

Internship in  
Health Service Psychology  
University of Washington Tacoma  
Psychological & Wellness Services

## **Program Description**

**2023-24**

Updated 07/29/22



TACOMA

## Table of Contents

<b>Training Program Setting .....</b>	<b>1</b>
Tacoma, Washington.....	1
Selected Local Attractions .....	1
University of Washington Tacoma Statement of Commitment to Diversity .....	5
Psychological & Wellness Services .....	5
<b>Mission Statement .....</b>	<b>5</b>
<b>Values .....</b>	<b>5</b>
<b>Staff.....</b>	<b>6</b>
<b>Facility .....</b>	<b>6</b>
Integration of the Training Program into the Larger Organization.....	7
<b>Training Program Administration .....</b>	<b>8</b>
Accreditation/Professional Associations.....	8
Evaluation and Communication with Directors of Clinical Training .....	8
Minimum Hours Requirements.....	9
Training Program Model and Philosophy.....	9
Training Program Aims and Competencies .....	10
<b>Aims .....</b>	<b>10</b>
<b>Competencies.....</b>	<b>11</b>
Responsibilities of the Training Program to Interns .....	11
Intern Responsibilities to the Training Program .....	13
<b>Direct Clinical Service .....</b>	<b>13</b>
COVID-19 Remote Services .....	13
Initial Assessment and Intervention (Drop-in/Same-day) .....	14
Crisis Assessment and Intervention .....	14
Provision of Individual Therapy.....	15
Provision of Group Therapy .....	15
Provision of Supervision to Practicum Trainees.....	16
Outreach.....	17
<b>Receiving Supervision .....</b>	<b>18</b>
Individual Supervision .....	18
Supervision of Groups .....	18
Group Supervision/Case Conference .....	19

Supervision of Supervision .....	19
<b>Training Seminars.....</b>	<b>20</b>
Clinical and Professional Topics Seminar .....	20
Multicultural Seminar.....	20
<b>Other Weekly Training Activities .....</b>	<b>21</b>
Staff Meetings .....	21
Session Recording.....	21
Administrative Time .....	21
<b>Additional Training Activities.....</b>	<b>21</b>
Orientation .....	21
Meetings with the Training Director .....	22
Professional Development .....	22
Consultation .....	22
<b>Faculty, Staff, Parents, and Other Students .....</b>	<b>22</b>
<b>Off-site Providers .....</b>	<b>22</b>
<b>Summary of Core Training Experiences.....</b>	<b>22</b>
Example of Intern Weekly Activities .....	24
<b>Duration and Stipend .....</b>	<b>25</b>
<b>Benefits, Time Off, and Holidays.....</b>	<b>25</b>
<b>Due Process and Grievance Procedures .....</b>	<b>25</b>
<b>Notes.....</b>	<b>25</b>

**Internship in Health Service Psychology  
Program Description  
2023-2024**

## **Training Program Setting**

### **Tacoma, Washington**

Located at the foot of iconic Mount Rainier, along the shores of Commencement Bay in Washington State, Tacoma is recognized as a livable and progressive port city. With a population of more than 219,000 residents<sup>1</sup>, Tacoma is the second largest city in the Puget Sound area and the third largest in the state. In the last few decades, the city underwent a major transformation and became a center for international exports, the arts and diverse culture, outdoor recreation, and healthy, affordable living. Scenic views abound, from salt water beaches to twin suspension bridges, from nearby national parks to an urban forest preserve. Average temperatures in Tacoma typically range from 37°F to 78°F. Tacoma's short summers tend to be warm and dry, and its longer winters cold and rainy. With an average annual rainfall of 41 inches (compared to the U.S. average of 38 inches), Tacoma stays green throughout most of the year, with only occasional snowfall (an average of 4 inches annually).<sup>2</sup>

### **Selected Local Attractions**

Please take a moment to browse the information below about our community and selected local attractions in Tacoma, Pierce County, and beyond. Items are alphabetized within the categories of general information, cultural resources, entertainment, museums and landmarks, the outdoors, religious and spiritual resources, and sports.

#### General Information:

Chamber of Commerce

<https://www.tacomachamber.org/>

Data USA (Census) for Tacoma

<https://datausa.io/profile/geo/tacoma-wa/>

Explore Neighborhoods

<https://movetotacoma.com/explore-neighborhoods/>

Joint Base Lewis-McCord

<https://home.army.mil/lewis-mcchord/index.php>

Puyallup Tribe of Indians

<http://www.puyallup-tribe.com/>

Travel Tacoma

<https://www.traveltacoma.com/>

UW Tacoma Staff Favorites: Restaurants, Activities, Nightlife, and Shopping

[https://www.tacoma.uw.edu/sites/default/files/2021-02/tacoma\\_favorites.pdf](https://www.tacoma.uw.edu/sites/default/files/2021-02/tacoma_favorites.pdf)

#### Cultural Resources

Asia Pacific Cultural Center

<https://www.asiapacificculturalcenter.org/>

The Black Collective

<https://theblackcollective.org/>

Chinese Reconciliation Project Foundation

<http://crpftacoma.org/>

Korean Women's Association (KWA)

<https://www.kwacares.org/>

Multicultural Child and Family Hope Center

<https://mcfhc.org/>

Partnerships for Action, Voices for Empowerment (PAVE; disability)

<https://wapave.org/>

Puyallup Tribe of Indians

<http://www.puyallup-tribe.com/>

Rainbow Center

<https://www.rainbowcntr.org/>

Tacoma Refugee Choir

<https://www.refugeechoir.org/>

Tacoma Urban League

<https://thetacomaurbanleague.org/>

Tahoma Indian Center

<https://www.tahomaindiancenter.org/>

#### Entertainment:

Emerald Queen Casino

<http://emeraldqueen.com/>

Grand Cinema

<https://www.grandcinema.com/>

Northwest Sinfonietta

<https://nwsinfonietta.org/>

Symphony Tacoma

<https://symphonytacoma.org/>

Tacoma Arts Live

<https://www.tacomaartslive.org/>

Tacoma Dome

<https://www.tacomadome.org/>

Tacoma Theaters

<https://www.tacomavenues.org/tacoma-theaters>

Tacoma Urban Performing Arts Center

<https://tacomaupac.org/>

#### Museums and Landmarks:

Buffalo Soldiers Museum

<https://www.buffalosoldierstacoma.org/>

Chihuly Bridge of Glass

<https://www.traveltacoma.com/listings/chiully-bridge-of-glass/479/>

Museum of Glass

<https://www.museumofglass.org/>

Point Defiance Zoo and Aquarium

<https://www.pdza.org/>

Tacoma Art Museum

<https://www.tacomaartmuseum.org/>

Tacoma Narrows Bridge

<https://www.wsdot.wa.gov/TNBhistory/>

Union Station

<https://www.gsa.gov/historic-buildings/tacoma-union-station-tacoma-wa>

#### The Outdoors:

Five Mile Loop and Trails

<https://www.metroparkstacoma.org/five-mile-drive-trails-point-defiance/>

Metroparks Tacoma

<https://www.metroparkstacoma.org/>

Mount Rainier National Park

<https://www.nps.gov/mora/index.htm>

Olympic National Park

<https://www.nps.gov/olym/index.htm>

Point Defiance Park

<https://www.metroparkstacoma.org/point-defiance-park/>

Seymour Botanical Conservatory

<https://www.metroparkstacoma.org/place/w-w-seymour-conservatory/>

Ruston Way Waterfront

<https://www.traveltacoma.com/regions/tacoma/ruston-way-waterfront/>

#### Religious and Spiritual Resources

Associated Ministries (Interfaith Resources)

