**Counseling and Psychological Services**

**Doctoral Internship in Professional Psychology**

**WELCOME:**

Welcome to Counseling and Psychological Service’s (CAPS) Doctoral Internship Program in Health Service Psychology at the University Health Center, University of Nebraska–Lincoln. Our staff is committed to the comprehensive training experience we offer our interns. We invest a great deal of time and energy in our training program in order to provide the highest quality internship experience we possibly can.

CAPS has been an APA-accredited site through the Nebraska Internship Program in Professional Psychology (NICPP) for the past 13 years. We entered the 2014-2015 internship year as an independent site. We obtained APPIC Membership in October 2014 and were granted APA-Accreditation on contingency in October 2016. It is important to note that all interns who complete our internship do complete an APA-Accredited internship!

Please feel free to review our materials on our website. If you have any questions, do not hesitate to contact me. We wish you the best of luck in your search for the program that best fits you and your training needs. We understand that the internship selection process can be stressful. Take your time and review each site’s materials to find a good match based on your training goals and interests. If you believe CAPS’ Doctoral Internship Program in Professional Psychology is a great fit for your training needs, we welcome your application.

**Program Match Number 228711**

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

***Training Year August 1, 2018 to July 31, 2019***

Sincerely,
Tricia Besett-Alesch, Ph.D.
Training Director

*Phone:* (402) 472-7450

*Email:* tbesett-alesch@nebraskamed.com

**ADMISSIONS, SUPPORT, AND INITIAL PLACEMENT DATA**

**Internship Program Admissions:**

Counseling and Psychological Services considers applicants from APA accredited doctoral programs in counseling or clinical psychology. Applicants must have a conferred MA or MS degree in counseling or clinical psychology. Applicants must complete all doctoral coursework prior to the beginning of the internship year and must be in good standing with their department. They must have successfully passed their comprehensive examinations prior to the CAPS application deadline and be certified as ready for internship by their doctoral program’s DCT. Applicants are expected to have an affirming stance towards all diversity, including, but not limited to, race, ethnicity, culture, sexual orientation, gender identities and religion. This should be seen in the applicant's cover letter and/or responses to the essay questions. Finally, applicants must be license eligible as a provisionally licensed mental health practitioner in the state of Nebraska.

Preference is given to applicants who have proposed their dissertation prior to the application deadline. Applicants who are reflective, self-motivated, and are committed to the CAPS mission are preferred. Applicants who have received Supervision via Video Tape or Live Supervision are desired. Applicants must demonstrate a strong and genuine interest in counseling center work and should be prepared to assist clients with a wide range of clinical issues and severity of concerns.

**Application Requirements:**

|  |
| --- |
| **The CAPS doctoral training program requires that applicants have obtained the following minimum number of hours of the following types of experiences at the time of application:** |
| Total Direct Contact Intervention Hours- | **450 hours** |
| Total Direct Contact Assessment Hours- | **No minimum** |

**Other Required Minimum Criteria:**

Employment at the University of Nebraska–Lincoln will be contingent on satisfactory completion of a background check. The background check is performed after the intern has matched with Counseling and Psychological Services. The content of the background check will include a check for public and court criminal conviction records for a minimum of ten years, may include arrest and non-conviction criminal records within the past seven years, and open or pending criminal cases. Criminal history background checks do not involve checks for, or reference to, an applicant's credit history.

**PLEASE NOTE:** The University Health Center is administratively operated under Nebraska Medicine. Therefore, employment is also contingent on the following:

1. An additional satisfactory background check with Nebraska Medicine
2. The provision of one’s own professional licensure (e.g., PLMHP, LMHP) within the state of Nebraska
3. Providing a certificate of professional liability/malpractice insurance
4. Satisfactorily complete a drug screen through Nebraska Medicine
5. Providing documentation of immunizations to Nebraska Medicine

**FInancial and other benefit support for upcoming training year:**

|  |  |
| --- | --- |
| Annual Stipend/Salary for Full-time Interns | $30,500 |
| Annual Stipend/Salary for Half-time Interns | N/A |
| Program provides access to medical insurance for intern? | Yes |
| Trainee contribution to cost required? | Yes |
| Coverage of family member(s) available? | Yes |
| Coverage of legally married partner available? | Yes |
| Coverage of domestic partner available? | Yes |
| Hours of Annual Paid Vacation Time | 8 hours/month |
| Hours of Annual Paid Sick Leave | 8 hours/month |
| In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave? | Yes |

**Other Benefits:**

* Liability Insurance –Liability insurance is covered by the University's general liability insurance.
* Office Resources -- Each intern has their own private office and is free to decorate and personalize their space. Offices have a desk, computer, bookshelves, and a space for counseling. Additionally, each intern office is equipped with digital video cameras to record sessions for review by interns and supervisors.
* CAPS uses an electronic medical record called EPIC for scheduling, clinical notes, and billing. All interns have access to EPIC on their computers. Clients complete intake paperwork electronically.
* The CAPS office manager and front office staff provide excellent clerical support to interns.
* Use of university facilities (e.g. parking, campus recreation, library). Use of the library is at no charge. Parking and UNL’s Campus Recreation is purchased.
* Interns receive 5 days for professional development (e.g., conferences, interviews, defending dissertation).
* University Holidays are not a paid benefit for temporary employees at UNL. Interns are classified as temporary employees.

**Initial Post-Internship Positions (2014-2017):**

|  |  |
| --- | --- |
| Total # of interns who were in the 3 cohorts | 6 |
| Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree | 0 |

|  |  |  |
| --- | --- | --- |
| **Type of Placement Setting** | **Post-Doctoral Residency Position** | **Employed Position** |
| Community Mental Health Center | 0 | 0 |
| Federally Qualified Health Center | 0 | 0 |
| Independent Primary Care Facility/Clinic | 0 | 0 |
| University Counseling Center | 3 | 2 |
| Veterans Affairs Medical Center | 0 | 0 |
| Military Health Center | 0 | 0 |
| Academic Health Center | 0 | 0 |
| Other Medical Center or Hospital | 0 | 0 |
| Psychiatric Hospital | 0 | 0 |
| Academic University/ Department | 0 | 0 |
| Community College or Other Teaching Setting | 0 | 0 |
| Independent Research Institution | 0 | 0 |
| Correctional Facility | 0 | 0 |
| School District/System | 1 | 0 |
| Independent Practice Setting | 0 | 0 |
| Not Currently Employed | 0 | 0 |
| Changed to Another Field | 0 | 0 |
| Other | 0 | 0 |
| Unknown | 0 | 0 |

**CAPS STAFF – COUNSELING:**

**Tricia Besett-Alesch, Ph.D.**
Licensed Psychologist / Clinical Psychologist Lead
Training Director / Associate Director
M.A., University of Northern Iowa
Ph.D., University of Nebraska–Lincoln
*Specializes in:* Women's Issues •  Eating Disorders/ Body Image •  Assessment •  ADD Assessment •  Depression •  Projective Assessment •  Grief •  Relationship Issues
*About:* Dr. Besett-Alesch joined Counseling and Psychological Services in 2000. In her spare time, she enjoys her time with her family, playing the piano, singing, vacationing (especially Estes, CO), and reading.

**Duke Engel, LMHP, LADC**
Licensed Mental Health Professional

Licensed Alcohol and Drug Counselor

M.A., University of Nebraska–Lincoln

*Specializes in:* Alcohol/Drug Abuse • Adult Children of Alcoholics/Addicts • Obsessive Compulsive Disorder (OCD) • Trauma/PTSD • Crisis Intervention

*About:* Duke joined CAPS in October of 2013 to help promote alcohol/drug services on campus. He works an 8 month schedule that makes him available when the majority of students are on campus. Duke spends time with family & friends and enjoys travel, biking, paddling and hiking.

**John Goldrich, M.S.W.**Licensed Mental Health Practitioner (LMHP)
B.G.A., University of Kansas
M.S.W., University of Kansas
*Specializes in:* Depression • Relationship Issues • Couples Therapy • Trauma • Anger Management • Intercollegiate Athletics
*About:* John joined CAPS in 1994. John has a dual appointment, working half-time providing counseling services to students at the UNL Athletic Department, and half-time providing counseling services to the general student population. Additionally, John works as the Clinical Director for the Cedars organization in Lincoln. He is also a consultant with the NFL for mental health concerns.
 **Belinda Hinojos, Ph.D.**Provisionally Licensed Psychologist
Latina/o Outreach Specialist
M.S., University of Kansas
Ph.D., University of Nebraska-Lincoln
*Specializes in:* Latino Mental Health • Multicultural and Diversity • Gender Issues • Family of Origin Issues • Relationship Concerns • Trauma
*About:* Belinda joined CAPS in August of 2013. Her research and clinical interests include areas of multiculturalism and diversity, especially around Latino mental health. In her spare time, she enjoys spending time with family and friends, dancing and cooking.

