

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

**Counseling Center  
The University of Tennessee**

**August 1, 2010 – July 31, 2011**

**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 2010 – 2011 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 2011.

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 Monday, November 16, 2009.

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,

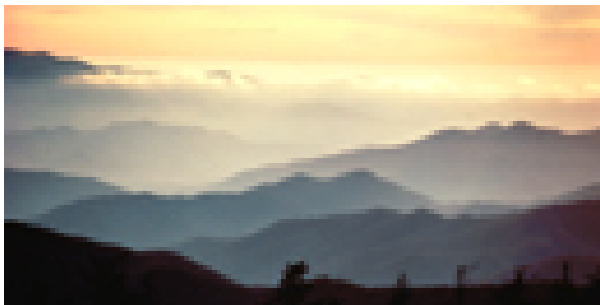
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## I. The University of Tennessee

**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](http://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, and community intervention. 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).

### UTCC Diversity Statement

*Our Commitment to Diversity:* Each staff member is committed to providing assistance that is culturally-sensitive and affirming to our diverse clientele, which includes students of color, international students, sexual-minority (LGBTQ) students, veterans, students with disabilities, and students from all socioeconomic backgrounds and with varying religious/spiritual beliefs.

### 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, psychological assessment, crisis intervention, and individual, couples and group therapy. The nature, frequency, and duration of psychotherapy are determined on a case by case basis. The newly formed Stress and Wellness Clinic offers an array of services including wellness classes, mindfulness training, interpersonal skills training and a variety of workshops focusing on assertiveness, cognitive strategies, time management, self-care, etc.

## **Community Intervention**

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, and Women's Athletics. 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, the Vol-Aware Street Fair and the QPR Gatekeeper trainings.

## **Referrals**

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.

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.

## **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, Diversity, Community Intervention, Group, Stress & Wellness and Training. Interns are encouraged to join and become active members of a committee.

## **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 monitor 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 fall 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](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.

The Internship Training Program has become a highly visible component of the Counseling Center, as well as the university at large, due in part to the university's supportive and encouraging stand. Interns are defined by the university as regular full-time university staff members with all the benefits which come with that designation. Within the Center, staff members are available, accessible, supportive, and timely in meeting their responsibilities. In addition to regularly scheduled supervision, training seminars, case conferences and staff meetings, interns have informal access to all staff members and are encouraged to consult with senior staff members any time they are available.

### **Mission**

The Predoctoral Internship program contributes in key ways to the mission of the University of Tennessee, the Division of Student Affairs, and the Counseling Center. The mission of the training program is to prepare interns as generalists with the knowledge and skills needed for doctoral level positions in psychology. The center supports interns in their professional and personal development, including commitments to the profession and its ethics. This mission is accomplished by professional training, teaching, supervising, modeling and mentoring.

### **The Developmental Apprenticeship Model and Philosophy**

The predoctoral internship year is the culmination of a formal education process through which interns will learn to apply the breadth of psychological knowledge to their professional roles. The Predoctoral Psychology Internship Program at the University of Tennessee Counseling Center focuses on the training of generalist practitioners in psychology using a developmental apprenticeship model. This model has as its overarching goal the professional growth of the psychology intern.

<p>An <i>apprenticeship</i> 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</p>
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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.

The focus is on the developmental process as interns are provided with the knowledge and skills needed for doctoral level positions in psychology. The internship year at the Counseling Center is designed to promote a developmental process in which interns move from the role of student to colleague. Interns are encouraged to take an active role in designing their training to include their professional interests and needs.

This process begins by evaluating the knowledge and skills interns bring to the center. These skills and competencies are explored during orientation as interns reflect on their own experiences. Interns are asked in a variety of settings, including conferences with the training director, supervision, training seminars, and case conferences, to consider their own level of skill and professional development. Initially, interns are expected to demonstrate many skills at an intermediate level as described in the Intern Evaluation Form Rating Scale. Interns will be asked to set goals, to build on the skills they bring, and to acquire advanced skills that are essential in the profession. These goals are reviewed periodically and are revised as they progresses through the internship year.

Goals are addressed primarily through experiential and didactic learning processes. Theory and techniques, based on current research and scholarly works, are presented in didactic settings and through readings. Interns will be provided ample opportunity to observe the professional staff in various settings before actually participating in areas that are new to them. As expertise forms and competence develops, interns are encouraged to take on more responsibility and leadership. It has been our experience that most interns quickly move toward independent practice under supervision, with the goal of leaving the internship year as a professional psychologist and colleague.

