

# UNIVERSITY OF IDAHO COUNSELING & MENTAL HEALTH CENTER



## DOCTORAL INTERNSHIP INFORMATION Updated August 2025

## Welcome from the Training Director

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

- **Individual Counseling.** Major emphasis. You will have lots of opportunities to work with a broad range of clinical issues.
- **Crisis/Urgent Care.** You will gain experience in providing urgent care for students who may be experiencing a crisis.
- **Group Counseling.** -You will have opportunities to co-lead structured skills groups and some process groups.
- **Diversity.** Didactic training and experiential activities provide opportunities for interns to develop increased awareness, sensitivity, and competence in providing services to a diverse clientele.
- **Consultation /Outreach.** Interns participate in outreach events and make outreach presentations. They serve as liaisons and consultants to campus partner offices.
- **Supervision.** Interns provide non-clinical mentoring and supervision for an undergraduate psychology student.
- **Psychological Assessment.** Our internship is unique in that we offer training and applied experience in psychological assessment for ADHD, LD, ASD, and other referral questions.
- **Biofeedback.** Another unique opportunity to learn about and apply biofeedback interventions.
- **Alcohol/Other Drugs.** Interns receive training in substance use assessment, harm reduction interventions, and motivational interviewing.

## The Campus and the Community

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

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

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

Ally Mushlitz, Psy.D., Training Director

## THE UNIVERSITY OF IDAHO

The University of Idaho was founded in 1889 by a statute of the 15<sup>th</sup> Territorial Legislature. Commonly known as the university charter, that act became part of the state constitution when Idaho was admitted to the Union in 1890. The university is a publicly supported comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy (Ph.D.) degree. The liberal arts and sciences, offered through the College of Letters, Arts and Social Science, and the College of Science, is the heart of the university's educational programs. The primary areas of statewide responsibility of the university are agriculture, natural resources, and engineering; as well as medical and veterinary medical education, architecture, and law with programs in liberal arts, sciences, education, business, and economics, all of which shape the core curriculum and give meaning to the concept of a flagship university. Current enrollment is 12,286.

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

---

## THE COUNSELING & MENTAL HEALTH CENTER

The University of Idaho Counseling & Mental Health Center (CMHC) is a unit of the Division of Student Affairs. The mission of the Counseling and Mental Health Center (CMHC) is to provide accessible, high-quality mental health services, promote wellness, and reduce stigma surrounding mental health. We are committed to fostering a campus culture of well-being, prevention, and harm reduction, through collaboration on wellness initiatives and a dedication to multicultural competency and ethical practice. The CMHC offers a range of counseling, assessment, consultation and outreach and case management services to assist students who may be experiencing psychological, behavioral, or learning difficulties. There is no fee for counseling services; however, there is a fee for comprehensive ADHD and learning disability assessments. The CMHC is also a training site for students enrolled in graduate programs in counseling or psychology. The CMHC offers an APA-accredited doctoral internship in professional psychology and an advanced doctoral practicum in counseling or psychological assessment.

