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Counseling Center

Doctoral Internship in Health Service Psychology

Training Manual

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COUNSELING CENTER

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PROGRAM MEMBERSHIP AND ACCREDITATION STATUS

The Eastern Kentucky University Counseling Center (EKUCC) Doctoral internship is a member of the Association of Post-doctoral and Psychology Internship Centers (APPIC). Our program adheres to APPIC Match policies and participates in the APPIC Match. Therefore, we 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.

Eastern Kentucky University Counseling Center's (EKUCC) Doctoral Internship in Health Service Psychology is not currently accredited by the American Psychological Association (APA).

Questions Related to the program's accredited status should be directed to the:

Commission on Accreditation
Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

EKU COUNSELING CENTER

Our Mission and Philosophy of Training

The ECU Counseling Center (EKUCC) is committed to the promotion and celebration of diversity in all of its forms. We seek to provide a safe, welcoming, and affirming environment for all persons that seek our services-our services are available to all currently enrolled students. EKUCC supports Eastern Kentucky University's mission of commitment to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.

The mission of EKUCC is to foster the psychological development and emotional wellbeing of students through psychotherapy, prevention and educational programming, consultation, and outreach, as well as contributions to the field of mental health care. EKUCC seeks to support the academic mission and values of the University by providing high-quality psychological services to students to enhance their academic functioning. All services are offered by EKUCC staff: mental health professionals specializing in college mental health.

As a school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world. The ECU Counseling Center (EKUCC) supports this mission by providing confidential psychotherapy and other psychological services for currently enrolled ECU students. EKUCC also provides psychoeducational events and programs to increase mental health awareness within the ECU community through prevention, education, and stigma reduction. It is of utmost importance to EKUCC to provide mental health services in a welcoming, comfortable, and multi-culturally sensitive environment for all in the ECU community.

The Counseling Center is committed to the training and development of future professionals. We achieve this goal by offering advanced training in the provision of health service psychology in an integrated university healthcare system to both doctoral and masters level students from counseling and clinical psychology graduate programs.

Eastern Kentucky University Counseling Center's Mission statement reflects the University's values:

- Excellence, which is achieved through integrity, continuous quality improvement, and a focused emphasis on the personal and professional growth of students, faculty, and staff. EKUCC values the *growth potential of human beings* and seeks to accomplish that through the provision of the highest quality psychological services that enhance the mental health of ECU students in support of their academic and personal goals.
- Sense of Community: EKUCC values fostering a healthy, caring University community through *building strong relationships* as a vehicle for helping others learn new ways of feeling, thinking, and behaving, including collaborating with other offices to better serve students and enhance their personal and academic development. EKUCC partners with the Psychology Clinic run by the Psychology Department as well as Student Health Services to provide comprehensive mental health services to students.

- We value an *emphasis on prevention* of mental health problems through education, intervention, and outreach into the University community.
- Intellectual Vitality: We value *training* new professionals and supporting the training and professional development of Counseling Center Staff.
- Cultural competency, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas. We value *respect for diversity* of individuals, their cultures, languages, lifestyles, identities, ideologies, intellectual capacities, personalities, and capabilities to expand our learning opportunities and understanding of global connections.

Integrative Behavioral Health System

Eastern Kentucky University (EKU) utilizes an integrated approach between the various units and training programs on campus focused on mental health. EKU's Integrative Behavioral Health System is comprised of the Counseling Center, the Psychology Clinic, and Student Health Services.

Eastern Kentucky University Counseling Center (EKUCC) works to enhance the psychological and emotional growth and well-being and learning potential/academic performance of EKU students through the delivery of comprehensive services, such as psychological counseling, consultation, educational programming/outreach, and training. In addition to the Counseling Center, which serves as the primary provider of psychotherapy and counseling services, EKU also has a Psychology Clinic and Student Health Services. The Psychology Clinic is a training clinic for the doctoral (Psy.D.) program in Clinical Psychology at EKU, as well graduate students in the Social Work and Mental Health Counseling program. The Psychology Clinic provides treatment and assessment services for the University and greater community. Student Health Services (SHS) includes several psychiatric providers who offer medication treatments. Staff and trainees across these three units work together to provide integrated behavioral healthcare.

In addressing the increased demand for services and greater severity of students' concerns, the Integrative Behavioral Health System at EKU offers several important benefits to students by providing a holistic approach to assisting them and supporting their overall health. Benefits of this approach include: integrating wellness services through collaboration between departments to thoroughly address students' needs, offering high-quality services through increased and improved staff communication, and increasing efficiency in internal processes, such as referrals and record keeping.

Within the Integrated Behavioral Health System at EKU, Doctoral Interns in Health Service Psychology will have the opportunity to work within this integrated framework to provide clinical and outreach services at EKU Counseling Center, supervision to doctoral practicum trainees, and psychological assessments in the Psychology Clinic under the supervision of doctoral-level faculty members in the Psychology Department. Additionally, they will have the opportunity to collaborate with Student Health Services medical providers to coordinate psychological and psychiatric care of clients.

DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY

Overview

The Eastern Kentucky University Counseling Center (EKUCC) Doctoral internship is a 12-month, 2,000-hour capstone experience for doctoral students in clinical or counseling psychology. The aim of the program is to produce professional psychologists who are proficient in the provision of a broad range of clinical and scholarly psychology functions, which span a variety of professional settings, in a manner consistent with APA Ethical standards. Additionally, all interns receive strong training in both Trauma-Focused Interventions and Suicide Prevention and Intervention, as these skills are integral to the work we do on a large university campus, with opportunities to further specialize in either of these areas. We ensure that our interns are equipped with the essential intervention and assessment skills required to improve the mental and behavioral health of clients who present with a broad range of psychosocial configurations. The doctoral internship provides interns with the opportunity to develop and refine their skills and prepare for entry-level practice in health service psychology.

The Doctoral Internship program is a supervised, intensive, experiential learning opportunity focused on the delivery of efficient and comprehensive psychological services. The training program is regarded as a cornerstone of our service delivery system. The mission and intention of the Doctoral Internship training program at Eastern Kentucky University Counseling Center (EKUCC), is to train and mentor the next generation of psychologists thereby giving back to the profession, while simultaneously providing the highest level of care possible to the students, faculty, and staff of Eastern Kentucky University. Our staff also benefit from opportunities to supervise and train interns by keeping us up to date with the latest empirically validated practices and research in the field. To foster interns' professional identities and help them develop their clinical skills, graduated and structured training experiences are integrated into their weekly schedules in the form of individual and group therapy, crisis intervention, outreach and education to the campus community, and consultation within an integrated behavioral health model. Interns also have opportunities to explore areas of specialized interest related to their future clinical practice. Their skills are refined and knowledge is expanded through engagement in individual and group supervision, supervision of group therapy, supervision of supervision, and didactic trainings, among other activities. The value of providing strong training to budding professionals is reflected in EKUCC's mission to train ethical, skilled, and competent Health Service Psychologists.

Finally, the training program contributes to the Counseling Center's commitment to promote and celebrate diversity in all its forms. Diversity among trainees and staff is highly valued. Being part of an integrative Behavioral Health System allows for multidisciplinary collaboration and allows for greater exposure to diverse perspectives, mutually benefitting both trainees and staff.

Training Model: Developmental-Mentor/Apprenticeship

The Doctoral Internship in Health Service Psychology at Eastern Kentucky University Counseling Center upholds a Developmental/Mentor or Apprenticeship model of training according to which, interns enhance their professional performance and development through

apprenticeship, support, modeling, guidance, and collaboration with more advanced or experienced clinicians, and thus become socialized into the profession.

The internship also employs a developmental training approach that incorporates graduated experiences and skill-building, experiential learning, and self-reflection to enhance professional competence. Within this developmental model, mastery of tasks is a process that is sequential, cumulative, and graded in complexity. When developing a new skill, interns learn by observing how professional practice is conducted, then by conducting an activity or clinical service with a staff member or under direct observation. Finally, when the intern and senior staff mutually determine the intern is ready, they provide services more independently while under supervision.

As interns advance through the Internship program, expectations of minimum competency gradually increase as professional tasks expected of interns increase over time in intensity, frequency, complexity, and difficulty. Through supervised experience, ongoing feedback, didactic instruction, and mentorship, interns assume greater responsibility and independence. Interns progress from a position of dependency on the knowledge and guidance of supervisors to interdependency to independent practice that is collegial and collaborative.

Upon completion of the internship, interns are expected to be able to function as competent and ethical Psychologists, who are strong generalists providing psychological services to individuals, groups, and organizations. Interns graduate from the internship with entry-level skills in all of the profession-wide competencies, as well as specialized knowledge and experience in two clinical areas: Trauma-Focused Interventions and Suicide Prevention and Intervention.

Diversity and Non-Discrimination Statement

As reflected in its mission statement, Eastern Kentucky University Counseling Center (EKUCC) is committed to the promotion, celebration, and understanding of diversity in all of its forms. The Counseling Center greatly values diversity in its staff because multiple perspectives enrich our ability to understand and contribute to the community we serve. EKUCC is dedicated to actively fostering a respectful and affirming climate in which all its staff and students it serves feel valued and accepted, and are inspired to develop their skills and talents and achieve their full potential. Similarly, EKUCC's Doctoral Internship program values diversity in training.

The Internship Program adheres to the principles of Eastern Kentucky University's Non-discrimination statement. As an Equal Opportunity/Affirmative Action employer, the University affirms a commitment to promote the goals of fairness and equity in all aspects of the educational enterprise, and prohibits discrimination against any employee, student, or applicant for admission or employment on the basis of age, race, color, religion, sexual orientation, gender identity, gender expression, pregnancy, ethnicity, national origin, disability, veteran status, or socioeconomic status, or other legally protected characteristic. ECU is committed to providing qualified individuals access to all academic and employment programs, benefits and activities on the basis of demonstrated ability and quality of performance, without regard to personal factors that are irrelevant to the program involved. Similarly, the Doctoral internship program at EKUCC welcomes applicants from diverse backgrounds to be considered on the basis of their

educational qualifications, experiences, and fit with internship goals, instead of their background characteristics irrelevant to their ability to be successful on internship. Also, following University policy, EKUCC provides reasonable accommodations for individuals pursuant to the Americans with Disabilities Act (ADA).

To foster understanding and appreciation of diversity, EKUCC is committed to continuously enhancing its self-awareness of multiculturalism and the impact of sociocultural influences on EKU students' mental health difficulties. This constant pursuit of understanding in order to support the mental health of students is especially critical at EKU, a school or opportunity in an Appalachian region. Understanding is achieved through fostering continuous self-reflection, and constant pursuit of enhanced multicultural competence.

