

INTERNSHIP BROCHURE
WASHINGTON UNIVERSITY IN ST. LOUIS
CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES
DOCTORAL INTERNSHIP IN HEALTH SERVICES PSYCHOLOGY

Internship

The Center for Counseling and Psychological Services (CCPS—formerly Habif Mental Health Services) at Washington University in St. Louis (Wash U) offers a full-time comprehensive twelve-month Doctoral Internship in Health Service Psychology for students working toward their doctoral degrees in counseling or clinical psychology. We emphasize the core elements of counseling center work in our program; however the skill set developed is highly transferable to other clinical settings in professional psychology. Four interns are admitted to the internship program per academic year, and CCPS offers a highly competitive stipend and compensation package. The internship for the 2024-2025 academic will begin on Monday, July 15, 2024 and runs for one full calendar year and is a 2000 hour (500 direct service) internship. All interns are introduced to the counseling center and greater university community during an initial orientation period. During orientation, interns also begin to define specific training interests for the internship year and familiarize themselves with the CCPS staff and Wash U Student Affairs community. There are core competencies of the internship program represented by the two primary aims of 1) Interns developing the skills and competencies needed to successfully function as an entry-level health service psychologist capable of working with a diverse clientele in a university counseling center or other related clinical environment and 2) Interns developing a solid professional identity as a health service psychologist. To that end, we strive to provide a training experience that is both consistent in the core components but also individualized to meet the differing needs, interests and goals of each intern

About CCPS

The Center for Counseling and Psychological Services at Washington University in St. Louis supports the academic mission of Washington University by providing the student community with comprehensive, culturally informed mental health services and providing outreach to our diverse campus community. CCPS is comprised of an energetic and collaborative multi-disciplinary team of mental health professionals including psychologists, licensed clinical social workers, professional counselors and therapists in training. CCPS is continuing to expand and this internship program is reflective of the university's commitment to the needs of CCPS and Wash U students. The development of a training program is an exciting addition to our center as is the eventual goal to design, build, and move to a new health and wellness facility within the next several years.

About Wash U

Wash U is a diverse campus; our 17,000 students come from more than 100 countries and all 50 states + the District of Columbia, Guam, Puerto Rico and the Northern Mariana Islands. Students with diverse gender and sexual identities are welcomed, as evidenced by Wash U's consistent 5/5 ranking in Campus Pride Index, an overall indicator of institutional commitment to LGBTQ-inclusive policy, program and practice. Our most recent cohort is 20% Pell Grant-eligible, 15% first-generation college students. Wash U is home to an extremely active activist student body, offering trainees an opportunity to work with a highly informed and vigorous population of world changers.

About the St. Louis Region

Situated at the confluence of two great North American rivers — the Mississippi and the Missouri — the St. Louis region has been a favored destination since Lewis & Clark began their historic westward "Corps of Discovery" here in 1804.

Today, the pioneers of St. Louis are the engineers, scientists, business leaders, educators, artists and other innovative and creative professionals who are working at the forefront of a multitude of fields and endeavors. Home to several key Fortune 500 corporations, St. Louis has developed into a national hub for important research and business development, especially in the fields of biotechnology and plant science.

Consistently ranked among the nation's most affordable and best places to live and raise families, the St. Louis region offers many opportunities to watch or participate in a wide range of sports, recreational activities and cultural events. Not far from St. Louis' urban core are the beautiful rolling hills of the Ozark Mountain region and outdoor activities such as hiking, canoeing and spelunking in some of Missouri's more than 6,000 caves.

Commitment to Justice, Equity, Diversity and Inclusion

Wash U statement on Equity, Diversity and Inclusion: Wash U aims to be a diverse community fully committed to the principles of equity, fairness and inclusive excellence. We will pursue and value equity, diversity and inclusion in our research, learning, clinical and administrative environments so that we, collectively and individually, benefit from the rich perspectives and contributions of individuals from all backgrounds.

At CCPS: We are aware of psychology's long history of centering privileged identities in our study, conceptualization, and treatment of psychological and emotional health. This dynamic has a far reaching and significant impact on people with oppressed identities that both creates barriers to mental health treatment and communicates that mental health treatment is only for privileged groups. Our training program aspires to participate in the dismantling of this dynamic in a number of ways.

Trainee Professional Development

- We value cultural humility, both as a worldview and a therapeutic orientation. Cultural humility is an orientation focused on ways of being with diverse clients, while centering issues of culture relevance to those clients.
- We will support you as you engage with diverse clients and colleagues, all the while providing a didactic foundation for you to integrate throughout your training.
- We acknowledge processing reactions to clients sometimes uncovers internalization of oppression and offer a safe space to explore this and work towards divesting these schemas in supervision. As we view our training program through a developmental lens, we do not expect trainees to arrive with complete awareness of their reactions and attitudes towards all people and groups, and are prepared to guide with gentleness.

Senior Staff Professional Development

- We prioritize our own professional development in ongoing efforts to de-centralize privileged identities in training and treatment, and strive to model cultural humility in our work with clients, colleagues, and trainees. To that end, we build openness to trainee experiences and feedback as a vital component to our training model.

Standards of Professional Conduct

Interns are expected to follow APA and Missouri ethical guidelines along with all federal, state, local laws and university standards (see Wash U Code of Conduct at <https://universitycompliance.wustl.edu/code-of-conduct/>). Interns are encouraged to consult with individual supervisors, the Training Director and other CCPS staff to resolve ethical and legal conflicts within professional practice if they arise. The APA Ethics Code can be reviewed online at <https://www.apa.org/ethics/code>. The Missouri State Board of Psychology Code can be reviewed online at <https://pr.mo.gov/boards/psychology/RuleBook.pdf>.

Liability Insurance Statement

Professional liability coverage is provided to each intern through the group CCPS package with Washington University School of Medicine (WUSM).

Internship Philosophy

Internship is a time to continue the development of professional competencies and to make the transition from graduate student to professional. The CCPS internship program desires to further the growth and development of professional psychologists capable of working as generalists with a specific skill-set applicable to work in a university setting. Within this context, the training program most closely identifies with the practitioner-scholar model of psychological training (Ellis, 1992) as we emphasize the integration of experience, research, theory, and shared intellectual inquiry to inform the services we provide to the university

community. We seek to integrate the professional and personal development of our interns as they proceed through our program. We believe that part of the development process requires moments of vulnerability, stretching out of one's comfort zone, and trying new things. We attempt to create an environment that provides the appropriate balance of support as interns have experiences that may be new and challenging. Additionally, we hope to foster an environment that allows our interns to laugh together, be curious with one another, and be collaborative with each other even when differences exist. We seek to assist our interns in becoming confident and competent new professionals who have a passion for their work.