**Tina Hoffman, Ph.D.**Licensed Psychologist
Assessment Coordinator
M.S., University of Nebraska-Lincoln
Ph.D., University of Iowa
*Specializes in:* LD/ADHD Assessment • Projective Assessment • Anxiety • Depression • Self-Esteem • Family of Origin Issues • Relationship Concerns • Trauma Recovery • Meditation and Mindfulness • Chronic Pain • Supervision
*About:* Tina joined CAPS in August, 2014 and focuses primary on psychological evaluations for college students. In her spare time, she enjoys spending time with family, friends, and animals; cooking and baking; and watching movies.

**Danielle Parrish, MS**

Licensed Independent Mental Health Practitioner

Marriage & Family Therapist

M.S., University of Nebraska-Lincoln

*Specializes in:* Relationship issues • Couples Therapy • Life Transitions • Identify Development • Family of Origin Issues • Spirituality • Anxiety • Depression

*About:* Danielle joined CAPS in 2016. She enjoys baking, reading, listening to podcasts/NPR, playing sports, and spending time with her family and her dog in her free time.

**Robert N. Portnoy, Ph.D.**Licensed Psychologist
Associate Psychology Manager
M.S., New Mexico Highlands University (Psychology)
Ph.D., University of Nebraska–Lincoln (Clinical Psychology)
*Specializes in:*  Psychodynamic Therapy •  Hypnosis •  Dreams •  Trauma/ Abuse •  Crisis Intervention •  Characterological Disorders •  Depression •  On-line Screenings for Mental Health •  Projective Assessment •  Psychotherapy Outcome
*About:* Dr. Portnoy joined CAPS in 1991.

**Xiping (Kylie) Qiu, M.S.**Provisionally Licensed Mental Health Practitioner
M.S., Nanjing Normal University (People’s Republic of China)
*Specializes in:*  Chinese Cultural Issues • Intimate Relationships • Depression • Anxiety • Trauma • Personality Issues • Attachment
*About:* Kylie joined CAPS in August, 2014 and focuses primarily on working with Chinese and other international college students. In her spare time, she enjoys running, Chinese traditional tea ceremonies, deepening her understanding of and practicing traditional Chinese medicine, and learning about new cultures.

**Krystyn Schmidt, MA**

Case Manager

Licensed Independent Mental Health Practitioner

Licensed Alcohol and Drug Counselor

M.A., Doane College

*Specializes in:* Anxiety • Depression • Self-Esteem • Crisis Intervention • Stress Management • Substance Abuse • Military & Veteran Issues • Community Resources/Referrals

*About:* Krystyn joined CAPS in December 2015. In her spare time she enjoys spending time with family and friends, being in nature, watching animals and listening to music.

**Brigham Scott**Provisionally Licensed Psychologist
Alcohol and Other Drug Services Coordinator
M.A., American School of Professional Psychology at Argosy University, Orange County
Psy.D., American School of Professional Psychology at Argosy University, Orange County
*Specializes in:* Alcohol & Drug Counseling
*About:* Brigham joined CAPS in August of 2014 as a psychology intern. In his free time, Brigham enjoys traveling, camping, hiking, cooking and attending various sporting events.

**Cynthia Von Seggern, Ph.D.**
Provisionally Licensed Psychologist
Eating Disorders Coordinator
M.A., Boston College
Ph.D., University of Nebraska-Lincoln
Residency/Internship – University of Texas at Austin
*Specializes in:* Eating Disorders & Body Image •  Alcohol & Other Drugs •  Relationship Issues/Concerns •  Trauma/Abuse •  Sexual & Intimate Partner Violence •  Crisis Intervention/Risk Management •  Diversity •  Depression •  Anxiety
*About:* Dr. Von Seggern joined CAPS in August of 2015 as a general staff psychologist; she additionally is the coordinator of eating disorder services and co-advisor for the HOPE student organization. In her spare time, Cindy enjoys spending time with her husband, family, and friends; traveling and being outdoors; watching cult classic movies; and listening to 90’s music.
 **Scott Winrow, Ph.D.**Licensed Psychologist
M.S., Northwest Missouri State University
Ph.D., University of North Dakota
*Specializes in:*  Gay, Lesbian, Bisexual, and Transgender Issues •  Coming Out Issues •  Native American Issues •  Diversity Issues •  Self-Esteem •  Test Anxiety
*About:* Scott joined CAPS in 2002. In his spare time, Scott enjoys reading, watching movies, and biking.

**TRAINING PROGRAM PHILOSOPHY AND MISSION:**

**Training Philosophy:**

* to offer supervised experiences to doctoral interns who come from APA-accredited counseling or clinical psychology programs
* to support the development of intermediate to advanced clinical and professional skills
* to infuse sensitivity to issues of diversity throughout the training program
* to allow for an unfolding exploration of one’s professional identity

The doctoral internship benefits the intern as well as the Counseling and Psychological Services (CAPS) Department. Most importantly, each intern has the opportunity to receive a minimum of four hours of intensive supervision per week by a qualified staff member where skills are refined and the intern’s professional development is enhanced. We believe that personal and professional growth is best achieved when feedback is ongoing and reciprocal and the training environment is supportive. The doctoral internship benefits the CAPS Department through the services offered to the UNL student body, as well as through the development of innovative outreach and group programming offered by the interns. In addition, each intern’s area of expertise is acknowledged and welcomed. We strongly encourage the application of these specialized skills during the internship year.

**Mission:**

Service to all students is the cornerstone of CAPS’ mission. Consistent with this, CAPS strives to identify and meet the needs of a diverse student population. More specifically, our mission is to educate and counsel students so that they might better address their developmental concerns; and when germane, identify, clarify, and resolve psychosocial and other related issues. In these ways, we strive to enhance the learning process and the ability of all UNL students to realize their academic, personal, and professional potential.

The CAPS mission enacts the Student Affairs mission byfostering students’ personal growth and skill development within a diverse community. CAPS creates a supportive environment for learning and achievement that complements the University's academic mission. CAPS also supports the University Health Center (UHC) mission, which is to promote the health and well-being of the University of Nebraska through quality care and education. This mission is achieved through the core values espoused by the UHC: excellence, respect, integrity, teamwork, compassion, and accountability.

**MODEL OF PROFESSIONAL TRAINING:**

CAPS embraces a practitioner-scholar model of training which emphasizes an experiential component (“learning by doing”), while integrating empirical literature into the practice of psychology. We believe becoming a skilled professional in psychology is a lifelong process that requires self-awareness, a desire for personal growth, openness to feedback and change, and a passion for learning.

CAPS doctoral internship training program integrates the practitioner-scholar model with training that is sequential, cumulative, and graded in complexity. During orientation, intern attend seminars that utilize evidence-based practices and draw upon the empirical literature. As interns begin to take on a clinical caseload, they are able to incorporate what they have learned during orientation into their clinical practice.

Interns meet with the Training Director during orientation to determine appropriate and attainable goals for the internship year. Based on the mutually agreed upon goals between the interns and training director, the interns have the opportunity to engage in the various activities of a counseling center psychologist throughout the internship year. Examples include: individual, couples, and group counseling; triage, intake, and crisis/urgent coverage; outreach/consultation; assessment/testing; and provision of supervision.

As interns begin to immerse themselves in these direct service opportunities, they will consistently receive two hours of weekly supervision from their primary supervisor. The expectation during weekly individual supervision is that interns will seek out the empirical literature and apply evidenced-based practice in their clinical interventions, goals, and treatment planning. Finally, to meet the individual needs and goals of our interns, we grant them the choice to pursue a concentrated training in one or two of the following areas: eating disorders, diversity, assessment, and substance abuse. After interns receive training in these concentration areas, they begin to take on a clinical caseload while receiving weekly supervision from a secondary supervisor in their area of concentration.

By the end of the internship year, interns will be prepared with the knowledge, awareness, and skills of a generalist. Our interns are well prepared for careers in either university/college counseling centers or private practice.

**TRAINING PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES:**

The University of Nebraska-Lincoln’s (UNL) Counseling and Psychological Services (CAPS) program overall goal is to train competent, ethical and reflective psychologists who have acquired the awareness, knowledge and skills fundamental to the practice of professional psychology. We use a practitioner-scholar model of training that emphasizes an experiential component (“learning by doing”) while consulting and then integrating empirical literature into the practice of psychology. We believe becoming a skilled professional in psychology is a lifelong process that requires self-awareness, desire for personal growth, openness to feedback and change, and a passion for learning.

The following are the core goals, objectives, and competencies for the CAPS training program:

**Goal 1**:  **Interns will acquire requisite clinical skills and competencies for entry level practice as professional psychologists.**

Objective 1:  Interns will develop intermediate to advanced knowledge and skill in the provision of individual therapy.

