**Counseling & Psychological Services (C&PS) at**

**San Diego State University**

**Doctoral Internship Training Program**

Welcome and Introduction

Thank you for considering an internship with us. The counseling faculty and staff here at C&PS place great value on the training program, and interns’ openness and enthusiasm are viewed as the lifeblood that helps to keep us current and energized with each passing year.

The intention underlying our training program is the integration of our interns into the work and life of our Center. Interns do much of the same work as our counseling faculty, and are viewed as competent and capable colleagues in addition to being professionals in training. We are invested in nurturing our interns’ ability to integrate and demonstrate their existing knowledge and skills, while focusing on further development of this base during the course of the year. Our training activities are thoughtfully designed to offer interns a developmentally-appropriate, hands-on experience that is sequential and that increases in complexity as the training year progresses. Collaboration, consultation, and self-care are the guiding values that infuse our training philosophy and our Center, and we have an open door policy with respect to case consultations and questions. We aspire to create a training environment in which interns feel supported in their efforts to grow both personally and professionally.

C&PS and its internship program value and foster an appreciation for diversity. Training activities are designed in such a way that interns are encouraged to discuss, evaluate, and develop their beliefs, attitudes, knowledge, and skills in order to increase their multicultural competence. C&PS has a broad view of diversity, including race, ethnicity, gender, sexual orientation, veteran status, socioeconomic status, religious affiliation, nationality, physical and mental abilities, and age. Additionally, we recognize and value the resilience that is often found within individuals who have grown up in underprivileged settings and/or who have experienced tremendous adversity in life. We are committed to creating a work environment in which all faculty and staff feel respected and supported.

The work and training environment at C&PS can best be described as warm and professionally informal. While the training year can be quite demanding at times, C&PS faculty and staff do our best to model self-care and attention to the importance of work-life balance. This “work hard, play hard” approach is often what sustains us all through the stresses of the academic year.

Agency Overview

C&PS is a complex agency which serves as the primary provider of mental health services to a diverse body of over 35,000 graduate and undergraduate students at SDSU. In addition to interns, C&PS is staffed by a team comprised of full-time and part-time counseling faculty, front desk staff, ASPIRE counselors, MFT/MSW/LPCC trainees, and undergraduate peer educators.

C&PS faculty and staff work together to provide, manage, and supervise a wide variety of programs and services, including:

* individual and couples therapy
* skill-based and process-oriented group therapy
* phone triage/referral and crisis intervention for students
* mental health consultation for concerned parents, faculty and staff, and for alumni and community members
* short-term alcohol and drug interventions (ASPIRE w/ eCheckup To Go)
* biofeedback
* classes on study/life skills for students on academic probation (Bounce Back)
* providing assessments and documentation for students seeking academic accommodations from the Student Ability Success Center (SASC) on the basis of mental health diagnoses.
* active outreach/prevention efforts focused on suicide prevention, stigma reduction, and wellness through our two peer education programs, as well as the provision of a myriad of other outreach programs to the campus community by our faculty, interns, and trainees.

C&PS shares our building with Student Health Services (SHS), Student Ability Success Center (SASC), and Wellness & Health Promotion (W&HP) departments, and we maintain close connections with these departments to better serve the needs of students. Consequently, interns are afforded the opportunity to interact and collaborate with a variety of disciplines in addressing the mental health needs of students, which provides interns with rich and diverse experiences.

There is a rhythm to the pace of the academic training year at C&PS that is specific to the college counseling center setting. This rhythm is note-worthy, as it is unfamiliar to most interns yet it is a major determining factor in how we organize and deliver our clinical and prevention services to students. Basically, the demand for services fluctuates dramatically depending on the time of the year. High demand periods occur during the Fall and Spring semesters of the academic year, with spikes of extremely high demand at the start of the Fall semester and just prior to mid-terms and finals in both Fall and Spring semesters of the academic year. These higher demand periods are mixed with periods of lower demand during the holiday break from mid-December to mid-January, during Spring Break, and during the summer. Understanding and adapting to this rhythm in demand is important for the self-care of all staff at C&PS. Taking advantage of the opportunity to replenish emotional reserves during lower demand periods, through taking vacations and engaging a slower work pace, is an important part of what allows us to cope with the stress of higher demand periods.

C&PS has a rich history of commitment and excellence in the area of supervision and training. We have been a training site for psychology doctoral students since 1968. What follows is an overview of our training program.

