

# **University of Washington Tacoma Student Counseling Center**

## **Doctoral Internship Program Program Description**

### **University of Washington Tacoma**

Located at the foot of Mount Rainier and along the shores of Commencement Bay in Washington State, Tacoma is recognized as a livable and progressive cosmopolitan city. With a population of more than 200,000 residents, 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, and healthy, affordable living.

The University of Washington Tacoma (UWT) campus opened its doors in 1990 in downtown Tacoma's historic Warehouse District to respond to the growing interest in additional higher education opportunities in the South Sound. The initial goal of the university was to provide further education for the growing numbers of community college transfer students, as well as "time bound, place bound" students with limited access to educational opportunities in programs with "demonstrated regional needs".

During the early years, downtown Tacoma's appearance and local reputation began to change. The development of UWT and its surrounding neighborhood reflects Tacoma's desire to revitalize its downtown, preserve significant architectural landmarks and convert historical structures to modern uses. UWT has been a major participant in implementing these goals, providing important early momentum to Tacoma's continuing urban renaissance.

Following several years of transfer-only admissions, the university admitted its first freshman class of approximately 150 students in autumn of 2006. UWT expects to continue to increase enrollment and renovate additional buildings in its "footprint."

### **Student Counseling Center**

The Student Counseling Center (SCC) at the University of Washington Tacoma is a unit in the Division of Student Affairs and Enrollment Services (SAES). SCC offers a friendly collegial environment, where the unique contributions that the interns make are significant and valued. We are a small program, staffed by four licensed psychologists, and serving over 5,400 students, who vary significantly with regard to age, race & ethnicity, SES, and life experience. Interns quickly become known within the small campus community, and are seen and treated as professional staff in training. There are opportunities for individual, couples, and group work, as well as outreach and consultation to the campus and local community; and each intern is expected to identify an area of emerging concentration for deeper focus.

Our focus is to serve as an essential resource for UWT students with developmental and psychological concerns, and to foster a healthy, caring University environment that supports lifelong health and wellness of all members of our community.

### ***Student Counseling Center Mission Statement***

The mission of the SCC is to promote student growth and development, with regard to both personal characteristics and interpersonal competencies. We do this in the service of enabling students to benefit from and maximize their educational experience at UWT. We are committed to improve the mental health and well-being of our campus community. In an 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.

### ***Student Counseling Center Staff***

Our staff consists of four full-time psychologists and one half time licensed clinical social worker. Approximately 50% of staff time is devoted to the delivery of direct clinical services with the other 50% of staff time devoted to training, supervision, consultation, outreach, staff development, administrative duties, and research/program evaluation.

The theoretical orientation of our staff is diverse and ranges from cognitive-behavioral and solution oriented models to psychodynamic models – all within a strong humanistic, relational framework.

### ***Student Counseling Center Diversity Statement***

The University of Washington Tacoma Student Counseling Center is committed to providing a safe and welcoming environment for everyone who uses our services. We believe diversity enlivens, challenges, and ultimately enriches our community. From our differences we also draw unique strengths to confront and solve problems. The range of diversity we value includes but is not limited to: ethnicity, race, sexual orientation, gender, physical or mental ability, socio-economic status, spirituality or religion, size, appearance, and age. 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 UWT SCC is a Safe Zone for Lesbian, Bisexual, Gay, and Transgender Students. We are committed to working against discrimination and oppression, and we extend a particular welcome to students who may be experiencing discrimination on the basis of their differences. We strive to treat all students with equal respect and dignity. We are also committed to taking part in activities and discussions that will help us continue to grow in our understanding of diversity.

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

The psychology training program is integrated into SCC in a number of ways. SCC approaches training as a vital contribution to the mental health field, and the psychology internship as a culmination of training for entry-level professionals. Accordingly, all staff are committed to training, and are available as mentors during the internship year, and interns are encouraged and invited to seek guidance, consultation, and advice from all staff members. All staff members participate in leading training

seminars. Case conferences are attended by interns and all staff as well as bi-weekly Counseling Center meetings and bi-weekly Departmental meetings.

Interns are also encouraged to engage the campus community on a variety of levels including active participation in SCC staff meetings as well as larger unit meetings that include offices such as Disability Support Services and Housing and Residence Life. Interns also have the opportunity to engage themselves at the divisional level and work on various committees and workgroups. Other units and departments our interns frequently collaborate with also include the Center for Student Involvement, Student Advocacy and Support, Center for Equity and Inclusion, Veteran and Military Resource Center, Career Development and Education, and the Teaching and Learning Center

Based on individual interests, interns also engage faculty and classes directly with psycho-educational workshops, teaching/guest lecturing, and extracurricular programming. Lastly, as an urban serving university, interns actively engage community partners outside of the university through consultations, collaborations, and networking events.