Competencies Expected:

* + - Interns will demonstrate clinical intervention and relationship skills
		- Interns will demonstrate skills in gathering pertinent and relevant data to inform clinical decision-making
		- Interns will apply concepts of normal/abnormal behavior to case formulation and diagnosis in the context of human development and diversity
		- Interns will integrate scholarly literature into their clinical work
		- Interns will formulate and conceptualize cases based on theoretical orientation
		- Interns will demonstrate ability to formulate appropriate treatment goals in collaboration with the client and modify these goals when needed
		- Interns will demonstrate the ability to apply useful and effective evidence-based interventions
		- Interns will demonstrate sensitivity and skills in working with diverse clients
		- Interns will evaluate the progress of their provision of therapy and use this information to improve their own effectiveness

Objective 2:  Interns will develop knowledge and skills in the provision of group therapy.

Competencies Expected:

* + - Interns will demonstrate skill in group screening
		- Interns will demonstrate intermediate group counseling skills
		- Interns will demonstrate knowledge of group theory and practice
		- Interns will demonstrate and apply knowledge of evidence-based group interventions
		- Interns will facilitate group termination skills
		- Interns will develop an effective working relationship with co-facilitator
		- Interns will demonstrate sensitivity and skills in working with a diverse group of clients

Objective 3*:* Interns will develop proficiency in triage screening and crisis intervention.

Competencies Expected:

* + - Interns will gather and document relevant data during telephone or in-person sessions
		- Interns will demonstrate ability to conduct a thorough and effective risk assessment
		- Interns will demonstrate the ability to effectively tolerate clients intense feelings, attitudes, or wishes
		- Interns will demonstrate sensitivity and skill in working with diverse clients
		- Interns will make good judgment regarding case disposition
		- Interns will use appropriate and effective interventions during crisis situations
		- Interns will provide appropriate follow-up and case management as needed
		- Interns will seek supervision/consultation appropriately

Objective 4: Interns will develop requisite skills in psychometric assessment.

Competencies Expected:

* + - Interns will demonstrate skill in accurately selecting, administering, scoring, and interpreting self-report and personality assessment instruments
		- Interns will seek consultation regarding selecting, scoring, interpreting, and report writing
		- Interns will demonstrate knowledge of the empirical basis of assessment measures
		- Interns will demonstrate ability to utilize assessment data to inform their treatment goals and interventions
		- Interns will demonstrate consideration of cultural factors in selection and interpretation of assessment materials
		- Interns will demonstrate skill in integrating the clinical intake, behavioral observations, and assessment data into a comprehensive report
		- Interns will demonstrate skill in writing psychological reports and communicating findings in written and oral form to client

Objective 5:  Interns will develop knowledge and skills to effectively perform outreach and consultation at a university setting.

Competencies Expected:

* + - Interns will demonstrate initiative and responsibility in responding to requests from the university community.
		- Interns will plan and present content that is appropriate and relevant to the target audience
		- Interns will demonstrate adequate preparation for presentations
		- Interns will utilize current research in presentations when appropriate
		- Interns will demonstrate satisfactory presentation skills that engage the audience
		- Interns will evaluate the effectiveness of outreach programs with appropriate outcome measures
		- Interns will demonstrate knowledge of consultant’s role
		- Interns will consult in a professional, helpful, and sensitive manner with other university professionals and departments
		- Interns will demonstrate consideration and understanding of cultural factors when developing and delivering outreach programs

Objective 6:  Interns will develop beginning skills in the provision of supervision.

Competencies Expected:

* + - Interns will demonstrate knowledge of expectations and roles in supervision
		- Interns will demonstrate ability to apply supervision models/theories in conceptualizing supervisee needs
		- Interns will utilize and critically assess scholarly literature in supervisory practices.
		- Interns will develop a supervision contract with supervisee
		- Interns will demonstrate ability to develop an effective and professional supervisory relationship with supervisee
		- Interns will identify and monitor progress toward goals and tasks of supervision in collaboration with supervisee
		- Interns will consider supervisee’s stage of development when using interventions
		- Interns will provide specific, concrete, and actionable feedback to supervisee in a timely manner
		- Interns will demonstrate sensitivity to and skills in addressing diversity issues in the supervisory relationship
		- Interns will provide helpful feedback to peers in group supervision

Objective 7: Interns will pursue concentrated training in one or two of the following areas: diversity, eating disorders, assessment, and substance abuse

Competencies Expected:

* + - Interns will develop skills in a concentration area(s) of their choice
		- Interns will assume increased responsibility within their concentration area as internship year progresses
		- Interns seek supervision and consultation with supervisor of their concentration area(s)
		- Interns will demonstrate the ability to apply effective evidence-based interventions in concentration area(s)
		- Interns will give a presentation of the knowledge, awareness and skills learned in concentration area(s) at the end-of-year intern meeting

**Goal 2**:  **Interns will develop the knowledge, awareness, and attitude needed to demonstrate professional behavior in order to enter the practice of professional psychology.**

Objective 1: Interns will demonstrate behavior that reflects the values and attitudes of psychology.

Competencies Expected:

* + - Interns will demonstrate honesty, personal responsibility and adherence to professional values
		- Interns will conduct self in a professional manner across settings and situations
		- Interns will accept responsibility for own actions
		- Interns will demonstrate concern for the welfare of others
		- Interns will display a consolidation of professional identity as a psychologist
		- Interns will demonstrate timeliness to meetings, sessions, supervision, seminars, and other professional activities

Objective 2: Interns will relate effectively and meaningfully in their professional relationships

Competencies Expected:

* + - Interns will form and maintain effective relationships with clients, colleagues, professionals from other disciplines and within the university community
		- Interns will demonstrate awareness of the multiple professional roles and worldviews in providing client care
		- Interns will respectfully participate in multidisciplinary meetings
		- Interns will demonstrate ability to negotiate differences and handle conflict effectively
		- Interns will demonstrate ability to provide effective feedback to others
		- Interns will communicate clearly using verbal, nonverbal and written skills in a professional context
		- Interns will demonstrate flexibility and ability to work as part of a multidisciplinary team
		- Interns will actively participate in seminars, meetings, and staff retreats

Objective 3:  Interns will exhibit behavior and attitudes consistent with personal and professional self-awareness, reflection and self-care.

Competencies Expected:

* + - Interns will demonstrate reflectivity during and after professional activities
		- Interns will develop and articulate self-awareness in attitudes, values and beliefs towards others
		- Interns will demonstrate accurate self-assessment of competence
		- Interns will demonstrate ability to recognize limits of knowledge and skills
		- Interns will demonstrate consistent practice of self-care

Objective 4: Interns will demonstrate knowledge, awareness, and application of ethical and legal standards/guidelines.

Competencies Expected:

* + - Interns will demonstrate knowledge of the ethical, legal and professional standards and guidelines
		- Interns will demonstrate ability to follow agency (e.g., Intern Manual, CAPS, UHC, UNL) policies
		- Interns will demonstrate knowledge and application of ethical decision making
		- Interns will demonstrate knowledge of own moral principles and ethical values in discussion with CAPS professionals
		- Interns will demonstrate ability to openly discuss intersection of personal and professional ethical and moral issues
		- Interns will maintain appropriate and timely clinical and professional documentation
		- Interns will maintain appropriate boundaries with clients, trainees, and professional and administrative staff
		- Interns will manage their caseloads effectively

Objective 5: Interns will demonstrate effective and appropriate use of supervision.

Competencies Expected:

* + - Interns will be prepared for supervision
		- Interns will demonstrate the ability to openly and non-defensively accept feedback from supervisor(s)
		- Interns will openly discuss areas of strength and weakness with supervisor(s)
		- Interns will integrate supervisory feedback to improve skills
		- Interns will demonstrate commitment to growth and learning

**Goal 3:  Interns will acquire the requisite competencies in cultural and individual diversity for entry level practice as professional psychologists.**

Objective 1:  Interns will demonstrate awareness, sensitivity and skills in working professionally with diverse individuals and groups.

Competencies Expected:

* + - Interns will engage in self-assessment of individual and cultural diversity with recognition of own strengths and areas of growth
		- Interns will demonstrate awareness, knowledge and understanding of self as a cultural being (e.g., race, ethnicity, social class, religion, sexual orientation, ability status, gender, etc.)
		- Interns will demonstrate knowledge of others as cultural beings (e.g, multiple cultural identities; sensitivity and responsiveness to one’s culture, age, gender, sexual orientation, social class, religion, language, country of origin, and ability status)
		- Interns will demonstrate knowledge of the role of culture in interactions of self and others
		- Interns will apply knowledge, sensitivity and understanding of individual and cultural diversity (ICD) issues to work effectively with diverse others

Objective 2:  Interns will demonstrate awareness of the impact of social, political, economic, or cultural factors that promote change at the individual and/or systems level.