<https://associatedministries.org/interfaith-engagement/resources-for-faith-communities/>

Congregation T'Shuvat Yisrael

<http://www.yeshuati.com/>

Tacoma Buddhist Temple

<https://www.tacomabt.org/>

Tahoma Unitarian Universalist Congregation

<https://www.tahomauu.com/>

Temple Beth El

<https://www.tbetacoma.org/>

United Church in University Place

<http://ucup.org/>

Urban Grace

<https://www.urbangrace.org/>

## Sports

Chambers Bay Golf Course

<https://www.chambersbaygolf.com/>

Cheney Stadium

<https://www.milb.com/tacoma/ballpark/cheney-stadium>

Girls on the Run Puget Sound

<https://www.gotrupugetsound.org/>

Queer City Sports

<https://queercitysportstacoma.leagueapps.com/leagues>

Seattle Kraken (NHL)

<https://www.nhl.com/kraken>

Seattle Seahawks (NFL)

<https://www.seahawks.com/>

Seattle Sounders (MLS)

<https://www.soundersfc.com/>

Seattle Storm (WNBA)

<https://storm.wnba.com/>

Pierce County Sports Leagues and Recreation

<https://www.co.pierce.wa.us/1407/Recreation-Sports>

Tacoma Rainiers (MLB)

<https://www.milb.com/tacoma>

Wild Waves Theme & Water Park

<https://www.wildwaves.com/>

## University of Washington Tacoma

The University of Washington Tacoma (UW Tacoma; “U-Dub” Tacoma) is located in Tacoma’s historic Warehouse District, part of the recently revitalized area of downtown Tacoma. As one of three campuses that make up the University of Washington, UW Tacoma is a member of the Coalition of Urban Serving Universities, founded in 1990 in response to the growing interest in higher education opportunities in the South Sound region. Initially focused on ‘time bound, place bound’ students with limited access to educational opportunities, and offering programs with demonstrated regional needs, UW Tacoma is committed to building strong communities and improving the health of diverse populations.<sup>3</sup> In this spirit, some of the university’s unique academic offerings include undergraduate majors in Ethnic, Gender, and Labor Studies; Spanish Language and Cultures; and Sustainable Urban Development. These are complemented by undergraduate minors such as American Indian Studies; Asian Studies; Corporate Responsibility; and Education and Community Engagement; and by graduate and professional programs in Community Planning, Educational Leadership, Geospatial Technologies, Nursing, and Social Work, to name a few.<sup>4</sup>

The UW Tacoma campus is located on 46 acres of land along a hillside overlooking the Port of Tacoma and Mount Rainier. A portion of campus extends onto reservation land

belonging to the Puyallup Tribe of Indians. UW Tacoma has developed a strong partnership with the Puyallup Tribe of Indians, who are the official tribal sponsor of the university.<sup>5</sup> UW Tacoma's diverse student population includes a broad range of ethnic and family backgrounds, ages, interests, and experiences. More than 80% of students transfer to UW Tacoma from one of the many community colleges in the area or from other universities. The UW Tacoma student population is considered majority-minority, with over half of its 5,040 students identifying from minoritized racial/ethnic groups or international: 21% Asian American, 14% Hispanic/Latinx, 10% African American, 9% Two or more ethnicities, 4% International, 1% Hawaiian/Pacific Islander, and 1% American Indian. Most students are in-state residents (93%), receive financial aid (68%), and are the first in their family to earn a college degree (56%). UW Tacoma is also designated as a veteran-supportive campus; approximately 17% of students are military-affiliated, with 10% receiving Veterans benefits. UW Tacoma welcomes students regardless of citizenship - in Washington, eligible undocumented students may pay in-state tuition at state colleges and universities.<sup>3</sup>

### **University of Washington Tacoma Statement of Commitment to Diversity**

*To hold constant a nurturing learning and work environment in the midst of change, each member of our UW Tacoma community has the responsibility to build and sustain respectful and supportive relationships, through which intolerance, discrimination and social injustice are confronted and resolved through non-violent behavior.*

The University of Washington Tacoma's commitment to diversity is central to maintaining an atmosphere wherein students, staff, faculty and South Sound residents find abundant opportunities for intellectual, personal and professional growth.<sup>7</sup>

## **Psychological & Wellness Services**

### **Mission Statement**

Our mission is to improve the mental health and well-being of our campus community. In the effort to provide a positive learning experience, we help students address issues of stress as well as helping them to focus on personal and academic goals, thereby contributing to improved motivation, performance and success.

### **Values**

Our services are guided by our respect for individuals and their culture and by our commitment to confidential and professional excellence. PAWS is committed to maintaining an atmosphere of openness and trust. We encourage the free exploration and discussion of attitudes, beliefs, values, and behaviors that are similar to and different from those of other people. We are a Safe Zone for LGBTQ+ students. We are dedicated to promoting respect for all persons, and to providing culturally relevant psychological services.



PAWS staff consult and collaborate with faculty, staff, administration, and other university departments to promote student development, build community, and enhance the quality of university life. PAWS employs evaluation and research to develop more effective services for students, contribute to our profession, and create new knowledge.

### **Staff**

PAWS is staffed by four full-time clinicians who are licensed as psychologists. All have been licensed for at least two years, and thus are eligible to provide primary individual supervision to interns. Our leadership structure includes the Director, Training Director, Groups Coordinator, and Outreach Coordinator. A full-time Program Coordinator provides administrative support services. Each clinician is highly invested in our training program and is eager to support trainees' personal and professional growth throughout the year. Our staff have a variety of theoretical orientations, work from a developmental perspective, and share a commitment to diversity and social justice.

### **Facility**

PAWS is located on the third floor of the Mattress Factory (MAT), a flatiron-shaped (triangular) brick building originally designed in the early 20th century for the manufacture of furniture and mattresses.<sup>8</sup> The building became LEED Silver Certified at the time of its renovation for university use in 2004. The preservation of historical architectural materials is evident throughout the building in exposed brick and wooden beams; even the Chicago Safe & Lock Co. vault remains to adorn the PAWS waiting room, too heavy and massive to be removed. Some students affectionately call it the "safe room."

