

**Training Manual:**  
**Doctoral Internship Program in Health Service  
Psychology**



**ASU COUNSELING SERVICES**  
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## Internship Program Description

### ASU Counseling Services Doctoral Internship in Health Service Psychology

The ASU Counseling Services (ASU CS) doctoral internship prepares trainees to become psychologists competent to practice in a university counseling center or a similar outpatient mental health setting. The internship provides generalist training, with emphasis in the provision of outpatient individual and group therapy, clinical assessment, crisis response, consultation, psychoeducational outreach programming, and supervision of counselors in training. The internship is a 2000-hour, twelve-month training experience. There are three positions each year.

The doctoral internship program at ASU CS is accredited by the American Psychological Association (APA). Verification of the accreditation status of the ASU CS internship program, or answers to questions regarding APA accreditation can be obtained through the APA Office of Program Consultation and Accreditation:

**APA Office of Program Consultation and Accreditation**  
750 First Street, NE  
Washington, DC 20002-4242

Phone: (202) 336-5979  
TDD/TTY: (202) 336-6123  
Fax: 202-336-5978  
<http://www.apa.org/ed/accreditation/>

### Arizona State University

Arizona State University is located in metropolitan Phoenix, Arizona, the economic, cultural, and governmental center of Arizona and the sixth largest U.S. city. ASU is an internationally recognized institution for research and technological advancement (classified as an RU/VH university by the Carnegie Foundation [Research University with very high research activity]). ASU works in partnership with the private sector to advance the economic competitiveness and quality of life in Arizona. ASU is the largest university in Arizona, and one of the largest in the country. Approximately 95,000 students (20,000 online students) from all states and more than 100 countries enroll at ASU each year.

For more information about Arizona State University, visit the ASU website at [www.asu.edu](http://www.asu.edu). Information about the composition of the ASU student body is available at <https://uoia.asu.edu/welcome>.

## Counseling Services at ASU

**Mission:** ASU Counseling Services works to support the academic mission of the university by providing mental health, consultation, and outreach services that facilitate the student learning experience and student success in persistence and graduation.

**Vision:** To promote academic success, honor diversity, and to facilitate human potential.

**Diversity:** ASU Counseling Services values the diversity represented within the student population, including culture, race, ethnicity, sexual orientation, age, gender identity, religion, students with military experience and students with disabilities. We respect and appreciate the unique history of each student. We are committed to meeting the needs of diverse people and providing a safe and welcoming atmosphere that is sensitive to all students.

Counseling and mental health services are provided at each of the four ASU campuses (Downtown campus, Polytechnic campus, Tempe campus, and West campus). ASU students may seek services at any of the campus counseling centers, regardless of their college affiliation.

Each campus counseling center provides confidential individual assessment and counseling, psycho-educational programming, and consultation services for faculty, staff and students. Counseling staff have training and experience in issues facing university students and are committed to helping them adjust to campus life and meet their academic goals. Each ASU counseling center prioritizes immediate access to services to ensure that all students who request or need services can be seen within the same day.

## Training Model

The doctoral internship training program at ASU Counseling Services trains interns in accordance with a Developmental- Practitioner training model. The overarching philosophy supporting that model is that learning is a developmental process, and that at the internship level, learning is achieved through the practice of professional activities while receiving support, training, feedback, and the opportunity to observe professional role models. Professional socialization and the ability to observe and interact with peers and other professionals is a key element of the learning process. The internship year represents the capstone of training since it involves the application, development, and integration of knowledge and experience in an intensive learning environment. Interns become adept at balancing multiple professional roles and demands while experiencing more challenging responsibilities. Training is designed to guide and support interns, but also challenge them as they transition from a student role to that of an entry level professional. This process results in a professional identity that is unique to the individual and incorporates competencies in required professional attitudes, knowledge, skills and flexibility.

Interns are selected who have a solid foundation of professional knowledge and experience. Training and professional practice experiences are provided to help interns engage effectively in their professional roles and responsibilities. Trainees are encouraged to function as professionals within an agency where consultation, collaboration and feedback are valued components of the professional culture. By the end of the internship year, interns are expected to be ready to function as autonomous,

entry-level practitioners with an intermediate to advanced level of competency in all 9 Profession-Wide Competency areas.