Program Overview

Training Objectives

The overall objectives of the C&PS training program are two-fold. The first is to provide a diversified and comprehensive training experience for emerging professionals in the field of health service psychology based on the practitioner-scholar model. Second, the program provides training in a variety of functions for those who may wish to pursue a career as a psychologist in a college counseling center setting. These objectives assume that interns will develop competence and skill in both clinical and preventive interventions, and that they will learn how to make use of these interventions in ways that are culturally sensitive to the students they are serving.

The direct service and training experiences provided in order to achieve these objectives are summarized below followed by the specific training goals that interns are expected to meet by the end of their training experience.

Direct Service Experiences

1. Individual Therapy - Interns conduct individual therapy with diverse students who are experiencing a wide range of presenting problems. These presenting problems cross the spectrum from academic and developmental issues to serious mental illness. Treatment is provided within a brief-therapy model, but without defined session limits.

2. Group Therapy - C&PS has a vibrant group therapy program, and interns have the opportunity to gain experience with both skill-based and process-oriented groups and workshops. Existing skill-based groups and workshops that are commonly offered each semester include: Healthy Emotional Living, Everyday Mindfulness & Meditation, Successful Community Living workshop. Process groups offered each semester include: Living with Loss, Rise, Womxn of Color Support Group, and Helping Professions. More detailed information about our groups can be found here: <https://sa.sdsu.edu/cps/our-services-and-programs/groups-and-workshops>. Interns are involved in co-facilitating at least one group each semester during the academic year. Interns typically co-facilitate a group with a faculty member during the first semester, and 30 minutes of time is provided each week for supervision of that group. During the Spring semester, interns have the additional option to use their own creativity and initiative to create and co-facilitate new groups that fit their interests and the needs of our students, if they so choose.

3. Phone Consultation/Triage - Most students’ initial contact with C&PS occurs over the phone. In addition, we are frequently asked to provide consultation services to concerned parents, faculty, staff, and community members. Interns receive training on the phone consultation process and protocol, as well as common referrals that interns might make to both on-campus and off-campus resources. Initially, interns shadow full-time faculty therapists while doing phone consultations, but move toward increasing independence in these duties early in the internship year. Consultation regarding triage, disposition, and referrals is readily available, as interns undertake their phone consultation duties as part of a team.

4. Crisis Intervention - C&PS does not provide after-hours emergency coverage, so interns are not required to be on-call during their training experience. However, interns are involved in providing Face-to-Face consultations (FTFs) and Urgent Assessments (UAs) for students experiencing crises of varying severity. Interns receive training on crisis assessment and risk management early in the internship year, and interns are supported by their phone consultation teams when taking on these more demanding situations as the internship year progresses.

5. ASPIRE - This is generally a mandated program (typically 3 sessions) for students who have violated campus alcohol and other drug policies. The program utilizes Motivational Interviewing (MI) and assessment measures (Alcohol and/or Marijuana e-CheckupToGo) to provide feedback regarding patterns of use. This approach has been shown to reduce alcohol and substance use and abuse among college students. Students may also participate in this program on a voluntary basis.

6. Biofeedback - This program provides SDSU students who are experiencing symptoms of anxiety or academic stress (i.e., test anxiety, fear of public speaking/speaking in class, social anxiety, and panic disorder) with a one-on-one, four session intervention that employs a combination of breathing techniques and real-time heart rate/breathing data to help students gain confidence in their ability to calm their physiological responses under conditions of stress. The goal of the intervention is to reduce symptoms of anxiety and to improve academic performance.

7. Assessment - Assessment opportunities are provided in the form of training on use of the Counseling Center Assessment of Psychological Symptoms (CCAPS) and eCheckUpToGo instruments. The CCAPS is the primary symptom inventory used in our center, and the Alcohol and Marijuana eCheckUpToGo assessments are an essential part of the ASPIRE program. In addition, interns complete mental health-related disability assessments for our Student Ability Success Center (SASC), which includes thinking through differential diagnosis and integrating clinical interview data into a coherent clinical picture complete with the impact of mental health concerns on student functioning.