Competencies Expected:

* + - Interns will demonstrate awareness of the social, political, economic, or cultural factors that impact development and functioning
		- Interns will use awareness to effectively intervene with client in promoting action on factors impacting development and functioning
		- Interns will demonstrate awareness of the difference between individual and institutional and system level barriers to change
		- Interns will demonstrate understanding of appropriate boundaries and times to promote change on behalf of client(s)

**COMMITMENT TO DIVERSITY:**

The CAPS mission statement outlines our commitment to diversity**.** Specifically, we strive to identify and meet the needs of a diverse student population. While we are aware that the University of Nebraska-Lincoln is a predominantly white campus, we recognize that under-represented students and international students have specific needs that must be fulfilled in order to be successful. The success of every student is our goal and to meet that goal we attend to ethnic, religious, and socio-economic differences. We are aware of transition issues. We are aware of cultural biases. We are also aware of racial identity issues. More than being aware of all these issues, we seek to provide students with services that will allow them to seek the success that every student deserves. Consequently, we have intentionally provided outreach and “Let’s Talk” services to our diverse students. Two CAPS staff members provide satellite services through the Jackie Gaughan Culture Center. Students are given the opportunity to visit with staff in a less clinical setting and receive information that will ensure that accessible and proper treatment is made available. These opportunities seek to fight against the cultural stigma and fear that prevent many students of color from seeking mental health services, especially within a medical setting.

Several CAPS staff members also provide liaison relationships with other university offices and departments in order to meet the diverse needs of our students. These include: The International Student and Scholar Offices; Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Asexual and Ally (LGBTQA) Resource Center; Services for Students with Disabilities; Women’s Center; First Year Experience and Transition Programs; and the Student Veterans Program.

Interns have ample opportunities to provide outreach and consultation to these offices. These interactions strengthen our relationships with our university partners while allowing our doctoral interns to develop skills in programming and service provision beyond the traditional counseling setting. Our interns complete ALLY training during orientation in order to increase their sensitivity and understanding to the unique needs of the LGBTQA student community. Further, CAPS offers groups and outreach to these students in order to provide additional support and counseling. CAPS doctoral interns are provided with opportunities to co-lead various psychoeducational groups and co-lead outreach presentations for our diverse student body.

**INTERNSHIP ACTIVITIES:**

**Most of the direct services activities required of interns mirror the typical direct service schedules of the full-time professional staff CAPS. In addition, interns participate in weekly supervision, educational, and support meetings. The activities which constitute the internship experience at CAPS are described below. Interns typically spend 20 to 22 hours per week in direct service activities.**

**Direct Service**

**Triage:** The purpose of a triage screening is to: (a) provide a brief risk assessment and (b) disposition the client for the services that best meets the client’s needs. Interns are trained to provide thorough phone or in-person triage screenings during orientation. During the Fall and Spring Semesters, interns have five hours of triage each week. During the Summer Semester, interns average three hours of triage per week.

**Intake Appointments:** During an intake appointment, interns are responsible for gathering the following information: (a) presenting problem(s) and identifying information, (b) psychosocial history (including medical history, psychiatric history, and substance use history), and (c) mental status exam assessment. Furthermore, the interns are expected to utilize the DSM-V for obtaining a diagnosis and determine a collaborative treatment plan with her/his client. During the Fall Semester, interns have two intake slots during the week they have a crisis hour and three intake slots on weeks they do not have crisis hours. During the Spring and Summer Semesters, interns have three intake slots per week which matches the rest of the CAPS professional staff intake appointments.

**Individual/Couples Counseling:** The provision of counseling is a core activity of CAPS. Most clients seek individual counseling though there are ample opportunities to work with clients who are presenting for couples counseling.  Although CAPS does not have session limits, we espouse a short-term service delivery model. Consequently, most clients are seen in 5-7 sessions. CAPS has consistently seen a high volume of clients each fiscal year. Interns can expect to carry a steady caseload of clients, seeing approximately 10-12 individual and/or couples counseling appointments per week.

**Crisis/Urgent Counseling:** Training in crisis/urgent counseling begins during orientation. Interns receive training on risk assessment and crisis intervention prior to seeing any client. In the Fall Semester, interns will have one crisis hour blocked every other week. This averages to a half hour per week. Then in the spring and summer semesters, the interns hold one crisis hour each week. Professional staff members typically hold 1-2 hours of crisis per week based on job duties. Holding one hour per week is consistent with the CAPS professional staff schedules. Interns work closely with their primary supervisors in the delivery of crisis/urgent counseling. Interns are encouraged to seek consultation during their crisis/urgent hours if needed. It is the expectation that interns discuss each crisis hour client during supervision with their primary supervisor even if consultation has already occurred.

**Group Counseling:** Each intern is required to co-lead at least one group with a senior staff member during the fall and spring semesters. It is expected that one of the groups will be a process group if possible. Interns are trained to provide group screenings prior to beginning a process group. The presenting needs of CAPS clients determine the number and types of group offerings. Types of groups that are offered include interpersonal process groups, support groups, and psychoeducational groups.

**Outreach and Consultation:** Interns provide consultation with faculty, staff, and family members of students. Outreach consists of topical presentations to various campus groups. Interns are required to conduct at least eight outreach programs during the internship year. Four of the eight outreach programs must be in their area of concentration.

**Assessment:** During orientation, the intern receives didactic training on intake assessments, risk assessments, and clinical diagnosis. In addition, interns receive training on CAPS’ general assessment procedures and the various screening instruments used during the course of therapy (e.g., OQ-45, BDI, BAI). Once orientation is completed, assessment training continues with more complex personality assessment instruments. Didactic seminars on various personality instruments (e.g., MMPI-2RF, MBTI) are provided during the internship. Training on brief report is provided. Interns will learn to research and administer a unique assessment tool based on client need and/or clinical interest. Interns are expected to initially seek supervision with the assessment coordinator regarding assessment results, providing feedback, and writing assessment reports. As the year progresses, these activities are expected to become more independent with consultation as needed.

**Provision of Supervision:**

 Interns provide supervision to doctoral or master’s level counseling psychology students during the Spring Semester with the possibility of providing supervision to advance doctoral students in counseling psychology in the Summer Semester. Interns are expected to provide one and a half hours of supervision to the psychology trainees on a weekly basis. Interns are also given one hour of supervision preparation time per week.

**Concentration Area:**

During the internship year, interns will have the opportunity to pursue a concentrated training in one or two of the following areas: diversity, eating disorders, assessment, and substance abuse. A concentrated training experience allows interns to have an immersed experience in their area of choice. Each area has immersed clinical and outreach opportunities. In addition, interns who choose concentrated training in Eating Disorders, Substance Abuse, and/or Assessment will received additional didactic training on assessment instruments used within that particular concentration area. Interns receive one hour of weekly supervision with their secondary supervisor (supervisor of concentration area).

**Supervision/Training**

**Primary Supervision:** A licensed psychologist provides the primary supervision of an intern during the internship year. For two hours each week, the intern meets with their supervision to focus on case conceptualization, risk assessment, dispositional decision-making, case management, and treatment planning. Professional development and ethical decision-making is also a focus of primary supervision.

**Secondary Supervision:** Each intern is supervised by a licensed clinician in her/his Concentration Area for one hour per week. Supervision will focus on clinical services and outreach in the concentration area.

**Supervision of Group Work:** Throughout the year interns receive supervision regarding group issues with a licensed CAPS clinician. Group Supervision is an opportunity for interns to discuss group dynamics and consultation with their co-facilitator of their group work. A half hour of supervision is provided each week by the licensed CAPS staff member who is co-facilitating the group with the intern.

**Supervision of Supervision:** Interns meet as a group for one and a half hours each week for supervision of supervision of doctoral psychology trainees. The interns are supervised by one of the CAPS licensed psychologists.

**Intern Case Conference:** The Intern Case Conference focuses on the development of conceptual and intervention skills through collaborative case presentations. Interns present digital recordings of counseling sessions. A licensed CAPS staff member serves as a supervisor for each semester-long period (Fall, Spring, and Summer). The exposure of supervision by several staff members is intended to complement the primary supervision experiences as well as to exposure interns to a variety of theoretical orientations. Intern Case Conference is also an opportunity for interns to utilize and discuss empirically supported treatments, develop skills in giving professional feedback, and consulting with peers about clinical work.

**Intern Professional Development:** Interns receive one hour per week as a group with the Training Director. Interns openly discuss all aspects of the internship such as quality of intern seminars, case management concerns, staff/intern relationships, supervision, and professional development issues. The Training Director serves as an advocate for intern growth and development.

**Supervision of Outreach/Consultation:** Interns meet for one hour per month with the outreach coordinator. Interns discuss outreach opportunities and evaluate outreach presentations given during that month. Interns also discuss consultation services provided to family, faculty, staff, and various campus departments.

**Supervision of Assessment:** Interns meet for one hour per month to discuss psychological assessments with the assessment coordinator. Interns will review procedures, scoring, interpretation, and report writing skills. Provision of feedback to clients is also reviewed during this supervisory meeting.

**Intern Seminars/Didactics:** Intern will receive two hours of training per week in a didactic seminar. Trainings will cover a diverse range of topics pertinent to the practice of professional psychology. Seminars cover empirically supported treatments, ethical decision making, and professional development issues germane to the topic area.

**Diversity Retreats:** Interns will meet during orientation, winter break and the summer semester to experience day-long diversity retreats.During the diversity retreats, interns will have the opportunity to hear the diversity life stories of the facilitators. These stories are used as a model of self-disclosure. Interns are then invited to share their own stories of personal diversity. Interns will also experience a variety of experiential activities to enhance knowledge, awareness and skills in the area of individual and cultural diversity.

