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Program At-a-Glance

The mission of the Vanderbilt University Counseling Center (UCC) is to:

support the mental health needs of the Vanderbilt students, encouraging their work towards their academic and personal goals. Our highly skilled multidisciplinary staff develops evidence-based treatment plans tailored to each individual’s unique background and needs by working together with students, our campus partners, and community providers. The UCC also emphasizes prevention through collaboration and consultation focused on the development of the skills and self-awareness needed to improve well-being and excel in a challenging educational environment.

The Counseling Center has also adopted a formal commitment to diversity:

We are committed to an ongoing dialogue about individual differences in order to work effectively with the diverse student body at Vanderbilt. We offer culturally competent and empirically supported services in a safe and affirming space. Our therapeutic, assessment, outreach, and educational programs are delivered in a caring and compassionate manner that recognizes the unique characteristics and experiences of the individual student. As a diverse team, we support and challenge each other’s understanding of our own biases and experiences through dialogue, discussion, readings and speakers.

The vision of the Vanderbilt UCC Internship in Health Service Psychology (UCC-IHSP) training program fits squarely within that context: it is to train psychologists with the depth and breadth of “Profession-Wide Competencies” as defined by the Commission on Accreditation, and to prepare them for entry into professional practice of psychology.

The Vanderbilt UCC is a large, well utilized multidisciplinary counseling center, with a staff of approximately 30 full mental health professionals. Our staff is active and consists of psychologists, psychiatrists, licensed professional counselors, licensed clinical social workers, and psychiatric nurse-practitioners. In addition to psychology interns, graduate level practicum students from a variety of mental health disciplines train at the center. Working in this multidisciplinary setting provides interns with opportunities to cultivate and sharpen clinical consultation skills with a variety of mental health professionals. The overall depth and breadth of training experiences offered make the Vanderbilt UCC an excellent fit for those seeking a career in a variety of outpatient settings.

The Vanderbilt UCC is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Before becoming an independent site, UCC was a member of a consortium: The Vanderbilt University (VU) - Department of Veterans Affairs (VA) Internship in Professional Psychology that consisted of three partners: the University Counseling Center (PCC), the Vanderbilt University Medical Center (VUMC) Department of Psychiatry and Behavioral Sciences, and the Veterans Affairs (VA) Tennessee Valley Healthcare System. This internship consortium was continuously accredited by the
American Psychological Association (APA) beginning in 1971. Beginning July 01, 2018, each of the former Consortium partners became independent internship sites, although the former Consortium partners continue to offer collaborative didactic seminars for interns from the three sites. For complete details on specific training experiences and application requirements/procedures, please consult the Table of Contents.

**Vanderbilt University Counseling Center Internship in Health Service Psychology**

Training Director: Frances Niarhos Ph.D., HSP  
Email: frances.niarhos@Vanderbilt.Edu  
Positions: 3  
Salary: $27,000  
Term: July 1, 2019 - June 30, 2020  
National Matching Service (NMS) Number: 246211

**ELIGIBILITY:** Applicants must be enrolled in an American Psychological Association (APA) or Canadian Psychological Approved (CPA) accredited graduate program and have completed at least three years of graduate academic work. Only applicants from APA-Accredited Counseling or Clinical Psychology doctoral programs will be considered eligible for internship positions within the UCC. Applicants must have defended their dissertation proposal by ranking deadline.

**HOW TO APPLY:** The Vanderbilt UCC follows the policies and procedures of the Association of Psychology Postdoctoral and Internship Centers (APPIC), including participation in the Match. All application materials are submitted via the APPIC online application system ([www.appic.org](http://www.appic.org)).

**APPLICATION DEADLINE:** November 5th, 2018

**INTERVIEWS:** Following initial evaluation of applications, a group of applicants will be invited to interview. Interviews are half day events during which the applicant meets with all potential internships supervisors and with several additional UCC staff members. Applicants selected for interview will be notified by November 19, 2018. Interviews will be conducted on the following dates:

**Vanderbilt UCC:** December 7th and December 14th, 2018; January 4th and January 7th, 2019.
OVERVIEW OF THE UCC TRAINING SETTING

Vanderbilt’s University Counseling Center is a highly utilized campus resource that serves 22% of the Vanderbilt student population. The large number of clients who seek services at the Center afford interns diverse clinical opportunities in terms of culture, ethnicity, sexual identity, sexual orientation, and level of pathology. When combined with the large number of licensed psychologists who participate in internship training responsibilities and the numerous activities associated with training (psychotherapy, assessment, outreach/consultation, crisis response, biofeedback, group therapy, diagnostic interviewing and intake report writing), the Vanderbilt UCC offers an environment that is rich in training opportunities. As a multidisciplinary setting the Center staff includes psychologists, psychiatrists, social workers, professional counselors, psychiatric nurse practitioners and a nurse. This provides interns ample opportunity for inter-professional consultation. Additionally, given that the Center houses other types of trainees, including practicum students who are not as far along in their training as doctoral interns, the provision of supervision is another type of experiential activity to which the interns are exposed.

Interns are involved in virtually all aspects of clinical service and are considered essential to fulfilling the Counseling Center’s mission of assisting students in need and fostering both personal and professional growth. While still in training and under consistent supervision, UCC interns are viewed as colleagues-in-the-making and, as such, they are challenged with managing complex therapy case-loads and assessment cases, designing and presenting outreach, and assisting members of the campus community who are experiencing acute distress/crisis. UCC interns work very hard and their efforts and skill have a direct impact on the community they serve.

