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

Program Description
2020-2021
Updated 11/07/19
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Welcome
The internship at UW Tacoma Student Counseling Center is unique among UCC internships. Our student population is racially/ethnically diverse, traditional and non-traditional in age, economically disenfranchised, and from regional high schools and community colleges. Many are the first in their family to attend college. Ten percent are military affiliated. A fair number present with trauma histories. These are bright, dedicated students and our campus takes pride in their accomplishments. We enjoy a close relationship with Student Affairs, which offers interns the opportunity to learn about all aspects of student life. As therapists, we are honored to serve our students, and we hope you will find as much fulfillment in working here as we do. In addition, our staff is enthusiastic about training; we value the development of trusting professional relationships, the use of supportive feedback, and dedicated efforts toward social justice. Please visit our website for details about our student population, the Student Counseling Center’s mission and values, and the philosophy and specific elements and time commitments of our internship training program.

Please also note that we did not accept interns for the 2018-2019 year due to staffing changes. We now have a Director and Training Director solidly in place and are resuming/renewing our internship for the 2019-2020 year. We have consistently maintained APPIC membership and follow many of the APA guidelines for internships, as we hope to apply for accreditation in the years ahead. We hope that you are excited by the program as we describe it below. In addition, know that our team is working hard to make 2020-2021 an even better year. Some changes are afoot, such as moving toward a more explicitly social justice/advocacy oriented philosophy, and supporting this through a more formal consultation/liaison project, among other activities. It just makes sense, given our student population and its relationship with the local community. We will also increase our intern salary to $35,568 plus benefits.

For the internship class of 2020-2021, we also plan to offer the opportunity for interns to provide supervision to practicum trainees (and receive related supervision). We have had wonderful practicum trainees in the past and we plan to resume our previously established relationships with a number of universities nearby that house doctoral psychology programs. While these changes are not yet reflected in the formal program description below, or the sample hours listed, we wanted to share what we are working on with you. We would love to welcome you to Washington.
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 216,000 residents\(^1\), 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).\(^2\) Please take a moment to browse the information below about our community.

Chamber of Commerce
https://www.tacomachamber.org/
Tacoma Favorites
https://www.tacoma.uw.edu/sites/default/files/sections/StaffAssociation/Tacoma_Favorites.pdf
Travel Tacoma
https://www.traveltacoma.com/

Selected Local Attractions
Chambers Bay Golf Course (https://www.chambersbaygolf.com/)
Cheney Stadium (https://www.milb.com/tacoma/ballpark/cheney-stadium)
Chihuly Bridge of Glass (https://www.traveltacoma.com/listings/chihuly-bridge-of-glass/479/)
Emerald Queen Casino (http://emeraldqueen.com/)
Museum of Glass (https://www.museumofglass.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/)
Tacoma Art Museum (https://www.tacomaartmuseum.org/)
Tacoma Dome (https://www.tacomadome.org/)
Tacoma Narrows Bridge (https://www.wsdot.wa.gov/TNBhistory/)
Union Station (http://unionstationrotunda.org/)
Wild Waves Theme & Water Park (https://www.wildwaves.com/)
University of Washington Tacoma
The University of Washington 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. In this spirit, some of the university’s unique academic offerings include undergraduate majors in Global Urbanism; Sustainable Urban Development; and Ethnic, Gender, and Labor Studies. These are complemented by undergraduate minors such as American Indian Studies, Asian Studies, Corporate Responsibilities, and Restoration Ecology, and by graduate/professional programs in Community Planning, Nursing, and Social Work, to name a few.

The UW Tacoma campus consists of 22 buildings on 46 acres of land, a portion of which 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. 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 5,375 students identifying from minoritized racial/ethnic groups or international: 21% Asian American, 14% Hispanic/Latinx, 12% African American, 5% international, 2% Hawaiian/Pacific Islander, and 2% American Indian. Most students are in-state residents (93%), are enrolled full-time (82%), receive financial aid (73%), and are the first in their family to earn a college degree (56%). UW Tacoma is also designated as a veteran-supportive campus; approximately 18% 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.