EKUCC's commitment to understanding and fostering diversity is reflected in all the workings of our center: staff and interns trainings in multicultural diversity, collaboration with campus partners such as the Center for Inclusive Excellence and Global Engagement (CIEGE is a specialized office focusing on retention of traditionally underrepresented/marginalized students by creating an inclusive environment where they can thrive by celebrating their national and international cultures and supporting their personal and professional development), and Center programming such as offering weekly drop-in support groups focused on offering a validating space for students' diverse identities (e.g., LGBTQ, international, First generation college students, students with a health disability, and students of color).

The constant pursuit of enhanced multicultural competence is reflected in our Doctoral Internship program and infused in all facets of training including individual and group supervision, staff meetings, and training seminars. Interns are expected to achieve competency in APA's Profession Wide Competencies including Individual and Cultural Diversity, which is defined as: "Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds." Interns develop cultural humility and competence through self-reflection and cognitive flexibility in understanding self and others as cultural beings with unique personal/cultural histories and world views. Interns work to become aware of their values, attitudes, and biases and how they interact with or get in the way of competently serving a diverse public. To expand their knowledge base and awareness about certain diverse populations, interns work with diverse populations and receive feedback and support as they develop their competency in this area.

Program Aims and Competencies

As described above, the aim of the EKUCC Doctoral Internship Program is to produce professional psychologists who are proficient in the provision of a broad range of clinical and scholarly psychology functions, which span a variety of professional settings, in a manner consistent with APA Ethical standards. Additionally, all interns receive strong training in both Trauma-Focused Interventions and Suicide Prevention and Intervention, as these skills are integral to the work we do on a large university campus, with opportunities to further specialize in either of these areas. Training in APA's nine Professional Wide Competencies (listed below) helps to achieve these aims, and interns are directly evaluated in each of these competency areas.

Interns are made aware of these expected competencies at the beginning of the internship year through a review of the program's evaluation form (see Appendix A).

APA profession Wide Competencies

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behavior
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/Interdisciplinary Skills

Requirements for Successful Completion of the Internship Program

The aim of the Doctoral Internship at Eastern Kentucky University Counseling Center is to prepare doctoral interns in clinical and counseling psychology to be entry-level Health Service Psychologists through a year-long internship at the University Counseling Center. We facilitate this by creating environments and opportunities for interns to build 9 profession-wide competencies (PWCs) defined by APA in its Standards of Accreditation (2015). Below are competencies and elements, which, in accordance with the internship's aim, interns must fulfill to graduate from the internship program. The "EKUCC Doctoral Intern Evaluation" (Appendix A) is the evaluative measure that is used to assess intern competency during the time of internship, with minimum levels of achievement (MLA) of 3 on the 5-point scale required on the Mid Term Evaluation and 4 out of 5 required on the Final Evaluation to successfully complete the internship.

COMPETENCY I: RESEARCH (Integration of Science and Practice)

With science as the foundation of health service psychology, interns are expected to integrate science and theory into clinical practice.

Requirements for Completion:

- (a) Average supervisory ratings of 4/5 or greater on the developmental scale on the *EKUCC Doctoral Intern Evaluation* of Doctoral Interns' Competency I: Research
- (b) Successful completion of the *Intern Summer Project*.
- (c) Successful completion of the *Intern Seminar Presentation on Dissertation Research*

COMPETENCY II. ETHICAL AND LEGAL STANDARDS

Interns are expected to respond ethically and legally in increasingly complex situations with a greater degree of independence across levels of training.

Requirements for Completion:

- (a) Average supervisory ratings of 4/5 or greater on the developmental scale on the *EKUCC Doctoral Intern Evaluation* of Doctoral Interns' Competency II: Ethical and Legal Standards

COMPETENCY III: INDIVIDUAL AND CULTURAL DIVERSITY

Effectiveness in health service psychology requires that interns can conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to a diverse population. Therefore, interns must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The American Psychological Association's Commission on Accreditation (CoA) defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. Requirements for Completion:

(a) Average supervisory ratings of 4/5 or greater on the developmental scale on the *EKUCC Doctoral Intern Evaluation* of Doctoral Interns' Competency III: Individual and Cultural Diversity

COMPETENCY IV: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

Interns are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Requirements for Completion:

(a) Average supervisory ratings of 4/5 or greater on the developmental scale on the *EKUCC Doctoral Intern Evaluation* of Doctoral Interns' Competency IV: Professional Values, Attitudes, and Behaviors

COMPETENCY V: COMMUNICATION AND INTERPERSONAL SKILLS

Communication and interpersonal skills are foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and are evident across the program's expected competencies.

Requirements for Completion:

(a) Average supervisory ratings of 4/5 or greater on the developmental scale on the *EKUCC Doctoral Intern Evaluation* of Doctoral Interns' Competency V: Communication and Interpersonal Skills.

COMPETENCY VI: ASSESSMENT

Interns demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology.

Requirements for Completion:

(a) Complete 12 months of weekly responsibilities in EKUCC's initial clinical assessment of EKU students, including telephone triage and intake interviews.

(b) Average supervisory ratings of 4/5 or greater on the *EKUCC Doctoral Intern Evaluation* of Doctoral Interns' Competency: Assessment based on the intern's assessment in a variety of services at CAPS, including telephone triage, clinical interview, crisis assessment, and consultation.

COMPETENCY VII: INTERVENTION

Interns demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention includes individual Therapy and Psychological Assessment, Triage and Crisis Intervention, Outreach/Community Intervention, and provision of Individual Supervision. Interventions may be derived from a variety of theoretical orientations or approaches.

Requirements for Completion:

- (a) Individual Psychotherapy/Counseling Intervention: Treated a minimum of 20 individual therapy clients by the end of the internship year, in addition to clients seen for brief intervention (Single Session Therapy) and service coordination.
- (b) Group Intervention: Co-facilitate at least one academic-year-long process oriented therapy group during the internship year (including group screening, co-facilitating the group, and group termination), or a drop-in identity-based support group during the Internship year.
- (c) Crisis Intervention: Complete 12 months of weekly 4-5 hour shifts as a Triage and Crisis intervention counselor at EKUCC.
- (d) Outreach/Community Intervention: (1)Facilitate at least 5 outreach programs during the internship year, and (2) Lead at least 1 psychoeducational group workshop during the year.
- (e) Average supervisory ratings of 4/5 or greater on EKUCC Doctoral Intern Evaluation of Doctoral Interns' Competency: Intervention.

COMPETENCY VIII: SUPERVISION

Supervision is grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.

Requirements for Completion:

- (a) Provided clinical supervision of a Master's or Doctoral level practicum trainee
- (b) Average supervisory ratings of 4/5 or greater on the *EKUCC Doctoral Intern Evaluation of Doctoral Interns' Competency VIII: Supervision*

COMPETENCY IX: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

The CoA views consultation and interprofessional/interdisciplinary interaction as integral to the activities of health service psychology. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Requirements for Completion:

- (a) Completed 12 months of weekly attendance and participation in Case Conference between EKUCC and Student Health as clinical consultant for shared clients to coordinate care to best support students' mental health.
- (b) Provide Consultation during Triage shifts as needed. Responsibilities include consulting with other healthcare, academic, and law enforcement professionals as well as students' parents, peers, and partners.
- (c) Provide and receive clinical consultation on an individual basis with senior staff to coordinate client care.

(b) Average supervisory ratings of 4/5 or greater on the *EKUCC Doctoral Intern Evaluation of Doctoral Interns' Competency IX: Consultation and Interpersonal/Interdisciplinary Skills*.

Specialization Areas

The Doctoral Internship in Health Service Psychology at Eastern Kentucky University Counseling Center (EKUCC) offers the opportunity to develop a specialization by engaging in additional training activities in one of two areas: Trauma-Focused Interventions and Suicide Prevention and Intervention. Because of the high prevalence of psychological trauma and suicidality in the college student population, all interns receive a significant amount of training in these areas through didactics, supervision, and clinical cases. However, interns can also choose to develop a specialization in one of these areas by pursuing additional training opportunities, which may include:

- Specialization in Trauma-Focused Interventions
 - Work with 30-50 clients whose main presenting issue is trauma over the course of the year.
 - Administer 20-30 Trauma specific psychological assessments.
 - Receive additional professional development training in an evidence-based trauma treatment (e.g., CPT, EMDR).
 - Co-facilitate the Integrate to Regulate (EMDR) group or a Trauma-coping psychoeducational workshop at EKUCC at least once during the internship year.
 - Develop or/and provide at least 1 outreach program with a trauma component to the University community.
 - Develop psychoeducational handouts based on reviewed psychological literature for the trauma group or workshop or to disseminate with individual therapy clients.

- Specialization in Suicide Prevention and Intervention
 - Attend one or more CAMS (Collaborative Assessment and Management of Suicidality: a therapeutic framework for suicide-specific assessment and treatment of a patient's suicidal risk) trainings in Dr. Moore's PSY 869 Understanding Suicide class.
 - Participate in at least 1 CAMS Consultation Call, where trainees learn to present high-risk cases and receive consultation and support.
 - Participate in at least one class discussion session on non-suicidal self-injury, diversity and suicide issues, and other topics presented by experts in suicidology.
 - Become a QPR (Question, Persuade, Refer: an evidence-based crisis response training) Trainer and co/facilitate QPR trainings in the community. Facilitate at least 5 suicide outreach programs during the internship year.
 - Co-facilitate the suicide bereavement group offered through the ECU Psychology Clinic.

Internship Program Structure

The internship program is comprised of at least 2,000 hours of supervised experience inclusive of vacation and sick leave, with at least 500 hours, or 25% of the interns' total hours, spent engaging in direct clinical services. Although only 1,800 hours of supervised professional experience are required for licensure in Kentucky, we have set our internship requirements to enable interns to meet the licensure requirements in all states. The internship begins the first Monday of August each year and ends exactly 12 months later. Interns are eligible for health, dental, and vision benefits and receive 10 days of vacation time for the year. Interns also receive time off for 9 holidays observed by the University during the year. Intern schedules are based on a 40-hour work week with working hours mainly occurring from 8:00 am to 5:00 pm Monday through Friday. However, at times interns may be expected to work after hours to deliver occasional community intervention activities. Interns are considered employees of Eastern Kentucky University and are such are subject to all policies and procedures set forth by the university, in addition to those developed by the Counseling Center as part of the training program.