Along with professional growth, personal growth also is encouraged. The training staff believes that personal development and maturity are cornerstones of professional competence and identity. Every effort is made to provide a supportive environment that models and attends to personal growth. Interns attend staff meetings beginning the first week of internship. During orientation, there will be many opportunities to begin thinking about areas of special emphasis that are available throughout the year. This model allows interns to work closely with staff and learn through modeling and collaboration. In a system that provides both support and challenge, interns are encouraged and supported in the process of becoming mature practitioners.

## **Training Goals and Objectives**

**Goal #1: To develop interns' clinical skills in preparation for entry-level positions as professional psychologists.**

### **Objectives**

- 1.1 To develop and show competence in initial assessment using clinical interviews
- 1.2 To develop and show competence in crisis assessment and intervention
- 1.3 To develop and show competence in the provision of individual therapy
- 1.4 To develop and show competence in the provision of couples counseling.
- 1.5 To develop and show competence in the provision of group therapy
- 1.6 To Develop and show competence in receiving supervision
- 1.7 To develop and show competence in the use of assessment measures and methods used in a university counseling center
- 1.8 To develop and demonstrate competence in supervising trainees
- 1.9 To develop and demonstrate competence in community intervention

**Goal # 2 To cultivate the self-knowledge, attitudes, and professional knowledge and skills needed for effective and ethical practice as a psychologist.**

### **Objectives**

- 2.1 To demonstrate knowledge and application of ethical principles and legal and professional standards
- 2.2 To demonstrate knowledge and skill in working with diverse populations and to demonstrate a commitment towards growth in multicultural competence
- 2.3 To develop a self-awareness of personal qualities that influence professional functioning
- 2.4 To develop collegial, professional relationships within the UTCC and the larger university

## **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 model, philosophy, goals, and objectives; 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.

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 early in 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.

During orientation, each intern will be asked to complete the *Intern Self Assessment Survey*. Completing the survey gives interns an opportunity to reflect on their current skills and areas of growth, areas that they may want to emphasize during the year and goals they want to set for the year. Together with their supervisors, interns will determine the experiences necessary to attain their individualized training goals.

### **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. 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.

### **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.

### **Group Supervision of Community Intervention**

During the fall semester, interns meet on a weekly basis with the Director of Community Intervention. Interns gain experience in providing effective, psychological consultation to an organization, including developing and conducting a needs assessment and providing suggestions and feedback to the organization. Interns will enhance their skills in developing and delivering an effective outreach presentation. Interns will also discuss their experiences in the provision of teaching services. Interns will also explore and discuss their experiences working with senior staff members on campus committees and/or other liaison/consultative relationships.

### **Stress and Wellness Group Supervision (optional)**

Interns who choose to work as wellness counselors at the stress and wellness clinic will receive one hour of group supervision a week. Group will include practicum students working at the Stress and Wellness clinic. Thus, interns will have an opportunity to mentor other trainees within the supervision hour.

### **Supervision of Supervision**

During the spring semester, interns provide supervision for 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, diversity, ethics, etc. and Recordings of their sessions with supervisees are reviewed and discussed. 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 of senior staff psychologists.

Written case summaries 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. The seminar focuses on diversity and a series designed to orient interns to supervising practicum students. 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 year include:

#### Diversity Training

The diversity seminar 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. The series includes sessions 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.

### 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 providing clinical supervision.

### Other topics

Later in the year, workshops may be offered on topics related to making the transition to professional life, job interview skills, starting a private practice, etc.

## **QPR Training**

UT utilizes a 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.

## **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 occasionally 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**

### UTCC Professional Development 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 hosts 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 client 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, Community Intervention, Stress & Wellness Clinic, 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.

## **Service Activities**

### Direct Clinical Service

#### **Triage/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 screening typically lasts 10 to 15 minutes and is done in a triage format. The purpose of the initial 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 a three hour walk-in block each week to gain experience with brief assessments, short-term treatment intervention, crisis intervention, psychiatric consultation and referral. Although there is no after hours emergency coverage, interns gain ample experience with crisis intervention during their walk-in coverage.