The Mattress Factory houses many of the offices and services of the Division of Student Affairs, of which PAWS is a unit. All PAWS providers have private offices with standard office equipment (e.g., desk, seating, locking file cabinet, computer, phone, lighting, internet connection, video recording equipment) and each office has a window. PAWS offices are situated together along one side of the suite. PAWS shares some space with Disability Resources for Students (DRS), whose main office recently relocated to the first floor. Students who have ADA course accommodations take their exams in a quiet testing area located in the back of the PAWS suite, and the DRS Program Coordinator maintains a part-time workspace opposite PAWS offices. Printers and office supplies are available to staff in a common area within the suite. A group room is available for group therapy, staff meetings, and other purposes. It is equipped with a 64" flat screen TV, computer, white board, sofa and chairs seating, and a small table. Training seminars may be held in the group room or via Zoom. A private waiting room is located just inside the PAWS entry, and the front desk is staffed by the PAWS Program Coordinator.

The Mattress Factory is wheelchair accessible from both front and back entrances, and the third floor restrooms and PAWS suite entry have automatic doors. Single stall all-gender restrooms are located on the first and second floors of the building. Designated women's and men's restrooms are located just outside the PAWS suite along with water fountains and a water bottle filling station. The PAWS staff also informally stock the suite with a variety of teas and snacks – both healthy and indulgent – throughout the year. Just down the hall from the PAWS suite is a kitchen available for staff use, with a full-sized fridge, sink, two microwaves, toaster, coffee maker, electric kettle, seating area, and plenty of natural light. The building participates in composting and recycling. Vending machines for snacks and beverages are located on the first floor near the Dawg House, a student lounge space featuring tabletop and video games and an eating area. When you need a break, consider taking in a view of the Tacoma Dome and Mount Rainier (on clearer days) from the third floor hallway.

### **Integration of the Training Program into the Larger Organization**

The internship training program is integrated into Psychological & Wellness Services, the Division of Student Affairs, and the UW Tacoma campus in a number of ways. PAWS approaches training as a vital contribution to the mental health field, and the internship as a culmination of training for entry-level professionals. Accordingly, all clinicians are committed to training, and are available as mentors during the internship year. Interns are encouraged and invited to seek all clinicians for guidance, consultation, and advice. All clinicians participate in leading training seminars and facilitating case conference. Interns also join clinicians at PAWS weekly staff meetings.

Interns are also encouraged to engage with the campus community through referral, outreach, and consultation with other campus units within the Division of Student Affairs (e.g., Disability Resources for Students, First Generation Student Initiatives, Residence Life, Veteran and Military Resource Center, Student Involvement and Leadership) and in other areas of the university (e.g., Center for Equity and Inclusion, Teaching and Learning Center, International Student and Scholar Services, University Academic Advising). Based on individual interests, interns may also develop liaison relationships with campus partners, working with faculty, staff, and/or students to provide psychoeducational workshops or guest lectures, conduct needs assessments, or develop projects related to students' mental health. Lastly, as an urban serving university, interns are introduced to and may tour the facilities of community partners (e.g., Crystal Judson Family Justice Center, Rainbow Center, Rebuilding Hope! The Sexual Assault Center for Pierce County).

Interns are viewed as colleagues-in-training, deserving of respect, and treated accordingly both professionally and personally.

## **Training Program Administration**

Psychological & Wellness Services staff members value training and all clinical professionals participate in the training program. The Training Director, who is a Licensed Psychologist in the state of Washington, coordinates the program and reports to the Director of Psychological & Wellness Services. The Training Director is responsible for program philosophy, training structure, intern selection, assignment of supervisors, and resolution of problems or concerns involving interns and/or the training program. The Training Director has primary responsibility for the day-to-day administration, coordination, and development of the training program. Center staff members are kept informed about the training program through weekly staff meetings and monthly Training Committee meetings where supervisors meet formally to discuss supervisory issues, as well as the progress and training needs of current interns.

### **Accreditation/Professional Associations**

PAWS has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 2009. The Training Director is an active member of the Association of Counseling Center Training Agencies (ACCTA).

While the PAWS internship is not yet APA accredited, trainees from APA-accredited doctoral programs have matched with us, as we utilize the nine APA Profession-Wide Competencies. Further, the Training Director is preparing to submit the self-study (the first step in the process of applying to APA for accreditation) in summer 2022. Following review of the self-study by APA, a site visit will be scheduled. Once an internship program has its site visit scheduled (and assuming accreditation follows), trainees who complete the internship that year will be able to claim that the program was APA-accredited when they attended. The program does not have control over the timeline for review and accreditation. APA does backdate the accreditation to the last day of the site visit.

### **Evaluation and Communication with Directors of Clinical Training**

Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent new psychologists. The internship is a required part of the doctoral degree, and while the internship staff assess the student's performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student's readiness for graduation and entrance to the profession. Therefore, evaluative communication must occur between the two training partners. Given this partnership, our training program follows the practices set forth by the Council of Chairs of Training Councils.<sup>11</sup> These practices include copying interns on relevant correspondence with their departments.

Copies of each intern's evaluations are sent to the doctoral program after each of four formal evaluation periods (timed with each academic quarter) which generally fall in December, March, June, and August. Interns receive a copy of their evaluation and a copy is placed in the intern's file. Interns also complete evaluations of supervisors on a quarterly basis and of the Training Director. Copies of these evaluations are also shared

with the doctoral program. Informal contact with the doctoral program is maintained throughout the year via e-mail or phone contacts. Program directors are invited to call and/or visit PAWS at their convenience during the internship year.

### **Minimum Hours Requirements**

Minimum requirements for internship hours are set by the American Psychological Association (APA), the Association of Psychology Postdoctoral and Internship Centers (APPIC), and by state licensure laws. APA requires that full-time internships be completed in no less than 12 months and does not set a specific number of hours for internship completion. Minimum hours required for internship completion are set by APPIC and by the states, which vary from about 1500 to 2000 hours (though some states have no minimum hours requirement). APPIC and the WA State Department of Health require the internship to be completed with a minimum of 1,500 total hours of supervised experience. APPIC further requires internship sites to meet state licensure requirements in the state where the internship is housed. In terms of direct service, APPIC requires that at least 25% of trainees' time is spent in "face-to-face psychological services to patients/clients"<sup>9</sup> and WA similarly requires that at least 25% of the internship experience be "in direct client contact providing assessment and intervention services."<sup>10</sup>

The PAWS internship as a whole, inclusive of all eligible holidays and leave time for the year, totals over 2,000 hours. PAWS does not deduct eligible leave time from the total number of internship hours, as that time is considered part of the position's benefits package. The Training Director will consider this internship to be completed with a minimum of 2,000 total hours, of which a minimum of 500 (25%) must be direct service, over a period of 12 months. The Certificate of Completion will not be awarded prior to the completion of internship.

