



APA INTERNSHIP PROGRAM



Student Health and Counseling Services

211 & 214 Wilder Tower
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memphis.edu/counseling

Dear Internship Applicant,

Thank you for your interest in our APA - Accredited doctoral internship in Health Service Psychology training program at the University of Memphis Student Health and Counseling Services. The internship at SHCS is a 2,000-hour, 12-month training program. We use the APPIC Internship Matching Program for selection. The internship is for the calendar year Aug. 20 of the current year to Aug. 19 of the following year. We encourage you to explore our web page for further information about our training program.

The staff represents a wide range of theoretical orientations, including psychodynamic, systemic, developmental, integrative, feminist, cognitive-behavioral and interpersonal approaches. The training staff provides a supportive environment while exposing interns to the variety of roles and experiences typical of university counseling center psychologists.

Our internship program is fully accredited by the American Psychological Association. The internship began in 1987 and received accreditation in August 1988. Questions related to the program's accreditation 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

Email: apaaccred@apa.org

Web: apa.org/ed/accreditation

We are very committed to training and are very proud of the internship program, as it has evolved over its 30+ year history. We would like to provide as much information as needed to assist in your decision-making process. I am pleased to answer any of your questions about our training program. You may reach me at dccarden@memphis.edu or feel free to call me at 901.678.2068. You are also invited to contact any of our staff or current interns. Again, thank you very much for your interest in our training program. I look forward to receiving your application!

Sincerely,

Chris Carden, Ph.D.

Associate Director/Training Director



THE INTERNSHIP SETTING

The University of Memphis serves approximately 21,000 students who are enrolled in 12 colleges and five graduate schools offering 17 bachelor's degrees in more than 250 fields of study. Master's degrees in 54 subjects and doctoral degrees in 26 disciplines are available at the UofM, including a specialist degree in education and a juris doctor (law degree).

The ethnically diverse student body of this largely urban commuter campus is comprised of 38% traditional students, 34% African American students, 62% adults over the age of 22 and 11% students who identify as individuals of color, not African American. International students represent 50 different countries.

Student Health and Counseling Services consists of the Counseling Center and the Student Health Center (SHC). Our comprehensive and holistic student academic success agency is committed to student learning as well as assisting students in actualizing their maximum potential. Student Health and Counseling Services is also a professionally staffed practicum and doctoral internship training facility for graduate students in counseling, counseling psychology, clinical psychology and social work. Services are accredited by the International Association of Counseling Services (IACS), and the doctoral internship in health service psychology is accredited by the American Psychological Association (APA).

The campus is centrally located in a residential area of Memphis with shopping, entertainment, restaurants and recreation easily accessible. Located on the banks of the Mississippi River and the second largest metropolitan area in the Mid-South, Memphis is a growing city with a culturally diverse population of over 1.1 million, making it the 28th largest city in the country. Compared with cities across the country in cost of living surveys, Memphis consistently ranks among the most affordable.

Memphis is a primary medical, research and education center. The city is known for its rich history and musical heritage. The National Civil Rights Museum is noted as one of the nation's premier heritage and cultural museums. The city's blues heritage is exemplified by the renovation of Beale Street, Stax Museum, the Rock 'n' Soul Museum and the rock 'n' roll memorabilia preserved at Elvis Presley's home, Graceland. Cultural amenities include a symphony orchestra and chorus, many theatres and galleries including the Memphis Brooks Museum of Art. Camping and outdoor recreational facilities are plentiful and easily accessible. For additional information about the campus and the city, access the University of Memphis' Visitor Information Page at memphis.edu/vic.

PHILOSOPHY, GOALS AND COMPETENCIES

Our philosophy of training incorporates a developmental practitioner-scholar training model. We are committed to providing a strong foundation that lends itself to the development of competent mental health professionals. This philosophy trains psychologists as generalists capable of functioning in a wide variety of settings, counseling with diverse populations, and dealing with an assortment of problems and concerns. Our training program focuses on “learning by doing,” which underscores the role of mentorship of an intern. The center provides a supportive environment that respects interns’ individual differences and experiences.

Importantly, we strongly value diversity and multiculturalism in all aspects of our training program. Our commitment to the appreciation of diversity is evident in multicultural training, which includes didactic, experiential and supervisory activities that allow interns to develop effective approaches in working with diverse clientele while increasing and challenging self-awareness.