Training Staff

Andri Yennari, Ph.D., LP, HSP (Andri.Yennari@eku.edu)

Training Director, Eastern Kentucky University Counseling Center

Licensed Clinical Psychologist, Health Service Provider

Dr. Andri Yennari is the Training Director for the Doctoral Internship in Health Service Psychology at Eastern Kentucky University Counseling Center (EKUCC). Dr. Yennari received her Ph.D. from Duquesne University's APA-accredited program in Clinical Psychology and completed her APA-Accredited doctoral internship at The University of Akron Counseling and Testing Center. Her clinical interests include anxiety, depression, psychosis, grief and loss, identity development, trauma survivors, EMDR therapy (certified therapist), multiculturalism, international students, adjustment concerns, mindfulness, and stress management. Dr. Yennari is originally from Cyprus and speaks Greek. Dr. Yennari has served in a leadership position at EKUCC as the Training Coordinator since 2019, formalizing and expanding the existing training program for beginning and advanced master's interns and doctoral practicum trainees. She was promoted to Training Director in March 2023 to spearhead the development of the doctoral internship program. Dr. Yennari is a member of the Association for Counseling Center Training Agencies (ACCTA), the Kentucky Psychological Association and the American Psychological Association. She has also held administrative and leadership positions with the Kentucky Psychological Association as the Early Career Psychologists Committee Chair from 2017 to 2019 and as a Clinical Section Representative in 2019. Dr. Yennari is an EMDR Certified Therapist by the International EMDR Association. She leads group supervision and supervision of supervision of Doctoral Psychology Interns, is a primary/individual supervisor for interns and practicum trainees, and teaches Intern Didactic Seminars on ethics, group psychotherapy, working with psychological trauma, EMDR, and self-care for the therapist.

Kevin E. Stanley, Ph.D., LP., HSP (Kevin.Stanley@eku.edu)

Director, Eastern Kentucky University Counseling Center

Licensed Counseling Psychologist, Health Service Provider

Dr. Kevin Stanley (he/him/his) is a Licensed Psychology and is the Director of the EKUCC. He earned his Ph.D. in Counseling Psychology from the APA-accredited program at The University of Florida and completed his APA-accredited doctoral internship at the University of Florida Counseling Center. He is a member of the American Psychological Association, Kentucky Psychological Association, the Association of University and College Counseling Center Directors, and the Association for Contextual Behavioral Science. His theoretical orientation is an integration of Humanistic, Existential, and Mindfulness-Based approaches. Dr. Stanley's clinical interests include men's issues, identity concerns, trauma, anxiety, depression, and couples counseling. He serves as a primary supervisor to interns and teaches intern didactics on Acceptance and Commitment Therapy and couples therapy.

Paul J. Morgan, Psy.D., LP, HSP (Paul.Morgan@eku.edu)

Associate Director of Clinical Services, Eastern Kentucky University Counseling Center

Licensed Clinical Psychologist, Health Service Provider

Bio: Dr. Paul Morgan (he/him/his) is a Licensed Psychologist and the Associate Director of Clinical Services at the EKUCC. He received his Psy.D. from the APA-accredited Clinical Psychology program at Spalding University in Louisville, Kentucky. He completed his APA-accredited doctoral internship at the Ohio State University Counseling Center and an APA-accredited post-doctoral fellowship at the University of Cincinnati's Counseling Center. Dr. Morgan is a member of the American Psychological Association and Kentucky Psychological Association. His theoretical orientation is an integration of interpersonal/neuro-biological, DBT/ACT, and feminist theories informed by developmental and multicultural approaches. His professional interests include trauma, EMDR therapy, family of origin, ADHD, masculinity, relationship concerns, anxiety, depression, suicidality, perfectionism, learning strategies, integration of games and expressive techniques into therapy, and developmental-adjustment concerns. He serves as a primary supervisor to interns and teaches intern didactics on crisis intervention, Interpersonal Neurobiology, and sleep hygiene.

Camala Steele, Psy.D., LP (Camala.Stwwlw@eku.edu)

Staff Psychologist, Eastern Kentucky University Counseling Center

Licensed Clinical Psychologist, Health Service Provider

Dr. Camala ("Cam") Steele (They/She) is a Licensed Psychologist and Staff Psychologist at the EKUCC. They earned their Psy.D. from the APA-Accredited Clinical Psychology program at Spalding University in Louisville, Kentucky and completed their APA-accredited doctoral internship at Oregon State University Counseling & Psychological Services. They also completed an APA-accredited post-doctoral fellowship at Spalding University Counseling & Psychological Services. Dr. Steele takes a relational approach to therapy, using Psychodynamic and Interpersonal therapies as their foundation. In addition, she frequently incorporates interventions derived from Acceptance and Commitment Therapy (ACT) into work with clients. Dr. Steele specializes in working with members of the LGBTQ+ community. They have experience with a wide variety of presenting concerns, such as trauma, anxiety, depression, relational difficulties, and existential and identity-related themes. They serve as a primary supervisor to interns and teaches intern didactics on Time-Limited Dynamic Psychotherapy, working with LGBTQIA+ students, and the use of art in therapy.

Dustin B. Wygant, Ph.D., LP, HSP (Dustin.Wygant@eku.edu)

Executive Director of Integrated Behavioral Health, Eastern Kentucky University

Licensed Clinical Psychologist, Health Service Provider

Professor of Psychology, Eastern Kentucky University Psychology Department

Assessment Supervisor for EKUCC Internship

Dr. Wygant is a Clinical Psychologist and Professor of Psychology. He is the Executive Director of Integrated Behavioral Health at ECU, which includes overseeing all mental health initiatives for the university. In addition, he is the Doctor of Psychology Program Director (Psy.D.) at ECU. His research interests include the assessment and conceptualization of psychopathy, particularly in terms of the DSM-5 Section III trait model of personality disorders, assessment of malingering of psychological symptoms in forensic mental health evaluations and the utility of psychological testing (primarily with the MMPI instruments) in forensic, correctional, military, and medical settings. He is a fellow of society of Clinical Psychology (APA Division 12), the American

Psychology Law Society (APA Division 41), and the Society for Personality Assessment (SPA), as well as a member of the International Hierarchical Taxonomy of Psychopathology (HiTOP) consortium. Dr. Wygant serves as a Secondary/Assessment Intern Supervisor, and teaches didactic seminars on the MMPI-3 and use of Dimensional Diagnostic Models.

Michael J. McClellan, Ph.D., LP, HSP (m.mclellan@eku.edu)

Associate Professor and Director of Clinical Training Eastern Kentucky University Psychology Department

Licensed Counseling Psychologist, Health Service Provider

Assessment Supervisor for EKUCC Internship

Dr. McClellan is the Director of Clinical Training for ECU's Psy.D. Program . He completed his clinical internship at Appalachian Regional Healthcare's Psychiatric Center located in Hazard, Kentucky and obtained his Ph.D. in Counseling Psychology from the University of Kentucky in 2014. His research and clinical interests include telepsychology, rural mental health, cultural competency, awareness of privilege and oppression, scale development, and telehealth. Dr. McClellan is also the founder of the ECU Telepsychology Clinic. Dr. McClellan serves as a Secondary/Assessment intern supervisor and teaches didactic seminars on "Rurality as a Diversity Factor" and working in private practice.

Melinda M. Moore, Ph.D., LP, HSP (Melinda.Moore@eku.edu)

Licensed Clinical Psychologist, Health Service Provider

Associate Professor of Psychology, Eastern Kentucky University Psychology Department

Assessment Supervisor for EKUCC Internship Assistant Professor

Dr. Moore is a Licensed Psychologist and Associate Professor in the Department of Psychology at Eastern Kentucky University. She is an expert on the Collaborative Assessment and Management of Suicidality. She holds a Ph.D. in Clinical Psychology from The Catholic University of America, where she trained in the Collaborative Assessment and Management of Suicidality (CAMS) and conducted research on CAMS. She regularly trains clinicians in CAMS, as well as advocates on behalf of suicide prevention in her role as chair of the Kentucky Suicide Prevention Group, Inc., a statewide suicide prevention nonprofit. She has conducted military suicide bereavement research at the University of Kentucky and suicide treatment research at the Robley Rex Veterans Affairs Medical Center in Louisville. Dr. Moore is a Secondary/Assessment Supervisor to interns and leads the "Suicide Prevention and Intervention" Internship Specialization. She also teaches didactic seminars on suicide and posttraumatic growth.

Myra Beth Bundy, Ph.D., LP, HSP (myrabeth.bundy@eku.edu)

Licensed Clinical Psychologist, Health Service Provider

Professor of Psychology, Eastern Kentucky University Psychology Department

Assessment Supervisor for EKUCC Internship

Dr. Bundy is a Professor of Psychology in ECU's Psy.D. Program and the Developmental Disabilities Specialty Clinic Coordinator. Her graduate and post-graduate training specialized in developmental disabilities. She interned at the University of North Carolina TEACCH program,

a pioneering program in autism intervention. She obtained her Ph.D. in Clinical Psychology at the University of North Carolina in 1995. Dr. Bundy coordinates the ECU Developmental Disabilities Specialty clinic, which provides opportunities for ECU graduate students to work with children, adolescents, and adults with Autism Spectrum Disorders and other developmental disabilities. She collaborates with ECU faculty from Occupational Therapy, Communication Disorders, and Special Education to direct the ECU Autism Spectrum Disorder Certificate Program. She collaborates with ECU students to write and conduct research in the area of autism. Professional Interests include: Autism and Developmental Disabilities; Children and Families; Clinical Psychology; Adoption; Study Abroad. She received the Ronald J. Cutter Professional Services Award presented by the Arc of Kentucky to advocates for the rights of citizens with intellectual and developmental disabilities in 2018. Dr. Bundy serves as a Secondary/Assessment Intern supervisor and teaches didactic seminars on working with individuals on the Autism Spectrum.