The training philosophy is informed by the following values and principles, which are fully integrated into the doctoral internship program.

**Challenge** – It is important that internship offer the opportunity to be challenged to stretch and move out of one’s comfort zone into areas of professional functioning that are less familiar. The level of challenge needs to be commensurate with the intern’s previous training and experience as well as the intern’s personal attributes. Interns are challenged through their clinical responsibilities, multicultural exposure, multiple role functions, appropriate consultation within a multi-disciplinary team, and awareness of their personal process. It is expected that interns will be able to accept increasing levels of challenge throughout the internship year.

**Diversity**– Ethical and effective psychologists must consider all aspects of their own cultural contexts and the population they serve. This includes understanding the interaction of worldviews and the experiences of oppression and privilege. The program fosters appreciation for the richness of human diversity in all its aspects, including but not limited to race, culture, ethnicity, sexual orientation, spirituality, gender, physical ability, age, and SES. This is accomplished through didactic, supervisory, and experiential activities that help develop effective approaches of working with diverse clientele and the broader university community.

**Exposure to role models**– Interaction with professionals of differing theoretical orientations, professional training, professional interests, and personal characteristics is infused throughout the training program. Such exposure provides a rich environment in which interns continue to develop their own professional identities, while learning to value the multiple perspectives of professional practice.

**Feedback**– Receiving specific feedback helps interns understand their strengths and competencies as well as their areas needing additional focus and development. Formal evaluation represents the culmination and integration of informal feedback offered throughout a variety of training experiences.

**Integration of scholarly knowledge and practice** – The program models the use of theoretically and empirically sound professional practices. Interns are exposed to a variety of didactic, supervisory, and experiential activities that value the integration of scholarly knowledge and practice. This exposes interns to new perspectives and allows them to engage in professional dialogue in which both intern and supervisors are challenged to examine and articulate the application of scholarly knowledge to professional practice.

**Lifelong learning and growth** – Training staff teach and model the belief that developing as a psychologist is a lifelong process, thus normalizing the belief that all practitioners have relative strengths and weaknesses, make mistakes, and have the opportunity to grow from reflection upon those experiences.

**Self-awareness** – We believe that self-awareness and the ability to continually reflect on one’s own personal dynamics are critical to the development of effective professional skills. Towards this aim, interns may be asked to engage in a process of personal exploration with their supervisors and trainers. In this process, supervisors will encourage interns to discuss and reflect upon how their experiences,

personal qualities, and interpersonal dynamics related to their professional functioning. Supervisors take care to create a training relationship characterized by trust, safety, and respect. Supervisors also take care to differentiate between therapy and supervision. As such, the focus of the discussion is always directly related to the interns' professional functioning and development.

**Self-reflection** - Self-awareness and the ability to continually reflect upon one's own personal dynamics are critical to the development of effective professional skills. Personal qualities, experiences, and interpersonal dynamics affect every aspect of professional practice, and thus an ethical and competent psychologist must be willing and able to engage in self-reflection.

**Support** – Maximum growth and learning requires taking risks, assuming new roles, and tolerating developmentally appropriate feelings of uncertainty. While trainees are expected to be challenged both by their supervisors, training experiences, and the nature of the work, we also provide an environment in which the challenge is balanced by support and encouragement through the growth process.

## Training Aim

**To produce entry level psychologists who have the necessary knowledge, skills, and attitudes for professional practice in a multicultural context with diverse adult populations.**

In order to achieve the internship program's aim, interns are provided with various training and clinical experiences. The following table provides a summary of these activities corresponding to the 9 Profession-Wide Competencies (PWC), and the following sections will provide detailed descriptions of these activities.

