



CLEVELAND STATE UNIVERSITY COUNSELING CENTER

DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY

THE SETTING

CLEVELAND STATE UNIVERSITY (CSU) is an urban, commuter university established in 1964. There are eight colleges within the university. Recent statistics show enrollment of approximately 11,000 undergraduate students and 6,000 graduate and law students. Twenty-three percent of these students belong to ethnic minorities and fifty-five percent are women. The University has over 800 international students representing 75 countries. The CSU campus currently consists of 85 acres just east of downtown Cleveland between E. 13th and E. 30th Streets. The 41 campus buildings range from the historical Mather Mansion to modern buildings erected in 2015. The Cleveland/Akron Metropolitan area is the 15th largest in the United States with a population approaching 3 million.

THE COUNSELING CENTER at CSU provides comprehensive counseling and psychological services designed to promote the academic success and personal well-being of the CSU

community. Services provided to the campus community include individual, couple, and group counseling and psychotherapy; psychiatric services; outreach presentations and on-going seminars or workshops; emergency and crisis response; and consultations. Several staff members also teach and serve on University committees.

The CSU Counseling Center is located on the edge of campus in the Union Building at 1836 Euclid Avenue on the 2nd floor. We moved to this location after it was renovated to our specifications. The facility includes twelve offices, a group room, a reception area, a waiting room, a file room and a kitchenette.

The Counseling Center Staff reflect both demographic diversity as well as diversity of training. The Counseling Center senior staff consists of an African-American male (of Jamaican heritage), an African-American female, three White females, and two white males (one who is openly gay). Each year, an attempt is made to select interns who are also diverse. All staff members are licensed mental health professionals and some staff members hold more than one license. Five of the staff members are licensed as Psychologists, one is licensed as a Professional Clinical Counselor, one is a Licensed Independent Social Worker, and one is a licensed Psychiatrist.

The Counseling Center Clientele Clients are primarily CSU students. Counseling and psychiatric services are offered exclusively to students, while assessment, referral, and consultation services are provided to CSU faculty and staff as well. Faculty and staff are also welcome to participate in some workshop and group offerings. The student clients range in age from 16 to 61 with a modal age of 21. They come to the Counseling Center with a wide range of issues, but the majority of clients present with personal concerns related to feelings of depression; anxiety and stress; relationship and family concerns; and identity and existential concerns. Students also present, to a lesser extent, with concerns about sexual and physical abuse and harassment; eating and weight concerns; substance abuse concerns; and academic or vocational concerns. More than one quarter of the student clients identify themselves as belonging to an ethnic minority group.

The Counseling Center Services are free and confidential (with an exception being fees for psychiatric services). The most frequently requested services are individual and couple counseling. Career and academic counseling comprise 16% of the counseling services offered. In addition, the Center offers consultation, outreach, and group services. Some recent group offerings include: Wise Minds: Building Skills for Acceptance and Change (DBT

group), the LGBTQIA Student Support Hour, Trans Student Support, Connections (an interpersonal process group), and the Meditation Group. Recent workshop series include Sista to Sista (psychoeducational topics related to black women), and the Academic Skills Development Workshops (topics including note-taking, time management, stress management, motivation, procrastination, memory/concentration, test taking skills, test anxiety management, etc.) Frequently requested outreach presentations are on Time Management, Test Anxiety, Stress Management, Anger Management, Self-Esteem, and Eating Disorders/Healthy Weight Management, and Counseling Center services. The Center provides annual campus-wide screenings for both depression and anxiety.

MISSION STATEMENTS

CLEVELAND STATE UNIVERSITY: Our mission is to encourage excellence, diversity, and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

University Vision Statement: We will be recognized as a student-focused center of scholarly excellence that provides an accessible, engaged and exceptional education to all. We will be a place of opportunity for those who seek truth, strive toward excellence and seek a better life for themselves and for their fellow citizens. As a leader in innovative collaboration — both internally and externally — with business, industry, government, educational institutions and the community, the University will be a critical force in the region's economic development. We will be at the forefront of moral, ethical, social, artistic and economic leadership for the future and embrace the vitality that comes with risk. We will be the strongest public university in the region and be known for our scholarship and diversity in service to students and to our community.

