



**DOCTORAL PSYCHOLOGY INTERNSHIP
UNIVERSITY HEALTH & COUNSELING SERVICES
TRAINING MANUAL & BROCHURE**

University Health & Counseling Services provide personal counseling and behavioral health care to students in a university community of approximately 11,500 undergraduate, graduate and professional students at CWRU and students enrolled in the Cleveland Institutes of Art and Music, the Lerner College of Medicine and the KSU College of Podiatric Medicine. UH&CS is comprised of a multidisciplinary staff of psychologists, social workers, clinical counselors, psychiatrists, physicians, nurse practitioners, and medical assistants, as well as trainees in psychology, social work and psychiatry.

UH&CS Mission Statement

The mission of UH&CS is to advance the well-being, development, and academic success of our diverse student body through integrated medical, mental health, and wellness services. We collaborate with the entire CWRU community through outreach, education, and services to promote a culture of safety, respect, and global citizenship that fosters lifelong resilience.

Diversity Statement

CWRU University Health & Counseling Services is deeply committed to the appreciation of diversity. We value individuals of all identities including those based on race, ethnicity, sex, gender expression, sexual orientation, socioeconomic status, nationality and citizenship, age, body, religion, spirituality, ability, and ideology. We recognize the effects that discrimination, prejudice, and systemic issues of power and privilege can have on a community and on individuals. We aim to respect individuality within the context of cultural background and to provide students a safe space to explore the intersection of their identities.

The goal of understanding and valuing diversity is integral to our center and to the mission of the university, as well. The CWRU Office of Multicultural Affairs has as its primary mission the goal to “enhance the harmony of the multi-ethnic community through the mutual acceptance of all individuals.” Also, from the CWRU Office of Inclusion, Diversity, and Equal Opportunity is the following statement: “The 2016-2019 Case Western Reserve University Diversity Strategic Action Plan (DSAP) calls for increased visibility, accountability and collaboration as the university strives to fulfill its inclusion, diversity and equity goals. The plan, entitled *Advancing Diversity and Inclusion: A Roadmap for Excellence at Case Western Reserve University*, is available online at case.edu/diversity/.” Thus, not only is the University dedicated to the value of diversity, but it also strives to improve and has an established plan to do so.

The UH&CS doctoral internship honors the diversity of students, interns, and staff and aims to integrate multicultural perspectives and social justice awareness throughout training activities and experiences. Diversity of identity and background, as well as diversity of thought, are valued as part of the internship year. As a training site, we incorporate themes of multiculturalism in supervision, consultation, clinical intervention, and professional development. We collaborate with other CWRU departments to reach out to underrepresented and marginalized groups on campus.

Interns are valued for the diversity of experience and identities that they bring to the center. They are encouraged to explore their own intersecting identities and how these impact their experiential work during internship. Interns are included in outreach to a range of campus populations and are invited to collaborate with campus partners invested in the University's diversity mission. They are urged to give feedback to the center regarding their experience of whether our aims and goals regarding multiculturalism and diversity are being met, and they are encouraged to share perspectives on what improvements could be made.

In an aim to recruit interns who are diverse and are invested in the value of multiculturalism, we highlight our commitment to diversity in our brochure, on our website, and in the APPIC advertisement of our internship program. We ensure that a diverse representation of staff participates in the interview process, and we ask questions in the interview that emphasize our interest not only in knowledge but also in application of multicultural themes. In the open-ended period of the interview, we highlight our diverse student population, our appreciation of diversity on staff, and the diverse range of community experiences available to interns. We do not require in-person interviews and explicitly state in our materials that this decision is informed by our commitment to encouraging a diverse range of applicants, including those who may have physical or economic challenges to travel.

In terms of the training program, our site is engaged with multiculturalism and social justice themes, and we highlight this on our website and brochure. Our site has a Multiculturalism Series in the didactic program facilitated by our Multicultural Specialist who regularly seeks training in building skills and learning updates about issues of race and ethnicity in higher education. This didactic series includes the exploration of diverse identities of the interns as well as of clients. Multicultural themes are readily woven through the internship year in consultation and supervision as well as in program design.

Training Philosophy

We believe that both practice and scholarship are essential in preparing nascent psychologists to work effectively with diverse individuals and groups in an evolving world. To support this effort, our program at Counseling Services values theory and research-based practice, critical thinking, ethical decision making, engaged mentoring through supervision and clinical experience, and respect for human diversity.

