

# UNIVERSITY OF IDAHO COUNSELING & MENTAL HEALTH CENTER



## DOCTORAL INTERNSHIP INFORMATION For Applicants in the 2024-2025 Match Cycle Updated August 2024

## Welcome from the Training Director

Thank you for your interest in our internship at the University of Idaho Counseling & Mental Health Center. Our internship offers training and supervised experience to support the continued development of clinical and consultation skills, ethical principles, multicultural competence, and personal and professional development that will prepare interns to work in a university counseling center and many other mental health settings that serve adults. Here are some highlights of our internship:

- **Individual Counseling.** Major emphasis. You will have lots of opportunities to work with a broad range of clinical issues.
- **Crisis/Urgent Care.** Interns gain experience in providing urgent care to students who may be experiencing a crisis.
- **Group Counseling.** Interns co-lead structured skills groups and some process groups.
- **Relationship Counseling.** Training in the Gottman Relationship Method.
- **Diversity.** Interns receive training and supervised experience to develop the cultural awareness, knowledge, skills, and competencies necessary to work effectively with diverse others in assessment, treatment, and consultation. Interns will work with a range of diverse clients in their clinical, outreach, and consultation work. Interns are paired with a multicultural office on campus to serve as a connection to multicultural students.
- **Consultation /Outreach.** Interns participate in outreach events and make outreach presentations to their multicultural liaison partners and the broader campus community.
- **Supervision.** Interns provide non-clinical mentoring and supervision for an undergraduate psychology student. They provide clinical supervision for peer cohort members in a group setting
- **Psychological Assessment.** Our internship is unique in that we offer training and applied experience in psychological assessment for ADHD, LD, ASD, and other referral questions.
- **Biofeedback.** Another unique opportunity to learn about and apply biofeedback interventions.
- **Alcohol/Other Drugs.** You will receive training in substance use assessment, harm reduction interventions, and motivational interviewing.

### The Campus and the Community

The University of Idaho campus has a reputation for being among the most beautiful university campuses. It also includes a 63-acre arboretum and botanical garden. There are many recreation facilities on campus including the Student Recreation Center with state-of-the-art equipment and a Climbing Center.

The University of Idaho is located in Moscow, Idaho, a small, friendly university town in northern Idaho. Moscow is known for its quality of life and has been dubbed the “Heart of Arts.” It also boasts a wonderful Farmer’s Market, the Moscow Food Coop, and a cute downtown with coffee shops, a theater, and restaurants. Moscow is bike-friendly and there are many biking trails within the city and outdoor activities abound. While it may lack some amenities found in larger urban areas, it makes up for it with a more relaxed pace of life and a lack of urban traffic problems. Moscow is located just 7 miles from Washington State University in Pullman Washington. Together the two university communities offer residents access to a broad array of arts, cultural, athletic, and scholarly events.

I hope you will give our internship serious consideration. We encourage and welcome interns from diverse backgrounds to apply and value interns for their individual and cultural diversity. I would be happy to talk with you further about the internship, so please don’t hesitate to contact me ([mkitzrow@uidaho.edu](mailto:mkitzrow@uidaho.edu)) if you have other questions or need more information.

*Martha Kitzrow*, Ph.D., Training Director

## THE UNIVERSITY OF IDAHO

The University of Idaho was founded in 1889 by a statute of the 15th Territorial Legislature. Commonly known as the university charter, that act became part of the state constitution when Idaho was admitted to the Union in 1890. The university is a publicly supported comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy (Ph.D.) degree. The liberal arts and sciences, offered through the College of Letters, Arts and Social Science, and the College of Science, is the heart of the university's educational programs. The primary areas of statewide responsibility of the university are agriculture, natural resources, and engineering; as well as medical and veterinary medical education, architecture, and law with programs in liberal arts, sciences, education, business, and economics, all of which shape the core curriculum and give meaning to the concept of a flagship university. Current enrollment is 11,507

The University has a commitment to diversity, multiculturalism, and community. They actively engage in the recruitment and retention of a diverse workforce and student body that includes members of historically underrepresented groups. Core Principles and Values of the university include treating others with respect and welcoming and including everyone. The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity/expression, disability, genetic information, or status as any protected veteran or military status. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment and advancement. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212 and requires affirmative action to employ and advance in employment disabled veterans, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, federal GINA Act of 2008, and other state and federal laws and regulations and university commitments.