PWC	Corresponding Activities
I. Research	<ul style="list-style-type: none"> <li>• Intern Project or other research activities</li> <li>• Professional presentations including professional conference presentation and case conference presentation</li> </ul>
II. Ethical and Legal Standards	<ul style="list-style-type: none"> <li>• Service provision (e.g. counseling, consultation, outreach, Health Service rotation, &amp; supervision)</li> <li>• Training activities (e.g. intern seminar, diversity seminar, intern project, etc.)</li> </ul>
III. Individual and Cultural Diversity	<ul style="list-style-type: none"> <li>• Service provision to diverse clients</li> <li>• Training activities (i.e. diversity seminar)</li> </ul>
IV. Professional Values, Attitudes, and Behaviors	<ul style="list-style-type: none"> <li>• Service provision</li> <li>• Staff/committee/workgroup meeting</li> <li>• Training activities</li> </ul>
V. Communication and Interpersonal Skills	<ul style="list-style-type: none"> <li>• Service provision</li> <li>• Communication with other staff</li> <li>• Receiving and providing supervision</li> <li>• Receiving and providing consultation with co-workers and other</li> </ul>

	<p>professionals.</p> <ul style="list-style-type: none"> <li>• Staff/committee/workgroup meeting</li> <li>• Seminar participation</li> <li>• Outreach</li> <li>• Health Services rotation</li> </ul>
VI. Assessment	<ul style="list-style-type: none"> <li>• Initial Consultation</li> <li>• Assessment</li> <li>• Crisis &amp; risk assessment</li> <li>• Ongoing assessment of client issues and progress</li> </ul>
VII. Intervention	<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Crisis intervention</li> </ul>
VIII. Supervision	<ul style="list-style-type: none"> <li>• Provision of supervision to practicum students</li> <li>• Supervision of supervision seminar</li> </ul>
IX. Consultation and Inter-professional/Interdisciplinary Skills	<ul style="list-style-type: none"> <li>• Provision of consultation to clients</li> <li>• Provision of consultation to colleagues</li> <li>• Outreach</li> <li>• Team work</li> <li>• Health Services rotation</li> </ul>



## Training Activities

### Orientation to ASU Counseling Services and ASU

The internship begins with approximately a full week of didactic and observational learning to orient interns to the context and environment. Interns begin the process of identifying professional role models and determining their training goals. Staff train interns in the following:

- ASU CS procedures and policies and its mission within Educational Outreach and Student Services and the University
- Internship training overview
- Clinical systems overview
- HIPAA, FERPA and other university required trainings
- Clinical assessment of issues pertinent to university populations
- Crisis assessment & intervention
- Professional development transitions
- Outreach/consultation services training
- Electronical health record
- Shadowing initial consultation and assessment sessions

### Assessment

Interns are trained in assessment of a variety of clinical issues, including: suicide and risk; eating disorders; substance abuse; trauma (sexual, physical, emotional); obsessive-compulsive disorder. During their internship year, interns will also receive training in and make regular use of a symptom screening checklist (CCAPS-62, PHQ9, GAD7) and also other instrument as needed (e.g SASSI-4).

### Case Conference

Interns are required to attend a weekly case conference, through which they will give and receive feedbacks in order to enhance their clinical skills.

### Intern Seminar

Interns receive training on a variety of topics from professional staff on clinical and professional issues related to working at university counseling center. The seminar meets for 1.5 hours bi-weekly throughout the year. The examples of the topics include:

#### *Clinical Issues*

The following are typical of the clinical issues that are addressed in either the Intern Seminar or the CS Staff Development activities. Empirically supported treatments are addressed. Interns may request topics of interest for the Intern Seminar.

- Disordered eating concerns
- Time limited therapy
- Substance abuse treatment
- Group therapy
- Dialectical Behavioral Therapy
- Working effectively with international students
- Working effectively with athletes
- Treatment of depression

- Treatment of anxiety

### ***Professional Issues***

Interns are encouraged to explore a range of professional issues and experiences to develop their identity as psychologists. Topics include:

- Transitions throughout internship.
- Best ethical practice in the university counseling center setting.
- Role of university counseling center on campus.
- Job hunt strategies: (where and how to apply for jobs; writing a cover letter; revising the vita; preparing for interviews).
- Preparing for licensure exam.
- How to start private practice.

### **Diversity Seminar**

Reflecting the importance of effectively engaging a diverse, multicultural university community, interns participate in formal seminar training focusing on diversity issues. In this seminar, interns enhance their ability to engage with diversity and multicultural topics relevant to effective practice of psychology in a university setting. This is a "hands on" seminar experience, through which participants will be actively engaging with the university community in outreach and consultative roles. As part of the seminar, participants will...