CSU COUNSELING CENTER: Our mission is to support and empower our diverse student community through the provision of psychological services. Our services are confidential and include individual, couples and group counseling, crisis intervention, consultation, psycho-education, and referrals. These services are designed to help students cultivate their strengths and overcome obstacles to obtain their personal, academic, and career goals. Likewise, we collaborate closely with our university and community partners to foster the personal, social, and academic well-being of our students and the university

community. We are also committed to providing high quality experiential training to graduate students to support their development as aspiring mental health professionals.

Cleveland State University Counseling Center Core Values Are:

1. **Caring** and easily **accessible** services and training.
2. **Respect** for our clients and partners as demonstrated by service delivery that is ethical, confidential, and individually tailored.
3. Promotion of **diversity, multiculturalism, and social justice.**
4. **Mutual collaboration** within the department and with our university and community partners.
5. Provision of **high quality** psychological services and training that meet or exceed professional standards.

STATEMENT OF TRAINING AIM/PHILOSOPHY/EDUCATIONAL MODEL

At the CSU Counseling Center, the aim of our training program is: “to prepare interns to function competently and independently as health service psychologists.” Our mission statement explicitly states that we are “committed to providing high quality experiential training to graduate students to support their development as aspiring mental health professionals.” It is well recognized that experiential training is necessary for interns to become more fully competent. Our core values which are part of our mission statement further articulate that training is done in a “caring and easily accessible” manner in environment which supports “mutual collaboration” and growing independence. Finally, we state that we value provision of **high quality** psychological training that meets or exceed professional standards.

Our training is based on the premise that we have a serious responsibility in preparing the next generation of practitioners in the field of health service psychology. Our training plan incorporates the training criteria of the Association of Psychology Post-Doctoral and Internship Centers (APPIC) for doctoral level trainees and the Standards of Accreditation (SOA) of the American Psychological Association. Our program design draws from the practitioner-scholar model of psychological practice, awareness of the mind-body-spirit connection, and respect for human differences.

We regard the practitioner-scholar model of practice as the most appropriate paradigm for clinicians in the field of psychology. While our primary emphasis is on training interns to become practitioners, we believe that psychological practice must be informed by the body of psychological literature. We consider awareness of psychological research and writings as essential to competent practice.

The mind-body-spirit connection is another important underlying component of our training plan. Interns are encouraged to view their clients as whole individuals and recognize interdependence between the psychological, the physiological, and the spiritual. We advocate using a wellness model to conceptualize cases and plan treatment. Interns are also encouraged to develop and participate in preventive wellness activities such as educational workshops for the campus community.

We emphasize interns' development of multicultural awareness and respect for human differences. Cleveland State University has a diverse population and we are able to expose trainees to a variety of multicultural experiences, many of which take place on campus. This counseling center has the advantage of being part of an urban university with a variety of traditional and non-traditional students. Our clients come from a variety of backgrounds and present with a wide range of issues. Therefore, we acquaint trainees with a variety of therapeutic modalities. We also believe in exposing trainees to multi-system interventions such as those which take place at the community, institutional, and family levels.

We take a three-pronged approach to training by using didactic, modeling, and experiential techniques, with emphasis on the latter. The didactic portion of our program includes formalized activities such as clinical supervision, in-service presentations, Intern Seminars, diversity discussions and case conferences. Our Intern Seminars incorporate psychological literature and often have experiential components. The topics of our Intern seminars derived from our staff expertise in diversity, holistic practices, group and couples therapy, and the profession wide competencies overall. Modeling and experience are integrated in an intern's daily service activities and interactions with the senior staff. We seek to balance collegiality with modeling appropriate professional behaviors and boundaries.