Demand for service can fluctuate throughout the year, with the lightest client load typically occurring during summer quarter. Thus, it is recommended that interns complete 450 hours of direct service by the end of spring quarter, leaving 50 for summer quarter. To enable interns to acquire enough direct service hours for state licensing boards, it is recommended that interns carefully plan their annual leave to be taken during quarter breaks or other "down times" at the center. The Training Director helps interns track their hours each quarter and advises interns and their supervisors regarding progress toward the direct service requirement.

### **Training Program Model and Philosophy**

The UW Tacoma Psychological & Wellness Services internship program utilizes a practitioner-developmental model of training. The focus is on service delivery with a view of professional development as sequential in nature, and with the goal of helping interns move toward greater levels of autonomy and independent practice by the completion of the internship year. Embedded in this model is the belief that professional identity is not a static phenomenon that ends once a terminal degree or

appropriate licensure or certification is achieved but instead consists of life-long learning that evolves as the field does.

This model also includes an emphasis on experiential learning which allows interns to learn through concrete experience, reflective observation, active experimentation, and establishment of mentoring relationships where training is viewed as relational and reciprocal. Interns are provided ample opportunity to observe the professional staff in various settings before actually participating in areas that are new to them. As expertise forms and competence develops, interns are encouraged to take on more responsibility and leadership. It has been our experience that most interns quickly move toward independent practice under supervision, with the goal of leaving the internship year as a professional psychologist and colleague.

Along with professional growth, personal growth also is encouraged. The training staff believe that personal development and maturity are cornerstones of professional competence and identity. Every effort is made to provide a supportive environment which models and attends to personal growth. In a system that provides both support and challenge, interns are encouraged and supported in the process of becoming mature practitioners. This process begins by evaluating the knowledge and skills interns bring to the center. These are explored during orientation as interns reflect on their own experiences. Interns are asked in a variety of settings, including conferences with the training director, supervision, training seminars, and case conferences, to consider their own level of skill and professional development. Interns are asked to set goals, to build on the skills they bring, and to acquire advanced skills that are essential in the profession. These goals are reviewed periodically and may be revised as interns progress through the internship year.

### **Training Program Aims and Competencies**

Our training model aims to produce competent and versatile generalists who are prepared to practice as entry-level professionals in college and university counseling centers as well as a variety of related clinical settings. The internship program serves to prepare interns to meet the requirements for psychologist licensure. Program aims, listed below, are addressed primarily through experiential and didactic learning processes. These include direct intervention with clients and the presentation of theory and techniques - based on current research and scholarly works - in didactic settings.

#### **Aims**

- To develop interns' clinical skills in preparation for entry-level positions as health service psychologists.
- To cultivate the self-knowledge, attitudes, and professional knowledge and skills needed for effective and ethical practice as psychologists.
- To develop and promote competence in individual and cultural diversity.

### **Competencies**

The above aims are accomplished through focus on the nine Profession-Wide Competencies listed in the American Psychological Association *Standards of Accreditation for Health Service Psychology*<sup>12</sup> and described in the Commission on Accreditation *Implementing Regulations*.<sup>13</sup>

- I. Research
- II. Ethical and Legal Standards
- III. Individual and Cultural Diversity
- IV. Professional Values and Attitudes
- V. Communication and Interpersonal Skills
- VI. Assessment
- VII. Intervention
- VIII. Supervision
- IX. Consultation and Interprofessional/Interdisciplinary Skills

### **Responsibilities of the Training Program to Interns**

The training program is committed to providing an environment conducive to the professional growth and development of interns. In addition to assisting in the development and refinement of clinical skills, a major focus of our program is to assist interns in integrating their personal functioning with their professional functioning. This involves the teaching of clinical skills as well as ongoing evaluation and feedback. This process also involves the development of trust and safety within the training program such that interns can approach learning experiences and challenges with a sense of openness, safety and appropriate vulnerability. Specifically, the training program assumes the following responsibilities toward interns:

- A. The training program will provide interns with a clear statement of goals and parameters of the training experience, including information about relevant professional standards, guidelines, and legal regulations that govern the practice of psychology. The training program will also provide appropriate forums to discuss these standards and guidelines.
- B. The training program will provide interns with copies of the Psychological & Wellness Services Intern Training Manual, as well as electronic access on the shared drive, with a discussion of appropriate sections. The Intern Training Manual outlines a summary of requirements to be completed during the internship year, as well as relevant policies and procedures.
- C. The training program will provide quality supervision and didactic training by professionals who behave in accordance with professional, legal and ethical guidelines.

- D. The training program will provide criteria, outlined in the intern evaluation forms, which will be used in assessing competence in the areas above.
- E. The training program will provide ongoing feedback that is specific, respectful, and pertinent to interns' skills and development. Formal written evaluations of interns' progress will be provided at the end of each academic quarter and will address interns' knowledge of and adherence to professional standards, professional skill/competency, and personal functioning as it relates to the delivery of professional services. Informal feedback will be given on an on-going basis.
- F. The training program will provide interns the opportunity to formally evaluate and provide feedback to the training program and supervisors. The opportunity to provide written evaluations of supervisors will occur at the end of academic quarter. Intern evaluations of the program will occur following the initial training activities (i.e., September orientation) and again at the end of the year. Interns will evaluate training seminars weekly. In addition, interns are encouraged to give informal feedback during supervision, meetings with the Training Director, and at any other appropriate time.
- G. The training program will provide mechanisms and a process by which inappropriate behavior affecting professional functioning is brought to the attention of the intern. The training program will maintain internal procedures, including grievance and due process guidelines, as well as a formal remediation plan to address and remedy perceived concerns as they relate to interns' professional standards, competency, and functioning.
- H. The training program will maintain ongoing communication with the interns' graduate departments regarding progress during the training year.
- I. The training program will permanently maintain appropriate records to assist interns in the licensing process. Intern file contents include:
- Acceptance letter
  - Completed intern evaluation forms
  - Due Process/Grievance notes (if applicable)
  - Written correspondence with academic program
  - Case presentations (with identifying information deleted)
  - Work samples, e.g., Outreach presentation, consultation project (if applicable)
  - Record of hours
  - Copy of Certificate of Internship Completion

### **Intern Responsibilities to the Training Program**

- A. Interns have the responsibility to maintain behavior within:
  - 1) the scope of the APA ethical guidelines for psychologists;
  - 2) the laws and regulations of the State of Washington;
  - 3) the regulations for professional staff of the University of Washington Tacoma; and
  - 4) the policies & procedures of the Division of Student Affairs and Psychological & Wellness Services (PAWS).
- B. Interns have the responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and agency personnel.
- C. Interns have the responsibility to act in a manner that facilitates professional interaction within PAWS and is in accordance with the standards and expectations of the agency.
- D. Interns have the responsibility to provide professionally appropriate feedback regarding all aspects of the training experience, including but not limited to: supervision, seminars, provision of individual and group therapy, outreach programming, and consultation experiences.
- E. Interns have the responsibility to participate actively in all aspects of PAWS programs, including clinical activities, seminars, case conferences, staff meetings, outreach activities, center demands beyond training requirements, and professional development activities. Active participation includes, but is not limited to: arriving promptly, demonstrating preparedness (e.g., completing assigned readings in advance of seminars, presenting knowledge of client progress and concerns in supervision), turning in assignments (e.g., clinical notes, summary of hours, evaluations) on time, engaging in active listening, asking relevant questions, and contributing to discussions.
- F. Interns have the responsibility to meet training expectations by developing the internship training competencies and meeting other training goals specifically identified and mutually agreed upon by the intern, supervisor, and Training Director.

