

**UNIVERSITY OF IDAHO
COUNSELING & TESTING CENTER
DOCTORAL INTERNSHIP INFORMATION
For Prospective Applicants**



Dear Prospective Intern Applicant:

The University of Idaho Counseling & Testing Center offers a well-rounded and versatile APA Accredited Internship at a busy university counseling 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 or college counseling center or other adult outpatient setting. Core training experiences include individual, group and couples counseling, crisis intervention, psychological testing and assessment, outreach and consultation, and supervision. Interns also receive training to provide screening and intervention for Alcohol and Other Drug use among the student population.

The University of Idaho has a commitment to diversity, multiculturalism and community. It actively engages in the recruitment and retention of a diverse workforce and student body. The internship program has faculty, staff, and interns from differing ethnic, racial, cultural, and personal backgrounds. A major goal of the internship is “To Train Interns to develop the Cultural Awareness, Knowledge, Skills and Competencies Necessary to Work Effectively with Diverse Others in Assessment, Treatment, and Consultation.” Diversity is integrated into all aspects of didactic training and experiential activities so that interns can develop increased awareness, sensitivity, skill and competence in providing services to a diverse clientele. Interns have the opportunity to work with a diverse clientele in their clinical, outreach and consultation work. Each intern is assigned as a liaison to one of the campus partner offices that works with students from underserved and minority backgrounds.

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 and lots of biking trails and outdoor activities abound. 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. For more information, visit: [City Of Moscow \(visitmoscowid.com\)](http://CityOfMoscow(visitmoscowid.com)). Moscow is also the gateway to major destinations such as Seattle, Portland, the Walla Walla Wine Region, Yellowstone and Glacier National Parks that are within a days’ driving distance.

Please refer to the APPIC directory for specific information about the application process and deadlines. All applicants must register with the National Matching System and submit their application through the APPIC portal. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Applicants will 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 UICTC will be invited for an interview (Zoom or phone) in January. An optional Open House is offered in late January for all applicants selected for an interview.

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) if you have other questions or need more information.

Martha Kitzrow, Ph.D., Training Director

THE UNIVERSITY OF IDAHO

The University of Idaho was created in 1889. The university is a publicly supported comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy (PhD) degree. The liberal arts and sciences, offered through the College of Letters, Arts and Social Science and the College of Science, are 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. The main campus is located in Moscow, Idaho. Additional campuses are located in Boise, Coeur D'Alene and Idaho Falls.

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.

UNIVERSITY OF IDAHO COUNSELING & TESTING CENTER

The University of Idaho Counseling & Testing Center (CTC), is a unit of the Division of Student Affairs. The CTC offers a wide range of counseling and testing 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 sliding fee scale for comprehensive learning disability assessments and reports. Services include: Individual, couples and group counseling; Urgent Care and Crisis Counseling; Outreach and Prevention Programs; Mental Health Screenings; Alcohol and Drug Assessment and Education; and Assessment & Testing Services. The CTC is also a training site for students enrolled in graduate programs in counseling or psychology: a doctoral internship in health psychology accredited by the American Psychological Association and a doctoral practicum in counseling and/or assessment.