We appreciate the contributions of our own and others' professional disciplines and recognize that a diverse set of knowledge and skills is essential for professional growth. We believe that the effectiveness of a mental health professional is not simply the result of building clinical skills, but is also the development of a sense of professional identity and competence that is based on a foundation of dynamic self-assessment. Being aware of and working within one's competencies, and being consistently engaged in this assessment, is a fundamental aspect of the ethical practice we value.

Counseling Services strives to foster a positive training environment in which trainees explore all ideas, assess their strengths and weaknesses, and welcome challenges designed to facilitate their personal and professional development.

We hold as the standard for best practice that staff and trainees be committed to the social values of respect for diversity, inclusion, and equity. Both staff and trainees are expected to demonstrate a readiness to examine their own values, assumptions, and behaviors in order to develop along the aims of cultural competency, as well as a willingness to challenge one another in the progression toward those aims.

Training Model

Counseling Services offers a ‘developmental apprenticeship’ approach to internship training. As part of our framework, we work with each intern to create a developmental training plan with clearly stated aims and objectives, one that includes supervisor-evaluation and self-evaluation. Integral to our core values in training is encouraging continuing progress towards achieving the developmental aims established in the training plan. We incorporate a teaching and coaching approach to promote advanced clinical skills, greater self-awareness, and autonomous functioning.

An essential element to the training experience is to develop ethical decision-making, both in clinical and professional identity decisions. By observing staff regularly consult with one another on cases and ethical questions, interns experience staff members model and underscore the value of ethical practice as an on-going process. Along with these aims, we encourage all staff and trainees to explore self-knowledge as it relates to self-care, by developing an understanding of how to balance personal and professional lives in order to be effective providers.

Training Aims

Our training aims are based on the foundational and functional competencies typically required of an entry-level psychologist in a university setting. The objectives and competencies below outline the knowledge and skills we believe necessary for practice and are the basis of our psychology internship training program.

Core Competencies:

1. Interns will achieve competence appropriate to their professional developmental level in the area of Research.
2. Interns will achieve competence appropriate to their professional developmental level in the area of Ethical and Legal Standards.
3. Interns will achieve competence appropriate to their professional developmental level in the area of Individual and Cultural Diversity.
4. Interns will achieve competence appropriate to their professional developmental level in the area of Professional Values, Attitudes, and Behaviors.
5. Interns will achieve competence appropriate to their professional developmental level in the area of Communications and Interpersonal Skills.
6. Interns will achieve competence appropriate to their professional developmental level in the area of Assessment.
7. Interns will achieve competence appropriate to their professional developmental level in the area of Intervention.
8. Interns will achieve competence appropriate to their professional developmental level in the area of Supervision.
9. Interns will achieve competence appropriate to their professional developmental level in the area of Consultation and Interprofessional/Interdisciplinary Skills.

Doctoral Psychology Internship Program Description

Counseling Services offers two, one-year, full-time doctoral psychology internship positions. Interns devote a minimum of 16 hours per week to clinical activities and receive individual, assessment, and group

supervision with licensed psychologists. Interns will receive didactic training by senior clinical staff and participate in weekly case conferences. Interns work within an interdisciplinary context, collaborating with social work staff and students, psychiatry staff and residents, clinical counselors, and other professions afforded by this site.

Doctoral Psychology Internship Training Elements

Interns have the opportunity to individualize their training by working on a specialized interest area (ex. eating disorders, trauma, grief and loss, process group psychotherapy, substance abuse) and in providing psycho-educational programming in behavioral health and wellness (i.e. substance abuse prevention, stress management, sexual identity, weight and body image).

Psychological Assessment:

Interns will continue to advance their skills in psychological assessment through training on administration and evaluation of testing material and its incorporation into therapy practice. Interns will have assessment training as described below.

- A) Training on the MMPI: how to conduct, interpret, and integrate into treatment.
 - 1) Interns will conduct MMPI's on their own clients
 - 2) Interns will conduct MMPI's on clients referred to them by providers at the center
- B) Didactic training on the WAIS: training on how to conduct WAIS and utilization into clinical treatment.
- C) Didactic mini-series training on comprehensive ADHD assessment: what a comprehensive assessment looks like, how to do it, and how past case examples have unfolded.

