyond one domain, and it runs across the different modalities we offer. In support of our multicultural model, interns who speak a second or third language are able to offer individual therapy in languages other than English.

Consistent with the practitioner-scholar model, it is our belief that one's professional identity is not a static phenomenon that ends once one completes a terminal degree or achieves licensure. Instead, we conceive of training and professional development as part of lifelong learning that continues to evolve as the field does. As a staff, we continue to be involved in learning and improving our work.

We value a trauma-informed multi-disciplinary approach to working with students. As a training staff, our backgrounds are in clinical and counseling psychology, and we offer a range of perspectives – including humanistic, multicultural, mindfulness-informed cognitive-behavioral, psychodynamic, gestalt, feminist, and creative arts. We model the value of utilizing different approaches to understanding and treating a diverse college population through our multidisciplinary collaborations and supervisory activities.

We conceive of internship as a “bridge year.” We are aware that students are coming to internship with their own prior experience, background, training and individual characteristics which we want to honor and develop further during the year. As we offer training in skills necessary for successful professional functioning, we also offer them an opportunity to develop their own “voices” as clinicians and developing professionals.

The Internship Program provides experience throughout the adult life span that may be tailored to meet individual educational, counseling, and training goals. As part of their experience, and because we value an interdisciplinary approach to care and training, interns will work with other professionals, including psychiatry residents who are on staff. The intern's training includes attending two didactic seminars weekly, weekly testing supervision/training, as well as three additional supervisions (a minimum of two individual and one group for individual therapy cases) among other training activities.

As noted, the Counseling Center provides triage intake assessments, crisis intervention, consultations and referrals, individual psychotherapy, group psychotherapy, outreach workshops, psychological testing, and psychiatric medication management services. With the exception of psychiatric medication services, interns participate in all other modalities provided by the Center. The majority of interns' time is spent providing individual psychotherapy which is coupled with extensive supervision. All students seeking treatment at the Center are screened in a triage assessment for their first appointment. Interns serve as members of the Triage Team and present their assessments during our disposition meetings where senior supervisory staff provide treatment recommendations. During these meetings, interns have a voice in designing their caseloads based on experience level and interest.

Competencies for Internship Training

The internship training year is structured to accomplish our overriding goal to train qualified and competent clinicians capable of evaluating and treating clients/patients in a multicultural and high-risk setting with trauma-informed clinical skill and cultural-responsiveness. In facilitating interns' proficiency to function as independent, generalist psychologists, the Counseling Center's Internship Program is dedicated to developing certain core competencies through the interns' training experiences. It is expected that, at the conclusion of the training year, interns will have mastered the following:

- Competency 1: Research skills - to be able to identify relevant scientific knowledge, read it critically, and apply it effectively to clinical work)
- Competency 2: Ethical and legal standards - to have knowledge of and competence with ethical practice and legal standards in health service psychology

- Competency 3: Individual and cultural diversity - to have knowledge of individual and cultural diversity issues as these impact on clinical work
- Competency 4: Professionalism - to recognize and demonstrate professional values, attitudes and behaviors in interactions with patients, supervisors, staff, and colleagues
- Competency 5: Communication and interpersonal skills - to be able to communicate effectively and collaboratively with patients, supervisors, staff, and colleagues
- Competency 6: Assessment skills - to be able to competently deliver psychological assessments and provide effective verbal and written reports
- Competency 7: Triage and interventions skills - to be able to provide competent, effective, and evidence-based triage assessments and psychotherapy using a variety of techniques
- Competency 8: Supervision skills - to demonstrate knowledge of the supervisory role in clinical practice, as both recipient and provider
- Competency 9: Consultation, outreach, and inter-professional/interdisciplinary skills - to effectively exchange knowledge within and across professions and disciplines on campus

Each competency area contains a list of elements comprising the competency. At the mid-point and end-point of the internship year, interns are rated on a scale from 1 to 5 for each element, where:

- 1 = Requires remedial work and development of a remediation plan
- 2 = Has not yet demonstrated the minimal level of competency- should remain focus of ongoing supervision and training
- 3 = Has demonstrated at least the minimal level of competency
- 4 = Has demonstrated an above average level of competency
- 5 = Has demonstrated an advanced level of competency
- N/A = Not applicable or no opportunity to observe the behavior in question

The minimum level of achievement for each competency area is 2 for the mid-point evaluation and 3 for the end-of-year evaluation.