### **Direct Clinical Service**

#### **COVID-19 Remote Services**

It is possible that the direct services offered in 2023-24 will include a hybrid of remote and in-person services that developed due to the COVID-19 pandemic. As such, the following clinical services are described as they took place during academic year 2021-22 when services were primarily offered remotely, but the PAWS office was open. At that time, PAWS was considered a clinical site and thus masks were required to be worn (except when individuals worked alone in their offices). Students who did not have access to reliable internet or privacy to hold sessions from their homes, or who were on campus at the time of their sessions, were permitted to reserve a private space in the PAWS suite from which to hold their Zoom session, when such space was available. When necessary, in-person sessions were held, with all parties required to wear masks. PAWS flexes its protocols with changes in public health data and according to what



makes sense for best serving our students. Thus, there may be changes to the procedures described below for the 2023-24 academic year.

The Training Director has developed written protocols for everything related to virtual services, from how to record and save a session using Zoom, to what unique information to collect during a first session with a client who is conducting the session virtually. This information will be provided to interns during orientation. Teletherapy training is also required prior to seeing clients via Zoom. Supervisors are experienced with (and provide training on) joining interns' Zoom sessions, if needed, in a crisis situation; completing a Safety Plan with a client using Zoom; and responding via phone, Teams messaging, or in-person to trainee consultations while interns are meeting with students online.

### **Initial Assessment and Intervention (Drop-in/Same-day)**

The purpose of the drop-in/same-day session is to provide students with a prompt mental health consultation resulting in appropriate recommendations. Same-day sessions are required for students to establish psychotherapy at PAWS for the first time or after a significant gap in services so that providers can make accurate recommendations. Students may also use same-day services if occasional/urgent support is needed between their regularly scheduled individual counseling sessions.

Same-day services are offered regularly throughout the week, in 3-hour blocks each Monday through Thursday. All students are seen on a first-come, first-served basis. Students may physically come into the PAWS office or email/call PAWS in order to be scheduled for a Zoom or in-person session with a provider that day. Students may be asked to return to PAWS or to contact PAWS again the next day if all slots are full.

The same-day session typically lasts 20-30 minutes and is done in a triage format. For students whose needs may be best met by a community provider or other campus or community service, appropriate referrals are made. If referred for in-house services, students typically leave with a next appointment scheduled, preferably within about one week. Rarely, PAWS operates with a wait list, in which students are prioritized according to acuity.

During orientation, interns first observe and then assist senior staff during their same-day appointment times. After an initial period of training, interns are assigned a three hour same-day block each week to gain experience with initial assessment and intervention, crisis assessment and intervention, and referral. Interns are encouraged to consult as needed with the senior staff supervisor who is assigned to provide backup during their same-day coverage. The supervisor is also available to take overflow clients during periods of high volume. Interns do not record their same-day sessions.

### **Crisis Assessment and Intervention**

Interns gain experience with crisis assessment and intervention during their same-day coverage (there is no after-hours emergency coverage) and when students present in

crisis at other times. When students present in crisis outside of same-day coverage hours, they are seen as soon as a clinician becomes available. Interns do not record their crisis sessions. Trainings regarding suicide and homicide risk and prevention, as well as safety planning, are provided during orientation. Interns also gain experience with crisis assessment and intervention through their own caseloads, as they monitor suicidal ideation or other risk among their individual clients. In keeping with our practitioner-developmental model of training, supervisors are involved in crises as a first line of consultation for interns, providing support as needed, from step-by-step assistance early-on in training (and potentially joining trainees in session) to eventually providing support and any needed direction as a consultant.

### **Provision of Individual Therapy**

Interns provide therapy to students who present with a wide range of issues such as mood disorders, anxiety disorders, interpersonal relationship problems, grief and loss, suicidal ideation, trauma, identity and self-esteem, substance use concerns, disordered eating, and personality disorders. Typically, all students receive preliminary assessment through the drop-in/same-day service. Students who participate in individual therapy at PAWS are further assessed and diagnoses are made during their First Session with their assigned provider.

PAWS uses an intentional model for individual therapy. Rather than setting session limits, clinicians work with clients in a purposeful manner to meet identified therapy goals. Such goals are typically viewed as achieved when students' symptoms are sufficiently reduced so that they are able to effectively focus on their academics and they have the tools to cope on their own or with the support resources they have developed during counseling. Clients are typically seen weekly or every other week. If students opt in, they are also sent a text reminder of their appointment (this also applies to group therapy). Interns record all individual therapy sessions.

When individual therapy is provided via Zoom, each clinician uses their own HIPAA compliant, private Zoom *Personal Meeting Room*. One handy aspect of the Personal Meeting Room is that the link students use to access therapy with their assigned clinician is always the same (but don't worry, the Program Coordinator resends the link and instructions to clients the day before every therapy session).

### **Provision of Group Therapy**

Interns co-facilitate a therapy group during the autumn, winter, spring, and/or summer quarters, as demand allows. During orientation, interns have an opportunity to express their interest in one of several group facilitation opportunities. Interns are paired with a member of the senior staff to co-lead group in the autumn and winter quarters. Depending on their competency in group facilitation, interns may co-lead a group with another intern during spring and/or summer quarters, or may lead a group on their own. Interns may develop a group based upon their individual interests for the spring

and/or summer quarter, if such a group meets the center's needs. Groups are recorded for the purpose of discussion during Supervision of Groups.

Students are allowed to participate in either individual or group therapy, but not both concurrently. For the most part, group members are referred to group after completing at least one quarter of individual therapy. This helps prepare them for the group experience and can help to deepen group conversation more quickly, which can be important when operating on the academic quarter system whereby groups tend to meet for 7-10 weeks. Common group offerings include Understanding Self and Others (interpersonal process for any/all students) and the psychoeducational group Build Your Social Confidence, for those with social anxiety to learn and practice skills through various structured activities. Groups may run remotely or in-person.

### **Provision of Supervision to Practicum Trainees**

The practicum program is a 9-month training experience for two doctoral students in counseling or clinical psychology programs. Because the University of Washington does not have a clinically-focused doctoral program in psychology, our practicum trainees come from other universities in the region. We require these students to have at least one year of clinical experience working with adults before joining us so that they can jump right into the work with our unique student population (providing individual therapy and occasional outreach). Interns are responsible for providing individual supervision 1.5 hours per week for PAWS practicum trainees, under the supervision of a psychologist. Essentially, we offer interns the experience of co-supervising practicum trainees. A senior staff psychologist sits in with the intern during supervision of the practicum trainee, with the psychologist taking the lead early in the year and the intern taking the lead later in the year. Below is our rationale for this setup.