ADMINISTRATIVE STRUCTURE OF THE TRAINING PROGRAM

All policies and procedures are established by the Internship Training Director in conjunction with the Training Committee, the Supervisors Team, and the Director of EKUCC. The policies of the training program adhere to the Ethical Principles of Psychologists and Code of Conduct (2002) and related guidelines of the American Psychological Association. In essence, every staff member at EKUCC contributes to the Training Program through formal contacts, such as training seminars or supervision, or informally through consultation and collaboration in common activities at EKCC. An overview of the training team follows:

Training Director

1. Oversees the training program, with the help of the Training Committee, the Supervisors Team, and the Counseling Center Director. Suggests training policies for review by the Training Committee and remains responsible for all training policy decisions.
2. Coordinates intern application, interview, selection, and recruitment process, as well as maintains liaisons with appropriate faculty from the interns' academic programs.
3. Coordinates, supervises, or delegates training activities (e.g., supervision assignments, training seminar facilitation, etc.).
4. Recommends training procedures and oversees their implementation.
5. Develops and maintains the internship Training Manual.
6. Integrates input from the Training Committee or other training staff to develop the training program.
7. Arranges supervisory assignments and coordinates the training staff to fill a variety of training roles (e.g., primary supervisor, group supervisor, assessment supervisor).
8. Coordinates intern supervisory evaluation and feedback process.
9. Serves as the liaison between interns and staff, providing feedback, processing grievances, etc.
10. Documents and maintains interns' training records, including their evaluations, hour logs, and due process procedures.
11. Administrator for APA accreditation and ensures compliance with APA standards.
12. Oversees the management of the doctoral practicum-training program.

The Training Committee

The Training Committee is made up of the Training Director, the Clinical Director, and the Director of the counseling center, and other identified senior staff if needed. It serves as an advisory board to the Training Director and has the following functions: Oversees the training program; develops policies and procedures and establishes expectations and goals of the program; evaluates interns' progress throughout the training year; makes administrative decisions; and monitors the effectiveness of the various internship program components through formal feedback from trainees and self-examination. The Training Committee meets weekly for 1.5 hours and may meet more often during intern recruitment or when managing due process or grievance processes, if needed.

Supervisors Team

Doctoral interns at EKUCC receive formal supervision in a variety of ways: primary/

individual supervision, assessment/secondary supervision, supervision of group intervention, group supervision, and supervision of supervision. Some supervisors are housed at the EKUCC, while others are members of the faculty and supervise interns' work in the Psychology Clinic on campus. Therefore, the Supervisors Team meeting provides an opportunity for all supervisors to share information about intern development, including strengths and growth areas, as well as explore strategies to facilitate intern progress. In EKUCC's Integrative Behavioral Health System, this meeting is an opportunity for supervisors from EKUCC and Assessment and Group supervisors from the Psychology Clinic to coordinate their training efforts and exchange feedback on Interns' progress. The Supervisors' Team meets approximately twice a quarter, and more frequently as needed.

Intern Selection Committee

All clinical staff and doctoral interns participate in the Intern Selection Committee. The Training Director appoints the selection committee and gives it its charge for the selection process. Interns participate on the selection committee for the new intern cohort to gain professional experience and insight into the stages of professional development for psychologists. The committee sets selection criteria, develops an interview protocol, conducts interviews, and determines the rank order candidacy of applicants.

INTERN ACTIVITIES

All interns participate in a planned sequence of activities throughout the training year, including training activities, direct service activities, and administrative activities. The activities comprising the internship training program are described below. Please note that these are an approximation of interns' schedules throughout the training year.

Sample Weekly Schedule

Clinical/Experiential Activities	Training Activities	Administrative Activities
Individual Therapy and Psych. Assessment 12 hrs	Individual Supervision 2 hrs	Staff Meeting 2 hrs
Group Intervention 1-2.5 hrs	Supervision of Supervision 1 hr	Indirect Clinical/ Case Management 5 hrs
Triage/Crisis 4-4.5 hrs	Supervision of Group Counseling 0.5 hr	Indirect Group/Prep 0.5 hrs
Outreach/Community Intervention 0- 1 hr	Group Supervision/ Assessment Supervision 1 hr	Research, Professional & Scholarly work 1 hr
Provision of Individual Supervision 1 hr	*Intern Summer Project Supervision (During Summer Months) 1 hr	Indirect Supervision (review supervisee notes) 1 hr
18-20 hrs	Didactic Seminar 2 hrs	*Intern Summer Project (During Summer Months) 5 hr
	Case Conference 1 hr	Tape review (supervisee and own) 2 hrs
	7.5 hrs	Planning & Consultation 2.5 hrs
		13.5 hrs

Total 40 hours/week

CLINICAL/EXPERIENTIAL ACTIVITIES

Triage/Initial Assessments, Consultation, and Crisis Intervention

To connect with EKUCC services, an interested currently enrolled student or consultee can call or stop by the Counseling Center during office hours to initiate services by completing a Triage/Initial Assessment (IA). During this Initial Assessment, the clinician gathers information about the student's clinical presentation, brief background information, and risk level. The client's presenting concerns/needs are assessed and services that most suit the student's needs are recommended.

Initial contacts with the EKUCC may also include consultations with members of the campus community who have concerns about someone else and are seeking recommendations regarding

how to provide support or connect that individual to the EKUCC. Additionally, consultations are provided to students may be seeking a referral to an off-campus provider and does not wish to initiate services at the Center.

A student presenting to the Counseling Center in crisis meets with a clinician for Crisis Intervention that includes a thorough risk assessment and crisis management. Further, a student seen for an Initial Assessment may be determined to be in crisis, requiring Crisis Intervention to take place. In the case of a life-threatening crisis, hospitalization may be initiated.

Each Intern is assigned one 4- to 4.5-hour “Triage” shift per week to provide Triage/Initial Assessments, Consultations, and Crisis Interventions. The Senior Staff member on the same shift serves as a primary point-of-contact, live observer, and on-going consultant for Interns as they provide these services and develop skills in these areas. Interns begin exposure to the triage system through live observation of EKUCC staff members conducting these sessions. Once Interns have observed 4 Triage/Initial Assessment sessions, they may then transition into conducting Triage/Initial Assessments with live observation/supervision from an EKUCC staff member. They then begin conducting Triage/Initial Assessments independently during their scheduled triage block.

Individual Psychotherapy

Individual Psychotherapy Appointments are scheduled after the Triage/Initial Assessment appointment. Psychotherapy is primarily individual, although some exposure to couples’ therapy is available. Interns are typically expected to provide approximately 12 hours of Individual Psychotherapy per week. Interns may see clients biweekly or less frequently depending on the needs of the client. Although the Center’s orientation is toward briefer therapy, Interns may retain 2-3 clients with whom they conduct longer-term therapy. Interns are encouraged to seek case assignments that facilitate clinical growth and contribute to their training in areas of specific interest. Interns have the opportunity to pursue one or both of the specialization areas offered at EKUCC: Trauma-Focused Interventions and Suicide Prevention and Interventions. As part of this opportunity, Interns can seek client assignments with presenting concerns that match their chosen specialization area(s). The Individual Supervisor, Clinical staff, and Training Director provide input on the appropriateness of case assignments to Interns.

Group Intervention

The Counseling Center offers a variety of appointment-based (scheduled, screened), process-oriented therapy groups and specific identity-based drop-in support groups. Each intern co-leads at least one 1.5-hr process-oriented psychotherapy group during the internship year with a Senior Staff member. At the beginning of each semester, interns are asked to submit their ranks for the group of their choice to the Groups Coordinator. The different types of groups are recommended to clients during the Triage/Initial Assessment process if their concerns match with a group’s content, or clients may be referred from another ongoing service.

Group Psychotherapy: Process-oriented psychotherapy groups are composed of approximately 3-12 students with similar issues who meet weekly for one and a half hours at a specific time and location. Group therapy allows members to gain and provide multiple perspectives, relate to shared experiences, and talk about how these have impacted their lives. The focus in group therapy is increasing self-awareness, identifying and trying out new strategies to cope with common experiences, and increasing comfort in applying these skills outside the group room. A referral from an EKUCC clinician for a group orientation is required to join a therapy group.

Interns and Senior Staff co-facilitators are involved in the group orientations/screening interviews (i.e., initial meeting between client and group leader(s) to determine appropriateness for group). The responsibility of completing the group notes is shared between co-facilitators. Examples of recent and possible groups include: Grief Group, Cleaning House: A Group for Students Impacted by the Substance Abuse of Others, Start from Now: Addressing Body Image and Disordered Eating, Integrate to Regulate: Coping Skills for Trauma Survivors (EMDR Group), Understanding Self & Others/Interpersonal Process (USO), and Leveling Up: Support through D&D Gaming.

"Drop-in" Support groups: These groups provide an affirming and safe space for students who have similar life experiences or shared identities. Members typically find the group to be a space where they feel validated, understood, and encouraged. These support groups meet at the same time and day every week for 1 hour and are facilitated by licensed mental health clinicians at the EKUCC. Students are invited to attend group sessions as desired and do not commit to a certain length of attendance. Some examples of Drop-In Support Groups offered include: being a first-generation college student, living life as a student with a health disability, being an international student, being an LGBTQ+ student, and being a student of color. Interns co-lead drop-in support groups with a senior staff member and share responsibility for clinical documentation of these meetings.

Outreach/Community Intervention

Outreach activities and programs allow EKUCC to extend its expertise to the broader university community. Outreach activities include targeted programming that raises awareness of the Counseling Center and services offered, encourages help-seeking and prevention, reduces stigma, and responds to the University community's needs and concerns. Interns have the opportunity to be involved in the Center's community intervention services and further develop their skills in providing this important service.

Interns receive training on outreach during Intern Orientation, as well as in accordance with our developmental model through first shadowing a Senior Staff member, providing outreaches collaboratively, and then providing outreaches independently. Interns gain outreach experience in multiple ways: (a) through involvement in RA trainings, (b) Counseling Center presentations during student and parent orientation at the beginning of the academic year, (c) by providing programs requested by members of the university (interns are free to develop programming with

guidance from the Outreach coordinator), (d) co-facilitating and facilitating educational workshops (e.g., suicide prevention QPR) regularly offered by the center, and (e) participating in annual campus outreach events (e.g., mental health screening day, eating disorder screening day, meditation at the ravine or planetarium, play-day for relaxation).

QPR crisis response trainings, Question, Persuade, Refer, are offered almost on a weekly basis to the University community by the Counseling Center. Training is available to all members of the campus community: student groups, student organizations, departments, faculty, staff, and any other campus group interested in this leading suicide prevention program. Trainings are either pre-scheduled for specific groups or “open” to any member of the university community.