Clinical Services and Supervision

Interns typically engage in the following work activities in addition to training options according to their interests:

- providing individual psychotherapy treatment
- co-leading one psychotherapy group
- conducting approximately six weekly triage assessments for first appointments
- conducting a minimum of three psychological test batteries with a target of four to five batteries, depending on demand for this service
- delivering approximately two psycho-educational outreach workshops per semester
- providing consultation and referrals to students
- providing crisis intervention
- writing intake summaries for assigned individual therapy cases
- supervising master's level trainees, if aligned with interns' interest
- serving as mentors to junior training staff at the Center

Clinical supervision is provided by New York State licensed psychologists on staff at the Counseling Center. Supervision is furnished in a variety of therapeutic orientations providing the interns with

exposure to psychodynamic psychotherapy, as well as crisis intervention, brief psychotherapy, trauma-informed CBT, and a variety of other evidence-based treatments. Supervision includes:

- two hours of weekly individual supervision for individual psychotherapy cases
- one hour of weekly trauma-informed group supervision for individual psychotherapy cases
- one hour of weekly group supervision for group psychotherapy
- two hours of group supervision for triage assessments held during disposition meetings
- one hour of individual training/supervision for testing cases
- workshop, outreach, consultation, referral, and crisis supervision as needed

Curriculum and Case Conferences

The following describes seminars and meetings that are part of the internship:

Weekly seminars are required for our doctoral interns and are open to all Center staff. These two-hour didactic seminars range in topics relevant for the internship and follow a developmental sequence in learning. Each seminar is planned in sequence to address the needs and responsibilities of trainees in their work at the Center and in anticipation of their future careers.

At the beginning of the year, these training seminars are devoted to topics that relate to intern orientation into the duties at the Center and the Center's operations, such as triage/intake assessment, suicide risk assessment and safety planning, trauma screening, professional ethics, charting, and training on the use of Titanium, our Center's electronic medical record. Trainees are also introduced to Baruch's other student service offices, such as the International Student Service Center, the Starr Career Development Center, the Dean's Office, the Health and Wellness Center, the Honor's Program, and the Student Disability Center. Weekly seminars progress to other clinical and professional development topics, such as trauma and vicarious resilience, layers of the personality, substance use treatment, biofeedback, assessing for psychosis, life after internship and post-doc planning, supervision, DBT and borderline personality disorder, attachment-based interventions, psychopharmacology, interpersonal violence and sexual assault treatment, working with student veterans, LGBTQI issues, program evaluation, and supervision.

Two-hour case conference presentations occur approximately 6 times per semester in lieu of the two hour didactic seminar. Interns and externs take turns presenting in-depth on an individual psychotherapy case with a written intake and case conceptualization. Interns and externs present one case per semester, and senior supervisor staff collaborate with the training team to provide feedback about the case.

In addition, interns participate in the following two weekly training experiences:

- **Multicultural Seminar:**
Given the ethnic diversity of the Baruch student body, all treatment services offered at the Center are provided with a strong emphasis on culturally-responsive perspectives and competencies. As such, interns attend a weekly one-hour class in multicultural counseling. This opportunity is also open to any of the training staff. In this class, interns cover relevant issues in multicultural counseling and develop self-awareness. Interns explore the various identities that they carry with them, including gender, race, ethnicity, religion, social class and sexual identity. The impact of these issues on clinical work is thoroughly discussed.
- **Psychological Testing and Assessment:**
Interns at the Counseling Center receive weekly individual training and supervision in conducting psychological testing and assessments with college students. All interns are expected to administer approximately 3-5 psychological test batteries during their internship year. Test batteries generally include tests of intellectual functioning, achievement, and personality functioning. During supervision,

test selection, scoring, results, referrals, and relevant ethical and multicultural issues are addressed. Many of the testing referrals come from counselors in the Counseling Center. The Center also receives assessment requests from the Office of Student Disability Services. Frequently, testing is aimed at determining if a student has a learning disability or another condition which may indicate academic accommodation in the classroom as provided by Section 504, the Americans with Disabilities Act. In the assessment component of the training program, we are responsive to interns' level of experience and interests. We aim to provide an opportunity for inexperienced interns to develop a basic level of familiarity and competence in assessment, as well as a chance for experienced testers to refine their skills.