8. Bounce Back - This program is a resiliency-based, one-unit class for students on academic probation. Interns are instructors for one Spring semester section of the course, and they receive an additional 30 minutes of weekly consultation during this time to prepare and support them in their teaching duties. Class formats are small (typically around 20 students), and instructors are provided with additional support in the form of peer educators, who act as coaches and teaching assistants for the course. Classes focus on the development of academic and life skills in the context of positive psychology. This teaching experience is unique in that it requires both teaching skills and group process skills, as students in this class do best when a sense of group cohesion and mutual care and support permeates their learning experience. It is also an opportunity to mentor a peer educator in the collaborative effort to support and mentor students while maintaining appropriate boundaries between the teaching and counseling roles.

9. Outreach - C&PS receives frequent requests to provide presentations on campus for various topics, e.g., stress management, healthy relationships, etc., and to participate in various outreach events on campus. Interns are involved in staffing these requests with the support of the faculty outreach team.

Training/Supervision Experiences

1. Individual Supervision - Interns receive 2 hours of one-on-one weekly supervision with their primary supervisor. Interns switch supervisors at the start of the Spring semester. Interns use video software to record their sessions for possible review. Discussions in this supervision include topics ranging from discussion of clinical cases, theoretical positions, and policy and procedures to processing workplace interpersonal dynamics, the supervisory relationship, and career development. Formal evaluations of intern progress toward training goals are completed with the individual supervisor at the end of the Fall and Spring semesters.

2. Mirror Supervision – In addition to the 2 hours of weekly individual supervision for interns, there is 1 hour of live supervision, with their primary supervisor viewing a session from behind a one-way mirror. While initially anxiety-provoking for interns, this experience is often the source of the most significant growth for the clinical skills of interns, as it affords the opportunity to receive immediate feedback from the supervisor after each session.

3. Group Supervision – Interns meet as a group with the training coordinators for 1 hour each week on Thursday mornings to receive and provide feedback regarding individual therapy cases currently being seen by interns. Policy and procedure questions, as well as individual and group process concerns, are also discussed in this space. This group experience is a rich opportunity to learn and grow from the experiences and expertise of other interns, as well as being a bonding experience for the training cohort as a whole.

4. In-Service Training - Every week the interns meet for a 2-hour training session Thursday mornings. This represents the most didactic component of the program. Topics focus initially on providing training for the ASPIRE and biofeedback programs, as well as providing training on critical topics, such as: use of the CCAPS assessment, child abuse reporting, therapist safety, and risk management. Later in the year, training shifts to inviting faculty and staff or professional practitioners from the community to present on current topics that stimulate a thoughtful re-examination of clinical skills, cultural competence, and theoretical positions. The formats are flexible and can involve lectures, demonstrations, discussions and experiential activities.

5. Open Consultation Hour - For 1 hour on Thursday morning each week, the faculty of C&PS are available to consult with one another on various topics, including their clinical cases and/or other professional development issues. This is considered an open office hour for all faculty and interns.

6. ASPIRE/Biofeedback Case Conference – On Tuesday mornings during the Fall and Spring semesters, interns alternate between ASPIRE and Biofeedback case conferences. During ASPIRE weeks, they meet with two full-time faculty ASPIRE supervisors and the part-time ASPIRE therapists for a case conference focused on the application of Motivational Interviewing principles and techniques to clinical cases in which students have been mandated for a short-term alcohol and other drug intervention. This is an opportunity for interns to learn how to apply MI theory and techniques to their ASPIRE clients, as well as their general individual case load. Training and consultation regarding the use of the eCheckupToGo assessments is also provided during this time.

During Biofeedback weeks, interns meet with two full-time faculty members who coordinate the biofeedback program at C&PS, in order to discuss the application of biofeedback principles and techniques to specific clinical cases. This case conference may also be attended by other faculty who practice biofeedback. Both case conferences offer rich learning experiences given the opportunity to learn from discussion of cases beyond those of the intern cohort itself.

7. Bounce Back Group Consultation – For 30 minutes each week during the Spring semester, interns meet with one of the Bounce Back coordinators for consultation and support regarding their teaching experience. Frequent topics of discussion include the content of specific lesson plans, group dynamics, mentoring of peer educators, maintaining health boundaries, and supporting students of concern.

8. Group Therapy Supervision – For 30 minutes each week, interns meet with the faculty member co-facilitating their group. This time is used flexibly for group preparation and planning, as well as processing group and facilitator dynamics.

Professional Development Training Goals

Our 15 internship training goals fall broadly into four categories: clinical services, teaching and outreach, professional conduct, and supervision and professional identity development. Each goal is described briefly below.