While there is a basic "core" component of the internship program, interns are encouraged and able to individualize and customize their training experience at CCPS in terms of client population and issues, areas of concentration, outreach, and group. As interns traverse through the course of the internship year, they will have the opportunity to engage in professional experiences that increase in complexity and difficulty and will take on more responsibility. The hope is that having an increase in responsibility and complexity will continue to foster their development and their confidence as they prepare to complete their training experience.

Additionally, evaluation and feedback are important components of the internship program. Interns receive four formal evaluations over the course of the year with clearly defined elements and expectations. Feedback is provided both formally and informally with the focus on fostering intern growth and development as they work towards becoming autonomous professionals. Supervisors aim to provide feedback that is clear and useful to discussion of both growth edges and strengths. Additionally, interns will provide feedback to supervisors, the training director, and the program as CCPS aims to continue to grow and improve the training experience of interns.

Aims & Competencies

The CCPS Internship Program aspires to actualize the above philosophy by creating an environment that is inclusive, supportive, challenging and focused on the development and growth of interns both personally and professionally. The components of the program have been developed based on 9 core competency areas that guide training development and evaluation procedures. The program has two overarching aims that serve as an overarching purpose of the program. The first aim is for interns to develop the skills and competencies needed to successfully function as entry-level health service psychologists capable and qualified to work with diverse clientele in a university counseling center or other related clinical environment. The second aim is that interns will develop a solid professional identity as a health service psychologist. Thus, the internship program offers interns the opportunity to engage in training activities (e.g. supervision, didactic seminars, consultation, etc.) and direct service activities (e.g. individual and group therapy, outreach, provision of supervision, etc.)

intended to promote growth and development in the competency areas. Each intern is evaluated over the course of the year within the specific areas set forth by APA’s Profession Wide Competencies. The Aims, Competencies and Elements are found below.

CCPS AIMS, COMPETENCIES, ELEMENTS

Aim #1: Interns will develop the skills and competencies needed to successfully function as an entry-level health service psychologist capable of working with a diverse clientele in a university counseling center or other related clinical environment.

COMPETENCY 1A: INTERVENTION A—INDIVIDUAL THERAPY
<ul style="list-style-type: none"> • Establishes and maintains effective relationships with the recipients of psychological services.
<ul style="list-style-type: none"> • Develops evidence-based intervention plans specific to the service delivery goals.
<ul style="list-style-type: none"> • Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
<ul style="list-style-type: none"> • Demonstrates the ability to apply the relevant research literature to clinical decision making.
<ul style="list-style-type: none"> • Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
<ul style="list-style-type: none"> • Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.
<ul style="list-style-type: none"> • Engages in self-assessment of personal cultural factors and personal biases for the betterment of the therapeutic process.
<ul style="list-style-type: none"> • Understands and uses therapist’s emotional reactions effectively in clinical work.
<ul style="list-style-type: none"> • Establishes the tone of therapy by providing information about the therapist’s approach, arriving for appointments on time, no show policy, responsibility for change, and consent to treat.
<ul style="list-style-type: none"> • Effectively communicates accurate empathy and authenticity.
<ul style="list-style-type: none"> • Demonstrates therapy microskills that combine attending, validating, summarizing, clarifying, reflecting and supporting.
<ul style="list-style-type: none"> • Perceives and responds to client’s non-verbal behavior effectively.
<ul style="list-style-type: none"> • Collaboratively addresses termination and makes use of it during the therapeutic process.
<ul style="list-style-type: none"> • Collaboratively reviews therapeutic experience, progress and areas of future growth during the termination phase.
<ul style="list-style-type: none"> • Open to discussing own cultural and social identities as it may impact therapy.
<ul style="list-style-type: none"> • Demonstrates awareness of self and use of self in therapy.

COMPETENCY 1B: INTERVENTION B—GROUP THERAPY
<ul style="list-style-type: none"> • Identifies clients who may benefit from group and informs potential members of the value and rationale for group treatment.
<ul style="list-style-type: none"> • Conducts group screening interviews, makes collaborative decisions and communicates with the client regarding goodness of fit.
<ul style="list-style-type: none"> • Attends to group composition, taking developmental, biopsychosocial, and cultural factors into account in order to maximize potential for both effective group process and individual client benefit.
<ul style="list-style-type: none"> • Promotes cultural humility as a norm in group.
<ul style="list-style-type: none"> • Establishes and maintains therapeutic relationships with group members as well as a collaborative working relationship with co-facilitator.
<ul style="list-style-type: none"> • Clearly communicates basic structure, expectations and ground rules for participation in group.
<ul style="list-style-type: none"> • Assists group members in formulating practical and achievable group goals.
<ul style="list-style-type: none"> • Demonstrates knowledge of ethical issues unique to group therapy.
<ul style="list-style-type: none"> • Facilitates group formation, process and evaluations as well as effective and thoughtful group termination, with these skills informed by research and theory.
<ul style="list-style-type: none"> • Appreciates similarities and differences between structured/psychoeducational and interpersonal process groups as well as corresponding leadership responsibilities (e.g., teaching, facilitating, deepening).
<ul style="list-style-type: none"> • Promotes group cohesion among members by attending to trust, risk-taking, emotional bonding, and other process variables.
<ul style="list-style-type: none"> • Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

COMPETENCY 2: ASSESSMENT
<ul style="list-style-type: none"> • Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
<ul style="list-style-type: none"> • Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).
<ul style="list-style-type: none"> • Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
<ul style="list-style-type: none"> • Selects and applies assessment methods that draw from the best available empirical literature and that reflects the science of measurement and psychometrics; collects relevant data using multiple

sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
<ul style="list-style-type: none"> • Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
<ul style="list-style-type: none"> • Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
<ul style="list-style-type: none"> • Proactively assesses risk factors (SI/HI/NSSI/Trauma/EDO/Substance Use) for safety of clients and others.
<ul style="list-style-type: none"> • Utilizes multicultural knowledge within the assessment process and to formulate case conceptualization.
<ul style="list-style-type: none"> • Develops an appropriate and accurate working diagnosis which is informed by cultural context and assessment results.
<ul style="list-style-type: none"> • Makes appropriate referral and disposition based upon assessment and diagnosis.
<ul style="list-style-type: none"> • Collaboratively creates treatment plan consistent with case conceptualization and assessment.

