

UNIVERSITY COUNSELING CENTER

**UNIVERSITY OF NOTRE DAME
PREDOCTORAL INTERNSHIPS
FOR PROFESSIONAL PSYCHOLOGY**

2008-2009

*Accredited by the
American Psychological Association*

The University Counseling Center
University of Notre Dame
Predoctoral Internships for Professional Psychology

Accredited by the American Psychological Association

Internship Information for 2008-2009

TABLE OF CONTENTS

| <u>Title</u> | <u>Page</u> |
|---|-------------|
| ABOUT ND AND THE UCC | |
| The Setting: The Community | 3 |
| The University | 4 |
| The Training Site: The University Counseling Center | 4 |
| Listing of University Counseling Center Staff And Their Interests | 5 |
| The Facilities | 7 |
| THE TRAINING PROGRAM | 8 |
| Supervision and Evaluation | 9 |
| Weekly Intern Training and Service Activities | 11 |
| Core Training Experiences | 12 |
| Professional Development | 18 |
| MONEY MATTERS: STIPEND AND BENEFITS | 18 |
| APPLICATION AND SELECTION: CRITERIA AND PROCEDURES | 19 |
| CURRENT AND PAST INTERNS | 22 |

THE SETTING

The Community

A growing community nestled in the heart of the Great Lakes Region, South Bend/Mishawaka is located in the northernmost central portion of Indiana about 90 miles SE of Chicago. Its name is earned from its situation on the southernmost bend of the St. Joseph River. South Bend, together with several other towns and cities along the Indiana-Michigan border, including Elkhart, helps to form the area known as Michiana.

South Bend provides all the conveniences of a metropolitan environment without the "big city" headaches: no more fighting traffic jams at rush hours or driving miles to get across town is found in Michiana despite the hustling of developing business and industry in our progressive downtown and suburban areas. Rather, pleasant neighborhoods, beautiful countryside, cultural opportunities, educational pride, low cost of living, and ready access to local, state, and county parks for recreational activities define our area.

Many cultural and entertainment activities are sponsored by the cities of South Bend/Mishawaka and by Michiana area colleges and universities. Local organizations such as the 90-member South Bend Symphony, the South Bend Regional Art Museum, the Southold Dance Company, and the Broadway Theatre League sponsor various cultural events. South Bend also hosts the widely recognized Annual Fischhoff National Chamber Music Competition. In addition, many nationally known performers and lecturers regularly stop in South Bend when touring the area. Since the opening of the new DeBartolo Center for the Performing Arts (DPAC) on campus in 2004, the quality and range of cultural opportunities has increased significantly. Artists who have recently performed at DPAC include Itzhak Perlman, The Capitol Steps, Savion Glover, and the Vienna Choir Boys, among many others.

Michiana sports fans are never at a loss for something to cheer about - no matter what the season. Whether it's Hoosier Hysteria during the state basketball championships, cheering for the Fighting Irish of Notre Dame or the South Bend Silver Hawks, rooting for the Chicago Cubs, White Sox or the Chicago Bears, or rallying around the Indianapolis Colts, the enthusiasm for sports is always at a high. Also, a visit to the College Football Hall of Fame in South Bend's downtown area is one worth making. For information about these and other area attractions including the year-round Farmer's Market, the East-Race Waterway, and the new Studebaker National Museum, please visit the website for the South Bend Convention and Visitors Bureau at <http://www.livethelegends.org/>.

Finally, the variety of ethnic backgrounds represented in the area brings many Old World customs and traditions to local neighborhoods, business, and ways of life. Combined with the renaissance of the downtown historical districts, the character of each city blends ethnic traditions with modern progress into the developing area that is Michiana.

The University

The University of Notre Dame was established in 1842 by Fr. Edward Sorin, a priest of the Congregation of the Holy Cross. Over the years, the university has grown into an independent, Catholic institution with a national reputation for excellence in academics as well as athletics. Notre Dame has a unique spirit - dedicated to religious beliefs as well as scientific knowledge, to values as well as facts. The University has a student population of approximately 11,400, drawn from all 50 states and some 100 countries.

Approximately 25% of the undergraduate population is ethnically diverse. An annual survey of entering freshmen across the nation by the American Council on Education reveals some interesting characteristics of Notre Dame students. Almost three in four of Notre Dame students enter the University having achieved an average A or A- in high school, compared to a national average of one in three. In terms of personal attitudes, Notre Dame students, to a much stronger degree than in the national group, perceive themselves as having strong academic ability, as being motivated to achieve, and as having originality and leadership potential. About 80% of undergraduates live on campus in 27 residence halls and 80% are active in service learning and community volunteer activities. The faculty to student ratio stands at 13 to 1, distributed among 63 undergraduate majors within 5 colleges, and 22 doctoral and 43 master's degree programs. Therefore, despite its predominantly Catholic identity, the student body reflects a diversity that insures a richness of attitudes, interests, and backgrounds.

THE TRAINING SITE: The University Counseling Center

The University Counseling Center contributes to the overall academic mission of the University of Notre Dame within the context of the Division of Student Affairs. Its twofold mission is to 1) provide counseling and psychoeducational services to the students of the University and 2) provide training opportunities for psychology interns and practicum students. In providing direct service, the staff is sensitive to the unique characteristics of an intelligent, highly motivated, predominantly Catholic student body, while also remaining committed to the good practice of psychology as determined by the ethical code of the American Psychological Association and the laws of the State of Indiana.

In providing service, the staff attends to developmental, environmental, and remedial concerns. The stress associated with a high pressure academic environment at a critical developmental period is often seen to lead to problems that can be alleviated through therapeutic intervention. This assistance may take the form of individual or group counseling if the intervention is direct service. The staff is also committed to a preventive approach, realizing that interventions are often most useful if undertaken before problems develop. Preventive interventions include consultation with faculty or staff and teaching life management skills in workshops or residence hall settings. In either case, whether working remedially or preventively, the emphasis is on addressing the needs of the whole person.