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.
Counseling & Psychological 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. Counseling & Psychological Services (CAPS) 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. The UW Tacoma CAPS is a Safe Zone for LGBTQ students. CAPS staff are dedicated to promoting respect for all persons, and to providing culturally relevant psychological services.

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

Staff
CAPS is staffed by four full-time clinicians. At this time, three are licensed as psychologists and one is completing post-doctoral psychology residency. 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 interns’ personal and professional growth throughout the year. Our staff have a variety of theoretical orientations and all share a commitment to diversity and social justice.

Facility
CAPS 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. 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 CAPS waiting room, too heavy and massive to be removed. Some students affectionately call it the “safe room.”
The Mattress Factory houses the offices and services of the Division of Student Affairs, of which CAPS is a unit. CAPS shares a suite with Disability Resources for Students (DRS). All CAPS providers, including interns, 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. CAPS offices are situated together along one side of the suite, while DRS business is conducted on the other side, with a quiet testing area located in the back. Printers, fax machine, 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 white board, sofa and chairs seating, and a small table. Training seminars may be held in the group room or in nearby offices or buildings that have conference tables and audio-visual capabilities. A private waiting room is located just inside the CAPS/DRS entry, and the front desk is staffed by the CAPS Program Coordinator.

Mattress Factory is wheelchair accessible from both front and back entrances, and the third floor restrooms and CAPS/DRS suite entry have automatic doors. Designated women’s and men’s restrooms are located just outside the CAPS/DRS suite along with water fountains and a water bottle filling station. All-gender restrooms are located on the first and second floors of the building. Just down the hall from the CAPS/DRS suite is a kitchen available for staff use, with a full-sized fridge, sink, two microwaves, toaster, coffee maker, electrical kettle, seating area, and plenty of natural light. The CAPS staff also informally stock the suite with a variety of teas and snacks – both healthy and indulgent – throughout the year. 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 table 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 Counseling & Psychological Services, the Division of Student Life, and the UW Tacoma campus in a number of ways. CAPS 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. Interns also join clinicians at CAPS 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 Life (e.g., Disability Resources for Students, First Generation Student Initiatives, Housing and
Residence Life, Veteran and Military Resource Center) and in other areas (e.g., Office of Equity and Inclusion, Student Engagement, Teaching and Learning Center, academic units). 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 community partners (e.g., Crystal Judson Family Justice Center, Rainbow Center, Recovery Response Center) and tour of some their facilities.

In regard to functional roles, interns participate in a broad range of departmental and divisional activities and work in close contact with all their colleagues. Interns are viewed as colleagues-in-training, deserving of respect, and treated accordingly both professionally and personally.

**Training Program Administration**
Counseling & Psychological 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 Counseling & Psychological 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. Supervisors meet every 4 – 6 weeks to discuss supervisory issues, as well as the progress and training needs of current interns.

**Accreditation/Professional Associations**
The UW Tacoma Counseling & Psychological Services has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 2009. The Training Director is an active member of APPIC, as well as the Association of Counseling Center Training Agencies (ACCTA) and the American Psychological Association (APA).

**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 Recommendations for Communication* (For complete document, see: [https://pr4tb8rrj317wdwt3xlafg2p-wpengine.netdna-ssl.com/wp-content/uploads/2014/08/CCTC-Recommendations-for-Communication.pdf](https://pr4tb8rrj317wdwt3xlafg2p-wpengine.netdna-ssl.com/wp-content/uploads/2014/08/CCTC-Recommendations-for-Communication.pdf)).
A summary of each intern’s formal evaluation is sent to the doctoral program after each of three formal evaluation periods (approximately every 4 months): December, April, and August. Interns receive a copy of their evaluation. 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 Counseling & Psychological Services 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. 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” and WA similarly requires that at least 25% of the internship experience be “in direct client contact providing assessment and intervention services.”