**CTC FACULTY, STAFF & TRAINEES
2021-2022**

Faculty	Theoretical Orientation	Clinical Interests
<p>Dawn Bates, Ph.D. New Mexico State University Title: Licensed Psychologist Coordinator of Outreach Liaison to Women’s Center & Residence Life Academic Rank: Assistant Professor</p>	<p>Integrative: Person/Client Centered CBT Feminist</p>	<p>Social Justice & DEI LGBTQUIA Concerns Grief & Loss Sex & Sexuality Biofeedback Outreach</p>
<p>Keith Hansen, Psy.D. George Fox University Title: Licensed Psychologist Coordinator of Alcohol & Other Drugs Prevention & Training. Liaison to Veterans Office & Athletics Academic Rank: Assistant Professor</p>	<p>Integrative Existential</p>	<p>Neurodevelopmental Disorders Assessment Biofeedback Substance Abuse</p>
<p>Laena Huffaker, Ph.D. Washington State University Title: Licensed Psychologist Liaison to WWAMI Program & LGBTQIA Office Academic Rank: Assistant Professor</p>	<p>Integrative Interpersonal Psychodynamic CBT, DBT Trauma Informed</p>	<p>Diversity & Social Justice Identity Development LGBTQIA Issues Stress Reduction/Mindfulness Complex Trauma & Phobias Grief & Loss</p>
<p>Rheanna Kaley Ph.D. Tennessee State University Title: Psychologist Liaison to Greek Life Academic Rank: Assistant Professor</p>	<p>Integrative Emotion-Focused Interpersonal Feminist Multicultural</p>	<p>Assessment Women’s Issues Relationship Issues Social Justice/Diversity Identity Development</p>
<p>Martha Kitzrow, Ph.D. Oregon State University Title: Licensed Psychologist Training Director Academic Rank: Professor</p>	<p>Integrative Humanistic-Existential Feminist Adlerian CBT, DBT</p>	<p>Training & Supervision Spirituality Women's Issues Sexual Abuse/ Trauma Grief</p>
<p>Greg Lambeth, Ph.D. University of Texas, Austin Title: Licensed Psychologist Executive Director, Counseling, Access & Testing Academic Rank: Professor</p>	<p>Integrative CBT Interpersonal Psychodynamic</p>	<p>Attention Deficit Disorder Learning Disabilities Autism Spectrum Sleep Disorders Mood Disorders Violence & Risk Assessment Academic Issues</p>

<p>Nhu Mai, Ph.D. Washington State University Title: Licensed Psychologist Coordinator of Group Counseling Programs Liaison to International Programs Office Academic Rank: Assistant Professor</p>	<p>Integrative Interpersonal CBT, DBT, ACT Mindfulness</p>	<p>Group Therapy, Family of Origin Issues Identity Grief Complex Trauma Existentialism & Spirituality Multicultural & International Students Suicide prevention</p>
<p>Dakota Mauzay, Ph.D. Washington State University Title: Psychologist Liaison to College of Graduate Studies Academic Rank: Assistant Professor</p>	<p>Integrative: Schema-Focused CBT, ACT & EFT Existential Interpersonal Process Psychodynamic</p>	<p>Anxiety Obsessive Compulsive Disorder Existential & Religious Issues Grief & Loss Shame & Worth Anger & Masculinity PTSD</p>
<p>Trish Nash Ph.D. University of Memphis Title: Licensed Psychologist Liaison to Athletics Academic Rank: Assistant Professor</p>	<p>Integrative Humanistic/Existential Personal Construct Theories</p>	<p>Training Sport Psychology Assessment (neuropsych, learning, ADHD, psychodiagnostic) Research & Evaluation of needs/services LGBTQIA related concerns Mindfulness & self-compassion</p>
<p>Lahde Forbes LMSW Boise State University Title: Licensed Master Social Worker</p>	<p>Integrative CBT, DBT Motivational Interviewing, Trauma Informed Therapy/EMDR Internal Family Systems</p>	<p>Diversity & Social Justice Identity Development LGBTQ Issues Stress Reduction/Mindfulness Complex Trauma & Phobias Substance Abuse Grief & Loss</p>
<p>Maureen Marchant, LMSW Our Lady of the Lake University Title: Licensed Master Social Worker; Case Manager</p>	<p>Integrative CBT ACT Trauma-Informed Mindfulness Multicultural</p>	<p>Neuro developmental Disabilities Anxiety/OCD Depression ADHD PTSD Sexual assault</p>

Psychiatric Nurse Practitioner

Clint Emmett MSN, RN, APRN, PMHNP-BC

Doctoral Psychology Interns

Elisabeth Cleek, M.A. Chicago School of Professional Psychology
Megan Culp, M.A. University of Hartford
Ross Renfroe, M.A. George Fox University
Andre Wielemaker, M.A. Biola University

Administrative Support Staff

Kristina Ogden, Administrative Coordinator
Jenn Urhausen, B.S., Administrative Coordinator

Testing Center Staff

Julie Kirkpatrick
Micah Woodward, B.S.

