

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

**Counseling Center
The University of Tennessee**

August 1, 2009 – July 31, 2010

Welcome from the Director of Training

Dear Prospective Psychology Intern:

Welcome to our predoctoral internship web page and thank you for considering the University of Tennessee Counseling Center as an internship site for the 2009 – 2010 training year. In reviewing these pages, you will find information about the University of Tennessee and surrounding area; the Counseling Center; the training program and professional staff and the application and selection process.

The predoctoral internship at the UT Counseling Center offers many opportunities for professional development. Our diverse and eclectic training staff has a high level of commitment and energy for providing interns with the best possible clinical and training experiences and supervision. We have recently added a new staff line, bringing our total to 10 senior staff psychologists. Although we all are very fond of our current facility, we will soon outgrow it. Plans are underway for the Counseling Center and the Student Health Service to move into a new facility sometime in 2010.

If our internship program looks like it fits with your training goals and interests, we encourage you to complete the application materials and return them to us postmarked no later than Wednesday, November 26, 2008.

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

Sincerely,

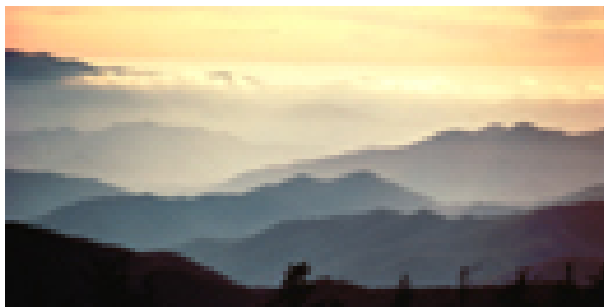
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I. The University of Tennessee

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

The University of Tennessee was founded in 1794 and provides undergraduate, graduate and professional education for approximately 26,400 students. Great professors and students from throughout the world live and work in a friendly, safe campus community located in scenic East Tennessee. Among its many academic offerings, UT has an APA accredited Counseling Psychology program and Clinical Psychology program, both in the Department of Psychology. You can learn more about the University of Tennessee by visiting the UT website at <http://www.utk.edu>.



Knoxville Area

The university campus is located in the heart of Knoxville. Knoxville is the largest city in East Tennessee and ranks third largest in the state. The Cumberland Mountains (to the northwest) and the Great Smoky Mountains (to the southeast) help provide a moderate climate, with an annual average temperature of 60 degrees.

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

The Knoxville area frequently is cited in national surveys as a quality place in which to live. There is an array of educational and cultural opportunities available to area residents. Affordable

housing, reasonable health care costs, a low crime rate, and a pleasant climate with lakes and mountains nearby are factors which make Knoxville an attractive place to live.

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

II. The UT Counseling Center



Overview

The UT Counseling Center (UTCC), a department within the Division of Student Affairs, is the university's primary facility for personal counseling, psychotherapy, consultation and Outreach. It provides direct service to students and to spouses or partners of students in conjoint therapy. Services are free of charge except for a select group of assessment services.

The University of Tennessee Counseling Center is accredited by the *International Association of Counseling Services* (IACS).

The Mission of the Counseling Center

The mission of the UT Counseling Center is to promote the psychological, educational and social well-being of the students of The University of Tennessee and to help prepare them to be productive members of society.

Counseling Center Committees

The Counseling Center Committees generate proposals and recommendations that are forwarded to the Executive Committee; in some instances, their role will also involve implementing proposals that have been approved by the Executive Committee. Center committees include: Clinical Committee, Diversity Committee, Outreach, Consultation and Liaison Committee, and Training Committee. Interns are encouraged to join and become active members of a committee.

Services

Staff members provide a variety of services for students, faculty and staff. Approximately 1250 students use these services each year. In a typical year, about 35 percent of them are men and 65 percent are women. About 76 percent are single. About seven percent are African-American, two percent are Asian, two percent are Hispanic and 70 percent are Caucasian. Utilization of Center services for under represented populations is higher than the University average. Presenting problems range from mild situational stresses to acute psychiatric conditions and long-term dysfunctions.

Services available to students include walk-in consultation, crisis intervention, individual, couples and group counseling and psychotherapy, on-line psychoeducational workshops and psychological assessments. The nature, frequency, and duration of psychotherapy are determined on a case by case basis. Short courses offered for credit include Stress Management and Seminar on Personal Relationships.

Referrals

On occasion referrals are made to other agencies both on and off campus. The Center maintains close ties with **Student Health Service (SHS)**, which has seven primary health care physicians, a psychiatrist, a psychiatric clinical nurse specialist and a psychologist. The UTCC enjoys a close relationship with the mental health professionals at SHS who work closely with all staff members, including interns who have clients receiving medication. The psychiatrist and psychiatric clinical nurse specialist also teach a weekly psychopharmacology seminar for interns. **Career Services** has an extensive career library, computerized career exploration programs, and the computer-administered Strong Interest Inventory. The Department of Psychology operates the **Psychology Clinic**, a training clinic on campus for the clinical psychology graduate students. Fees are based on a sliding scale. Both individual and group psychotherapy are available to students and non-students. Children and couples occasionally are seen.