The program is designed to be sequential, cumulative, and graded in complexity. Cases assigned to interns are screened by the senior staff to match the developmental level of each intern as they progress through the year. Seminar content becomes more complex over time and some seminars build on material presented in previous meetings. As the

interns progress through the year, the nature of supervision also changes (as appropriate) to be less directive/instructional and more supportive/facilitative. Increasingly throughout the year, interns are encouraged to act more independently. For example, an intern might initially present a workshop together with a senior staff member and then be asked to repeat the workshop alone or with another intern. Interns are also encouraged to develop their own ideas for services and are supported in providing these services to the campus.

Overall, we endeavor to offer a training program that is flexible and open to differences. We value creative thinking and also recognize that each trainee has unique developmental needs. We seek to provide an environment which nurtures our interns as they develop their professional skills and identities.

THE TRAINING EXPERIENCE

Training offered by the CSU Counseling Center is designed to be systematic and developmental. We are committed to providing a training experience that prepares students to function as generalists, comfortable in the many roles assumed by university counseling center practitioners. Therefore, a broad range of training experiences are offered.

ORIENTATION is the Interns' introduction to the Counseling Center. It occurs during the three to four weeks prior to the start of fall semester in August. Interns are introduced to procedures of the Counseling Center and the structure of the training program. Intern Seminars commence. It is also a good time to start to get to know the senior staff as supervision matches and programming for the fall semester are finalized. **A copy of a typical Orientation Schedule can be seen here:**

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DIRECT SERVICE ACTIVITIES include a range of services and usually comprise 50 percent of a trainee's duties. We require interns to acquire a total of 500 hours of direct service activities during the internship year, since this is the requirement for licensure in many states. Direct service activities include:

- **Individual Counseling and Psychotherapy.** Full-time interns carry an individual caseload of 13-15 clients per week. The cases are pre-screened through the Therapist Assignment List (TAL) process so that progressively more difficult cases

can be assigned as the intern's ability and confidence develop. Cases typically reflect the diversity of the students seen at the CSU Counseling Center, both demographically and in terms of the severity of concerns.

- **Couples' Counseling.** Interns may have the opportunity to see at least one couple in conjoint therapy with a senior staff member.
- **Assessment Activities.** Interns participate in our phone screening process via two intake phone referral screenings each week with students requesting counseling. Interns write an intake report for their first visit with each new client they are assigned. Interns also use the wide range of available testing materials to conduct assessment of clients and then write two integrated assessment reports.
- **Group Counseling.** Interns are encouraged to co-lead counseling/therapy groups together with senior staff members. Interns may also work together or individually to provide more structured, didactic, short-term groups on topics such as Stress Management or Self-Esteem.
- **Outreach and Consultation Activities.** The CSU Counseling Center receives a number of requests for psychoeducational programming each semester from various campus departments as well as from the community. Interns are expected to participate with a senior staff member in the planning and presentation of at least two such workshops or programs.

SUPERVISION AND TRAINING ACTIVITIES are the most important part of an intern's experience at the CSU Counseling Center. Training activities are designed to expose interns to a variety of supervisory styles and orientations in a supportive environment. Interns are assigned supervisors according to their particular needs, but are also encouraged to consult with any member of the senior staff.

- **Individual Supervision (2 hours per week).** Interns are assigned a different senior staff supervisor for each half of their time here and will meet with that supervisor for two hours each week. Each Intern's supervision needs as well as his or her preferences are taken into consideration when making these supervisory assignments. This supervision focuses on the Intern's individual caseload and their professional development. Individual supervisors use client test results, interns'

client notes, and audio-video recordings, to give feedback to help the Intern develop as a clinician. This is also an opportunity for Interns to discuss problems they are having in their work and their professional development and get feedback from their supervisor.

