

**APA Accredited Doctoral Internship Program  
In Professional Psychology**

**Student Counseling Center**

**The University of Tennessee  
Knoxville**

**August 1, 2014 – July 31, 2015**



*Student Counseling Center & Student Health Center building.*

**Welcome from the Director of Training**

Dear Prospective Psychology Intern:

Welcome to our Doctoral Internship web page and thank you for considering the University of Tennessee Student Counseling Center (SCC) as an internship site for the 2014 – 2015 training year. In reviewing these pages, you will find information about the University of Tennessee and surrounding area; the SCC; the training program and professional staff and the application and selection process.

The doctoral internship at the Student Counseling Center offers many opportunities for professional development. Our diverse and eclectic training staff of ten licensed psychologists has a high level of commitment and energy for providing interns with the best possible clinical and training experiences and supervision.

If our internship program looks like it fits with your training goals and interests, we encourage you to complete the application materials online and submit by **Friday, November 15, 2013**.

We extend our best wishes to you and look forward to receiving your application. If you have any questions about our program, please feel free to contact me.

Sincerely,

Philip Johnson, Ph.D.  
Assistant Director/Director of Training  
Student Counseling Center  
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**APPIC Program Code # 1557**  
**APPIC National Matching Service (NMS) # 155711**

**Due Date: Friday, November 15, 2013**

**American Psychological Association**

The Student Counseling Center Psychology Internship is accredited by the American Psychological Association and abides by the APA Accreditation Operating Procedures. For more information about the American Psychological Association (APA), please click here.

<http://www.apa.org/ed/accreditation/index.aspx>

If you need to contact the Commission on Accreditation:

Commission on Accreditation  
750 First Street NE  
Washington, DC 20002-4242

Phone: 202-336-5979  
TDD/TYY: 202-336-6123  
Fax: 202-336-5978  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)



## I. The University of Tennessee

**The University of Tennessee, Knoxville, is the state’s flagship research institution, a campus of choice for outstanding undergraduates, and a premier graduate institution. As a land-grant university, it is committed to excellence in learning, scholarship, and engagement with society. In all its activities, the university aims to advance the frontiers of human knowledge and enrich and elevate society. The university welcomes and honors people of all races, genders, gender identities and expressions, creeds, cultures, and sexual orientations, and values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. The university intends that its graduates will promote the values and institutions of representative democracy, and be prepared to lead lives of personal integrity and civic-responsibility.**

The University of Tennessee was founded in 1794 and provides undergraduate, graduate and professional education for over 26,000 students. Great professors and students from throughout the world live and work in a friendly, safe campus community located in scenic East Tennessee. Among its many academic offerings, UT has an APA accredited Counseling Psychology program and Clinical Psychology program, both in the Department of Psychology. You can learn more about the University of Tennessee by visiting the UT website at <http://www.utk.edu>.



### **Knoxville Area**

The university campus is located in the heart of Knoxville. Knoxville is the largest city in East Tennessee and ranks third largest in the state. The Cumberland Mountains (to the northwest) and the Great Smoky Mountains (to the southeast) help provide a moderate climate.

The Great Smoky Mountains National Park, less than 60 minutes away, is the country's most visited national park. Visitors enjoy the beauty and leisure activities that can be found there and at the numerous state parks, lakes and resorts which dot the area.

The Knoxville area is cited frequently in national surveys as a quality place in which to live. There is an array of educational and cultural opportunities available to area residents. Affordable housing, reasonable health care costs, a low crime rate, and a pleasant climate with lakes and mountains nearby are factors which make Knoxville an attractive place to live.

Other places of interest include: nearby Oak Ridge, with its history and current focus on high technology; Nashville, home of country music and Atlanta, a 3 ½ hour drive. See [www.utk.edu/knoxville](http://www.utk.edu/knoxville) for more information about Knoxville and the surrounding area.

## II. The UT Student Counseling Center

### Overview

The UT Student Counseling Center (SCC), a department within the Division of Student Life, is the university's primary facility for personal counseling, psychotherapy, and community intervention. It provides direct service to students and to spouses or partners of students in conjoint therapy.

The Center is a very pleasant place to work. Staff relations are friendly and informal. This informality is balanced by an atmosphere of serious professional concern for clients, for programs, and for trainees.

