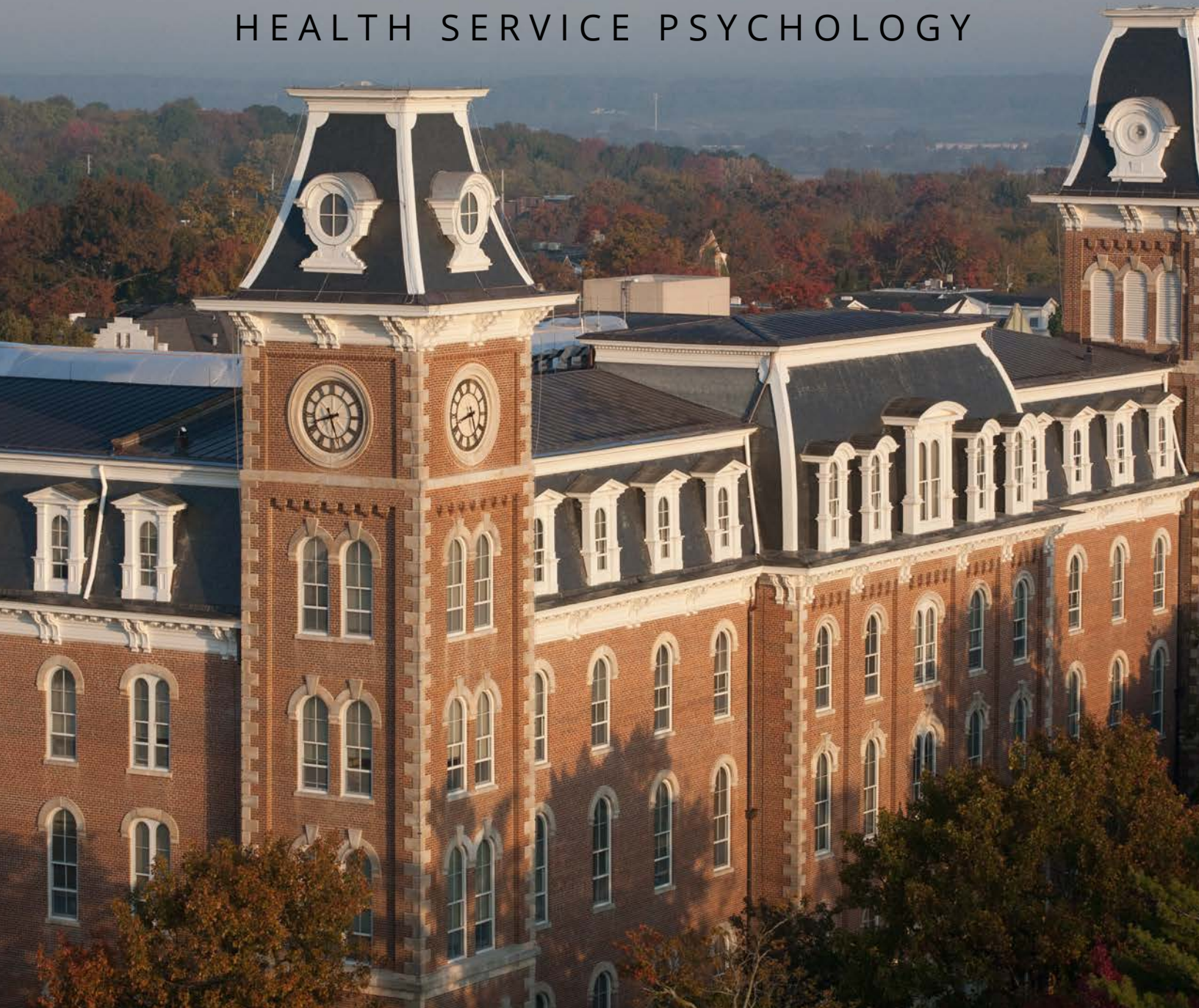


UNIVERSITY OF ARKANSAS
PAT WALKER HEALTH CENTER
COUNSELING & PSYCHOLOGICAL SERVICES

DOCTORAL INTERNSHIP
HEALTH SERVICE PSYCHOLOGY



TRAINING BROCHURE

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UNIVERSITY OF
ARKANSAS

Student Affairs
Pat Walker Health Center

APPLICATION INFORMATION



Pat Walker Health Center's Counseling & Psychological Services (CAPS) at the University of Arkansas offers a doctoral internship in Health Service Psychology. CAPS offers three (3) full-time internship positions.