- **Supervision of Group (weekly, 1/2 -1 hour per group).** Each Intern receives supervision regarding their group facilitation and structure. Most Interns usually do two groups per week with a minimum of ½ hour of supervision per group. Usually, this is with the senior staff member with whom the Intern is co-facilitating a group.
- **Intern Case Conference - Group Supervision (1 hour per week).** Once a week, the Interns meet together as a group with a member of the training committee for a case presentation by one of the interns. The interns rotate responsibility for presenting cases and the training committee members rotate responsibility for facilitating the case conference. Interns are expected to provide the group with a written case summary prior to the meeting which gives demographic information, background history, diagnosis, process observations, and questions for discussion.
- **Supervision of Supervision (1 hour per week during second semester).** While Interns supervise advanced practicum students, they receive weekly feedback from the Supervision of Supervision supervisor. (See paragraph below).
- **Supervision of Advanced Practicum Student.** Interns who have demonstrated readiness for the experience (as determined by the senior staff) have the opportunity to supervise an advanced practicum student during Spring semester. However, this opportunity depends on the availability of a practicum student deemed appropriate for supervision by an intern. While we would like to be able to provide a supervision experience for every intern, we cannot guarantee this experience will be available.
- **Intern Seminar (2 hours per week).** This is a series of educational programs provided for the Interns by the senior staff and other experts in the community.
Click here to see an example of Intern Seminar Training Topics:
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- **In-Service Training (at least four per year).** Interns participate with senior staff in in-service training seminars. Approximately once every three months (often more

frequently), a local expert or a member of the senior staff present on a topic of interest to the staff such as body work, learning disabilities, ethical issues, etc.

- **Diversity Discussion (at least four per year).** Senior Staff and Interns (and when possible Support Staff) participate in Diversity Discussions to provide ongoing development of individuals' diversity awareness and competence.
- **Senior Staff and Interns Case Consultation Hour (1 hour per week).** Interns participate in senior staff case conferences which occurs weekly after the staff meeting.
- **Professional Development (variable).** Interns are encouraged to attend professional conferences and seminars. Financial support may be available for some activities.

ADMINISTRATIVE ACTIVITIES

- **Staff Meetings (1 hour per week).** Counseling Center staff participate in weekly hour-long staff meetings. Intern input is highly valued at these meetings due to their fresh perspective and creative ideas.
- **Committee Meetings (variable).** Interns are encouraged to serve both on internal Counseling Center Committees as well as on University-wide committees. This committee work may be short-term (in the case of an ad-hoc committee formed to address a particular issue) or the work may span the entire year in a standing committee. Interested interns are encouraged to participate on the Intern Selection Committee which will be formed in the fall and will work to select and rank internship applicants for the following year.
- **Research (3-4 hours per week).** Full-time interns may devote up to three-four hours per week for dissertation research or research on topics pertinent to Counseling Center services. Research projects proposed by interns are reviewed and approved by the Counseling Center Director along with the intern's supervisor. Interns have a dissemination of research requirement.

POLICIES AND PROCEDURES

HOURS OF WORK: Interns begin working three weeks prior to the start of fall semester each year. Typically, this is the second week of August, with fall semester starting during the last week of August. Interns have one year from that date to complete 2000 internship hours (including 500 direct service hours – counseling and intakes).

Interns are required to work 40 hours per week in order to meet this requirement. We discourage interns from working more than 45 hours per week at peak times in order to preserve self-care. The Counseling Center is closed on official University holidays, 10 days per year, and interns will not be able to accrue direct service hours on those days. Interns must complete their hours during the Counseling Center’s normally open hours of 8:00 a.m. – 6:00 p.m. Monday through Friday. If a senior staff member is on-site, interns may work earlier or later while the senior staff member is here. In some special circumstances, interns may be allowed to work earlier or later to do paperwork without a senior staff member on the premises, but clients may never be seen unless a senior staff member is present in the Center.

We work with interns to help them accrue all of their hours while still taking some vacation time during their training year. We expect interns to schedule vacation days in a manner so they will not interfere with scheduled training activities. It is our desire to be sensitive to the needs of the interns and provide as much autonomy and flexibility in planning their schedules as is possible without compromising the accrual of 2000 hours.

The Sample Schedule below is an estimate. Actual hours spent on each activity per week vary.