The University Counseling Center seeks to provide comprehensive mental health services to Notre Dame students through direct services such as individual and group counseling/therapy. The UCC is staffed by licensed clinical and counseling psychologists, a consulting psychiatrist, a licensed social worker, a certified alcohol counselor, psychology interns, and doctoral students from the APA-approved Counseling Psychology program at Notre Dame who work under the supervision of professional staff.

Each semester, the UCC offers a variety of topical workshops and structured groups for individuals interested in building academic and interpersonal skills. Examples of these include stress management and relaxation training, performance enhancement, and coping skills training. Interpersonal process groups, eating disorder groups, family issues groups, and groups related to alcohol and other drug issues are also often conducted. The UCC additionally provides consultation to the University community. Students, faculty and staff may consult with UCC staff regarding situations related to students and student life problems. Programs are also designed to meet the specific needs of any University group or organization. Resident assistant training, student leadership development, conflict resolution among roommates, and support groups for diverse students are among the consultation services that have been provided by UCC staff.

The UCC offers individual and group counseling services to all degree-seeking undergraduate and graduate students. Concerns range from acute situational stress to chronic and severe personality disturbances, with the majority of clients presenting moderate stress over developmental issues. Most students attending the University are of traditional college age, with more than four in five living on campus. Graduate students comprise between 20-25% of the UCC's clientele. At present specific session limits are not mandated at the UCC, although the Center is working toward a shorter-term clinical model. Students who are in need of more intensive treatment may be seen for assessment and referral to community resources. A 24-hour emergency service is offered by the UCC to the University community. Permanent staff are responsible for after-hours emergency coverage, while interns and professional staff share walk-in emergency coverage during Center office hours

LISTING OF UNIVERSITY COUNSELING CENTER STAFF AND THEIR INTERESTS

Karen Baer-Barkley, Ph.D. (Andrews University, 1998, Counseling Psychology), Staff Psychologist, Coordinator of Practicum, Concurrent Assistant Professor (University of Notre Dame). Eating disorders; substance abuse; women's issues; learning disabilities; grief and loss issues. Licensed Psychologist and Health Service Provider in the State of Indiana; Certificate of Proficiency in the Treatment of Alcohol and Other Psychoactive Substance Use Disorders; Academy of Eating Disorders; APA Member.

Peter W. Barnes, Ph.D. (University of Memphis, 2003, Counseling Psychology), Staff Psychologist, Concurrent Assistant Professor (University of Notre Dame). Cognitive-behavioral therapy; depression; anxiety; stress management; multicultural issues; gay, lesbian, bisexual, and transgender issues; men's issues. Licensed Psychologist and Health Service Provider in the State of Indiana; APA Member.

Megan Brown, Ph.D. (Andrews University, 2002, Counseling Psychology), Staff Psychologist, Concurrent Assistant Professor (University of Notre Dame). Cognitive-behavioral therapy, multicultural issues, adjustment issues, depression/anxiety disorders, applied positive psychology, career development, balanced living, group therapy, relationship counseling/enhancement, premarital counseling, working with international students and graduate students, providing psychoeducational presentations. Licensed Psychologist and Health Service Provider in the State of Indiana.

Rita Donley, Ph.D. (Pennsylvania State University, 1986, Counseling Psychology), Associate Director, Coordinator of Clinical Services, Concurrent Assistant Professor (University of Notre Dame). Group approaches to treatment; psychology of women; training and consultation; victimization; eating disorders; career development. Co-author with Horan, J. and DeShong, R., "The Effect of Several Self-Disclosure Permutations on Counseling Process and Outcome, *Journal of Counseling and Development*, Volume 67, Number 7, March 1989. Co-author (with Coleman, S.), *Lifework*, 1992, CompCare Publishers, Minneapolis, MN. Publication in progress: Validating the questionnaire for eating disorder diagnosis. Licensed Psychologist and Health Service Provider in the State of Indiana; National Register of Health Service Providers in Psychology; APA Member (17, 35, 49); American College Personnel Association - Member; Association for the Coordination of Counseling Services - Member, Treasurer (2003-2005).

Miguel A. Franco, Ph.D. (University of Florida, 1991, Counseling Psychology), Staff Psychologist, Concurrent Assistant Professor (University of Notre Dame). Sexual abuse treatment; acquaintance and date rape prevention involving athletes; post-traumatic stress disorder; cultural diversity/prejudice reduction; time-limited structural marital and family therapy; developmental transition and performance enhancement training among student-athletes; supervision of counseling. Co-author (with Biever, J., Nath, P., Jordan, A., and Yee, E.), "Passing the Baton", In T. Nelson and T. Trepper (editors), 1992, 101 *Interventions in Family Therapy*. Haworth Press, Binghamton, NY. Also, co-author (with Davidhizar, R.) "Cuban Americans". In Giger and Davidhizar (editors) 2003, *Transcultural Nursing Assessment and Intervention 4th Edition*. Mosby Publishing, St Louis, MO. Licensed Psychologist and Health Service Provider in the State of Indiana; National Register of Health Service Providers in Psychology; APA Member (17, 47); Certified Member of the National Association of Sport Psychologists.

Leonard Hickman, Ph.D. (University of Maryland, 1990, Counseling Psychology), Staff Psychologist, Coordinator of Professional Development, Concurrent Assistant Professor (University of Notre Dame). Substance abuse prevention and treatment; time-limited therapy; self-psychology; anxiety disorders; men's issues; grief and loss; graduate student therapy group. Licensed Psychologist and Health Service Provider in the State of Indiana; APA Member.