 **Meetings/Additional Training**

**EDO Team Meeting:** Interns who choose the Concentration Area of Eating Disorders will attend Eating Disorder Treatment Team meetings. Interns will have the opportunity to discuss clients with a multidisciplinary treatment team and learn how other multidisciplinary clinicians provide effective treatment to clients who are diagnosed with an eating disorder.

**Staff Meeting/Huddle:** Interns will attend one CAPS Staff Meeting/Huddle on a weekly basis. During these meetings, interns will be exposed to departmental policies, CAPS clinical demands, and professional development issues.

**Cultural Competency Meeting:** Interns will attend the CAPS Cultural Competency Meeting. This meeting typically averages to be one hour per month (although more time is dedicated in the summer months to prepare for the upcoming academic year) and covers various topics related to diversity issues.

**UHC All-Staff Meeting:** Interns will attend the University Health Center (UHC) All-Staff Meeting for one hour per month. These meetings include the entire Health Center Staff. The purpose of these meetings are to bring the entire Health Center Staff together and address the needs of the Center.

**Staff Case Conference:** Interns will attend the CAPS case conference meetings during the summer session. These meetings provide an open forum for interns and professional staff members to discuss current counseling cases. Through case conference interns gain insight into how other professional staff members conceptualize client issues.

**Administrative Time**

**Paperwork:** Interns are allotted five to six hours for documentation and clinical prep.

**Supervision Preparation:** Interns are give one hour per week during the Spring Semester to prepare for the provision of supervision. During this hour, interns are expected to review case documentation and tapes. Interns are also encouraged to research relevant empirically supported treatments to assist their supervisee’s clinical cases.

**Readings and Research:** Interns are given one to one and a half hours to read articles and materials provided for the Intern Seminars. Interns are also encouraged to use their time to read literature related to their professional development as well as research empirically supported treatments related to their clinical caseload.

**Report Writing:** Interns are allotted time each week for report writing. Interns will consult the assessment coordinator with any questions regarding the assessment(s) given.

**Case Management:** Interns are given time each week for managing their clinical caseload. During this time, interns are encouraged to consult family, faculty, staff, and CAPS providers when necessary. Interns are given more time in the fall as they adjust to the university setting.

**Summer Administrative Project:** The interns will be involved in a summer project that corresponds to a CAPS agency need. During the summer, all CAPS professional staff members are involved in summer committees. Interns are encouraged to be involved in one of the committees that is of interest to them. Interns will spend 40 hours during the Summer Semester in this area. The CAPs staff member chairing this committee will oversee the intern’s summer project. Each intern will present a final project to the CAPS staff during the second or third week of July.

**INTERNSHIP POSITION AND TIME REQUIREMENTS**

Each doctoral intern is required to train at Counseling and Psychological Services (CAPS) within the University Health Center (UHC) in the position of “Psychology Intern” full-time (40 hours per week) for 12 months.

Interns are expected to complete 500 hours of direct service and 2000 hours of total service. CAPS internship year currently begins on August 1 and ends July 31. Interns average 40-42 hours per week as some weeks may require longer hours due to regular fluctuations in university schedules.

**Estimated Weekly Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Hours per Week** |  |
|  | **Fall** | **Spring** | **Summer** |
| **Direct Service Hours** |  |  |  |
| Triage | 5 | 5 | 3 |
| Intake Appointments | 2.5 | 3 | 3 |
| Individual/Couples Counseling | 10 | 10 | 12 |
| Crisis/Urgent Counseling | .5 | 1 | 1 |
| Group Counseling | 1.5 | 1.5 | 1.5 |
| Outreach/Consultation | 0.25 | 0.25 | 1 |
| Assessment | 0.25 | 0.25 | .5 |
| Provision of Supervision (Individual) | 0 | 1.5 | OP |
| Concentration Area\* |  \* | \*  | \*  |
| **Subtotal** | **20** | **22.5** | **22** |
| **\****Concentration Area hours are not included in subtotal as they will be counted in direct hours above* *(e.g., individual counseling, outreach, assessment)***Supervision/Training** |  |  |  |
| Primary Supervision | 2 | 2 | 2 |
| Secondary Supervision (Concentration Area) | 1 | 1 | 1 |
| Supervision of Group Work | .5 | .5 | .5 |
| Supervision of Supervision | 0 | 1.5 | OP |
| Intern Case Conference | 1 | 1 | 1 |
| Intern Professional Development  | 1 | 1 | 1 |
| Supervision of Outreach/Consultation | 0.25 | 0.25 | 0.25 |
| Supervision of Assessment | 0.25 | 0.25 | 0.25 |
| Intern Seminars/Didactics | 2 | 2 | 2 |
| Diversity Retreats | 1 | 1 | 1 |
| **Subtotal** | **9** | **10.5** | **9** |
| **Meetings/Additional Training** |  |  |  |
| Eating Disorders Treatment Team | OP | OP | OP |
| Staff Meeting | .5 | .5 | .5 |
| Peer Consultation | 0.5 | 0.5 | .25 |
| Cultural Competency Meeting | 0.25 | 0.25 | 0.25 |
| UHC All-Staff Meeting | 0.25 | 0.25 | 0 |
| Staff Case Conference | 0 | 0 | 1 |
| **Subtotal** | **1.5** | **1.5** | **2** |
| **Administrative Time** |  |  |  |
| Paperwork | 6 | 5 | 5 |
| Supervision Preparation |  n/a | 1 | OP |
| Readings and Research | 2 | .5 | .5 |
| Report Writing | .5 | 0.25 | 0.25 |
| Case Management  | 1 | .25 | .25 |
| Summer Administrative Project | 0 | 0 | 2 |
| **Subtotal** | **9.5** | **7.0** | **8.25** |
|  |  |  |  |
| **TOTAL** | **40** | **41.5** | **41** |

**INTERN RIGHTS AND RESPONSIBILITIES, EVALUATION, DUE PROCESS AND GRIEVENANCE PROCEDURES:**

The CAPS training program has the responsibility to inform the CAPS interns of the program requirements and the expectations for successful completion of the internship year. The primary emphases of this training program are to continually assess the progress of each intern (with a minimum of written feedback occurring twice during the internship year) and provide timely feedback in order to check the intern’s progress for growth and change (APA Handbook, 2013). The CAPS Training Director and the intern’s graduate program have an on-going, working relationship in order to implement these guidelines and procedures.

Counseling and Psychological Services (CAPS) understands the developmental stressors that are inherent in the transition from a graduate school setting to an internship setting. Specifically, interns are exposed to a full-time clinical caseload, which typically includes difficult cases and client crises, while learning new agency requirements, policies, and procedures. Additionally, the interns are provided a quite intensive and concentrated supervision experience. This may increase the interns’ personal and professional vulnerability. While the internship year provides a critical professional opportunity to: (a) learn and refine skills, (b) increase one’s professional confidence and (c) enhance one’s professional identity, it is also a time of increased stress and disequilibrium. Consequently, it is the responsibility of the CAPS training program to provide structure, procedures, and opportunities that can facilitate growth and minimize stress. Some of the preventative measures we provide include, but are not limited to, extensive orientation meetings, clear and realistic expectations, individualized training goals, training seminars on professional development (e.g., transition from intern to professional), clear and timely evaluations with positive suggestions for growth, and support from primary supervisors, the supervisory team, and training director.

The above rationale underscores the importance for the CAPS internship program to respond sensitively to trainees and protect their rights. By following the subsequent procedures, adequate measures will be in place and due process protected.

**Intern Responsibilities**

With regard to intern behavior and performance, the general expectations of the Training Program are that the intern will:

1. Function within the bounds of the:

* American Psychological Association Ethical Principles of Psychologists and Code of Conduct and
* American Psychological Association Standards for Providers of Psychological Services and Specialty Guidelines for the Delivery of Services.

2. Function within the bounds of the laws and regulations of the State of Nebraska.

3. Function in a manner that conforms to the policies and procedures of Counseling and Psychological Services (CAPS) and the University Health Center (UHC) Policies and Procedures Manual.

4. Demonstrate proficiency in the requisite clinical skills as required to successfully carry out assigned tasks at CAPS.

 5. Demonstrate proficiency in relevant assessment and evaluative procedures as

 required to successfully carry out the tasks at CAPS.

 6. Demonstrate the ability to communicate clearly and precisely in both oral and written formats.

 7. Demonstrate the ability to integrate relevant professional standards as a

 professional psychologist into one’s repertoire of behaviors.

8. Demonstrate openness and an affirming attitude toward cultural and individual diversity.

9. Participate in training, service, and continuing education activities with the year-end goal of being able to provide services across a range of activities and with a frequency and quality appropriate to that of a staff psychologist.