SAMPLE SCHEDULE FOR INTERNS:

Training Activities	Hours per week
Supervision (1-1)	2
Case Conference	1

Additional Supervision (e.g., Group Supervision, Supervision of Supervision)	1
Intern Seminar	2
Total	6

Direct Service Activities

Individual and Couple Counseling	16
Intakes	2
Group Counseling (if applicable)	2
Total	20

Other Professional Activities

Outreach/Consultation	2
Supervision of Advanced Practicum Student (Spring Semester only)	1
Total	3

Administrative Activities

Staff meetings/in-services/senior staff case conference	2
Committee meetings	1
Prep for outreach/ consultation/presentations	1
Case Management	4
Research	3
Total	11
Grand Total of Professional Activities: 40	40 hours

COMPLETION OF INTERNSHIP: Successful completion of the internship involves the fulfillment of these basic expectations:

- Accrual of 2000 internship hours (including 500 direct service hours) at the CSU Counseling Center.
- Acquisition of the competency skills related to our training aim as measured by obtaining the minimum level of achievement in each of these nine profession-wide competencies:
 1. Research
 2. Ethical and Legal Standards
 3. Diversity
 4. Professional Values, Attitudes, and Behaviors
 5. Communication and Interpersonal Skills
 6. Assessment
 7. Intervention
 8. Supervision

9. Consultation and Interprofessional/Interdisciplinary Skills

Interns who meet these criteria will be given a certificate signifying the satisfactory completion of the internship.

Additional Policies pertaining to the Cleveland State University Counseling Center Internship, including those concerning Intern evaluation, due process and grievance policies can be found in the Internship Training Manual located at:

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EXPECTED COMPETENCIES FOR PSYCHOLOGY INTERNS

The aim of our training program is: “to prepare interns to function competently and independently as health service psychologists.”

Our strategy for the assessment of intern competence focuses on the nine professional-wide competencies outlined in the American Psychological Association’s Standards of Accreditation (SOA), Doctoral Internship Programs:

1. Research
2. Ethical and Legal Standards
3. Diversity
4. Professional Values, Attitudes, and Behaviors
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

Each of these competencies has associated elements that are assessed by questions from the evaluation forms we use for the different activities and periodic Intern assessments.

Competencies and their Elements
(1) Research

- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

(2) Ethical and legal standards

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

(3) Individual and cultural diversity

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

(4) Professional values, attitudes, and behaviors

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others

- Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

(5) Communications and interpersonal skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

(6) Assessment

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

(7) Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.

<ul style="list-style-type: none"> • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
(8) Supervision
<ul style="list-style-type: none"> • Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.
(9) Consultation and interprofessional/interdisciplinary skills
<ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

To assess intern competence, we utilize two of the instruments from the Education Directorate’s Benchmarks Evaluation System, see: <http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx> Specifically, we use the “Competency Benchmarks in Professional Psychology: Rating Form” and the “Interpersonal Professional Relationships Competency: Rating Form” adapted for our use. These Rating Forms use a Likert scale to answer the question, “How characteristic of the trainee’s behavior is this competency description?”

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opinion
0	1	2	3	4	N/O

Additionally we have some measures that derive from these instruments, using a limited subset of items. For Outreach, we have a measure that is not tied to these instruments.

In recognition that each internship training site places different value (and thus different

criterion cut-off) on the different competencies, it is necessary to generate a matrix of minimum expected average scores in each Competency category for each assessment. These expected averages are derived by averaging expected item scores (e.g., an average expected Professionalism score would be the average of the expected scores for items 1A-1E).

Our strategy involves building a portfolio of competency assessments that rely on *periodic* overall assessments and *focused* assessments of representative observed behaviors.

For the periodic assessments, preliminary assessments will be considered formative and below-standard performance in the preliminary assessments will function as initiation points for further supervisor-supervisee focus and possibly remediation plans. The final periodic assessments will be considered summative and considered as a completion criterion for Internship.

To build toward expected competency, interns may re-do activities or submit additional activities to be included in their assessment portfolio of the *focused* assessments.

How these competency measures work in relation to triggering supervisor/supervisee attention, remediation plans or meeting criteria for passing (or failure) of internship is discussed in more detail with each measure. Our different measures are discussed below.