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## THE COUNSELING & MENTAL HEALTH CENTER

The University of Idaho Counseling & Mental Health Center (CMHC), is a unit of the Division of Student Affairs.

### CMHC Mission Statement

*The mission of the Counseling & Testing Center is to advance the academic mission of the University by facilitating students' educational, personal, social, and cultural development in order to promote their success and persistence within the University. We are committed to fostering a positive campus climate by promoting mutual respect and supporting cultural diversity within our community.*

### Services

The CMHC offers a range of counseling, assessment, consultation and outreach, and psychiatric services and resources to assist students who may be experiencing psychological, behavioral, or learning difficulties. There is no fee for counseling services; however, there is a fee for comprehensive ADHD and learning disability assessments and psychiatric services. The CMHC is also a training site for students enrolled in graduate programs in counseling or psychology. The CMHC offers an APA-accredited

doctoral internship in professional psychology and an advanced doctoral practicum in counseling or psychological assessment.

### CMHC Faculty, Staff & Interns 2024-2025

Faculty	Theoretical Orientation	Clinical Interests
<p><b>Keith Hansen, Psy.D.</b> Interim Director, Licensed Psychologist Clinical Faculty-Assistant Professor Coordinator of Alcohol &amp; Other Drugs Services</p>	<p>Integrative Existential</p>	<p>Neurodevelopmental Disorders Assessment Biofeedback Substance Abuse</p>
<p><b>Martha Kitzrow, Ph.D.</b> Licensed Psychologist Faculty- Professor Training Director</p>	<p>Integrative Humanistic/Existential Feminist Adlerian CBT, DBT</p>	<p>Training &amp; Supervision Trauma Grief Spirituality Women's Issues</p>
<p><b>*Greg Lambeth, Ph.D.</b> Licensed Psychologist Faculty-Professor *On leave Fall 2024</p>	<p>Integrative CBT Interpersonal Psychodynamic</p>	<p>Academic Issues Attention Deficit Disorder Autism Spectrum Learning Disabilities Mood &amp; Sleep Disorders Violence &amp; Risk Assessment</p>
<p><b>Nhu Mai, Ph.D.</b> Licensed Psychologist Clinical Faculty-Associate Professor Associate Director of Clinical Services Coordinator of Group Counseling Programs Liaison: International Programs Office</p>	<p>Integrative Interpersonal CBT, DBT, ACT Mindfulness</p>	<p>Group Therapy, Family of Origin Issues Identity Grief Complex Trauma Existentialism &amp; Spirituality Multi-cultural &amp; International Students Suicide prevention</p>
<p><b>Ally Mushlitz, Psy.D.</b> Licensed Psychologist Clinical Faculty-Assistant Professor Coordinator of Psychological Assessment &amp; Testing Liaison: College of Graduate Studies</p>	<p>Integrative Person/Client-Centered CBT, DBT Trauma-Informed</p>	<p>Neurodevelopmental Disorders Psychological Assessment Complex Trauma Shame and Resilience Identity Development</p>
<p><b>Leticia Roberio, Ph.D.</b> Licensed Psychologist Clinical Faculty-Assistant Professor</p>	<p>Acceptance and Commitment therapy (ACT), Cognitive behavioral Therapy (CBT), Cognitive Processing Therapy (CPT),</p>	<p>Multicultural Diversity, International Students, Generalized Anxiety, Recurrent and persistent depression symptoms,</p>