Clinical Services

1. Conceptual Knowledge and Application -Interns demonstrate a good knowledge of concepts and models of counseling and psychotherapy and can translate them effectively into treatment objectives. They also can use more than one theoretical model, and demonstrate movement toward conceptual integration.

2. Intake and Assessment-Interns establish good rapport, structure productive information gathering, and make appropriate use of available resources as needed, (i.e., consultation or referral to institutional and community resources). They also integrate and make effective use of the CCAPS assessment, and provide thorough and accurate SASC assessments to aid students seeking academic accommodations.

3. Crisis Intervention - Interns demonstrate competence and flexibility in performing crisis intervention and handling clinical emergencies in general. This includes the ability to assess suicide lethality, previous history of violent incidents, and present evidence of decompensation.

4. Individual Therapy - Interns conduct effective short-term psychotherapy using a variety of techniques and interventions appropriate to each client. This includes the ability to develop a therapeutic contract, to establish appropriate expectations for the working phase of therapy, and to make effective use of the therapeutic relationship in working toward the students’ goals.

5. Cultural Competence and Therapeutic Range - Interns demonstrate comfort and competence in working with clients differing from their own identities. They also work effectively with different types of clinical problems (e.g., academic issues, affective disorders, addictions), and are able to create or adapt interventions to the personal needs and uniqueness of their clients.

6. Group Therapy - Interns translate clinical knowledge and skills into a group setting (skill-based, process, and/or workshop). Also, they are sensitive to common group process issues, and are able to adjust interventions to the different stages in the life of a group.

7. ASPIRE Program – Interns demonstrate working knowledge of the theoretical underpinnings of Motivational Interviewing, and can apply this knowledge within a short-term model to build discrepancy and elicit change talk with students mandated to the program for alcohol and other drug violations. They integrate and make effective use of the eCheckUpToGo assessments.

8. Biofeedback Program – Interns understand and apply theoretical knowledge of heart rate variability (HRV) biofeedback, along with a working knowledge of biofeedback equipment and techniques, to clinical cases.

9. Psychological Documentation - Interns integrate all the necessary assessment data, interpretations and recommendations in writing professional quality clinical notes, document risk assessments appropriately, and complete clinical documentation in a timely fashion.

Teaching and Outreach

10. Teaching - Interns are able to create a syllabus, implement course guidelines and curriculum, and manage classroom dynamics.

11. Outreach Services - Interns are able to plan and competently implement outreach/prevention programs, including psychoeducational workshops.

Professional Conduct

12. Professional Ethics - Interns abide by both the guidelines as stated in the APA Ethical Principles and Standards for Providers of Psychological Services, Specialty Guidelines and the California laws and regulations governing the practice of psychology (e.g., Tarasoff requirements, reporting child abuse, involuntary hospitalization etc.).

13. Professional Conduct and Personal Functioning - Interns demonstrate appearance and conduct appropriate to their professional roles. A sense of commitment and responsibility is also manifested toward colleagues (includes good working relationships), work (including administrative duties), and to the mission and goals of C&PS. Awareness of and ability to cope with personal problems or issues that might interfere with professional performance and/or responsibilities is also included here.

Supervision and Professional Development

14. Response to Supervision - Interns demonstrate openness and responsiveness to supervision by sharing problems, concerns and ideas with the supervisor, and by utilizing supervisory feedback and seeking consultation when needed. Also, they carry out formal training assignments, try alternative interventions or strategies formulated in supervision, and accept constructive criticism in a reasonably non-defensive manner.

15. Professional Identity - Interns are developing effective professional identities appropriate to their level of training, and which integrate their unique needs, style and characteristics with the standards and norms of the profession.

Intern Weekly Activities

The schedule listed below summarizes interns’ typical weekly activities.

**Training/Supervision**

Individual Supervision (including live) 3.0 hours

Group Supervision 1.0 hour

In-Service Training 2.0 hours

ASPIRE/Biofeedback Case Conferences 1.5 hours (AY only)

Supervision of Group 0.5 hours

Bounce Back Consultation 0.5 hours (Spring only)

Open Consultation Hour 1.0 hour (0.5 in Spring)

Total 9.0 hours

**Direct Clinical Service Delivery**

Individual therapy 12-14 hours\* (lower in Spring)

Group therapy 1.5 hours

ASPIRE cases 2.0 hours

Biofeedback cases 2.0 hours

Phone Consultation 4.0 hours

Bounce Back 2.0 hours\* (Spring only)