COMPETENCY 3: INDIVIDUAL AND CULTURAL DIVERSITY
<ul style="list-style-type: none"> • Demonstrates an understanding of how the therapist’s personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
<ul style="list-style-type: none"> • Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation and service delivery.
<ul style="list-style-type: none"> • Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).
<ul style="list-style-type: none"> • Applies a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one’s career, including demonstrating the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
<ul style="list-style-type: none"> • Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.
<ul style="list-style-type: none"> • Discusses individual differences with clients when appropriate.

<ul style="list-style-type: none"> • Acknowledges and respects individual differences that exist between self and clients in terms of race, ethnicity, and culture and other individual difference variables.
<ul style="list-style-type: none"> • Demonstrates knowledge and awareness of clients culturally informed beliefs and attitudes in the course of therapy.
<ul style="list-style-type: none"> • Uses awareness and knowledge of one's own culturally informed beliefs and attitudes to inform therapeutic work.
<ul style="list-style-type: none"> • Recognizes when more information is needed regarding client differences and seeks out information autonomously.
<ul style="list-style-type: none"> • Shows awareness of personal impact on clients different from self.
<ul style="list-style-type: none"> • Uses supervision to examine the influence of own personal identity and cultural background's impact on therapy and therapeutic relationship.
<ul style="list-style-type: none"> • Demonstrates multicultural knowledge and sensitivity in multiple venues (case conference, staff meetings, documentation, supervision, etc.)
<ul style="list-style-type: none"> • Demonstrates investment in, and understanding that, multicultural competence is a life-long learning process and thus genuinely seeks continued learning.

COMPETENCY 4: SUPERVISION (PROVISION OF)
<ul style="list-style-type: none"> • Demonstrates knowledge of supervision models and practices.
<ul style="list-style-type: none"> • Applies this knowledge in direct or simulated practice with psychology trainees or other health professionals. Examples of direct or simulated practice of supervision include, but are not limited to, role-played supervision with others and peer supervision with other trainees.
<ul style="list-style-type: none"> • Demonstrates the ability to establish a working relationship with supervisee(s) with a focus on mutually agreed upon goals and tasks that reflect the supervisee's developmental progression.
<ul style="list-style-type: none"> • Thoughtfully and effectively evaluates and provides feedback to the supervisee(s) based on a developmental model of supervisee's growth.
<ul style="list-style-type: none"> • Demonstrates an understanding of the issues that impact the supervision relationship, including ethical, legal, and multicultural context.
<ul style="list-style-type: none"> • Comes prepared to supervision with supervisee.
<ul style="list-style-type: none"> • Demonstrates the ability to describe their supervisory style and supervisor identity.

Aim #2: Interns will develop a solid professional identity as a health service psychologist.

COMPETENCY 5: ETHICAL AND LEGAL STANDARDS
<ul style="list-style-type: none"> • Demonstrates knowledge of and acts in accordance with each of the following:

<ol style="list-style-type: none"> 1. The current version of the APA Ethical Principles of Psychologists and Code of Conduct; 2. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and 3. Relevant professional standards and guidelines.
<ul style="list-style-type: none"> • Recognizes ethical dilemmas as they arise and applies ethical decision making processes in order to resolve the dilemmas.
<ul style="list-style-type: none"> • Conducts self in an ethical manner in all professional activities.
<ul style="list-style-type: none"> • Accurately provides explanation of informed consent and limits of confidentiality to clients.
<ul style="list-style-type: none"> • Practices within the boundaries of competence and seeks consultation appropriately.
<ul style="list-style-type: none"> • Maintains client confidentiality.
<ul style="list-style-type: none"> • Consults appropriately regarding clinical cases which present ethical dilemmas and legal issues.
<ul style="list-style-type: none"> • Appropriately discloses developmental training status and status of recording sessions to clients at the onset of therapy.
<ul style="list-style-type: none"> • Maintains appropriate professional boundaries.

<p>COMPETENCY 6: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS</p>
<ul style="list-style-type: none"> • Demonstrates knowledge and respect for the roles and perspectives of other professions.
<ul style="list-style-type: none"> • Collaborates/consults effectively with other health care professionals (psychiatrists, CCPS staff, Habif medical staff, outside providers when appropriate, and other trainees) demonstrating respect for their roles and perspectives.
<ul style="list-style-type: none"> • Demonstrates appropriate collaboration/consultation with other University agencies (Residence Life, WashU Cares, CDI, WashU Police) when needed.
<ul style="list-style-type: none"> • Appropriately refers/consults to care manager for referral services when needed.
<ul style="list-style-type: none"> • Makes effective use of case conference and team meetings for consulting with multidisciplinary staff.
<ul style="list-style-type: none"> • Appropriately refers/consults with psychiatry services or medical services when needed.

<p>COMPETENCY 7: COMMUNICATION AND INTERPERSONAL SKILLS</p>
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<ul style="list-style-type: none"> • Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
<ul style="list-style-type: none"> • Produces and comprehends oral, non-verbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.
<ul style="list-style-type: none"> • Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
<ul style="list-style-type: none"> • Demonstrates ability to resolve conflict respectfully and ethically.
<ul style="list-style-type: none"> • Demonstrates awareness of impact on other with regard to both verbal and non-verbal communication.
<ul style="list-style-type: none"> • Seeks and is open to feedback and shows an ability to evaluate and implement feedback appropriately.
<ul style="list-style-type: none"> • Across training settings, demonstrates the ability to appropriately and respectfully share perspectives, needs, recommendations and boundaries consistent with the policies of the agency and standards of the profession.

<p>COMPETENCY 8A: PROFESSIONAL VALUES, ATTITUDES, BEHAVIORS A— PROFESSIONAL ROLE FUNCTIONING</p>
<ul style="list-style-type: none"> • Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
<ul style="list-style-type: none"> • Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
<ul style="list-style-type: none"> • Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
<ul style="list-style-type: none"> • Actively engages in the life of the center (e.g., case conference, group supervision, supervision of supervision, staff meetings).
<ul style="list-style-type: none"> • Demonstrates punctuality for appointments and meetings.
<ul style="list-style-type: none"> • Follows agency policies and operating procedures, including personal attire.
<ul style="list-style-type: none"> • Acknowledges errors and shows accountability for them.
<ul style="list-style-type: none"> • Demonstrates willingness to acknowledge and work through interpersonal conflict with colleagues/supervisors when appropriate.