	Mindfulness and mindfulness-based approaches, Multicultural approaches	Trauma (sexual assault/complex trauma), Spirituality issues, Neurodiversity (ASD/ADHD/LD), Psychological assessments, Training and Supervision
<b>Lahde Forbes LCSW</b> Licensed Clinical Social Worker Liaison: Law School	Integrative CBT, DBT Motivational Interviewing, Trauma-Informed EMDR Internal Family Systems	Diversity & Social Justice Identity Development LGBTQ Issues Stress Reduction Mindfulness Complex Trauma & Phobias Grief & Loss
<b>Abigail Solomon Jensen LMSW</b> Licensed Master Social Worker. Case Manager	ACT Motivational Interviewing Mindfulness Self-Compassion Feminist Trauma-Informed	Grief Spirituality/ Faith Transitions Shame Women's' Issues Sexuality LGBTQ Issues
<b>Lynn Koenig, LMSW</b> Licensed Master Social Worker. Liaison: UI Satellite Campuses	Integrative CBT Motivational Interviewing Trauma-Informed Solution-Focused	Mindfulness & Self-compassion Stress Management Depression Anxiety Body Image Issues Expressive Arts Outreach
<b>Maureen Marchant, LCSW</b> Licensed Clinical Social Worker.	Integrative CBT ACT Trauma-Informed Mindfulness Multicultural	Neurodevelopmental Disabilities Anxiety/OCD Depression ADHD PTSD. Sexual assault
<b>Irina Riverman, MSW, LCSW</b> Licensed Clinical Social Worker	Person First Strengths-Focused Cognitive Behavioral Therapy (CBT) Motivational Interviewing (MI) Dialectical Behavior Therapy (DBT) Solution Focused Therapy (SFT) Trauma-informed Matrix Model for Substance Use	Substance Use Disorders Women Trauma Indigenous population concerns Rural issues Couples and Family

	Seeking Safety model for co-occurring substance use and trauma	
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**Psychiatric Nurse Practitioner**

Clint Emmett MSN, RN, APRN, PMHNP-BC

**Doctoral Psychology Interns**

Owen Crabtree, M.A. Georgia Southern University

Ryan Johnson M.A. George Fox University

Caroline Kilagbhan, M.A. La Salle University

Sydney Stevens, M.A. Texas A & M University

**Administrative Support Staff**

Kristina Ogden, Administrative Coordinator

Jenn Urhausen, B.S., Administrative Services Manager

Chelsea Wallace, B. S. B.M., Administrative Assistant

**DOCTORAL INTERNSHIP TRAINING PROGRAM**

**APA Accreditation**

The internship program is accredited by the American Psychological Association, Office of Program Consultation, and Accreditation. Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation American Psychological Association

750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 /

E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org) Web: <http://www.accreditation.apa.org>

**Professional Memberships**

The Association of Postdoctoral and Psychology Internship Centers (APPIC) Member #1790

The Association of Counseling Center Training Agencies (ACCTA)

**Equal Opportunity/Affirmative Action Policies**

The CMHC follows all university procedures when recruiting, screening, and interviewing candidates for an open internship position. Diversity is an important consideration during the internship application screening process. We consider the applicant’s experience with diverse populations and their knowledge and training as it relates to multicultural counseling competencies and the extent to which the applicant contributes to the diversity of the potential intern cohort. We welcome interns from diverse backgrounds and in no way restrict access for diverse applicants.

**Admissions Criteria & Process**

All applicants must register for the APPIC match and submit their applications through the APPIC portal.

**Minimum Criteria for Applicants**

- Current enrollment in an APA or CPA-accredited doctoral program in counseling or clinical psychology.

- Successful completion of all required coursework, practica, and doctoral comprehensive exams before the starting date of the internship.
- Endorsement by academic program TD of readiness for internship
- Completion of a minimum of 100 individual counseling hours with adults (age 18+) by the start of internship.
- Completion of a minimum of 450 intervention hours *by the start of internship*
- Completion of a minimum of 40 assessment hours *by the start of internship*. This should include experience with neuropsychological/psychoeducational assessment (e.g. WAIS, WJ, WIAT).

### Preferred Qualifications

- Interest and experience working in a university/college counseling center setting.
- Strong interest and commitment to providing culturally responsive psychological services to a diverse clientele and experience working with diverse clients.
- Strong interpersonal skills and ability to work collaboratively on an interdisciplinary team.
- Interest and experience in providing outreach and consultation.
- Interest and experience providing group counseling.

### Selection and Interview Process

Applicants will be notified of their Interview status by email on or before December 15th. Applicants who meet all minimum qualifications and whose goals and experience align with the availability of training options at UI CMHC will be invited for an interview. Interviews are scheduled to begin in early January via Zoom (Telephone interviews can be scheduled if video calling is not available). Interviewers typically include the Training Director, a faculty member, and a doctoral intern. All applicants selected for an interview are also invited to attend an optional open house in late January.

### APPIC Match Policies

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. Adherence to these policies is a condition of membership in APPIC and participation in the APPIC Match and/or Post-Match Vacancy Service. Our Match # is 179011.