At a minimum, each intern is expected to facilitate at least 5 outreach programs during the internship year. Additionally, interns are expected to lead at least one psychoeducational group workshop during the year. Under the “Zone of Wellness” category, and with the goals of increasing resiliency to stress by promoting balance and contentment, EKUCC offers several programs targeting emotional wellness to increase students’ potential success in the classroom and in life. Psychoeducational workshop attendance is unlimited and no registration is required of students. Interns initially observe a staff member leading a workshop then lead with observation of a staff member, and eventually teach these educational seminars independently. They work with staff to revise or add to the workshop materials as needed. The two workshops currently offered by the EKUCC are:

“Feel Better Fast” Psychoeducational/Skills-Based seminars. These psychoeducational workshops are offered three times a week for 60-minutes each and skills (modules) taught include Emotional Regulation, Distress Tolerance, and Mindfulness. The three Workshops are offered every week during Fall and Spring Semesters.

“Peak Performance” workshops:

This 60-minute weekly workshop series provides skills to address common challenges among college students, such as organization, motivation, and test anxiety. It is offered once a week every week and a different skill is addressed each week.

Psychological Assessment

EKUCC utilizes psychological assessment measures for diagnostic clarification, to support therapeutic treatment plans and approaches, to deepen a clinician’s understanding of client personality and interpersonal dynamics in and outside the therapeutic relationship, and to connect the client with other campus offices and services (e.g., Center for Student Accessibility for disability accommodations, Student Health Services for medication management, etc.). Interns provide Psychological Assessment to clients at the EKUCC as needed as part of their ongoing treatment. The following assessments are most commonly used at the EKUCC:

- **Counseling Center Assessment of Psychological Symptoms (CCAPS):** Interns receive in-depth training on the administration and interpretation of CCAPS data during Orientation. The CCAPS is completed by clients and reviewed by the clinician at the beginning of each therapy session.

- Collaborative Assessment and Management of Suicidality (CAMS): Interns are trained in this evidence-based, suicide-focused treatment framework backed by 30 years of clinical research. They may use CAMS during Triage, Crisis intervention, and therapy sessions with clients exhibiting suicidal ideation.
- Personality Assessment Inventory (PAI)
- The PTSD Checklist for DSM-5 (PCL-5): A measure that assesses the presence and severity of PTSD symptoms.
- Child Trauma Questionnaire (CTQ): A highly valid and reliable instrument that assesses childhood trauma.
- Dissociative Experiences Scale (DES-II): A screening tool measuring dissociation with scores over 30 indicating high levels of dissociation.
- Clinician Administered PTSD scale for DSM-5 (CAPS-5): A diagnostic instrument used to diagnose PTSD.

Additionally, Interns conduct ADHD and LD assessment batteries through the EKUCC's partnership with the Psychology Clinic on campus. ADHD and LD assessment batteries include the following measures:

- Minnesota Multiphasic Personality Inventory, Third Edition (MMPI-3)
- Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
- Adult ADHD Self-Report Scale
- Barkley Adult ADHD Rating Scale-IV
- Conners Continuous Performance Task, 3rd Edition
- Wechsler Adult Intelligence Scale (WAIS-IV)
- Woodcock Johnson Test of Cognitive Abilities (WJ)
- Kaufman Test of Educational Achievement (KTEA)

Interns are trained to administer and interpret these various psychological assessments during didactic seminars and in individual and group supervision. The administration, interpretation, and report writing connected with ADHD and LD assessment batteries is taught during specific seminars led by Assessment Supervisors at the beginning of the year, and Assessment Supervision (e.g., determining which assessments to use for clients/presenting issues and interpretation of complex results) occurs in a group format at least one hour per month. Interns are responsible for completing at least 4 integrated assessment reports (i.e., test battery including at least 2 psychological assessments) during the internship year.

Provision of Individual Supervision

Interns formally provide individual supervision for one hour per week to a Masters' level or Doctoral practicum trainee during the Fall and Spring semesters. This supervision takes place under the supervision of a Licensed Psychologist Health Service Provider (HSP) who is ultimately responsible for the clinical cases being supervised. During supervision, Intern and practicum trainee discuss clinical cases, watch session recordings, conceptualize cases, and explore interventions.

Intern Summer Project

The intern Summer Project is an opportunity for interns to leave a legacy with the Center. Generally, interns identify a need in the center, propose the summer project to the Training Director, and present the results to the staff during Intern Training Seminar before graduating. Interns may work individually or together. Information about the parameters of this project will be provided during the Spring Semester. The Intern Summer Project is determined by intern interest and Center needs. Five hours per week is allotted for work on the intern project. Primary training goal for this activity is for interns to engage in program development to respond to the betterment of the mental health of ECU students. If interns work together on this project, an additional goal is to negotiate working together as a team. Intern summer project counts as an activity that develops interns' competency in Research. The project requires an evidence base so interns have to engage in review of current literature as part of the project. Some examples include:

- Compile the self-help section for students on the ECUCC website covering a wide range of psychological topics and coping resources.
- In collaboration with a campus partner, develop a program to address college student mental health needs.
- Create a series of psychoeducational materials on a mental health topic (e.g., eating and body image, sleep, meditation).
- Revamp materials for an existing seminar such as FBF (Feel Better Fast).
- Put together psychoeducational materials booklet (e.g., coping skills, what happens in trauma) for the Trauma Group.

When the Intern Summer Project is completed, Interns present their findings to the ECUCC staff during the 2 hour weekly staff meeting.

TRAINING ACTIVITIES

Orientation

Interns receive an orientation to the internship program, the Counseling Center, and the university community during the first two weeks of internship. They receive a tour of the Center, are assigned an office, and meet with professional and support staff within the center to become familiar with each staff member and their responsibilities. They meet with and are matched with individual supervisors. They are accompanied by Center staff to meet with campus partners/university staff with whom the center has frequent and critical contact. Campus partners include Psychology Clinic/Psychology Department staff and Assessment Supervisors, the Executive Director of Integrative Behavioral Health System, and Student Health Services (SHS) staff. Interns receive didactic instruction regarding the training program, the Center and services offered at EKUCC, policies and procedures, Titanium Scheduling system codes, Referrals and Resources, due process and grievance procedures, and the activities that will be required of them as they begin to see clients. The training manual is provided and reviewed.

Individual Supervision

Interns are assigned an individual supervisor with whom they meet 2 hours per week. All primary individual supervisors are licensed as psychologists in the Commonwealth of Kentucky. Weekly individual clinical supervision is provided for intakes/initial assessments, individual psychotherapy, crisis intervention services, consultation, and case management. Supervisors also provide training and oversight for case management and administrative activities. Supervisors typically utilize case discussion and review of video recordings. They provide interns with ongoing feedback and offer verbal and written evaluations of interns' work. Supervisors review and sign-off on all interns' clinical documentation and maintain ultimate responsibility for all of the intern's cases.

After intern orientation, where interns have the opportunity to meet with all individual supervisors, interns submit their rankings of supervisors to the Training Director for consideration in assignments. All matches are determined by the Training Director, based on input from the interns, the Training Committee, and the training staff. It is common that Interns switch individual supervisors at the mid-point of the internship year to benefit from different types of expertise.

Responsibilities of Primary/Individual Supervisors:

- To monitor the case selection, treatment plans and service delivery for the clients for whom supervisory responsibility is held.
- To be aware of the overall caseload of the intern and monitor the proportion of clients seen for brief vs. longer term treatment.
- To meet with the intern on a regularly scheduled basis to review and assist with intern's clinical work
- To communicate clear and mutually agreed upon supervisory expectations

- To inform and educate the intern about agency protocols, procedures, forms and policies to ensure integration with EKUCC mission and function.
- To routinely review, provide feedback on, and sign off case notes and other documentation in client files.
- To provide ongoing feedback and complete regularly scheduled written evaluations for interns regarding their progress. Interns are provided written evaluations twice a year, and copies of these evaluations are provided to the interns and the Training Director.
- To provide feedback about Interns' performance to the Training Director, who will communicate with the intern's academic program. Copies of evaluation forms should be submitted to the Training Director for the intern's permanent administrative file.
- To ensure that all interns maintain an accurate record of the number of hours worked, supervision received, and clients seen in treatment.

Group Supervision

Interns receive 1 hour of group supervision per week facilitated by the Training Director for all but one week of the month. Group supervision is an opportunity for the interns and Training Director to touch base regularly about their experience at the center, and discuss clinical and professional development topics, such as transitioning to the internship, current events, and applying to post-doctoral programs. Clinical cases are discussed, including review of session recordings, case conceptualization, and treatment planning. Also, interns are required to make 2 formal case presentations during group supervision (one in Spring and one in Fall semesters), allowing for extra feedback in addition to individual supervision. The Training Director provides oral and written feedback during and after the case presentation. These presentations are also open to other supervisors and professional staff available to attend. This component is intended to provide interns with an opportunity to demonstrate to professional staff their capacity to conceptualize, plan, and implement treatment in a theoretically coherent fashion. Interns must select a case that highlights one or more aspects of multicultural case conceptualization. Trainees are encouraged to actively participate to make the most of their Group Supervision experience.

Assessment Supervision

Once per month Assessment Supervisors from the Psychology clinic facilitate Assessment Supervision in a group format in place of weekly Group Supervision. Assessment Supervisors serve as Secondary Supervisors who focus on providing training and supervision in psychological assessment administration, interpretation, and report writing. Assessment Supervisors provide instruction on assessment administration during Intern didactic seminars. During Assessment Supervision, Assessment Supervisors provide supervision in assessment administration, interpretation of complex results, and report writing.

Supervision of Summer Project

Interns meet for one hour per week during the summer months with a project Supervisor to discuss ideas, brainstorm possibilities, and discuss progress on the development of a program, psychoeducational seminar or project (see intern summer project) that would benefit the Center and the clients it serves. Supervisor provides guidance and suggestions for this project and oversight of the intern's work.

Supervision of Group Intervention

Interns obtain individual supervision of their group therapy work once a week for 30 minutes from the senior staff member with whom they are co-facilitating group. All interns co-facilitate at least 1 psychotherapy group during the academic year and lead and co-lead support and skill-based groups as well. The Group Psychotherapy Supervisor provides orientation for interns about the process of screening group therapy clients and conducts the group screening interviews with interns. Interns meet with their co-facilitator/supervisor following the provision of the therapy group to de-brief the session, discuss group process and conceptualization, and plan for future interventions.

Supervision of Supervision

In both Fall and Spring semesters, interns assume the role of primary supervisor for an MA or doctoral practicum student. Interns receive weekly supervision of supervision for 1 hour in a group format from August through May. This supervision is provided by the Training Director and includes multiple activities such as a review of various theories and models of supervision, discussion of interns' experiences as supervisors, video review for feedback, and exploration of interns' evolving personal approach to supervision. Supervision of Supervision is discussion-based, and it is intended to provide interns with feedback on supervision skills, help interns work through supervision challenges, and allow oversight of client welfare.