DOCTORAL INTERNSHIP TRAINING PROGRAM

APA Accreditation

The University of Idaho Counseling & Testing Center 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 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)
The Association of University and College Counseling Center Directors (AUCCCD).

Admissions Criteria & Process

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

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 of participation in the APPIC Match and/or Post-Match Vacancy Service. Match # is 179011.

Equal Opportunity/Affirmative Action Policies

The CTC 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 diversity applicants.

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.

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 prior to 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 start of internship. *
- Completion of a minimum of 450 intervention hours *by start of internship**

- Completion of a minimum of 40 assessment hours *by start of internship**
- 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

**In consideration of how the COVID-19 pandemic may have impacted applicants' ability to meet minimum hours, we will 1). Consider hours accrued after submission of APPI; 2). Consider hours that are below the minimum; 3). Consider relevant work experience.*

Preferred Qualifications

- Previous experience working in a university/college counseling center setting
- Interest and experience 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 CTC will be invited for an interview. Interviews are scheduled beginning in early January through mid- 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.

TERMS OF DOCTORAL INTERNSHIP

Dates & Hours

The internship is a full-time, 12-month commitment. The 2021 -2022 internship year begins on August 9th, 2021 and ends August 5th, 2022. Interns are scheduled to work 40 hours a week between the hours of 8am-5pm. However, the nature of counseling center work is such that interns and faculty may find that work cannot always be completed within the traditional 40-hour week. In addition, counseling center staff and interns occasionally participate in after-hours activities.

Post-Internship Employment at the CTC

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

Stipend

The stipend for the upcoming 2022-2023 year is \$33,000 for the 12-month internship. This is a fixed amount and does not vary regardless of the number of hours worked per week. Interns do not receive any other payments beyond the stipend. Since taxes are not deducted from the stipend, we recommend that you consult with a tax professional to plan ahead.

Benefits

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

Health Insurance

The CTC will cover the cost of Student Health Insurance for interns upon request. We are unable to provide coverage for spouses, partners, or children. SHIP coverage and benefit information for the current plan year will be posted as soon as it is finalized and approved.

<http://www.uidaho.edu/current-students/student-health-services/insurance/ship>

Sick Leave (12 days per year)

Interns must notify the administrative coordinators (jurhausen@uidaho.edu) **and** the training director (mkitzrow@uidaho.edu) by email if they are ill and will be absent. 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. Interns are responsible for monitoring and managing their Sick Leave time to make sure that they do not exceed their allotted leave time. Interns will receive periodic updates of their leave balances or may request an update at any time.

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. 24). However, no additional compensation is provided for interns who must extend their completion date.

Medical Appointments (1 per month)

Interns are eligible for one Medical Appointment per month that is two 2 hours or less. It should be designated as a Medical Appointment rather than sick leave in Titanium. Medical appointments that exceed 2 hours should be designated as Sick Leave in Titanium.

Vacation Leave (12 days per year)

Vacation leave **must be approved by the Training Director. Email vacation leave requests to the TD.** During the academic year, ***vacation leave is intended to be taken during periods when classes are not in session*** (Thanksgiving Break, Winter Break and Spring Break). It is also highly recommended that interns reserve a few vacation days for the last week of internship to allow flexibility for relocating and new employment. Interns are responsible for checking in with faculty supervisors to make up any missed training or supervision activities. Interns are responsible for monitoring and managing their Vacation Leave time to make sure that they do not exceed their allotted leave time. Interns will receive periodic updates of their leave balances or may request an update at any time.

Professional Development Leave (5 days per year)

Interns are permitted to take an additional 5 days per year of Professional Development leave to be used for dissertation defense, job interviews and graduation. Interns are responsible for monitoring and managing their Professional Development Leave time to make sure that they do

not exceed their allotted leave time. Interns will receive periodic updates of their leave balances or may request an update at any time.