### Diversity Statement

The internship program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. One of the major stated goals of the internship is to train interns to “work effectively with diverse others in assessment, treatment, and consultation.” Didactic training and experiential activities (supervision, intervention, and consultation) provide opportunities for interns to learn about the role of cultural and individual diversity in psychological phenomena and professional practice and to develop increased awareness, sensitivity, skill, and competence in providing services to a diverse clientele. The training is designed in accordance with the *APA Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality (2017)* and the *Standards of Accreditation for Health Service Psychology (2017)*.

The program has faculty, staff, interns, and practicum students from differing ethnic, racial, cultural, and personal backgrounds. The training program acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a wide spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in internship training or a career in professional psychology.



## TERMS OF DOCTORAL INTERNSHIP

### Dates & Hours

The internship is a full-time, 12-month commitment beginning August 5, 2025. Interns are scheduled to work 40 hours a week between the hours of 8 am and 5 pm. Interns are not required to be on-call after hours. Counseling center staff and interns occasionally participate in after-hours activities.

### Stipend

The stipend is \$38,000 for the 12-month internship.

### Benefits

Benefits include vacation, holiday, sick leave, professional development leave, and the university student health insurance. Each intern's office is equipped with an up-to-date computer, software, printer, and camera for recording sessions. The University provides Internet and e-mail access for office and home use.

### Health Insurance

The CMHC will cover the cost of Student Health Insurance for interns upon request. Coverage is not available for spouses, partners, or children.

### Clerical & Technical Support

The CMHC has an administrative coordinator, an administrative assistant, and an administrative services manager who provide support for CMHC staff and interns. The university ITS office provides technical support for computers. Interns also have full access to the University library and inter-library loan system.

### Conferences

Interns may be eligible for limited financial support (contingent upon the availability of funds) to attend professional conferences and workshops. Priority is given to support interns who will be presenters at conferences.

### Sick Leave (12 days per year)

Sick leave may be used for legitimate personal or family health reasons but is not intended to substitute for vacation leave. Interns are responsible for checking in with faculty supervisors regarding making up any missed training activities.

### Medical Appointments (1 per month)

Interns are eligible for one Medical Appointment per month which is two 2 hours or less.

### Other Leave

The internship recognizes that some interns may have a need to request additional leave that extends beyond the allotted sick leave days for personal reasons (medical needs, pregnancy, parental leave). Interns should submit requests for additional leave to the Training Director. A written agreement regarding the details of the leave will be developed. Interns who take leave may need to extend the internship beyond the original completion date to make sure that they fulfill all criteria as specified in the Exit Criteria (see pg. 27) However, no additional compensation is provided for interns who must extend their completion date.

### Vacation Leave (12 days per year)

Vacation leave must be approved by the Training Director in advance. Email vacation leave requests to the TD. During the academic year, any extensive vacation leave is intended to be taken during periods when classes are not in session (Fall Break, Winter Break, and Spring Break).



## **Holidays (11 days)**

The UI has 11 paid holidays. In addition, there are 2 days) during winter break when the university is “Closed to the Public”. Interns do not need to use vacation leave for those days as long as they use them for scholarship activities or professional development.

## **Comp Time**

Interns may accrue compensatory time for required activities that are scheduled after hours or on weekends. Other non-required activities that contribute to professional development may be submitted to the Training Director for approval.

## **Friday Extended Intern Lunch**

On Fridays, interns are scheduled for an extended lunch period (90 minutes), to allow for cohort development, socialization, and self-care. Interns are asked to meet as a group at a minimum once per month to process their internship experience and provide peer support.

## **Dissertation Release Time**

Interns may request release time to work on their dissertations. Release time may be limited during busy times of the fall and spring semesters due to demand for services. However, there is considerable flexibility during fall, winter, and spring breaks and summer semesters for interns to have blocks of time to work on their dissertations.

## **Professional Development Leave (5 days per year)**

Interns may take an additional 5 days per year of Professional Development leave to be used for dissertation defense, job interviews, graduation, and transition from internship. Interns are responsible for monitoring and managing their Professional Development Leave time to make sure that they do not exceed their allotted leave time.

## **Post-Internship Employment at the CMHC**

Doctoral interns accept the internship without any expectation or guarantee of employment with the CMHC after they have completed the internship. However, interns are welcome to apply for advertised positions at the CMHC upon completion of the internship. Intern job applicants are subject to the same hiring procedures as all other candidates.