Maureen A. Lafferty, Ed.D. (West Virginia University, 1991, Counseling Psychology), Staff Psychologist, Coordinator of Internship Training, Concurrent Assistant Professor (University of Notre Dame). Trauma and abuse recovery; feminist therapy; self psychology; gay, lesbian and bisexual issues; supervision and training. Licensed

Psychologist and Health Service Provider in the State of Indiana; APA Member (17, 35, 44); Member, Association for Women in Psychology; Association of Counseling Center Training Agencies.

Suhayl Nasr, M.D. (American University of Beirut, Lebanon, 1974, Psychiatry), Psychiatric Consultant. Mental disorders and college students; obsessive-compulsive and anxiety disorders. Licensed Psychiatrist; American Medical Association Member; American Board of Psychiatry and Neurology.

Wendy Settle, Ph.D. (University of Maryland, 1990, Counseling Psychology), Staff Psychologist, Coordinator of Outreach and Consultation, Concurrent Assistant Professor (University of Notre Dame). Women's issues; abuse; sexual harassment; depression; sexual orientation; stress management; obsessive compulsive disorder; dialectical behavior therapy; adult children of divorced parents; creating psychoeducational materials for outreach on the web; career development; training and supervision. Co-author (with Gilles-Thomas, D.) of "[The Counseling Center Village](#)". Licensed Psychologist and Health Service Provider in the State of Indiana; APA Member (17); ACPA Member (Commission VII).

Valerie Staples, LCSW (University of Louisville, 1981, Master in Social Work), Coordinator of Eating Disorder Services, Concurrent Assistant Professor (University of Notre Dame). Individual, group and family treatment of eating disorders; mood/anxiety disorders; post-traumatic stress disorders; consultation and training. Licensed Clinical Social Worker; NASW Member; Academy of Eating Disorder Professionals; Eating Disorder Task Force of Indiana.

Susan Steibe-Pasalich, Ph.D. (University of Ottawa, Ontario, Canada, 1980, Clinical Psychology), Director, Concurrent Assistant Professor (University of Notre Dame). Self-esteem; women's issues; psychological assessment, supervision and training. Co-author (with Coleman, S.), [Escaping Love Captivity](#), 1996. Licensed Psychologist and Health Service Provider in the State of Indiana; National Register of Health Service Providers in Psychology; APA Member (29, 17); Indiana Psychological Association.

Anna Uhran Wasierski, B.S., Registered Dietitian (Purdue University, 1993, Dietetics), Clinical Nutritionist. American Dietetic Association Member; Northern Indiana Dietetic Association Member.

FACILITIES

The University Counseling Center is housed on the third floor of Saint Liam Hall. The building has just undergone extensive renovation, resulting in a state of the art facility. The UCC features newly refurbished staff offices and group rooms, a conference room with PowerPoint capability, a stress management room, a professional library and a staff kitchen/lunch room fondly named "The Shamrock Café".

Interns are provided with a private office space which is identical to senior staff offices and is equipped with a Gateway computer and monitor, digital cameras which allow for DVD recording, and ergonomically-designed desk chairs. Interns also have access to PowerPoint equipment and other audio-visual aids for presentations and educational programming purposes as well as black and white and color printers.

The UCC uses Titanium, a computerized charting and scheduling program, and utilizes computerized scoring for a number of psychological assessment instruments. The UCC also has an excellent library of professional books and resources and interns also have access to University libraries for psychological books, journals and reference materials.

The UCC has two well-appointed group therapy/meeting rooms as well as a large conference room with a small kitchenette, which is also available to other Student Affairs departments. The new Inner Resources Room provides a space for clients to practice meditation or relaxation techniques, be exposed to bright light treatment, or engage in biofeedback training.

Campus dining rooms, cafes, food courts, a convenience store, hairstylist, travel agency, laundry/dry cleaners, postal service and a branch of the Notre Dame Federal Credit Union are all within easy walking distance. Walking trails around two beautiful lakes are also located immediately behind Saint Liam Hall.

THE TRAINING PROGRAM

The Notre Dame Predoctoral Internship in Professional Psychology is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The internship program is administered by the Coordinator of Internship Training with the assistance of the Training Committee, consisting of senior staff psychologists at the UCC as well an intern representative.

A. Philosophy and Mission

The University of Notre Dame's Predoctoral Internship in Professional Psychology trains interns as practitioners. This training is achieved through:

1. the enhancement of didactic learning about theories of psychological growth and change,
2. the observation of that learning being put into practice by psychologists, and
3. the practice, under the supervision of experienced practitioners, of those skills and interventions that promote psychological well-being.

The overall goal of the internship program is to train interns in the core competencies expected of a psychologist working in the context of a university counseling center.

These core competencies include: **clinical intervention, assessment/diagnosis, consultation/outreach, and supervision.** In addition, **ethical issues, professional behavior, multicultural issues,** and **interpersonal skills** are highlighted during the course of training. Opportunities to develop clinical and educational skills in a training concentration such as alcohol and other drug intervention or eating disorders treatment are also available to interns in the course of the internship year. Other training concentrations are being developed at this time.

The program has a dual focus on both clinical training and professional growth. It is expected that interns will make significant developmental transitions during the internship year, including consolidation of a professional identity, enhanced confidence in skills, and increased ability to function autonomously. The training program recognizes the inherent stress that accompanies these transitions. It is designed to provide activities, procedures, and opportunities that facilitate optimal professional growth while remaining sensitive to the challenges of that growth. While interns frequently seek counseling center positions as their first employment, the training at the University of Notre Dame's Counseling Center is broad enough to prepare interns well for a variety of employment settings.

B. Model

Our training program is based on a generalist approach to the practice of psychology that is informed by research in the field. Within the context of this generalist approach, the intern is encouraged to develop additional skills in one training concentration (alcohol and other drugs, eating disorders, etc.) during the course of the internship, as an acknowledgement of the need to develop both breadth and depth in training and practice. The training program takes a developmental focus, beginning with a baseline assessment of the intern's competencies to the eventual mastery of these competencies at or beyond the entry level of practice. Emphasis is placed on experiential learning (i.e., service delivery in direct contact with service recipients) under close supervision.