- Engage in activities designed to enhance effectiveness in clinical and consultative work by addressing personal barriers that affect work with diverse populations
- Take part in clinical case conferences involving issues of diversity through which they provide and receive feedback and suggestions for enhancing therapy effectiveness.
- Conduct collaborative consultation with organizations in the university to help more effectively reach traditionally underserved populations.

### **Supervision of Supervision**

Interns will receive training on supervision by attending supervision of supervision seminar biweekly for one hour during the fall and bi-weekly for one hour and a half during the spring semesters. In the fall the focus of Sup of Sup will be didactics on supervision and in the spring it will be on consultation on the interns' supervision work.

### **SafeZONE Training**

As part of ASU CS commitment to valuing diversity through actions that reflect an understanding of and respect for differences and similarities, all ASU CS staff members, interns, and postdoctoral residents are required to complete a SafeZONE training workshops. Interns will have to sign up for the training in the fall. Information about ASU's SafeZONE training is available at <http://www.asu.edu/safezone>.

### **Training Committee**

Interns will take a turn in attending the ASU CS Training Committee. One of the interns will represent the intern group for one semester in the Training Committee meetings.

- The Training Committee works on various training related issues in order to provide quality training experiences for CS trainees. For example, Training Committee may update the training manuals and evaluation.
- The Training Committee also works to review the feedbacks from trainees in order to improve the trainees' training experiences and the quality of the training.
- Training Committee also plans for the Training Retreats (first one during the winter break and second one during the summer) that all the interns participate to reflect on their training experiences and provide feedback.
- The participating intern will represent the intern group, and provides an update information on the group's experiences and needs.

### **Professional Development**

Interns are expected to attend all ASU CS staff development and continuing education activities offered through the agency and may request limited time for professional development activities. In addition, interns can receive professional development time over the winter break and use this time to complete their project or other activities that will help them to continue to improve their competencies.

### **Intern Project**

As part of the intern training, each intern will work with an ASU CS clinical staff member, in consultation with the Training Director, to develop a project of their choice that is applied in a university setting. Interns contract one hour per week for this activity, and will receive one hour of supervision biweekly for this project by an assigned intern project supervisor. Interns are expected to submit the project proposal to the Training Director by the end of fall semester, and complete the project by the end of spring. Interns will have to present the project to the staff in the summer.

Intern projects can be a new initiative that allows the agency to share the expertise of professional counseling center staff to a broad audience of students at ASU. This project can provide for the application of psychological expertise to areas where there is broad need beyond what would be addressed through individual clinical services.

## Clinical Activities

Time allocations and responsibilities are approximate and may vary according to agency need.

### Initial Consultation and Additional Assessment

Interns are assigned a schedule of brief initial consultation, as well as initial assessment appointments. Initial Consultation is for assessing presenting concerns and risk factors to determine the next step, which includes Additional Assessment. Via Additional Assessment clinicians assess risk factors, presenting concerns and relevant history, make ICD-10/DSM-5 diagnoses, provide preliminary case conceptualizations, and create treatment plans.

### Clinical Crisis Intervention

Interns provide daytime crisis intervention services during shifts as Counselor on Duty (COD) or Emergency Clinician. Interns are typically assigned 4.5 hours of such shifts during the week. In these roles, interns provide clinical consultation to parents, faculty and staff in addition to assessing clients in crisis. Interns also provide crisis intervention services by providing after-hours consultation and on-site response to residence halls in case of mental health emergencies. After-hours response is provided in teams of two. Initially interns serve as the backup clinician, and later in the year may have the opportunity to take a more lead role in after-hours crisis response as front clinician.

### Individual Counseling

ASU CS engages in focused therapy with clients, which is typically brief (3-12 sessions) but not specifically time limited. Supervisors encourage interns to work with clients representing all aspects of diversity (e.g., culture, ethnicity, sexual orientation, SES, ability, spirituality, and gender). As part of their individual therapy, interns develop case conceptualizations, clarify treatment goals, and evaluate treatment efficacy by integrating scholarly knowledge and empirically supported treatment.