**­Intern Rights**

Psychology interns are expected to further develop and deepen psychological skills and the ethics of practice during their internship year. The internship year is a time of focusing on intrapersonal and interpersonal processes through self-reflection. At all stages of training, CAPS assumes the responsibility for assessment and continual feedback to the interns in order to improve skills, remediate problem areas, and/or to prevent individuals, unsuited in either skills or interpersonal limitations, from entering the professional field of practice. The CAPS Training Program is responsible for monitoring the interns’ progress to benefit and protect the public and the profession, as well as the intern.

The interns have the right to receive clear statements of the standards and expectations by which they are evaluated. These standards and expectations are thoroughly reviewed during the internship orientation. Throughout the year, the interns receive two hours of weekly individual supervision. In addition, interns receive supervision for group therapy, supervision for the provision of supervision to the CAPS’ trainees, supervision during case conference, and secondary supervision in an intern’s area of concentration. Interns typically receive four to six hours of supervision per week. During these meetings, interns will be given informal verbal feedback on their performance. Interns will have the opportunity to ameliorate any deficiencies or misconduct prior to the mid-term or end of year evaluation, unless continuation of service delivery would be deemed a detriment to clients.

Interns have the right to provide input and suggest changes and modifications of the CAPS Training Program. Regular meetings of interns and the training director enable the training director to assess and discuss the progress and concerns/problems confronted by the interns.

**Overview of Intern Performance Evaluation and Feedback**

1. A Preliminary Review is conducted in October. Formal Reviews and evaluations are

held two times during the year. The first Formal Review for the interns occurs in December and the second formal review in July.

2. For the Preliminary Review, primary supervisors, secondary supervisors, and any other staff who have training responsibilities meet to discuss each intern's progress and address any areas of concern. The *Comprehensive Evaluation of Intern* Form may be used as a guide for feedback by the training staff during this meeting. The Training Director documents the feedback for the intern's permanent file. Feedback is summarized and presented individually to each intern by the primary supervisor. If a concern or problem has been noted, the primary supervisor then discusses the issue with the intern and develops a strategy for dealing with the concern. The Training Director may assist in formulating a plan to address a concern.

 3. Prior to the Formal Reviews and evaluations, the primary supervisor seeks feedback from the intern’s secondary supervisor and other staff who have training responsibilities. Based on the feedback provided by these supervisors, the primary supervisor completes an initial *Comprehensive Intern Evaluation* Form which corresponds to internship competencies. The primary supervisor presents this information to the supervisory team at the Formal Review. During this meeting, each intern’s progress and *Comprehensive Intern Evaluation* Form are thoroughly discussed. Finally, feedback from the team is aggregated and summarized on the *Comprehensive Intern Evaluation* Form for the final and official evaluation of the intern. The feedback is then presented individually to each intern by her/his primary supervisor. If a concern or problem has been noted, the primary supervisor discusses the issue with the intern and develops a strategy for dealing with the concern.

 The Training Director may assist in formulating a plan to address a concern.

During a designated supervision session, the interns and their primary supervisors discuss the evaluations for that review period. Evaluations are signed and then forwarded to the Training Director. The signatures on these documents do not necessarily reflect agreement with their content but rather indicate that the documents have been presented and discussed between the supervisor and intern. The Training Director uses the evaluations of the intern as a basis for the progress report sent to an intern’s academic program.

4. The Formal Review and evaluations are not considered to be replacements for

 informal verbal feedback, which the CAPS staff and interns are encouraged to

 provide throughout the year. It is expected that interns have been

 presented with any areas of deficiency or misconduct and an opportunity to

 ameliorate them prior to any request for a special review.

5. At the end of each Formal Review, the interns complete the *Intern Experience* Form, which documents all the activities and trainings the internshave participated in, as well as the services they have provided. Copies of these forms are sent to the academic training programs and are maintained in the interns’ permanent files at CAPS. The

 Training Director writes a brief letter to the academic program summarizing the

 intern’s experience and performance evaluations.

**Evaluation of Inadequate Performance by an Intern**

  **Definition:**

 Inadequate performance is defined as any performance by an intern where

 she/he is rated a level 2 or less on any of the competency areas in the Comprehensive Intern Evaluation Form. All competency areas should be rated level 3 (minimally proficient) or higher by mid-term Formal Review. Finally, all ratings must be a 5 (proficient) or higher by the end-of-the-year Formal Review for satisfactory performance.

 Inadequate performance is also defined as any performance by an intern where she/he is rated a level 1 (Not Acceptable) on three or more items on the Comprehensive Intern Evaluation Form at midterm Formal Review or rated a level 1 on ***any*** item on the *Comprehensive Intern Evaluation* Form at the end-of-the-year Formal Review. In addition, if a staff member has concerns about an intern’s behavior, (e.g., ethical/legal violation, professional competence) this is considered inadequate performance by the intern.

  **Procedures for Responding to Inadequate Performance:**

If an intern performance is defined as inadequate based on the definition

above, the following procedures will be initiated:

 1. The CAPS staff member will consult with the Training Director to address

 performance concerns. The Training Director will determine if there is

 reason to proceed to the next procedural step and/or if the behavior in

 question is already being or has been rectified.

 2. If the staff member who brings the concern is not the intern's primary

 supervisor, the Training Director will encourage the staff member to share

 the concern with the primary supervisor. The Training Director will also follow up with the intern's primary supervisor.

 3. The primary supervisor or Training Director will inform the intern of the concern and solicit the intern’s perspective on the matter.

 4. If the Training Director and primary supervisor determine that the behavior

 in question proves to constitute a serious violation, the Training Director

 will inform the staff member who initiated the complaint, of such violation.

 5. The Training Director will meet with the Training Committee (excluding

 any trainee members) to discuss the performance/concern of the intern.

 6. The Training Director, primary supervisor, and Director may also meet to

 discuss potential action steps.

 7. Whenever a decision has been made about an intern's training or status in

 the agency, the Training Director will inform the intern in writing and will

 meet with the intern to review the decision. This meeting usually includes

 the intern's primary supervisor. If the intern accepts the decision, any

 formal action taken by the Training Program will be communicated in

 writing to the intern's academic department. This notification will indicate

 the nature of the concern and the specific actions/plans implemented to

 address the concern.

 8. The intern may choose to accept the conditions or may choose to

 appeal the decision. The procedures for challenging the action are

 described in **Areas of Formal Review**.

 **Procedures to Advise and Assist Interns not performing at the Training Program’s Expected Level of Competence:**

 First, it is important that the intern clearly understands the expected level of competence and how his/her performance, behavior, knowledge, or attitude differs from expectations. This information is provided to the intern during orientation.

 **1. Remediation**

It is important to have meaningful ways to address professional deficiencies once they have been identified. Several possible courses of action to remediate skill deficits or inadequate performance may include, but are not limited to:

 a. Increase supervision, shift the focus of supervision, or modify the

 format of supervision with either the same or a different supervisor;

 b. Recommend personal therapy when the problems are

 psychological in nature.

 c. Reduce the intern's caseload and/or responsibilities;

 d. Require specific academic course work or tutorial where

 appropriate and be regularly monitored by a staff member

 knowledgeable in that area;

 e. Recommend a leave of absence or a second training year at

 another setting;

 **2. Probation**

An intern will be placed on probation in the event she/he fails to meet or make satisfactory progress toward meeting the general expectations for the training experience. The Training Director and primary supervisor will meet with the intern to review a letter documenting:

 a. the specific behavior or areas of professional functioning that are

 particularly problematic;

 b. the direct relationship of these behaviors to written evaluations;

 c. various methods by which problem behavior can be remediated

 (e.g., supervision, readings, didactics);

 d. the specified period of time of the probation period after which a final review will be conducted prior to dismissal, if problems are not remediated, or reinstatement if remediated;

 e. how the intern’s functioning will change during this probationary

 period (e.g., fewer clients, increased supervision)

 f. due process procedures available and the time frame in which the intern can appeal the decision.

 While on probation, the intern will function under a remediation program

 designed by the Training Committee and approved by the Training Director

 and the Director of CAPS.

 **3**. **Temporary Suspension**

If an intern is charged with violating the APA Code of Ethics, she/he may

 be temporarily suspended from engaging in any/or all counseling or direct

 services. Such suspensions can be initiated by the Training Director or

 Director of CAPS. All temporary suspensions become effective

 immediately upon written and oral notification of the intern. The written

 notification, which includes the reasons for the suspension, is expected to

 be in the hands of the intern within one working day of oral notification. A

 date will be set for a special meeting, at which time the Training Director

 will review the conditions imposed and indicate the progress to be made

 toward remediating the violation(s).

 **4. Dismissal**

If an intern is unable to meet the criteria outlined for remediation, then the

 following steps may occur:

 a. consultation conducted by staff with internal and external sources

 (e.g., legal consultation, APA, and APPIC);

 b. subsequent to consultation, follow the University of Nebraska-

 Lincoln’s procedures for dismissal of a temporary staff employee;

 c. letter given to intern reiterating probation criteria, intern’s response,

 and reasons for dismissal;

 d. copy of letter forwarded to intern’s academic department no later

 than five working days following dismissal meeting with intern in

 order to ensure all parties are informed;

 e. determination of how and when the intern’s status with CAPS will

 change, with consideration of protecting client welfare;

 f. specification of due process procedures and time frame in which an

 intern can appeal decision.