<p>COMPETENCY 8B: PROFESSIONAL VALUES, ATTITUDES, BEHAVIORS B— EFFECTIVE USE OF SUPERVISION, REFLECTIVE PRACTICE, SELF-ASSESSMENT</p>
<ul style="list-style-type: none"> • Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

<ul style="list-style-type: none"> • Demonstrates an understanding of the roles of the supervisor and supervisee in the supervision process.
<ul style="list-style-type: none"> • Establishes a working relationship with supervisor(s) with a focus on mutually agreed upon goals and tasks that reflect the supervisee’s developmental progression.
<ul style="list-style-type: none"> • Appropriately provides feedback to supervisor(s) related to the supervision process.
<ul style="list-style-type: none"> • Demonstrates an understanding of the issues that impact the supervision relationship, including ethical, legal, and multicultural contextual issues.
<ul style="list-style-type: none"> • Comes prepared to training meetings including supervision, case conference, and seminars.
<ul style="list-style-type: none"> • Engages in supervision in an open and active manner.
<ul style="list-style-type: none"> • Actively engages in discussion of the impact of intersecting identities within the supervisory relationship.
<ul style="list-style-type: none"> • Demonstrates willingness to explore one’s own beliefs, attitudes, biases, privilege and assumptions.
<ul style="list-style-type: none"> • Develops self-awareness of strengths and limitations which are consistent with the evaluation of supervisors.

COMPETENCY 9: RESEARCH
<ul style="list-style-type: none"> • Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local, regional, or national level.
<ul style="list-style-type: none"> • Contributes to the development and advancement of the profession and colleagues through sharing resources, research, and knowledge, with staff and/or other professionals.
<ul style="list-style-type: none"> • Integrates understanding of evidence based practice and scientific literature into the presentation of cases.
<ul style="list-style-type: none"> • Demonstrates familiarity with empirical based methods to evaluate the effectiveness of clinical work.

Intern Evaluations

Evaluation Process

Interns will receive four (4) formal written evaluations over the course of the internship year via the WashU CCPS Evaluation of Intern form. These evaluations will occur every quarter (every three months). While in most cases the first quarterly evaluation will serve as the first documented feedback, the Training Director and supervisors may choose to document issues of concern prior to the scheduled formal evaluation. At the beginning of the training year, the Evaluation of Intern form will be introduced to each intern as will the evaluation process. This

will include a description of the developmental model used to evaluate/rate intern performance over the course of the internship year. After the Evaluation of Intern form has been introduced, interns will be asked to complete and submit a self-evaluation utilizing the Evaluation of Intern form during their first two weeks of internship. This will be reviewed with their clinical supervisors to aid in discussion of perceived strengths and growth areas and in goal setting. As interns are evaluated over the course of the year, the self-evaluation will be utilized to assist the intern in reflecting on their own perceived growth and development and not as a measurement of evaluation from supervisors. Each intern will have one individual supervisor identified as their primary supervisor and one designated as their secondary supervisor, as well as other supervisors involved through group supervision, concentration supervision, etc. The primary supervisor is ultimately responsible for the completion of the Evaluation of Intern form each quarter and is expected to consult with and request feedback from other supervisors, the Training Director and other staff involved in the intern's training experience. It is likely that the primary supervisor may not have direct observation experience in all competencies and elements of the training form thus is expected to seek assistance in completing the components of the evaluation from others who have had direct observation. While other supervisors may provide input on the Evaluation of Intern form, ultimately the primary supervisor and Training Director make final determinations for formal evaluation feedback.

In addition to the formal written evaluations, interns will receive ongoing informal feedback and evaluation from their supervisors and the Training Director as part of the developmental nature of the internship program. Any weaknesses or concerns will be addressed informally as they occur prior to the issue being addressed in a written evaluation unless they rise to a level of concern that warrants them being addressed formally. Supervisors are expected to work with interns on developing a plan of improvement for any skill or behavior that is below the expected level of achievement for that phase of the internship year (e.g. receiving a 2 on any average competency at the mid-point of the internship year).

Standards for Successful Completion of Internship

The Internship Training Program follows a developmental model that supports and builds on the knowledge interns bring, and it provides opportunities to gain experience and training in multiple professional capacities. This model supports interns to build competencies, confidence, and skills throughout the year and graduate ready for entry level positions.

Quarterly evaluations with supervisors monitor the developmental progress and readiness of interns. Thus, the expectations that intern competence increases throughout different stages of the internship year is reflective of their growth and development. This means that the minimum expected average rating of interns over the course of the internship year increases along with the developmental progression. For example, a minimum average rating of **3** (Emerging Competence) on the competency areas on the Evaluation of Intern form demonstrates adequate progression through the training program mid-year and a minimum rating of **4** (Competence) demonstrates successful completion of the training program. In supervision, supervisors provide ongoing feedback to interns on their areas of strengths and

areas for growth. The ongoing evaluation process provides regular feedback and evaluation of goals set for the training year. It is expected that professional autonomy increases as the year progresses and interns graduate with developed competencies to practice as entry level psychologists.

Interns must complete a total of 2000 hours with 500 of those in direct service for successful completion of the internship.

Training Activities

ORIENTATION

Interns are oriented to CCPS, Student Affairs and the greater Wash U campus during their first month of internship. During this time, training seminar series will be introduced (Rotating Topic Seminar, Group Seminar, Multicultural Seminar, Supervision Seminar and Outreach Seminar) as well as seminars focusing on topics such as Ethics, Risk Assessment, Diagnosis, Brief Therapy and Professional Development. During this time, CCPS policies and procedures will be reviewed, concentration assignments will be made and interns will be introduced to other Student Affairs offices and staff. Interns can expect the first four weeks of internship to be primarily orientation with the first two to three weeks being primarily structured introduction and didactics.

INDIVIDUAL SUPERVISION

Interns receive clinical supervision from a CCPS staff member who is a licensed psychologist. Interns receive a minimum of two hours per week of individual supervision and may receive more at times throughout the year. Interns are expected to inform their clients of their trainee status, the nature of their supervisory relationship with a supervisor accessible to their clients, and their supervisor assumes full responsibility for their clinical work in accordance with APA ethics standard 10.01 C. Supervision focuses on the interns' goals, growth areas, case conceptualization, clinical dynamics, case management and professional development. In supervision interns will work towards solidifying their own clinical/theoretical approach to therapy as opposed to simply mimicking their supervisors approach. Supervisors may help interns in trying out new techniques or ideas.