Total 23.5 hours

Case management 7.5 hours

**Total time 40 hours/week**

Internship Training Facilities and Faculty

C&PS is located on the 4th floor of the Calpulli Center on the SDSU campus. While interns are likely to consult and be supported by all the faculty and staff at C&PS, there are specific faculty who have dedicated roles within the training program. These faculty, and their respective roles, are listed here:

Doug Thomson, Ph.D. (Training Coordinator and primary supervisor option)

Manuel Rivera, LMFT (Assistant Training Coordinator)

Leslie Wilson, Ph.D. (ASPIRE Co-coordinator)

Jerry Kropp, Psy.D. (ASPIRE Co-coordinator)

Cristina Antonucci, Psy.D. (Biofeedback Co-coordinator)

Erika Hess, LMFT (Biofeedback Co-coordinator)

Michael Juan, Ph.D. (Associate Director and primary supervisor option)

Mary Joyce Juan, Ph.D. (primary supervisor option)

Diana Bull, Ph.D. (primary supervisor option)

Todd Carson, Psy.D. (primary supervisor option)

For more detailed information regarding our faculty and staff, please click on the following link: <https://sa.sdsu.edu/cps/talk-with-a-therapist/staff>.

Intern Responsibilities and Expectations

As outlined above, interns are expected to devote approximately 60% of their weekly time to the provision of direct clinical services. Interns are expected to provide these services within a brief therapy model, and to complete their clinical documentation in Titanium in a reasonably timely fashion. Other specific expectations include:

1. Making two formal case presentations in group supervision, one in the Fall semester and one in the Spring semester, both of which include the showing of a 5-10 minute video clip of a therapy session.
2. Attending psychiatric consultations with the psychiatrists from Student Health services periodically in order to consult regarding common cases.
3. Completing a minimum of two outreach presentations per semester during the academic year (four total). It should be noted that interns may occasionally be asked to present or participate in outreach activities during evening hours, and interns would adjust their schedules during those weeks to reduce their day-time activities to compensate.
4. Completing a minimum of two SASC assessments during the training year for students seeking accommodations for mental health related diagnoses.
5. Completing formal evaluations of their supervisors at the end of the Fall and Spring semesters, and providing feedback to the training coordinators at these times regarding their experience in the training program as a whole. Interns are also expected to provide feedback regarding the training program during their group exit interview the last week of their internship.
6. Attending periodic Student Affairs and University-wide events occurring during work hours.
7. Maintaining a daily schedule in Titanium during the work week, and arriving professionally dressed and punctually to scheduled training and clinical activities.
8. Completing an evening clinic shift from 4:30 – 6:30 pm on either Monday or Tuesday nights in either the Fall or Spring semester. Students in specific programs, such as the Teaching Credential program, student teach during the days, so they are only available to seek therapy in the late afternoon and evening hours.

Internship Commitment, Salary and Benefits

The internship is a 2000-hour, 12-month commitment beginning Monday, August 2nd, 2021. Interns will collect at least 1500 hours of Supervised Professional Experience (SPE) as defined by the California Board of Psychology. Technically, the year will begin August 1st, so that it can conclude July 31st, 2022 to provide time for interns to move to begin their post-doctoral or employment commitments.

The salary for the internship training year is $28,000, and interns are also provided with a full range of benefits, including medical, dental, and vision among others. Vacation and sick leave accrue monthly in accordance with the CSU collective bargaining agreement, and interns are not expected to work on holidays in which the university campus is closed. Interns are also provided with their own offices, paid parking, and faculty library privileges.

Application Qualifications and Procedures

The internship program in Health Service Psychology has been approved for provisional membership in the Association of Psychology Post-Doctoral and Internship Centers (APPIC). We use the uniform psychology internship application (AAPI) process, and we will only consider applicants who have completed an AAPI, and submitted it through the APPIC website.

In addition to the above requirements, applicants to our internship program must meet the following minimum requirements:

1. Completion of all required coursework and academic requirements, e.g., comprehensive exams, prior to commencement of the internship.
2. A minimum of 500 intervention hours must be completed at the time of the application.
3. Applicants must be certified as ready for internship by their respective doctoral programs.

Preferred qualifications for applicants include:

1. Experience providing individual and group therapy within a short-term treatment model.
2. Strong interpersonal skills and the ability to work collaboratively.
3. Experience working with college students.
4. Experience providing crisis intervention and outreach services.
5. Interest in and/or experience working in a university counseling center setting.