University Health & Counseling Services provide personal counseling and behavioral health care to students in a university community of approximately 11,500 undergraduate, graduate and professional students at CWRU and students enrolled in the Cleveland Institutes of Art and Music, the Lerner College of Medicine and the KSU College of Podiatric Medicine. UH&CS is comprised of a multidisciplinary staff of psychologists, social workers, clinical counselors, psychiatrists, physicians, nurse practitioners, and medical assistants, as well as trainees in psychology, social work and psychiatry.

Training Philosophy
We believe that both practice and scholarship are essential in preparing nascent psychologists to work effectively with diverse individuals and groups in an evolving world. To support this effort, our program at Counseling Services values theory and research-based practice, critical thinking, ethical decision making, engaged mentoring through supervision and clinical experience, and respect for human diversity.

We appreciate the contributions of our own and others’ professional disciplines and recognize that a diverse set of knowledge and skills is essential for professional growth. We believe that the effectiveness of a mental health professional is not simply the result of building clinical skills, but is also the development of a sense of professional identity and competence that is based on a foundation of dynamic self-assessment. Being aware of and working within one’s competencies, and being consistently engaged in this assessment, is a fundamental aspect of the ethical practice we value.

Counseling Services strives to foster a positive training environment in which trainees explore all ideas, assess their strengths and weaknesses, and welcome challenges designed to facilitate their personal and professional development.

We hold as the standard for best practice that staff and trainees be committed to the social values of respect for diversity, inclusion, and equity. Both staff and trainees are expected to demonstrate a readiness to examine their own values, assumptions, and behaviors in order to develop along the aims of cultural competency, as well as a willingness to challenge one another in the progression toward those aims.

Training Model
Counseling Services offers a ‘developmental apprenticeship’ approach to internship training. As part of our framework, we work with each intern to create a developmental training plan with clearly stated goals and objectives, one that includes supervisor-evaluation and self-evaluation. Integral to our core values in training is encouraging continuing progress towards achieving the developmental goals established in the
training plan. We incorporate a teaching and coaching approach to promote advanced clinical skills, greater self-awareness, and autonomous functioning.

An essential component to the training experience is to develop ethical decision-making, both in clinical and professional identity decisions. By observing staff regularly consult with one another on cases and ethical questions, interns experience staff members model and underscore the value of ethical practice as an on-going process. Along with these goals, we encourage all staff and trainees to explore self-knowledge as it relates to self-care, by developing an understanding of how to balance personal and professional lives in order to be effective providers.

Training Goals
Our training goals are based on the foundational and functional competencies typically required of an entry-level psychologist in a university setting. The objectives and competencies below outline the knowledge and skills we believe necessary for practice and are the basis of our psychology internship training program.

Core Competencies:
1. Interns will achieve competence appropriate to their professional developmental level in the area of Evidence-Based Practice in Intervention.
2. Interns will achieve competence appropriate to their professional developmental level in the area of Evidence-Based Practice in Assessment.
3. Interns will achieve competence appropriate to their professional developmental level in the area of Ethical Conduct.
4. Interns will achieve competence appropriate to their professional developmental level in the area of Supervision.
5. Interns will achieve competence appropriate to their professional developmental level in the area of Research.
6. Interns will achieve competence appropriate to their professional developmental level in the area of Cultural and Individual Diversity.
7. Interns will achieve competence appropriate to their professional developmental level in the area of Consultation.
8. Interns will achieve competence appropriate to their professional developmental level in the area of Professionalism.
9. Interns will achieve competence appropriate to their professional developmental level in the area of Communication and Interpersonal Skills.
10. Interns will achieve competence appropriate to their professional developmental level in the area of Reflective Practice.
Doctoral Psychology Internship Program Description

Counseling Services offers two, one-year, full-time doctoral psychology internship positions. Interns devote a minimum of 16 hours per week to clinical activities and receive individual, assessment, and group supervision with licensed psychologists. Interns will receive didactic training by senior clinical staff and participate in weekly case conferences. Interns work within an interdisciplinary context, collaborating with social work staff and students, psychiatry staff and residents, and other professions afforded by this site.

