



**UNIVERSITY HEALTH & COUNSELING SERVICES**  
**HEALTH SERVICE PSYCHOLOGY**  
**INTERNSHIP TRAINING BROCHURE**

**University Health & Counseling Services** is an integrated mental and medical health care agency for a university community of approximately 12,000 undergraduate, graduate, and professional students. We provide personal counseling and behavioral health care to students at Case Western Reserve University, as well as to students enrolled in the Cleveland Institute of Art, the Cleveland Institute of 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, counseling, 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.

**Statement of Commitment**

One of Case Western Reserve University's greatest strengths is the wide range of backgrounds and life experiences of our community, and University Health & Counseling Services is committed to providing an environment where all feel safe, supported, respected, and valued.

Our training program aligns with the American Psychological Association's position that providers must serve the broader public (<https://www.apa.org/ed/graduate/diversity-preparation>). We expect our trainees to develop and demonstrate effectiveness when working with individuals whose backgrounds, perspectives, and beliefs may differ from those of the counselors. While we respect each trainee's right to maintain their personal belief system, the training of mental health professionals requires openness to learning, reflection, cognitive flexibility, and exploration of personal values.

The UH&CS training program values the perspectives of students, trainees, and staff, and integrates varied viewpoints throughout training activities and experiences. We recognize the importance of a range of thought and experiences as part of the internship year. At our training site, we incorporate these perspectives in supervision, consultation, clinical intervention, and professional development. We work with other CWRU departments to reach out to all segments of the campus community. Interns are appreciated for the variety of experiences they bring to the center. They are encouraged to reflect on how their personal experiences influence their work during the internship. Interns also

participate in outreach to different campus groups and are invited to collaborate with campus partners who share in the mission of fostering an inclusive community. They provide feedback to the agency on how well we are meeting our goals and are invited to offer evaluations of our quality improvement efforts.

To recruit interns who are committed to fostering a welcoming environment, we ensure a broad representation of staff in the interview process and ask questions that explore both knowledge and practical application in working with people. We do not require in-person interviews; instead, we clearly state in our materials that we are committed to encouraging a wide range of applicants, including those who may face barriers to travel for interviews.

Our training program is focused on fostering an environment that respects a variety of perspectives. We include a series of training sessions on inclusion facilitated by our specialist, who continuously seeks education about issues related to higher education. These sessions address the perspectives of both interns and clients, and themes of inclusivity are integrated throughout the internship year in consultation, supervision, and overall program design.

### **Training Philosophy**

We believe that both practice and scholarship are essential in preparing nascent therapists to work effectively with diverse individuals and groups in an evolving world. To support this effort, our program at UH&CS values theory and research-based practice, critical thinking, ethical decision-making, engaged mentoring through supervision and consultation, 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; it is also the development of a sense of professional identity and competence that is based on a foundation of dynamic self-assessment. We believe that being self-aware and working within one's competencies are fundamental aspects of the ethical practice we value.

University Health & 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. We expect both staff and trainees 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**

Members of the training staff at University Health & Counseling Services work with each intern to create a developmental training plan with clearly stated aims and objectives, one that includes supervisor-evaluation and self-evaluation. Encouraging progress toward achieving the

developmental aims established in the training plan is integral to our core values in training. We incorporate teaching and coaching approaches to promote advanced clinical skills, greater self-awareness, and autonomous functioning. We also use supportive supervision as an introspective space where trainees can explore personal attitudes and interpersonal dynamics that affect clinical performance.

An essential element to the training experience is to develop ethical decision-making, both in clinical and professional identity decisions. Interns observe staff regularly consulting with one another on clinical cases and ethical questions; in this way, 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 strategies to balance personal and professional lives in order to become effective providers.

### **Training Aims**

We base our training aims 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 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**

UH&CS offers two, one-year, full-time doctoral psychology intern positions. At minimum, interns devote 13 hours per week to engaging in direct clinical services providing individual and group therapy. Trainees will receive didactic training by senior clinical staff and participate in regular case conferences. Interns work within an interdisciplinary context, collaborating with social work staff and

trainees, clinical counselors and trainees, psychiatry staff and residents, and other professions afforded by this site.