In supervision, time may be spent exploring power dynamics and cultural factors that impact their work as future psychologists and that impact both the clinical and supervisory relationships. Supervisors will observe the interns clinical work through recorded sessions and/or through live observation. Supervisors will sign all clinical documentation completed by the interns. Typically, interns will have a primary and a secondary supervisor that will be assigned during the first full week of internship after interns and potential supervisors have had

the opportunity to meet and discuss supervisor styles and interns' goals and "hopes" for supervision. The Training Director will make final decisions about supervision assignments. Supervisor changes will only be made after consultation with the Training Director, supervisors involved and the intern.

SUPERVISION OF GROUP

Interns will receive a minimum of 30 minutes of supervision weekly for each group they co-facilitate. This supervision will include the intern and their co-facilitator. If the co-facilitator is another intern, a staff psychologist will be assigned to provide the supervision. This supervision will focus on clinical techniques, group dynamics and other factors relevant to the intern's group training and experience. Interns will record their group facilitation which may be utilized to enhance this supervision experience.

GROUP SUPERVISION OF GROUP

Group supervision of group (GSG) will consist of the Group Coordinator and the entire intern cohort. GSG will meet weekly for 60 minutes during the entirety of the internship year. During the fall semester, supervision will focus on the MCL process group clinical experience, while linking to the concepts discussed in the didactic groups seminar. In the spring and summer, supervision will focus on the MCL process group, again, as well as the additional groups the interns are leading. It will also be a space for them to practice clinical presentations of group cases, in preparation for the group case presentations in the group seminar. This supervision experience is intended to enhance the interns' development as group facilitators as they learn from their own facilitation experience as well as the experiences of their co-interns.

GROUP SUPERVISION

Interns receive an additional one hour per week of clinical supervision in a group setting that is comprised of fellow interns and trainees, at least one licensed psychologist and typically a significant number of other staff members. The focus of this supervision is on specific clinical issues and cases related to individual and/or group clients, including clients experiencing crisis or elevations in risk. Supervision occurs either directly to a case presented by the intern or in relation to other cases presented to the group. Individual or group dynamics may be explored during the group supervision in order to further the interns' professional development. Modeling, co-facilitation, experiential practice, educational efforts to integrate evidence-based research to clinical practice, and specific cases presented in the group session are some of the means by which supervision is conducted.

SUPERVISION OF SUPERVISION

During the fall semester, interns complete a comprehensive structured training in supervision. This training is designed to prepare interns for supervision of practicum trainees. During the spring and summer semesters, interns will receive weekly supervision of supervision. This will focus on the supervision provided to practicum trainees by the interns. Interns will record their

supervision of practicum students for discussion and feedback during Supervision of Supervision. The focus of supervision of supervision will be on the interns' supervisory relationship, provision of feedback and guidance to practicum supervisees, power dynamics in the supervisory relationships, ethical concerns that arise and other supervision issues. The supervision is designed to improve the interns comfort, confidence and skill level in the provision of supervision.

INTERN PROCESS TIME

Intern process time is scheduled for one hour per week at a standard time. During this hour, the interns meet with the Training Director to discuss their intern experience. There is a wide range of topics that can be addressed during this time, including (but not limited to) managing stressors, work-life balance, professional development, and job searching. However, this time is used in whatever way is most beneficial to the interns.

SEMINAR SERIES

Training seminars are provided to interns to enhance training, development, and the integration of the professional literature into the interns' knowledge and practice of psychology. There are 5 different seminar series that occur during the course of internship: 1) Group Therapy Seminar Series; 2) Justice, Diversity, Equity and Inclusion Seminar Series; 3) Supervision Seminar Series; 4) Outreach Seminar Series; and 5) Special Topics Seminar Series. The various seminar series are described here:

1) Group Therapy Seminar Series

The Group Therapy Seminar Series meets weekly for an hour through the fall semester and bi-weekly throughout the spring and summer semesters (alternating weeks with the JEDI seminar series). This seminar series is a theoretical and didactic series that incorporates the professional literature into the intern's development as group facilitators. This seminar series focuses primarily on the development of process group facilitation skill, knowledge and understanding. Issues discussed will include (but not be limited to) group development, group dynamics, facilitator roles, cultural variables and dynamics in group, and conflict in group. A few sessions will also focus on structured and semi-structured groups. The seminar series will culminate with each intern developing and presenting a Capstone presentation to the staff.

2) Justice, Equity, Diversity and Inclusion (JEDI) Seminar Series

This seminar series is a bi-weekly seminar series that covers the entirety of the internship year. Trainees are expected to commit to openness and lifelong learning relative to multicultural considerations. The same is expected of staff and trainers - we are learning together. Specifically, this seminar series will expose trainees to cultural humility, intersectionality, and microaggression literature and the impact

they have on counseling clients. This seminar series will allow trainees to also discuss their own attitudes, awareness, sensitivity, and ability to integrate these concepts into their work. An equally important objective of this seminar is to further consider social structures and systems that shape the realities of ourselves and others, including power and privilege dynamics. Thus some sessions will focus on 1) work with particular identities and issues that are critical to the interns understanding of a diverse client presentation and provides some history to individuals of various backgrounds and 2) to explore our own biases and prejudices as clinicians.

Objectives

- Assuming no one is free from biases and prejudices, trainees will remain open to appropriate challenges from staff trainers to their held biases and prejudices.
- Being intentional in learning about cultural humility, begin engaging in self-reflection, adopt an “other” orientation that is open and curious.
- Trainees will demonstrate knowledge of intersectionality and reflect on their own intersecting identities. Be able to discuss how intersectionality could impact their counseling activities; especially the influence of power, privilege, and oppression in clinical work.
- To understand what microaggressions are, to notice when they show up, and to respond appropriately, such as initiating conversations with clients or repairing ruptures.

3) Supervision Seminar Series

This seminar series occurs bi-weekly (alternating with the JEDI series) during the fall semester. The purpose of this series is to prepare interns for supervision of practicum trainees which will occur during the spring semester. Topics included in this series include (but are not limited to) ethical consideration and potential concerns, the supervisory relationship, supervision theory, and identity, cultural awareness and humility, and power dynamics in supervision.