In regard to functional roles, interns participate in a broad range of departmental and divisional services 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.

### ***Ongoing Program Assessment***

SCC professionals are committed to the training program's growth and development. We work toward continuous improvement of the program via regularly scheduled evaluation and providing the conditions to foster ongoing professional learning.

### ***Training Model and Goals***

The UWT Student Counseling Center internship program utilizes a practitioner-developmental model of training. The focal point of this model entails a focus on service delivery with professional development being viewed 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.

### ***Expectations of Psychology Interns***

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. As generalists, interns are expected to develop enhanced awareness, knowledge and skill in the core areas of professional competence below:

- 1) Assessment & Diagnosis
- 2) Effective Intervention
- 3) Outreach & Consultation 4) Diversity
- 5) Ethical Conduct & Professionalism
- 6) Supervision
- 7) Scientific Knowledge & Methods
- 8) Evaluation

Our training program offers each intern experiential and didactic learning opportunities to develop as a generalist professional psychologist within a multidisciplinary setting. Our program is dedicated to nurturing and supporting the development of competent, ethical, culturally sensitive psychologists who will be prepared for entry level positions in a variety of settings in the mental health field.

We train interns in individual psychotherapy; emergency and assessment services; and outreach and consultation. There are additional opportunities to work with couples and groups. The goal throughout the year is to facilitate an intern's development through intermediate and advanced competence in intake interviewing, clinical assessment, integrative treatment, crisis intervention, programming and presentation skills, multicultural competence, professional ethics, and professional documentation. Interns learn to work within a brief model of psychotherapy treatment, as well as have opportunities to work with longer term cases.

We believe that learning happens through experience, supervision and mentoring. We offer interns a variety of seminars and supervision experiences to help hone professional competencies. We are committed to promoting excellence, using a humanistic framework as the underpinning for integration with additional psychological theoretical perspectives. The internship year is an opportunity to further develop specialty areas, and concentration and emphasis on these areas is encouraged and supported through the training year.

In addition, SCC offers interns an opportunity to broaden their knowledge and skill base through exposure to a variety of theoretical perspectives and intervention approaches that other interns and our interdisciplinary staff bring to the program. Through an integrated context we strive to foster professional respect and the building of professional cohesiveness within the Counseling Center staff, across disciplines, and within the university community. The program operates under the principle that early career professionals need to develop a strong professional identity within their own discipline and an ability to work collaboratively with other mental health care professionals.

### ***Training Activities - Direct Service***

**Brief Individual Therapy:** Each academic year students may receive up to twelve sessions after their initial intake. Each intern is expected to carry between 10 and 15 clients on their caseload on a weekly basis.

**Limited Long-term Therapy:** Long-term therapy is available to students based on a demonstrated need. These services must be pre-approved by interns' supervisors, and each intern can devote 10% of their case-load to long-term clients.

**\*Couples Therapy:** Couples counseling is available to any student couple (married, same or oppositesex partnered) and couples can be seen for up to twelve sessions each academic year. One member of the couple must be a registered student.

**\*Group Therapy:** Group therapy sessions are not time limited. Depending on students' individual needs and goals, we offer them the opportunity to participate in support groups, psycho-educational groups, and therapy (process-oriented) groups.

**Crisis Intervention:** Crisis or emergency sessions are offered on an as-needed basis and are not capped per academic year. Interns gain a majority of crisis intervention experience through timely access/walkin coverage throughout the year in responding to clinically urgent and complex client situations (e.g., suicidal or homicidal risk, psychotic episodes, or traumatic life events).

**Outreach Activities:** Our staff provides outreach to the UWT Campus consistent with demonstrated need and requests. Outreach topics include but are not limited to: stress/anxiety management, drug and alcohol education, HIV/AIDS awareness, healthy diet, and rest and relaxation. SCC frequently collaborates with departments across the campus in order to provide pertinent outreach and best meet the needs of our students. Interns are expected to design, implement, and evaluate effective outreach programs.

**Consultation to Faculty and Staff:** Consultation with particular faculty, staff, parents and students may also take place on an individual basis. Consultations are in response to questions or concerns of a mental health nature from the university community. The intern consults by providing information, education, referrals and recommendations.