In the state of Washington, where a postdoctoral training year is not required for licensure in the state (so long as other requirements are met), students typically opt to obtain a "practicum" (first clinical training experience) and then a "preinternship" (advanced/additional clinical experience) before applying for the doctoral psychology internship. If students meet the requirements for each of these, they may be eligible to obtain licensure without completing postdoctoral supervised hours. In order for PAWS to attract strong candidates for our practicum training *and* ensure that our trainees have already completed some clinical training, we technically offer a preinternship. Thus, we follow the state guidelines for the preinternship described in Washington Administrative Code (WAC) 246-924-053.<sup>14</sup> (We sometimes call it practicum because that is more consistent with the title used by professionals in other states; interns will likely hear this language used interchangeably throughout the year.) There are specific requirements for doctoral students to meet if participating in a bona fide preinternship, one of which involves being supervised by a psychologist licensed for at least two years. This makes it challenging to involve interns in the supervision of practicum trainees. Thus, we meet the requirements of the preinternship by having a psychologist present

in the supervision session with the intern, co-supervising. This, in turn, allows our interns to participate in the provision of supervision.

### **Outreach**

The outreach work of PAWS is considered an essential service. The PAWS Health Promotion Specialist/Confidential Advocate serves as the PAWS Outreach Coordinator, in addition to being the UW Tacoma confidential sexual assault victim's advocate, the Student Health Services and Immunization Requirement point person, and the person engaging the campus community in broad health prevention initiatives that promote well-being using best practices. In their Outreach Coordinator role, the Health Promotion Specialist works with interns to facilitate PAWS outreach programs ranging from informal conversations about mental health, to serving as a mental health expert at campus events, to holding skills-based health workshops and trainings. Interns receive training and consultation from the Outreach Coordinator throughout the year to support their competency in developing outreach content, effectively facilitating workshops, and implementing best practices for the field of health promotion on university campuses.

The Outreach Coordinator also handles outreach requests, communicating outreach opportunities to the staff, maintaining an updated database of presentations, and posting relevant PAWS activities, such as available groups and workshops or self-care tips, to our social media. Our staff provides outreach to the UW Tacoma campus consistent with demonstrated need and requests. Outreach topics include, but are not limited to: introduction to our services, responding to distressed students, managing stress, coping with imposter syndrome, and improving sleep quality. PAWS frequently collaborates with departments across campus in order to provide pertinent outreach and best meet the needs of our students.

Interns are expected to engage in all forms of outreach, including the design, implementation, and evaluation of outreach programs in response to campus requests. Interns are required to participate in all tabling events prior to the start of classes. Interns participate in at least two outreach activities per quarter other than tabling events. Interns are welcome to observe outreach presentations during orientation or early in the year prior to participating themselves, depending on their level of experience and comfort. Next, interns pair with a senior staff member to co-facilitate outreach presentations. Eventually, interns are expected to either present on their own or assume the lead role. Outreach can be conducted in-person or virtually, depending on the needs of the audience. If, after completing the requirements, an intern's skills in this area do not meet minimum competency requirements, an intern may be assigned additional outreach presentations to help develop these skills.

## **Receiving Supervision**

### **Individual Supervision**

Supervision is one of the primary tools utilized to assist interns in their training and development. As such, it is an important focus of the internship experience. Interns receive two hours of weekly individual supervision from a Licensed Psychologist. For licensure purposes, some states require that interns receive supervision from a psychologist who has been licensed for at least two years. Thus, all individual supervisors at our site meet this criterion. The supervisor is responsible for overseeing the intern's caseload, signing off on the intern's drop-in/same-day and individual therapy notes, and providing clinical supervision. Interns and supervisors maintain secure, private, shared access to the intern's client list (which the trainee updates weekly) as well as the intern's videos of individual therapy (which the intern deletes after supervision each week).

Supervisors assume the liability and professional responsibility for the clients with whom the intern works. Thus, acceptance of a particular client onto an intern's caseload is ultimately up to the discretion of the intern's individual supervisor. Agency demands and availability of particular client characteristics also influence disposition of clients to an intern's caseload. Typically, clients are assigned to providers directly from drop-in/same-day sessions, and thus schedule compatibility is often the deciding factor in matching clients with providers, though special requests are honored if possible (e.g., to work with a woman-identified provider).

Each intern is supervised by at least two different psychologists over the course of the year. Final supervision assignments are made by the Training Director in consultation with staff, and with consideration given to goodness of fit and supervisor availability. Supervision may occur virtually or in-person, depending on the COVID-related policy in effect and comfort of all parties. When conducted virtually, screen sharing is used to view session recordings.

A secure shared folder is available for coordinating signatures on any client correspondence such as releases of information, or letter of support for withdrawal from classes and the Program Coordinator is available to assist with this, including uploading a copy to the client file.

### **Supervision of Groups**

Interns and their group co-facilitators meet for Supervision of Groups for one hour weekly. Supervision of Groups is facilitated by the Groups Coordinator, who is a Licensed Psychologist. At these meetings, discussions focus on group processes and presenting video recording of group sessions. The group supervision format enhances training by exposing interns to a variety of group types, facilitation styles, and client presentations. It also provides interns with practice giving peer feedback related to

clinical intervention. Typically, the group co-facilitators also meet for 30 minutes before or after their group for planning purposes or debriefing.

### **Group Supervision/Case Conference**

Case conference is a one hour group supervision in which interns and senior staff rotate sharing about current clients through formal written and oral presentations in which video recorded therapy sessions are shown. A senior staff psychologist presents a case once every four meetings and facilitates a discussion among the interns. Interns are then scheduled in the subsequent two meetings to present case presentations with the same senior staff member in attendance. On the fourth week, all staff and interns are invited to attend All Staff Case Consultation, bringing cases they would like to discuss in a group supervision format.

The group supervision/case conference is designed to allow interns the opportunity to receive peer supervision of their clinical work along with feedback from a senior staff psychologist. It also gives interns an opportunity to have regular contact with a variety of senior staff psychologists. All Staff Case Consultation provides interns with exposure to an even greater variety of client cases.

Intern case presentations include a written report with specific elements outlined, such as client demographics, presenting concerns, therapy goals, diagnostic information, theoretical discussion, the appropriate application and interpretation of one or more assessment instruments (e.g., CCAPS), as well as exploration and discussion of multicultural factors. A research component is also included, as interns cite at least one scholarly article per presentation and describe its relevance to the case. The written report is accompanied by a selected portion of session recording of no less than 5 minutes. In contrast, senior staff case presentations are typically oral only, as senior staff are not expected to present a written report or to record their sessions.

Group supervision/case conference meets weekly in summer quarter and intermittently throughout the academic year.