#### **Individual/Couples Therapy**

##### **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 an average caseload of 17 clients (individual/couples/group screen & therapy/psychological testing). A portion of an intern's case load may be "long-term" clients, who are 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 Student Health Service, 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. However, each intern is expected to administer a battery of assessment

instruments to selected clients each semester. Typically, clients receive some preliminary assessment and are given 5 axis diagnoses during their intake session. More comprehensive assessments for selected clients may include the administration of the MMPI-2, MCMI-III, Myers-Briggs Type Indicator (MBTI), the Beck Depression Inventory (BDI-2) and the Beck Anxiety Inventory (BAI) among others. The composition of assessment instruments will vary dependent upon client needs and supervisor recommendations.

Interns also provide ADHD assessment for adults in a university setting. These assessments typically include a clinical interview, a general measure of clinical pathology, and a continuous performance measure such as the Test of Variables of Attention (T.O.V.A.), along with other appropriate diagnostic instruments as needed 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 (four per semester), four 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, interpersonal process group, bi-polar support group, and other groups focusing on such topics as trauma and addiction 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).

### **Stress and Wellness Clinic**

Interns may choose to spend several of their clinical hours (2-6 hrs/week) working at the Stress and Wellness Clinic. Responsibilities include stress and wellness intakes, individual appointments, and individual check-ins. Additionally, interns can co-facilitate workshops or one of the wellness classes with a senior staff member.

### **Direct Service**

#### **Community Intervention**

The community intervention work of the Center is considered an essential service. Interns will provide outreach presentations, training, and consultation to the campus community as well as engage in the provision of teaching services. Interns are expected to partner with senior staff members in the areas of liaison relationships and committee involvement. Additionally, interns are encouraged to develop expertise in one or more outreach topics and to deliver outreach presentations over the course of the year.

#### **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.

#### **Teaching**

##### **One credit hour course**

Interns teach a one-hour academic course during the fall or spring semester. Credit courses include Stress Management and Personal Relationships.

#### Counseling Psychology Department Practicum Class

Interns also have the opportunity to co-teach the Practicum I, II, or III class with a Counseling Center senior staff psychologist. These are three hour courses offered through the Counseling Psychology Department.

### **Special Emphasis Areas (Optional)**

During the year, interns have the option to individualize their training experience in the form of a *Special Emphasis Area*. This option provides interns with greater flexibility in tailoring their internship experience to meet their unique interests and needs. An area of emphasis may be chosen for a full year if a more extensive experience is desired or revised as interests evolve. The details of the *Special Emphasis Areas* are negotiated with members of the training staff and approved by the Training Committee. This is an informal process that is open for renegotiation as the year progresses.

#### 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

##### *Stress and Wellness Emphasis*

- Carry a caseload of clients at the Stress and Wellness Clinic (5 hrs/wk)
- Assist stress and Wellness Clinic coordinator in administration and program development
- Serve on the Stress and wellness Committee
- Develop and facilitate 1-2 workshops
- Complete assigned readings

### **Experiences external to the Center.**

Some special emphasis areas 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

If an intern chooses an emphasis area external to the Center, assignments are made around mid-November, with placement in early spring or summer. Typically, interns are given up to four hours release time from the Center each week or up to eight hours per week in the summer if approved. (Interns 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 will direct all experiences.

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

*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 (SEE) or Subcommittees

Work with clients with addictions/related issues

Complete selected readings

*Community Intervention*

Vol-aware

QPR

Meet with Community Intervention Committee

\*Collaboration with student Health Educators

*Athletics*

Work with student athletes

\*Work with *Team Enhance*

Complete Selected readings

## **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.

<b>Intern Weekly Activities: Example</b>	<b>Fall Hrs./wk (Aug – Jan)</b>	<b>Spring (Jan – May)</b>	<b>Summer (May – July)</b>
<b>Direct Service</b>			
Individual/Couples/Group Screen & Therapy/ Psychological Testing/	17	17	17
Walk-in/Triage	3	3	3
<b>Clinical Total</b>	<b>20</b>	<b>20</b>	<b>20</b>
Supervision of Practicum Student(s)	x	1	x
Teaching Course for Credit	1	x	x
Emphasis Area Activities (e.g. co-teaching practicum class)	3	3	4
<b>Direct Service Total</b>	<b>24</b>	<b>24</b>	<b>24</b>
<b>Training</b>			
Individual Supervision (Primary)	2	2	2
Individual Supervision (Secondary)	1	1	1
Supervision of Group/Couples Work	1	1	1
Supervision of Supervision	x	1	x
Intern Case Conference	1	1	1
Professional Topics Seminar	1	1	2
Assessment/Diagnosis Seminar	1	1	x
Psychopharmacology Seminar	1	1	x
<b>Training Total</b>	<b>8</b>	<b>9</b>	<b>7</b>
<b>Program Support</b>			
UTCC Committees	1	1	1
Administrative Time/Case Management	4	3	4
Staff Meeting	2	2	2
Intern Processing Time	1	1	1
<b>Program Support Total</b>	<b>8</b>	<b>7</b>	<b>8</b>
<b>Grand Total</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>Other Responsibilities</b>			
Dissertation/Research	2 additional hours/week		
Consultation Project	3 additional hours/week		