Clinical Services:

Interns devote a minimum of 16 hours per week engaging in direct clinical services, as described below.

Individual Therapy: Interns devote a minimum of 12 hours per week to providing psychotherapy services to individual clients.

Group Therapy: Interns co-lead at least one group per semester. Groups are either process-oriented, support, psycho-educational, and/or theme-oriented. Interns may have the opportunity to design and implement a group of their choice, based on their experience and interest.

Walk-in Services: CWRU students access our services through a walk-in-model. Walk-in times are allocated based on access model. During the walk-in session, interns will assess level of risk and treatment plan.

Outreach Services: Interns participate in a variety of outreach activities such as presentations, university-wide fairs, and programming targeted at groups who request a theme-related topic or populations who may not typically seek counseling services. In addition to outreach programming, interns are expected to participate in campus-wide community events. Interns can participate in campus wellness and outreach initiatives in primary (planning and leading) and supportive (participating and representing UH&CS) roles.

Didactic Elements:

The training program has didactic programming that is targeted for doctoral interns and is sequential and graded in design and implementation.

- Doctoral interns (only) receive assessment didactic training and supervision through the year. The didactic material is tailored to the level of the incoming cohort of interns and advances accordingly through the year.
- Doctoral interns (only) meet regularly with the Training Director for consultation and mentorship in Professional Development. This training element is graded in approach and consists of themes related to navigating dynamics of confidentiality, ethics of practice in a university setting, and integrating themes raised in other didactic seminars (such as boundaries, self-care, professional communication and consultation) into a professional role at this site. Mid-year, consultation begins to include professional development themes related to career building (including articulating professional goals, job search, and interviewing styles). Towards the end of the training year, consultation includes topics related to transition from a training role to a professional work identity along with a focus on ethical practice in termination with clients.
- Doctoral interns (only) will receive didactic training in supervision in order to supervise a psychology practicum student under umbrella supervision.
- Doctoral interns participate in Case Conference (1 ½ hours) and Joint Case Conference, held twice per month for all staff. These are didactic training elements that focus on the presentation of a clinical case, a review of theoretical approaches and relevant treatment modalities, and a discussion on treatment planning. Case conference with an interdisciplinary staff provides an opportunity for learning from professionals in fields such as social work, psychiatry, and primary care. This team approach to case discussion allows for the development of consultation skills and a well-rounded view of the client. Initially in the year, staff present cases; however, as the year progresses, interns present their own cases to all staff, engage in a discussion on assessment of presenting issues, case conceptualization and treatment approaches. Intern receive feedback on their presentation, and they are encouraged to evaluate and discuss this feedback in the context of individual supervision.
- Doctoral interns receive 1 hour per week of Didactic Seminar that is sequential and graded. It begins with an orientation to working with university students and developmental themes, an introduction to options for treatment modalities, and approaches to initial crisis intervention. As the year progresses, the focus of the didactic programming shifts to more advanced topics in crisis intervention, ethics and professional development, transference/counter-transference, and termination. Interns become increasingly sophisticated in the level at which they are performing during the year and are prepared to explore and investigate more intensive topics in their work. A multi-seminar series on multicultural themes related to clinical practice is conducted over the course of the year.
- Didactic In-services and colloquia over the course of the year offer training to all staff; these colloquia are formatted with continuing education as the goal and thus are intended to be at the level of doctoral interns or higher.

Interns are not required to generate revenue for our site, and our training program emphasizes an experiential approach to training with an emphasis on the training experience taking precedence over service delivery. There is an initial shadow process to training: intern watches a walk-in session conducted by a provider, intern co-facilitates a walk-in session with a provider, intern conducts an initial session with

provider there as back-up. Interns are supervised on initial clinical interviews and the quality of documentation in chart. They are observed and reviewed through video recording of sessions.

After interns are oriented to the center and service model, their training is experiential in that they are integrated into the direct service model of center; which includes the access-to-care model our site provides to the university. This model includes walk-ins available to students covering every hour the center is open. Interns participate in this model and have the opportunity and challenge of working with students as they enter, rather than working with clients that are screened for them.

