

UNIVERSITY OF ARKANSAS
PAT WALKER HEALTH CENTER
COUNSELING & PSYCHOLOGICAL SERVICES

DOCTORAL INTERNSHIP
HEALTH SERVICE PSYCHOLOGY



2018-2019 APPLICATION PACKET

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UNIVERSITY OF
ARKANSAS

Student Affairs
Pat Walker Health Center

APPLICATION INFORMATION



The Pat Walker Health Center's Counseling & Psychological Services (CAPS) is currently accepting applications for its Health Service Psychology Doctoral Internship program.

CAPS is not a member of APPIC, nor are we APA accredited, at this time. We are developing an internship program that strives to be consistent with APA accreditation standards and licensure standards in the state of Arkansas.

If you have questions, contact Elizabeth Stout, Ph.D., Assistant Director/ Training Director at 479-575-5276 or email ekstout@uark.edu.

APPLICATION INFORMATION

ELIGIBILITY

Applicants from Ph.D. and Psy.D. programs in clinical or counseling psychology preferred.

- Minimum of 500 intervention hours by start of internship.
- Background in college mental health are considered an especially good fit, but not required. Applicants with diverse backgrounds are strongly encouraged to apply, as unique relational and professional contributions enrich our clinic's community.
- All coursework, practicum experience, and comprehensive examinations required for the doctoral degree should be completed prior to the start of internship.

APPLICATION DEADLINE

Applications are considered incomplete until all materials received.

- All application materials must be emailed to Dr. Elizabeth Stout **by no later than 4:00 p.m. CST on Friday, Dec. 1, 2017.**
- Interview notifications will be sent by Dec. 18, 2017, and scheduled for January 2018.

APPLICATION INFORMATION

APPLICATION INSTRUCTIONS

Please include the following in your application.

- Cover letter that includes information about your interests and how our program fits with your experience, training goals, and long-term career aspirations.
- Vita detailing educational, training, practicum and employment experiences. *Vita should include dissertation proposal date, data collection information, and expected timeline for completion.*
- Official transcripts of graduate coursework.
- Three (3) letters of recommendation, two of which must be from persons familiar with your recent clinical/counseling work. Please use Standardized Reference Form (last page of packet). Letters of recommendation can be submitted with your packet, or sent directly by recommender.
- Log detailing the number of clinical training hours. (Hours should be totaled in the following categories: intervention, assessment, and supervision received. Anticipated practicum hours may be added in a separate category. Assessment experience should include assessments administered and total number administered.
- Academic Program's Verification of Internship Eligibility and Readiness.
- Personal essay responses to the following prompts (500-words each max):
 - Provide an autobiographical statement.
 - Describe your approach to case conceptualization, how your conceptualization informs treatment, and how assessment is linked to your conceptualization and treatment planning.
 - Describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization.
 - Describe your research interests.

INTERNSHIP SETTING



The University of Arkansas was founded in 1871 as a land-grant college and state university, and established its picturesque campus upon a hilltop overlooking the Ozark Mountains in Fayetteville, Arkansas.

More than 140 years later, the university is the state's foremost partner and resource for education and economic development, and serves as the major provider of graduate-level instruction in Arkansas. Offering 78 undergraduate majors, 86 Master's degree programs, 50 Doctoral and Specialist programs, and 17 Graduate certificate programs, the university boasts a diverse student body of more than 27,000.

Our 'students-first' philosophy is a big reason why the U of A is consistently ranked among the nation's top public research universities and best values. Despite being recognized as one of the nation's fastest-growing, "up and coming" public universities, the University of Arkansas works hard to ensure a low student-to-faculty ratio (19:1) that promotes plenty of personal attention and mentoring opportunities.

The Carnegie Foundation classifies the UofA as having "the highest possible level of research," placing it among the top two percent of colleges and universities nationwide.

FAYETTE VILLE

Located in Fayetteville, Arkansas, the UofA can boast being situated in a town that was ranked the third best place to live in the entire nation by the 2016 U.S. News & World Report annual "Best Places to Live."

Individuals with families will be pleased to know that there are a multitude of employment opportunities in the area due to the bustling economy.

Fayetteville is also attractive for its low cost of living, ranking below the national average.

Northwest Arkansas attracts nature lovers with its abundance of state parks, acres of community green space, playgrounds, and parks.

We are a bicycle friendly community with over 200 miles of soft and hard surface trails.