## CMHC FACULTY, STAFF & INTERNS 2025-2026

Faculty	Theoretical Orientation	Clinical Interests
<b>Keith Hansen, Psy.D.</b> Executive Director CMHC Licensed Psychologist	Existential Motivational Interviewing	Neurodevelopmental Disorders Assessment Biofeedback Substance use
<b>Martha Kitzrow, Ph.D.</b> Licensed Psychologist Faculty- Professor	Humanistic/Existential Feminist Adlerian Cognitive Behavioral Therapy (CBT) Dialectical Behavior Therapy (DBT)	Training & Supervision Trauma Grief Spirituality Life Transitions Women's Issues
<b>Ally Mushlitz, Psy.D.</b> Licensed Psychologist Clinical Faculty-Assistant Professor Coordinator of Psychological Assessment Services Liaison: College of Graduate Studies	Person/Client-Centered Cognitive Behavioral Therapy (CBT) Dialectical Behavior Therapy (DBT) Trauma-Informed	Neurodevelopmental Disorders Psychological Assessment Complex Trauma Shame and Resilience Identity Development
<b>Leticia Roberio, Ph.D.</b> Licensed Psychologist Clinical Faculty-Assistant Professor Liaison: Academic Support Services, TRIO	Acceptance & Commitment Therapy (ACT) Cognitive Behavioral Therapy (CBT) Mindfulness	Underserved populations Neurodiversity
<b>Lahde Forbes LCSW</b> Licensed Clinical Social Worker Liaison: Law School	Cognitive Behavioral Therapy (CBT) Dialectical Behavior Therapy (DBT) Motivational Interviewing, Trauma EMDR Internal Family Systems	Diversity & Social Justice Identity Development LGBTQ Issues Stress Reduction Mindfulness Complex Trauma & Phobias Grief & Loss
<b>Lynn Koenig, LMSW</b> Licensed Master Social Worker. Liaison: UI Satellite Campuses & Fraternity & Sorority Life	Cognitive Behavioral Therapy (CBT) Motivational Interviewing Trauma-Informed Solution-Focused	Mindfulness & Self-compassion Stress Management Depression Anxiety Body Image Issues Expressive Arts Outreach
<b>Bella Hu, M.Ed.</b> Mental Health Counselor Liaison: Vandal Health Education	Person-Centered Cognitive Behavioral Therapy (CBT)	Trauma Relationships Cultural Adjustment

<b>Megan Jones, M.Ed.</b> Mental Health Counselor	Cognitive Behavioral Therapy (CBT)	Athletes Relationships
<b>Deshna Nagar, M.Ed.</b> Mental Health Counselor Case Manager Liaison: International Programs	Cognitive Behavioral Therapy (CBT) Gestalt	International Students Anxiety Trauma

### **Doctoral Psychology Interns**

Alana Holsapple, Psy. M.      Wright State University  
 Rachael Lewin, M.S.      California Baptist University  
 Alex Marovich, M.S.      California Lutheran University  
 Alec Stewart, M.A.      National University

### **Administrative Support Staff**

Kristina Ogden, Administrative Coordinator  
 Jenn Urhausen, B.S., Administrative Services Manager  
 Chelsea Wallace, B.S.B.M., Psychometrist

## **DOCTORAL INTERNSHIP TRAINING PROGRAM**

### **APA Accreditation**

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

Office of Program Consultation and Accreditation American Psychological Association  
 750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 /  
 E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org) Web: <http://www.accreditation.apa.org>

### **Professional Memberships**

The Association of Postdoctoral and Psychology Internship Centers (APPIC) Member #1790  
 The Association of Counseling Center Training Agencies (ACCTA)

### **Equal Opportunity/Affirmative Action Policies**

The CMHC follows all university procedures when recruiting, screening, and interviewing candidates for an open internship position. We welcome interns from diverse backgrounds and in no way restrict access for diverse applicants.

### **Admissions Criteria & Process**

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

## Minimum Criteria for Applicants

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

## Preferred Qualifications

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

## Selection and Interview Process

Applicants will be notified of their Interview status by email on or before December 15th. Applicants who meet all minimum qualifications and whose goals and experience align with the availability of training options at the CMHC will be invited for an interview. Interviews are scheduled to begin in early January via Zoom. Interviewers typically include the Training Director, a faculty member, and a doctoral intern. All applicants selected for an interview are also invited to attend an optional open house in late January.

## APPIC Match Policies

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Adherence to these policies is a condition of membership in APPIC and participation in the APPIC Match and/or Post-Match Vacancy Service. Our Match # is 179011.

## Diversity Statement

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

The program has faculty, staff, interns, and practicum students from differing ethnic, racial, cultural, and personal backgrounds. The training program acts to ensure a supportive and encouraging learning

environment and training opportunities appropriate for the training of a wide spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in internship training or a career in professional psychology.

---

## **TERMS OF DOCTORAL INTERNSHIP**

### **Dates & Hours**

The internship is a full-time, 12-month commitment beginning August 10, 2026. Interns are scheduled to work 40 hours a week between the hours of 8 am and 5 pm. Interns are not required to be on-call after hours. Counseling center staff and interns occasionally participate in after-hours activities.

### **Stipend**

The stipend is \$38,500 for the 12-month internship.