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

Outreach/Consultation

As an integral part of the developmental and preventive emphasis of the Center, the staff is committed to providing consultation services and outreach to the campus community. Recent or ongoing consultations include the Division of Student Affairs, the Black Cultural Center, Campus Ministers, the Center for International Education, the Counseling Psychology Department, Dining Services, the Office of Equity and Diversity, UT Police Department, the Safety, Environment & Education Center (SEE Center), University Housing, Women's Athletics, and the Women's Center. Outreach programming has included participation in the orientation program for new students, First Year Studies classes, fraternity and sorority groups, the annual Health Services Fair, and the QPR Gatekeeper trainings. The Center offers several one-hour credit courses, Stress Management and Personal Relationships.

UTCC Facility

The Counseling Center is located in a large, old, stone mansion originally expanded for the Student Health Service. Occupying two complete floors, the facility includes private offices for all senior staff members, interns and graduate assistants, a reception and waiting room area, a records room, a conference room, a staff lounge, and group rooms. Two group rooms are equipped for video monitoring. Each intern office is equipped with a TV and DVD recorder, an audio recorder, and a personal computer. Interns enjoy having a large window in each office. Plans are underway for the construction of a **new Counseling Center facility** which will house the Counseling Center and the Student Health Service. Currently, groundbreaking is scheduled for spring of 2009.

The Center is a very pleasant place to work. Staff relations are friendly and informal. This

informality is balanced by an atmosphere of serious professional concern for clients, for programs, and for trainees.

Accreditation

The University of Tennessee Counseling Center is accredited by the *International Association of Counseling Services (IACS)* and is a member of the *Association of Psychology Postdoctoral and Internship Centers (APPIC)* - for the University of Tennessee Internship Profile, see http://www.appic.org/directory/program_cache/501.html) and the *Association of Counseling Center Training Agencies (ACCTA)*. The Internship Training Program at the UT Counseling Center is fully accredited by the *American Psychological Association (APA)*.

III. The Training Program

Overview

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

Philosophy of Training

The predoctoral internship year is the culmination of a formal education process through which trainees learn to apply the breadth of psychological knowledge to their professional roles. The basis of the training program is a *Developmental Apprenticeship* model that has as its overarching goal the professional growth of the psychology intern.

An apprenticeship is a developmental model of movement into a field. It implies a formal contractual relationship between an individual and a trainee in which both entities have certain responsibilities and rights. The *apprentice* serves under the direction and training of a qualified individual(s) who is responsible for the training, inculcation of values, and the quality of work produced by the apprentice. As this model is applied, interns are provided with the necessary training, teaching, supervision, modeling and mentoring to meet their professional and personal goals.

The focus of training is on the developmental process as interns are provided with the knowledge, skills and experience needed for doctoral level positions in psychology. This is accomplished by assessing the developmental level of interns, then progressing from appropriate structured supervision, co-therapy, co-presentations, etc., to greater autonomy through the course of the year. Interns are asked to reflect on their previous experiences and consider their own level of skill and professional development in a variety of settings, including case conferences, supervision and training seminars. Interns are encouraged to take an active role in designing their training, to set goals, to build on the skills they bring, and to acquire intermediate to advanced skills that are essential in the profession. During the initial weeks of the internship year, interns begin developing an *Emphasis Agreement*, an individualized agreement between the intern and the Center delineating a structured plan to gain experience and skill in particular areas. This plan may be revised anytime during the year.

Interns receive extensive training and supervision while participating in a broad range of activities that occur in university counseling centers. The Center offers training opportunities

that help interns further develop their clinical skills, awareness of ethical principles, and professional identity in order to prepare them to function as generalists in applied settings. In an effort to reach these goals, interns are trained and supervised in providing clinical services, supervision, consultation, and outreach, as well as teaching and working within a larger organizational system. While the majority of training occurs in the context of supervision and service delivery, interns also participate in seminars, lectures, and case conferences to complement their training and prepare them for entry-level positions.

The training staff believes that personal development and maturity are cornerstones of professional competence and identity. So along with professional growth, personal growth also is encouraged. In a system that provides both support and challenge, interns are encouraged and supported in the process of becoming mature practitioners.

Goals

Goal #1: Clinical Competence

To produce new professional who are competent in various treatment modalities, including individual therapy, couples therapy, group therapy, intake and crisis intervention.

Goal #2: Providing Clinical Supervision

To produce new professional who have the necessary knowledge, skills, and experience to function as competent clinical supervisors to trainees in psychology.

Goal #3: Outreach and Consultation

To produce new professionals who are competent in providing outreach, consultation and liaison services.

Goal #4: Multicultural Competence

To produce new professional who will have knowledge, skill and clinical competence in working with diverse populations

Goal #5: Ethical and Legal Issues

To produce new professional who demonstrate knowledge and ability to adhere to legal and ethical guidelines and professional standards for clinical practice.

Goal # 6: Issues in the Profession of Psychology

To support the intern in developing an awareness of professional/personal issues that fosters a maturing professional identity as a psychologist.