The following summarize our Intern evaluative measures for our nine competencies which are the nine profession-wide competencies cited in the SOA:

1. Research
 - a. Disseminated Research (conference presentation or publication)
 - b. Performance Evaluation (quarterly)
2. Ethical and Legal Standards
 - a. Formal Case Presentation to staff with write-up; (potential to show 10-15 minute recording of session)
 - b. Supervisor watches and evaluates 1 full session recording each semester
 - c. Performance Evaluation (quarterly)
3. Diversity
 - a. Formal Case Presentation
 - b. Supervisor watches and evaluates 1 full session recording each semester

- c. Performance Evaluation
- 4. Professional Values, Attitudes, and Behaviors
 - a. Disseminated Research (conference presentation or publication)
 - b. Formal Case Presentation
 - c. Consultation Evaluation
 - d. Performance Evaluation
- 5. Communication and Interpersonal Skills
 - a. Case Presentation
 - b. Competency rating form for Interpersonal Skills (1x/semester with input from staff)
 - c. Outreach evaluations
 - d. Performance Evaluation
- 6. Assessment
 - a. Evaluation of Integrated Assessment Reports
 - b. Performance Evaluation
- 7. Intervention
 - a. Formal Case Presentation
 - b. Supervisor watches and evaluates 1 full session recording each semester
 - c. Performance Evaluation
- 8. Supervision
 - a. Individual Supervisor cumulatively rates 1 full recording of Intern providing supervision
 - b. Performance Evaluation
- 9. Consultation and Interprofessional/Interdisciplinary Skills
 - a. Consultation Evaluation
 - b. Performance Evaluation

Intern Performance Evaluation, Feedback, Retention and Termination Decisions

Our Interns receive several evaluations throughout the year:

1. **The Performance Evaluation** (two per semester by primary supervisor) is the most extensive of our written evaluations. The intern receives four of these over their year-long tenure with us. They cover all nine of the profession wide competencies. The supervisor makes their ratings with input from other staff members at monthly training meetings discussing the interns. The primary supervisor weekly reviews audio-video recording of an Intern's client session. The supervisor also observes the

Intern interfacing with diverse mental health professionals at staff meetings and case consultations.

2. **The Interpersonal Professional Relationships Competency Rating Form** (mid-semester, twice per year by primary supervisor). For this evaluation, the primary supervisor also makes use of weekly audio-video recordings of intern's client sessions. The supervisor also observes the intern interfacing with their fellow intern, other staff members and diverse campus constituencies.
3. **Supervisor Review of Sessions** (one per semester by primary supervisor) is used to give focused written observations based on the review of one audio-video recording of a client session each semester.
4. **Supervisor Review of Supervision Session** (one time during second semester by primary supervisor) is used to give focused written observations based on the review of one audio video recording of the intern supervising advanced practicum student.
5. **Outreach Evaluations** (Outreach Coordinator or Training Director; the average scores of one presentation must meet criteria) are used on two occasions were supervisor to review participant feedback to the Intern based on a specific outreach presentation.
6. **Evaluation of Dissemination of Research** (Completed by staff member attending professional conference with interns). This written evaluation is for the Intern as they are observed on the occasion of a research presentation.
7. **Formal Case Presentation Evaluation** (Completed by staff members attending presentation; one time). This written evaluation is for the Intern as they are observed on the occasion of giving a formal case presentation. The Intern has the option to include a 10 minute segment of audio-video recording.
8. **Integrated Assessment Report Evaluation** (Completed by Assessment Supervisor; two reports required-one must meet evaluation criteria). This written evaluation directly evaluates the quality of an integrated assessment report.
9. **Consultation Evaluation** (Completed by Senior Staff member working with intern on a specific consult; one per year). This written evaluation directly evaluates the Intern providing an observed consultation on one time or over a series of times.