4) Outreach Seminar Series

This seminar series occurs on the first Tuesday of each month throughout the course of the internship year. This series focuses on the various factors involved in providing outreach via presentations and social media on college campuses. Issues discussed will include outreach development, evaluation and cultural variables and dynamics that are critical to the provision of outreach to a diverse campus community. Interns will also share their ideas and concerns as they develop their own outreach to present to the Wash U students.

5) Special Topics Seminar Series

This seminar series will occur weekly over the entire course of the internship year. This series will incorporate the professional research and literature to expand the interns’ didactic training beyond the previous four seminar series. Areas of focus in this seminar series will include (but not be limited to) seminars on a variety of

theoretical orientations (ex: Interpersonal, Feminist, DBT, ACT, RO-DBT), specific clinical issues that are common in university counseling centers (eating disorders, body image, working with student athletes, balancing academic and mental health concerns, etc.) Additionally, each intern will have the opportunity to choose 2 different seminar topics to be presented over the summer. This can be a Part 2 to a previously presented topic in any of the seminars from any series or can be a new topic that was not part of the prepared seminar list.

CONSULTATION

CCPS operates from a team approach to the work that occurs in the center. The consultation model utilizes is reflective of that approach in that interns are encouraged to consult with a variety of staff members. Staff welcome questions and concerns raised by the interns and the open doors are reflective of that.

Direct Service Activities

INITIAL CONSULTATIONS

Interns will develop their interviewing skills, appropriate and skillful use of psycho-diagnostic testing (CCAPS) and suitable case disposition through their experience with initial consultations. Initial consultations are 25-30 minute initial appointments focused on interviewing, assessment and case disposition which may include placing the client on the interns' case load, referring to another CCPS staff member or to an off campus provider. Interns typically start the training year with two initial consultations per week and that increases to four per week as is developmentally appropriate. Interns review these initial consultations in weekly individual supervision.

INDIVIDUAL THERAPY

Individual counseling and psychotherapy is a primary function of CCPS. Interns carry a diverse caseload of around 12 individual clients per week. Interns review these clients in weekly individual supervision. CCPS follows a brief treatment model (maximum of 16 sessions per client for individual therapy), however, interns may have opportunities to see 1-2 longer term individual clients. This decision will be made in consultation with their supervisor and require approval from the Training Director.

GROUP THERAPY

Group therapy is a core training experience of the CCPS internship program and interns are active participants in the CCPS group program. Didactic training in group therapy spans the totality of the internship year, with seminars occurring weekly throughout the fall academic semester and biweekly throughout the spring and summer semesters (see Group Therapy Seminar description for more information). Group therapy is offered as an optional

concentration area for interns (See Concentration description for more information). Interns will conduct group therapy throughout the course of their internship year.

Interns will have the opportunity to co-facilitate multiple process groups over the course of their internship year. CCPS utilizes a Multi Co-Leader (MCL) Process Group Training Model as one component of the interns' group training (See description below). Interns will participate in the MCL process group weekly throughout the entirety of their internship year. Additionally, they will co-facilitate a second process oriented group during the spring semester. Interns will have the opportunity to co-facilitate an additional topic focused group either fall, spring or summer if they so choose and if there is a clinical need for the group. This decision will be made by the Group Coordinator, Training Director and Clinical Supervisor. Each intern will receive one hour per week of supervision in Group Supervision of Group which will span the entire internship year and focus on the MCL Process Group (see below). Additionally, each intern will receive 30 minutes per week of supervision for each additional group they facilitate.

Description of the MCL Format

A multi co-leader (MCL) process group is a dual clinical and training experience. The MCL process group runs like a regular interpersonal process group: runs for 90 minutes, comprised of 10-12 members, held weekly, mostly unstructured, here-and-now focused, like a social laboratory. The unique feature is the "multi co-leader" aspect. All total there would be 5-6 co-leaders of this group facilitating the in-person group, in rotating pairs, week-to-week. Exceptions to this would be the first and last session of the group, where all leaders will be in the group room with the group. The remainder of the co-leaders not in the room facilitating group will be observing the group via Zoom in a different room. The tasks of these non-facilitating leaders will be process observing, taking process notes, and engaging in live supervision (meaning one of the leaders can enter the room to point something out or ask a question). Thus at all times, the co-leaders of this group experience will be gaining experience either through leading the group directly, process observing, or engaging in supervision. The final feature of this group involves reading the process notes from the previous session at the start of the current session. All group leaders will debrief and consult in the 30 minutes following the group, which is typical of other co-led process groups in our center.

Benefits

Like with individual therapy, the best way to gain comfort and confidence leading process groups is to lead process groups. Didactic and self-study will only go so far in one's learning; This model serves as a structured way to both ease less confident staff into this leadership experience, while also giving them time to solely focus on group process and dynamics.

OUTREACH

Interns are encouraged and expected to become involved in multiple aspects of outreach over the course of the internship year by providing outreach to the broader campus community.

Training occurs in didactic form beginning in orientation and is provided on the first Thursday day of each month throughout the rest of the internship year. Each semester (fall, spring and summer) interns will facilitate a minimum of two outreach presentations that will be supervised by the Outreach Coordinator. At least one of the programs during the fall and spring semesters must be developed by the intern and not a pre-packaged program of CCPS. Additionally, each intern is expected to create one social media post for the fall and one for the spring that will be posted on the Wash U Health and Wellness Social Media account. Interns are encouraged to be creative in their approach to outreach and are welcomed to participate in more outreach than the minimum requirement if they so choose. These will also be supervised and approved by the Outreach Coordinator.

CONSULTATION

Interns have the opportunity to consult with various members of the campus community. These consultations may occur with staff from of the Habif Medical Staff, Dietitians, Campus Athletics, Residence Life and a variety of other offices on campus. Consultation may occur via phone, email or in person.

CRISIS INTERVENTION

Interns will have the opportunity to observe crisis intervention appointments with the Urgent Care Counselor and may have the opportunity to conduct solo crisis intervention appointments based on availability, experience and developmental appropriateness. Interns also may follow up independently with clients seen for crisis intervention appointments.

PROVISION OF SUPERVISION

Interns will have the opportunity to supervise practicum during their training at CCPS. Specifically, interns will participate in a Supervision Seminar Series during the fall semester and provide supervision to Master's and Doctoral level practicum students during the spring semester. They will receive an hour of Supervision of Supervision per week during the spring semester when they are providing supervision.