Outreach and College-Wide Activities

There are many college-wide activities, events, programs, and offices in which interns may choose to participate or get involved with such as First Year Orientation, Starr Career Development Center, Health & Wellness Fair, Women's History Month, Black History Month, and Sexual Harassment and Awareness events. Outreach and workshop efforts may be college-wide or focused on more specific subpopulations or groups. In addition, Baruch College boasts more than 100 clubs and organizations that span a wide range of interests and sponsor a wide range of student-led activities and events. Thus, the potential for Counseling Center involvement is vast. Interns are expected to participate in at least two outreach events per semester.

Evaluation

Evaluation of the interns' performance by supervisors is part of the training process. Interns have continuing opportunities to evaluate their own progress as the internship evolves via the close relationships that are fostered with their supervisors. Both midyear and final evaluations of the nine competencies outlined above will be discussed with interns in order to consolidate feedback. These written, formal evaluations will be forwarded to the Director of Training. The aim of evaluative feedback given to interns is to assist them in learning essential clinical skills and in developing their clinical voice.

Interns are asked to formally evaluate their internship experience at the end of their internship year and one year after. Interns are also asked for an evaluation of their supervisors at the end of the Fall and Spring semesters. All of these evaluations are used in the ongoing development and improvement of the internship program. In addition, interns are asked to anonymously evaluate each weekly didactic seminar for both the usefulness of the topic and the clarity of the presenter. These seminar evaluations are used to determine program changes where necessary. The internship follows guidelines for due process and grievance procedures should there be a concern about the program or an intern's performance.

Accreditation Status

The Baruch College Counseling Center Doctoral Psychology Internship Program is fully accredited by the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the APA's Commission on Consultation and Accreditation. Contact information is as follows: 750 First St, NE Washington, DC 20002-4242, Phone: (202) 336-5979, Email: apaaccred@apa.org, Web: www.apa.org/ed/accreditation.

Since 2001, the program has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Contact information is as follows: 17225 El Camino Real, Onyx One - Suite #170, Houston, TX 77058-2748, Phone: (832) 284-4080, Email: appic@appic.org.

Benefits and Time Requirements

Interns receive an annual stipend of \$25,000 and are paid twice monthly. Interns receive free health insurance benefits. Interns accrue 4 weeks of vacation and 11 sick leave days. Additionally, interns

receive four personal days for dissertation defense and professional development. Interns also have access to the college's library and other facilities.

The internship is a full-time, 40-hour/week placement and runs a full calendar year (starting around the third week of August). Two-thirds of an intern's time consists of direct clinical service, the majority of which is individual psychotherapy. The remaining one-third of an intern's time is spent in supervision, didactic training, psychological testing, outreach, and other counseling activities. Interns will be awarded a Certificate of Completion at the successful conclusion of the internship year.

Eligibility Requirements

The Internship Program at the Baruch College Counseling Center strives to select interns from a diverse pool of applicants who have demonstrated that they are prepared for beginning their doctoral internship. To maintain a minimum set of standards that would help ensure that an applicant is prepared for the demands of our training program, we require that the following qualifications are met before applying:

- Applicants must be enrolled and in good standing in a doctoral program in counseling, clinical or school psychology.
- Applicants must have completed at 400 AAPI Intervention, 200 hours indirect hours and 25 Assessment Hours.
- Applicants must have completed at least 625 AAPI Grand Total Practicum Hours.
- Applicants must have completed all course work prior to beginning internship.
- Applicants must have completed their comprehensive exams prior to beginning internship.
- Applicants must have obtained a letter of readiness to begin internship from their doctoral program's Training Director.

In addition to the above qualifications, our Selection Committee will review all submitted application materials with particular attention being paid to applicants' who demonstrate experience, training, or interest in:

- Working with college students
- Issues of multicultural competency
- Working clinically with patients from diverse populations
- Conducting psychological assessments
- Providing psychoeducational workshops and trainings
- Consultation and outreach
- Working with an interdisciplinary team that includes on-staff psychiatrists

Applicants whose qualifications and experiences are judged to be the most compatible with our training program are invited for interviews.

Nondiscrimination Policy

The Baruch College Counseling Center Doctoral Psychology Internship Program is dedicated to the provision of equal opportunity to all applicants and psychology interns without regard to race, color, religion, sex, sexual orientation, gender (including gender identity and expression), national origin, citizenship status, marital status, veteran status, employment status, age, disability, pregnancy status, predisposing genetic characteristics, and other protected characteristics, subject to the conditions of applicable federal, state and city laws.