The training opportunities for interns are broad in range and involve psychotherapy (individual and group), supervision (receiving and providing), conducting intakes and generating intake reports, preparing and presenting outreach, and crisis response/intervention as well as training in various forms of assessment (Personality and ADHD/LD). While the internship affords enough flexibility to pursue particular interests (e.g., therapy with specific populations and training in specific treatment modalities) UCC interns participate in the same core activities.

Much of the intervention work at the Vanderbilt UCC based on a clinical team model that focuses on treatment of a particular presenting condition (e.g., trauma; alcohol and other drug use) or use of a specific treatment modality (biofeedback; Dialectical Behavioral Therapy, crisis care counseling). Interns are offered the opportunity to join one or more teams in order to focus their training on a specific presenting condition or treatment modality.
GOALS OF PSYCHOLOGY INTERNSHIP TRAINING

Overall Program Aim: training Health Service Psychologists in various areas of mental health treatment.

The primary focus of the internship year is on the acquisition of clinical experience in a well-supervised environment conducive to learning and professional development. Training in clinical techniques across the UCC is presented in relation to the framework of science that underpins clinical practice.

Interns come into the program as advanced graduate students. Our primary goal is to provide the experience, training, supervision, support, and guidance interns need to make the transition from student to journeyman professional, able to function competently, autonomously, and with confidence in a variety of clinical settings.

Flowing from this goal is the commitment to provide sufficient breadth of training across the traditional areas of psychological practice to allow graduates of the internship to move comfortably into a variety of clinical settings, while at the same time providing the flexibility for interns to pursue specialized interests and to gain experience in more innovative areas of practice. Training experiences and objectives are therefore structured to ensure that each intern will achieve the necessary level of competence in the nine profession-wide competencies expected at entry level into the professional practice of psychology while still allowing room for training in specific treatment modalities and/or specific populations. The opportunity to focus on specific clinical interests during the year helps to provide both breadth and depth of experience.

Additional objectives of the Vanderbilt UCC training program are to promote professional development and to foster comfort in working relationships with other professional disciplines. Throughout their experience interns interact with a wide range of other clinical disciplines as well as campus partners. Participation in professionally relevant seminars, rounds, workshops, and meetings on a local, state, regional and national level is encouraged.
INTERNSHIP STRUCTURE

In addition to engaging in various forms of clinical work (individual and group therapy, psychological assessment, and supervision of a practicum student), all interns attend regularly scheduled case conferences and didactic seminars that are organized as part of the internship experience. These mandatory program-wide training activities occur both at the UCC and at the Vanderbilt University Medical Center alongside interns from the Vanderbilt UCC’s former consortium partners. Interns are engaged in formal didactic seminars devoted specifically to intern training approximately 3 hours per week. In addition to the presentation of clinically or professionally relevant content, a major objective of these training activities is to provide a structure within which members of the intern class may interact and learn from one another. There is also an abundance of conferences, colloquia, workshops, and research opportunities open to interns in the larger university community as well as in the Nashville area. Participation in some of these activities can be arranged through negotiation with the Training Director and will serve to enrich the internship year and provide a setting for valuable interaction with other professionals.
OVERVIEW

The Vanderbilt University Counseling Center (UCC) is a large and well utilized counseling center, with a staff of approximately 30 full and part-time mental health professionals. Our staff is active and multidisciplinary in nature, consisting of psychologists, psychiatrists, licensed professional counselors, licensed clinical social workers, psychiatric nurse-practitioners, and a nurse. The UCC is also a multidisciplinary training center. In addition to psychology interns, graduate level practicum students from a variety of mental health disciplines train at the center, as do post-doctoral fellows in psychology. Working in this multidisciplinary setting provides interns with opportunities to cultivate and sharpen clinical consultation skills with a variety of mental health professionals. The overall depth and breadth of training experiences offered make the UCC an excellent fit for those seeking a career in a variety of outpatient settings.

Potential for Program Change:

There are no foreseeable, significant changes anticipated for this training program. Any significant changes that directly affect the structure and/or training offered at the UCC will be made public when and if they emerge.

Training Experiences:

The primary focus for interns includes individual & group psychotherapy and psychological assessment with Vanderbilt University undergraduate, graduate students, and professional students. Psychotherapy training at the UCC is grounded in empirically-supported treatments, including (but not limited to) CBT, DBT, psychodynamic, and interpersonal approaches. Counseling Center clients reflect the diversity of the campus population. They present with a wide range of concerns and acuity. As such, interns can expect to develop rich caseloads that vary in terms of presenting concern, cultural issues, complexity, and duration of treatment. Decisions regarding treatment modality are determined through assessments of clinical need based on accurate diagnosis and treatment planning. Full-time interns at the UCC can expect to engage in an average of 18 direct client contact hours per week. Additionally, although emphasis is placed on producing skilled generalist-practitioners, opportunities for specialization are made available through participation in various clinical teams (i.e., Alcohol/Other Drugs, Trauma, Crisis Care, and Assessment), exposure to additional treatment modalities such as biofeedback, and interventions to specific populations through the numerous therapy groups and workshops (DBT, LGBTQI, Coping Skills, ADHD, Students of Color, Graduate Process, Undergraduate Process, Women’s Group, Grief, etc.). Interns also have the opportunity to participate in several outreach programs and work with various campus partners such as the Center for Student Wellbeing, Student Health Center and Residential Education Office, among others.