### Diversity Statement

*Our Commitment to Diversity:* Each staff member is committed to providing assistance that is culturally-sensitive and affirming to our diverse clientele, which includes students of color, international students, sexual-minority (LGBTQ) students, students of all gender identities and expressions, veterans, students with disabilities, and students from all socioeconomic backgrounds and with varying religious/spiritual beliefs.

### Services

Staff members provide a variety of services for students, faculty and staff. Presenting problems range from mild situational stresses to acute psychiatric conditions and long-term dysfunctions.

Services available to students include walk-in consultation, psychological assessment, crisis intervention, and individual, couples and group therapy. The nature, frequency, and duration of psychotherapy are determined on a case by case basis.

The Stress Management Clinic offers an array of services including mindfulness training, meditation, biofeedback, and coping skills training.

As an integral part of the developmental and preventive emphasis of the Center, the staff is committed to providing consultation services and outreach to the campus community. Recent or ongoing consultations include the Division of Student Life, Multicultural Student Life, Campus Ministers, the Center for International Education, the Counseling Psychology Department, Dining Services, the Office of Equity and Diversity, UT Police Department, the Safety, Environment & Education Center (SEE Center), University Housing, and UT Athletics. Outreach programming has included participation in the orientation program for new students, First Year Studies classes, fraternity and sorority groups, the annual Health Services Fair, the Vol-Aware Street Fair and the QPR Gatekeeper trainings.

### Referrals

Referrals are made to other agencies both on and off campus. The Center maintains close ties with **Student Health Center (SHC)**, which has eight primary health care physicians, a psychiatrist, a psychiatric clinical nurse specialist and a psychologist. The SCC enjoys a close relationship with the mental health professionals at the SHC who work closely with all staff

members, including interns who have clients receiving medication. The psychiatrist and psychiatric clinical nurse specialist also teach a weekly psychopharmacology seminar for interns. Student Health, Mental Health services and the Student Counseling Center are located in the same building. **Career Services** has an extensive career library, computerized career exploration programs, and the computer administered Strong Interest Inventory. The Department of Psychology operates the **Psychology Clinic**, a training clinic on campus for the clinical psychology graduate students. Fees are based on a sliding scale. Both individual and group psychotherapy are available to students and non-students. Children and couples occasionally are seen.

A protocol for helping distressed students was developed as a guide for staff and faculty in helping distressed or distressing students. **The Case Management Team** was formed and meets on a regular basis to assist students at risk. The team is co-chaired by the Student Counseling Center and the Office of the Dean of Students. Members of the committee include representatives from Disability Services, Student Health Center, Student Judicial Affairs, UT Police Department and other key offices on campus.

### **Student Counseling Center Committees**

Student Counseling Center Committees generate proposals and recommendations that are forwarded to the Leadership Team. In some instances, their role will also involve implementing proposals that have been approved by the Leadership Team. Center committees include: Clinical, Community Intervention, Diversity and Training. Interns are encouraged to join and become active members of a committee.

### **Student Counseling Center Facility**

The new 109,242-square-foot facility houses the Student Health Center on the first floor and the Student Counseling Center, along with the psychiatric staff, on the second floor. The facility includes private offices for all senior staff members, interns and graduate assistants, a spacious reception and waiting room area, conference rooms, group rooms and much more. Each intern office is equipped with a personal computer, and a DVD recorder/monitor.

### **Accreditation**

The University of Tennessee Student Counseling Center is accredited by the *International Association of Counseling Services (IACS)* and is a member of the *Association of Psychology Postdoctoral and Internship Centers (APPIC)*. and the *Association of Counseling Center Training Agencies (ACCTA)*. The Internship Training Program is accredited by the *American Psychological Association (APA)*. Our next APA site visit is scheduled for **2016**.

## **III. The Training Program**

### **Overview**

The University of Tennessee Student Counseling Center has been a training site in counseling and clinical psychology since the early 1960's, and the doctoral internship program has been accredited by the American Psychological Association since 1980. Each year, four doctoral interns are selected from APA accredited graduate programs in counseling and clinical psychology through the National Matching Service.

The Internship Training Program has become a highly visible component of the Student Counseling Center, as well as the university at large, due in part to the university's supportive and encouraging stand. Interns are defined by the university as regular full-time university staff members with all the benefits which come with that designation. Within the Center, staff members are available, accessible, supportive, and timely in meeting their responsibilities. In addition to regularly scheduled supervision, training seminars, case conferences and staff meetings, interns have informal access to all staff members and are encouraged to consult with senior staff members any time they are available.