Intern Training Seminars

Interns are expected to participate in the weekly 2-hour training seminars offered during the internship year. Intern Training Seminars begin during Orientation and feature mental health professionals from EKUCC and ECU Psychology Department/Clinic, as well as EKUCC campus partners. The Seminars are designed to span a broad range of Interns' training needs during the internship year. Seminars incorporate didactic training in areas consistent with the profession-wide competencies highlighted in this manual. Specifically, Seminars exposes interns to in-depth and intensive training in the following core areas: (a) Psychotherapy and Crisis Intervention, (b) Clinical Assessment, (c) Multicultural and Diversity Issues in Psychotherapy, (e) Psychiatric consult, and (f) Professional Development. At the end of the academic year, (Summer) Interns present to the Counseling Center staff a seminar on either their dissertation research or a "Developing Expertise Presentation" where interns translate their academic and scientific knowledge into a didactic presentation for clinicians on a clinical topic of their choice. All available Counseling Center staff attend these seminars and provide written evaluations to the intern at the conclusion.

Case Conference

Interns participate in weekly interdisciplinary case conference/review meetings of 1 hour duration with the rest of the full-time EKUCC Senior staff and Student Health Services (SHS) Medical providers. The general purpose of this meeting is to present, discuss, and consult about clinical/shared cases in order to coordinate care. This meeting is an integral part of the training process for Interns, fostering the development of the skills to critically analyze case presentations, as well as offer and receive feedback about clinical work in a professional, interdisciplinary, and collegial setting. Participants are encouraged to select examples of their clinical work that present a particular clinical challenge or difficulty.

For Interns, the overall goals of attending Case Conference meetings are to engage in case and psychiatric consultation, strengthen verbal and written communication about clinical work, enhance and develop skills of giving and receiving constructive feedback, and deepen their understanding of an integrated approach to well-being and mental health treatment. Interns are expected to review their caseloads with their supervisors to determine which clients require consultation during this meeting.

ADMINISTRATIVE ACTIVITIES

Staff Meeting

Interns participate in a weekly, two-hour staff meeting attended by all EKUCC service providers. Time is devoted to the administrative business of the Counseling Center. In keeping with the collaborative philosophy of EKUCC and its developmental-mentoring model of training, interns participate in staff meetings as junior members of the training staff. These meetings offer interns opportunities to observe and participate in the management of the Center through activities such as the development of Center policies and procedures, and the planning and organization of various EKUCC services, including community intervention, groups, triage, interdepartmental collaborations, etc.

Indirect Clinical Hours/ Case Management

Interns are expected to conduct case management activities relevant to the clients with whom they are working. This includes completion of notes (e.g., intake/initial assessments, case notes, termination notes, assessment reports, necessary correspondence, and letter-writing), making necessary referrals, and contacts with faculty, administrators, treatment professionals, and parents as appropriate. It also includes other non-direct clinical tasks such as researching a specific client concern, preparation for the session, and administrative tasks such as taking care of record transfers. They work with their supervisors to conduct case management in an ethical and legal manner, and to contact relevant parties when legally required. They are responsible along with their supervisors for making sure that relevant documents are countersigned.

Indirect Group/ Prep

Interns are expected to spend approximately 0.5 hours per week preparing for group, typically right before the group in order to engage in activities such as coordinating with their co-facilitator regarding group process, reviewing clients' CCAPS questionnaires when applicable, discussing planned interventions, reviewing psychoeducational material to be presented, completing group session notes, etc.

Research, Professional & Scholarly Work

Interns are given 1 hour a week to engage in professional development activities such as attending trainings, preparing, revising, or reviewing manuscripts for publication, working on dissertation research, or engaging in original research/data collection. Time can also be spent engaged in the consumption of current research and literature in preparation for their clinical work, in specialization activities, or preparing for their end-of-year didactic presentation to the EKUCC staff on their dissertation research, area of developing expertise, or a clinical topic of their choice.

Indirect Supervision: Clinical/Tape Review

Interns are allotted 3 hours per week to prepare for supervision, both their own supervision and their supervision of a trainee. In preparing for their own Individual Supervision, Interns should prepare to discuss their client caseload, compile supervision summaries, prepare to discuss challenging client presentations and ask questions, explore referrals for clients, etc. Interns should also review their recorded therapy sessions and arrive to supervision prepared with digital recordings cued, questions, and reflections prepared especially in relation to tape segments.

Interns are expected to spend one to two hours per week preparing for their supervision of practicum students. This includes reviewing psychotherapy notes and clinical documentation, providing feedback for changes, signing, and forwarding to Individual Supervisors, as well as reviewing their supervisee's recorded therapy sessions. Time can also be spent completing trainee evaluations and other supervision-related duties.

Planning and Consultation

Trainees are given 30 min at the end of each day to consult with staff or each other and plan and prepare for clinical and other activities for the week as needed. This time can also be used to respond to emails, prepare handouts, etc., as well as complete clinical documentation.

POLICIES AND PROCEDURES

Intern Selection and Academic Preparation Requirements Policy

Application Process

Eastern Kentucky University Counseling Center (EKUCC) currently offers 2 full-time internship positions. Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org) using the APPIC Application for Psychology Internships (AAPI).

A complete application consists of the following materials:

1. A completed online AAPI
2. Cover letter (as part of AAPI)
3. A current Curriculum Vitae (as part of AAPI)
4. Three Standard Reference Forms, two of which must be from persons who have directly supervised your clinical work (as part of AAPI). ***Please submit no more than three SRFs.***
5. Official transcripts of **all** graduate coursework

All application materials must be received by the date noted in the current APPIC directory listing in order to be considered.

Application Screening and Interview Processes

EKUCC will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

1. A minimum of 500 intervention hours;
2. A minimum of 50 assessment hours;
3. Dissertation proposal defended;
4. Some experience or special interest in working with diverse populations;
5. Practicum experience in psychological assessment of adults
6. Current enrollment and good standing in an APA- or CPA-accredited doctoral program.

All applications are reviewed by EKUCC's Training Committee using a standard Application Rating Scale and evaluated for potential goodness of fit with the internship program. The Training Committee meets to determine which applicants to invite for interviews based upon the results of this review process. Applicants are notified whether they have received an interview by email on or before December 15. Interviews are scheduled in January on a first-come, first-served basis. Candidates have the option to attend either an in-person or virtual interview, which are equally considered in the ranking process. Interviews are conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate. At the time of match, the intern will be sent a formal match letter detailing the information relevant to the position such as stipend, benefits available, start date, etc., and the interns' doctoral program will be provided a copy of the match letter as well.

Participation in the APPIC Match

The Training Committee holds a meeting within two weeks of the final interviews being completed and before APPIC's Rank Order Deadline to determine applicant rankings. The full application package and information gleaned from the interview process are utilized to determine applicant rankings. As a member of APPIC, EKUCC participates in the national internship matching process by submitting applicant rankings to the National Matching Service. EKUCC abides by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

All interns who match to EKUCC must provide proof of citizenship or legal residency and must successfully pass a background check before beginning employment. The history of a felony or misdemeanor may result in a fail in this review process and prevent the intern from working at EKUCC. Additionally, all interns must pass a drug screen prior to being employed by EKUCC. Instructions for providing this information or completing the background check will be sent out to all who match after the match process is complete.

Questions regarding any part of the selection process or EKUCC's academic preparation requirements may be directed to the EKUCC Training Director, Andri Yennari, Ph.D., via email at Andri.yennari@eku.edu.

Supervision and Records Maintenance Policy

All interns at the Eastern Kentucky University Counseling Center (EKUCC) receive at least four hours of individual and group supervision per week over all their professional activities throughout the year. Interns receive a minimum of 2 hours of individual face-to-face supervision each week with their primary supervisor, who is a doctoral-level licensed psychologist. The remaining 2 hours of supervision each week include group supervision, supervision of supervision, assessment supervision, and supervision of group psychotherapy. Supervisors providing these various types of supervision are either psychologists licensed in Kentucky or are otherwise licensed as appropriate for their professions. Any unlicensed staff who serve as clinical supervisors are themselves supervised by a licensed psychologist. Interns have access to consultation and supervision at all times during which they provide clinical services. Contact information for all supervisors is provided to interns at the beginning of the year and is available via the EKUCC shared drive. Primary supervisors have the final and legal responsibility for all the cases carried by Interns. Interns have the responsibility for keeping supervisors informed about all significant aspects of each case and for reviewing major therapeutic decisions before they are carried out. Over time, interns develop more competency in exercising clinical judgment within the supervisory relationship.

Personal Disclosures

Interns are made aware during the orientation process of the program's expectations regarding personal disclosure (7.04 Student Disclosure of Personal Information). Per APA Ethical Principles of Psychologists and Code of Conduct 7.04., as supervisees, interns are not required to disclose information of a personal nature (e.g., psychological treatment, history of abuse or neglect, family relationships) in the course of program-related activities, unless the program has

identified this as a requirement in program materials or the information is necessary to evaluate or obtain assistance for problems significantly interfering with training performance or competence.

Intern evaluations, certificates of completion, and each intern's individual training plan are maintained indefinitely by the Training Director in a secure digital file. Paper files are also kept in a filing cabinet behind 3 locked doors. Records related to Due Process procedures are maintained in the same file, as described in the EKUCC Due Process Procedures. Records related to grievances or complaints are kept in a separate secure digital file, as described in the EKUCC Grievance Procedures. Intern evaluations and the certificates of completion are shared with the Director of Clinical Training at the intern's home doctoral program at the mid-point and end of internship year. Remediation plans and notices of termination are shared with the home doctoral program's Director of Clinical Training as described in the EKUC Due Process Procedures.

Telesupervision Policy

At EKUCC, all staff, practicum trainees, and doctoral interns are required to provide documentation to the Director during the first 2 weeks of employment that they have completed at least 6 hours of telemental health training over the past 3 years. Interns and supervisors who have not completed the required telemental health training are not eligible to participate in telesupervision. If interns have not completed that requirement, the Center pays for a webinar on the topic (<https://www.zurinstitute.com/search/?query=telementalhealth>) to ensure ethical practice. All EKUCC staff members and trainees are required to complete the aforementioned telemental health training and submit the certificates of completion to the Counseling Center Director. Copies of those certificates are provided to the Training Director who keeps those certificates in interns' files. In addition, supervisors have access to professional development funds to engage in CEs related to virtual training and supervision.