### Outreach and Psychoeducational Programming

Interns are required to regularly participate in outreach presentations and university events as representatives of ASU CS during the internship year. In many cases, interns are able to choose presentation opportunities of interest to them. Outreach opportunities vary from year to year, but some typical events have included: ASU orientation and information fairs, Tunnel of Tolerance, Finals Breakfast, and psychoeducational presentations to students in residence halls, classes, and organizations. Some programming might be scheduled during evening or weekend hours.

### Supervision

Interns supervise advanced practicum students during the spring semester. While interns are expected to have some previous training in supervision, they receive further training in the provision of supervision consistent with the developmental-practitioner model of the agency. Interns video record all supervisory sessions, using the videos to receive feedback from supervisors. Interns provide formal evaluations of supervisee clinical performance for the semester.

### Consultation

Interns can participate in the consultation activities to help other ASU staff and faculty, student groups, and community member meet their needs. For this consultation work, interns are paired with a senior staff, who can provide supervision on their consultation work.

**Health Services Rotation**

Interns will have an opportunity to learn how to work at a medical setting with primary care providers by a psychological consultant by spending 4 hours per week at the ASU Health Services (HS). Interns will be supervised by a Section Chief at Behavioral Health at ASU Health Services for their HS rotation experiences.

**On-Call**

ASU CS provides services to students in crisis after business hours and during the weekends and holidays through an on-call service system. CS clinical staff takes turn to cover the on-call duties and interns will have an opportunity to be part of the on-call team. Interns will shadow the front on-call clinicians during the fall semester, and they cover the on-call duty as front on-call clinician for a few weeks total in the spring and summer. The front on-call clinicians are supported by the on-call administrators, who provides support and guidance to the front on-call clinicians.

## Internship Weekly Schedule

*Activities and time allocations are approximate and subject to change according to agency need and available resources. Direct service numbers reflect what would be expected on average throughout the course of the year, though will in actuality vary based on fluctuating agency demand.*

Hours per Week

<b>Direct Services</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Individual Counseling	10	9	10
Therapy Group	1.5	1.5	0-1.5
Initial Consult/ Counselor on Duty	3	3	3
Additional Assessment	3	2	2
Outreach/ Consultation	0-2	0-1	0-1
Supervision of Practicum Student	0	1.5	0
On-call		0-1	0-1
<b>Health Service Rotations</b>			
<b>Training</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Primary Supervision	2	2	2
Supervision of Supervision	0.75	0.75	0
Supervision of Intern Project	0.5	0.5	0.5
Case Conference	1.5	1.5	1.5
Meeting with Training Director	0.25	0.25	0.25
Intern Seminar (1.5 hrs/biweekly)	0.75	0.75	0.75
Diversity Seminar (1.5 hrs/biweekly)	0.75	0.75	0.75
On-call Shadowing	0.5	0-0.5	0
<b>Professional Activities</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
COD Team Meeting	0.5	0.5	0.5
Staff Meeting/Supervisors Meeting	2	2	2
Committee Meeting/s (Training Committee & Intern Selection Committee)	1-2	1-2	0-1
Intern Project	1	1	1
Clinical documentation & other	6.5-9.5	6.5-9.5	9.5-13.5

## Appointment and Benefits

**Date:** August 11, 2023 - August 10, 2024

**Stipend:** \$42,000

**Vacation:** Paid vacation time is available

**Benefits:** Health insurance, dental insurance, vision insurance, vacation, sick leave, and state holidays (explanation of benefits options can be found at <http://cfo.asu.edu/hr-benefits>)

**Office location and support:** ASU CS predoctoral psychology intern offices are located in the Student Services building on the ASU Tempe Campus. Each intern has a private office equipped with a computer and printer, as well as access to standard office supplies as needed. Through the computer system, interns access the electronic video recording equipment used to record and review sessions. Through the computer system, interns also have access to ASU CS policy and procedure documents, as well as university resources (such as the ASU Library and HR), educational resources (such as ASU HIPAA and Campus Safety Trainings) and communication through the ASU e-mail and electronic medical records systems.

Interns are also supported by ASU CS Administrative and Support staff, who manages front office operations, client check in, clinician messages, mail, and file processing, as well as assisting in coordination with facilities and technical assistance through ASU resources as needed.