Interns also participate in a number of structured training/learning activities on and off site. These include a weekly seminar and center-wide case conference (on-site), as well as Friday morning case
presentations/didactic meetings (off-site with companion internship programs affiliated with Vanderbilt University Medical Center). Additional training experiences take place throughout the year and are determined by specific training needs, as well as center and campus requests. The UCC is also engaged in collaborative research with academic programs on campus. Interns experience an educational setting in which there is active learning and curiosity, generating opportunity for dialogue in a challenging learning environment.

**Structure:**

All interns participate in structured training activities to ensure development of core competencies. The required activities include:

- Providing direct clinical service (individual and group therapy)
- Conducting new client evaluations and generating written reports
- Performing psychological assessments
- Receiving and providing individual clinical supervision
- Participating in supervision of supervision (experiential and didactic components)
- Attending weekly staff meetings
- Attending weekly case conference meetings
- Participating in walk-in crisis care counseling

All full-time UCC interns train at the center Monday through Thursday during regular work hours (8am-5pm). Friday mornings are devoted to the case presentation/didactic meetings (off-site) with interns returning to the UCC for the second half of the day.

**Diversity:**

We are committed to an ongoing dialogue about individual differences in order to work effectively with the entire student body at Vanderbilt. We offer culturally competent and empirically supported services in a safe and affirming space. Our therapeutic, assessment, outreach, and educational programs are delivered in a caring and compassionate manner that recognizes the unique characteristics and experiences of the individual student. We support and challenge each other’s understanding of our own biases and experiences through active reading and dialogue.

**Scholarly Project:**

Interns are required to complete a scholarly project during their internship year to demonstrate their understanding of scientific methods, procedures, and practices and their ability to integrate knowledge into a tangible outcome that can meet a counseling center’s need. Scholarly projects are intended to be practical in nature and related to functions performed by the Counseling Center. Examples of potential scholarly projects include a literature review with clinical applications/guidelines, program evaluation (e.g. workshop evaluation), quality improvement initiatives, or development of an outreach program.
The Center is becoming increasingly involved in research collaborations with academic departments within the University.

**Vanderbilt UCC Internship in Health Service Psychology: Training Committee & Affiliated Staff**

**Todd Weinman**, Psy.D.
Center Director
**Interests**: leadership and management in college health; training and supervision, diversity and social justice; brief counseling approaches; male identity and healthy masculinity; and Positive Psychology

**Frances Niarhos**, Ph.D., HSP
Training Director, Assessment Team Lead
**Interests**: Neurocognitive assessment; personality assessment; LD and ADHD; health psychology and adjustment to chronic illness

**Adriana Kipper-Smith**, PhD, HSP
Clinical Director
**Interests**: Psychodynamic psychotherapy, biofeedback; multicultural issues

**Mary Clare Champion**, Ph.D., HSP
Staff Psychologist, Practicum Coordinator
**Interests**: Women’s health; health psychology; supervision/student development; individual psychotherapy

**Nalini Connor**, Ph.D., HSP
Staff Psychologist, Biofeedback Team Lead
**Interests**: Interpersonal/relationship problems; depression; anxiety; identity issues; and clinical supervision. Psychotherapy orientation is integrative, primarily using CBT, interpersonal-focused therapy, and insight oriented therapy

**Melissa Porter**, Psy.D., HSP
Staff Psychologist, Coordinator of Access and Crisis Care Team Lead
**Interests**: Individual, group, and family therapy regarding women’s issues; trauma; adjustment issues; depression; assessments; crisis assistance; interventions predominately utilize CBT, trauma focused CBT, and supportive therapy along with EMDR

**Anabella Pavon Wilson**, Ph.D., HSP
Staff Psychologist
**Interests**: Individual, group, and family therapy; adjustment issues; identity development; multicultural issues; anxiety and depression; predominately utilizing CBT and supportive therapies
**Elizabeth Bowen, Psy.D., HSP**  
Staff Psychologist, Trauma Team Lead  
*Interests*: Trauma, identity, relationships, mood disorders, sport & performance psychology, group therapy; psychotherapy orientation is integrative, primarily using psychodynamic, interpersonal, and client centered approaches

**Ciera Scott, PhD**  
Staff Psychologist  
*Interests*: diversity and multiculturalism, individual and cultural identity issues, group psychotherapy, and outreach and education

**Brian Pollock, DNP, PMHNP-BC**  
Psychiatric-Mental Health Nurse Practitioner, DBT Team Lead  
*Interests*: mood and anxiety disorders; Dialectical Behavioral Therapy

**Peg Leonard-Martin, M.Div., LCSW**  
Staff Therapist, AOD Team Lead  
*Interests*: treatment of anxiety and panic disorders, dysregulation, trauma, crisis intervention, and grief.
CLINICAL EMPHASIS AREAS

Clinical Emphasis Training Experiences: Although emphasis is placed on producing skilled generalist-practitioners, opportunities for specialized training are made available through participation in various clinical teams and experience with additional treatment modalities and exposure to additional treatment modalities:

- Alcohol and Other Drugs
- Assessment
- Biofeedback
- Crisis Care Counseling
- Dialectical Behavioral Therapy
- Trauma / Acute Care Team (ACT)

ALCOHOL AND OTHER DRUG (AOD) TEAM

Team Lead: Peg Leonard-Martin, LCSW

The AOD clinic is embedded in the general clinic structure of the counseling center. The AOD team provides unique services to students presenting with clinical concerns regarding alcohol or other drugs. Students presenting to the center complete the AUDIT, an alcohol screening tool, ensuring that all clinicians have information related to alcohol use for each student. The team functions as a collaborator with university campus partners, all of whom interface with students struggling with substance use at some level of severity.