The UW Tacoma Counseling & Psychological Services internship as a whole, including all eligible holidays and leave time for the year, totals 2,080 hours. When only scheduled holidays are considered, the internship totals 2,000 actual working hours. When additional annual leave, sick leave, and one personal holiday are taken, the internship totals 1,776 hours. States vary according to the minimum total hours required for internship, with most states ranging from 1500 to 2000 (though some states have no minimum hours requirement). Interns are advised to research the required hours for states in which they intend to become licensed to ensure that any leave time they take enables them to obtain a sufficient total number of internship hours; interns should manage their leave time accordingly. The Training Director will consider this internship to be completed with a minimum of 1,776 total hours, of which a minimum of 500 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 fluctuates throughout the year, with the lightest client load typically occurring during summer quarter. Thus, it is recommended that interns complete 450-475 hours of direct service by the end of spring quarter, leaving 25-50 for summer quarter. To enable interns to acquire enough total and direct service hours for state licensing boards, it is also 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 Counseling & Psychological 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. Initially, interns are expected to demonstrate many skills at an intermediate level as described in the intern evaluation forms. 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 and competencies, 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 a psychologist.
• To develop and promote competence in individual and cultural diversity.

These aims are accomplished through focus on the eight specific competency areas below.

Competencies
1. Research: Interns will demonstrate the ability to critically evaluate and disseminate research or perform other scholarly activities (e.g., case conference, presentation, dissertation/publications) at the local, regional, or national level.
2. Ethical and Legal Standards: Interns will demonstrate knowledge and application of relevant ethical principles and legal and professional standards and guidelines.
3. Individual and Cultural Diversity: Interns will demonstrate knowledge and skill in working effectively with a range of diverse individuals and groups and an understanding of how their own personal/cultural history may affect their professional work.
4. Professional Values and Attitudes: Interns will behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, openness and responsiveness to feedback, and concern for the welfare of others.
5. Communication and Interpersonal Skills: Interns will develop and maintain effective professional relationships with a wide range of individuals and will demonstrate a thorough grasp of professional language and concepts.
6. Assessment: Interns will demonstrate competence in conducting initial clinical assessment and crisis assessment, and in using the results to inform case conceptualization, diagnosis, and recommendations.
7. Intervention: Interns will demonstrate competence in the provision of individual therapy, group therapy, and crisis interventions, including establishing and maintaining effective relationship with service recipients and evaluating and adapting interventions consistent with ongoing evaluation.
8. Consultation and inter-professional/interdisciplinary skills: Interns will demonstrate competence in outreach and in collaborating with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.
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 Counseling & Psychological Services Intern Training Manual, as well as electronic access (S:\Student_Enrollment_Services\Admin_Shared\Student Success\Student Counseling Center\TRAINING), with a discussion of appropriate sections. The Intern Training Manual outlines a summary of requirements to be completed during the internship year.

C. The training program will provide interns access to the Counseling & Psychological Services Policy & Procedures Manual via a shared computer drive, with discussion of appropriate sections.

D. The training program will provide quality supervision and didactic training by professionals who behave in accordance with professional, legal and ethical guidelines.

E. The training program will provide criteria, outlined in the intern evaluation forms, which will be used in assessing competence in the areas detailed above.

F. The training program will provide ongoing feedback that is specific, respectful, and pertinent to the interns’ skills and development. Formal written evaluations of the interns’ progress will be provided at the end of each supervision cycle (at minimum two times, e.g., December and August) and will address the interns’ knowledge of and adherence to professional standards, their professional skill/competency, and their personal functioning as it relates to the delivery of professional services. Informal feedback will be given on an on-going basis.
G. 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 each supervision cycle. Intern evaluations of the program will occur following the initial training activities (i.e., September orientation) and again at the end of each supervision cycle. Interns will evaluate training seminars weekly and case conference monthly with the change of the supervising senior staff member. In addition, interns are encouraged to give informal feedback during supervision and during meetings with the Training Director.

H. 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.

I. The training program will maintain ongoing communication with the interns' graduate departments regarding progress during the training year.