Holidays (11 days total plus 2 “Closed to Public Days”)

The UI has 11 paid holidays. In addition, there are 2 days (December 23rd & 28th) during winter break when the university is “Closed to the Public”. Interns do not need to use vacation leave for those days. (Total- 13 days)

Comp Time

Interns may accrue compensatory time for required activities that are scheduled after-hours or on weekends. This includes comp time for Saturday Testing administration. Interns must keep track of comp time using the “Comp. Time Tracking” form provided and submit the form to the Training Director for approval. Comp time must be used within the semester it is accrued.

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 and to determine the meeting schedule in advance.

Dissertation Release Time

Interns may request release time to work on their dissertations. Request should be submitted to the TD for approval. Limited release time is available during fall and spring semester due to demand for services. However, there is considerable flexibility during summer semester (mid-May-July) for interns to have blocks of time to work on their dissertations.

Clerical & Technical Support

The CTC has 2 full-time administrative coordinators who provide clerical support for CTC staff and interns. They take and relay messages, assist with scheduling, maintain client files and perform other routine tasks such as photocopying, scanning and faxing documents. They are also responsible for maintaining intern files, submitting payroll information for interns; tracking and recording sick and vacation leave time; and providing assistance with the intern application process and orientation for new interns.

The university ITS office provides technical support for computers. Interns also have full access to the University library and inter-library loan system. Interns may also consult with the University Statistics Assistance Center if they need assistance with their dissertation research.

Conferences

Interns are 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.

UNIVERSITY, CTC & INTERNSHIP POLICIES

Professional and Ethical Behavior

Interns are required to follow all University, CTC, and Internship policies as described on the university website, the CTC Policy & Procedure Manual and the Internship Policy and Procedures Manual. In addition, interns are expected to act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct- <https://www.apa.org/ethics/code/>.

Interns are expected to demonstrate professional values, attitudes and behaviors at all times. Some examples of professional behavior are: Engaging in self-reflection, Being open and responsive to feedback and supervision, Interacting respectfully and collegially with peers, faculty and staff. As representatives of the university and the CTC, all CTC staff and interns need to take care that their conduct (including on-line) does not reflect negatively on the reputation of the University or the CTC.

Due to the rural nature and relatively small size of Moscow, CTC staff and interns should be prepared to encounter their clients in the community and need to be thoughtful about how to respond in a professional manner while protecting confidentiality.

University Of Idaho Nondiscrimination Policy

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.

University Of Idaho Sexual Harassment Policy

Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see [FSH 3220](#). The University of Idaho also prohibits discrimination on the basis of sexual orientation and gender identity/expression, see [FSH 3215](#). The entire *Faculty Staff Handbook* can be accessed online at <http://www.webpages.uidaho.edu/fsh/>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director of the Office of Civil Rights & Investigations (885-4285); Coordinator of Disability Support Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle University of Idaho employees have a responsibility to report cases of discrimination and harassment, see [FSH 3170](#). Retaliation for bringing forward a complaint is prohibited, see [FSH 3810](#). All complaints will be investigated impartially and resolved promptly. Complaints about discrimination or harassment should be brought to the attention of the Director of the Office of Civil Rights & Investigations, Erin Agidius (Title IX and 504 Coordinator): 875 Perimeter Dr., MS 3160, Moscow, ID 83844-3160, 208-885-4285, ocri@uidaho.edu or uidaho.edu/ocri.

In order to foster healthy professional relationships at all levels of the institution, it is the policy of the University of Idaho that no employee shall enter into or continue a romantic or sexual relationship with a student or employee over whom she or he exercises academic, administrative, supervisory, evaluative, counseling or other authority. **Failure to comply with policy.**

Actions in violation of this policy are considered unprofessional conduct and may constitute adequate cause for discipline up to and including dismissal under the provisions of FSH [3910](#), [3920](#), and [3930](#).

Computer Use

Computers are provided for business and professional purpose; the primary purpose of the Internet and email is to conduct official business. Use of university computers must comply with Idaho law and University policies. Occasionally employees may use the Internet and email for individual, nonpolitical purposes on their personal time if such use does not violate the terms and conditions of this policy.

Phone Use

It is the policy of the University of Idaho that the use of university owned communication devices, including but not limited to long-distance telephone services and cellular phones are for official university business. University employees are not permitted to make long-distance calls for personal or non-university purposes. Cell phones are **not permitted** during training or clinical activities.