Our 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: (a) trainee watches a Same Day session conducted by a seasoned staff member, (b) trainee co-facilitates a Same Day session with a staff member, (c) trainee conducts an initial session with staff member present as back-up. Trainees are supervised on initial clinical interviews and on the quality of documentation in the client's chart. When trainees begin seeing their own clients for regular counseling sessions, video recording of sessions permits observation and review of trainee performance.

After interns are oriented to the agency and trained in our service model, they are integrated into the direct-access service delivery of UH&CS. This model includes Same Day appointments available to students during clinic hours, Monday through Friday. For students seeking a new regimen of therapy, we assign therapists on a rotating basis from our entire set of providers, including trainees; consequently, we do not typically pre-screen clients for trainees, which presents for them a unique set of challenges and opportunities.

However, because we emphasize training over service delivery, we provide supports 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 Training Director, a Director, or another licensed provider) can then discuss and advise. If needed, a staff counselor could accompany the intern into the session for an in-vivo consultation and intervention.

Also, interns work with their supervisors and with the Training Director to balance their schedules. If an intern is experiencing workflow that does not match with availability or ability, we will adjust the schedule to decrease work load (for example, number of walk-in hours) or adjust clients seen by severity (for example, transfer care to other staff if needed).

Interns are all trained as generalists within our agency. However, they might have the opportunity to individualize their training by attending specific team meetings, (e.g., eating disorders, substance abuse), by developing consultation projects, and in providing psycho-educational programming in behavioral health and wellness (i.e. suicide prevention, stress management, sexual identity, weight and body image).

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 must both construct training aims for the year. This involves the supervisor preparing a "supervision contract," which outlines their background expertise and their responsibilities to trainees. It also involves preparation by the intern of a "Learning Goals Agreement," which describes the intern's needs and desires for clinical skill development, professional development, and any skills related to the nine core competencies. A key intention of the training program is that interns progress through the year with a sense of their own development as a priority.

## **Doctoral Psychology Internship Training Elements**

### *Psychological Assessment:*

Psychology 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) Didactic training and supervision in brief diagnostic measures (e.g., CCAPS, CSSR-S, PHQ9, GAD-7)
  
- B) Didactic training on ADHD/LD assessment.

### *Clinical Services:*

Psychology interns devote approximately 22 hours per week engaging in direct clinical services, as described below.

Same Day Sessions: CWRU students access our services through a same-day model, such that they can book an appointment online up to 24 hours in advance. They may also call to request a Same Day session. Psychology interns, along with all other staff, are scheduled for Same Day blocks on a rotating basis. Same Day appointments are available to clients seeking to establish care and for clients who already have a provider but request to be seen sooner than their next scheduled appointment. During the Same Day session, psychology interns will review informed consent, assess risk as necessary, briefly assess presenting concerns, and develop preliminary treatment plans; treatment planning during a Same Day meeting includes assigning students to the appropriate services and/or assigning them to an ongoing provider.

Similar to Same Day sessions, “Walk-In” blocks are set aside for counselors to provide emergency consultation or to trouble-shoot an unusual situation that might come up during the day. These blocks are not web-bookable in advance.

Individual Therapy: Interns devote on average 12-15 hours per week to providing psychotherapy services to individual clients.

Group Therapy: Interns may co-lead one group during the internship year (60 to 90 minutes). Groups are either process-oriented, support, psycho-educational, and/or theme-oriented. Group assignments will likely change from one semester to the next. Later in the year, interns might have the opportunity to design and implement a group of their choice, based on their experience and interest and on the needs of the agency. The opportunity to co-lead a group is dependent upon group availability each semester.

Outreach Services: Interns participate in a variety of outreach activities such as presentations, university-wide fairs, and THINK trainings (UH&CS suicide prevention trainings). They also provide programming targeted at groups who request a theme-related activity or at a population which

might 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.