J. 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)
- Correspondence with academic program
- Case presentations (with identifying information deleted)
- Work samples, e.g., Outreach presentation, consultation project (if applicable)
- Record of hours in Intern Weekly Activities
- 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.
   4) CAPS’ Policies & Procedures.

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 Counseling & Psychological Services 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, consultation experiences, and any emphasis area interns may select.

E. Interns have the responsibility to participate actively in all aspects of the Counseling & Psychological Services programs, including clinical activities, seminars, case conferences, staff meetings, outreach activities, center demands beyond training requirements, and professional development activities.

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**

**Initial Assessment and Intervention (Drop-in)**

Drop-in services are offered regularly throughout the week. No appointment is needed for students to use the drop-in services. The interview typically lasts 25-30 minutes and is done in a triage format. The purpose of the drop-in interview is to provide students with a prompt mental health consultation resulting in appropriate recommendations. During orientation, interns first observe and then assist senior staff during their drop-in times. After an initial period of training, interns are assigned a three hour drop-in block each week to gain experience with initial assessments and interventions, crisis assessment and intervention, and referral. Interns are encouraged to consult with senior staff supervisors when warranted.

**Crisis Assessment and Intervention**

Interns gain experience with crisis assessment and intervention during their drop-in coverage (there is no after-hours emergency coverage). Trainings regarding suicide and homicide risk and prevention, as well as safety planning, are provided during orientation. Students may also present in crisis outside of drop-in hours, at which time they may be seen as soon as a senior staff member or intern becomes available. Interns also gain experience with crisis assessment and intervention through their own caseloads, as they may 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 to eventually encouraging interns to take on the primary role in crisis response.
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 abuse concerns, eating disorders, and personality disorders. Typically, all students receive preliminary assessment through the drop-in service. For students whose needs may be best met by a community provider or other campus or community service, appropriate referrals are made. Students who participate in individual therapy at CAPS are further assessed and diagnoses are made during their First Session with their assigned provider. CAPS 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. Clients are typically seen weekly or biweekly, at a consistent day/time.

Provision of Group Therapy
Interns co-facilitate a therapy group during the autumn, winter, spring, and/or summer quarter(s). During orientation, interns have an opportunity to choose from several group facilitation opportunities. Interns are paired with a member of the senior staff to co-lead group in the autumn and/or winter quarter(s). During the spring and/or summer quarter(s), interns may co-lead a group with another intern or a senior staff member. Interns may develop a group based upon their individual interests for the spring and/or summer quarter(s).

Receiving Supervision
Supervisor Assignments
During orientation, interns meet as a group with each supervisor to discuss supervision styles, theoretical orientations, expectations for supervision, and any clinical interests. Interns discuss their supervisory preferences for the year with one another and inform the Training Director of their agreed upon choices.

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 drop-in activities and for providing clinical supervision. The individual supervisor is rotated once during the year.

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 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.
**Supervision of Groups**
Supervision of interns’ group therapy experiences may occur in two ways. First, the intern and their co-facilitator may choose to meet for 30 minutes following each group session to process the group experience. If the co-facilitator is not licensed, this time would be considered processing time rather than supervision. Those co-facilitating psychoeducational groups may be asked to meet additionally for planning purposes.

Second, interns and their 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 related theory and to presenting videotape 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.

**Intern Case Conference**
A one hour case conference is scheduled weekly for case presentations by interns and senior staff. A senior staff psychologist informally 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 formal case presentations and the same senior staff member facilitates the discussion. On the fourth week, interns and all staff are invited to attend, bringing any cases they would like to discuss in a case consultation format. The Intern 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. Early in winter quarter, in preparation for post-internship employment interviews, interns will present a formal case presentation to all senior staff and receive supportive feedback.

Case presentations include diagnostic information and the appropriate application and interpretation of one or more assessment instruments (e.g., CCAPS) as well as exploration and discussion of multicultural factors. Interns are strongly encouraged to include selected portions of session recordings as part of their presentations, particularly during the first part of the training year when all sessions are recorded.