Files & Documentation

- The CTC uses Titanium, a secure electronic record keeping system designed specifically for university counseling centers. All case notes are to be completed within Titanium. Additionally UI psychiatric records, testing records and external information from treating professionals are also stored in and available for viewing in Titanium. Personal PCs or laptops may not be used for confidential documentation of any kind.
- Any other confidential materials must be stored in the secure file room in your designated locker.
- All confidential materials should be shredded when they are no longer needed. Recorded session should be deleted as soon as they are no longer needed for the purposes of individual or group supervision or case presentations.

Recording of Sessions

Supervisees are expected to record all sessions. Any exceptions must be approved by a licensed supervisor or the Training Director. The Administrative Coordinators will send a fillable “Consent to Record Form” when scheduling an Initial Evaluation with an intern. Interns will store recordings in a confidential folder that will be accessible to authorized supervisors. Supervisors will be sent a link that allows them access. Sessions should be deleted on a regular basis after supervisory use.

Email Correspondence with Clients

The CTC uses encrypted email. Email may be used to contact clients regarding appointment changes (rescheduling) but should not be used to communicate personal confidential information.

External Employment During the Internship Year

External employment is not recommended due to the demands of the internship training experience and is not permitted during the required 40 hour work week between the hours of 8am-5pm. Any external employment or professional activities must not create a conflict of interest with the university and must not interfere with internship responsibilities. Any professional activities outside of the internship that constitute the practice of psychology must have the prior approval of the training director.

Social Media

Interns should review their privacy settings, photos and content on social media to ensure that they are professionally appropriate. Clients, supervisors and potential employers may all attempt to access information about you. Interns may not accept any individuals as friends on a social networking site if a dual relationship exists (supervisor, client, etc.) Interns should ensure that voicemail greetings are professionally and ethically appropriate. Additionally, interns should never give their personal email or personal cellphone number to clients.

Professional Dress Guidelines

The Counseling & Testing Center strives to provide a professional and safe environment for clients to explore sensitive areas in their lives. Interns and staff are expected to dress in appropriate "business casual" attire suitable for the professional workplace whenever they are at the CTC during working hours or representing the CTC. Research has shown clients perceive therapists as more credible and more positive therapy outcomes result when a professional image is conveyed to the client. Some examples of attire that are not appropriate for the workplace are: shorts, T shirts, sweat pants, yoga pants or leggings, causal beach flip-flops, any clothing that is overly tight or form-fitting. If you have questions about appropriate office attire, please consult with the Training Director or supervisor.

In addition, since counseling takes place in small spaces, it is recommended that perfume and after-shave fragrances are kept to a minimum.

PHILOSOPHY/MODEL OF TRAINING PROGRAM

The APA accredited internship at the University of Idaho Counseling & Testing 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 individual, group and couples counseling, crisis intervention, psychological testing and assessment, outreach and consultation to the university community and supervision. Interns also receive training to provide screening 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 on 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 CTC 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 competences. 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 training is heaviest during fall semester and decreases over the course of the year. By the end of the internship year, interns are expected to have developed the skills and competencies necessary for 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 Counseling & Testing Center 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.” UI CTC 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 an important aspect 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.

AIMS OF THE TRAINING PROGRAM

The internship has 3 broad training 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 towards goals and the competencies described below (see Evaluation Procedures).

COVID Update

Beginning in March 2020, the Counseling & Testing Center converted from in-person services to Telehealth services via Zoom in response to the COVID-19 pandemic. Students have been able to access the full range of CTC services from that date through the present. They did not hesitate to use CTC services. In fact, the total number of appointments and clients served **increased** from the previous year. Currently most CTC services are being delivered via telehealth. Some in-person services are available on a limited basis. Interns are working on site in their private offices. We will continue to follow CDC and university guidelines regarding safety protocols in regard to COVID 19.

INTERNSHIP TRAINING ACTIVITIES

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 for differing individual interests.