ASSESSMENT

Interns will have the opportunity to engage in psychological assessment during their training at CCPS. There are a variety of instruments that may be used including the Counseling Center Assessment of Psychological Symptoms (CCAPS), AUDIT (Alcohol Use Disorders Identification Test), EAT (Eating Attitudes Test), GAD-7 (General Anxiety Disorder), K10 (Kessler Psychological Distress Scale), NEO-PI-R (NEO Personality Inventory Revised), MCMI-IV (Millon Clinical Multi-axial Inventory (MCMI-IV), and the WAI-C (Working Alliance Inventory).

The primary focus of training in assessment will be based around interpretation of assessment measures and the use of assessment to inform clinical diagnosis, conceptualization, intervention and treatment. Interns will also receive training in documentation of assessment

and in sharing assessment results with clients. Training will be received during seminars focused on assessment throughout the course of the internship training year. Interns will be expected to do a minimum of three psychological assessments (i.e. with a minimum of three different clients) per semester and this does not include the assessments that are part of the ongoing paperwork process (i.e. CCAPS or About Me). Decisions as to what assessment measures to use will be made in consultation between intern and their supervisor and assessment results will be discussed in supervision prior to sharing the results with the client to ensure proper interpretation.

Areas of Concentration

The purpose of the concentration area training is to allow interns the chance to have an increased focus on one specific area of clinical training whether it be a specific diagnostic area, modality or population. The concentration is designed to benefit the intern's growth clinically but also to support their professional development by enhancing their focus on administrative issues, professional dynamics and balancing competing professional needs. The concentration areas are not meant to be the total focus of the clinical work of the intern, but instead to be an increased focus that will fluctuate over the course of the internship year due to clinical, center, and campus needs. This means that the amount of time focused on the concentration area may shift with the ever fluctuating needs of the center, clients, and greater campus which is typical of the academic year and schedule. The concentration areas will have designated supervisors who will supervise each intern in their respective area.

Concentration Descriptions

Eating Disorders Concentration (EDO): The Eating Disorder Concentration includes an increased clinical focus on clients with eating disorders and an expansion of training with this population. The intern will have the opportunity to work with clients with eating disorders from the initial assessment and throughout their treatment at CCPS. At the beginning of the year, the intern's prior experience and training with EDO will be assessed and they will see clients of increasing severity over the course of internship as is developmentally appropriate. Interns in this concentration will consult regularly with both the medical staff and dietitians providing treatment to shared clients. Additionally, interns in this concentration will participate in a biweekly CCPS EDO Consultation Group where CCPS staff will discuss client's they are working with. During the spring semester, the interns in this concentration will co-facilitate this Consultation Group with their concentration supervisor. Also, during the spring semester, interns this concentration will co-facilitate an EDO/Body Image therapy group with their concentration supervisor or another psychologist with specific EDO training and experience.

Interns in this concentration will be a member of the interdisciplinary Health and Wellness Eating Disorder Treatment Team which will have members of CCPS, Habif medical staff, and Wash U dietitians. Interns will complete at least one case presentation on their work with a

client with EDO concerns and will develop and facilitate a didactic training to our practicum group during the spring semester. They will finalize their concentration by facilitating an EDO focused training to the CCPS staff during the summer. Interns in this concentration will meet weekly for supervision with their concentration supervisor for the totality of their internship year and will be asked to write a paper focused on an aspect of their EDO work that includes a research component.

Group Therapy Concentration: The Group Therapy Concentration includes an increased focus on the provision of group therapy and an expansion into the training and administration of Group Therapy Programs in a University Counseling Center setting. The interns in this concentration will have the opportunity to provide group therapy in the standard part of CCPS's group therapy training but will add an additional group during the spring semester beyond the two groups. This can be a group of any kind and the development will occur with assistance from their concentration supervisor.

The interns in this concentration will develop a didactic training to present to the practicum cohort during the spring semester and will facilitate a group therapy focused training to the CCPS staff during the summer. Additionally, interns in this concentration will participate in the Group Consultation Group with CCPS staff over the course of their internship year and will co-facilitate that group with the Group Coordinator during the spring semester. Interns will assist the Group Coordinator with the administration of the Group Therapy Program during the spring and summer which includes organizing group evaluations, coordinating group programming for the following year and exploring training options and needs of the staff. Interns in this concentration will meet weekly for supervision with their concentration supervisor for the totality of their internship year and will be asked to write a paper focused on an aspect of their Group Therapy Work that includes a research component.

Sport Psychology Concentration: The Sport Psychology Concentration includes an increased focus on the provision of sport psychology services by 1) working closely with WashU Athletics and 2) increasing their clinical work with college athletes over the course of their internship year. Interns in this concentration will have the opportunity to provide programming to WashU athletes and coaches on both psychological issues and peak performance variables that impact the student athlete experience. Interns in this concentration will consult regularly with WashU Athletics staff, coaches and teams on a variety of issues including performance issues, team dynamics and psychological concerns. Interns will provide clinical services to WashU athletes and will have increasing autonomy in their work over the course of the internship year.

Interns will also develop and facilitate a training on sport psychology to the practicum cohort during the spring and will present an extended training to the CCPS during the summer. Interns will also be asked to present on one clinical case during the course of the internship year that focuses on working specific with a student athlete or athletics. Interns will receive weekly supervision over their internship year with their concentration supervisor that will focus on clinical work, consultation, programming and navigating the unique role (including dual

relationships, confidentiality, and boundary setting) of a sport psychologist working in a UCC and with athletics. The intern will be asked to complete a paper focused on their sport psychology work and that includes a research component.

Staff Meetings

Staff meetings are held every Wednesday morning with the time being utilized for a variety of reasons depending on needs of the CCPS staff and the center. During this time policies and procedures are reviewed, important university, local, national or world developments and situations are discussed as they may relate to our staff or students, and numerous other factors arise. This is a time for staff and interns to raise questions or discuss issues of concern.

Sample Weekly Schedule

Below are examples of potential intern schedules during the fall and spring semester. Weeks often look slightly different from one to the next, however the core training components remain consistent.