Training Activities

Intern Orientation

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

The orientation program is developed and coordinated by the Training Director with input from

the Training Committee and senior staff. Orientation is an ongoing process, and interns are encouraged to consult with their supervisor and/or any senior staff member throughout the orientation period and the internship year.

Individual Supervision

Supervision is one of the primary tools utilized to assist interns in their training and development. As such, it is an important focus of the internship experience. Interns receive two hours of weekly individual supervision from a primary supervisor, who is a Licensed Psychologist on staff. Interns also meet with a secondary supervisor for one hour each week.

The primary supervisor is responsible for overall case management, overseeing intakes and clinical supervision. Primary supervision is rotated once during the year (January). Interns meet with a secondary supervisor for one hour each week. Sessions focus on specific case supervision with an average of two clients per week. Interns may keep the same secondary supervisor throughout the year or rotate at the end of each semester.

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

At the start of supervision, each intern will be asked to submit a brief outline or statement of his/her training goals which is based on a self-assessment of skills completed by the intern. Together with their supervisors, interns will determine the experiences necessary to attain their individualized training goals.

Supervision of Couples Counseling

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

Supervision of Group Therapy

Interns receive supervision for each group they co-facilitate.

Supervision of Supervision

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

Intern Case Conference/Supervision

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

contact with a variety senior staff psychologists.

Written case presentations are distributed the day before the presentation. Case presentations include a multi-axial diagnosis and the appropriate application and interpretation of one or more assessment instruments. Interns are encouraged to include assessment materials and selected portions of session recordings as part of their presentation.

Assessment Seminar

Assessment training emphasizes didactic and applied components of assessment instruments specific to the college student population that will be incorporated into comprehensive psychological assessment reports. The Assessment Seminar emphasizes consultation with the external source to create referral questions. Interns are trained to view assessment as a process that integrates information from referral sources, clinical interviews and objective inventories to create appropriate recommendations and diagnoses. Senior staff psychologists supervise and sign-off on intern assessments.

Interns also are trained to provide a clinical interview and administer the Test of Variables of Attention (T.O.V.A.), along with other appropriate diagnostic instruments to assess attention and impulse control in several areas. Interns are trained in interpretation, diagnosis, report writing and communicating results to the Student Health Service psychiatrist.

Psychopharmacology Seminar

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

Professional Topics Seminar

This weekly seminar focuses on exploring various professional topics and provides additional training in several areas. Trainees have the opportunity to request topics for the Professional Topics Seminar during the spring and summer semesters. Some of the topics covered during the Seminar include are listed below.

Diversity Training

The diversity seminar series provides opportunities for readings, experiential activities, client discussion and consultation regarding diverse clients. Diversity awareness, training experiences, and opportunities are also integrated throughout the internship program. Each spring, the interns are invited to the Training Director's home for *Culture Sharing*, an all day event that focuses on the intern's own internal development related to diversity issues.

Ethics Training

Interns are expected to have previous training through course work and seminars in legal and ethical issues. This series includes sessions focusing on APA Code of Ethics, counseling center policy and procedures, as well as Tennessee law relevant to the practice of psychology. Legal and ethical issues also are discussed in supervision and interns are expected to consult early and often throughout the year.

Outreach and Consultation Training

The outreach and consultation training component prepares interns to consult with the campus

community about mental health concerns and to provide psychoeducational programs and training to campus constituents. Interns learn about the center's outreach and consultation program with a focus on designing and presenting workshops and consulting with campus and community entities. Interns may observe presentations by senior staff and/or co-present before presenting on their own. Most interns have broad experience with outreach before coming to the campus and require minimal supervision.

Senior staff members are involved with consultation on campus and in the community. Interns are invited to enter into an apprenticeship role with senior staff members in the area of consultation relationships. Interns also may develop a needs assessment and proposal for addressing either campus or Counseling Center needs, including a proposal for action.

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

Training in the Provision of Supervision

Prior to supervising a psychology doctoral student during the spring semester, this series prepares interns for their supervisory role. Didactic and process issues relevant to the provision of supervision by interns are discussed. The goal of this series is to assist interns in the development of intermediate to advanced skills and knowledge in the area of clinical supervision.

Other topics

Later in the year, workshops may be offered on topics related to program evaluation, making the transition to professional life, job interview skills, starting a private practice and/or other topics requested by interns.

Dissertation/Scholarly Activity Research

Interns are expected to engage in scholarly project/research and present the findings to center staff. Although most interns focus on their dissertation research, there are opportunities to engage in other research (e.g., in conjunction with faculty members from the Counseling Psychology doctoral program).

Intern Support Group/Peer Consultation

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

Professional Development

Center Meeting

All Center staff and interns participate in a weekly one hour professional development meeting at the center. Speakers from the area are invited to share information about community resources

and topics of interest.

Division of Student Affairs Meetings

The Division of Student Affairs schedules a professional staff development breakfast 3 to 4 times a semester, as well as a Coffee House, which also meets several times a semester. These gatherings provide an opportunity for interns not only to hear pertinent issues discussed, often from a nationally known speaker, but also to develop cross-departmental professional relationships.