## **Mission**

The Doctoral Internship Program contributes in key ways to the mission of the University of Tennessee, the Division of Student Life, and the Student Counseling Center. The mission of the training program is to prepare interns as generalists with the knowledge and skills needed for entry-level positions in psychology. The center supports interns in their professional and personal development, including commitments to the profession and its ethics. This mission is accomplished by professional training, teaching, supervising, modeling and mentoring.

## **The Developmental Apprenticeship Model and Philosophy**

The doctoral internship year is the culmination of a formal education process through which interns will learn to apply the breadth of psychological knowledge to their professional roles. The Doctoral Psychology Internship Program at the University of Tennessee Student Counseling Center focuses on the training of generalist practitioners for entry level positions in psychology using a developmental apprenticeship model. This model has as its overarching goal the professional growth of the psychology intern.

*An apprenticeship* is a developmental model of movement into a field. It implies a formal contractual relationship between an individual and a trainee in which both entities have certain responsibilities and rights. The apprentice serves under the direction and training of a qualified individual(s) who is responsible for the training, inculcation of values, and the quality of work produced by the apprentice.

The focus is on the developmental process as interns are provided with the knowledge and skills needed for doctoral level positions in psychology. The internship year at the Student Counseling Center is designed to promote a developmental process in which interns move from the role of student to colleague. Interns are encouraged to take an active role in designing their training to include their professional interests and needs.

This process begins by evaluating the knowledge and skills interns bring to the center. These skills and competencies are explored during orientation as interns reflect on their own experiences. Interns are asked in a variety of settings, including conferences with the training director, supervision, training seminars, and case conferences, to consider their own level of skill and professional development. Initially, interns are expected to demonstrate many skills at an intermediate level as described in the Intern Evaluation Form Rating Scale. Interns will be asked to set goals, to build on the skills they bring, and to acquire advanced skills that are essential in the profession. These goals are reviewed periodically and are revised as they progresses through the internship year.

Goals are addressed primarily through experiential and didactic learning processes. Theory and techniques, based on current research and scholarly works, are presented in didactic settings and through readings. Interns will be provided ample opportunity to observe the professional staff in

various settings before actually participating in areas that are new to them. As expertise forms and competence develops, interns are encouraged to take on more responsibility and leadership. It has been our experience that most interns quickly move toward independent practice under supervision, with the goal of leaving the internship year as a professional psychologist and colleague.

Along with professional growth, personal growth also is encouraged. The training staff believes that personal development and maturity are cornerstones of professional competence and identity. Every effort is made to provide a supportive environment which models and attends to personal growth. Interns attend staff meetings beginning the first week of internship. During orientation, there will be many opportunities to begin thinking about areas of special emphasis that are available throughout the year. This model allows interns to work closely with staff and learn through modeling and collaboration. In a system that provides both support and challenge, interns are encouraged and supported in the process of becoming mature practitioners.

## **Training Goals and Objectives**

**Goal #1: To develop interns' clinical skills in preparation for entry-level positions as professional psychologists.**

### **Objectives**

- 1.1 To develop and show competence in initial assessment and intervention using clinical interview.
- 1.2 To develop and show competence in crisis assessment and intervention.
- 1.3 To develop and show competence in the provision of individual therapy.
- 1.4 To develop and show competence in the provision of couples counseling.
- 1.5 To develop and show competence in the provision of group therapy.
- 1.6 To develop and show competence in receiving supervision.
- 1.7 To develop and show competence in the use of assessment measures and methods used in a university counseling center.
- 1.8 To develop and demonstrate competence in providing clinical supervision.
- 1.9 To develop and demonstrate competence in community intervention (Consultation and Liaison, Outreach, teaching and Program Evaluation).
- 1.10 To develop and demonstrate competence in the provision of stress and wellness services.

### **Goal 2**

**To cultivate the self-knowledge, attitudes, and professional knowledge and skills needed for effective and ethical practice as a psychologist.**

### **Objectives**

- 2.1 To demonstrate knowledge and application of ethical principles and legal and professional standards.
- 2.2 To demonstrate knowledge and skill in working with diverse populations and to demonstrate a commitment towards growth in multicultural competence.
- 2.3 To develop a self-awareness of personal and professional qualities that influence professional functioning.
- 2.4 To develop collegial, professional relationships within the CC and the larger university.