The AOD team receives referrals from several sources:

- Internal referrals from therapists or psychiatric medical providers who have identified substance use as a primary concern.

- Referrals from the Center for Student Wellbeing (CSW) https://www.vanderbilt.edu/healthydores/for-students/recovery-support-services/ Services at include support for recovery, screening for potential clinical needs, and educational programs.

- Referrals from the Office of Student Accountability when students have conduct violations related to substance misuse. https://www.vanderbilt.edu/studentaccountability/

- Self-referral by students expressing concern about their level of use of substances.

The counseling center AOD team meets regularly to review evidence based information regarding care for Emerging Adults in the context of substance use with or without co-morbid psychiatric disorders. The team includes both therapists and medical providers, ensuring a collaborative model of care. The AOD team utilizes Motivational Interviewing and psychoeducation as well as individual and group therapy.
A key responsibility of the team is to develop and maintain an AOD protocol to guide the care of clinicians at the counseling center when working with students dealing with substance use. The team is responsible for educating the overall counseling center system regarding ethical decision making in the care of students misusing substances in a professional manner that recognizes cultural diversity. The AOD team facilitates discussions regarding developmental aspects of decision-making by emerging adults in terms of substance use, harm reduction, and abstinence.

**Description:** Participation on the AOD Team provides opportunities to develop skills in the following areas: recognition of developmental range of substance use and abuse, diagnostic assessment of substance use disorders, communication of psychoeducation to students at various stages of use, identification of symptom presentation in the context of co-morbid disorders, application of Motivational Interviewing, and skills required to lead a therapy group targeting a range of individual readiness for change. The rotation emphasizes the importance of multidisciplinary care as well as collaborative care with campus and community partners. It is expected that the interns will participate in annual review and revision of the AOD protocol as well as education of the counseling center staff regarding application of the protocol.

**ASSESSMENT TEAM**

**Team Lead: Frances Niarhos, Ph.D., HSP**

The VU Counseling Center provides psychological evaluations to undergraduate and graduate students to diagnose a range of neurodevelopmental and clinical disorders that may impact academic performance, such as Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder, Autism Spectrum Disorders, Schizophrenia, Mood Disorders, and Anxiety Disorders. Students may self-refer for psychological evaluations or they may be referred by other counseling center providers or campus partners (e.g., Dean of Students Office; Office of Student Disability). Each year, the UCC Assessment Service provides targeted evaluations for ADHD to approximately 100 students and comprehensive neurocognitive evaluations to 35-40 students.

**Description:** Interns who join the Assessment Team will gain experience conducting brief targeted evaluations of individuals suspected of having ADHD and comprehensive neurocognitive evaluations of individuals who are suspected of having a neurodevelopmental disorder and/or serious mental illness that may be impacting academic performance. Training emphasizes the role of the psychologist in the context of a multidisciplinary team which includes psychologists, psychiatrists, psychiatric nurse practitioners, social workers and licensed professional counselors. Under direct supervision, interns will conduct clinical interviews; administer, score, and interpret tests of cognitive functioning, academic achievement and psychological symptoms; prepare psychological evaluation reports; and provide feedback to clients, other members of the treatment team, and, when applicable to families and campus partners.
BIOFEEDBACK

Team Leads: Nalini Conner, Ph.D., HSP; Adriana Kipper-Smith, Ph.D., HSP

The Counseling Center has a 5-session Biofeedback (BF) protocol. The BF team, composed of six mental health clinicians, sees an average of 300 clients a year. At the counseling center, biofeedback is used to reduce symptoms associated with:

- Anxiety
- Depression
- PTSD
- Addictive Disorders
- Stress
- Chronic pain

The 5-session training focuses on Heart Rate Variability (HRV) and Respiration biofeedback. There is a considerable amount of training in psychophysiology and health psychology before the hands on training begins. The BF team meets monthly to discuss new research in the area and how to apply new knowledge to our protocol. The counseling center BF protocol has been presented twice in national biofeedback conferences.

Description: Interns will have a minimum of 2 full days of training before beginning to see clients. Their first Biofeedback protocol will be supervised in vivo—supervisor in the room during the 5-session protocol. This track will provide the intern with experience in applying the protocol with a wide variety of individual patients, including undergraduate, graduate and professional students in fields like music, medical school, and nursing.

CRISIS CARE COUNSELING

Team Lead: Melissa Porter, Psy.D/HSP

Crisis Care Counseling services are designed to provide crisis intervention for clients with urgent needs. Crisis Care Counseling visits are different from standard individual therapy services and are designed to assess for safety and address immediate needs. The clinician works to identify strategies and tools to use to manage immediate concerns and helps connect the client to other services on and off campus that may be useful, including other UCC services.