Professional Conferences

Release time is available for interns to attend workshops and conferences. Some funding is usually available.

Staff Meetings

Interns will participate in weekly staff meetings which include intake assignment meetings and general staff meetings.

Committee Meetings

Interns have the opportunity to serve on one or more of the Counseling Center or University Committees. Center Committees include Clinical, Diversity, Group, Outreach and Training.

Meeting with Training Director

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

Training Activity	*Hours Per Week		
	Fall	Spring	Summer
Intern Orientation	3 wks	x	x
Individual Supervision (Primary)	2	2	2
Individual Supervision (Secondary)	1	1	1
Couples Supervision	.5 per couple		
Group Therapy Supervision	.5 per group/minimum		
Supervision of Supervision	x	1	x
Intern Case Conference/Supervision	1	1	1
Assessment Seminar	1	1	x
Psychopharmacology Seminar	1	1	x
Professional Topics Seminar	1	1	2
Dissertation/Scholarly Activity Research	1-2	1-2	1-3
Intern Support Group/Peer Consultation	1	1	1
Professional Development	1	1	1
Staff Meeting	1.5	1.5	1.5
Committee Meeting	1	1	1
Meeting With Training Director	varies	varies	varies

Direct Service Activities

Walk-in intake/Initial Assessment & Consultation/Crisis Intervention

Walk-in sessions are scheduled regularly throughout the week. No appointment is needed for students to use the walk-in services. The intake interview typically lasts 20 to 30 minutes and is done in a triage format. The purpose of the intake interview is to provide students with a prompt mental health consultation resulting in appropriate recommendations.

After an initial period of orientation and training, interns are assigned an intake time, typically three hours each week. This activity is designed to give interns experience with assessment, referral, short-term treatment intervention, crisis intervention and psychiatric consultation. Although there is no after hours emergency coverage, interns gain ample experience with crisis intervention during their walk-in coverage.

Individual/Couples Therapy

Interns provide therapy to students who present with a wide range of issues such as depression, anxiety, interpersonal relationship problems, grief and loss, suicidal ideation, trauma, identity and self-esteem, and personality disorders. Interns carry a caseload of 14 – 17 clients, a portion of which are “long-term” clients, who may be seen for the entire year. Interns may conduct psychological testing as part of the assessment process, refer clients for medication assessment and diagnostic consultation with the Student Health Services, and refer to other resources as needed.

Psychological assessment

Interns incorporate psychological assessment into their work with clients under the supervision of a staff psychologist. Each intern is expected to administer a battery of assessment instruments to individual clients each semester. Most individual clients take the Personality Assessment Inventory (PAI) and are given 5 axis diagnoses by their therapist. Other assessment instruments often include: MMPI-2, MCMI-III, Myers-Briggs Type Indicator (MBTI), the Beck Depression Inventory (BDI-2) and the Beck Anxiety Inventory (BAI).

Interns also provide a clinical interview and administer the Test of Variables of Attention (T.O.V.A.), along with other appropriate diagnostic instruments, to assess attention and impulse control in several areas. Results are communicated to the Student Health Service psychiatrist. Interns will complete a minimum of eight assessments during the year, two of which may be ADHD assessments.

Group Therapy

Interns co-facilitate a process-oriented therapy group during the fall and spring semesters. During orientation, interns have an opportunity to choose from several groups, such as general therapy, bi-polar support group, and other groups that may form each semester to meet the clinical needs of students. Interns are paired with a senior staff psychologist to co-lead the group in the fall. During the spring semester, interns may co-lead a group with a psychology graduate assistant, another intern, or a senior staff member. Interns may develop a group based upon their individual interests for the spring and/or summer semester(s).

Outreach, Consultation and Liaison

The preventive and educational work of the Center is considered an essential service. Interns will

provide psychoeducational workshops, training and consultation to the campus community. Recent or ongoing consultations include the Division of Student Affairs, the Black Cultural Center, Campus Ministers, and the Center for International Education. Interns are encouraged to develop expertise in one or more outreach topics and to deliver at least eight outreach presentations over the course of the year. After interns receive training to become certified as *QPR Gatekeeper Instructors* and assist in training others, they will conduct QPR training for various groups on campus. Senior staff psychologists are heavily involved with consultation on campus and interns are invited to work with senior staff members in the area of consultation relationships.

Supervision of Practicum Student(s)

During the spring semester, interns supervise a doctoral student from the University of Tennessee's APA-accredited doctoral program in counseling psychology. Interns supervise a case load of no more than two clients. One hour per week is allocated as tape review time. Each practicum supervisee also is supervised by a senior staff licensed psychologist who has the overall responsibility for the practicum student. If this is an area of emphasis, the intern may have the option of supervising more than one student.

Teaching

Interns teach a one-hour academic course during the fall or spring semester. Credit courses include Stress Management and Personal Relationships. Teachers of these courses receive an attendance roster from the department and, at the conclusion of the course, submit grades. Interns also have the opportunity to co-teach one of the Practicum classes with a Counseling Center senior staff psychologist. These are three-hour courses offered through the Counseling Psychology Department.