Interns have the opportunity to individualize their training by working on a specialized interest area (ex. eating disorders, trauma, grief and loss, process group psychotherapy, substance abuse) and in providing psycho-educational programming in behavioral health and wellness (i.e. substance abuse prevention, stress management, sexual identity, weight and body image).

Comprehensive Cognitive and Psychological Assessment:

One of the unique opportunities afforded to our interns is the rigorous assessment training program. Counseling Services offers comprehensive psychological and cognitive (i.e. learning disability/ ADHD / neuro-psychological) assessments to undergraduate and graduate/professional students at CWRU and its affiliated institutions. These comprehensive assessments typically include evaluation of students’ personality/emotional functioning, general intellectual capacity (IQ), attention, executive functioning, memory, visuospatial perception abilities, reading, written expression, and/or mathematical skills.

Doctoral Psychology Interns undergo intensive training in all aspects of comprehensive assessment. Over the course of the training year, interns are expected to develop competency in the following areas: 1) clinical interviewing; 2) proper test selection; 3) proper test administration; 4) accurate scoring of administered tests; 5) interpretation of test results; 6) integration of test results with other sources of clinical data (i.e. diagnostic interview information, collateral information, behavioral observations, etc.); 7) establishing a diagnosis; 8) developing recommendations based on the assessment results; 9) clearly and effectively communicating all findings and recommendations to the student through direct verbal feedback; and 10) writing clear, understandable reports that summarize and detail all aspects of the assessment process. Interns are expected to complete six to ten full assessments over the course of the training year.

Clinical Services:

Interns devote a minimum of 16 hours per week engaging in direct clinical services, as described below.

Individual/Couple Therapy: Interns devote a minimum of 12 hours per week to providing psychotherapy services to individual clients and couples.

Group Therapy: Interns co-lead at least one group per semester. Groups are either process-oriented, support, psycho-educational, and/or theme-oriented. Interns may have the opportunity to design and implement a group of their choice, based on their experience and interest.

Initial Consultation:

- Intake Assessment: Interns are responsible for providing one initial intake appointment per week.
- Brief Consultation/Emergency Walk-In: Interns are responsible for providing one block of time per week towards urgent care and crisis care. These may be scheduled same-day, or they may be walk-in visits.
Outreach Services: Interns participate in a variety of outreach activities such as presentations, university-wide fairs, and programming targeted at groups who request a theme-related topic or populations who may not typically seek counseling services. In addition to outreach programming, interns are expected to participate in campus-wide community events.

All Interns are required to participate in our Campus and Community Connect Programs in primary (planning and leading) and supportive (participating and representing UH&CS) roles:

- On-campus Community Outreach: Take a primary role in at least 50% of your outreach activities to promote wellness and other mental health programs to student groups or organizations. Supporting roles can include attending a diversity dinner or women’s health activity. 
  *Semester minimum requirement = 6, no less than 3 of which should be on evenings and weekends each semester.*

- Community Connect: Attend a community self-help group that includes where our students connect with others in the community, e.g., PFLAG-Cleveland; Recovery 12 Step group, NAMI or other group.  
  *Yearly minimum requirement = 4.* Outreach plan to be overseen by the Outreach Supervisor.

Training Activities:
The training program has didactic programming that is targeted for doctoral interns and is sequential and graded in design and implementation.

- Doctoral interns (only) receive 40 hours of intensive neuropsychological assessment training at the onset of the training year. The didactic material is tailored to the level of the incoming cohort of interns and advances accordingly in order to prepare interns to begin conducting neuropsychological assessment batteries at our site.

- Doctoral interns (only) receive 1 ½ hours/week for Group Testing Supervision and Didactics to review use assessment material with refined accuracy and increased complexity such that interns will reach progressively sophisticated levels of diagnostic capability throughout the internship year.

- Doctoral interns participate in Case Conference (1 ½ hours), held every week for all staff. Case conference focuses on a presentation of a clinical case, a review of theoretical approaches and relevant treatment modalities, and a discussion on treatment planning. Interns initially observe and participate through discussion; as the year progresses, interns present their own cases to all staff, engage in a discussion on assessment of presenting issues, case conceptualization and treatment approaches. They then receive feedback that they are encouraged to evaluate and discuss in the context of individual supervision.