The program ensures that supervisory relationships are well established before the use of telesupervision. Interns are matched with individual supervisors during orientation which occurs on site, and continue to meet with individual supervisors on site for 2 hours each week during the first month of training, when interns are orienting themselves to the different services at EKUCC. After the first month of orientation, interns are permitted to work from home one day a week, like all EKUCC staff, following EKUCC's hybrid model of service delivery. While supervision is typically conducted in person on days both the intern and their supervisor are working in the office, telesupervision may be used when either one is working from home in the event that supervision was rescheduled that week, or in the circumstances noted below to ensure proper training and continuity of care even when intern and supervisor cannot be present in the same space. This aligns with the aim of the internship program such that the priority is on providing high-quality training to future psychologists. Since the COVID-19 precautions instituted in 2020, telesupervision is used when a supervisor at EKUCC is not at the physical location for a temporary reason (i.e., at a conference or sick) through HIPAA compliant Zoom that is granted to each employee and trainee. In addition, telesupervision may be used when either the supervisor or the doctoral intern is working from home due to COVID-19 precautions that have been approved by EKUCC, Center for Student Accessibility, and HR. Telesupervision

may also occur when both the supervisor and supervisee are located on site at EKUCC but are exercising precautions due to COVID-19 physical distancing guidelines.

During telesupervision meetings, all duties carried out during in-person supervision are able to be met, including the review of clinical documentation and videos. EKUCC uses VALT, a software used to securely record, review, and manage high quality audio-video recordings, that can be utilized during telesupervision. Internet connection, access to a web-based version of our electronic health client records, a personal HIPAA Zoom account, and a smartphone or a computer with a camera and microphone (PC's and laptops are lent by IT for at-home use) are required technology for telehealth and telesupervision. EKUCC ensures interns have access to all necessary equipment and software, including a camera and microphone and a personal HIPAA compliant Zoom account. Confidentiality and privacy of all clients are assured through the HIPAA version of Zoom. Each staff member and trainee have their own HIPAA Zoom account. Further, they are trained on the concept of client confidentiality in the telehealth setting through continuing education.

Interns and supervisors are expected to schedule additional supervision or crisis consultation as needed when either interns or supervisors are working from home to ensure ethical and continuous client care. Interns are expected to reach out to supervisors via phone/teams or email and schedule supervision or crisis consultation in crisis cases. If the primary supervisor is not available, interns make every effort to reach out and consult with other senior staff to handle crises, and record these sessions so that they can be discussed and processed in supervision.

Stipend, Benefits, and Resources Policy

The annual stipend for all interns at Eastern Kentucky Counseling Center (EKUCC) is \$35,568. As exempt employees of EKUCC, interns receive comprehensive health benefits, as well as 10 paid vacation days, 10 sick leave days, Spring break, a 2-week-long Winter break and seven paid state holidays. Questions regarding specific benefits packages can be directed to EKUCC's Human Resources department at human.resources@eku.edu and more information about resources and benefits can be found on <https://hr.eku.edu/>

Interns should submit requests for time off to their primary supervisor at least two weeks in advance of any anticipated leave date(s). Interns are responsible for communicating anticipated absences to all supervisors for whom work will be missed. Sick leave must be communicated to the intern's primary supervisor as soon as the intern is physically able to do so. Supervisors are available for any questions related to time off or release time.

EKUCC interns have access to numerous resources. All interns are provided with individual office space, a desk, laptop computer, office phone, voicemail, printers, software, business cards, ID badges, and basic office supplies. Intervention manuals, assessment materials, other training materials, and access to the DSM 5-TR and ICD-10 are provided by EKUCC. Additional materials that may be needed may be purchased using internship funding with Training Committee approval. Attendance at professional conferences is encouraged and funded by

EKUCC when opportunities are available. Each intern additionally has access to administrative and IT support, as well as client scheduling support.

Intern Evaluation, Retention, and Termination Policy

Eastern Kentucky University Counseling Center (EKUCC) requires that interns demonstrate minimum levels of achievement across all competencies and training elements. Interns are formally evaluated by their primary supervisor twice annually, at the midpoint and end of the internship year. Evaluations are conducted using a standard rating form, which includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress. The evaluation form includes information about the interns' performance regarding all of EKUCC's expected training competencies and the related training elements. Supervisors review these evaluations with the interns and provide an opportunity for discussion at each timepoint.

A minimum level of achievement on the mid-year evaluation is defined as a rating of "3" for each learning element. The rating scale for each evaluation is a 5-point scale, with the following rating values: 1 = Remedial, 2 = Beginning/Developing Competence, 3 = Intermediate Competence, 4 = Proficient Competence, 5 = Advanced Competence. If an intern receives a score less than 3 on any training element at the mid-year evaluation, or if supervisors have reason to be concerned about the student's performance or progress, the program's Due Process procedures will be initiated. The Due Process guidelines can be found in the EKUCC Handbook. Interns must receive a rating of 4 or above on all learning elements on the end-of-year evaluation to successfully complete the program.

Additionally, all EKUCC interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Intern evaluations and certificates of completion are maintained indefinitely by the Training Director in a secure digital file. Intern evaluations and any other relevant feedback to the interns' home doctoral program is provided at minimum at the mid-point and end of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures due to a concern by a faculty member or an inadequate rating on an evaluation, the home doctoral program is contacted. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by EKUCC as a result of the Due Process procedures, up to and including termination from the program.

In addition to the evaluations described above, interns complete an evaluation of their supervisor and a program evaluation at the mid-point and end of the training year. Feedback from these evaluations is reviewed by the EKUCC Training Committee and used to inform changes or

improvements made to the training program. All evaluation forms are available via the EKUCC intranet.

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a doctoral intern. EKUCC's Due Process procedures occur in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

Rights and Responsibilities

These procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carry responsibilities for both.

Interns: The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process. The intern has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the intern include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

Eastern Kentucky University Counseling Center Doctoral Internship Program: EKUCC has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

- 1) the intern does not acknowledge, understand, or address the problem when it is identified;
- 2) the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
- 3) the quality of services delivered by the intern is sufficiently negatively affected;
- 4) the problem is not restricted to one area of professional functioning;
- 5) a disproportionate amount of attention by training personnel is required;
- 6) the trainee's behavior does not change as a function of feedback, and/or time;
- 7) the problematic behavior has potential for ethical or legal ramifications if not addressed;
- 8) the intern's behavior negatively impacts the public view of the agency;
- 9) the problematic behavior negatively impacts other trainees;
- 10) the problematic behavior potentially causes harm to a patient; and/or,
- 11) the problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

When a supervisor or other faculty/staff member believes that an intern's behavior is becoming problematic or that an intern is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. The supervisor or faculty/staff member who raises the concern should monitor the outcome.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a rating below a "3" on any competency on a supervisory evaluation, the following process is initiated:

- A. **Notice:** The intern will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.
- B. **Hearing:** The supervisor or faculty/staff member will hold a Hearing with the Training Director (TD) and intern within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the intern will be included at the Hearing. The intern will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.
- C. **Outcome and Next Steps:** The result of the Hearing will be any of the following options, to be determined by the Training Director and other faculty/staff member who was present at the Hearing. This outcome will be communicated to the intern in writing within 5 working days of the Hearing:
 - 1) Issue an "Acknowledgement Notice" which formally acknowledges:
 - a) that the faculty is aware of and concerned with the problem;
 - b) that the problem has been brought to the attention of the intern;

- c) that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
- d) that the problem is not significant enough to warrant further remedial action at this time.

2) Place the intern on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Remediation Plan will be shared with the intern and the intern's home doctoral program and will include:

- a) the actual behaviors or skills associated with the problem;
- b) the specific actions to be taken for rectifying the problem;
- c) the time frame during which the problem is expected to be ameliorated; and,
- d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will be shared with the intern's home doctoral program. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3) Place the intern on suspension, which would include removing the intern from all clinical service provision for a specified period of time, during which the program may support the intern in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Suspension Plan will be shared with the intern and the intern's home doctoral program and will include:

- a) the actual behaviors or skills associated with the problem;
- b) the specific actions to be taken for rectifying the problem;
- c) the time frame during which the problem is expected to be ameliorated; and,
- d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period as specified in 'c' above, the TD will provide to the intern and the intern's home doctoral program a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation place the intern on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the intern's permanent file.

D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the internship program may be terminated. The decision to terminate an intern's position would be made by the Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. The internship program will notify APPIC and the intern's home doctoral program of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit

Appeal Process

If the intern wishes to challenge a decision made at any step in the Due Process procedures, the intern may request an Appeals Hearing before the Training Committee. This request must be made in writing to the TD within 5 working days of notification regarding the decision with which the intern is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of the TD (or another supervisor, if appropriate) and at least two other members of the training faculty who work directly with the intern. The intern may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. Decisions made by the review panel will be shared with the intern and the intern's home doctoral program.

If the intern is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the Counseling Center Director. If the intern is dissatisfied with the decision of the Counseling Center Director, they may appeal the decision, in writing, to the Training Director. Each of these levels of appeal must be submitted in writing within 5 working days of the decision being appealed. The Training Director has final discretion regarding outcome. Decisions made during these appeal processes will be shared with the intern and the intern's home doctoral program.

Grievance Procedures

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or any aspect of the internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the TD in an effort to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to the EKUCC Director. The individual being grieved will be asked to submit a response in writing. The TD (or EKUCC Director, if appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the TD or EKUCC Director may wish to meet with the intern and the individual being grieved separately first. In cases where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the TD and EKUCC Director will meet with the intern jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

- 1) the behavior/issue associated with the grievance;
- 2) the specific steps to rectify the problem; and,
- 3) procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or EKUCC Director will document the process and outcome of the meeting. The intern and the individual being grieved, if applicable, will be asked to report back to the TD or EKUCC Director in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or EKUCC Director will convene a review panel consisting of the TD and at least two other members of the training faculty within 10 working days. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the Human Resources in order to initiate the agency's due process procedures.