### **Supervision of Supervision**

Each intern meets weekly for one hour with the senior staff psychologist who provides co-supervision with them to the practicum trainee. Early in the year, when the psychologist takes the lead, interns reflect on what they have observed of the practicum trainee's competence, share ideas for supervisory and/or client intervention, and discuss their self-assessment of supervisory skills. Later in the year, when the intern takes the lead, supervision of supervision provides the intern with the opportunity to receive feedback about their developing supervisory competence, among other typical tasks of supervision. Supervisory triads typically shift throughout the year, with interns and/or supervisors changing in order to increase the breadth of the experience and expose trainees to various supervisors/supervisees. Supervision of supervision does not

take place in summer quarter, as our preinterns complete their training at the end of spring quarter each year.

## **Training Seminars**

### **Clinical and Professional Topics Seminar**

This seminar meets for one and a half hours weekly throughout the year. The seminar explores various professional topics and provides training in several clinical areas. Clinical training topics may include: diagnosing and treating anxiety disorders, providing process oriented group therapy to university students, reviewing APA guidelines for clinical practice with specific populations, and preparing clients for termination. Examples of professional topics include: presenting select outreach topics to university students, ethical and professional conduct for psychologists, preparing the CV and cover letter for jobs/post-docs, and applying for licensure. Multicultural factors will be incorporated into each presentation.

Early in winter quarter, in preparation for post-internship employment interviews, interns present a formal case presentation (that includes PowerPoint) to all senior staff. This is meant to simulate the kind of experience that is typically required for university counseling center interviews. Staff provide support and constructive feedback with the hope that what is learned helps the interns land their dream job!

Some seminars may be conducted jointly with interns from another university, either in-person or using Zoom. Seminar facilitators may come from PAWS or another office at UW Tacoma, from the Tacoma community, or from across the country from another university or private practice. In the latter case, Zoom is used for conducting the seminar.

### **Multicultural Seminar**

This seminar meets for one and a half hours weekly throughout the year. It focuses on various multicultural topics and promotes self-exploration and the development of cultural humility. Participants begin the year by presenting their “emerging self” which is both an introspective exercise and an introduction of themselves to the internship cohort. The presentations are designed to lay the groundwork for more culturally informed and sensitive conversations with each other re: the various multicultural topics that will be discussed throughout the year. Participants review their social identities in the context of power and privilege and, in light of this, consider any changes they want to make in how they conceptualize and respond to their clients.

For the remainder of the year, a variety of topics are explored, and may include: the multicultural orientation model, suicide prevention for LGBT youth, multicultural considerations in group therapy, consensual nonmonogamy, implicit bias, feminist therapy, and addressing weight and size stigma. Relevant movies and documentaries are also utilized for this seminar, followed by facilitated discussion.

## **Other Weekly Training Activities**

### **Staff Meetings**

All staff and interns attend this weekly meeting designed to communicate items of interest or concern related to Psychological & Wellness Services. Any staff member may place an item on the agenda to be discussed by emailing the Director. One common topic is how many openings each intern/clinician has to take on new clients. As Staff Meeting occurs every Wednesday morning, clinicians may wish to review their caseloads on Tuesday in preparation for this discussion.

### **Session Recording**

Interns are expected to video record individual and group therapy sessions (except drop-in/same-day appointments) in order to enrich the training experience and to fulfill APPIC membership and licensure requirements. Individual therapy recordings are reviewed during individual supervision and group therapy recordings are viewed during supervision of groups. Interns are encouraged to review their video recorded sessions in advance of supervision in order to identify areas on which to focus during supervision. Following supervision, it is the intern's responsibility to ensure the recordings are deleted. Interns may save recordings for use in group supervision/case conference and related consultation, but no recordings should be saved longer than one quarter.

### **Administrative Time**

Time is provided for other activities such as completing clinical notes and paperwork, reviewing session recordings in preparation for various supervision meetings and group supervision/case conference, conducting case management, and completing any readings assigned for seminars.

## **Additional Training Activities**

### **Orientation**

The internship year begins with a comprehensive, structured two- to three-week orientation to the internship. The orientation is designed to welcome interns and begin to integrate them into Psychological & Wellness Services. Interns are introduced to the PAWS mission and values and are informed about the training program's model, aims, competencies, service and training activities, administrative details, and referral sources. During orientation, each intern will complete a self-assessment which will assist in formulating training goals for the year.

The orientation program is developed and coordinated by the Training Director with input and participation from the staff. Orientation is an ongoing process, and interns are encouraged to consult with their supervisors and/or any senior staff member throughout the orientation period and the internship year.



### **Meetings with the Training Director**

The Training Director meets with each intern individually on a regular basis to informally check in about how the internship training is meeting their needs and to solicit feedback about the training program. The Training Director keeps an open door policy and interns are encouraged to meet informally and/or request additional meetings to focus on training concerns.

### **Professional Development**

Release time for the dissertation defense is included in interns' benefits; interns do not take annual leave for this milestone. Professional development release time may also be available for interns to attend workshops and conferences. Some funding also may be available, but is not guaranteed.

### **Consultation**

#### **Faculty, Staff, Parents, and Other Students**

During the interns' drop-in coverage and at other times, they may be asked to consult with faculty, staff (including Student Affairs partner offices), parents, or other students concerned about a UW Tacoma student (or client). These consultations involve communicating the limits of confidentiality, actively listening to concerns, providing information about how to refer a student to PAWS or to crisis resources, sharing other area resource information, and making recommendations about how to approach difficult conversations such as referring a student for counseling services. Interns then follow up with appropriate documentation.

#### **Off-site Providers**

Interns are encouraged to consult with students' current psychiatric and/or medical providers to coordinate care, when relevant to their clients' well-being. Interns may also consult with past mental health providers when a student transfers their care to PAWS. Interns are encouraged to discuss such consultation in advance with their supervisors. In all cases, appropriate releases of information from the student are required.

## **Summary of Core Training Experiences**

We are always making improvements to our training program. As such, the following list is an estimate of the time allotted to each activity and is subject to change.

Notes for core training experiences:

- Minimum 500 direct clinical service hours for the year.
- For drop-in/same-day appointments, only count actual clients seen, not coverage time. Convert any remaining coverage time (when clients were not seen) to administrative time in the intern hours summary, but leave the drop-in coverage visible in Titanium.

- Outreach requires minimum of 2 presentations per quarter; 8 per year.
- In all their direct clinical service activities, trainees must work with a variety of clients and presenting concerns.
- Interns must attend and participate in all training seminars throughout the year. Any missed seminars must be made up through readings and/or watching a recording of the seminar, at the discretion of the presenter and/or Training Director.