**Training Seminars**

**Clinical and Professional Topics Seminar**
This seminar will meet for two hours weekly throughout the year. The seminar explores various professional topics and provides training in several clinical areas. Clinical training topics may include, but are not limited to: brief trauma therapy, working with men, utilization of self-disclosure in therapy, and eating disorder assessment and treatment. Examples of professional topics include: ethics and professional conduct, preparing for the EPPP, and preventing therapist burnout. Some seminars will be conducted jointly
with interns from the University of Puget Sound. Multicultural factors will be incorporated into each presentation.

**Multicultural Seminar**
This seminar will meet for one hour weekly. It focuses on exploring various multicultural topics and providing training in several areas. Topics may include, but are not limited to: the multicultural orientation model, religion/spirituality in therapy, working with student veterans and service members, serving international students, avoiding microaggressions in therapy, and working with LGBTQ students.

**Additional Training Activities**

**Outreach**
The outreach work of CAPS is considered an essential service. Our staff provides outreach to the UW Tacoma campus consistent with demonstrated need and requests. Outreach topics include, but are not limited to: stress management, imposter syndrome, responding to distressed students, drug and alcohol education, HIV/AIDS awareness, and sleep. CAPS 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 effective 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, though this is not required. Early-on, 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. 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. The number of hours listed in the table below as expected for outreach (0.5 hr/wk) represent an average that may be completed over the course of the year.

**Individualized Training Experience (Optional)**
During the year, interns have the option of individualizing their training experience by establishing a liaison or consultative relationship with an on-campus office/department or with a community agency that regularly serves UW Tacoma students. Examples include the Office of Residence Life, the Office of Diversity and Inclusion, and the Rainbow Center in Tacoma. Additional supervision dedicated to the individualized training experience may be scheduled according to staff expertise/availability or incorporated into the intern’s individual supervision.
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 CAPS 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 CAPS. Interns are encouraged to discuss such consultation in advance with their supervisors. In all cases, appropriate releases of information from the student are required.

**Staff Meetings**
All staff and interns attend this weekly meeting designed to better communicate items of interest or concern related to Counseling & Psychological Services. Any staff member may place an item on the agenda to be discussed. 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.

**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 Counseling & Psychological Services. Interns are introduced to the Counseling & Psychological Services’ 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. Together with their supervisors, interns will determine the experiences necessary to attain their individualized training goals.

The orientation program is developed and coordinated by the Training Director with input 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.
**Intern Processing Time**
Interns schedule one hour per week to form their own self-led support group to process their internship experiences throughout the year. Interns are encouraged to schedule this time around a lunch in order to have up to two hours to meet each week.

**Meetings with the Training Director**
The Training Director meets informally with the interns on a regular basis to assess how the internship training is meeting the interns’ 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.

**Clinical Documentation/Case Management/Supervision Preparation**
Time is provided for other activities such as case management, which includes time to complete paperwork, case notes, review therapy recordings, and complete readings.

**Professional Development**
Release time may available for interns to attend workshops and conferences. Some funding also may be available, but is not guaranteed.

**Session Recording**
Interns are expected to videotape their individual counseling sessions in order to enrich the training experience. Recorded sessions are reviewed during supervision, after which it is the intern’s responsibility to ensure they are deleted. Interns may save recordings for use in case conference and related consultation, but no recordings should be saved longer than one quarter. Interns may be encouraged to review their videotaped sessions in advance of supervision in order to identify areas on which to focus during supervision. In the beginning of the training year, interns are required to videotape every client at every session. Subsequent changes to recording procedures may be made at the discretion of the individual supervisor.