Those who value the arts will be attracted to the Walton Arts Center and Crystal Bridges Museum of American Art. Fayetteville also celebrates local artisans with local galleries, events, and a huge craft fair every May and October.

Foodies also find a home in Fayetteville with an active local food movement, vibrant farmers markets, 11 local craft breweries, nationally recognized craft coffee shops, and regular food and beer festivals.





PAT WALKER HEALTH CENTER

COUNSELING & PSYCHOLOGICAL SERVICES

Pat Walker Health Center supports students along their academic journey by providing efficient and convenient access to quality medical care, mental health care, and wellness and health promotion programs and services.

CAPS delivers high-quality clinical, outreach, consultation, training, and research services designed to meet the academic, developmental, remedial, and preventive needs of the campus community.

Clinical services include group, couple, and individual counseling for a broad range of social, emotional, and behavioral conditions. CAPS also attends to the developmental needs of students with an emphasis on enhancing their functioning and personal growth.

CAPS also provides training and supervision for graduate students from the clinical psychology, clinical social work, counselor education, and rehabilitation counseling programs.

Placement at CAPS provides students the opportunity to work with clients who present a wide range of concerns as well as the chance to participate in preventive, consultative, outreach, educational, and crisis intervention programs. Trainees receive both individual and group supervision. Their participation as members of a multi-disciplinary staff is considered an integral part of the training experience.

Finally, research developed around the particular interests of staff members and relevant to CAPS is encouraged. It is expected that typical research activities focus on questions dealing with the effectiveness of clinical methods and techniques along with ongoing evaluation and outcome studies.

AFFIRMATIVE ACTION STATEMENT

The University of Arkansas is an Affirmative Action/EOE institution committed to achieving diversity in its faculty and staff. We encourage applications from all qualified candidates, especially individuals who contribute to diversity of our campus community.

The university welcomes applications without regard to age, race/color, gender (including pregnancy), national origin, disability, religion, marital or parental status, protected veteran status, military service, genetic information, sexual orientation or gender identity.

All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act and persons must have proof of legal authority to work in the United States on the first day of employment.

DIVERSITY STATEMENT

We are committed to the continued development of awareness and appreciation for individual & cultural differences within our university community. This commitment guides our clinical services, training, outreach, and staffing.

We value diversity among our staff and clients and endeavor to be a positive force on campus as students, staff and faculty explore their own identities and beliefs about diversity including the effects of discrimination, oppression, power & privilege, and prejudice. It is our intention that CAPS be an emotionally safe and respectful environment for members of the University community.

To this end, our staff continuously take steps to ensure that we are self-aware, knowledgeable, and skillful in order to provide quality services that are sensitive to diversity needs including but not limited to age, gender, race, ethnicity, physical and mental ability, religion, sexual and gender identities, socioeconomic statuses, nationality, body shape/size, and values.

We strive to promote social justice and contribute to a campus community that fosters inclusiveness, achievement, and advancement of a diverse and empowered student body.

CAPS STAFF

CAPS is proud to host a multidisciplinary staff which utilizes the unique strengths and skills of each discipline to the benefit of our student body. The professional staff at CAPS consists of psychologists, clinical social workers, professional counselors, psychiatrists, and a psychiatric nurse. There are a number of administrative staff who support daily operations of the counseling center. Additionally, we have several clinicians-in-training from a variety of disciplines including psychology, social work, counseling education, rehabilitation counseling, and psychiatry. Our staff represents a variety of theoretical orientations and clinical experiences. Learn more about the CAPS staff!

INTERNSHIP OVERVIEW



The internship year begins August 1, 2018 and runs through July 31, 2019.

The internship experience is based on 2,000 hours of practice with an expectation of at least 500 hours of direct clinical service. Although there is a predetermined set of expectations required to successfully complete the internship, the degree of involvement in some activities is negotiable and determined by the interest and experience, as well as the needs of CAPS.

The internship position offers an annual salary of \$26,400, paid monthly.

All interns have a private office with a personal computer linked to the university network and library privileges. Interns are also offered medical and dental insurance, as well as other employee benefits.

Interns receive annual and sick leave for activities such as dissertation defense, job interviews, and conferences. In addition, there are approximately 12 university holidays. However, interns are responsible for ensuring completion of the required 2,000 hours within one calendar year.