*See below for example of intern weekly activities.*

<b>Example of Intern Weekly Activities 2023-2024</b>	<b>Autumn Hrs/wk</b>	<b>Winter Hrs/wk</b>	<b>Spring Hrs/wk</b>	<b>Summer Hrs/wk</b>
<b>Direct Clinical Service</b>				
Drop-in/Same-day	3	3	3	3
Individual Therapy, Group Therapy, Group Screen	15.5	15.5	15.5	17
Providing Practicum Supervision	1.5	1.5	1.5	0
Outreach <sup>1</sup>	Varied	Varied	Varied	Varied
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
<b>Receiving Supervision</b>				
Individual Supervision	2	2	2	2
Supervision of Groups	1.5	1.5	1.5	0-1.5 <sup>2</sup>
Group Supervision/Case Conference	1	1	1	1
Supervision of Supervision	1	1	1	0
Other Supervision <sup>3</sup>	0	0	0	0-1
<b>Total</b>	<b>5.5</b>	<b>5.5</b>	<b>5.5</b>	<b>4-4.5</b>
<b>Training Seminars</b>				
Clinical and Professional Topics Seminar	1.5	1.5	1.5	1.5
Multicultural Seminar	1.5	1.5	1.5	1.5
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Other Weekly Training Activities</b>				
Staff Meeting	1	1	1	1
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Additional Training Activities</b>				
Administrative Time <sup>4</sup>	Varied			
Orientation	Varied			
Consultation	Varied			
Meetings with the Training Director	Varied			
<b>Grand Total</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
<sup>1</sup> Outreach requires minimum of 2 presentations per quarter; 8 per year. <sup>2</sup> Supervision of Groups time depends on whether groups are run in summer quarter. <sup>3</sup> One hour of other supervision will replace Supervision of Groups if groups do not run summer quarter. <sup>4</sup> The Training Director monitors intern activities and ensures a minimum of 5 hours of administrative time per week.				

## Duration and Stipend

The 2,000 hour full-time internship begins September 1 and ends August 31. This Professional Staff Temporary Position (PSTP) is paid \$35,928 annually (\$2,994 monthly) and is benefits-eligible (see below). The intern salary is considered non-exempt from overtime according to the Fair Labor Standards Act and Washington Minimum Wage Act. Interns are not allowed to accrue overtime hours.

## Benefits, Time Off, and Holidays

The full-time internship is a benefits-eligible position that accrues leave according to the UW Human Resources website<sup>15</sup> Summary of Benefits for Psychology Interns.<sup>16</sup> Benefits include dental insurance, disability insurance, health insurance, and life insurance. As a Professional Staff position, interns also participate in the University's holiday schedule (11 Washington State-recognized holidays annually), accrue sick and vacation time off, and receive an annual personal holiday. Specifically, interns:

- are allotted 1 personal holiday (to be taken at any time during the year with supervisor approval).
- accrue 10 hours of vacation per month of completed employment (totaling 120 hours or 15 days of vacation annually). Vacation may be taken following the first month's accrual.
- accrue 8 hours of sick leave per month of completed employment (totaling 96 hours or 12 days of sick leave annually). Sick time off accrues at the end of the month in which it is earned and is available for use the following month.
- are allotted 5 days of professional leave (e.g. to defend a dissertation or attend professional meetings and conferences).<sup>16</sup>

## Due Process and Grievance Procedures

Staff and interns are encouraged to discuss and resolve conflicts informally. However, if this cannot occur, the Due Process Procedures for Training Staff and Grievance Procedures for Doctoral Psychology Interns documents provide formal mechanisms and guidance for PAWS and trainees to respond to issues of concern. The documents are available from the Training Director, included in the Intern Manual, and reviewed during September orientation.

## Notes

<sup>1</sup> United States Census Bureau. (2020). Quick Facts. Accessed July 23.

<https://www.census.gov/quickfacts/fact/table/tacomacitywashington,piercecountywashington/PST045218>

<sup>2</sup> Weatherspark.com. (2019). Average Weather in Tacoma. Accessed August 23.

<https://weatherspark.com/y/924/Average-Weather-in-Tacoma-Washington-United-States-Year-Round>

<sup>3</sup> University of Washington Tacoma. (2019). About University of Washington Tacoma. Accessed August 23. <https://www.tacoma.uw.edu/about-uw-tacoma/about-university-washington-tacoma>

- <sup>4</sup> University of Washington Tacoma. (2020). UW Tacoma Academic Listings. Accessed July 23. <https://www.tacoma.uw.edu/about-uw-tacoma/uw-tacoma-academic-listings>
- <sup>5</sup> University of Washington Tacoma. (2019). American Indian Programs & Resources. Accessed August 23. <https://www.tacoma.uw.edu/equity/american-indian-programs-resources>
- <sup>6</sup> (Outdated link deleted)
- <sup>7</sup> University of Washington Tacoma. (2019). Diversity Statement. Accessed August 23. <https://www.tacoma.uw.edu/equity/diversity-statement>
- <sup>8</sup> University of Washington Tacoma. (2019). Mattress Factory (MAT). Accessed August 23. <https://www.tacoma.uw.edu/campus-map/mattress-factory-mat>
- <sup>9</sup> Association of Psychology Postdoctoral and Internship Centers. (2019). Internship Membership Criteria. *APPIC Membership Criterion 6*. Accessed August 23. <https://www.appic.org/Internships/Internship-Membership-Criteria>
- <sup>10</sup> Washington State Department of Health (2020). Psychology License Application Packet. 5. *Supervised Experience WAC 246-924-043 (Cont.): Internship (page 7 of 13)*. Accessed July 25. <https://www.doh.wa.gov/Portals/1/Documents/Pubs/668067.pdf>
- <sup>11</sup> Council of Chairs of Training Councils Ad Hoc Committee. (2019). Council of Chairs of Training Councils (CCTC) Recommendations for Communication. Accessed August 23. <https://pr4tb8rrj317wdwt3xlafig2p-wpengine.netdna-ssl.com/wp-content/uploads/2014/08/CCTC-Recommendations-for-Communication.pdf>
- <sup>12</sup> American Psychological Association. (Rev. 2019). Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures. Accessed July 27, 2020. <https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>
- <sup>13</sup> Commission on Accreditation. (Rev. 2017). Implementing Regulations. *Section C: Internship Programs. C-8 I. Profession-Wide Competencies*. Accessed June 8, 2022. <https://irp.cdn-website.com/a14f9462/files/uploaded/section-c-soa.pdf>
- <sup>14</sup> Washington State Legislature. (n.d.). Preinternship. Accessed August 11, 2020. <https://app.leg.wa.gov/wac/default.aspx?cite=246-924-053>
- <sup>15</sup> University of Washington Human Resources. (2021). Benefits Summary PDFs. Accessed July 23, 2021. <https://hr.uw.edu/benefits/benefits-orientation/benefit-summary-pdfs/>
- <sup>16</sup> University of Washington. (2021). Summary of Benefits for Psychology Interns. Accessed July 23, 2021. <https://hr.uw.edu/benefits/wp-content/uploads/sites/3/2018/02/benefits-psychology-interns-20200826.pdf>