### **Benefits**

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

### **Health Insurance**

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

### **Clerical & Technical Support**

The CMHC has an administrative coordinator, an administrative assistant, and an administrative services manager who provide support for CMHC staff and interns. 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.

### **Professional Development**

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

### **Sick Leave**

Interns accrue sick leave at the rate of 3.7 hours per pay period. Sick leave may be used for legitimate personal or family health reasons but is not intended to substitute for vacation leave. Interns are responsible for checking in with faculty supervisors regarding making up any missed training activities.

### **Medical Appointments (1 per month)**

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

### **Other Leave**

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.

### **Vacation Leave**

Interns accrue vacation leave at the rate of 3.7 hours per pay period. Vacation leave must be approved by the Training Director in advance.

### **Holidays**

The UI has 11 paid holidays.

### **Comp Time**

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

### **Friday Extended Intern Lunch**

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

### **Dissertation Release Time**

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

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

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

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

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

---

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

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

The training program follows a **Practitioner-Scholar Model** which focuses on the practical application of scholarly knowledge in the practice of psychology based on the scientific foundations of the



profession, best practices, and scholarly literature. Theory, research, and scholarly inquiry are integrated into the direct delivery and application of psychological service. Experiential learning and the development of professional skills are guided and enriched through didactic training modules and seminars, consultations, and in-service staff development activities. Faculty supervisors serve as role models and professional mentors. Diversity is an important core value of the CMHC and training program and is emphasized and integrated into training and service delivery.

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

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

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

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

---

## AIMS OF THE TRAINING PROGRAM

The internship has 3 broad training aims (goals):

- **Goal #1. Clinical Competence.** To provide training to increase clinical competence necessary to provide a broad range of clinical, assessment, and other psychological services.
- **Goal # 2. Cultural Competence.** To provide training to increase cultural competence necessary to “work effectively with diverse others in assessment, treatment, and consultation.”
- **Goal #3. Professional Identity.** To provide training to enhance the development of professional identity and the practice of professionalism, i.e. to behave in ways that reflect the values and attitudes of the profession in accordance with the laws and ethical principles of psychology.

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

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.

## DESCRIPTION OF TRAINING ACTIVITIES FOR PROFESSION-WIDE COMPETENCIES

Competency	Training Methods	Experiential Activities
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.</li> <li>• Interpret assessment results to inform case conceptualization, classification, and recommendations.</li> </ul>	Initial Orientation Assessment Training Module- Training in selection, administration, and interpretation of various testing and assessment instruments and batteries relevant to the needs of a college population. Individual & Group Assessment Supervision	<ul style="list-style-type: none"> <li>• Complete 3 comprehensive batteries for students seeking an ADHD or LD assessment.</li> <li>• Write comprehensive integrated assessment reports</li> <li>• Provide oral and written feedback to clients.</li> </ul>

<ul style="list-style-type: none"> <li>Communicate findings in an accurate and effective manner.</li> </ul>		
<b>Consultation/Outreach</b> <ul style="list-style-type: none"> <li>Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> <li>Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> <li>Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> <li>Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>Apply this knowledge in direct or simulated consultation.</li> </ul>	<ul style="list-style-type: none"> <li>Initial Orientation</li> <li>Consultation &amp; Outreach Module-Training in models and application of consultation and outreach</li> <li>Supervision</li> </ul>	<ul style="list-style-type: none"> <li>Work with a campus partner office as a liaison and consultant.</li> <li>Provide mental health screenings and outreach presentations to the campus community</li> <li>Consult with faculty, staff, students, and parents about mental health issues.</li> </ul>
<b>Communication &amp; Interpersonal Skills</b> <ul style="list-style-type: none"> <li>Develop and maintain effective relationships with a wide range of individuals.</li> <li>Produce and comprehend oral, nonverbal, and written communications.</li> </ul>	<ul style="list-style-type: none"> <li>Initial Orientation</li> <li>Training Modules</li> <li>Supervision</li> </ul>	<ul style="list-style-type: none"> <li>Liaison assignments</li> <li>CMHC Committees</li> <li>CMHC Staff Meetings</li> <li>Documentation</li> <li>Case Presentations</li> </ul>
<b>Ethical &amp; Legal Standards</b> <ul style="list-style-type: none"> <li>Be knowledgeable of and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws,</li> </ul>	<ul style="list-style-type: none"> <li>Initial Orientation</li> <li>Clinical &amp; Professional Issues Training Module-Training in knowledge and use of APA Ethical</li> </ul>	<ul style="list-style-type: none"> <li>Clinical case presentations</li> <li>Capstone presentation</li> </ul>