SUPERVISION AND EVALUATION

The Notre Dame predoctoral internship is accredited by the American Psychological Association and adheres to APA guidelines in providing supervision and training for interns. Quality of supervision is seen as a critical and valued component of the program. Through close supervisory relationships, the intern develops both professional self-confidence and a meaningful integration of theory with practice. A minimum of two hours per week of individual supervision is required. Supervision focuses on the psychological services provided by the intern as well as issues impacting the intern's professional growth. In accordance with the recommendations of APA's Council of Chairs of Training Councils (CCTC) in 2003, aspects of competence in addition to clinical knowledge and skills will also be assessed, including interpersonal skills, self-awareness and emotional stability, openness to supervision processes, and the satisfactory resolution of any problems that interfere with professional development.

Interns are supervised by licensed psychologists at the UCC, each of whom is committed to quality training and service delivery. Diverse theoretical orientations are represented, including integrative, interpersonal, client-centered, cognitive-behavioral, eclectic-psychodynamic, existential-humanistic, feminist, and positive psychology. Supervisors are assigned based on the preferences and training needs of the intern as well as the availability of the supervisor.

Intern training seminars, clinical case conferences, supervision of group work and supervision of supervision, are additional training activities that comprise an intern's training experience. The training staff is committed to providing ongoing evaluation of the intern's performance for the purpose of facilitating growth and change. Intern supervisors meet regularly to facilitate communication related to intern progress. Systematic feedback, which provides the intern with information regarding her/his progress, occurs through clearly defined and regularly scheduled evaluation sessions throughout the year. Self-evaluation is considered and encouraged as the training staff seeks to promote the development of a competent professional psychologist. Feedback is also solicited regularly from the interns regarding their experience of supervision and the overall training program. This feedback is used to adjust the program, when necessary, to make it more responsive to the special training needs of each intern group.

The Training Committee meets regularly to address issues related to internship program design, evaluation, supervision, intern selection, and accreditation. Interns may elect to be involved in the administration of the training program through membership on the Training Committee and/or through participation in the intern selection process.

WEEKLY INTERN TRAINING AND SERVICE ACTIVITIES

Listed below are time allocations for each major activity in which interns are involved. The internship requires a commitment of 40 hours per week. Hours are broken down as follows, allowing for changes week to week based on clinical demand.

A. Direct Service = 20 hours

| | |
|--|----------------------|
| Individual and Couples Counseling | 11 - 13 hours (avg.) |
| Group Counseling/Psychotherapy | 1 - 3 hours (avg.) |
| Intakes/Psychological Assessments | 2 - 3 hours |
| Crisis Intervention/Emergency Coverage | 2 hours (avg.) |
| Outreach Program Delivery and Consultation | 1 hour (avg.) |

B. Indirect Service = 5 hours

| | |
|--------------------------------------|---------------|
| Intake Disposition Team | 2 hours |
| Provision of Supervision | 1 - 1.5 hours |
| Preparation for Supervision/Outreach | 1.5 - 2 hours |

C. Training = 10 hours

| | |
|--|----------------|
| Individual Supervision | 2.5 hours |
| Group therapy supervision, consultation/outreach supervision, clinical case conference, supervision of supervision, concentration area supervision | 4 hours (avg.) |
| Intern Training Seminar | 2 hours |
| Intern Support Group | 1 hour |
| Other Training (intern orientation, meetings w/ Co IT, intern retreat, intern project, etc.) | .5 hour (avg.) |

D. Dissertation/Professional Development = Varies

E. Case Management/Administration = 5 hours

| | |
|---------------------------|---------|
| Staff/Committee Meetings | 2 hours |
| Case Management/Paperwork | 3 hours |

CORE TRAINING EXPERIENCES

The areas of **clinical intervention, assessment and diagnosis, consultation and outreach, and supervision** constitute the functions we believe are fundamental to the successful professional functioning of any counseling and clinical psychologist. These four areas make up the core training experiences that underlie the diverse exposure to clients, treatment modalities, and multidisciplinary professionals that the Notre Dame training program offers. In each of these areas interns receive supervision. Additionally, the Intern Training Seminar and other training activities are designed to assist the intern in integrating his/her internship experience. A description of each area, the approximate amount of time spent and the training experience(s) provided are outlined below.

A. Clinical Intervention

1. Individual Counseling

Interns provide counseling services to UCC clientele. These clients are typically seen in individual counseling, although occasionally clients present requesting couples therapy. Clients are assigned to a counselor after the intake session through the intake disposition team. Interns are expected to record their counseling sessions with client consent.

a. Hours: 11 - 13 hours per week

b. Training Provided:

(1) Individual supervision of each intern's therapy cases takes place by means of recorded DVD or co-therapy. Interns work with multiple supervisors over the course of the internship year in an effort to provide both breadth and depth of experience. The intern works with his/her primary supervisor for the duration of the internship year. The intern's primary supervisor is responsible for supervising half of the intern's caseload, completing the intern's evaluations, and communicating with the Coordinator of Training as well as to prospective employers regarding the intern's skills and progress. The intern is also assigned to work with a secondary supervisor who is responsible for overseeing half of the intern's caseload. Secondary supervision assignments change at the mid-point of the internship. Each intern's individual therapy cases are supervised for a total of 2.5 hours per week.

(2) Group supervision in a case presentation format occurs through Clinical Case Conferences (Clinic Teams) at UCC. Licensed psychologists, social workers, interns, and practicum students join for 1 hour per week. Cases are presented both formally and informally, allowing for a range of experiences.

- (3) Internship Training Seminar utilizes didactic presentations as well as discussion of specific professional and clinical topics. Participants include licensed staff and interns at UCC, as well as invited presenters.