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## **PHILOSOPHY & MODEL OF TRAINING PROGRAM**

The APA-accredited internship at the University of Idaho Counseling & Mental Health Center offers training and supervised experience to support the continued development of clinical and consultation skills, ethical principles, multicultural competence, and personal and professional growth that will prepare interns to work in a university or college counseling center or other adult outpatient setting. Core training experiences include Intervention, Psychological Testing and Assessment, Consultation and outreach to the university community, and Supervision. Interns also receive training to provide assessment and intervention for Alcohol and Other Drug use among the student population.

The training program follows a **Practitioner-Scholar Model** which focuses on the practical application of scholarly knowledge in the practice of psychology based on the scientific foundations of the profession, best practices, and scholarly literature. Theory, research, and scholarly inquiry are integrated into the direct delivery and application of psychological service. Experiential learning and the development

of professional skills are guided and enriched through didactic training modules and seminars, consultations, and in-service staff development activities. Faculty supervisors serve as role models and professional mentors. Diversity is an important core value of the CMHC and training program and is emphasized and integrated into training and service delivery.

The program also uses the Integrated Developmental Model of Supervision to guide training. Supervisors recognize that learning and skill acquisition is a developmental process and that interns enter the program at differing developmental levels in each of the core competencies. Learning goals, which are established collaboratively, are designed to take differing developmental needs and interests into account. At the beginning of the year, interns complete a self-assessment of skills and interests that assist supervisors in understanding their training needs from a developmental perspective. Interns engage in an intensive orientation of several weeks duration to facilitate their transition to internship and their readiness to engage in service delivery. Initial training emphasizes the essential knowledge and skills needed to provide psychological services to the college student population at a university counseling center.

Training builds towards greater complexity as the internship year continues. The amount of structured didactic training is greater during the fall semester and decreases over the course of the year. By the end of the internship year, interns are expected to have developed the advanced skills and competencies necessary for the transition to entry-level professional practice.

The **personal and professional growth and development** of the intern as an emerging professional is also an important aspect of the training model. Training is designed to guide interns through the transition from a student role to that of an entry-level professional as they learn to balance multiple professional roles and demands while experiencing more challenging responsibilities. Faculty model ethical and professional behavior and are committed to facilitating the personal and professional development and identity of each intern as an emerging professional through supervision, mentoring, consultation, and a variety of training experiences.

In accordance with APA Ethical Standard 7.04, the University of Idaho CMHC internship does “not require students or supervisees to disclose personal information in course or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.” The CMHC respects the privacy of every individual and recognizes their right to share at a level that is comfortable and growth-promoting for them. Interns are not required to engage in personal self-disclosure as defined above. However, self-reflection and self-awareness are important aspects of ongoing personal and professional growth. Reflecting on our own personal qualities, values, and internal responses allows us to better serve our clients and grow professionally.

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## AIMS OF THE TRAINING PROGRAM

The internship has 3 broad training aims (goals):

- **Goal #1.** To train interns to develop the knowledge, skills, and competencies necessary to work effectively with a variety of clinical and related mental health issues in the provision of psychological services to a diverse population.
- **Goal #2.** To train interns to develop the cultural awareness, knowledge, skills, and competencies necessary to “work effectively with diverse others in assessment, treatment, and consultation.
- **Goal #3.** To train interns to develop the knowledge, skills, and competencies necessary to engage in professional attitudes, values & behaviors, and practice according to legal & ethical standards.

In order to meet the training goals, interns are expected to acquire specific competencies that are fundamental to the practice of Health Psychology. The goals, objectives, and related competencies are based on the **APA Required Profession-Wide Competencies (APA Standards of Accreditation, 2017)** and on the **Assessment of Competency Benchmarks Work Group: A Developmental Model for the Defining and Measuring Competence in Professional Psychology (2007)**, convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC). Formal evaluation procedures are in place to measure interns’ progress toward goals and the competencies described below. (see Evaluation Procedures).

The role of the internship is to build on the trainee’s knowledge and skills in each of the required competency domains. The internship program has been designed to provide both didactic and experiential supervised training activities that follow a developmental sequence. The program provides the necessary structure, guidance, and support to facilitate the development of each intern as he or she moves towards greater autonomy, and gains the skills, knowledge, and confidence to master increasingly complex tasks and decisions during the course of the training year. All Interns will receive basic training in the competency areas. Interns have some options beyond the basic training level to allow more flexibility to develop individual interests.