### *Supervision:*

#### Individual Supervision

- Each psychology intern will engage in at least 2 hours of weekly individual therapy supervision. Interns will work with a licensed supervisor during the first six months and then will work with another licensed supervisor for the last six months.
- If co-leading a group, each psychology intern will receive group therapy supervision by a licensed co-facilitator; this typically involves 30 minutes of processing at the conclusion of each group session.
- When assigned to supervise a psychology practicum trainee, psychology interns will receive 1 hour of individual supervision of supervision (umbrella supervision).

#### Group Supervision

- Interns are supervised 1 hour per week in a training cohort on individual cases and themes related to psychotherapy.

### *Didactic Elements:*

Didactic programming is targeted for psychology interns and is sequential and graded in design and implementation.

- Doctoral interns receive didactic training in selected assessments, as well as didactic training in supervision throughout the year, tailored to the level of the incoming trainees.
- Doctoral interns meet regularly with the Training Director for consultation and mentorship in Professional Development. This training element is graded in approach and consists of discussions related to navigating confidentiality dynamics, ethics of practice in a university setting, and integration of 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). Toward the end of the training year, consultation includes topics related to transition from a training role to a professional work identity.
- Psychology interns will receive didactic training in supervision in order to supervise a psychology practicum trainee under umbrella supervision.
- Psychology interns participate in case conferences for Counseling Services providers. These are typically held once per month. The conferences constitute 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. Holding case conferences with an interdisciplinary staff provides an opportunity for learning from professionals in fields such as social work, counseling, and psychiatry. This team approach to case discussion allows for

the development of consultation skills and a well-rounded view of the client. At the start of the year, staff present cases; however, as the year progresses, psychology interns can present their own cases to all staff and engage in a discussion on assessment of presenting issues, multicultural case conceptualization, and treatment approaches. Trainees receive feedback on their presentation, and they are encouraged to evaluate and discuss this feedback in the context of individual supervision.

- Doctoral interns receive at least 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 review of common presenting concerns and diagnoses. As the year progresses, the focus of the didactic programming shifts to more advanced topics in ethics and professional development, transference/counter-transference, integrated behavioral health topics, and termination. Interns become increasingly sophisticated in the level at which they are performing during the year and are prepared to explore and investigate topics more deeply in their work. The didactic seminar includes a monthly series on multicultural themes related to clinical practice.
- 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.

*Administrative Activities:*

- Interns may schedule up to 5 hours each week to write clinical notes, make phone calls, respond to emails, and attend to other administrative tasks.

**Sample Schedule of Weekly Hours**

*Clinical Services:*

Individual counseling	13.0 (on average, over course of year)
Group counseling	1.5
Same Day sessions	8.0
Recording review	1.0
Supervision of trainee	1.0 (4.5 months)

*Supervision:*

Individual Counseling	2.0
Professional Development	0.5
Group Supervision of Individual Counseling	1.0
Umbrella Sup	1.0 (4.5 months)

*Didactics:*

Seminar	1.0
Case Conference (monthly)	1.0

*Administrative*

Lunch	5.0
Charting	5.0

*Potential additional activities:*

Outreach/Consultation	0.5 (1-2 hours per month)
Supervision: of Supervision	1.0
Staff Meeting	1.0
External hours (outreach, research, etc.)	1.0 – 5.0
Other training activity	0.5 - 2.0

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Total Hours/wk: 42.5 – 45.0

\* *Some of these hours occur during evenings and weekends due to outreach, report writing, research, etc.*

**Tracking Hours**

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

The Training Director also assumes responsibility for working with interns to track hours toward a successful internship year. On a biweekly basis, the training director independently tracks each intern’s hours (intervention, supervision, and support). This tracking is compared with the intern’s own tracking, and discrepancies are mutually reviewed to achieve agreement. As the year progresses, the Training Director collaborates with interns to ensure that they are making adequate progress toward their minimum expectation of 500 intervention hours. In particular, if interns are not achieving as many intervention hours as might be expected, the Training Director and interns will investigate the cause (for example: intern out of office due to medical leave or rate of no-shows higher than usual). The Training Director will work with interns to adjust their clinical schedule to allow for more initial clinical visits or to address any possible clinical issue that might reflect in direct intervention hours.