However, because we emphasize training over service delivery, several elements are built into the model to support the intern. For example, interns are scheduled for walk-in hours at a time when another licensed staff is also scheduled for walk-in and could serve as potential back-up to the intern. Interns are encouraged to step out of a walk-in (or any session) to seek consultation when needed. A provider (who could be the supervisor, the TD or Director, or another licensed provider) would then consult about the situation and either discuss and advise, or, if needed, accompany intern into the session for an in-vivo consultation and intervention.

Also, interns work with their supervisor and with the clinical care manager to manage and balance their schedule. If an intern is experiencing work-flow that does not match with availability or ability, their schedule will be adjusted to decrease work load (for example, number of walk-in hours) or adjust clients seen by severity (for example, transfer care to supervisor or other staff if needed).

Interns are encouraged throughout the year to provide feedback on their experience, and supervisors advocate on behalf of interns for training needs. Interns and supervisors are encouraged by TD to construct training aims (which could include clinical skills but could also include skills related to any of the competencies) for the year so that an intern collaborates in that process. A key intention of the training program is that interns progress through the year with a sense of their own development as a priority.

Supervision:

Individual Supervision

- Each intern will engage in a two-hour per week individual clinical supervision experience. Interns will work with a supervisor during the first academic semester and then will work with a different supervisor for the second semester.
- Each intern will receive supervision on group therapy with their co-facilitator when co-facilitating an interpersonal process group.
- Each intern will also be individually supervised on assessment cases.
- Interns will be supervised individually for supervision (umbrella supervision).

Group Supervision

- Interns are supervised in a training cohort on individual cases and themes related to clinical work at site.
- Interns are supervised in a training cohort on group therapy processes related to the groups they will be co-facilitating during the year.

Administrative Activities:

- Interns may schedule 3 hours each week to write clinical notes, make phone calls, respond to e-mails, and attend to other administrative tasks.

Sample Schedule of Weekly Hours

Clinical cases	16 (on average, over course of year)
Group	1.5
Walk-in	7.0
*Other training activity	0.5 - 1.0
Supervision:	
Individual Clients	2.0
Group Therapy	0.5
Group Sup of Individual	1.0
Group Sup of Group	1.0
Didactic Seminar	1.0
Case Conference	1.5
Lunch	5.0
Charting	3.0

***Potential additional training:**

Outreach	0.5 (1 hour every other week)
Supervision: of Supervision	1.0
Testing (clinical hours)	1.0
Testing (supervision)	1.0
Consultation with TD	0.5
Staff Meeting	1.0
External hours (outreach, research, etc.)	1.0 – 5.0

Total Hours/wk: 40 – 45; *some of these hours occur during evenings and weekends due to outreach, report writing, research, etc.*

2000 hours – 1500 indirect and 500 direct – for the internship year.

Tracking Hours

Interns begin the internship year prepared to track their hours as encouraged by their doctoral program. In this sense, it is the interns' responsibility to keep a record of their hours using Time-to-Track or another tracking program, as preferred by their doctoral program.

The TD also assumes responsibility of working with interns to track hours towards a successful internship year. At intervals throughout the year, the TD requires interns to provide their tracking summary and will

review this summary with them to address any questions or needs. The TD will draw from trends from previous years to follow time tracking and may refer to electronic scheduling system to assess hours are on track. In particular, if interns are not achieving as many direct service hours as might be expected, then the TD and intern will inquire into what might be the cause (for example: intern out of office due to medical leave or rate of no-show rate higher than usual). The TD will work with interns to adjust their clinical schedule to allow for more initial clinical visits or to address any possible clinical issue that may be reflected in direct service numbers.

The TD maintains these summaries in interns' files and monitors if an intern is meeting training expectations and achieving hours as needed and works with the individual supervisor on any goals established. At mid-year and also at the end of spring semester (before summer semester), the TD and intern review hours in order to verify hours are on track.

At the end of the internship year, interns provide a final summary of their hours to the TD. This document is then kept on record in the interns' file. It is required that final hours meet internship expectations in order for intern to receive Certificate of Completion for the internship year.

Evaluation Procedures

Intern Evaluations: At the onset of each semester, each intern will meet with her/his supervisor to establish goals for the semester. The intern is responsible for articulating goals and collaborating with the supervisor on a plan for clinical and professional development. At the conclusion of each semester, supervisors and Training Director meet with each intern to review and provide feedback on progress towards goals. Evaluation forms are completed by each primary supervisor at the end of the supervision tenure and are to cover the core competencies as highlighted above.