The primary aims of this program are to prepare interns in a variety of functions required by generalist psychologists, to provide them with an understanding of and experience in the operations of a comprehensive university counseling center, and to prepare future psychologists to work with the intersectional identities of all clients who seek treatment.

Clinical or counseling psychology doctoral students from APA-accredited programs, whose career objectives include working primarily with adults, are appropriate intern candidates. The program is also highly suitable for candidates who want to broaden their experience by working with a college student population. For those interns who plan to work in a higher education counseling setting, the program is ideal.

The training program aims to help interns develop competencies in the following nine areas:

1. **Research:** Demonstration of the integration of science and practice
2. **Ethical and Legal Standards:** Demonstration of knowledge and application in professional practice
3. **Individual and Cultural Diversity:** Demonstration of awareness, knowledge, sensitivity and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics (e.g., age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, socioeconomic status and other sources of difference)
4. **Professional Values, Attitudes and Behaviors:** Demonstration of a strong professional identity as a psychologist that includes personal and professional responsibility
5. **Communication and Interpersonal Skills**
6. **Assessment:** Demonstration of competency in psychological testing
7. **Intervention:** Demonstration of strong clinical skills required for professional practice in psychology
8. **Supervision:** Demonstration of competencies in providing supervision
9. **Consultation and Interprofessional/Interdisciplinary Skills**



CONTENT OF THE PROGRAM

A developmental practitioner-scholar training model as applied in our center requires primary, secondary and tertiary psychological intervention by psychologists working in this setting. The diversity of the student body demands that interns engage in all levels of interventions to manage the concerns and problems of students involved in various stages of personal development. The Internship Training Program in Health Service Psychology at the University of Memphis Student Health and Counseling Services Counseling Center can be divided into five components.

I. Internship Orientation

Interns begin the training program by participating in a three-week orientation; a schedule will be provided. The mission, training model and operations of the counseling center are reviewed. Administrative items, policies and procedures are communicated. Interns also begin to integrate into the University community, meet other division staff and graduate assistants, and develop a greater awareness of the community roles of the Counseling Center and the Division of Student Academic Success. The course of training and clarification of expectations are reviewed. Interns interact with all supervisors in a group setting to learn about their theoretical orientation, supervision philosophy, style, expectations and clinical interests. After these meetings, interns submit rankings for their desired primary supervisors for the semester. Final determination of supervisory dyads will be made by the training committee. During orientation, interns will also be provided with a variety of training seminars, such as crisis/triage, initial assessment training, safe zone, orientation to the Relaxation Zone, career counseling, etc.



II. Clinical Training

The Doctoral Internship in Health Service Psychology training program has at its foundation standard core requirements, including training in the areas of individual, couples, group, crisis intervention/counseling, supervision, assessment, outreach and consultation.

1. Psychotherapy

- a) Individual Counseling: Interns provide 12-16 hours of psychotherapy per week. A short-term treatment model of 12 sessions per client per academic year is in effect with opportunities for unlimited group therapy services. Longer-term treatment options may be available after client staffing. Interns have an opportunity to develop skills by observing and being observed by senior staff members. The intern, supervisor and the training committee will determine readiness for more autonomous functioning.
- b) Couples Counseling: Couples counseling is available to any student couple (married, partnered) or family when one partner or family member is enrolled in at least six semester hours.
- c) Group Counseling: Interns lead or co-lead both structured and unstructured groups throughout the year. A beginning intern co-leads at least one group with a senior staff member. After they have demonstrated proficiency, interns may lead a group(s) or co-lead a group(s) with other interns. Interns conduct at least one group during each six-month period. Senior staff members provide supervision of group work.

2. Crisis Counseling/After-Hours Emergency Coverage

Interns are responsible for providing crisis intervention as needed during triage shifts, intakes, crisis appointments, and/or individual therapy sessions. Interns have previously provided after-hours support for crisis situations via on-call, but these services are now known as the Tiger Care Line and are supported by Protocall Telephonic Answering Services. Staff psychologists are always available for consultation and to assist with crises when necessary.

3. Triage

Interns participate in the center's triage/walk-in system. Students coming to the center between 10 a.m. and 3 p.m. are seen briefly to assess for safety and schedule or refer as appropriate.

4. Assessment

Assessment training includes diagnostic interviewing, test administration, interpretation, professional report writing and feedback review. Interns receive training and experience with a variety of assessment materials, including objective and projective personality measures, intelligence tests and a variety of other measures. Interns are expected to complete six assessment reports over the course of the internship year, all of which may be LD/ADHD assessments. Two can be substituted for personality assessments.