The information within this brochure provides a comprehensive understanding of the doctoral internship program, and will allow you to make decisions about the fit of our internship with your interests.

For 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 300 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, comprehensive examinations and dissertation proposal should be completed prior to the start of internship.

APPLICATION DEADLINE

Applications are considered incomplete until all materials received.

- All application materials must be uploaded to APPI Online **by no later than 5:00 p.m. CST, November 15, 2021.**
- Interview notifications will be sent by December 13, 2021. Interviews will be Jan. 10-14, 2022.



APPLICATION INFORMATION

APPLICATION INSTRUCTIONS

As of April 2020, CAPS is accredited, on contingency by the American Psychological Association (APA). As of December 2018, CAPS is a member of APPIC (#2481)

For questions about our APA accreditation status, contact:

APA Commission on Accreditation - Office of Program Consultation and Accreditation
750 First Street, NE, Washington, DC 20002-4242

P: 202-336-5979 • TDD/TTY: 202-336-6123 • F: 202-336-5978

E: apaaccred@apa.org • www.apa.org/ed/accreditation

To apply please follow instructions for the AAPI Online.

Please include the following in your application.

- A cover letter that includes information about your interests and how our program fits with your experience, training goals, and long-term career plans.
- Vita detailing educational, training, practicum and employment experiences. Include dissertation proposal date, data collection information, and expected timeline for completion.
- Official transcripts of graduate coursework.
- Completed APPIC Application for Psychology Internship, with essays & recommendation.
- Detailed log of the number of clinical hours in training. 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 also include assessments administered, as well as total number administered.
- Academic Program's Verification of Internship Eligibility and Readiness.

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 the 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 students, staff, and clients and endeavor to be a positive force on campus as students and staff explore their own identities and beliefs about diversity including the effects of discrimination, oppression, power and 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, in collaboration with our Diversity, Equity, and Inclusion Committee (DEIC), continuously take steps to ensure that we are self-aware, knowledgeable, and skillful in order to provide quality services which are sensitive to and do not discriminate against diversity needs including but not limited to age, gender, race, ethnicity, physical and mental ability, religion, sexual and gender identities, socioeconomic status, nationality, body shape/size, and values. Some of these steps include self-reflective exercises, guided readings, group discussions, and ongoing training.

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 through outreach and advocacy across the community and on our website and social media platforms.

We encourage applicants from diverse backgrounds to apply to CAPS (either as staff or students) as we believe that a diversity of human experience enriches the clinical, training, and work experience. Students or staff who require accommodations are encouraged to speak with the Associate Director or the Training Director of CAPS to initiate the process. We believe that a valued and supported staff provide the best services to our campus community, and it is important to us that we create an office environment that provides those conditions.

CAPS' Training Program seeks to increase the awareness, knowledge, and skill of all trainees in the area of multicultural competence and social justice advocacy. To this end, educational activities and experiences are interwoven throughout the training experience.

All trainees are expected to confront issues of power and privilege as it impacts their role as a helping professional and as a representative of their field. All trainees' commitment to skillful navigation of issues of individual and cultural diversity are evaluated in both formative and summative ways throughout the year. These evaluations are expected to be consistent with the American Psychological Association's statement on Preparing Professional Psychologists to Serve a Diverse Public: "... professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals." That said, we are aware that all trainees enter the program with varying degrees of experience, training, and awareness and we work to provide a fair and equitable training and evaluation experience

INTERNSHIP OVERVIEW



The internship year begins August 1 and runs through July 31 of the following year.

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 \$30,000.00 (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. All staff, including interns, have the option to work from home 1 day per week and are provided with a laptop to support remote work. Interns may also be able to flex their schedules on occasion, starting their day as late as 10 am and working as late 7 pm (days selected contingent on approval from supervisor & administrative staff). Finally, interns are given 1 Wellness Hour each week to support self-care off campus (days selected contingent upon approval from supervisor). 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 \$3,600.00. *****

INTERNSHIP OVERVIEW

INTERNSHIP AIM

The aim of the CAPS doctoral internship in Health Service Psychology is to 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 "5" 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. For more information about these competencies, visit: <https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>.

INTERNSHIP ACTIVITIES

ORIENTATION

THREE 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) using a standard evaluation form.