Emphasis Agreement

An Emphasis Agreement is an individualized agreement between the intern and the Counseling Center delineating each intern's structured plan to gain experience and skill in particular areas in addition to the general training all interns receive. The goal of this process is to balance the training interest of each intern with the demands for service delivery of the Center. The details of the agreement are negotiated with members of the training staff and approved by the Training Committee. This is an informal agreement that is open for renegotiation as the year progresses. Areas of emphasis may include: Outreach and Consultation, Couples Emphasis, Training and Supervision Emphasis, Working with Athletics, etc. Some emphasis agreements may include assignments at sites external to the Counseling Center on the UT campus (see below for examples). In the past, interns have gained experience at Career Services, the Black Cultural Center and the International House.

Experiences external to the Center

Assignments external to the Center are made around mid-November, with placement in early spring or summer. Interns are given up to four hours release time from the Center each week if approved. Interns may spend up to eight hours a week at Career Services during the spring semester. The opportunity to participate in an external placement is based on availability of the site, sufficient progress toward completion of dissertation, and intern readiness and preferences.

The following descriptions are intended as **examples** of structured plans for interns to individually tailor their training experience. Senior staff members will direct all experiences.

Examples of structured plans at the Counseling Center

Couples Emphasis

Select client load of three to four couples per semester
Work with at least two different senior staff as co-therapists
Attend conference focusing on couples therapy
Completion of selected readings

Training and Supervision Emphasis

Co-teach a graduate Practicum Class (3 credit hrs)
Supervision of practicum student(s) in the spring semester
Meet weekly with Training Committee
Completion of selected readings

Examples of combination at the Counseling Center & *External Experiences.

Some placements are external to the Counseling Center but are located on campus and serve UT students. Beginning during the spring or summer semester, interns may spend up to four hours a week working in other areas on campus.

Diversity Experience

Selection of clients for diversity
Develop presentations on diversity issues
Serve on the Diversity Committee
*Experience at the Black Cultural Center, International House or Office of Equity and Diversity
Complete selected readings

Prevention

*Serve on the Safety, Environment & Education Center Committee or Subcommittees
Work with clients with addictions/related issues
Complete selected readings

Outreach & Consultation

Vol-aware
QPR
Meet with Outreach Committee
*Collaboration with student health educators

Athletics

Work with student athletes
*Work with *Team Enhance*
Complete Selected readings

Service Activity	*Hours Per Week		
	Fall	Spring	Summer
Walk-in Intakes/Crisis Intervention	3	3	3
Individual/Couples Therapy	14 - 17	14 - 17	14 - 17
Psychological Assessment	varies	varies	
Group Therapy	2	2	2
Outreach, Consultation and Liaison	1-2	1-2	1-2
Supervision of Practicum Student(s)	x	1	x
Teaching	1	x	x
Emphasis Agreement	yes		

Additional Activities

Case Management/Supervision Prep

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

Additional Activities	*Hours Per Week		
	Fall	Spring	Summer
Supervision Prep Time/Tape Review	1	2	1
Administrative Activities/Case Management	3	3	3

* This description is an approximation and subject to change during peak times of the year or placement external to the Center. It totals more than a 40 hour week which allows interns to complete the 2000 hrs required for licensure in some states

Summary of Core Experiences

Training

Training Seminars. 3 to 4 hours per week. Attend at least 90% of seminars

Assessment. Write at least four formal reports each semester (total of 8)

Supervision. Individual: 2hr/wk. Secondary: 1 hr/wk. Couples: .5/hr/wk Group: .5 hr/wk

Supervision of Supervision. 1 hr/wk – Spring Semester

Intern Case Conference. 1 hr/wk. Attend at least 90% of Case Conferences

Evaluation. Formal evaluations by supervisors at the end of each supervision cycle.
Informal evaluations by supervisors: mid October and May.
Interns evaluate their supervisors at the end of each supervision cycle.
Interns evaluate the internship program at the end of the year.

Service

Individual/Couples Counseling. Ongoing case load of 14 to 17 individual/couples.

Assessment. Clients are informed of assessment results.

Therapy/Support Groups. 1 each semester when available.

Walk-in Intake. Minimum of 3 hours of intake service each week.

Supervision of Practicum Student. Provide supervision to a graduate student (spring)

Consultation. Interns will be involved in consultation relationships during the year.

Outreach. Minimum of 4 outreach presentations each semester.

Workshops. Facilitate each semester when offered.

Teaching Credit Course. Teach 1 university course (one hr credit course).

Diversity. Work with a variety of clients, students, and student issues.

Administrative

Staff Meetings. Attend/participate.

Dissertation/Research. Schedule up to two hours per week.

Emphasis Agreement. Develop an Emphasis Agreement for the year.

Professional Staff

The Counseling Center's permanent staff consists of a Director, an Associate Director, two Assistant Directors, and six other counseling psychologists. The university psychiatrist and psychiatric clinical nurse specialist are adjunct staff members. In addition, there are four predoctoral interns, several graduate assistants, and 5 to 14 doctoral practicum students working at the Center. Three full-time secretaries provide staff support.