Interns must show competency administering the WAIS - IV and the WIAT 4 by the end of orientation period. At least two assessments completed by Nov. 1. Assessments are to be completed by June.



5. Relaxation Zone

Interns might be asked to staff the Relaxation Zone. Interns will become familiar with biofeedback and other resources of the Relaxation Zone. Interns may orient students to the Relaxation Zone, check students in, give guided tours or facilitate relaxation activities. Interns will ensure students complete pre- and post-test measures associated with utilization of the Relaxation Zone.

6. Consultation/Outreach

Consultation and outreach are important activities and interns are required to participate. Outreach topics include, but are not limited to, stress management/anxiety management, building healthy relationships, time management, suicide prevention and sexual assault prevention/bystander intervention. Interns are required to independently develop and present an outreach project/presentation on a relevant topic. In addition, the interns will also develop a group outreach project. It is expected that the outreach projects are appropriate, current and have strong theoretical, research and practice foundation. Interns are also required to actively participate in all center outreach activities.

7. Supervision of Practicum Students

Interns provide primary supervision for a practicum student for the fall and spring semesters. Interns meet with their supervisee for an hour and a half weekly to monitor clinical work and discuss their supervision work.

8. Integrated Health

Interns who are interested will be trained in the behavioral health consultant model and will provide coverage for the integrated health program at Student Health Services for a minimum of two hours per week.

9. Community Resources

Interns are to familiarize themselves with both campus and community resources in order to make appropriate referrals. Referral information is available in the Counseling Center and through consultation with senior staff.

III. Intern Training Seminars

Special Topics Seminar

This is a bi-weekly didactic and interactive seminar (often with assigned readings) primarily focusing on a variety of clinical issues, ethics, and integrating science and scholarly knowledge into practice. Other professional areas addressed include managing multiple roles, job search/application/interviewing strategies, preparation for licensure and internship selection activities.

Crisis Triage Training

This training is designed to provide practical skills required for assisting clients in crisis. Topics to be covered include but are not limited to: Assessing risk level, law and ethics, ethical decision making, confidentiality and dealing with angry clients. This training is designed for three to four hours during orientation but may vary depending on need.

Multicultural Seminar

This seminar is a year-long bi-weekly seminar designed to expose interns to a variety of cultures and diversities as well as integrate their knowledge into culturally appropriate interventions and treatment. Interns will develop awareness, knowledge and skills for working professionally with diverse individuals, groups and communities of various cultural and personal background and characteristics defined as cultural, individual or role differences, including those based on age and gender, gender identity, race, ethnicity, cultural, national origin, religion, sexual orientation, disability, language, socioeconomic status and impact of social justice systems. Interns will also integrate self-reflections on their own experiences, culture and identities.

IV. Supervision Training

1. Individual Supervision

Interns receive a minimum of two hours weekly of individual supervision. Supervisors are rotated to ensure exposure to a variety of supervisory styles and areas of expertise.

2. Group Supervision

Case conference is a weekly two-hour group supervision activity that is supervised and evaluated by senior staff. In case conference, interns present cases, case conceptualization write-ups, concerns or topics of particular interest. Interns are expected to show video recordings of their sessions as well as provide feedback to their peers.

3. Assessment Supervision

Assessment supervision focuses on clinical assessment and case conceptualization with particular emphasis on a therapeutic use of assessment. This also includes information on assessment of special populations.

4. Supervision of Supervision

Supervision of supervision is group training provided by senior staff to support interns as they supervise practicum students who are one or more training levels below the intern.

V. Professional Development

Outreach Project

Interns will complete year-long individual and group outreach projects, in which they will select a community whose identity historically has led to it having little contact with counseling center services, with the goal of engaging a hard-to-reach student population. Utilizing a social justice perspective, interns will work to cultivate relationships with their selected community on campus as well as assess and address identified needs of the community, particularly with regard to emotional wellbeing/mental health. Topics of the projects must be submitted to the training committee for approval.

Intern Meeting

Interns meet for one hour bi-weekly with the training director to discuss the training experience, to have questions and concerns addressed and to respond to personal and/or professional concerns.