In order to be granted a Certificate of Completion from the UH&CS Internship, interns must:

- Complete 500 direct service hours and 2000 overall hours.
- Complete all responsibilities of the full-time, 12-month internship.
- By the final evaluation, interns need to have ratings of T (on target) or higher on all items of their final evaluation form. Interns who earn M ratings at mid-term will be evaluated again on those areas before the final evaluation; if they are not on track towards a T rating, then this will initiate a remediation process. In order to pass internship, interns will need to demonstrate T ratings by the end of their final evaluation.

Intern Feedback for Training Program: Interns are asked to provide feedback about the program and supervisors throughout the year and complete a supervisor evaluation form. At the conclusion of the training year, interns will be asked to submit an evaluation of the training program.

Intern Stipend, Leave, and Benefits

The internship at Case Western Reserve University is a full-time, one year, paid internship. Interns receive a stipend of \$25,000 disbursed in 12 monthly payments. Medical health insurance, through the University, is available if needed. Discretionary leave (vacation) is 10 days, in addition to 10 University-wide designated holidays*; up to 5 Income Protection (sick) days are included, to be taken as needed; and up to 5 Professional Development days are included, to be taken as needed (to be used, for example, for activities such as conferences, graduation, dissertation writing, and/or career-related interviews). All planned leave is to be requested and approved before arrangements for leave are made.

*For dates see webpage: <http://www.case.edu/finadmin/humres/policies/employment/holiday.html>

Counseling Services Clinical Staff

Sarah Hill, LISW-S
Substance Abuse Counselor

Richard Pazol, Psy.D.
Psychologist

Andrew Katz, Ph.D.
Psychologist

Jessica Perry, LISW-S
Outreach Specialist

Jessica Lombardi, LPCC
Care Manager

Michelle Romero, DO
Psychiatrist

Simona Mkrtschjan, LISW-S
Social Worker

Diljot Sachdeva, Psy.D.
Multicultural Specialist

Vicki Moore-Holzhauer, LISW
Social Worker

Melinda Waggoner, LISW-S
Social Worker

Melissa Pantel-Ku, MSW
Social Worker

Yiling Zhang, Ph.D.
Psychologist

Qualifications

We seek high-energy individuals who are open to learning, receptive to feedback, and motivated to develop a wide range of skills that may be requested of a psychologist. Applications from students enrolled in APA-accredited counseling and clinical psychology programs preferred.

To be considered a candidate for the CWRU UH&CS internship, applicants must:

- Demonstrate consistency between candidate's interest and the aims of the CWRU UH&CS internship.
- Be a registered student, in good standing, at or beyond the third year in a doctoral level program in clinical or counseling psychology.
- Have completed supervised practicum and clinical placement experience with a minimum of 500 total intervention hours.
- Have successfully completed all preliminary or qualifying exams required by the home program before internship ranking submission in February.
- Have successfully proposed dissertation by internship ranking submission in February.
- Have completed all doctoral coursework by July 31 of the entering internship year.
- Be willing and able to commit to a busy, full-time twelve month internship.
- Be willing to engage in self-reflection in supervisory and training relationships as needed to ensure ethical and appropriate clinical practice.

Case Western Reserve University Statement on Equal Opportunity and Diversity:

In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Women, veterans, members of underrepresented minority groups, and individuals with disabilities are encouraged to apply.

Case Western Reserve University is an equal opportunity/affirmative action employer and complies with all Federal and Ohio State laws, regulations, and executive orders regarding affirmative action requirements.

Case Western Reserve University provides reasonable accommodations to applicants with disabilities. Applicants requiring a reasonable accommodation for any part of the application and hiring process should contact the Office for Inclusion, Diversity and Equal Opportunity at 216.368.8877 to request a reasonable accommodation. Determinations as to granting reasonable accommodations for any applicant will be made on a case-by-case basis.

Application Forms, Procedures, & Deadlines

Internship applicants must complete the APPI Online <http://www.appic.org/>. This will include cover letter, curriculum vita, application form with essays, verification of readiness for internship from your academic program, all graduate transcripts, and three letters of recommendation. No supplemental materials are required by Case Western Reserve University. 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.

**OUR SITE IS A MEMBER OF APPIC
APA SITE VISIT HELD ON JUNE 25 & 26, 2018**