FALL SEMESTER	Hours per week
Individual Supervision	2
Group Supervision of Group	1
Group Supervision	1
Supervision of Group (with co-facilitator)	1
Intern Process Time	1
Group Therapy Seminar	1
Supervision Seminar	1
JEDI Seminar	.5 (1 hr biweekly)
Outreach Seminar	.25 (1 hr per month)
Special Topics Seminar	1
Initial Consultation	1
Individual Therapy	13
Group Therapy	2
Outreach	.25
Assessment	.25
Concentration Related Activities (clinical and non-clinical)	5
Staff meeting	2
Professional Development	1
Admin/Notes	6
Approximate Total Hours per week	40

SPRING SEMESTER	Hours per week
Individual Supervision	2

Group Supervision of Supervision	1
Group Supervision	1
Supervision of Group	1
Intern Process Time	1
Group Therapy Seminar	.5 (1 hour biweekly)
JEDI Seminar	.5 (1 hour biweekly)
Outreach Seminar	.25 (1 hour per month)
Special Topics Seminar	1
Initial Consultations	2
Individual Therapy	10
Group Therapy	4
Outreach	.25
Provision of Supervision	1
Assessment	.25
Concentration Related Activities (clinical and non-clinical)	5
Staff Meeting	2
Professional Development	1
Admin/Notes	5
Approximate Total Hours per week	40

General CCPS Policies and Procedures

Interns are expected to review and follow the CCPS Policy and Procedures Manual, as is expected by all other staff at CCPS. This manual includes issues related to confidentiality, scheduling, counseling sessions, crisis management, referrals, use of the CCPS tracking system, and emergencies. Time will be allotted during Orientation for interns to review these procedures. Policies will be accessed via PowerDMS.

Resources

Facilities and materials provided by CCPS are the property of Washington University in St. Louis and should be treated with this in mind. Interns are provided with their own office for the year which includes a laptop computer, docking station with larger screen, web camera to record counseling sessions and a phone. Interns will have access to a kitchen area that includes a microwave, refrigerator, sink and water cooler. Specific requests and questions about office space, supplies, housekeeping, maintenance and office emergencies should be directed to the Training Director.

Additional Information

Compensation & Benefits

A competitive salary of \$45,000 plus benefits is offered for the course of the internship year. Each intern has vacation, sick leave and professional development days allotted that they can access by following the appropriate pathways set for by CCPS policy (e.g. prior approval from Training Director, etc.). Benefits also include competitive health insurance options with priority appointments and lower copays/coinsurance, dental insurance, life insurance, and access to professional development funds. Medical coverage begins after the completion of one month's employment and includes access to the WashU Direct program. Additional benefits include (some involve a fee) access to Wash U facilities such as Sumer's Recreation Center, Kemper Art Museum and a myriad of presentations and seminars presented by Wash U faculty and esteemed visitors. Interns will also have access to free use of the St. Louis Metro transportation system through U-Pass. Each intern will participate in Wash U's Benefits Orientation that will occur during the first few weeks of employment. More information on benefits can be found at <https://hr.wustl.edu/benefits/>.

Qualifications of Candidates

- Enrollment in a doctoral program (Ph.D. or Psy.D.) in counseling or clinical psychology
- Completion of comprehensive exam/project by the start of internship
- Approval and statement of readiness from DCT
- Interest, experience and training in working with university students and their presenting concerns.

How to Apply

Currently, applications are being accepted for the 2024-25 internship year. To apply, please send the following information, via email, to Cristie Cunningham, Ph.D. at cristie.cunningham@wustl.edu:

- 1) Cover Letter
- 2) Curriculum Vitae
- 3) Copy of graduate transcript
- 4) Three letters of recommendation/reference
- 5) Statement of readiness for internship from the DCT
- 6) Detailed breakdown of supervised clinical hours

Applications will be reviewed as they are received and offers will be made on a rolling basis. Once an offer is made, completing an online application through Wash U Jobs will be required. Prior to starting the internship, incoming interns will be required to complete the university pre-employment background check process.

Potential Clinical Supervisors

Tom Brouk, Ph.D.

Education: The Ohio State University, Ph.D., Counseling Psychology, The Ohio State University, M.A., Counseling Psychology, Carleton College, B.A., Psychology

Special Interests: Anxiety Management, LGBTQIA+ Issues, and Multicultural Concerns

Cristie Cunningham, Ph.D.

Education: The University of Memphis, Ph.D., Counseling Psychology, The University of Missouri-Columbia, M.A., Educational and Counseling Psychology, The University of Texas at Austin, M.Ed., Kinesiology and Exercise Physiology, The University of Missouri-Columbia, B.S., Human Nutrition

Special Interests: Training, Sport Psychology, Relationship and Identity Concerns, Disordered Eating and Body Image

Luke Evans, Ph.D.

Education: Saint Louis University, Ph.D., Clinical Psychology, Saint Louis University, M.S., Clinical Psychology, Miami University (Ohio), B.A., Psychology

Special Interests: Executive Functioning, sleep, Identity Development, Anxiety, Depression, trauma, the Intersection of Mental and Physical Health and Sport Psychology

Laura Holt, Ph.D.

Education: Indiana University, Ph.D., Counseling Psychology, The University of Memphis, M.S., General Psychology, University of North Alabama, B.S., Psychology

Special Interests: Gender and sex, Trauma, Anxiety and Depression

Yujia Lei, Ph.D.

Education: The University of Kansas, Ph.D., Counseling Psychology, The University of Kansas, M.S., Counseling Psychology, Beijing Institute of Technology, M.S., Development and Educational Psychology, Beijing Institute of Technology, B.A., Social Work

Special Interests: Group Therapy, Grief and Loss, Trauma, Identity Development, Attachment and Relationships, Adoption, Immigration Distress, Disordered Eating and Body Image Concerns, Supervision and Training, Multiculturalism and Social Justice Issues.

Kristin Miserocchi, Ph.D.

Education: The University of Kentucky, Ph.D., Counseling Psychology, The University of Kentucky, M.S., Counseling Psychology, Knox College, B.A., Music

Special Interests: Group Therapy, Trauma/Family Trauma, Identity Development and Exploration, Interpersonal Issues

Susan Rosse, Psy.D.

Education: The Chicago School of Professional Psychology, Psy.D., Clinical Psychology, The Chicago School of Professional Psychology, M.S., Clinical Psychology, The University of Nebraska at Kearney, B.A., Psychology

Special Interests: Couples Therapy, Family of Origin Issues, Anxiety, Acceptance and Commitment Therapy

Zhenni Wang, Ph.D.

Education: The University of Illinois at Urbana-Champaign, Ph.D., Clinical-Community Psychology, Identity: Methods and Theories across Culture (Minor), The University of Illinois at Urbana-Champaign, M.A., Clinical-Community Psychology, Wayne State University, B.S., Psychology

Special Interests: Trauma, Relationship Concerns, Depression, Anxiety, Grief/loss, Adjustment, Identity Development, Multicultural/Diversity Issues