Victor W. Barr, Ph.D., Director

University of North Carolina at Chapel Hill, 1989
Adjunct Assistant Professor, Department of Psychology
Licensed Counseling Psychologist and Health Service Provider

Center activities: General Counseling Center management; member of Vice Chancellor's staff; membership on various university committees; consultation with faculty, staff and administration; supervision; individual and couples psychotherapy; coordination of Center micro-computers and LAN.

Theoretical style: Cognitive/dynamic orientation with a strong emphasis on experiential components in therapy.

Professional interests: Brief psychotherapy, supervision, stress and social support; factors affecting retention of students; evaluation models; Myers Briggs Type Indicator; study skills and learning disabilities; headaches; sleep.

Supervision Model: I view finding one's voice in therapy as a primary developmental task of supervision at the intern level. Conceptualization is a central concern for this process. The content of supervisory sessions is dependent on the developmental level of the supervisee and the needs of the client. Sometimes supervision is processing counter-transference, sometimes teaching; sometimes acting as a referral source. At times, it is assisting supervisees in discovering what they are experiencing or, it is modeling skills and techniques. Sometimes it involves modeling the role of a client to assist in conceptualization.

Melissa A. Bartsch, Ph.D., Staff Psychologist/Practicum Coordinator

University of Tennessee, 2004
Licensed Psychologist and Health Service Provider

Center activities: Provide individual, couples, and group therapy; provide supervision; teach doctoral practicum course; serve on university and community committees as well as Counseling Center committees for training and for outreach & consultation; provide consultation to faculty, staff and administration; and participate in various outreach activities.

Theoretical Style: Orientation combines interpersonal process with feminist and emotionally-focused approaches.

Professional Interests: Addictive/compulsive behaviors, LGBT issues, relational issues, women's issues, training and supervision.

Supervision Model: I work with supervisees from a developmental perspective and adapt my approach to their needs, goals, and skill level. I tend to be more structured in my approach with newer trainees and with more advanced trainees I encourage them to create the structure that they want and/or need from supervision and from me. I believe one of the most important training experiences for any supervisee is the development of their own authentic voice and this belief guides my work as a supervisor. I encourage supervisees to attend to interpersonal process and engage this process through use of self and I model these skills in supervision. I work to

create an environment in which supervisees feel safe to explore their own processes both personally and professionally.

Connie S. Briscoe, Ph.D., Assistant Director/ Director of Outreach and Consultation

University of Tennessee, Counseling Psychology, 2002

Licensed Counseling Psychologist and Health Service Provider

Center activities: Coordinating the management of Center outreach and consultation; participating on various university, center, and community committees; providing individual, couples, and group therapy; providing supervision and training; consulting with faculty, staff and administration; participating in various outreach activities.

Theoretical style: Orientation combines interpersonal process with feminist and cognitive-behavioral approaches.

Supervision model: My supervision model is based on a developmental approach. As I work with supervisees, I try to carefully assess the developmental level they are at with regard to the specific activities they are engaging in under my supervision and to adapt my supervision style accordingly. I also try to be aware of where supervisees are in terms of self and other awareness, motivation, and autonomy. I believe the relationship between the supervisor and trainee is a valuable tool and I try to provide a safe, collaborative, mutually empathic and empowering relationship with my supervisees. I try to do this by being empathic, balancing positive and negative feedback, balancing challenge and support, and being available to consult when necessary.

Marci Burroughs, Ph.D., Associate Director/Director of Clinical Services

University of Southern Mississippi, 1996

Adjunct Assistant Professor, Department of Psychology

Licensed Counseling Psychologist and Health Service Provider

Center activities: General Counseling Center administration in absence of Director, or as assigned by Director. Membership on various university committees. Coordinating the management of clinical services; individual, couples, and group therapist; supervision; consultation with faculty, staff and administration; participation in various outreach activities.

Theoretical style: Orientation combines developmental, attachment and family systems theories with interpersonal process psychotherapy and experiential approaches.

Professional interests: Bipolar Disorder, survivors of childhood abuse, family of origin issues, graduate student development, supervision, and training.

Supervision model: I take a developmental approach to supervision and vary my style based on the supervisee's skill level. A combination of case management and professional development is used. I utilize Socratic questioning to challenge supervisees to form hypotheses, and then test these hypotheses in their work with clients. This is used to help supervisees form conceptualizations and integrate theory and practice. I use developmental models and self-disclosure about my own developmental process to normalize supervisee's experiences and to provide a safe, supportive environment for their continued professional growth. Role playing, live monitoring, and tape review are utilized to provide feedback regarding clinical work. I challenge supervisees to use self in therapy and to process their relationships with clients. I model this with my use of self in supervision and through processing the supervisory relationship.

Irina V. Diyankova, Ph.D., Staff Psychologist

Iowa State University, 2008

Center Activities: Individual, group, and couples psychotherapy; outreach and consultation; training and supervision.