- Doctoral interns (only) meet every other week for 1 hour with the Training Director for supervision and didactics in Professional Development. This training is graded in approach and consists of themes related to navigating dynamics of confidentiality, ethics of practice in a university setting, and integrating themes raised in other didactic seminars (such as boundaries, self-care, professional communication and consultation) into a professional role at this site. Mid-year, training begins to include professional development themes related to career building (including articulating professional goals, job search, and interviewing styles). Towards the end of the training year, training includes topics related to transition from a training role to a professional work identity along with a focus on ethical practice in termination with clients.

- Doctoral interns (only) will receive didactic training in supervision in order to supervise a psychology practicum student under umbrella supervision.
Doctoral interns have 1 hour per week (most weeks) of didactic training that is sequential and graded in that it begins with an orientation to working with university students and developmental themes, an introduction to options for treatment modalities, and initial crisis intervention approaches. As the year progresses, the focus of the didactic programming shifts to more advanced topics in crisis intervention, ethics and professional development, transference/counter-transference, and termination as interns become more sophisticated in the level at which they are performing during the year and are prepared to explore and investigate more intensive topics in their work. A multi-seminar series on multicultural themes related to clinical practice is conducted over the course of the year.

In-services over the course of the year offer didactic training to all staff; these in-services are prepared with continuing education as the goal and thus are intended to be at the level of doctoral interns or higher.

**Supervision:**

**Individual Supervision**

- Each intern will engage in a two-hour per week individual clinical supervision experience. Interns will work with a supervisor during the first academic semester and then will work with a different supervisor for the second semester.
- Each intern will also be individually supervised on assessment cases by the neuropsychology assessment training team.

**Group Supervision**

Each intern will engage in Group Supervision for:

- Clinical cases
- Assessment cases
- Professional development
- Outreach activities
- Supervision (umbrella supervision)

**Administrative Activities:**

- Committee Meetings: Interns will participate in at least one committee meeting (for example, the Standards of Care (policies and procedures) committee, the Professional Development (continuing education) committee, or the Outreach committee, among others.
- Clinical Administration: Interns may schedule 3 hours each week to write clinical notes, make phone calls, respond to e-mails, and attend to other administrative tasks.
### Sample Schedule of Weekly Hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical cases</td>
<td>12 (on average, over course of year)</td>
</tr>
<tr>
<td>Testing cases</td>
<td>4.0 (6-10 over course of year)</td>
</tr>
<tr>
<td>Group</td>
<td>2.0</td>
</tr>
<tr>
<td>Initial Evaluation</td>
<td>1.0 (2 of ½ hour appointments)</td>
</tr>
<tr>
<td>Urgent On-going</td>
<td>1.5 (3 of ½ hour appointments)</td>
</tr>
<tr>
<td>Walk-In</td>
<td>3.0</td>
</tr>
<tr>
<td>Supervision: Individual</td>
<td>2.0</td>
</tr>
<tr>
<td>Supervision: Ind. Testing</td>
<td>0.5 (1 hour every other week)</td>
</tr>
<tr>
<td>Supervision: Group</td>
<td>1.0</td>
</tr>
<tr>
<td>Supervision: Group Testing</td>
<td>1.5</td>
</tr>
<tr>
<td>Supervision: Prof Dev</td>
<td>0.5 (1 hour every other week)</td>
</tr>
<tr>
<td>Meeting (Collaborative teams)</td>
<td>0.5 (1 hour every other week)</td>
</tr>
<tr>
<td>Group Didactic Seminar</td>
<td>1.0</td>
</tr>
<tr>
<td>Case Conference</td>
<td>1.5</td>
</tr>
<tr>
<td>Lunch</td>
<td>5.0</td>
</tr>
<tr>
<td>Charting</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Potential additional hours:**
- Supervision: Outreach: 0.5 (1 hour every other week)
- Supervision: of Supervision: 1.0
- External hours (outreach, research, etc.): 1.0 – 5.0

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Total Hours/wk: 40 – 45; *some of these hours occur during evenings and weekends due to outreach, report writing, research, etc.