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## APA REQUIRED PROFESSION-WIDE COMPETENCIES

### Assessment

- Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.
- Interpret assessment results to inform case conceptualization, classification, and recommendations.
- Communicate findings in an accurate and effective manner.

### Communication & Interpersonal Skills

- Develop and maintain effective relationships with a wide range of individuals.
- Produce and comprehend oral, nonverbal, and written communications.

## **Consultation**

- 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.
- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation.

## **Ethical & Legal Standards**

- Be knowledgeable of and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology; Relevant professional standards and guidelines.
- Recognize ethical dilemmas and apply ethical decision-making processes.
- Conduct self in an ethical manner in all professional activities.

## **Individual & Cultural Diversity**

- Understand how their own personal/cultural history may affect how they interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to diversity.

## **Intervention**

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans.
- Implement interventions informed by the current scientific literature.
- Apply the relevant research literature to clinical decision-making.
- Modify and adapt evidence-based approaches.
- Evaluate intervention effectiveness

## **Professional Values, Attitudes, Behaviors**

- Behave in ways that reflect the values and attitudes of psychology.
- Engage in self-reflection.
- Demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence.

## **Research**

- Demonstrates 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.

## **Supervision \***

- Demonstrate knowledge of supervision models and practices.
- Apply this knowledge in direct or simulated practice with psychology trainees or other health professionals.

## PROGRAM-SPECIFIC COMPETENCY

### Alcohol & Drug Assessment & Intervention

- Demonstrates knowledge of the epidemiology of alcohol and drug use and effects on the college population.
- Demonstrates knowledge of effective prevention and treatment strategies, including harm reduction approaches, in the college population.
- Demonstrates ability to identify and work effectively with AOD issues in clinical work with individual clients.
- Demonstrates ability to provide psychoeducation about alcohol and marijuana use to individuals and groups.

### DESCRIPTION OF TRAINING ACTIVITIES BY COMPETENCY

Competency	Training Methods	Experiential Activities
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Assessment Training Module- Training in selection, administration, and interpretation of various testing and assessment instruments and batteries relevant to the needs of a college population</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 4 comprehensive batteries for students seeking an ADHD or LD assessment.</li> <li>• Write comprehensive integrated assessment reports</li> <li>• Provide oral and written feedback to clients.</li> </ul>
<b>Consultation/Outreach</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Consultation &amp; Outreach Module- Training in models and application of consultation and outreach</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity consultation and outreach liaison assignment with a multicultural campus partner office.</li> <li>• Mental health screenings and outreach presentations to the campus community</li> <li>• Consultation with faculty, staff, students, and parents about mental health issues.</li> </ul>
<b>Communication &amp; Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Training Modules</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison assignments</li> <li>• CMHC Committees</li> <li>• CMHC Staff Meetings</li> <li>• Documentation</li> </ul>
<b>Ethical &amp; Legal Standards</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Clinical &amp; Professional Issues Training Module- Training in knowledge and use of APA Ethical Principles of Psychologists and Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical case presentations</li> <li>• Diversity Capstone presentation</li> </ul>

	<p>&amp; relevant laws, regulations, rules, Ethical dilemmas, and ethical decision-making</p> <ul style="list-style-type: none"> <li>• Supervision</li> </ul>	
<b>Individual &amp; Cultural Diversity</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Diversity Training Module-Training in current knowledge and evidence-based practices about the role of cultural and individual diversity in professional practice d in accordance with the <i>APA Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality</i> (2017)</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection and cultural self-assessment</li> <li>• Culturally informed interventions and treatment plans</li> <li>• Culturally informed case presentations</li> <li>• Culturally informed outreach presentations</li> <li>• Culturally informed supervision of trainees/mentees</li> <li>• Capstone Diversity presentation</li> <li>• Diversity consultation and outreach liaison assignment with a multicultural campus partner office.</li> <li>• Attendance at campus multicultural events</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Training Modules</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis/Urgent Care Intervention</li> <li>• Relationship Counseling</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Training Modules</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Clinical case presentations</li> <li>• Diversity Capstone presentation</li> <li>• Doctoral Research Capstone presentation</li> <li>• Research presentations by other professionals</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Supervision Training Module – Training in competency-based supervision and the Integrated Developmental Model (IDM)of supervision and APA guidelines for mentorship.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual non-clinical supervision and mentoring for undergraduate psychology. practicum student</li> <li>• Clinical supervision of peer cohort members in a group format</li> </ul>