**Evaluation of Problematic Behavior, Attitudes, or Characteristics:**

 This section defines those situations in which an intern has a problem that is

 serious enough to interfere with her/his professional functioning. If an intern

 demonstrates one or more of the following behaviors, attitudes or characteristics,

 the behavior will be considered a serious problem requiring intervention:

* an inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
* an inability to acquire professional skills in order to reach an acceptable level of competency; and/or
* an inability to control personal stress, strong emotional reactions, and/or psychological dysfunction, such that they interfere with professional functioning.

 A. Problematic intern behavior, attitudes, or characteristics typically include one

 or more of the following:

 1. The trainee does not acknowledge, understand, or address the problem

 when it is identified;

 2. The problem is not merely a reflection of a skill deficit, which can be

 rectified by academic, didactic, or experiential training;

3. The quality of services delivered by the intern is sufficiently affected in a

 negative way;

 4. The problem is not restricted to one area of professional functioning;

 5. The problematic behavior could have ramifications for ethical and legal

 concerns if not addressed;

 6. A disproportionate amount of time and attention is required by training staff

 and/or;

 7. The trainee's behavior does not change as a function of feedback,

 remediation efforts, and/or time.

B. It is important to have meaningful ways to address problematic behavior,

 attitudes, and characteristics once they have been identified. When implementing a remediation plan or carrying out sanctioned interventions, the training staff must be mindful and balance the needs of the intern, the clients involved, other members of the intern cohort, the training staff, and other agency personnel. Possible interventions may include all those previously mentioned in relation to deficits in skill and competence. Due process procedures and time frame in which an intern can appeal decision is provided.

C. When a combination of intervention strategies does not resolve the identified problem(s) or when an intern seems unable or unwilling to alter her/his problematic behavior, attitudes, or characteristics, the Training Committee may need to take more formal action for advisement such as:

 1. Recommending and/or assisting the intern in implementing a career shift;

 2. Putting an intern on temporary suspension; and/or

 3. Dismissing the intern from the training program.

**Other Areas of Formal Review:**

Interns have the right to activate a formal review when they believe that their rights have been infringed upon. The following situations may call for filing a grievance and the activation of a formal review. It is important to note that a formal review may be activated at any time by an intern, the Counseling and Psychological Services staff, or by any other trainee. This list is suggestive of, but not limited to, the types of behavior and events which may arise:

 1. Sexual Harassment

 2. Violation of the APA *Ethical Principles of Psychologists and Code of*

 *Conduct*

 3. Insubordinate behavior

 4. Exploitive or abusive behavior

 5. Racial discrimination

 6. Disagreement about an evaluation

 7. Other behaviors not listed above but which represent infringement on the

 rights, privileges, and responsibilities of interns professional and support staff, and other volunteers/employees or clients of Counseling and Psychological Services.

**General Guidelines for Due Process**

Due process offers protection to interns and ensures that decisions made by the internship program are not arbitrary or personally biased. Due process requires training programs to identify specific evaluative procedures that are applied to all interns and to provide appropriate appeals procedures. All steps need to be appropriately implemented, followed, and documented.

General due process guidelines include:

 1. Presenting, in writing, the program’s expectations related to professional

 functioning during orientation;

 2. Stipulating the procedures for evaluation, including when and how the

 evaluations will be conducted; evaluations are to occur at meaningful

 intervals;

 3. Articulating the various procedures and actions involved in making

 decisions regarding inadequate performance or problematic behavior;

 4. Communicating with the intern’s academic program early and often

 about any suspected difficulties with the intern and, when necessary, the

 training program seeks input from the academic program about how to

 address such difficulties;

 5. Instituting, with the input and knowledge of the graduate program, a

 remediation plan for identified inadequacies, including a time frame for

 expected remediation and the consequence for not rectifying the

 inadequacies;

 6. Providing a written procedure to the intern which describes how the

 intern may appeal the action of the program

 7. Ensuring that the intern has sufficient time to respond to any action

 taken by the training program;

 8. Using input from multiple professional sources when making decisions or

 recommendations regarding the intern’s performance;

 9. Documenting, in writing, to all relevant parties the action taken by the

 internship program and its rationale for such actions.

**Grievance Procedures**

 This section outlines grievance procedures for interns to follow in the case of

 a serious issue potentially calling for a formal review.

**1. Intern challenges evaluation by primary supervisor**

 If an intern is in disagreement with evaluation given, she/he first discusses

 the nature of the disagreement with the supervisor who initiated the

 evaluation. If the situation is not resolved, the intern discusses the

 complaint with the Training Director. The Training Director will then

facilitate a meeting between the intern and supervisor to resolve the disagreement.

If the situation is not resolved via this meeting, a Review Panel of three CAPS staff (excluding the supervisor if she/he is a member) will consider the grievance and work with the intern to resolve the situation. If the situation then remains unresolved, it is referred to the Director of CAPS who will consider the grievance with the intern and consult as needed.

 **2. Intern challenges decisions made by Training Director and/or**

 **Supervisory Team**

If an intern does not agree with an evaluation completed by the Training

 Director or decisions (such as remediation) made by the Supervisory

 Team, the intern brings the grievance to the Director of CAPS. The

 Director will work with the intern to resolve the grievance in consultation as

 needed.

 **3. Intern challenges staff member or another intern**

 If an intern has a complaint or grievance concerning a staff member or

 another intern, the intern is expected to follow the same procedures as

 other staff. First, it is suggested that she/he discuss the matter with the

 person in question. If, for reasons of differences in power, this places the

 intern at risk, this step is bypassed.

 The intern should then consult with the Training Director. In the event

 that the grievance is against the Training Director, the intern will bypass

 this step and bring the matter to the Director of CAPS for consultation or

 resolution. The Director will consult as necessary.

 Examples of grievances are listed under *Other Areas of Formal Review.*

 The University of Nebraska-Lincoln’s procedures for complaints

 and grievances alleging discrimination or harassment by reason of race,

 color, religion, sex, national origin, age, marital status, disability, veteran

 status, or sexual orientation outlined in the *Policy and Procedures on Unlawful Discrimination, Including Sexual and Other Prohibited Harassment,* available at Human Resources 407 Canfield Administration Building and at <http://hr.unl.edu/policies/unlawful-discrimination>.

**Review Panel and Process**

1. When needed, a Review Panel of three CAPS staff members will be formed

 by the Director of CAPS with recommendations from the Training Director

 and the intern involved with the dispute.

2. Within five business days, all parties involved in the complaint will submit a

written description of their version of the conflict and the efforts to resolve it.

3. After receipt of the written documentation noted in step 2, the Review Panel

 meeting will meet to review written materials and, as deemed appropriate, interview any or all parties involved in the complaint. A written response with

 recommendations for how to resolve the situation as well as an explanation of how the committee arrived at their decision will be provided to the intern and all other parties involved, within five business days of the Review Panel meeting.

4. If the intern or other parties remain dissatisfied with the outcome following the decision of the Review Panel, they may utilize grievance procedures detailed for the University of Nebraska-Lincoln at the following url:

 <http://www.nebraska.edu/docs/board/RegentPolicies.pdf>. The Office of

 Human Resources can provide further assistance with steps toward

 resolution in implementing this system-wide grievance policy.

**MINIMAL REQUIREMENTS:**

**Exit Criteria**

To successfully complete the internship, the intern must meet the following minimal

 requirements:

1. Satisfy requirements for total training time of at least 2000 hours which include:

 triage, intake, crisis/urgent coverage, individual/couples counseling, group counseling, outreach and consultation, testing, providing and receiving supervision, completion of at least one concentrated training area, administrative/paperwork, and participation in intern seminars, staff meetings, case conference, and other professional development activities. At least 25% of these hours (500) must be earned through direct service. Direct service includes counseling (individual, couples and group), intake, triage, and crisis/urgent coverage; testing; provision of supervision; and outreach and consultation. It is expected that interns complete eight outreach programs with four programs being within the intern’s Concentrated Training Area; two formal case presentations to the CAPS staff; and three assessment batteries during the internship year.

1. Adhere to the APA ethical guidelines and to the State of Nebraska Regulations,

 Statutes, and Licensing Laws.

1. Complete all clinical/administrative paperwork in a timely manner and review these

 materials with supervisor(s) before the end of the internship.

4.  Satisfy all competency requirements of the internship. This may include

 successfully completing any remediation requirements instituted

 during the internship year.

5.   Receive evaluations indicating sufficient achievement of required competencies.

 Approval to pass the doctoral internship requires that an intern

 receives level 3 (minimally proficient) or higher on all the competency items by mid-term Formal Review and a 5 (proficient) or higher on all competency items by the end-of-the-year Formal Review for satisfactory performance. In addition, the intern must not receive more than two ratings at a level 1 (Not Acceptable) on any of the items in the Midterm Formal Review or more than one rating at a level 1 at the end-of the-year Formal Review.