2. Group Therapy

Interns participate in the Group Therapy program at the UCC by co-leading a minimum of one group with a senior staff member during the academic year. Group modes of treatment can include personal growth groups, structured groups in areas such as relaxation training and depression management, and theme groups such as eating disorders, family issues, and substance abuse, as well as groups for graduate students and other special populations. Interns typically co-lead one process-oriented group and one structured group during the course of the year.

- a. Hours: 1 - 3 hours per week
- b. Training Provided:
 - (1) Individual and/or team supervision is by means of co-therapy or recorded observation. Staff psychologists at UCC typically process group dynamics with their intern co-leaders following each group session. Intern co-leaders are also supervised in their case management of group clients.
 - (2) Further didactic training in group therapy is offered through the intern training seminar.

3. Crisis Intervention/Emergency Coverage

Interns are available for two hours/week for emergency walk-in clients. Based on the nature of the walk-in client's concern, interns may be involved in crisis assessment and intervention up to and including psychiatric hospitalization.

- a. Hours: 2 hours per week (avg.)
- b. Training Provided:
 - (1) Interns receive both didactic and experiential training during intern orientation and intern seminar related to crisis intervention processes and procedures.
 - (2) Interns are supervised on their emergency walk-in clients via individual supervision as well as consultation with senior staff. Psychiatric consultation is also available on a weekly basis with the psychiatrist at UCC.

B. Assessment and Diagnosis

Interns conduct an average of two (2) initial assessments (intakes) per week. Interns may also administer, score and interpret psychological assessments of clients as needed, in an effort to increase awareness of clinical issues and facilitate diagnosis and treatment. Testing results are to be presented to clients either verbally or in writing. Interns will also interpret assessments and provide feedback to clients in their designated concentration area (see Section E).

- a. Hours: 2 - 3 hours per week (avg.)
- b. Training Provided:
 - (1) Intern's intakes are supervised by his/her primary supervisor. In addition, interns will present their intakes at a weekly disposition team meeting for the purpose of case assignment and treatment planning. The disposition team model is an effort to provide efficient and effective service for the client as well as an opportunity for interns to gain experience in identifying and communicating clients' presenting concerns, preliminary diagnostic issues, and treatment recommendations.
 - (2) Additional supervision and training is offered in the administration and interpretation of the major personality tests used at UCC, with emphasis on their utility in facilitating therapeutic practice. Examples of tests used include the MMPI-2, the MCMI-III, the 16 PF, the MBTI, etc. Individual supervisors and other training staff supervise the use of psychological assessment with intern clients.

C. Consultation and Outreach

1. Consultation

During the academic year, interns provide consultation services to faculty and staff of the University of Notre Dame in response to psychological issues or concerns. This consultation may occur through use of walk-in services or telephone contact. Interns may also have the opportunity to become consultants for other campus organizations as needs arise.

- a. Hours: .5 hour per week (avg.)
- b. Training Provided
 - (1) Clinically relevant consultation services are supervised by the intern's primary supervisor.
 - (2) Interns receive training and supervision in providing formal consultation by staff psychologists through intern orientation and intern training seminars.

2. Outreach

Each intern is expected to plan and implement a minimum of six (6) outreach programs for campus groups or organizations at the University of Notre Dame. A minimum of one of these programs must be multicultural in focus. One program must also be in the intern's designated concentration area. Outreach programs may be UCC initiated and/or responsive to campus requests.

a. Hours: .5 hour per week (avg.)

b. Training Provided

The Outreach Coordinator provides outreach training and is available through the course of the year for intern consultation. Outreach programs are supervised by staff psychologists in consultation with the Outreach Coordinator. Interns are initially trained in the processes and procedures of outreach service delivery at the University of Notre Dame during Intern Orientation. In addition, interns will participate in Outreach Seminars during the fall semester where topics such as ethics and diversity issues in outreach programming will be discussed. Interns will also have the opportunity to design and present components of an outreach program to their peers.

D. Supervision

Interns serve as individual supervisors for Notre Dame counseling psychology doctoral students completing a practicum experience at the University Counseling Center. Practicum counselors also receive supervision by a licensed staff psychologist during the fall semester. Interns act as sole supervisors for practicum students in the spring semester, under the supervision of a staff psychologist. Supervisors engage in ongoing consultation with one another regarding the progress of the supervisee through regular supervisors meetings. Supervision sessions are recorded for discussion and reviewed in Supervision of Supervision. The facilitator of Supervision of Supervision, as a licensed psychologist, holds ultimate responsibility for the clinical work of the practicum students under intern supervision at the UCC.

a. Hours: 3 hours per week

b. Training Provided

Supervision of Supervision occurs in a group format for 1.5 hours/week and is currently facilitated by the Coordinator of Internship Training. During Supervision of Supervision, interns will be familiarized with supervision models as well as ethical and multicultural supervision issues. They will also review supervision recordings and discuss process issues. During the fall semester,

Supervision of Supervision meets for three weeks per month, alternating with the Outreach Seminar that meets during the first week of the month. Supervision of Supervision meets weekly throughout the spring semester.

E. Clinical/Educational Concentration Area

Interns will participate in regular training/supervision meetings in a concentration area. At present, the concentration areas include Alcohol and Other Drug Services and Eating Disorders Services. Interns will work with senior staff to address students' clinical and educational needs in these areas. Interns will conduct and interpret assessments and provide feedback to clients. Interns will select clinical cases in the concentration area for which they will receive more in-depth supervision. They will also conduct a minimum of one outreach program in the concentration area. Interns are encouraged to participate in psychoeducational or therapy groups related to the concentration area. Interns selecting the Eating Disorders Concentration will also participate in a monthly multidisciplinary team meeting.

- a. Hours: 1 - 2 hours per week
- b. Training Provided

Interns will gain exposure to theoretical approaches as well as to intervention and assessment training in their concentration area through intern training seminars and supervision. Interns will also meet with their concentration supervisor weekly to review related clinical work in more depth and to discuss assessment issues and outreach planning.