<b>Alcohol &amp; Other Drugs (AODS)</b>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• AODS Training Module- training in evidence-based assessment &amp; Intervention practices, harm-reduction, and motivational interviewing.</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate psychoeducational workshops (CHOICES)</li> <li>• Administer BASICS AOD assessments and provide feedback.</li> <li>• Provide individual counseling interventions for AODS issues</li> <li>• Participate in Alcohol/Drug campus outreach screenings</li> <li>• Individual &amp; Group Counseling focused on AOD issues</li> </ul>
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**DESCRIPTION OF OTHER TRAINING ACTIVITIES**

**All Staff Meeting**

All staff, including interns, meet monthly to discuss and provide updates about university and CMHC issues. Community and campus professionals are also invited speakers/guests at times.

**Biofeedback**

Didactic and experiential training on theory and applied practice of biofeedback interventions.

**Clinical Case Conference Meeting**

Interns attend a case conference meeting with all CMHC clinical practitioners to consult about clients, especially complex, high-acuity, and high-risk clients.

**CMHC Committee Meetings**

Interns may serve on internal CTC standing committees or ad hoc committees.

**Capstone Clinical Case Presentation**

Interns make a formal capstone clinical case presentation to faculty, staff, and the intern cohort during summer semester.

**Capstone Doctoral Research Presentation**

Interns present their doctoral dissertation research to faculty and the intern cohort during the summer semester.

**Diversity Presentations**

Interns and CMHC Staff collaborate to present a program focused on multicultural and diversity issues.

**SUPERVISION**

As required by APA, interns receive a minimum of 2 hours of individual supervision per week and 2 hours of additional supervision per week.

**Individual Supervision: 2 hours per week**

Supervisory assignments are made based on collaboration with interns and supervisors who take the developmental needs and interests of the interns into consideration to make the most beneficial



match. The supervisory team makes final decisions regarding supervisory assignments. Supervisors and supervisees review and sign the Supervision Contract which specifies the details of the supervision process and the responsibilities of each party. They also work collaboratively to establish learning goals and activities. Interns are required to have a minimum of 2 different individual supervisors during the training year.

**Group Clinical Supervision: 1 hour per week**

Interns present their clinical work with their cohort on a rotating basis and faculty serve as guest supervisors on a rotating basis. During the spring and summer semesters, interns transition into providing peer supervision for each other. A format and guidelines are provided for optimizing the group supervision experience.

**AOD, Assessment, or Supervision of Supervision 1 hour per week average (rotating basis)**

Individual or Group supervision with Assessment, AOD or Sup of Sup supervisors.

**Supervision of Group Counseling: .5-hour per week**

When an intern co-leads a group, they will meet with the faculty or other clinical staff co-leader for supervision.

## TYPICAL WEEKLY INTERN SCHEDULE SEMESTER

*Hours represent an average. Actual hours may vary.*

DIRECT SERVICE ACTIVITY	AVERAGE WEEKLY HOURS
Initial Evaluation	4
Individual/couples/ group counseling	12
Crisis Intervention/Urgent Care (variable)	1
Consultation Activities (variable)	.5
AOD Activities (variable)	.5
Supervision of Trainees	1
Assessment (variable)	1
<b>Total</b>	<b>20</b>

SUPERVISION RECEIVED	AVERAGE WEEKLY HOURS
Individual	2
Group Clinical	1
Supervision Misc.	1-2
<b>Total</b>	<b>5</b>

DIDACTIC TRAINING ACTIVITIES	AVERAGE WEEKLY HOURS
Clinical/Professional Topics Module Meets every other week	1
Assessment/Testing Module (variable)	1-2
Other Modules: (AOD/Outreach/Consulta- tion, Diversity) Meets every other week	2
<b>Total</b>	<b>4-5</b>

MISCELLANEOUS ACTIVITIES	AVERAGE WEEKLY HOURS
Case Conference	1
Clinical Documentation	5
Admin-Misc. tasks/prep	4
<b>Total</b>	<b>10</b>
<b>GRAND TOTAL</b>	<b>40</b>

## **PROCEDURES for EVALUATION of INTERN COMPETENCIES**

Evaluation and feedback are an integral part of the training process. Feedback is used to gauge progress, recognize strengths and weaknesses, and set goals for continued growth and development. Each semester, interns identify specific learning objectives, goals, and special interest areas with their clinical supervisor. Interns are evaluated in all of the Profession-Wide Competencies and Program-Specific Competencies.