PROFESSION-WIDE COMPETENCIES

APA Required Profession-Wide Competencies	Didactic Training	Experiential Activities
<p>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.</p>	<p>Initial Orientation and training modules during fall. Primarily individual supervision during spring semester.</p> <p>Training in assessment and the use of various testing and assessment instruments and batteries relevant to the needs of a college population. Interns may choose to emphasize either comprehensive LD/ADD assessments (batteries and integrated reports) or clinical and personality assessment with therapy clients.</p>	<ul style="list-style-type: none"> ○ Utilize self-report instruments such as CCAPS, SDS, BDI-2, BAI, AUDIT, PHQ9, GAD-7, to assess client functioning ○ Administer assessment instruments as part of an LD or ADD battery ○ Administer personality assessment instruments as part of a clinical or diagnostic assessment ○ Write comprehensive integrated assessment for LD/ADHD Assessment reports for batteries ○ Write comprehensive integrated personality/clinical assessment reports ○ Provide oral and written feedback to clients
<p>COMMUNICATION & INTERPERSONAL SKILLS Develop and maintain effective relationships with a wide range of individuals. Produce and comprehend oral, nonverbal, and written communications. Demonstrate effective interpersonal skills.</p>	<p>Initial Orientation and training modules Supervision</p>	<ul style="list-style-type: none"> ○ Liaison assignments ○ CTC Committees ○ CTC Staff Meetings ○ Documentation
<p>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</p>	<p>Initial Orientation and training modules. Supervision</p>	<ul style="list-style-type: none"> ○ Counseling center liaison and consultant to campus partner office. ○ Consultation with faculty, staff, students, and parents about psychological issues.

<p>communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</p> <p>Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</p> <p>Demonstrate knowledge and respect for the roles and perspectives of other professions. Apply this knowledge in direct or simulated consultation.</p>		
<p>ETHICAL & LEGAL STANDARDS</p> <p>Be knowledgeable of and act in accordance with:</p> <p>APA Ethical Principles of Psychologists & Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology; Relevant professional standards and guidelines.</p> <p>Recognize ethical dilemmas and apply ethical decision-making processes.</p> <p>Conduct self in an ethical manner in all professional activities.</p>	<p>Initial Orientation and training modules</p> <p>Supervision</p>	<ul style="list-style-type: none"> ○ Consultation and supervision regarding ethical issues and decisions. ○ Case conferences and presentations
<p>INDIVIDUAL & CULTURAL DIVERSITY</p> <p>Understand how their own personal/cultural history may affect how they interact with people different from themselves.</p> <p>Knowledge of the current theoretical and empirical knowledge base as it relates to diversity.</p>	<p>Initial Orientation and multicultural training modules.</p> <p>Training in current knowledge and evidence-based practices about the role of cultural and individual diversity in professional practice d in accordance with the APA <i>Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality</i> (2017)</p> <p>Supervision</p>	<ul style="list-style-type: none"> ○ Self-reflection and cultural self-assessment ○ Culturally informed individual & group counseling ○ Culturally informed interventions and treatment plans ○ Culturally informed case presentations ○ Culturally informed supervision of trainees/mentees ○ Liaison to campus partner office ○ Outreach presentations