The above evaluations provide ample opportunity for feedback to Interns, particularly around specific observed behavioral samples. Each form has built in item cut-offs for expected behaviors so it easy to pinpoint where improvement is needed. Each from is electronically scanned into the Intern's confidential record on our server accessible by senior staff only. To assess overall success, the scores from the different elements on these

evaluations are computed and averaged to see that they are above the MLA for each competency.

Supervisors discuss minor concerns about performance through their regular supervision meetings, noting in their supervision records any performance problems and when feedback is given. If an Intern struggles to gain mastery of the competencies they can often improve through skills building and/or remediation. If formal evaluation scores are low enough that supervisor and Training Director have concern about an Intern being able to meet overall competency standards, the supervisor and Training Director meet with the Intern and develop a remediation plan so that the intern can be retained, improve their performance and complete Internship. However, the Counseling Center Director reserves the right to immediately suspend or dismiss an Intern from the Internship for conduct which constitutes a gross ethical violation of the counselor-client relationship, endangers or has the potential to endanger a client, or other serious misconduct.

Minimum Levels of Achievement (MLA)

The evaluation items that load onto each of the nine competencies are averaged to come up with an average level of achievement for each competency. Formative evaluations are excluded in these averages. These averaged levels of achievement must meet the Minimum Level of Achievement (MLA) set for each competency to meet completion requirements for Internship.

These Rating Forms use a Likert scale to answer the question, “How characteristic of the trainee’s behavior is this competency description?”

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opinion
0	1	2	3	4	N/O

Our minimum level of achievement (MLA) for **Research** is that the ratings must average 1.5 or better which means that this competency must some be somewhere between “somewhat” and “moderately” characteristic of the Intern. This lower average for an MLA is indicative of the lower emphasis on knowledge generation research that we have in our applied setting.

Our MLA for **Ethical and Legal Standards** is that the ratings must average 3.0 or better which means that this competency must some be somewhere between “mostly” and “very” characteristic of the Intern. This higher average for an MLA is indicative of the high

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Dr. Katharine Oh, Psychologist, Director: Ph.D. in Counseling Psychology from the University of Kentucky, 2010

Interests include trauma recovery, LGBTQ concerns, and acculturation. Conducts feminist multicultural and relational cultural therapy and supervision. Invested in campus-wide suicide prevention efforts and leadership in professional organizations.

Dr. Bruce Menapace, Psychologist, Internship Program Coordinator (Training Director): Ph.D. in Clinical Psychology from California School of Professional Psychology, 1997

Interests include cross-cultural psychology, gay/lesbian/bisexual/transgender concerns, antiracism training, stress management/relaxation training, and men's issues. He facilitates the LGBTQIA Student Support Hour and Trans Student Support.

Dr. Mary Hildenbrand, Psychologist: Ph.D. in Counseling Psychology from Southern Illinois University at Carbondale, 2007

Interests include mindfulness meditation, wellness, group therapy, interpersonal relationships, multicultural issues and identity exploration. Dr. Hildenbrand offers the Meditation Group. She also specializes in helping individuals who struggle with anxiety and stress management.

Dr. Paula Mickens-English, Psychologist, Practicum Coordinator: Ph.D. in Counseling Psychology from Kent State University, 1996

Interests include Afrocentric counseling, relationship issues, women's issues and alternative therapies. Dr. Mickens-English instructs Black Psychology. She is also a Licensed Independent Social Worker. She facilitates the Sista to Sista group.

Dr. Todd Seibert, Psychologist: Ph.D. in Clinical Psychology from the University of Nevada, Las Vegas, 2009

Interests include group therapy, cognitive assessment, and process-oriented therapy. He is the group coordinator and coordinates client assignment at CSUCC. He facilitates interpersonal process groups and consults with students and staff regarding ADHD and Learning Disabilities.

Mr. Paul Snowball, Professional Clinical Counselor: M.Ed. in Counseling from the University of Akron, 1989

Interests include academic performance; career choice; anxiety, stress, and depression management; race and culture issues; personality development issues; and outreach programming.