<p>regulations, rules, and policies governing health service psychology; Relevant professional standards and guidelines.</p> <ul style="list-style-type: none"> <li>• Recognize ethical dilemmas and apply ethical decision-making processes.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>	<p>Principles of Psychologists and Code of Conduct &amp; relevant laws, regulations, rules, Ethical dilemmas, and ethical decision-making</p> <ul style="list-style-type: none"> <li>• Supervision</li> </ul>	
<p><b>Individual &amp; Cultural Diversity</b></p> <ul style="list-style-type: none"> <li>• Understand how their own personal/cultural history may affect how they interact with people different from themselves.</li> <li>• Knowledge of the current theoretical and empirical knowledge base as it relates to diversity.</li> <li>• Demonstrate the ability to “work effectively with diverse others in assessment, treatment, and consultation.”</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Diversity Training Module-Training in current knowledge and evidence-based practices about the role of cultural and individual diversity in professional practiced in accordance with the <i>APA Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality</i> (2017)</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection and cultural self-assessment</li> <li>• Culturally informed interventions and treatment plans</li> <li>• Culturally informed case presentations</li> <li>• Culturally informed outreach presentations</li> <li>• Culturally informed supervision of trainees/mentees</li> <li>• Capstone Diversity presentation</li> <li>• Diversity consultation and outreach liaison assignment with a multicultural campus partner office.</li> <li>• Attendance at campus multicultural events</li> </ul>
<p><b>Professional Values, Attitudes, Behaviors</b></p> <ul style="list-style-type: none"> <li>• Behave in ways that reflect the values and attitudes of psychology.</li> <li>• Engage in self-reflection.</li> <li>• Demonstrate openness and responsiveness to feedback and supervision.</li> <li>• Respond professionally in increasingly complex situations with a greater degree of independence</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Training Modules</li> <li>• Supervision</li> </ul>	
<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain effective relationships with the recipients of psychological services.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Training Modules</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Crisis/Urgent Care Intervention</li> </ul>

<ul style="list-style-type: none"> <li>• Develop evidence-based intervention plans.</li> <li>• Implement interventions informed by the current scientific literature.</li> <li>• Apply the relevant research literature to clinical decision-making.</li> <li>• Modify and adapt evidence-based approaches.</li> <li>• Evaluate intervention effectiveness</li> </ul>		
<b>Research</b> <ul style="list-style-type: none"> <li>• Demonstrate substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Training Modules</li> <li>• Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Clinical case presentations</li> <li>• Clinical Capstone case presentation</li> <li>• Doctoral Research Capstone presentation</li> <li>• Research and scholarly presentations by other professionals</li> </ul>
<b>Supervision</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of supervision models and practices.</li> <li>• Apply this knowledge in direct or simulated practice with psychology trainees or other health professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• Supervision Module – Training in competency-based supervision and the Integrated Developmental Model (IDM) of supervision and APA guidelines for mentorship.</li> </ul>	<ul style="list-style-type: none"> <li>• Interns provide non-clinical mentoring and supervision of undergraduate psychology practicum students</li> <li>• Interns provide clinical supervision for peer cohort members in a group format.</li> </ul>
<b>Program Specific Competency: Alcohol &amp; Other Drugs (AODS)</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of epidemiology of alcohol and drug use and effects in the college population.</li> <li>• Demonstrate knowledge of effective prevention and treatment strategies, including harm reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Orientation</li> <li>• AODS Training Module- training in evidence-based assessment &amp; Intervention practices, harm-reduction, and motivational interviewing.</li> <li>• AOD Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate psychoeducational workshops (CHOICES)</li> <li>• Administer BASICS AOD assessments and provide feedback.</li> <li>• Provide individual counseling interventions for AODS issues</li> <li>• Participate in Alcohol/Drug campus outreach screenings</li> <li>• Individual &amp; Group Counseling focused on AOD issues</li> <li>• Demonstrate knowledge of the</li> </ul>