Description: In Crisis Care Counseling interns gain experience in implementing rapid assessment skills and identification of treatment needs in-the-moment. Sessions in crisis care vary in nature depending upon the presentation and immediate needs of the client. Interns learn how to develop rapport quickly, identify potential safety issues, provide support and validation balanced with skills to manage distress, and implement a course of action. Interns build skills in suicide and risk assessment and identification of any ethical issues that need to be addressed and learn to engage in problem solving around those issues.
As many of the students presenting to Crisis Care Counseling are connected to other services on campus or at the UCC, interns increase skills in communication to other providers regarding crisis care session and building a treatment team approach to the care of students. Given that the UCC is a multi-disciplinary team, interns are expected to develop and maintain relationships with a wide range of individuals, including co-workers, trainees, supervisors, supervisees, and campus partner as he/she/they work with students in Crisis Care. Many times interns will need to coordinate care with the treatment team or consult to discuss a treatment plan/intervention.

**DIALECTICAL BEHAVIOR THERAPY (DBT)**

**Team Lead: Brian Pollack, PMHNP, DNP**

**Training Experience Description:** DBT group therapy is a highly utilized service at the UCC. Participation on the DBT Team provides the opportunity for interns to either learn DBT skills or gain advanced knowledge of previously learned DBT skills.

Interns participating in the DBT rotation attend a weekly DBT Consultation Team meeting, providing the opportunity to enhance consultation skills and work with other team members of various disciplines. These meetings provide an opportunity to present cases and gain supervision and feedback about difficult cases. Further, the Consultation Team is a forum in which one studies DBT therapy in a more in-depth format, providing increased skills in this particular intervention and exposure to current DBT literature.

In addition to learning more about DBT Skills Training, interns have the opportunity to implement what they are learning by co-facilitating a DBT group with senior members of the DBT Team. DBT groups run during both the fall and spring semesters and consist of 10 week sessions.

Finally, the DBT team engages in more in depth training and consultation with a national DBT trainer via video conference once a month.

**TRAUMA / ACUTE CARE TEAM (ACT)**

**Team Lead: Elizabeth Bowen, Ph.D., HSP**

**Background:** The Acute Care Team (ACT Team) offers an opportunity to specialize in intervention around campus sexual assault, trauma, and PTSD. The ACT Team provides brief treatment to respond to the needs of students who have experienced an acute or recent traumatic event or stressor. The ACT team consists of a core group of clinicians that includes interns, post-docs, and staff clinicians who focus on treating traumatic stress. ACT consults are focused on psychoeducation, support, brief therapy, and connecting students with campus resources. Evidence-based treatments for the treatment of trauma are emphasized.

**Description:** This rotation provides opportunities to improve skills in the following areas: individual therapy and group therapy for addressing concerns related to traumatic stress. The model of care at the
UCC for trauma exposure is based on guidelines set by the International Society for Traumatic Stress Studies. Additionally, interns will enhance skills in functioning as a member of interdisciplinary treatment teams and will be expected to attend monthly trauma team meetings to discuss ongoing cases and engage in program evaluation of the ACT team. They will also be expected to liaison and communicate with campus partners such as Project Safe (our sexual assault prevention and support center), the Women’s Center, the K.C. Potter Center (for LGBTQI Life), the Office of Equal Opportunity and Disability Services, as well as other counseling center specialty teams such as alcohol and drugs (AOD) due to the overlap in care for students who have experienced incapacitated assault.

Due to the complexity of referrals within the ACT team, interns typically gain experience in treating a wide range of issues including but not limited to sexual assault, child abuse, motor vehicle accidents, physical assault, and traumatic loss. Interns can also have the opportunity to participate in counseling center groups where trauma is a prominent presenting concern, such as the Women’s group.
DIDACTICS

All UCC interns attend regularly scheduled didactics, both on-site and off-site, as part of the internship experience. These are specifically designed for intern training. The weekly Integrative Seminar is held on-site and is facilitated by UCC supervisors. The Integrative Seminar covers a breadth of topics, including instruction on specific clinical assessment and treatment modalities, issues related to culturally-sensitive case conceptualization and treatment planning, and awareness of ethical considerations, with a specific focus on development and mental health issues in transition-age youth. Once each month, the seminar is devoted specifically to topics in psychological assessment in the college counseling setting. Similarly, once each month, the seminar is devoted specifically to cultural awareness and cultural identity in the college counseling setting.

Interns also attended the Collaborative Didactic Seminar is facilitated by supervisors from the UCC and supervisors from companion internship programs affiliated at the Vanderbilt University Medical Center Department of Psychiatry and the Veterans Affairs Tennessee Valley Health System. This partnership gives interns opportunities to learn from variety of supervisors who are engaged in clinical service delivery with a range of diverse clients (e.g., veterans, incarcerated youth, geriatric patients) in a variety of clinical settings (e.g., Department of Psychiatry outpatient clinics, VA inpatient hospitals and outpatient clinics, residential treatment facilities). The Collaborative Didactic Seminar includes a breadth of topics touching on the 9 profession-side competencies, including ethics, cultural diversity in practice, professional development and behavior, assessment, intervention, and supervision. As part of the Collaborative Didactic Seminar, UCC-IHSP interns participate in formal case presentation with interns from the companion internship programs. The case presentation is facilitated by a supervisor from one of the three internship training programs.