\* 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

## 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; member University Case Management Team and threat Assessment team; 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:* National data on counseling centers; clients with complex symptomology; differential diagnosis; brief psychotherapy, supervision; factors affecting retention of students; evaluation models; 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  
Adjunct Assistant Professor, Department of Psychology, UT  
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 such as the Chancellor's Commission for LGBT Persons and the Division of Student Affairs Diversity Committee, 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, Veterans' concerns, 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 Community Intervention**

University of Tennessee, Counseling Psychology, 2002

Licensed Counseling Psychologist and Health Service Provider

*Center activities:* Coordinating the management of Center community intervention; 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 supervisor/trainee relationship is a valuable tool and 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 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; 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 and self-examination. 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.

**T. Paul McAnear, Ph.D., Staff Psychologist**

University of Tennessee, 2004

Licensed Psychologist and Health Service Provider

*Center activities:* Individual, group, and couples psychotherapy; substance use management group; supervision and training; intern assessment seminar; clinical consultation and outreach.

*Theoretical style:* I use an integrative, pragmatic, client-centered approach focused on helping clients identify and progress toward their goals. Recognizing that the relationship is a central empirically validated factor in effective therapy, I emphasize the therapeutic relationship and use of self as fundamental to helping a client make lasting changes. My interventions are informed by psychodynamic, interpersonal, cognitive-behavioral, and solution-focused therapies.

*Supervision model:* I utilize a developmental model of supervision that focuses on providing the structure and guidance appropriate to the individual needs of the supervisee. My goal is to facilitate a supervisee's development of a therapeutic identity and style that is both genuine and clinically effective. I see supervision as a collaborative process where a supervisee's professional training, needs and goals are integrated with excellent client care.

*Professional Interests:* Assessment and diagnosis, empirically validated interventions, substance use management and harm reduction, impact of childhood abuse on current functioning; positive, solution-focused interventions; group dynamics; teamwork; fatherhood and men's issues; forgiveness and spirituality; grief management.

**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; Chair of Diversity Committee.

*Other professional activities:* APA internship accreditation site visitor; member of the Chancellor's Commission for LGBT People.

*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., Staff Psychologist**

Tennessee State University, 2007

Licensed Counseling Psychologist and Health Services Provider

*Center activities:* Supervision and training; individual and couples psychotherapy; group therapy; consultation/liaison.

*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.

## **2009 – 2010 Interns**

### **Caroline Mann**

Clinical Psychology  
The University of Tennessee

### **Bill Nichelson**

Counseling Psychology  
The University of Tennessee

### **Marie Shaw**

Counseling Psychology  
The University of Tennessee

### **Brady Wiggins**

Clinical Psychology  
Brigham Young University

## **Support Staff:**

**Sandra Chambers**, Office Manager

**Becky Minnich**, Administrative Support Assistant II

**Venisha Weston**, Administrative support Assistant II

## **American Psychological Association**

The UT Counseling Center Psychology Internship is fully accredited by the American

Psychological Association.

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 300 direct clinical contact 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 2010 - 2011 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
- Approx. 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](http://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

**This year the application process will occur on-line. All materials will be uploaded via the applicant portal on the APPIC website. We will not accept any paper materials. All materials must be available for review on-line by our due date of:**

**November 16, 2009**

**Materials to submit include:**

- Completed AAPI. (Accessed at [www.appic.org](http://www.appic.org)).
- Current vita
- Official transcripts of all graduate work which you will send to the APPI Online service
- Three letters of reference. At least two of which must be from clinical supervisors who are familiar with your counseling/therapy skills. References should reflect your most recent work if possible.

**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.**