Theoretical Style: I conceptualize my clients from a variety of theoretical perspectives, including interpersonal process, psychodynamic, multicultural, cognitive, existential, and emotion-focused. I am very client-centered in my work. Therefore, with every client I try to use a different combination of approaches that fits their concerns and worldview. In addition to aforementioned perspectives, I draw techniques from Gestalt and mind-body approaches.

Professional Interests: Trauma, anxiety, relational concerns, international students' issues, diversity, group therapy, and training.

Supervision Model: I use a developmental approach to my supervision, meaning that supervisee's needs and level of experience define the nature of our work. I am very collaborative in my approach and try to be as helpful and as supportive as possible. At the same time, I don't shy away from challenging my supervisees to stretch themselves in their clinical work and professional development.

Janetta Jamerson, Ph.D. Staff Psychologist/Group Coordinator

University of Kentucky, 2006

Center Activities: Individual, group, and couples psychotherapy; outreach and consultation; liaison with Office of Equity and Diversity; training and supervision.

Theoretical Style: Eclectic with strong emphasis on cognitive-behavioral and interpersonal process.

Professional Interests: Diversity, relational issues, outreach, group therapy, religious/spiritual issues, LGBT issues, and trauma.

Supervision Model: Approach to supervision is based on supervisees' training needs and developmental level with particular consideration of client needs. Supervision can be didactic and focused on skills training with emphasis on conceptualization. My interpersonal style tends to be laid back. I try to create a supportive and safe environment to allow space and freedom for supervisees to explore their interests and develop their own therapeutic style. I am encouraging and empowering of supervisees yet challenging when appropriate. Supervision is guided by awareness of and adherence to ethical guidelines

Philip Johnson, Ph.D., Assistant Director/Director of Training

Oklahoma State University, 1989

Adjunct Assistant Professor, Department of Psychology

Licensed Counseling Psychologist and Health Service Provider

Center activities: Internship/Practicum program administration; individual and couples therapy; supervision; outreach and consultation with faculty, staff, campus ministers and various university organizations.

Theoretical style: Orientation combines developmental, cognitive behavioral and family systems with interpersonal process psychotherapy.

Professional interests: Training and supervision; relationship, family of origin and spiritual issues.

Supervision model: My supervision model is based on a developmental approach, while encouraging awareness and understanding of process issues and the counselor's use of self in therapy. I believe that understanding the emotional reaction of therapists is a very helpful tool in conceptualization and I strive to create a supervisory relationship of respect, safety and support, in which issues or reactions can be discussed. An emphasis is placed on the use of videotaping for the purpose of case conceptualization. Supervisees will be encouraged to try new techniques

that facilitate client change, while being supported in developing their own therapeutic style and theoretical orientation. I emphasize the transitions of professional growth that occur during the internship year.

Paul McAnear, Ph.D., Staff Psychologist

University of Tennessee, 2004

Licensed Psychologist and Health Service Provider

Center activities: Individual, group, and couples psychotherapy; supervision and training; consultation with faculty and staff; outreach activities for university and community.

Theoretical style: I use an eclectic, pragmatic, client-centered approach focused on helping clients identify and progress toward their goals. My techniques are informed by psychodynamic, interpersonal, cognitive-behavioral, and solution-focused therapies.

Supervision model: I utilize a developmental model of supervision striving to provide the structure and guidance appropriate to the individual supervisees needs. My goal is to enable supervisees to develop a therapeutic identity and style that is a genuine reflection of their person. I see supervision as a collaborative process where a supervisees professional training needs and goals are integrated with excellent client care.

Professional Interests: Impact of childhood abuse on current functioning; brief substance abuse interventions; positive, solution-focused interventions; group dynamics; teamwork; fatherhood and men's issues; forgiveness; grief management; spirituality.

Suzanne L. Molnar, Ph.D., Staff Psychologist

University of Florida, 1982

Adjunct Assistant Professor, Department of Psychology

Licensed Counseling Psychologist and Health Services Provider

Center activities: Supervision and training; individual and couples psychotherapy; group therapy; consultation/liaison with Women's Athletics Department.

Other professional activities: APA internship accreditation site visitor; member of Knoxville Area Task Force on Eating Disorder.

Theoretical style: Eclectic, with an emphasis on family systems. Techniques are drawn from client-centered, cognitive behavioral, Gestalt, and family systems approaches. *Professional interests:* Supervision and training; eating disorders treatment; couples counseling; GLBT issues..

Supervision model: Developmental. My preferred supervision relationship is supportive and consultative, but my role varies from teacher to consultant to mentor depending on the immediate needs of the supervisee. Because of my emphasis on client-therapist process, I preview supervisees' tapes regularly. My other emphases in supervision are client conceptualization, therapeutic choice points, working with counter transference, and facilitating the supervisee's development of a personally congruent yet flexible style.

Ashley Ross, Ph.D.

Tennessee State University, 2007

Staff Psychologist

Theoretical Style: I conceptualize my clients from a broad dynamic approach, which includes object relation, interpersonal, and family system. In sessions, I use the interpersonal process to deepen the experience of therapy and promote change. I frequently engage in emotionally focused, here-and-now interactions. In addition, I am mindful of

transference/countertransference issues and employ a use-of-self approach.