*\*Activities like Couples and Group therapy are contingent upon these opportunities presenting themselves during internship (i.e., a couple requesting services that align with an intern's availability). Please note that, at this time, the training we offer does not include formal psychological testing opportunities.*

### **Training Activities - Supervision**

**Individual Supervision:** Interns will spend at least 2 hours each week with supervisors who are licensed psychologists. Interns are involved in individual supervision for the entire internship year.

**\*Provision of Supervision:** Based on SCC securing practicum trainees, and under appropriate supervision, interns may have the opportunity to provide supervision to a practicum trainee for one hour per week.

**\*Supervision of Supervision:** Again, based on the presence of practicum trainees, interns will spend 2 hours each week in supervision of supervision to develop this competency.

**Group Supervision:** Interns will meet biweekly for one hour with a licensed psychologist supervisor, for training and supervision related to case conceptualization, outcomes evaluation, etc.

## ***Training Activities - Didactic Training & Staff Meetings***

**Weekly Didactic Seminars and Case Conferences:** 2 hours weekly case conference on active cases, and/or didactic seminars on various clinical topics (topics include: ethics, assessment, crisis intervention, suicide, self-injury, eating disorders, substance abuse and addiction, anxiety, depression, couples counseling, treatment approaches based on different theoretical orientations). All staff psychologists, interns and trainees attend the training seminars.

**Staff Meetings:** Interns are expected to participate in weekly, one-hour departmental and/or unit meetings and monthly two-hour divisional meetings.

**Professional Development/Documentation:** Interns should expect to have 7-10 weekly hours for case documentation, supervision preparation, or dissertation/specialty development.

## ***Duration/Stipend and Benefits***

The 2,000 hour full-time internship begins September 1st and ends August 31st. The stipend will be \$31,200 and interns are entitled to benefits including the accrual 10 hours per month in vacation, 8 hours per month in sick leave, 10 paid holidays, and 2 personal holidays. Other benefits include dental insurance, disability insurance, health insurance, life insurance and professional development time.

## ***Intern Evaluation Procedures***

At the beginning and midway through the training year, interns and their supervisors meet to set professional and personal goals. Evaluation forms, listing the criteria on which an intern's performance will be based, will be distributed and reviewed with all new interns at the beginning of their training experience at UWT SCC. Interns are responsible for articulating the focus of their training, while supervisors assist interns in identifying other issues that need attention. About quarterly, the training staff meets with each intern to provide feedback about his/her performance and to solicit feedback about the intern's training experience. Intern progress is discussed in supervision at mid-year. A more formal process occurs at the end of each training term (usually in February and August) with the report being sent to the intern's home program Training Director. The written evaluation describes the intern's strengths and skills, areas of growth during the semester, and suggested areas for further development. In August, the training director holds an exit interview with the intern to review the internship experience.

In a case where an evaluation is disputed and informal discussion does not resolve the issue, the Training Director will convene a review committee to oversee the dispute. The review committee will consist of staff psychologist(s) and the Training Director. All material relevant to the dispute will be submitted to chair of the committee, and the committee will then serve two functions: 1) to mediate the dispute, if possible, and 2) to serve as an arbitration committee if mediation proves unsuccessful. If the dispute is with the Training Director, the responsibility to appoint the committee will be delegated to a staff member mutually agreed upon by both parties.

## *Due Process and Grievance Guidelines*

Due process helps to ensure that decisions made by the internship about interns and their training experience are not arbitrary or personally biased and that their rights are upheld. Due process also requires the internship to identify specific evaluation procedures which are applied to all interns, rights of the interns and to have relevant appeal procedures available to the intern in cases where the intern may challenge the internship program's action(s).

### *Procedures for Addressing Inadequate or Unacceptable Intern Performance*

For the purposes of procedural policy, inadequate or unacceptable intern performance is defined broadly as interference in professional functioning which is reflected in one or more of the following ways: 1. an inability and/or unwillingness to acquire, integrate and apply professional behaviors and ethical standards; or 2. An inability and/or unwillingness to acquire the level of professional skills necessary to reach an acceptable level of competency.