As part of the Collaborative Didactic Seminar, each intern must present at least three (3) clinical cases in the course of the training year. For each case presentation the intern must provide a brief review of the current scientific and clinical literature on a clinical topic relevant to the case.

Attendance Policy: Attendance at the UCC’s scheduled didactic training activities throughout the year is mandatory. With the exception of approved absences due to illness, professional development, and vacation time, interns are expected to attend all scheduled Friday morning seminars and case conferences. Excessive unexcused absences may jeopardize successful completion of the internship. All absences must be confirmed with the intern’s respective Training Director and UCC Director.
SUPERVISION

1. Each intern will receive a total of at least four (4) hours of supervision per week by psychologists who have primary clinical responsibility for the cases on which they provide supervision and are appropriately credentialed to practice psychology in the jurisdiction in which the supervision is rendered. This will include a minimum two hours of scheduled individual supervision. Scheduled group supervision or individual supervision may provide the additional two hours.

2. Faculty who serve as supervisors and provide individual supervision for interns are appropriately licensed by the State of Tennessee.

3. Supervisors are expected to be knowledgeable of the scientific base of psychological practice and to remain knowledgeable of relevant current scientific developments. This scientific knowledge base will be incorporated into the process of clinical supervision.

4. Interns will receive regular and timely feedback from their supervisors regarding the quality of their performance in the program.
EVALUATION PROCESS

1. The primary supervisor will conduct a written evaluation of the interns with whom he/she works at the beginning of the training year (Initial Needs Assessment). These evaluations are used to create training goals and will be reviewed with the intern before being sent to the UCC Training Director. All supervisors working with an intern collaborate to perform an evaluation of the intern’s progress at three time points during the training year (Initial, Interim, and Final), which are reviewed with the intern.

2. A mid-year and end-of-year letter of evaluation will be sent by the UCC Training Director on behalf of the Training Committee to each intern’s academic Director of Clinical Training. Interns will be provided copies of these letters on request.

3. Each intern will complete a written evaluation of his/her supervisors to the UCC Training Director at twice a year (i.e., at mid-year and at program completion).

4. It is the responsibility of the UCC faculty to identify as early as possible during the training year any intern exhibiting serious problems or deficiencies. Feedback should be given in a timely manner to the intern. If the problem is of such severity as to call into question the intern's successful completion of the program, the Training Committee will be informed, and a written plan developed, in collaboration with the intern, to attempt to remedy the deficiencies. This remediation plan is shared with Director of Clinical Training for the intern’s home doctoral program.

All evaluations are part of the intern’s portfolio and will be maintained indefinitely at the Counseling Center in a restricted file to which only the UCC Director, Training Director, and Administrative staff members have access.
SUCCESSFUL COMPLETION

1. In order to successfully complete the UCC's internship program, the intern must complete the equivalent of one (1) year of full-time training in a period of no less than twelve (12) months and no more than twenty four (24) months. Every intern will complete at least 500 hours of face to face service delivery time; the majority of the time remaining will be spent in supervised documentation of service delivery and supervision. Interns will be expected to review their face to face hours on a regular basis with their respective supervisors and/or Training Director.

2. Interns are expected to maintain an on-going log of training activities throughout the internship. The relevant portions of this log will be reviewed with supervisors at the time of each formal, written evaluation. Interns will be expected to turn in a summary of this log to the UCC Internship Training Director at the completion of the internship. A copy of the “Log of Training Activities” is available in Appendix A of this document. Electronic resources, such as Time to Track, may also be used. The log will be used thereafter in responding to requests for information about the intern’s training experience from Licensing Boards, hospital credentialing committees, third party payers, etc.

3. In order to successfully complete the program, an intern must demonstrate, through the mechanism of supervised clinical practice, an intermediate to advanced level of professional function in all of the professional competencies rated by the UCC. In practice, this will be indicated by supervisor ratings on the Final Intern Performance Evaluation Instrument. For successful completion of the program, all competencies must be rated at a skill level of “Exceeds expectations: functions as an advanced intern; requires ongoing supervision but not necessarily weekly supervision to function well; ready for entry to practice.”

4. Interns must demonstrate, through the process of clinical supervision, an adequate understanding of professional ethics in application to practice and of the relationship between the science and practice of psychology.

5. Interns must demonstrate an understanding of issues of cultural and individual diversity as they relate to the science and practice of psychology.

6. The intern must attend at least 80% of the scheduled didactic training activities throughout the year. The exact standard herein may be modified by majority vote of the UCC Training Committee.

7. The intern must present at least three (3) clinical cases in case conference in the course of the training year.
8. The intern must present to the intern class a clinical case along with a review of the current scientific and clinical literature on a clinical topic relevant to the case.

9. The intern must complete a scholarly project and/or participate in any other activities or assignments required as a part of the UCC's educational program.

10. An internship in professional psychology is an organized and structured sequence of training experiences. The UCC's internship program is either successfully completed or not successfully completed. No partial internship “credit” will be certified by the UCC for any intern who voluntarily leaves or is terminated from the UCC’s program.
Intern stipends are set by and paid through the UCC annual budget. The stipend for the 2019-2020 training year is $27,000.

**Health Insurance**

The UCC placement offers health insurance as a benefit of employment.