If you are interested in receiving a copy of our complete Policies and Procedures Manual, including our Grievance Policies, a sample evaluation, and other procedures and policies, please email a request to counseling@baruch.cuny.edu.

Application Procedures

The application deadline for the 2021-2022 training year is **November 1, 2020**. The APPIC Program Code Number for our site is **178511**. Your application should include:

1. APPIC application form (available on the APPIC web site at www.appic.org. Applicants can register for the Match at www.natmatch.com/psychint)
2. Cover letter
3. A resume or curriculum vitae
4. Official transcript from your doctoral program by the application deadline
5. One sample testing report

All complete applications will be reviewed, and a proportion of applicants will be invited for a required interview. We regret that volume renders us unable to grant an interview to all applicants. If you are not invited for an interview, you will not be considered for our internship. Intern applicants will be notified of match results via the APPIC Internship National Matching Services in which the Counseling Center has been a participating member since 2001. Applicants should, therefore, complete and submit an Applicant Agreement form to National Matching Services. 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.

Questions about the program may be directed to the Program's Director of Training, Dr. Teresa Hurst, at teresa.hurst@baruch.cuny.edu. Our website address is <https://studentaffairs.baruch.cuny.edu/counseling/>

APA-Tables

Please find below the required tables for APA-accredited Internship Training Programs:

Internship Program Admissions

Date Program Tables were updated: 05/30/2020

The Doctoral Psychology Internship Program at the Baruch College Counseling Center offers two full-time funded positions every year. Our internship training program follows a practitioner-scholar model whereby clinical practice is informed by scholarly inquiry. The emphasis is on clinical practice into which scholarly skills, including critical thinking, conceptualization, and problem-solving, are embedded. We are committed to training reflective and informed practitioners. Our interns develop as clinicians by participating in triage assessments, individual and group therapy, crisis interventions, and psychological testing. Our interns also have the opportunity to be connected to the larger campus community through participating in outreach events, such as providing psychoeducational workshops or serving on panels on mental health topics.

As part of a university setting, Baruch's Counseling Center is connected to a wider academic environment. The Baruch College Counseling Center serves a student population that is

characterized by profound diversity. In 2017, of Baruch College's 15,253 undergraduate students, 53 percent came from households with incomes of less than \$30,000, more than 40 percent were born outside the United States, 44 percent were first-generation Americans, and 34 percent were the first in their families to attend college. Hence, a central aspect of the training program is preparing interns to working in a diverse world. Our model stresses the need for interns to understand how their own identities and cultures affect how they understand and intersect with people different from themselves and the need to develop the ability to modify therapeutic approaches for each individual.

Expectations of minimum competency gradually increase as interns proceed through the sequence of didactic training and supervised clinical practice. The program is designed for interns to assume increased responsibility and independence as they progress through the internship year. Upon completion of the program, graduates are expected to be able to function as competent and ethical psychologists providing scholarship-based psychological services to individuals, groups and organizations.

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

Total Direct Contact Intervention Hours: Yes; Amount: 400

Total Direct Contact Assessment Hours Yes; Amount:25

Describe any other required minimum criteria used to screen applicants:

- 1) Applicants must be enrolled and in good standing in a doctoral program in counseling, clinical or school psychology
- 2) Applicants must have completed at least 200 indirect hours in an externship or practicum site (in addition to the minimum 400 direct contact intervention hours)
- 3) Applicants must have completed all course work prior to beginning internship
- 4) Applicants must have completed their comprehensive exams prior to internship
- 5) Applicants must have obtained a letter of readiness to begin internship from their doctoral program's Training Director

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns: \$25,000

Annual Stipend/Salary for Half-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? No

Coverage of family member(s) available? No

Coverage of legally married partner available? No

Coverage of domestic partner available? No

Hours of Annual Paid Personal Time Off (PTO and/or Vacation): 140

Hours of Annual Paid Sick Leave: 77

In the event of medical conditions and/or family needs that required 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): 4 days for dissertation defense or professional development

* Note: Programs are not required by the CoA to provide all benefits listed in this table.

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2016-2019	
Total # of interns who were in the 3 cohorts	6	
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	1	
Federally qualified health center		
University counseling center	1	2
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital	1	
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district system		1
Independent practice setting		
Not currently employed		
Changed to another field		
Other		
Unknown		

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.