### **Informal, Ongoing Feedback and Evaluation**

Informal feedback and evaluation from the intern's individual supervisor or other training faculty may occur at any time during the year as an integral part of the training experience. Training faculty also discusses and reviews intern progress at regular intervals throughout the year.

### **Mid-Semester Review (Fall & Spring Semester)**

Training faculty provide a brief written summary of intern progress and performance to date. The Training director meets with the intern and the individual clinical supervisor for the mid-term evaluation. Interns complete a brief self-assessment of their progress and development.

### **End of Semester Evaluation of Intern Competencies**

- Formal evaluations occur at the end of each semester. Faculty supervisors complete a written performance evaluation of intern competencies for each training component. Interns are asked to provide an oral self-assessment of the progress toward goals. Interns must meet Minimum Levels of Achievement (MLAs) as specified in the Intern Policy and Procedure Manual in all required competencies by the end of each formal evaluation period.

### **Submission of Evaluations to the Intern's Academic Program**

The Training Director sends copies of the evaluations to each intern's doctoral program at the end of each semester. If the intern's doctoral program has its own evaluation form and timeline that differs from that of the Counseling Center Internship, then it is the responsibility of each intern to provide it to the Training Director in a timely manner for submission to their academic program. The Director of Training retains a copy of all evaluations in a permanent folder for each intern.

## **EXIT CRITERIA**

To successfully complete the internship, interns must:

- Complete a full-time, 2000-hour internship with at least 25% (500 hours) spent providing direct, face-to-face psychological services.
- Meet Minimum Levels of Achievement (MLAs) as specified in the Intern Policy and Procedure Manual in all required competencies by the end of each formal evaluation period.
- If an intern is required to participate in a remediation plan to address deficiency areas, the intern must demonstrate that they have followed the prescribed procedures and have achieved an acceptable level of professional functioning within the time frame specified and that the conditions of the remediation plan have been satisfied.
- Complete all specified requirements, documentation, and learning activities.
- Complete all required exit tasks. Interns must verify that all exit tasks have been completed (submit Exit Tasks Checklist) and complete an exit interview with the TD.

## EVALUATION OF INTERNSHIP BY INTERNS

- Interns provide feedback and evaluation about their training and supervision experiences at various intervals during the internship in the following ways:

### **Informal, Ongoing Feedback and Evaluation**

- Interns may provide informal feedback and evaluation about their training and supervision experiences to the training faculty, their individual supervisor, and/or the Training Director at any time.

### **Mid-Semester Evaluation of the Internship Program**

- Interns provide oral and written feedback about their training and supervision experiences during the Mid-Semester Review.

### **Evaluation of Individual Supervisor**

- Interns complete a formal, written evaluation of their individual supervisor each semester.

### **Exit Evaluation of the Internship Program**

- Interns complete a comprehensive written evaluation of the internship program at the end of the year. The feedback is used to help ensure that the training program is flexible and responsive to the unique interests, needs, and abilities of interns, and to implement adjustments to enhance the overall quality of the internship.

### **Post-Internship Evaluation**

- Interns complete a follow-up evaluation of the internship program 1-2 years post-internship. They are asked to rate how well the internship prepared them for entry-level practice. Their post-internship feedback assists the training program in implementing adjustments to enhance the overall quality of the internship and ensure that interns are prepared for professional practice.

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## DUE PROCESS PROCEDURES FOR ADDRESSING PERFORMANCE-RELATED PROBLEMS, INTERN MISCONDUCT, AND INTERN GRIEVANCES

The UI CMHC Due Process and Grievance Procedures describe the procedures for resolving concerns about intern performance and interns' concerns about the delivery of training services. A copy of the Due Process document is available upon request. It is provided to all interns at the beginning of the internship.