**Vacation and Sick Time**

All UCC interns accrue paid time off (PTO) according to the guidelines for all Vanderbilt University employees ([https://hr.vanderbilt.edu/policies/PTO.php](https://hr.vanderbilt.edu/policies/PTO.php)). Arrangements for leave should be negotiated in advance with the Training Director except in cases of emergency. Extended periods of absence due to serious illness, illness of a family member, etc., will need to be made up by extending the period of the internship in order to complete training requirements.

**Parking**

Interns are required to pay for parking.

**Additional Resources**

All UCC interns have access to Vanderbilt University library resources, as well as the library and computer resources available at the Counseling Center.

**Nondiscrimination Policy**

The UCC operates in university setting that has been physically structured to avoid any restriction of access to individuals with problems in mobility/ambulation. The UCC does not discriminate in its employment policies on any grounds that are not relevant to success in the internship and/or the profession.
APPLICATION REQUIREMENTS

The following are the minimum requirements an applicant must fulfill to be considered for an internship in the UCC:

1) The applicant must be actively enrolled in an academic program leading to a doctoral degree in professional psychology or have completed a doctoral degree in a non-professional field of psychology and be certified by an appropriate official as being enrolled in an organized re-specialization program requiring the completion of the equivalent of pre-internship training in professional psychology.

2) If in the United States, the academic program must be housed in a regionally accredited, degree-granting institution. If in Canada, the institution must be publicly recognized as a member in good standing by the Association of Universities and Colleges of Canada.

3) Applicants must be enrolled in an APA or CPA accredited graduate program. The applicant must have completed at least three years of graduate academic work in a program meeting the requirements described above.

4) The applicant must have a minimum of 550 Total Intervention and Assessment Hours as defined by the AAPI. While not required, it is strongly recommended that applicants have at least 470 Intervention hours and at least 80 Assessment hours. This training must be of such a nature and amount as to provide the applicant with the experience needed to have a reasonable opportunity to succeed in the UCC placement for which the applicant is being considered.

5) The applicant must be certified by the program's Director of Clinical Training as being ready for internship.
APPLICATION PROCESS

The UCC’s application and selection process follows the policies and procedures developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC), including participation in the Match. All applicants must register for the Match using the online registration system on the Match website at www.natmatch.com/psychint. If you apply for this internship, you are expected to submit all your application materials via the APPIC online application system. Go to the APPIC website at www.appic.org and click on the AAPI Application Portal Online link. This year the due date for applications is Wednesday, November 5th, 2018. All application materials must be submitted and received by us on or before this date.

All application elements (#1-6 below) should be submitted using the AAPI Online system. Follow all instructions accompanying the AAPI Online to either enter your information directly, or upload your documents (#1-3). We encourage all CVs to be uploaded as Microsoft Word (version 2003 or earlier) or Adobe Acrobat files. Only the transcript (#4) should be mailed in hard copy form to the AAPI Online application address.

Please note that, due to the high volume of e-mails sent during the application season, you will not receive a confirmation e-mail from us that your application materials have been received. You can check on the AAPI Online system if your application is complete and if your DCT and letter writers have completed their parts (#5-6). We will notify you by email on or before November 19th of your interview status.

Application Requirements List

1) **Cover letter**: The match number for the UCC is 246211

2) All elements of the AAPI Online general application

3) Curriculum Vita

4) Transcripts of graduate work. The transcripts should cover all post baccalaureate course work. You should mail one official copy of all graduate transcripts to the AAPI Online application address at:

   AAPI Online Transcription Department
   PO Box 9117
   Watertown, MA 02471

5) Verification of AAPI by your doctoral program through the DCT Portal of the AAPI Online System
6) Submit at least three and no more than four letters of recommendation from faculty members or practicum supervisors who know your clinical as well as your research work well. At least one must be from an academic faculty member, and at least one from a clinical supervisor. Letter writers should upload an electronic copy to the Reference Portal of the AAPI Online system.

Selection Process and Interviews

The UCC Training committee will review the completed internship applications looking for applicants whose interests and training objectives are compatible with the training experiences each site has available. The selection process is coordinated by the UCC Training Committee. It is important that applicants delineate their training goals and objectives clearly on the application or in the cover letter and indicate in the cover letter how the experiences offered at UCC align with their training goals.

After screening the application materials, the UCC faculty will contact, by phone, letter or e-mail, applicants to be invited for interviews. It is the faculty's intention to inform all applicants of their interview status by November, 19th 2018. If you are strongly interested in our program and have not received an invitation for an interview, you may contact by phone or email the UCC Training director.

The UCC has established the following interview dates for this year:

December 7th and December 14th, 2018; January 4th and January 7th, 2019.

The UCC administrative assistant who contacts you will work with you to schedule an interview on one of these dates. If you cannot be here on any of the scheduled dates, you may be able to arrange an interview via Skype.

A personal or phone interview is not a required part of the application process; however, an interview is beneficial in that it brings you to the attention of the UCC faculty and provides you with more information about the UCC's program than can be gleaned from this website alone. A review of our selection process showed that since the computer match has been in effect, only four applicants who did not interview in person were on the ranked lists submitted by the UCC to National Matching Services. Those applicants initially scheduled interviews but subsequently withdrew for pressing personal reasons.