*****Interns are strongly encouraged to take the bulk of their leave between semesters and during the summer session to ensure that internship requirements are reached. Any unused vacation leave will be paid out at the end of the semester, up to \$3,600. *****

INTERNSHIP OVERVIEW

INTERNSHIP OBJECTIVES

The CAPS pre-doctoral internship program prepares interns to be competent, confident, and autonomous entry-level psychologists.

Using a practitioner-apprenticeship training model, interns begin training with the understanding that their academic programs have provided the knowledge and basic skills required to practice as junior colleagues.

Through experiential training, intensive supervision, collaboration, and ongoing didactic learning, this program enhances interns' ability to independently integrate theory and research into their clinical work. Interns are included in all levels of the training environment: coordinating with clerical staff, master's level clinicians, psychiatric staff, case managers, and agency directors. This promotes inter-professional socialization beyond clinical skill development.

The program emphasizes mentoring of personal and professional development to prepare successful generalist practitioners in college or university counseling centers or similar Health Service Psychology (HSP) environments (HSPEC, 2013, August 5). Staff is comprised of a multitude of theoretical orientations and multidisciplinary training backgrounds, and as such, interns will have flexible opportunities to learn various approaches to treatment.

Additionally, CAPS works closely with departments across campus including the Primary Care Clinic, Center for Multicultural and Diversity Education, Office of Student Housing, and Dean of Students Office, allowing interns to gain experience in consultation and collaboration with partners outside of the field of psychology.

Foundational to the entire program is the belief that competence includes sensitivity to individual & cultural differences, requiring ongoing learning that is both fluid and adaptive.

INTERNSHIP COMPETENCIES

We offer a comprehensive and structured training program with the flexibility to address individual learning needs. The program emphasizes the nine profession-wide competencies defined by the APA.

It is expected that competency in these areas (defined as a minimum level of achievement of "3" on all evaluation items) will achieve program objectives. These competencies include: Assessment, Intervention, Consultation & Interprofessional/Interdisciplinary skills, Supervision, Research, Ethical & Legal Standards, Professional Values & Attitudes, Communication & Interpersonal Skills, Individual & Cultural Diversity.

INTERNSHIP ACTIVITIES

ORIENTATION

TWO WEEKS

Interns are introduced to the internship program through a 2-week orientation period that occurs prior to the start of the academic year.

The orientation includes opportunities for interns to meet with all CAPS staff, to learn about CAPS services and internship activities, and to become oriented to CAPS training program policies and procedures, as well as the evaluation and due process and remediation procedures. Interns also receive training in Titanium, our electronic medical record system.

In addition, orientation training is provided in the areas of conducting initial assessments, documentation, conducting brief therapy, legal and ethical issues at CAPS, risk assessment, referrals to campus and community resources, and case presentations.

Orientation also serves the purpose of getting to know interns professionally and personally, and provides an opportunity to discuss interns' training needs for the year.

EVALUATION

THREE TIMES PER YEAR

Interns will complete 2,000 hours of training on site; 500 of those hours will be direct clinical contact. Interns will be evaluated formally by their supervisors at the end of each semester (Fall, Spring, and Summer).

These evaluations will assess current strengths and growth areas in training competency areas. The fall evaluation and feedback will be used to focus supervision goals for the subsequent semesters.

Ongoing feedback will be given to interns by their supervisors and the Training Director all through the year. Interns will need to achieve the expected level of competency in all training areas at the end of the year to pass internship.

Evaluation forms and competency expectations are discussed during orientation.

Interns will evaluate their individual and group supervisors at the end of each semester, and evaluate other supervisors and their internship program and experience at end of the year.

INTERNSHIP ACTIVITIES

DIRECT SERVICE ACTIVITIES

20-25 HOURS PER WEEK

Individual Counseling | 12-hours

Each intern is expected to carry an average of 12 clients, primarily of a short-term (up to 12 sessions) nature, on their caseloads on a weekly basis. One to two long-term therapy cases may be carried, but must be discussed with supervisor.

Group Therapy | 1-3 hours

Each intern will choose at least one therapy group to co-facilitate. Interns also have the option of creating a group of their choosing as part of a groups rotation or during the spring semester.

Triage Duty | 5 hours

Interns will be involved in our triage duty system after the first month at CAPS . Triage Duty entails conducting brief assessments for students desiring to access CAPS services. Students in crisis and those returning from hospitalization are also seen by triage counselors. Triage counselors also serve as consultants fielding any calls coming through CAPS, in addition to providing follow-up to overnight inquiries, crises, and reports regarding students of concern (i.e., ProtoCall reports).