## **Student Counseling Center Services and Training Activities**

### **Intern Orientation**

The internship year begins with a comprehensive, structured three week orientation to the internship. The orientation is designed to welcome interns and begin to integrate them into the UT Student Counseling Center. Interns are introduced to the SCC's mission and informed about the training program's model, philosophy, goals, and objectives; administrative details; service and training activities and referral sources.

The orientation program is developed and coordinated by the Training Director with input from the Training Committee and senior staff. Orientation is an ongoing process, and interns are

encouraged to consult with their supervisor and/or any senior staff member throughout the orientation period and the internship year.

Interns are assigned a temporary supervisor for the first two weeks of internship. To assist in making permanent supervision assignments, interns meet as a group with each supervisor early in orientation to discuss supervision styles, theoretical orientations and expectations for supervision. Supervisory assignments are made by the Training Director with input from the Training Committee, interns and professional staff. Intern preferences are honored as much as possible.

During orientation, each intern will complete the *Intern Self-Assessment/Interest Survey* which will assist in formulating training goals for the year. Interns also will complete the *Evaluation of Intern by Supervisor* to continue the self-assessment process and to become familiar with the evaluation process. Together with their supervisors, interns will determine the experiences necessary to attain their individualized training goals.

### **Initial assessment and intervention using clinical interview (Triage)**

Walk-in sessions are scheduled regularly throughout the week. No appointment is needed for students to use the walk-in services. The interview typically lasts 15 – 20 minutes and is done in a *triage format*. The purpose of the initial interview is to provide students with a prompt mental health consultation resulting in appropriate recommendations.

### **Crisis assessment and intervention**

Although there is no after hours emergency coverage, interns gain experience with crisis assessment and intervention during their walk-in coverage.

#### *Training: Initial assessment, crisis assessment and intervention*

During orientation, interns first observe and then assist senior staff during their walk-in times. After an initial period of training, interns are assigned a three hour walk-in block each week to gain experience with initial assessments and interventions, crisis assessment and intervention, psychiatric consultation and referral.

## **Provision of Therapy and Receiving Supervision**

### **Individual Therapy**

Interns provide therapy to students who present with a wide range of issues such as depression, anxiety, interpersonal relationship problems, grief and loss, suicidal ideation, trauma, identity and self-esteem, and personality disorders. A portion of an intern's case load may be "long-term" clients, who are seen for the entire year. Interns may conduct psychological testing as part of the assessment process, refer clients for medication assessment and diagnostic consultation with the Student Health Center, and refer to other resources as needed.

#### *Training: Supervision of individual therapy*

Supervision is one of the primary tools utilized to assist interns in their training and development. As such, it is an important focus of the internship experience. Interns receive two hours of weekly individual supervision from a Primary Supervisor, who has been a Licensed Psychologist for at least three years. Interns also meet with a Secondary Supervisor for one hour each week. The *primary supervisor* is responsible for overseeing triage and case management and clinical supervision. The primary supervisor is rotated once during the year (January). Interns meet with a *secondary supervisor* for one hour each week. Secondary supervisors

coordinate and supervise tracks if a specific track is chosen by an intern. Secondary supervision sessions, regardless of tracks or generalist training, focus on specific case supervision. Interns may keep the same secondary supervisor throughout the year or rotate at the end of the fall and/or spring semester depending on selection of tracks.

### **Couples Therapy**

Interns provide therapy to couples. Couples are broadly defined and may include married, partnered, platonic relationships, etc. Only one member of a couple needs to be a student for the couple to be eligible for couples counseling. Initially, interns see couples with a senior staff co-therapist.

#### *Training: Supervision of Couples Therapy*

Additional supervision dedicated to couples work is scheduled as interns pair with senior staff psychologists to do conjoint co-therapy with couples.

### **Group Therapy**

Interns co-facilitate a process-oriented therapy group during the fall and spring semesters. Interns have an opportunity to choose from several groups, such as general therapy, interpersonal process, and other groups that are formed as clinically needed.