Professional interests: Trauma survivors, family-of-origin issues, men's issues, supervision, intimate partner violence, spirituality.

Supervision model: Supervision is the foundation of becoming a confident, competent clinician. I believe supervision is a playful, creative process and I enjoy it as much as I enjoy providing therapy. In many ways, my supervision style mirrors my approach to therapy. I generally take a psychodynamic/interpersonal stance and work on creating a trusting environment. I believe that supervision is a reciprocal interaction, both exciting and informative. While taking into consideration the supervisee's developmental level, I try to deepen his/her ability to conceptualize clients so that interventions are timely, focused, and more effective. This involves discussing several aspects of the therapeutic relationship, such as, emotional reactions regarding the client or parallel processes that may be occurring. During supervision, I may share my own professional experiences as a clinician-both my successes and blunders- in an attempt to normalize the supervisee's experiences and possible fears at this developmental crossroads.

2008 – 2009 Interns

Amy E. Davis

The University of Memphis

Jenna Glover

Utah State University

Suejung (Sue) Han

Purdue University

Victoria Stewart

Marywood University

Support Staff:

Sandra Chambers

Office Manager

Elise Dougan

Administrative Support Assistant

Jessica Weller

Senior Secretary

American Psychological Association

The UT Counseling Center Psychology Internship is fully accredited by the American Psychological Association. The Internship is applying for re-accreditation in 2009.

For more information about the American Psychological Association (APA) and accreditation, please [click here](#). To access further information and/or reports regarding the accreditation status of the University of Tennessee Counseling Center Pre-Doctoral Internship Training Program, please contact Dr. Phil Johnson at (865) 974-2196. You can also contact APA at the following address:

American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(800) 374-2721

For more information about the American Psychological Association's Office of Program Consultation and Accreditation, please [click here](#). The address of the Office of Program Consultation and Accreditation is:

American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
(202) 336-6123 TDD

The Commission on Accreditation
202-336-5979

IV. Internship Application and Selection Process

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

Preferred Qualifications

1. Enrolled in an APA or CPA accredited doctoral program in counseling or clinical psychology
2. Completion of all required course work
3. Minimum of 400 hours of supervised clinical experience including at least 250 AAPI Intervention and assessment hours
4. Minimum of 3 years of graduate training
5. Applicants must pass Comprehensive Exams by the ranking deadline
6. Approval of dissertation proposal is strongly preferred.

Stipend

The internship is a full-time position (12 months, 40 hours per week) beginning August 1, 2009. Stipends for 2009 - 2010 will be approximately \$31,043 per year.

Benefits.

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

Benefits include:

Annual leave days (accrued at 16 hours per month worked)

Eight hours per month sick-leave time

Thirteen university holidays/scheduled closings per year

Professional leave time

Health and dental insurance available

Participation in retirement plan

Fee waivers for university classes

Flexible benefits program

Large private office equipped with personal computer/large window in each office

Access to e-mail, the Internet and a LAN-based color laser printer from each office

Faculty library privileges and access to many university facilities

Faculty/administrative parking privileges available to purchase

Application Procedure

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

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

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

To apply for an internship position, the following materials must be postmarked by:

November 26, 2008

1. *APPIC Application for Psychology Internship (AAPI, Part I)*
2. *APPIC Application for Psychology Internship (AAPI, Part II): Academic Program's Verification of Internship Eligibility and Readiness*
3. Current vita
4. Copies of all graduate school transcripts. Unofficial copies are acceptable. If you are matched to our site, official copies of your transcripts will be required at that time.
5. *Three letters of reference, two of which must be from supervisors who are familiar with your counseling/therapy skills

* These items must be placed in individually sealed envelopes with verification signatures over the seals. All items may be sent in one packet with your application.

Your application will not be considered until all of the above materials have been received. When your application is complete, we will notify you by e-mail.

Please mail application documents to:

Philip Johnson, Ph.D.
Director of Training
Counseling Center
The University of Tennessee
900 Volunteer Blvd.
Knoxville, TN 37996-4250

Selection Process

There are four positions available in the internship class, none pre-allocated. A six to eight member Intern Selection Committee, which includes the Director of Training, and selected senior staff members, review and evaluate applications. Interns assist in the interview process. Approximately 28 applicants will be asked to interview during the month of January. Although personal interviews are preferred, telephone interviews will be conducted for those unable to visit the Counseling Center.

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

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

The University of Tennessee does not discriminate on the basis of race, sex, color, religion, national origin, age, disability or veteran status in provision of educational programs and services or employment opportunities and benefits. This policy extends to both employment by and admission to the University.

The University does not discriminate on the basis of race, sex, or disability in its education programs and activities pursuant to the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990.

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

The University of Tennessee, Knoxville, in its efforts to ensure a welcoming environment for all persons, does not discriminate on the basis of sexual orientation in its campus-based programs, services, and activities. Inquiries and complaints should be directed to the Office of Equity and Diversity.