The Vanderbilt University Counseling Center is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and adheres to the Association’s policies (which may be found on the web at www.appic.org) regarding internship offers and acceptances. It is our intention to be in full compliance with both the letter and the spirit of the APPIC policy. The UCC will abide by the APPIC policy that no person involved with the internship will solicit, accept or use any ranking-related information from any intern applicant.
ACCREDITATION

The UCC has currently accreditation on contingency by the American Psychological Association. This means we are an APA accredited site for the 2019-2020 year. Questions related to the program accreditation program should be directed to the Commission on Accreditation using the contact information below.

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5979
apaaccred@apa.org

www.apa.org/ed/accreditation
NASHVILLE AREA INFORMATION

Nashville is the largest city and the economic center of middle Tennessee. The population of Nashville itself is over five hundred thousand, of the Nashville Metropolitan area, over one million. The economic base is sound and varied the rate of unemployment low, and the cost of living near the national average. Industries important to the economy of the region include government (Nashville is the state capital), insurance, publishing, banking, tourism, and of course music. Nashville is rich in talent across a wide range of musical styles; outstanding musicians will be found playing regularly in local venues. The city is also a major academic and health care center, with two medical schools, Vanderbilt and Meharry, an unusual number of excellent hospitals (including Vanderbilt, St. Thomas, Baptist, and Centennial), the corporate headquarters of HCA Healthcare Systems, and an unusual number of colleges and universities (including Vanderbilt, Belmont, Fisk, Tennessee State, and David Lipscomb). This concentration of academics has earned Nashville the title “Athens of the South.”

Middle Tennessee also offers a wealth of recreational opportunities. Among the more tourist oriented are the Grand Ole Opry, the Opryland Hotel (one of the nation’s largest and magnificent), Historic Second Avenue, Riverfront Park, the Hermitage (home of President Andrew Jackson), the Belle Meade Mansion, the Hard Rock Cafe, and the Wild Horse Saloon. There are good public radio and TV stations, the Tennessee Performing Arts Center with year round offerings at each of its three theaters, the Cheekwood Museum and Botanical Gardens, the Tennessee State Museum, the Cumberland Museum and Science Center, the Frist Center for the Visual Arts, the Nashville Symphony Orchestra with its magnificent new Schermerhorn Symphony Center, the Nashville Opera, and the Nashville City Ballet. In addition, Vanderbilt brings Southeastern Conference athletic competition to the city. The Tennessee Titans have brought NFL football and the Nashville Predators NHL hockey. Nashville’s international airport terminal is among the most modern in the United States and provides easy access to the area from throughout the country.

The climate offers four definite seasons with relatively mild winters. Fall brings colorful foliage. Spring with its floral display rivals Fall as the most pleasant and beautiful time of the year. For those with outdoor interests TVA lakes suitable for recreational use are scattered throughout the region. There are rivers suitable for kayaking or canoeing, with white water to be found to the east on the Cumberland Plateau or in the mountains. There are numerous attractive and interesting state parks, while within Nashville itself there are 6650 acres of city park land. In addition, the Great Smoky Mountains National Park and other areas in the Southern Appalachians are a three and one half to four hour drive to the east.

As can be seen from the above, the middle Tennessee area offers something to fit just about everyone’s tastes and interests. Most of us who have lived here for some time find it an interesting, pleasant, and comfortable place.
APPENDIX A: LOG OF TRAINING ACTIVITIES
LOG OF TRAINING ACTIVITIES

Each of you is expected to maintain an on-going log of your training activities throughout your internship. The relevant portions of this log will be reviewed with your supervisors at the time of each formal, written evaluation. You will be expected to turn in a summary of this log to the UCC Director at the completion of the internship. The log will be used thereafter in responding to requests for information about your training from Licensing Boards, hospital credentialing committees, third party payers, etc.

Below is an outline of the minimal information which should be maintained in your log. Feel free to include any other information you deem important. You may collect and format this information in any format you wish as long as you do collect the information and it is presented in a readily understandable and useable fashion.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>NUMBER</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Neurocognitive Battery</td>
<td></td>
<td></td>
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<tr>
<td>ADHD Diagnostic Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Describe)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name and number given of frequently used assessment instruments.
INTERVENTION

<table>
<thead>
<tr>
<th>TYPE</th>
<th>NUMBER OF CASES</th>
<th>NUMBER OF SESSIONS</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
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<tr>
<td>Other (Describe)</td>
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</tbody>
</table>

POPULATION DEMOGRAPHICS

Assessment and Intervention Clients by Significant Diversity Factors

<table>
<thead>
<tr>
<th></th>
<th>FEMALE</th>
<th>MALE</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td></td>
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<tr>
<td>Asian/Pacific Islander</td>
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<tr>
<td>Caucasian/Not Hispanic</td>
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<tr>
<td>Hispanic</td>
<td></td>
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</tr>
<tr>
<td>Native American</td>
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<td></td>
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<tr>
<td>Multi-Ethnic</td>
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<tr>
<td>Gay/Lesbian/Bi-Sexual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physically Disabled</td>
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</tr>
</tbody>
</table>

CONSULTATION

Describe the training situations (and their frequency) which provided the opportunity for consultation with other healthcare professionals, or individuals or organizations in the community.
SUPERVISION

Did you have the opportunity to engage in supervised supervision of less experienced psychology students/trainees? If so, describe.

Hours Providing Supervision ________

SELECTED HOURS

Total Number of Direct Patient Care Hours ________

Total Number of Supervision Hours:  Individual ________
                                    Group ________

Total Internship Hours: (This will not be the sum of the above) ________