Once interns have discussed their evaluation with their supervisor, interns will participate in an evaluation meeting. This meeting will involve the intern, supervisors, and 2-3 members of the training committee.

These evaluation meetings 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 (around 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 each semester. Interns also have the option of creating a group of their choosing as part of a group rotation or for the spring semester.

Initial Consult Duty | 5 hours

Interns will be involved in our initial consult duty system after the first month at CAPS. This entails conducting brief assessments for students desiring to access CAPS services. Students in crisis and those returning from hospitalization are also seen by initial consult counselors. Initial consult 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.

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. Rotation options may vary from semester to semester depending on the availability of supervisors, but rotation options usually include Clinical Supervision in Spanish, Suicide Prevention, Eating Disorder Treatment, Alcohol and Drug Treatment, Interpersonal Treatment of Trauma, Neurobiological & Group Treatment of Trauma, Group Therapy, Outreach, Clinical Assessment, Foundations in Transgender Health, Advocacy in Psychology, & Clinical Administration. Interns may also choose to craft their own minor rotation in collaboration with a proposed supervisor from the senior staff.

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.

INTERNSHIP ACTIVITIES

DIRECT SERVICE ACTIVITIES

20-25 HOURS PER WEEK

Psychological Assessment | As Needed

The internship program provides a breadth of training in psychological assessment through didactic seminars, direct clinical assessment experience, and supervision. Didactic seminars that include training in psychological assessment include (but are not limited to): Suicide Risk Assessment; Eating Disorder Assessment; Intelligence Assessment, Personality Assessment, Forensic Assessment. Interns also participate in a day-long intensive assessment consultation approximately once per month.

All interns have clients complete the CCAPS-62, a 62-item instrument with eight distinct sub-scales related to psychological symptoms and distress in college students, at the onset of therapy, and the CCAPS-34 every other session during treatment to track symptom levels and client progress over time. Interns are expected to use this assessment data to aid in diagnosis and to inform their work with clients. Interns are encouraged to use additional assessment measures with clients on an ongoing basis for diagnostic and clinical outcome purposes, as well as to gain further experience with assessment instruments used in a counseling center setting.

To aid interns in developing this competency, it is required that interns attend didactic trainings on various assessments, practice those assessments in seminar settings with their peers, and use at least one formal assessment measure (in addition to the CCAPS) at least once during the Fall and Spring semesters. Supervisors support interns' development in choosing appropriate assessments, proper interpretation of assessments, integration of assessment data in written form, and development of appropriate diagnoses and recommendations for each client.

Interns also have the option to participate in an Assessment Rotation where they can gain additional training and experience with psychological assessment (see Rotation Options).

CAPS has a variety of instruments that can be used by interns (e.g., MMPI-2, WASI, BDI/BAI, AUDIT, etc.). Additional assessment tools are available on a case-by-case basis (MCMI-III & IV, PPVT, WAIS, WIAT, SCL-90). CAPS has available computer scoring and narrative reports for instruments utilized by staff and interns.

The Director of CAPS is at times asked to conduct mandatory psychological assessments. Interns have the opportunity to learn about this type of assessment via observation and consultation with the Director.

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/Didactic | 4-hours

Interns are required to attend two weekly seminars led by various members from CAPS. Seminars may be experiential or didactic in nature, depending on the facilitator. Didactics provide lecture-style education on relevant training competencies. Experiential seminars are 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

Journal Club | 1-hour

Journal Club provides all doctoral level trainees an opportunity to digest current scientific literature and consult with other professionals. Journal Club is scheduled for one-hour every other 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.

Journal Club is considered to be a learning experience by all who participate in it. Trainees may be asked to bring 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
Initial Consult / 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

9 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
Clinical Review	1 Hour
Seminar/Didactic	3 Hours

ADMINISTRATIVE ACTIVITIES

9 HOURS PER WEEK

Staff Meeting	2 Hours
Administrative Hour	5 Hours
Research Hour	1 Hour
Wellness Hour	1 Hour

Doctoral Internship in Health Service Psychology

Counseling & Psychological Services

University of Arkansas



525 N. Garland Avenue, Fayetteville, AR 72701
479-575-5276 | health.uark.edu | @uofacaps

As of April 2020 CAPS is accredited, on contingency by the American Psychological Association (APA). As of December 2018 CAPS is a member of APPIC (#2481)

For questions about our APA accreditation status, contact:

APA Commission on Accreditation - Office of Program Consultation and Accreditation
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