#### *Training: Supervision of Group Therapy*

Interns are paired with a senior staff psychologist to co-lead the group in the fall. During the spring semester, interns may co-lead a group with another intern or a senior staff member. Interns may develop a group based upon their individual interests for the spring and/or summer semester(s). Interns receive supervision for each group they co-facilitate.

### **Provision of Supervision**

During the spring semester, interns supervise a doctoral practicum student from the University of Tennessee's APA-accredited doctoral program in counseling psychology. Each practicum supervisee also is supervised by a senior staff licensed psychologist who has the overall responsibility for the practicum student.

#### *Training: Provision of Supervision Seminar*

Prior to supervising a psychology doctoral student during the spring semester, interns attend a supervision seminar. This series prepares interns for their supervisory role. Didactic and process issues relevant to the provision of supervision by interns are discussed.

#### *Training: Supervision of Supervision*

During the spring semester, interns meet one hour a week in dyads with a licensed psychologist for supervision of supervision. Discussions center on developing supervisory skills, supervision issues and viewing recordings of their sessions with supervisees. Usually interns are paired for supervision of supervision so they are able to profit from a peer's experiences as well as from their own.

### **Community Intervention**

The community intervention work of the Center is considered an essential service. Interns are expected to engage in all forms of community intervention at the Center. This includes but is not limited to: consultation and liaison, and outreach presentations to the campus.

Consultation and Liaison Relationships. Interns are expected to partner with senior staff members in the areas of liaison relationships and committee involvement.

Community Intervention Activities. Interns are expected to participate in at least six community intervention activities (i.e., presentations, workshops, interviews, events) over the course of the year (with a minimum of three per semester), at least one of which is to be providing a QPR training.

Program Evaluation/Consultation Project. Interns will engage in an in-depth consultation experience which often results in some very helpful information and suggestions that the Center will be able to utilize in future outreach and consultation.

Training: Supervision of Community Intervention

During the year, interns meet once a week with the Director of Community Intervention. Interns gain experience in providing effective psychological consultation to an organization, including developing and conducting a needs assessment and providing suggestions and feedback to the organization. Interns will enhance their skills in developing and delivering effective outreach presentations. Interns will discuss their experiences in working with senior staff members on campus committees and/or other liaison/consultative relationships.

Training: Suicide Prevention/QPR Training

UT utilizes a national, suicide prevention/education program called QPR (Question, Persuade, and Refer). Analogous to CPR, QPR provides the lifesaving skills necessary to effectively and directly ask someone if they are suicidal, persuade them to get help and refer them to the appropriate professional. All UT Student Counseling Center staff members are certified instructors for the QPR Gatekeeper trainings. Interns will receive eight hours of training to become certified as *QPR Gatekeeper Instructors* and assist in training others. The certification is active for 3 years.

## **Stress Management Clinic**

After orientation to the Stress Management Clinic (SMC), interns will provide SMC clinical service, such as biofeedback, and individual check-ins throughout the year.

Training: Stress Management Clinic

Interns will receive initial training in August. Interns' individual work in SMC will be supervised by their primary supervisors. Primary supervisors are responsible for evaluating SMC competency and completing the SMC evaluation form.

## **Seminars and Case Conference**

### **Professional Topics Seminar**

This weekly seminar focuses on exploring various professional topics and provides training in several areas. Topics may include, but are not limited to: ethical principles and legal and professional standards; working with diverse populations; trauma; autism spectrum disorders; DBT; eating disorders; women's issues; gestalt training.

### **Psychopharmacology Seminar**

The university psychiatrist and psychiatric clinical nurse specialist meet weekly with the interns to review the use of psychotropic medications, emphasizing those most frequently used on campus. Interns have an opportunity to discuss client medication issues.

**Intern Case Conference**

A one hour case conference is scheduled weekly for case presentations by interns and senior staff. A senior staff psychologist presents a case once every five weeks and facilitates a discussion among the interns. Interns are then scheduled in subsequent weeks to present formal case presentations and the same senior staff member facilitates the discussion. This is designed to allow interns the opportunity to receive peer supervision of their clinical work, along with feedback from a senior staff psychologist. It also gives interns an opportunity to have regular contact with a variety of senior staff psychologists.

Case presentations include diagnostic information and the appropriate application and interpretation of one or more assessment instruments. Interns are encouraged to include assessment materials and selected portions of session recordings as part of their presentation.