At the end of the internship year, the Training Director and each intern together review the intern’s summary hours. The Training Director maintains a spreadsheet in which hours are documented. This file is kept on record for each intern. Final hours must meet internship expectations in order for the intern to receive a Certificate of Completion for the internship year.

**Statement about the 2,000-Hour Internship**

In addition to the standard expectation of 40 hours of on-site clinical work, interns are also granted 3.5 hours of after-hours, off-site work for dissertation and scholarly activities, which they can count toward their expected 2,000-hour obligation. After a full year of internship (40 hours per week, 52 weeks), interns could accrue up to 2,132 hours. However, subtracted from this figure is approximately 16 days of University holiday observance (128 hours). If interns choose to take off more than the allotted time for sick leave (40 hours), vacation (80 hours), and professional development (40 hours), they could possibly fall short of the 2,000 hours that the UH&CS internship can provide.



Each intern is responsible for investigating the minimum number of hours needed for licensure in the jurisdiction(s) where they wish to practice, which might be less than 2,000. Knowing this information can help interns plan their use of discretionary time. Psychology interns are expected to complete at least 1,930 hours.

### **Evaluation Procedures**

*Intern Evaluations:* At the onset of each semester, each intern will meet with their 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 the 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 1,930 hours overall.
- 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 (improvement needed) 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 separate evaluations of the training program and of the Training Director.

### **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 \$40,000 disbursed in 12 monthly payments. Interns are matriculated as non-degree graduate students, and consequently are provided with student health insurance.

Discretionary leave (vacation) is 10 days; 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, dissertation meetings, graduation, and/or career-related interviews). All planned leave must be requested and reviewed at least two weeks in advance, and requests are not all guaranteed to receive approval.

### **Qualifications**

We seek high-energy individuals who are open to learning, receptive to feedback, and motivated to develop a wide range of skills required in a psychologist. We consider only applications from students enrolled in APA-accredited Counseling and Clinical Psychology programs.

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

- Demonstrate consistency between candidate’s interests and the aims of the CWRU UH&CS internship.
- Be a registered student, in good standing, at or beyond the third year in an APA-accredited doctoral program in Clinical or Counseling Psychology.
- 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.
- Have obtained a minimum of 300 AAPI intervention hours.

**Counseling Services Clinical Staff**

Jocelyn Benford, LPCC  
Staff Counselor

Vicki Moore-Holzhauer, LISW-S  
Staff Social Worker

Naomi Drakeford, Ph.D.  
Director of Clinical Counseling Services,  
Equity, & Inclusion; Interim Training  
Director

Samuel Ocasio-Dominguez, Ph.D.  
Multicultural Specialist

Hillary Jones, LPCC-S  
Director of Acute Mental Health Care,  
Crisis Response, & Care Mgmt

Jaime Stovering, Psy.D.  
Staff Psychologist

Julie Kearns, LPCC-S  
Staff Counselor (Embedded)

Michelle Romero, DO  
Director of Psychiatry

Julie Mokotoff, LPCC-S  
Staff Counselor

Trisha Whittington, LISW-S  
Staff Social Worker

### **Case Western Reserve University Statement on Equal Opportunity and Diversity:**

Case Western Reserve University is an equal opportunity employer. All applicants are protected under federal and state laws and university policy from discrimination based on race, color, religion, sex, sexual orientation, gender identity or expression, national or ethnic origin, protected veteran status, disability, age and genetic information.

Case Western Reserve University complies with the Americans with Disabilities Act regarding reasonable accommodations for applicants with disabilities. Applicants requiring a reasonable accommodation for any part of the application and hiring process should contact the CWRU Office of Equity at 216-368-3066 to request a reasonable accommodation. Determinations as to granting reasonable accommodations for any applicants will be made on a case-by-case basis.

### **Application Forms, Procedures, & Deadlines**

Internship applicants must complete the AAPI 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. Applications are due by 11:59pm on **November 4, 2024**.

### **OUR SITE IS A MEMBER OF APPIC**

#### **10 YEARS APA ACCREDITATION GRANTED ON NOVEMBER 20, 2018**

Our next accreditation site visit is expected in 2028. 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*

*Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)*

*Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)*