APPENDIX A

EKUCC Doctoral Intern Evaluation

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Methods used in evaluating competency:

_____ Direct Observation _____ Review of Audio/Video _____ Case Presentation
 _____ Documentation Review _____ Supervision _____ Comments from other staff/faculty

Scoring Criteria:

1 -- Remedial	Significant skill development required; remediation necessary
2 -- Beginning/Developing Competence	Expected level of competence pre-internship; close supervision required on most cases
3 -- Intermediate Competence	<i>Expected level of competence for intern by mid-point of training program</i> ; routine or minimal supervision required on most cases
4 -- Proficient Competence	<i>Expected level of competence for intern at completion of training program</i> ; ready for entry-level practice
5 -- Advanced Competence	Rare rating for internship; able to function autonomously with a level of skill representing that expected beyond the conclusion of internship training

Competency 1 – Research

Rating

1. Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications).	
2. Disseminates research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:

Competency 2 – Ethical and Legal Standards

Rating

1. Demonstrates knowledge of and acts in accordance with each of the following: <ul style="list-style-type: none"> • The current version of the APA Ethical Principles and Code of Conduct; • Relevant laws, regulations, rules, and polices governing health service psychology at the organizational, local, state, regional and federal levels; and • Relevant professional standards and guidelines. 	
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2. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.	
3. Conducts self in an ethical manner in all professional activities.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:

Competency 3 – Individual and Cultural Diversity

Rating

1. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself.	
2. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.	
3. Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.	
4. Applies a framework for working effectively with areas of individual and cultural diversity.	
5. Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:

Competency 4 – Professional Values, Attitudes, and Behaviors

Rating

1. Behaves in ways that reflect the values and attitudes of psychology.	
2. Engages in self-reflection regarding personal and professional functioning.	
3. Engages in activities to maintain and improve performance, well-being, and professional effectiveness.	
4. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	
5. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:

Competency 5 – Communication and Interpersonal Skills

Rating

1. Develops and maintains effective relationships with a wide range of individuals.	
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2. Demonstrates a thorough grasp of professional language and concepts.	
3. Produces, comprehends, and engages in communications (oral, nonverbal, and written) that are informative and well-integrated.	
4. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:

Competency 6 – Assessment

Rating

1. Demonstrates current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
2. Demonstrates understanding of human behavior within its context.	
3. Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
4. Selects and applies assessment methods that draw from the best available empirical literature.	
5. Collects 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.	
6. Interprets assessment results to inform case conceptualization, classification, and recommendations while guarding against decision-making biases.	
7. Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:

Competency 7 – Intervention

Rating

1. Establishes and maintains effective relationships with recipients of psychological services.	
2. Develops evidence-based intervention plans specific to the service delivery goals.	
3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
4. Demonstrates the ability to apply the relevant research literature to clinical decision making.	
5. Modifies and adapts evidence-based approaches effectively.	
6. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
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Comments:

Competency 8 – Supervision

Rating

1. Applies overall knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals.	
2. Applies the supervisory skill of observing in direct or simulated practice.	
3. Applies the supervisory skill of evaluating in direct or simulated practice.	
4. Applies the supervisory skills of giving guidance and feedback in direct or simulated practice.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:

Competency 9 – Consultation and Interprofessional/Interdisciplinary Skills

Rating

1. Demonstrates knowledge and respect for the roles and perspectives of other professions.	
2. Applies knowledge about consultation in direct or simulated (e.g. role played) consultation.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:

Comments on Intern's overall performance:

I acknowledge that my supervisor has reviewed this evaluation with me.

Intern Signature _____ Date _____

Supervisor's Signature _____ Date _____

APPENDIX B

Eastern Kentucky Counseling Center (EKUCC)
Doctoral Internship Supervisor Evaluation: *To be completed by intern*

This Supervisor Evaluation is to be completed by intern at each evaluation period (concurrent with intern evaluation) and discussed with supervisor during intern evaluation meeting

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

- 1 Significant Development Needed**--Significant improvement is needed to meet intern needs
- 2 Development Needed**-- Improvement is needed to meet intern needs
- 3 Meets Intern Needs and Expectations**
- 4 Exceeds Expectations**--Above average experience
- 5 Significantly Exceeds Expectations**--Exceptional experience
- N/A--Not Applicable/Not Observed/Cannot Say

NOTE: This Supervisor Evaluation is utilized by EKUCC to continually improve and enhance the training program. All responses are reviewed by the Training Committee, and all feedback is carefully considered. Any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the intern's supervisory experience. Please include detailed explanatory comments wherever applicable in order to help us respond most effectively.

General Characteristics of Supervisor

- Is accessible for discussion, questions, etc. _____
- Treats intern with respect and courtesy _____
- Supports the intern's successful completion of the internship program _____
- Presents as a positive professional role model consistent with the program's aims _____
- Schedules supervision meetings and is available at the scheduled time _____
- Allots sufficient time for supervision _____
- Keeps sufficiently informed of case(s) _____
- Is interested in and committed to supervision _____
- Sets clear objectives and responsibilities throughout supervised experience _____

- Is up-to-date in understanding of clinical populations and issues _____
- Maintains appropriate interpersonal boundaries with patients and supervisees _____
- Provides constructive and timely feedback on supervisee's performance _____
- Encourages appropriate degree of independence _____
- Demonstrates concern for and interest in supervisee's progress, problems, and ideas _____
- Communicates effectively with supervisee _____
- Interacts respectfully with supervisee _____
- Maintains clear and reasonable expectations for supervisee _____
- Promotes recognition and effective navigation of individual and cultural diversity _____
- Provides a level of case-based supervision appropriate to supervisee's training need _____

Comments:

Development of Clinical Skills

- Assists in coherent conceptualization of clinical work _____
- Assists in translation of conceptualization into techniques and procedures _____
- Is effective in providing training in behavioral health intervention _____
- Is effective in providing training in assessment and diagnosis _____
- Supports intern in navigating and responding to clients' cultural and individual differences _____
- Is effective in helping to develop short-term and long-range goals for patients _____
- Promotes clinical practices in accordance with ethical and legal standards _____
- Promotes intern's general acquisition of knowledge, skills, and competencies _____

Comments:

Summary:

Overall rating of supervision with this supervisor: _____

Describe how the supervisor contributed to your learning:

Describe how supervision or the training experience could be enhanced

Any other suggestions/feedback for your supervisor?

Supervisor's Signature _____ Date _____

Intern's Signature _____ Date _____

APPENDIX C

Eastern Kentucky Counseling Center (EKUCC)
Doctoral Internship Program Evaluation: *To be completed by intern*

Intern: _____ Supervisor(s): _____

Evaluation Interval (Please Circle): Mid-Point End of Year

This Program Evaluation is utilized by EKUCC to continually improve and enhance the training program. All responses are reviewed by the Training Committee, and all feedback is carefully considered. Any ratings of "Poor" or "Fair" will result in action by the Training Committee to address the problematic item. Please include detailed explanatory comments wherever applicable in order to help us respond most effectively.

Scoring Criteria: 1=Bad; 2=Poor; 3= Fair; 4= Good; 5= Excellent

OVERALL INTERNSHIP EXPERIENCE

- Overall quality of training _____
- Opportunities for professional socialization with intern cohort _____
- Breadth of clinical intervention and assessment experience _____
- Satisfaction with number of client contacts _____
- Clarity of expectations and responsibilities for intern _____
- Climate of training environment as it relates to respect for diversity _____
- Case load was appropriate to meet educational needs _____

- Please provide any additional comments/feedback about your experience and provide explanations for any "poor" or "fair" ratings:

WEEKLY GROUP TRAINING OPPORTUNITIES

Weekly Didactic Seminar _____

Group Supervision _____

Supervision of Supervision _____

- Please provide any additional comments/feedback about your experience and provide explanations for any "poor" or "fair" ratings:

Overall Quality of Training Within Required Competency Areas

For the following items, please rate the quality of the training you have received in each. Please consider your experience with **didactic seminars, professional development opportunities, and supervision, as well as direct clinical experiences and other experiential training.**

Research

Quality of Training _____

Comments:

Ethical and Legal Standards

Quality of Training _____

Comments:

Individual and Cultural Diversity

Quality of Training _____

Comments:

Professional Values, Attitudes, and Behaviors

Quality of Training _____

Comments:

Communication and Interpersonal Skills

Quality of Training _____

Comments:

Assessment

Quality of Training _____

Comments:

Intervention

Quality of Training _____

Comments:

Supervision (recall that, for the purposes of this evaluation, you are rating the training you received in this required area of competence, NOT the supervision you received)

Quality of Training _____

Comments:

Consultation and Interprofessional/Interdisciplinary Skills

Quality of Training _____

Comments:

- Please provide additional comments/feedback about the EKUCC's overall training in the major areas of professional functioning:

Please answer the following question regarding your experiences with receiving supervision.

Helpfulness of supervision _____

Availability of supervisors _____

Frequency of supervision _____

Supervisors as professional role models _____

Effectiveness of teaching _____

- Please answer the following question regarding your experiences with receiving supervision. Please provide additional comments/feedback about your supervision experience and provide explanations for any "poor" or "fair" ratings above:

- Please provide any other feedback and recommendations that you believe might be helpful or might improve the internship:

- Please provide any feedback that you think would help improve this program evaluation survey:

Supervisor's Signature _____ Date: _____

Intern's Signature Date: _____ Date: _____

APPENDIX D

Eastern Kentucky University Counseling Center (EKUCC)

SEMINAR EVALUATION FORM

Seminar Title: _____

Facilitator: _____ Date: _____

Period of evaluation: _____ Fall Semester _____ Spring Semester

Please rate each item below using the following scale:

5=Strongly agree 4=Agree 3=Neutral 2=Disagree 1=Strongly disagree

1. The topic was thoroughly covered. _____
2. The topic was interesting to me. _____
3. The material was presented in an engaging, effective manner. _____
4. The presenter(s) seemed well-prepared. _____
5. Supportive materials (overheads, handouts, readings) were helpful in furthering my learning. _____
6. I have a better understanding of this topic and how I can use what I learned in my clinical work and/or professional training. _____
7. The presentation included information based on current literature, theory and research. _____
8. I was comfortable asking questions. _____
9. The presenter incorporated issues of diversity into the training well. _____
- ~~10.~~1. _____ I would recommend this presentation. _____

The most helpful part of the program was:

The least helpful part of the program was:

Comments/ Suggestions for improving this seminar:

ACKNOWLEDGMENT

Please sign this acknowledgment page and return to the internship Training Director.

Acknowledgment

I acknowledge that I have received and reviewed the EKUCC Doctoral Internship Program Training Manual, including the Due Process and Grievance procedures. I agree to abide by the policies and procedures outlined in this manual. I have been provided with a copy of the Training Manual to refer back to as needed.

Print Name

Signature

Date