### *Procedures*

1. The problem should first be identified and brought to the attention of the intern during supervision and efforts should be made to correct the problem through training and supervision. If discussion of the concern with the intern is sufficient, and potential actions can be agreed upon, no further procedures are needed.
2. Written notification will be provided if a problem with inadequate or unacceptable intern performance is not resolved informally or is not appropriate for informal resolution (e.g., grossly inappropriate behavior such as aggressive or sexual actions with clients). The problem will be documented in writing to both the primary supervisor and to the intern. This may be done by letter, email, or by use of the Intern Evaluation Form.
3. The supervisor will then take the problem before the Training Committee (which consists of the Training Director and the Staff Psychologists). The Training Committee will allow the intern five (5) working days to provide written or oral information at a hearing about the problem. The Training Committee will consider the evidence brought to them and within another five (5) working days, make a determination that may include one or more of the following:
  - a) determination that the problem is not severe enough to warrant remediation and that no further action is necessary;
  - b) determination that the problem is significant, and requiring a formal remediation plan. The intern's academic training program's Training Director will be notified of the concern, and will receive communication of all steps from this point forward. The Training Committee will develop a formal remediation plan within five (5) days of this determination, and will notify the intern and the intern's academic training program's Training Director of the remediation plan; **or**

- c) determination that termination of the intern from the internship is appropriate. The Training Committee will notify the intern and the intern's academic training program Training Director of its determination.

4. For 3(b) and 3(c) above, the intern may appeal the Training Committee's decision by submitting, within five (5) working days of the decision, a letter to the Training Committee detailing the intern's rationale for appeal of the decision. The Training Committee will convene a meeting with the intern and the intern's academic program's Training Director to meet and review the case. The academic program's Training Director may 'attend' via teleconference if distance makes a face-to-face meeting impractical. The intern retains the right to hear all facts with the opportunity to dispute and/or explain his/her behavior. After due consideration of the evidence, the Training Committee will determine appropriate action. The purpose of this larger meeting may also include agreeing upon an action plan for working on specified problem areas, if deemed appropriate. Components of an action plan might include things such as further training in a specific topical area, a referral to personal therapy, or an agreement regarding a specific behavior. If remedial steps are decided upon, they will be outlined in writing along with statements of expectation regarding the time frame involved, goals, and outcomes. Copies of this action plan will be provided to all parties. The Training Committee's decision is final.

### ***Procedures for Addressing Violation of Intern Rights***

Violations of interns' rights include, but are not limited to: exploitation, sexual harassment, discriminatory treatment, unfair evaluation practices, inadequate or inappropriate supervision or training, and violation of due process.

1. Interns should first make every effort to resolve their complaints directly with the person who is the subject of the complaint. When such resolution is not practical due to power and authority differences or related factors, interns are encouraged to seek consultation from his or her primary supervisor and to explore ways of reaching resolution.
2. If resolution is not possible directly with the person who is the subject of the complaint, interns are then expected to discuss the situation with the Training Director, who will attempt to resolve the problem informally.
3. If a problem is not resolved informally to the intern's satisfaction or is not appropriate for informal resolution (e.g., grossly inappropriate behavior by a supervisor), the intern will document her/his concerns in writing. The written complaint should be sent to the Training Director. The Training Director will initiate a formal review process consistent with University policies and procedures (<http://www.washington.edu/admin/rules/APS/46.03.html>).
4. If the problem or concern involves the Training Director, and step 1 above is unsuccessful, the intern should follow step 3 above, with the exception that the written complaint should be sent to the Dean of the Office of Student Success.

## Application Procedures

We seek highly capable individuals for our internship program who are open to learning, able to balance multiple roles and responsibilities, receptive to feedback, and motivated to develop a wide range of skills that may be requested of a psychologist. Beyond this, we also require the following qualifications:

1. All coursework toward the doctoral degree must be completed by the end of the academic year in which internship application is made.
2. Comprehensive Exams and Dissertation Proposal must be approved by ranking deadline.
3. A minimum of 350 hours (i.e., 300 intervention hours and 50 assessment hours) of supervised clinical contact must be completed by August 31, prior to the start of the internship.
4. Must be in good standing with home academic department, and deemed ready for internship.

We participate in the National Match, and adhere to APPIC guidelines regarding the offer and acceptance of positions. **UW Tacoma abides by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.**

All of the application materials will be uploaded via the applicant portal on the APPIC website and should be submitted electronically. All application materials must be available for review on-line by our due date of November 15<sup>th</sup>..

### **In order to be considered you must:**

- Complete the APPI found on the APPIC web site at [www.appic.org](http://www.appic.org) then click on 'APPI On-Line' and follow instructions outlined at the Applicant portal.
- Include an official copy of your graduate transcript(s).
- Include a vita.
- Include your cover letter explaining why you believe you would be a good fit with the internship program at UWT Student Counseling Center. Be specific about your goals for internship and how our program - in particular - will help you meet these goals.
- Three letters of reference, at least two of which are from clinical supervisors at your most recent work if possible. Follow the APPIC application instruction.

**All application materials must be submitted on-line [www.appic.org](http://www.appic.org) and received by November 15th. Our MATCH program code is 212711**

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