Record Maintenance and Titanium

Interns are required to maintain accurate and timely records for clients on their caseload. These records include all relevant correspondence and documentation associated with treatment. Case notes will be stored in Titanium and forwarded electronically to supervisors for signatures within 72 hours. Upon termination, a termination summary must be completed. Task Lists and Client Lists should be monitored.

Records must be secured. Access to electronic student information should be protected. Hard copy materials (e.g., assessment protocols) should be maintained in the mail room behind the front desk when not being used in offices.

Schedules on Titanium must be accurate and current. Open hours on the daily schedule are available to schedule sessions. Interns are to maintain weekly logs of their clinical and professional activities. Logs should be reviewed with primary supervisors and submitted to the training director weekly for intern's file. Clients are not to be scheduled on a recurring basis.

Ethics: Interns are expected to be knowledgeable regarding the APA Ethical Principles of Psychologists, Standards for Providers of Psychological Services, and the Specialty Guidelines for the Delivery of Services. To maximize trainee awareness of these resources, interns will review and discuss them with a licensed psychologist. Supplemental materials to be used in this seminar will include journal articles, periodicals, books on ethics, legal documents and APA training video series.



SAMPLE WEEKLY SCHEDULE

The following is a sample work week which may vary according to the service needs of the center and the intern's individual needs:

12-16 hours	Psychological Counseling (individual, couples, families)
1-3 hours	Group Counseling
5 hours	Triage/Crisis Counseling
3 hours	Consultation/Outreach/Committees
4 hours	Assessment
3 hours	Administration/Paperwork
2 hours	Case Conference
2 hours	Integrated Health
2 hours	Relaxation Zone
1.5 hours	Professional Development/Special Topic Seminar
1.5 hours	Supervision of Practicum Students
2 hours	Individual Supervision
1.5 hours	Specialized Supervision/Training
1 hour	Intern Meeting
Total	37.5 - 42 hours

The internship may require additional hours for training purposes.

In regard to employment secondary to their positions as psychology interns, interns are expected to follow APA ethics and the University of Memphis policy pertaining to such employment.



SALARY AND BENEFITS

The stipend for 12 months is **\$36,635**.

Additional benefits include:

- ☐ 24 days annual leave
- ☐ 12 days sick leave
- ☐ 13 holidays
- ☐ Employee Assistance Program
- ☐ Retirement benefits
- ☐ Medical/dental insurance available
- ☐ Also available: tuition waiver, health services, computer and recreational facilities

Each year, the University of Memphis makes significant contributions toward interns' personal benefits, which are an important component of total compensation. The total benefits package is estimated to be worth \$13,188.

For more information, access the University of Memphis Human Resources page at memphis.edu/hr/ or call 901.678.5373.

INTERNSHIP APPLICATION INFORMATION

Qualifications

- Candidates must be enrolled in counseling or clinical psychology programs and have completed 400 hours of practicum work.
- All relevant program coursework must be completed.
- Preference will be given to candidates from APA-accredited programs.
- It is required that candidates have completed their comprehensive exams prior to the application deadline.
- Dissertation proposals must have been approved by the start of internship.

APPIC Matching Program Code # 1559

Applications

Deadline is Nov. 30.

The APPIC Online Application for Psychology Internships is to be submitted. APPIC internship application, accessible at appic.org.

Applications from candidates with diverse identities and backgrounds are strongly encouraged.

Candidates who are matched with our site will need to go through background check process. The University of Memphis, through HR - Workforce Management, will conduct background investigations on all faculty, staff, graduate assistants and temporary applicants recommended for employment. The Disclosure and Authorization Form required by the Fair Credit Reporting Act (FCRA) is completed through a third-party vendor. No background check will be initiated until the online authorization form is completed. HR - Workforce Management is responsible for reviewing the results of the background check and determining whether the offense negates the individual from being hired. Most convicted felonies (e.g., aggravated assault, sexual assault, sexual battery, robbery, burglary, auto theft, arson, etc.) constitute a fail in background check. If the candidate does not disclose convictions during the background check process, the individual may be disqualified from consideration. In determining suitability for employment where there is a record of criminal conviction, consideration will be given to such issues as the specific duties of the position, the number of offenses and circumstances of each, how long ago the conviction occurred, whether the circumstances arose out of an employment situation, and the accuracy of the explanation on the application.

If you have any questions about the information above, contact:

Chris Carden, Ph.D., Associate Director/Training Director

Email: dccarden@memphis.edu

Phone: 901.678.2068

Fax: 901.678.4895



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