**Dissertation/Scholarly Activity/Research**

Interns are expected to engage in scholarly project/research. Although most interns focus on their dissertation research, there may opportunities in conjunction with senior staff psychologists or faculty members from the Counseling Psychology doctoral program to engage in other research.

## 7. Additional Activities

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### **Intern Support Group/Peer Consultation**

Interns schedule one hour per week to form their own self-led support group to process their internship experiences throughout the year. The Training Director is available to join this meeting periodically to address any issues the interns would like to discuss about their personal and professional development and experiences in the training program. Interns are encouraged to schedule this time around a lunch in order to have up to two hours to meet each week.

### **Professional Development**

#### Division of Student Life Meetings

The Division of Student Life schedules a professional staff development breakfast 3 to 4 times a semester, as well as a Coffee House, which also meets several times a semester. These gatherings provide an opportunity for interns to hear pertinent issues discussed, often from a nationally known speaker, as well as to develop cross-departmental professional relationships.

#### Professional Conferences

Release time is available for interns to attend workshops and conferences. Some funding also may be available.

### **Staff Meetings (Wednesday morning)**

#### Case Assignment Meeting

Interns will participate in weekly staff meetings with other trainees and all senior staff members in which clinical issues are discussed and cases are assigned.

#### General Staff Meeting

All senior staff psychologists and interns attend this weekly meeting designed to better communicate items of interest or concern related to the Student Counseling Center.

### **Committee Meetings**

Interns have the opportunity to serve on one of the Student Counseling Center Committees include Clinical, Diversity, Community Intervention, Stress Management Services, and Training. Interns also serve on University Committees as part of their training in Community Intervention.

### **Meeting with Training Director**

The Training Director meets with the interns on a regular basis to assess how the internship training is meeting the interns' needs and to solicit feedback about the training program. The Training Director keeps an open door policy and interns are encouraged to meet informally and/or request additional meetings to focus on training concerns.

### **Case Management/Supervision Preparation**

Time is provided for other activities such as case management, which includes time to complete paperwork, case notes, review therapy sessions, and complete readings.

### **Individualized Training Experience (Optional Tracks)**

During the year, interns have the option of individualizing their training experience in the form of a *Special Emphasis Area*. This option provides interns with greater flexibility in tailoring their internship experience to meet their unique interests and needs.

- Tracks are optional. If no track is chosen, the intern will pursue generalist training
- Secondary Supervisors will serve as track leaders. Tracks will be supervised mainly during the hour of secondary supervision
- Interns may choose one track each semester (fall and/or spring)
- Time allotment: 5 -6 hrs/wk. Some activities may be folded into current requirements without dramatically increasing number of hours worked – e.g. seeing specific client issues in case load; working on track during no-show apt times, etc.)
- The details of the Track are negotiated with the intern, members of the training staff and the Training Committee.

The following optional Tracks will be offered during the fall 2013 Semester:

- Community Intervention
- Diversity Training
- Gestalt Training
- Stress Management Services Training
- Therapy with use of Assessment

<b>Intern Weekly Activities: Example</b>	<b>Fall Hrs./wk (Aug – Jan)</b>	<b>Spring (Jan – May)</b>	<b>Summer (May – July)</b>
<b>Direct Service</b>			
Individual/Couples/Group Screen & Group Therapy/SMC/Psychological Testing	17	17	17
Walk-in/Triage	3	3	3
<b>Clinical Total</b>	<b>20</b>	<b>20</b>	<b>20</b>
Supervision of Practicum Student(s)	x	1	x
Community Intervention	4	3	4
<b>Direct Service Total</b>	<b>24</b>	<b>24</b>	<b>24</b>
<b>Training</b>			
Individual Supervision (Primary)	2	2	2
Individual Supervision (Secondary)	1	1	1
Supervision of Group/Couples Work	1	1	1
Supervision of Supervision	x	1	x
Intern Case Conference	1	1	1
Professional Topics Seminar	1	1	2
Psychopharmacology Seminar	1	1	x
Community Intervention Seminar	1	1	1
<b>Training Total</b>	<b>8</b>	<b>9</b>	<b>8</b>
<b>Program Support</b>			
SCC Committees	2	2	1
Administrative Time/Case Management	3	2	4
Staff Meeting	2	2	2
Intern Processing Time	1	1	1
<b>Program Support Total</b>	<b>8</b>	<b>7</b>	<b>8</b>
<b>Grand Total</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>Other Responsibilities</b>			
Dissertation/Research	2 additional hours/week		
Consultation Project	3 additional hours/week		

\* This description is an approximation and subject to change during peak times of the year.