<p>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</p>	<p>Initial Orientation and training modules fall & spring semester. Supervision</p>	<ul style="list-style-type: none"> ○ Individual Counseling. Interns conduct weekly initial evaluations (up to 4 per week) with new clients as well as ongoing individual therapy sessions. They identify and assess client concerns, assess level of functioning, diagnose disorders using the DSM-5 and recommend treatment options. The CTC uses a brief therapy model (8-12 sessions per year). Interns must obtain supervisor approval to extend the session limit based on clinical rationale. Interns should also consult with the TD and/or their individual supervisor regarding how to manage their caseload. Frequency of appointments should be based on clinical need. ○ Couples Counseling. The CTC offers relationship counseling for couples. At least one individual must be enrolled as a student to be eligible for this service. Interns receive training in the Gottman evidence-based Relationship Model. Interns begin seeing couples during the spring semester. ○ Crisis Intervention/Urgent Care. The CTC offers crisis intervention and urgent care walk-in appointments, Monday through Friday during business hours. Interns are trained in risk and suicide assessment
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		<p>and crisis intervention methods. Interns share in covering weekly shifts for walk-in/ crisis clients. A faculty supervisor is available for consultation and back-up during each shift. Interns are <u>not</u> required to be on-call for crisis intervention after hours. The CTC contracts with Proto-Call, to provide after-hours telephone crisis counseling services.</p> <ul style="list-style-type: none"> ○ Group Counseling. The CTC offers a variety of process and structured psychoeducation groups each semester. Interns receive basic training in group counseling. Interns are expected to co-facilitate a minimum of one group per year. Group assignments are determined in collaboration with the intern, group coordinator, individual supervisor, and training director
<p>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</p>	<p>Initial Orientation and training modules that cover professionalism. Supervision</p>	<ul style="list-style-type: none"> ○ Applied practice in all activities at CTC
<p>Research Demonstrates substantially independent ability to critically</p>	<p>Training modules and professional workshops cover current</p>	<ul style="list-style-type: none"> ○ Assigned seminar readings ○ Case presentations

evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local, regional, or national level.	research and knowledge relevant to each competency.	<ul style="list-style-type: none"> ○ Diversity Team presentation ○ Presentation of doctoral research
SUPERVISION Demonstrate knowledge of supervision models and practices. Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals	Supervision of Supervision meets weekly fall and spring semester Training in competency-based supervision and the Integrated Developmental Model (IDM) of supervision	<ul style="list-style-type: none"> ○ Individual supervision and mentoring for graduate practicum students or an undergraduate psychology intern. ○ Peer supervision of cohort members ○ Supervision Presentation

Program Specific Competency

Program Specific Competency	Didactic Training	Experiential Activities
Alcohol & Drug Assessment & Intervention Training in Alcohol & Drug Use and Impact on college population.	Initial Orientation and training modules that cover evidence-based assessment & Intervention practices, harm-reduction and motivational interviewing. Supervision	<ul style="list-style-type: none"> ○ Individual AOD assessments ○ Alcohol/Drug campus outreach screenings ○ Individual & Group Counseling focused on AOD issues

OTHER TRAINING ACTIVITIES

Continuing Education Workshops

The CTC occasionally sponsors in-house continuing education workshops. Recent presentations have been on Brief Therapy and DBT.

Staff Meeting

Typically meets weekly to discuss university and CTC issues. Community and campus professionals are also invited speakers/guests at times.

CTC Committee Meetings

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

Case Conference

Consult with psychiatric nurse practitioner about students receiving or needing psychiatric medication services.

Intern Clinical Case Presentation

Interns make a formal clinical case presentation to faculty and the intern cohort.

Doctoral Research Presentation

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

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

- Interns are required to have a minimum of 2 different individual supervisors during the training year. Supervisory assignments are made based on collaboration with interns and supervisors that 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.

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 part of spring semester and summer semester, interns transition into providing peer supervision for each other. A format and guidance are provided for optimizing the group supervision experience.

Supervision of Supervision: 1 hour per week

- Interns and a faculty supervisor(s) meet to discuss effective supervisory practices and models and share their experiences providing supervision and mentoring for undergraduate psychology majors or graduate practicum students.

Supervision of Group Counseling: .5-hour per week

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

Drop-in Supervision

- Drop -in supervision slots may be offered for additional individual supervision in various competency area (Assessment, AOD, Diversity, Consultation, etc.)

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
Outreach & Consultation Activities (variable)	1
AOD Activities (variable)	.5
Supervision of Trainees	1
Assessment (variable)	1.5
Total	21

SUPERVISION RECEIVED	AVERAGE WEEKLY HOURS
Individual	2
Group Clinical	1
Supervision of Supervision	1
Group Therapy Supervision	(1)
Total	4 (5 when doing group therapy)

DIDACTIC TRAINING ACTIVITIES	AVERAGE WEEKLY HOURS
Clinical/Professional Topics Module	1
Assessment/Testing Module (variable)	2
Other Modules: (AOD/Outreach/Consultation, Diversity)	2
Total	5

MISCELLANEOUS ACTIVITIES	AVERAGE WEEKLY HOURS
Staff meeting	1
Psychiatry Case Conference meeting	1
Clinical Documentation	5
Admin-Misc. tasks/prep	3
Total	10
GRAND TOTAL	40

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, and establish a work schedule and contract for the semester. The contract is developed in conjunction with and subject to the approval of the Training Director and the individual 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 towards goals.