 Possible outcomes include:

1. giving the intern a limited endorsement, specifying settings in

 which he/she could function adequately

1. communicating to the intern and academic department/program that

the trainee has not successfully completed the internship

**SALARY AND BENEFITS:**

There are four doctoral level internship positions that are offered each year with an annual stipend of $30,500. \*

Benefits include 12 days of vacation and 12 days of sick leave each year (one day accumulated per month). Interns also receive 5 release days for professional development activities (e.g., conferences, interviews). University Holidays are not a paid benefit.

Interns are eligible for medical insurance through UNL’s Department of Human Resources, which typically starts at $78 per month for the employee only option.

Limited financial support may be provided for professional workshops and continuing education.

Interns have access to the University of Nebraska’s library system from their offices.

\* CAPS stipend was raised to help applicants pay for their own liability insurance and provisional licensure.

**UNIVERSITY DESCRIPTION:**

The University of Nebraska-Lincoln (UNL) is a land-grant and comprehensive public institution which was chartered in 1869. The population served by CAPS is the UNL student body. Our campus is home to 24,445 undergraduate (79%), graduate (19%) and professional (2%) students. A majority of our students are between the ages of 17-24 (80%) and approximately one-third of them live on campus. The student body consists of approximately 47% women and 53% men.

UNL draws students from all 50 states and over 130 foreign countries. The ethnic breakdown of the undergraduate students enrolled is 77.3% Caucasian; 8.7% international student; 4.3% Latino/a; 2.4% Black/African American; 2.1% Asian; 2.2% multiracial; .3% American Indian/Alaska Native; .1% Native Hawaiian/Pacific Islander; and 2.6% unknown.

The University of Nebraska–Lincoln joined the Big Ten Conference in 2010. The Big Ten is known for its tradition of academic and research excellence. UNL also has a long tradition of academic excellence and equal opportunity for all. UNL is listed by the Carnegie Foundation as a Doctoral/Research University-Extensive, with important ongoing research in many areas of inquiry. The Cornhusker athletic teams exemplify the tradition of high classroom achievement; more Huskers have been awarded the title "Academic All-American" (football alone and all sports combined) than student-athletes of any other university.

**LOCATION/REGION DESCRIPTION:**

Lincoln, the capital city of Nebraska, is home to state government and the largest campus of the state's four campus University system. Lincoln has an excellent educational system and according to Zero Population Growth, is in the top 20 least stressful cities in the nation for children. The city has a thriving economy, with unemployment hovering near 2 percent for several years. Cost of living compares well to other cities, about 10 to 12 percent below the national average. Lincoln is ranked among the top 25 cities in the nation for affordable housing. Lincoln has the most city park land per capita in the United States, with 10 lakes and over 98 miles of bike paths and trails. Lincoln's 200 acres of city park land and 15,000 acres of recreational areas nearby make the outdoors an enjoyable attraction. Lincoln has been cited for its excellent transportation and commitment to the arts and culture, as well as for its low crime rate, good educational facilities, and recreational opportunities. With a population of approximately 232,000, Lincoln offers the benefits of metropolitan living and the advantages of small-town lifestyle. Additionally, Lincoln is the 18th largest refugee relocation community in the United States. Since 1983, more than 5,500 individuals from over 40 countries have settled in Lincoln, from places such as Afghanistan, Bosnia, Mexico, Sudan, Vietnam, Russia, Tajikistan, Ukraine, and China. Lincoln psychologist and renowned author Mary Pipher described the Lincoln community as changing from "the middle of nowhere" to "a cultural crossroads.”

# INTERN SELECTION PROCEDURES:

**Application Procedures**

**APPIC Program Match Number 228711**

A completed application for the doctoral internship in professional psychology at Counseling and Psychological Services (CAPS) at the University of Nebraska–Lincoln must be received **no later than November 14, 2016 at 11:59pm CST** for the 2017-2018 training year.

CAPS is proud to be an APPIC member institution. Although we are not APA-Accredited, we submitted the APA self-study and completed our site visit in early June. We are awaiting word from APA on our accreditation status. It is important to note that CAPS cannot guarantee that APA accreditation for the 2017-2018 internship year. However, we can confirm our commitment and dedication to becoming an APA-accredited internship program and we hope to post good news very soon!

CAPS uses the APPIC Application for Psychology Internships (AAPI). Mailed applications or e-mailed applications are ***not accepted.***

Applicants must complete the APPIC Application for Psychology Internship (**AAPI Online**). To locate the AAPI Online, visit the APPIC website (www.appic.org). The entire application is to be completed online. General Instructions are available on the front page of the AAPI Online, as well as instructions for each separate section of the Application.

The AAPI also includes the following information that we must have for a completed application:

* Cover Letter
* Current Curriculum Vitae
* Transcripts for ALL your graduate coursework
* Three letters of recommendation.

CAPS participates in the computer matching process for the selection of our Psychology Interns. Information on the APPIC National Matching Process and the details regarding registration procedures can be found at [www.natmatch.com/psychint](http://www.natmatch.com/psychint).

**Please Note:** Employment at the University of Nebraska–Lincoln will be contingent on satisfactory completion of a background check. The background check is performed after the intern has matched with Counseling and Psychological Services. The content of the background check will include "a check for public and court criminal conviction records for a minimum of ten years, may include arrest and non-conviction criminal records within the past seven years, and open or pending criminal cases. Criminal history background checks do not involve checks for, or reference to, an applicant's credit history."[1](http://health.unl.edu/caps/intern#credit)

As the University Health Center is administratively operated under Nebraska Medicine, applicants will need to:

* Complete a satisfactory background check
* Provide professional licensure (PLMHP)
* Provide certificate of professional liability/malpractice insurance
* Satisfactorily complete a drug screen
* Provide documentation of immunizations

**Practica and Academic Preparation Requirements**

**Minimum Requirements:**

* Applicant must be enrolled in an APA-accredited doctoral program in Counseling or Clinical Psychology
* Applicant must have a conferred MA or MS degree in counseling or clinical psychology
* Applicant must complete all doctoral coursework prior to the beginning of the internship year
* Applicant must successfully pass their comprehensive exams prior to CAPS application deadline
* Applicant must be certified as ready for internship by their program’s DCT
* Applicant have a minimum of 400 clinical/direct contact hours (AAPI Summary of Practicum Experience –Total Completed Intervention Hours)
* Applicant are expected to have an affirming stance towards all diversity, including, but not limited to, race, ethnicity, culture, sexual orientation, gender identities, and religion
* License eligible as a provisionally licensed mental health practitioner in the state of Nebraska

**Preferred Qualifications:**

* Applicants who are reflective and self-motivated
* Applicants are committed to CAPS Mission
* Applicants have received Supervision via Video Tape or Live Supervision
* Applicants have proposed their dissertation prior to the application deadline

**SELECTION PROCEDURES**

After written application materials have been reviewed, selected applicants will be interviewed by the CAPS Training Committee. All applicants will be notified by **December 15, 2017** if they have been selected for an interview. Interviews are conducted via Skype. All interviews will be conducted between December 2017 and January 2018. We may hold an open house between December and January as well.

We fully endorse the APPIC match policy summarized in the following statement: *"This internship site agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant."*

**Statement on Nondiscrimination**

The University of Nebraska-Lincoln is a public university committed to providing a quality education to a diverse student body. One aspect of this commitment is to foster a climate of inclusion and mutual support that will enhance our ability to achieve our overall goals of recruiting and retaining good faculty and staff while allowing all of us to focus our energies and talents on our important missions of education, research and service. To this end, it is the policy of the University of Nebraska-Lincoln not to discriminate based upon age, race, ethnicity, color, national origin, gender-identity, sex, pregnancy, disability, sexual orientation, genetic information, veteran’s status, marital status, religion or political affiliation. This policy is applicable to all University administered programs including educational programs, financial aid, admission policies and employment policies.

The policy is consistent with federal and state law and university policy. Inquiries regarding discrimination issues may be directed to Linda Crump, Assistant to the Chancellor for Equity, Access & Diversity Programs and Title IX Coordinator, 128 Canfield Administration Building, Lincoln, NE, 68588-0437; via phone (402) 472-3417; via email equity2@unl.edu.2

**Please direct all inquiries and send all materials to:**

            Tricia Besett-Alesch, Ph.D.

            University of Nebraska–Lincoln

            213 University Health Center

            1500 U Street

            Lincoln, NE 68588-0618

            (402) 472-7450

            FAX: (402) 472-4593

           tbesett-alesch@nebraskamed.com

1 Cited from the University of Nebraska's Human Resources web page under Policies for Recruitment and Hiring of non-academic positions: <http://hr.unl.edu/policies/criminal-background-check-investigation-non-academic-positions>.

2 Cited from the University of Nebraska’s Equity, Access and Diversity Programs at <http://www.unl.edu/equity/NonDiscrimination%20Statement%2012.pdf>