Dr. Michelle Romero, Psychiatrist: D.O. from Ohio University College of Osteopathic Medicine, 2006

Interests include diagnosis and treatment of primary mental health disorders in the college and transitional aged populations. Dr. Romero completed a fellowship in Public and Community Psychiatry with a specialty track in College Mental Health. In addition to her time at CSU, she also works with students at Case Western Reserve University and Oberlin College. She is employed by University Hospitals in the Department of Psychiatry as an Assistant Professor.

INTERNS

Our current interns may be contacted for information at 216-687-2277.

Recent interns include:

2016-2017: Fabienne Leaf (Loma Linda University) and Brittany Sommers (Andrews University)

2015-2016: Dr. Angela Harrington* (Carlow University) and Dr. Heather Spence (Antioch University)

2014-2015: Stephanie Marasti-Georg* (Carlow University) and Brittany Tutena* ** (Chatham University)

More than half of our Interns go on to university counseling center postdoctoral fellowships* or to jobs** at university counseling centers.

APPOINTMENT DETAILS

Positions Available: The Counseling Center offers two intern positions each year.

Term of Service: Interns begin working three weeks prior to the start of fall semester each year. Typically, this is the second week of August, with fall semester starting during the fourth week of August. Interns have one year from their start date to complete 2000 internship hours. The Counseling Center is closed on official University holidays, 10 days per year, and interns will not be able to accrue hours on those days. We recommend that interns arrange their schedules so that they are working enough hours to complete the 2000 hour requirement within 50 weeks to allow some vacation time during the year. We expect interns to schedule vacation days in a manner so they will not interfere with scheduled training activities.

Stipend and Benefits: The stipend is \$24,500. Interns are provided benefits of full-time staff including: Health insurance, dental insurance, life insurance and retirement contributions. Interns are able to purchase a university parking pass and a Viking I.D. card for access to the university library and computer system. Interns are also able to use the university's Health Services for routine medical services. We ask that interns provide their own professional liability insurance and interns who wish to park on campus will need to pay for parking.

APPLICATION

Qualifications:

1. Doctoral candidate in counseling or clinical psychology. This means students who have completed all of their doctoral coursework, practica, and comprehensive exams.
2. Preference will be given to students who have an approved doctoral dissertation proposal prior to the starting date of the Internship in August.
3. There is no minimum number of practica hours required to apply.

Application Procedure: December 5, 2017 is the application deadline. To be reviewed, applications must include the completed AAPI Online (APPIC Application for Psychology Internships) with the following elements:

1. A curriculum vitae
2. All graduate transcripts
3. Three letters of recommendation from either faculty members or former supervisors.

Intern Picture: Candidates who are invited to interview will be given the option of including a picture of themselves to facilitate the Intern Selection Committee's recall and tracking of interviewed candidates.

Selection and Notification Process: The CSU Counseling Center adheres to the APPIC Internship Matching Program Policies regarding the selection and notification of applicants. 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. Results of the match will be released on the APPIC Match Day in February. Summary information about our program is also listed on the APPIC Directory On Line at the APPIC website: <https://www.appic.org/> To review the APPIC procedures and/or register for the Match, visit their website at: <https://natmatch.com/psychint/>

Diversity and Non-Discrimination: The Cleveland State University Counseling Center is committed to attracting and training diverse interns to serve our diverse student population. Our institutional Notice of Non-Discrimination has a link from our main Counseling Center Webpage <http://www.csuohio.edu/counselingcenter/> or can be found directly at: <http://www.csuohio.edu/sites/default/files/Notice%20of%20Nondiscrimination.pdf>

Background Check: Interns that are matched with our site through the APPIC match are subject to a standard background check as a condition of their employment. **A PDF of these specific policies can be found at:** <http://www.csuohio.edu/sites/default/files/csubackgroundcheck.pdf>

Send all application materials (via AAPI) and other correspondence to:

Bruce Menapace, Ph.D.

Cleveland State University Counseling Center

2121 Euclid Ave., UN 220

Cleveland, Ohio 44115

Questions may be directed to b.menapace@csuohio.edu



Cleveland State University