Rotation | 2-hours

Interns are offered the opportunity to participate in up to three minor rotations (fall, spring, summer). A minor rotation involves an extra hour of supervision with a senior staff member with an emphasis in the chosen area. Rotation requirements are determined by the individual rotation supervisor, and are agreed upon by the trainee at the start of the rotation. Example rotations may include suicide prevention, eating disorder treatment team, alcohol and drug treatment, trauma treatment, social justice advocacy, etc. Interns may also choose to craft their own minor rotation in collaboration with a proposed supervisor from the senior staff.

Psychological Assessment | As Needed

Each staff member and intern is encouraged to use formal and informal assessment techniques when appropriate. Interns have the opportunity to seek out supervised assessment opportunities as referral options become available. Interns who are actively administering and scoring psychological assessments have the opportunity to carry a lighter individual caseload. CAPS has a variety of instruments that can be used by interns (e.g., MMPI-2, WASI, BDI/BAI, etc.). Additional assessment tools are available on a case-by-case basis (MCMI-III & IV, PPVT, WAIS, WIAT, SCL-90). CAPS has computer scoring and narrative reports for instruments utilized by staff and interns. CAPS' Director is at times asked to conduct mandatory psychological assessments. Interns have the opportunity to learn about this type of assessment.

INTERNSHIP ACTIVITIES

DIRECT SERVICE ACTIVITIES

20-25 HOURS PER WEEK

Outreach | 2 required each fall and spring semester

Staff are frequently asked to consult with faculty/staff, friends or family members about a specific student or situation, provide staff development programs for other departments, present seminars or workshops for student groups, and provide other outreach services on campus.

From the beginning of the internship, interns are expected to provide consultation, under supervision, regarding their own clients. Early in the internship, interns are expected to co-lead outreach programming with senior staff as often as their schedule and comfort-level will permit.

As the year progresses and they gain more experience with consultation and knowledge of campus and community resources, interns are asked to handle general consultation requests on their own.

Each intern must present a minimum of two psychoeducational programs of at least 1 hour during the year and are also expected to participate in at least 4 of CAPS' campus-wide outreach events (such as National Depression Screening Day, Suicide Prevention Week activities, Play Day, or Relationships are Sweet). Ideally, independently led programs would cover different topics.

Interns completing an Outreach Rotation will be required to complete additional outreach activities.

Provision of Supervision | 1-hour

CAPS provides practicum and internship experiences for master's and doctoral students in counseling/psychology/social work from a variety of programs across the University. Each intern is assigned as a supervisor for a master's student's practicum/internship during the fall and spring semesters (supervising a maximum of 5 cases at any given time).

As part of their supervisory duties, interns review videotapes and/or observe therapy sessions. Intern supervisors are also responsible for reading and signing off on all case notes. Practicum supervision is supervised in Supervision of Supervision.

All practicum student case notes, which have been co-signed by their intern supervisor, are reviewed and signed by the staff member facilitating Supervision of Supervision.

INTERNSHIP ACTIVITIES

TRAINING ACTIVITIES

10.5 HOURS PER WEEK

Individual Supervision | 2-hours

Interns receive two (2) hours of regularly scheduled weekly individual therapy supervision from a licensed psychologist. Each semester, the supervisor and intern are expected to clarify the following: training goals, supervisor and intern responsibilities and expectations, and supervision evaluation process and procedures. In addition to individual cases, interns are encouraged to use supervision to explore issues related to professional development. Primary supervisors serve as the primary contact for individual cases. Secondary supervisors are assigned based on professional interests and will supervise triage duty, urgent cases, and assist in developing professional projects. Secondary supervisors rotate at mid-year.

Group Supervision | 1-hour

Interns receive 1 hour of group supervision per week. During this supervision, interns present cases, engage in professional development related conversations, and engage in discussion related to their internship year.

Supervision of Group Therapy | 30-minutes

Interns will receive 30 minutes of supervision with their group co-facilitator. Supervision of group is typically conducted right after the group to process group issues specific to that group session.

Rotation Supervision | 1-hour

Interns have the opportunity to participate in an extra hour of supervision with the designated rotation supervisor. During this hour interns may discuss relevant literature, review relevant cases, and process intern development. Rotation supervisors report intern progress to the training committee.