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 their 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.

EVALUATION CRITERIA FOR INTERN COMPETENCIES

Minimum Level of Achievement (MLA) Required on Final Evaluations

Interns must meet **the specified Minimum Level of Achievement (MLA) in each competency** at the End of Semester Comprehensive Evaluations. Supervisors use a 5 - point rating scale to rate intern performance on specific itemized skills and behaviors for each required competency. **Level 3, Intermediate Competency, is considered the minimum level of achievement (MLA) needed to pass.** (The level is determined by computing an average of all rated items on the evaluation form). By the end of internship, it is expected that most interns will attain an average rating of **4, Advanced Intermediate Competency** in readiness for entry level practice. If an

intern does not achieve the MLA, then a remediation plan will be developed to assist the intern in meeting the acceptable level of performance.

Five Point Scale: Itemized Rating of Intern Performance

Level 5	Professional Expertise Competency	Performs Significantly Above Expected Level of Development (exceeds MLA) Performs at the level of a professional capable of functioning autonomously without the need of supervision. Exceeds competency expectations for entry level health service psychologists.
Level 4	Advanced Intermediate Competency	Performs Above Expected Level of Development. (meets MLA) <u>Consistently</u> demonstrates advanced skills in a range of clinical situations using supervision and consultation as needed. Meets competency expectations for entry level health service psychologists. <i>Expected level by end of training.</i>
Level 3	Intermediate Competency (Proficiency)	Performs at Expected Level of Development. (meets MLA) Demonstrates ability to function professionally in a range of clinical activities with routine supervision. Needs training and ongoing supervision to develop consistent application of advanced skills. Any problems are regarded as part of the normal professional growth and development process. Typical for most interns during initial training. <i>Minimum level of achievement required to pass.</i>
Level 2	Emerging /Novice Competency	Performs at Emerging/Novice Level of Development. Emerging competence that requires significant training & supervision to carry out clinical activities. Typical for a beginning trainee or when learning new skills and tasks.
Level 1	Remedial Competency	Performs Below Expected Level of Development Skills and/or other problems in professional functioning are significantly below expected levels of professional functioning. Not able to perform basic tasks and skills or function adequately in a professional manner. A remediation plan will be developed and implemented to assist the trainee in developing adequate skills and/or professional behaviors.
NA	Not Applicable	Inadequate information or lack of opportunity to assess performance.

EXIT CRITERIA FOR SUCCESSFUL COMPLETION OF INTERNSHIP

- 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 check out with the TD before leaving.
 - The program will issue a Certificate of Completion once all criteria are met.
 - The program maintains intern records on a permanent basis.
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EVALUATION OF INTERNSHIP BY INTERNS

Interns have opportunities to provide feedback and evaluation about their training and supervision experiences during and after internship.

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 Internship Program

Interns provide oral and written feedback about their training and supervision experiences to their individual supervisor and the Training Director during the Mid-Semester Review.

Evaluation of Individual Supervisor

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

Post-Internship Evaluation

Interns complete a follow-up evaluation of the internship program at least 1 year post-internship. They are asked to rate how well the internship prepared them for entry level practice in specific areas of competency. Their post-internship feedback and evaluation materials is valuable in ensuring that the training program is preparing interns for the changing conditions of entry level practice and is used to make adjustments, as needed to enhance the overall quality of the internship program.

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

In accordance with the Association of Psychology Postdoctoral and Internship Center's (APPIC) match policies, the University of Idaho Counseling & Testing Center doctoral internship has written due process procedures for resolving concerns about intern performance and interns' concerns about the delivery of training services.¹ The rights and responsibilities of the internship program and the intern and appeals and grievance procedures are also described. A copy of the full text of the Dupe Process, Appeals and Grievance Procedures is available on request.