F. Additional Training Activities

1. Intern Orientation

Interns participate in three weeks of Orientation at the start of the internship program. Orientation activities include training on UCC policies and procedures, seminars on supervision, assessment, and multicultural issues, and meetings with professionals from various campus services. Interns will also select supervisors and begin to set goals for their internship experience during this time.

2. Intern Training Seminar

The primary purpose of the intern training seminar is to address the integration of the intern's knowledge, experience and skills in the following areas: **professional issues and identity, assessment and diagnosis, cultural diversity, and clinical issues**. Exposure to advanced clinical topics (e.g., empirically-supported treatments for anxiety/depression, eating disorders, trauma recovery, etc.) and to interventions for diverse populations (e.g., ethnic/racial minorities, GLBT clients, international students, etc.) are major components of this seminar. Readings may be assigned

ahead of time to enhance intern awareness and facilitate discussion of the topic. The seminar is organized by the Coordinator of Internship Training, with topics presented by UCC staff and invited guests. Interns participate in selecting seminar topics for the spring semester.

- a. Hours: 2 hours per week

3. Intern Support Group

Another valuable experience in the intern's personal and professional development is participation in the weekly Intern Support Group. This peer-facilitated group experience enables interns to engage in discussions about such important areas as reactions to organizational issues, adjustment to the development of an emerging professional identity, and interpersonal issues related to functioning in the many roles of an intern.

- a. Hours: 1 hour per week

4. Meeting with Coordinator of Internship Training

Interns meet as a group with the Coordinator of Internship Training on a monthly basis to discuss any training issues and concerns that have arisen, and to receive support and mentoring as they progress through the internship year.

- a. Hours: .25 hour per week

5. Intern Retreat

Late in the spring semester, interns join with other counseling center interns and training coordinators from the state of Indiana for an overnight Intern Retreat. The retreat focuses on issues of professional and personal transition and provides an opportunity for interns to reflect on their internship experience, as well as to relax and focus on self-care as they anticipate the end of the internship year.

6. Intern Project

At the end of the academic year the weekly Intern Training Seminar is replaced by an independent intern activity, the Intern Project. Each intern is encouraged to choose an area of interest that is also identified as an area in need of development at the UCC. Examples might include enhancing UCC self-help materials, creating a topical resource manual, or assisting with the development of the UCC web page. Interns are to identify a senior staff member who will serve as a consultant and supervisor for the intern project over the summer months. The completed project is to be submitted to the Coordinator of Internship Training at the end of the internship and is one of the criteria for internship completion.

- a. Hours: 2 hours per week (summer only)

PROFESSIONAL DEVELOPMENT

In addition to training experiences specifically designed for the internship, interns will participate in professional development workshops as well as continuing education seminars held for the UCC staff throughout the year.

Interns are also encouraged to attend professional conferences or training seminars outside the training site. Five (5) days release time and a \$300 allotment toward costs are provided in order to encourage the intern to recognize the importance of continuing professional development and to incorporate it into his/her professional life.

MONEY MATTERS: STIPEND AND BENEFITS

The University of Notre Dame Predoctoral Internship Program offers a full-time, 12-month internship for three doctoral-level graduate students in counseling or clinical psychology. The internship begins in early August, and requires a commitment of 40 hours per week. Each position carries a stipend of **\$21,000**.

Intern benefits include:

- 1. Health Care Coverage**
- 2. Dental Coverage**
- 3. Life Insurance**
- 4. Supplemental Retirement**
- 5. Travel/Accident Insurance**
- 6. Educational Benefits**
- 7. Use of University Libraries**
- 8. Holidays** - Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving and the day after, Christmas Break , New Year's Day (Annual total of 12 - 15 days).
- 9. Bookstore, Varsity Shop and Golf Pro Shop Discounts**
- 10. Golf Course Discounts**
- 11. Availability of Campus Athletic Facilities**

12. IRISHealth/Wellness Resources

13. **Parking - Free parking is available to all University employees.** A parking pass may be obtained at University Parking Services located in the Campus Security Building.

Additional benefits include:

Professional Development Leave and Funding - Interns are entitled to a monetary allotment of \$300 towards training activities, conferences, or seminars held outside the training site. Interns are also allotted five (5) professional leave days to attend conferences, workshops, and dissertation defense or job interviews.

Vacation - Ten (10) days entitlement plus five (5) paid professional leave days (to attend conferences, workshops and/or job interviews).

More detailed information regarding University benefits available to Interns may be obtained from the Department of Human Resources at the University of Notre Dame at the following web site: www.nd.edu/~hr.

APPLICATION AND SELECTION: CRITERIA AND PROCEDURES

The criteria employed in intern selection are included in two basic categories: graduate task completion and an overall assessment of internship readiness. Applicants are expected to have **passed doctoral comprehensive examinations by the application deadline and to be admitted to doctoral candidacy by the start of the internship.** They are also expected to have **completed all graduate coursework** required for the doctoral degree and to have **proposed the dissertation prior to arrival at the internship site.** They are expected to have completed **1000 hours of supervised experience**, including **400 hours in direct provision of psychological services** in intervention/treatment and assessment/ diagnosis and **100 hours in formal supervision** to be considered for the internship.

Selection criteria include interests and goals appropriate to the internship program, evidence of necessary emotional maturity and stability, interpersonal skills appropriate to the professional practice of psychology, ethical conduct, a sound theoretical and academic foundation for effective clinical work, skill in translating theory into integrated practice, and demonstrated sensitivity to multicultural issues. Applicants from APA-approved programs are given preference.

Other specific criteria which are considered in the selection process include the applicant's current vita, transcripts of graduate coursework, and letters of recommendation from three persons who have supervised the applicant's performance, at least two of whom have directly observed the applicant's clinical skills. The University of Notre Dame reserves the right to conduct reference checks, verify criminal records information, and require drug testing as criteria of University employment.