<p>approaches, in the college population.</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to identify and work effectively with AOD issues in clinical work with individual clients.</li> <li>• Demonstrate ability to provide psychoeducation about alcohol and cannabis use to individuals and groups.</li> </ul>		
--	--	--

## DESCRIPTION OF OTHER TRAINING ACTIVITIES

### Biofeedback

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

### All Staff Meeting

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

### Clinical Case Conference Meeting

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

### CMHC Committee Meetings

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

### Capstone Clinical Case Presentation

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

### Capstone Doctoral Research Presentation

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

---

## SUPERVISION

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

### Individual Supervision: 2 hours per week

Supervisory assignments are made based on collaboration with interns and supervisors who take the developmental needs and interests of the interns into consideration to make the most beneficial match. The supervisory team makes final decisions regarding supervisory assignments. Supervisors and supervisees review and sign the Supervision Contract which specifies the details of the supervision process and the responsibilities of each party. They also work collaboratively to establish learning goals and activities. Interns are required to have a minimum of 2 different individual supervisors during the training year.

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

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

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

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

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

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



## TYPICAL WEEKLY INTERN SCHEDULE SEMESTER

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

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

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

<b>DIDACTIC TRAINING ACTIVITIES</b>	<b>AVERAGE WEEKLY HOURS</b>
Clinical/Professional Topics Module Meets every other week	1
Assessment/Testing Module (variable)	1-2
Other Modules: (AOD/Outreach/Consulta- tion, Diversity) Meets every other week	2
<b>Total</b>	<b>4-5</b>
<b>MISCELLANEOUS ACTIVITIES</b>	<b>AVERAGE WEEKLY HOURS</b>
Case Conference	1
Clinical Documentation	5
Admin-Misc. tasks/prep	4
<b>Total</b>	<b>10</b>
<b>GRAND TOTAL</b>	<b>40</b>

## PROCEDURES for EVALUATION of INTERN COMPETENCIES

Evaluation and feedback are an integral part of the training process. Feedback is used to gauge progress, recognize strengths and weaknesses, and set goals for continued growth and development. Each semester, interns identify specific learning objectives, goals, and special interest areas with their clinical supervisor. In order to successfully complete the internship, interns must complete a full-time, 2000-hour internship with at least 25% (500 hours) spent providing direct, face-to-face psychological services and meet Minimum Levels of Achievement (MLAs) in all required competencies by the end of each formal evaluation period. Interns must meet Level 3, Proficiency Competency at the mid-year evaluation. Interns at Level 3 must demonstrate the ability to function professionally in a range of clinical activities with consistent supervisory guidance and oversight. Interns must meet Level 4, Pre-Professional Competency by the end of internship. Level 4 requires that interns must consistently demonstrate an advanced level of skill beyond proficiency and the ability to function in a broad range of clinical and professional activities. They must also demonstrate the ability to function independently at a professional level, generalize skills and knowledge to new situations, and determine when to seek additional training, supervision, or consultation.

### 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.

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

Training supervisors 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.

### Formal End of Semester Evaluation of Intern Competencies

- Formal evaluations occur at the end of each semester. Faculty supervisors complete a written performance evaluation of all required competencies. Interns are asked to provide an oral self-assessment of the progress toward goals. These evaluations are submitted to the Intern's Academic Program.

## EVALUATION OF INTERNSHIP BY INTERNS

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

### Informal, Ongoing Feedback and Evaluation

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

### Mid-Semester Evaluation of the Internship Program

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

### Evaluation of Individual Supervisor

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

### Exit Evaluation of the Internship Program

- Interns complete a comprehensive written evaluation of the internship program at the end of the year. The feedback is used to help ensure that the training program is flexible and responsive to the

unique interests, needs, and abilities of interns, and to implement adjustments to enhance the overall quality of the internship.

### **Post-Internship Evaluation**

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

---

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

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