**Dissertation/Scholarly Activity/Research**
Interns may demonstrate competency in this area in a number of ways. The two hours per week allotted to dissertation/scholarly activity/research may be used for dissertation-related work (e.g., research, writing, defense preparation, or consultation with instructors/advisors), scholarly inquiry into topics relevant to interns’ clinical caseloads (to be presented in case conference or supervision), review of literature used in building outreach presentations, giving a poster or presentation at a regional or national conference, working toward publication of an article or the dissertation, or similar activities. This time cannot be used for the dissertation defense or commencement exercises, for which official leave time is required.
Duration/Stipend and Benefits
The 2,080 hour full-time internship begins September 1st and ends August 31st. This Professional Staff Temporary Position (PSTP) is paid $35,568 annually ($2,964 monthly), is benefits-eligible, and accrues leave according to Professional Staff Program provisions. This includes the accrual of 10 hours per month in vacation, 8 hours per month in sick leave, 10 scheduled holidays, 1 personal holiday, and 5 days of professional leave for defending the dissertation, attending professionals meetings, or attending conferences. Other benefits include dental insurance, disability insurance, health insurance, and life insurance.

Summary of Core Training Experiences

**Direct Clinical Service: 23 hr/wk**
- 3 hr/wk Drop-in
- 20 hr/wk Individual Therapy and/or Group Therapy and Group Screenings

Notes: Minimum 500 direct clinical services hours for the year. For drop-in, only count actual clients seen, not coverage time. Outreach can be counted as direct service in WA but to ensure sufficient hours for all states, outreach is considered an additional training activity for this internship. Diversity - must work with a variety of clients/students, and student issues.

**Receiving Supervision: 4 hr/wk**
- 2 hr/wk Individual Supervision
- 1 hr/wk Supervision of Groups
- 1 hr/wk Intern Case Conference

**Training Seminars: 3 hr/wk**
- 2 hr/wk Clinical and Professional Topics Seminar
- 1 hr/wk Multicultural Seminar

Note: Must attend at least 90% of seminars.

**Additional Training and Support Activities: 10 hr/wk**
- 0.5 hr/wk Outreach/ Individualized Training Experience/Consultation
- 1 hr/wk Staff Meeting
- 1 hr/wk Intern Processing Time
- 2 hr/wk Dissertation/Research
- 5.5 hr/wk Clinical Documentation/Case Management
- Varied Other Training or Consultation (e.g., September Orientation, consultation with peer or supervisor)

Notes: Outreach requires minimum of 2 presentations per quarter; 8 per year. Must attend and participate in the above training activities.
Evaluation
- Supervisors formally evaluate interns every 4 months (December, April, August)
- Supervisors informally evaluate interns at the half way point between each formal evaluation (October, February, June)
- Interns evaluate their supervisors at the end of each supervision cycle (December, August)
- Interns evaluate the Training Director every 4 months (December, April, August)
- Interns evaluate the orientation programming by the start of autumn quarter
- Interns evaluate seminars on an ongoing basis
- Interns evaluate the internship program at the end of the year

See below for example of intern weekly activities.
<table>
<thead>
<tr>
<th>Intern Weekly Activities: Example</th>
<th>Autumn Hours/week (Sep-Dec)</th>
<th>Winter Hours/week (Jan-Mar)</th>
<th>Spring Hours/week (Apr – Jun)</th>
<th>Summer Hours/week (Jun – Aug)</th>
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</thead>
<tbody>
<tr>
<td><strong>Direct Clinical Service</strong></td>
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<td>Individual Therapy, Group Therapy, Group Screen</td>
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<td>Drop-in</td>
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<td>Supervision of Groups</td>
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<td>Intern Case Conference</td>
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<td>Multicultural Seminar</td>
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<td><strong>Additional Training &amp; Support Activities</strong></td>
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<td>Outreach/Optional Individualized Training Experience/Consultation</td>
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<td>Staff Meeting</td>
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<td>Intern Processing Time</td>
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<td>Dissertation/Research</td>
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<td>Other Training (e.g., September Orientation)</td>
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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 CAPS 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

1. https://www.census.gov/quickfacts/fact/table/tacomacitywashington,piercecountywashington,PST045218
4. https://www.tacoma.uw.edu/about-uw-tacoma/uw-tacoma-academic-listings
5. https://www.tacoma.uw.edu/american-indian-programs/american-indian-programs-resources
7. https://www.tacoma.uw.edu/equity/diversity-statement-
8. https://www.tacoma.uw.edu/campus-map/mattress-factory-mat