Application should include:

1. Current vita
2. Official transcripts of academic records of all graduate work in psychology
3. Three letters of reference, including two from direct supervisors
4. Completed hard copies of the following APPIC forms:
 - a. APPIC Application for Psychology Internship
 - b. APPIC Academic Program's Verification of Internship Eligibility and Readiness Form

You may obtain copies of these forms, register for the APPIC computer matching program, and/or review our internship program description and selection procedures on line at the [APPIC web site](#).

Our program code number for the Internship Computer Matching Program is 129911.

Completed application materials should be mailed to:

Maureen A. Lafferty, Ed.D.
Coordinator of Internship Training
University Counseling Center
P. O. Box 709
University of Notre Dame
Notre Dame, IN 46556-0709

Deadline for receipt of all application materials is **November 2, 2007**.

In fairness to all applicants, only standard telephone interviews are offered. An optional Open House is scheduled for Monday, January 28, 2008 for candidates who have been offered an interview and would like to learn more about UCC staff and facilities and the training program.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant prior to Uniform Notification Day.

The University of Notre Dame Predoctoral Internship Program is accredited by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC, 20002-4242, telephone 202-336-5979.

Affirmative Action Statement

"The University of Notre Dame is an equal opportunity/affirmative action institution and does not discriminate on the basis of race, color, age, sex, or national origin in recruiting, hiring, training, assignment, compensation, promotion, or use of facilities. While the University asserts its rights under federal statutes and regulations to be exempted from the non-discrimination due to religion requirements because of its nature as a Catholic-oriented institution, the University Counseling Center does not consider the matter of religious orientation in the selection of interns."

CURRENT AND PAST INTERNS

| <u>Year</u> | <u>Home Institution</u> | <u>First Employment</u> |
|--------------------|--|--|
| 2007 | Counseling Psychology (APA) Southern Illinois University | |
| 2007 | Clinical Psychology (APA) Chicago School of Professional Psychology | |
| 2007 | Counseling Psychology (APA) University of Kentucky | |
| 2006 | Clinical Psychology (APA) Loyola College in Maryland | Postdoctoral Clinical Fellow University Counseling Center George Washington University Washington, D.C. |
| 2006 | Counseling Psychology (APA) Indiana State University | Staff Counselor University Counseling Center University of Pittsburgh Pittsburgh, PA |
| 2006 | Counseling Psychology (APA) Ball State University | Staff Counselor University Counseling Center University of Wisconsin - Stout Menomonie, WI |
| 2005 | Counseling Psychology (APA) Western Michigan University | Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN |
| 2005 | Counseling Psychology (APA) University of Illinois at Urbana-Champaign | Adjunct Faculty Department of Psychology University of Notre Dame Notre Dame, IN |
| 2005 | Clinical Psychology (APA) Chicago School of Professional Psychology | Postdoctoral Fellow Counseling and Psych. Services Northwestern University Evanston, IL |
| 2004 | Counseling Psychology (APA) Tennessee State University | Working on dissertation |
| 2004 | Counseling Psychology (APA) University of Missouri-Columbia | Visiting Assistant Professor State University of New York-Albany Albany, NY |

| | | |
|------|--|--|
| 2004 | Counseling Psychology (APA) Michigan State University | Staff Clinician University Counseling Center University of Notre Dame Notre Dame, IN |
| 2003 | Counseling Psychology (APA) University of Florida | Psychologist Health Management Institute/ Canopy Cove Tallahassee, FL |
| 2003 | Counseling Psychology (APA) Colorado State University | Visiting Assistant Professor Willamette University Salem, OR |
| 2003 | Counseling/Clinical Psychology (APA) Utah State University | Staff Clinician Counseling Center Univ. of Texas-San Antonio San Antonio, TX |
| 2002 | Counseling Psychology (APA) Virginia Commonwealth University | Postdoctoral Research Fellow Department of Psychiatry Univ. of North Carolina School of Medicine Chapel Hill, NC |
| 2002 | Counseling Psychology (APA) Seton Hall University | Counselor Freshman Year Experience Kingsborough Community College Brooklyn, NY |
| 2002 | Clinical Psychology (APA) University of Miami | Staff Psychologist Loyola University New Orleans, LA |
| 2001 | Clinical Psychology (APA) Illinois School of Professional Psychology-Chicago | Staff Psychologist Counseling Center The Citadel Charleston, SC |
| 2001 | Counseling Psychology (APA) University of Wisconsin- Milwaukee | Dissertation/Adjunct Faculty Carthage College Kenosha, WI |
| 2001 | Counseling Psychology (APA) University of Maryland | Postdoctoral Fellow Psychology Department University of Notre Dame Notre Dame, IN |
| 2000 | Clinical Psychology (APA) University of Denver | Postdoctoral Fellow Stanford University Stanford, CA |

| | | |
|------|--|---|
| 2000 | Counseling Psychology (APA) University of Georgia – Athens | Postdoctoral Fellow Eating Disorders Clinic Athens, GA |
| 2000 | Clinical Psychology (APA) Miami University - Ohio | Postgraduate Clinical Fellow Family Institute Northwestern University Evanston, IL |
| 1999 | Counseling Psychology (APA) University of Memphis | Dissertation/Adjunct Faculty University of Memphis Memphis, TN |
| 1999 | Counseling Psychology (APA) Loyola University-Chicago | Dept. of Education University of Wisconsin Milwaukee, WI |
| 1999 | Counseling Psychology (APA) Our Lady of the Lake University | American Psychological Association Washington, D.C. |
| 1998 | Counseling Psychology (APA) Washington State University | Dissertation/Adjunct Faculty University of Idaho Moscow, ID |
| 1998 | Counseling Psychology (APA) University of Memphis | Counseling Center University of Indianapolis Indianapolis, IN |
| 1998 | Counseling Psychology (APA) University at Albany, SUNY | Counseling Center Western Carolina University Cullowhee, NC |
| 1997 | Counseling Psychology (APA) Michigan State University | Kalamazoo College Kalamazoo, MI |
| 1997 | Counseling Psychology (APA) Loyola University-Chicago | Counseling Center Lafayette College Easton, PA |
| 1997 | Counseling Psychology (APA) University of Notre Dame | Special Assistant Office of Student Affairs University of Notre Dame Notre Dame, IN |
| 1997 | Counseling Psychology (APA) University of Notre Dame | Postdoctoral Research Fellow Psychology Department University of Notre Dame Notre Dame, IN |
| 1996 | Clinical Psychology (APA) California School of Professional Psychology | City Hospital (Woodhull) Brooklyn, NY |