# 2013 – 2014 Interns

## **Philip Held**

University of Tennessee

## **Lauren Lawler**

Florida Institute of Technology

## **Raymond Sheets**

Western Michigan University

## **Ashley Wilson**

University of Indianapolis

## **IV. Internship Application and Selection Process**

The internship year begins August 1 and ends July 31 of the following year. Interns will complete 2000 hours of supervised experience during this period of time.

### **Preferred Qualifications**

1. Enrolled in an APA or CPA accredited doctoral program in counseling or clinical psychology
2. Completion of all required course work
3. Minimum of 300 direct clinical contact hours
4. Minimum of 3 years of graduate training
5. Applicants must pass Comprehensive Exams by the ranking deadline
6. Approval of dissertation proposal is strongly preferred.

### **Stipend**

The internship is a full-time position (12 months, 40 hours per week) beginning August 1, 2014. Stipends for 2014 - 2015 will be approximately \$32,926 per year.

### **Benefits.**

SCC interns are full-time university professional staff appointed for one year. Interns receive the same benefits available to full time professional staff. (Please note that interns must pay the employee portion of fees for medical and dental insurance, and the monthly parking fees). Benefits include:

Annual leave days (accrued at 16 hours per month worked)  
Eight hours per month sick leave time  
Approx. thirteen university holidays/scheduled closings per year  
Professional leave time

Health and dental insurance available  
Participation in retirement plan  
Fee waivers for university classes  
Flexible benefits program  
Large private office equipped with personal computer/recording equipment  
Access to e-mail, the Internet and a LAN-based color laser printer from each office  
Faculty library privileges and access to many university facilities  
Faculty/administrative parking privileges available to purchase

### **Application Procedure**

We participate in the National Matching Services Program (NMS). Interested applicants must obtain an Applicant Agreement Package from NMS and register for the Match in order to be eligible to match to our program. You can request an Applicant Agreement package from NMS through the Matching Program web site at [www.natmatch.com/psychint](http://www.natmatch.com/psychint) or by contacting NMS at either address below:

National Matching Services Inc.  
P.O. Box 1208  
Lewiston, NY 14092-8208  
Phone: (716) 282-4013  
FAX: (716) 282-0611)

National Matching Services Inc.  
20 Holly Street, Suite 301  
Toronto, Ontario Canada  
M4S 3B1  
Phone (416) 977-3431  
Fax (416) 977 - 5020

**The application process will occur on-line. All materials will be uploaded via the applicant portal on the APPIC website. We will not accept any paper materials. All materials must be available for review on-line by our due date of:**

**Friday, November 15, 2013**

### **Materials to submit include:**

- Completed AAPI. (Accessed at [www.appic.org](http://www.appic.org)).
- Current vita
- Official transcripts of all graduate work which you will send to the APPI Online service
- Three letters of reference. At least two of which must be from clinical supervisors who are familiar with your counseling/therapy skills. References should reflect your most recent work if possible.

### **Selection Process**

There are four positions available in the internship class, none pre-allocated. An Intern Selection Committee, which includes the Director of Training, and selected senior staff members, review and evaluate applications. Interns assist in the interview process. Approximately 30 applicants will be asked to interview during the month of January. Although personal interviews are preferred, telephone/SKYPE interviews will be conducted for those unable to visit the Student

Counseling Center.

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 prior to Uniform Notification Day.

Appointments of applicants to internship positions are contingent upon the applicants satisfying certain eligibility requirements. A criminal background check will be performed and clearance is required in order to be employed.

## EEO Statement

*The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.*

*Inquiries and charges of violation concerning Title VI, Title IX, Section 504, ADA or the Age Discrimination in Employment Act (ADEA) or any of the other above referenced policies should be directed to the Office of Equity and Diversity (OED), 1840 Melrose Avenue, Knoxville, TN 37996-3560, telephone (865) 974-2498 (V/TTY available) or 974-2440. Requests for accommodation of a disability should be directed to the ADA Coordinator at the UTK Office of Human Resources, 600 Henley Street, Knoxville, TN 37996-4125.*