**2000 hours – 1500 indirect and 500 direct – for the internship year.**

It is the responsibility of the intern to maintain a record of total hours (direct and indirect) and to review this record with the Individual Supervisor and Training Director on a regular basis. It is the responsibility of the intern to work towards and obtain 2000 total hours by the conclusion of the training year. If circumstances arise such that this expectation is a challenge to meet, it is expected that the intern keep the Individual Supervisor and Training Director informed and work on a plan to ensure that hours are met in order to successfully complete this internship program.

### Evaluation Procedures

*Intern Evaluations:* At the onset of each semester, each intern will meet with her/his supervisor to establish goals for the semester. The intern is responsible for articulating goals and collaborating with the
supervisor on a plan for clinical and professional development. At the conclusion of each semester, supervisors and Training Director meet with each intern to review and provide feedback on progress towards goals. Evaluation forms are completed by each primary supervisor at the end of the supervision tenure and are to cover the core competencies as highlighted above.

Successful completion of the doctoral internship training year includes, but is not limited to, satisfactory completion of all charting and documentation, including assessment reports. Furthermore, successful completion of the internship training year entails meeting expected skill level on all evaluated areas.

**Intern Feedback for Training Program**: Interns are encouraged to provide feedback about the program and supervisors throughout the year. At the conclusion of the training year, interns will be asked to submit an evaluation of the training program.

**Intern Stipend, Leave, and Benefits**
The internship at Case Western Reserve University is a full-time, one year, paid internship. The internship begins August 1, 2016 and concludes July 28th, 2017. Interns receive a stipend of $25,000 disbursed in 12 monthly payments. Medical health insurance, through the University, is available if needed. Discretionary leave (vacation) is 10 days, in addition to 10 University-wide designated holidays (for dates see webpage: http://www.case.edu/finadmin/humres/policies/employment/holiday.html); up to 5 Income Protection (sick) days are included, to be taken as needed; and up to 5 Professional Development days are included, to be taken as needed (to be used, for example, for activities such as conferences, graduation, dissertation writing, and/or career-related interviews).

**Counseling Services Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Daroff, MSW, LISW-S</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Sarah Hill, LISW-S</td>
<td>Substance Abuse Counselor</td>
</tr>
<tr>
<td>Andrew Katz, PhD</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Susan E. Kimmel, MD</td>
<td>Psychiatrist</td>
</tr>
<tr>
<td>Jessica Lombardi</td>
<td>Care Manager</td>
</tr>
<tr>
<td>Maryann McGlenn, PhD</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Elisaída Mendez, PhD</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Simona Mkrtschjan, LISW-S</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Richard Pazol, PsyD</td>
<td>Psychologist</td>
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<tr>
<td>Aarti Pyati, PhD</td>
<td>Psychologist</td>
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<tr>
<td>Natalie Reiss, PhD</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Michelle Romero, DO</td>
<td>Psychiatrist</td>
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<tr>
<td>Yiling Zhang, PhD</td>
<td>Psychologist</td>
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</tbody>
</table>
**Qualifications**
We seek high-energy individuals who are open to learning, receptive to feedback, and motivated to develop a wide range of skills that may be requested of a psychologist. Applications from students enrolled in APA-accredited counseling and clinical psychology programs preferred.

In addition, we also require the following qualifications prior to the start of internship:

1. All coursework toward the doctoral degree, as well as practicum training required, to be completed by the end of the academic year prior to the start of internship.
2. A minimum of 400 intervention hours must be accrued.
3. Successful completion of comprehensive and/or qualifying exams or requirements by ranking deadline.
4. Successful completion of dissertation proposal by ranking deadline.

Case Western Reserve University is an equal opportunity/affirmative action employer and complies with all Federal and Ohio State laws, regulations, and executive orders regarding affirmative action requirements.

**Application Forms, Procedures, & Deadlines**
Internship applicants must complete the APPI Online [http://www.appic.org/](http://www.appic.org/). This will include cover letter, curriculum vita, application form with essays, verification of readiness for internship from your academic program, all graduate transcripts, and three letters of recommendation. No supplemental materials are required by Case Western Reserve University. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

**OUR SITE IS A MEMBER OF APPIC**