| | | |
|------|--|---|
| 1996 | Counseling Psychology (APA) Arizona State University | Postdoctoral Fellowship UCLA Neuropsychiatric Institute Drug Abuse Research Center Los Angeles, CA |
| 1996 | Counseling Psychology (APA) Northwestern University | Counseling Center Chicago State University Chicago, IL |
| 1995 | Counseling Psychology Andrews University | Seventh Day Adventist Church Center Hohenfiche, Germany |
| 1995 | Clinical Psychology (APA) University of Cincinnati | Madison Center South Bend, IN |
| 1995 | Counseling Psychology (APA) University of Notre Dame | Children's Hospital Dept. of Psych. and Beh. Sciences Bellevue, WA |
| 1995 | Counseling Psychology (APA) Michigan State University | Mental Health and Chemical Dependency St. Mary Hospital Livonia, MI |
| 1994 | Clinical Psychology (APA) Miami University of Ohio | Counseling Center Concordia College Moorehead, MN |
| 1994 | Clinical Psychology (APA) Miami University of Ohio | Premier Associates Loveland, OH |
| 1994 | Counseling Psychology (APA) University of Akron | Counseling Center and Psychology Department Baker University Baldwin City, KS |
| 1994 | Counseling Psychology (APA) University of Notre Dame | Madison Center South Bend, IN |
| 1993 | Counseling Psychology (APA) Auburn University | Private Practice Florence, AL |
| 1993 | Clinical Psychology (APA) Brigham Young University | Aspen Achievement Academy Wayne County, UT |
| 1993 | Counseling Psychology (APA) Loyola University-Chicago | Ravenswood Community Mental Health Center Chicago, IL |

| | | |
|------|--|---|
| 1993 | Clinical Psychology (APA) University of Missouri-St. Louis | Postdoctoral Fellowship Student Counseling Center Illinois State University Normal, IL |
| 1992 | Counseling Psychology (APA) University of Notre Dame | Madison Center South Bend, IN |
| 1992 | Counseling Psychology (APA) University of Southern Mississippi | Gwinett Center for Christian Counseling Atlanta, GA |
| 1992 | Counseling Psychology (APA) Auburn University | North Central Mental Health Services Columbus, OH |
| 1992 | Clinical Psychology (APA) Ohio University | Center for Individual and Family Services Mansfield, OH |
| 1991 | Counseling Psychology (APA) State University of New York at Buffalo | Student Counseling Service Miami University of Ohio Oxford, OH |
| 1991 | Clinical Psychology (APA) University of Denver School of Professional Psychology | Frederick, Stall and Kantra Associates Denver, CO |
| 1991 | Counseling Psychology (APA) University of Notre Dame | Mary Roemer and Associates South Bend, IN |
| 1991 | Counseling Psychology (APA) Loyola University-Chicago | University Counseling Center University of Notre Dame Notre Dame, IN |
| 1990 | Counseling Psychology (APA) University of Texas-Austin | Scott and White Hospital Temple, TX |
| 1990 | Counseling Psychology (APA) University of Notre Dame | Gulanick, Gabbard and Associates South Bend, IN |
| 1990 | Counseling Psychology (APA) University of Florida | Department of Psychology Lehigh University Bethlehem, PA |
| 1990 | Clinical Psychology (APA) Loyola University-Chicago | St. John's Seminary Boston, MA |
| 1989 | Counseling Psychology (APA) Memphis State University | Counseling and Mental Health Center University of Texas – Austin Austin, TX |

| | | |
|------|--|---|
| 1989 | Counseling Psychology (APA) University of Florida | University Counseling Center University of Notre Dame Notre Dame, IN |
| 1989 | Counseling Psychology (APA) Ohio State University | Counseling Center Utah State University Logan, UT |
| 1989 | Counseling Psychology (APA) University of Notre Dame | Ben-el Child Development Center Bellefontaine, OH |
| 1988 | Clinical Psychology (APA) Illinois School of Professional Psychology | Oaklawn Goshen, IN |
| 1988 | Counseling Psychology (APA) Ball State University | Family Services of Delaware County Muncie, IN |
| 1988 | Counseling Psychology (APA) University of Minnesota- Minneapolis | Department of Counseling, Continuing Education and Extension University of Minnesota St. Paul, MN |
| 1988 | Counseling Psychology Western Michigan University | Mercy Memorial Medical Center St. Joseph, MI |
| 1987 | Clinical Psychology (APA) Illinois School of Professional Psychology | Kingwood Hospital Michigan City, IN |
| 1987 | Counseling Psychology (APA) University of Iowa | Department of Educational Psychology University of Oklahoma Tulsa, OK |
| 1987 | Counseling Psychology (APA) University of Notre Dame | Counseling Center Marquette University Milwaukee, WI |
| 1986 | Counseling Psychology (APA) University of Notre Dame | Oaklawn Elkhart, IN |
| 1986 | Counseling Psychology (APA) University of Missouri - Columbia | Oaklawn Elkhart, IN |