Supervision of Supervision | 1-hour

This supervision focuses on developing supervisory skills and reviewing the supervisory experience and cases supervised. Topics of discussion may include supervision models, supervisory roles and process, ethics, cross-cultural supervision, etc. Supervision of Supervision provides interns a setting in which to share and discuss their experiences as a supervisor.

Seminar | 2-hours

Interns are required to attend a weekly seminar led by various members of the CAPS staff. This is meant to be an engaging process which is geared toward training areas of competency and heavily emphasize diversity related issues/topics. In addition to discussing relevant literature, seminar is a space for personal growth around the delivery of services relating to the topic.

INTERNSHIP ACTIVITIES

TRAINING ACTIVITIES

10.5 HOURS PER WEEK

Didactic | 2-hours

Interns will participate in a weekly two (2) hour didactic training group experience throughout the year. Didactics are presented by members of the CAPS staff as well as experts from the community. Didactics provide lecture-style education on relevant training competencies.

Clinical Review | 1-hour

Clinical Review provides all doctoral level trainees an opportunity to present cases and consult with other professionals regarding current cases. Clinical Review is scheduled for one hour each week and includes a discussion of one or more cases presented by a psychology, psychiatry, or counselor of education (doctoral level) trainee. This activity allows professionals to gain experience in understanding and connecting to the values and priorities of different professionals. Input from the group may provide the presenter with alternative case conceptualizations and treatment strategies. Clinical Review is considered to be a learning experience by all who participate in it. Trainees are asked to bring to Clinical Review a hypothetical or real psychiatric case for diagnosis, conceptualization, or medication consideration.

ADMINISTRATIVE ACTIVITIES

8 HOURS PER WEEK

Staff Meeting | 2-hours

Interns are required to attend two staff meetings per week. Interns are expected to participate in designated staff meetings as colleagues.

Dissertation/Research Support | 1-hour

Interns are allowed 1 hour per week for dissertation and other research support to demonstrate our commitment to scholarly endeavors.

Record Maintenance | 4-hours

Up to four hours is allowed for interns to write case notes, return phone calls, write letters of support, talk to other staff about policies/procedures, etc.

Wellness Hour | 1-hour

Because CAPS believes that self-care and wellness is integral to the ethical & sustainable delivery of mental health services, interns are provided with 1 hour per week to engage in activities that will enhance their development both personally and professionally. This time is typically spent off-campus.

Lunch | 5-hours

Interns are given one hour/day for lunch.

SAMPLE WEEK SCHEDULE

CLINICAL ACTIVITIES

22-24 HOURS PER WEEK

Individual Counseling	12 Hours
Provision of Group Counseling (required Fall/Spring)	1-3 Hours
Triage / Emergency / On-Call Coverage	5 Hours
Rotation	2 Hours
Outreach (2 required in Fall & Spring)	TBD
Psychological Assessment	As Needed
Provision of Individual Supervision to Prac Student	1 Hour Live & 1 Hour Prep

TRAINING ACTIVITIES

10.5 HOURS PER WEEK

Individual Supervision	2 Hours
Supervision of Supervision	1 Hour
Supervision of Group Counseling	30 Minutes
Supervision of Rotation	1 Hour
Group Supervision / Case Conference	1 Hour
Didactics	2 Hours
Clinical Review	1 Hour
Seminar	2 Hours

ADMINISTRATIVE ACTIVITIES

8 HOURS PER WEEK

Staff Meeting	2 Hours
Administrative Hour	4 Hours
Research Hour	1 Hour
Wellness Hour	1 Hour

Pat Walker Health Center | Counseling & Psychological Services

Doctoral Internship Program | Standardized Reference Form

Please note the expectation that the completed form be no longer than two pages

Date:

Name of student:

Name/contact information for referee:

Briefly describe the nature of your involvement with student including how long you have known him/her:

Briefly describe the activities performed by student under your guidance:

Briefly describe the student's focus/career aspirations/developmental trajectory:

Briefly describe the student's strengths and growth areas. Since both APA and CPA accreditation are now focusing on the assessment of competency, please include any of the following competencies with which you are familiar: Research, Ethical and legal standards, Individual and cultural diversity, Professional values and attitudes, Communication and interpersonal skills, Assessment, Intervention, Supervision, Consultation and inter-professional/interdisciplinary skills:

Summary recommendation:

PAT WALKER HEALTH CENTER

COUNSELING & PSYCHOLOGICAL SERVICES

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