

Intern Brochure

Lehigh University Overview

Lehigh University is a co-educational, non-denominational, private university located in Bethlehem, Pennsylvania. The city of Bethlehem is a part of the picturesque Lehigh Valley. It is ideally located 75 miles from New York and 50 miles from Philadelphia, as well as having proximity to major East Coast cities, including Boston and Washington, D.C. As one of the most highly competitive universities in the country, Lehigh's mission is to advance learning by integrating teaching, research, and service with a primary goal being to prepare students for not just their first job, but for their last one, as well.

Lehigh's campus is comprised of 2,358 acres on three (3) contiguous campuses: The Asa Packer Campus, Mountaintop Campus, and Murray H. Goodman Campus. Lehigh offers a unique learning environment centered on scholarship, leadership, and service. The student body is comprised of 7,069 students: 4,904 undergraduates (56% men and 40% women) and 2,165 graduate students (54% men and 46% women). 16% of the students are international and 19% are students of color. There are 7% Hispanic of any race, 1% American Indian or Alaskan Native, 7% Asian, 3% Black or African American, 2% are 2 or more races, 1% Native Hawaiian or other Pacific Islander and 59% White. There are 18 fraternities and 9 sororities, of which 33 percent of the men and 34 percent of the women affiliate, respectively. The university also has 25 Division I intercollegiate Sports for Men and Women, and 40 intramural and club sports.

Lehigh University is a dynamic place to be both inside and outside the classroom. Each year, Lehigh's world-class entertainment and athletic facilities draw the type of top performers and premier events to campus that one might only expect to find in a major metropolitan city. Indeed, these high-caliber venues are regularly enjoyed both by members of the Lehigh family and the local community. The spectrum of programming ranges from appearances by the London City Opera at the Zoellner Arts Center to the nationally renowned annual Paul Short x-country race run on the Goodman Campus.

The cost of living in the Lehigh Valley is about 6% higher than the national average of 300 other cities, including places in Canada. This is approximately 14.5% below the cost of living in Philadelphia and 56% below the cost of living in Manhattan excluding taxes.

The Center

The UCPS (University Counseling and Psychological Services), administratively housed within Student Affairs and with its roots going back to 1950, is actively involved in the Lehigh University community. The primary focus of the center is to provide culturally sensitive, empirically supported mental health services to the undergraduate and graduate community. These services include group psychotherapy, short-term individual psychotherapy, and walk-in and on-call crisis intervention. In addition the center serves several other roles on campus including the provision of Alcohol and Other Drug and Addictions evaluation and treatment, psycho-diagnostic/personality/career testing, and direct consultation with students. Furthermore, the UCPS staff is involved in various service activities among the extended Lehigh community including outreach programming, consultation with administration/faculty/parents, sport

psychology/performance enhancement, consultation and intervention with athletic teams, advising and liaison contact with Residence Life and Greek Life Coordinators, Residence Assistants (called “gryphons” at Lehigh), or House presidents, and teaching in the Psychology and Counseling Psychology departments. The UCPS staff consists of 4 full-time senior staff members with counseling or clinical doctoral psychology degrees, 2 doctoral interns, 2-3 post-doctoral residents, 2-3 graduate assistants, 2-3 graduate practicum trainees, a consulting psychiatrist, and 2 full-time support staff members.

Overview of the Internship Program

The UCPS offers a full-time comprehensive twelve-month Doctoral Internship in Professional 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. Two interns are admitted to the internship program per academic year, and the UCPS offers a highly competitive stipend and compensation package. The internship for the 2016-2017 school year will begin on Friday, July 29, 2016, runs for one full calendar year, and requires 2000 total hours for completion. 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 goals for the internship year and familiarize themselves with the UCPS staff and LU Student Affairs community. While there are core components of the internship program, our aim is to provide as individualized a training experience as possible with the goal of effectively meeting the unique needs and interests of each intern. Our doctoral internship program is approved as a full member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Additionally, our program is currently in the process of applying for APA accreditation and has been approved for an APA site visit this fall.

Facility

The main offices of the UCPS are housed on the fourth floor of Johnson Hall, conveniently located a floor above the LU Health and Wellness Center (which the UCPS works collaboratively with the associated staff on a consistent basis), and two floors above the LU Police Department. The UCPS facility contains 12 counseling offices, 3 conference rooms for staff meetings/group therapy, a reception area/office for support staff, 1 research office, and 1 lounge and separate appliance room for lunch (includes refrigerator, microwave, coffee maker, and couches). The Center also houses the Peak Performance Training Center with a room dedicated to programs utilizing guided imagery, goal setting, mindfulness workshops, and energy modulation to enhance academic, athletic, interpersonal, and specialty targeted performance. Each office has a Personal Computer (PC) and a web camera used to video record counseling sessions, and the counseling center utilizes the Titanium scheduling and charting system which is accessible from each individual office. Additionally, one office contains a two-way mirror for live supervision. Interns will be provided with their own office for the year. Johnson Hall is also located directly behind the University Center, which houses many of the Student Affairs staff with whom the UCPS staff interacts with quite regularly; including the Vice Provost, the Dean of Students, Academic Support staff, Multicultural Affairs staff, the Women’s Center staff, and LGBTQIA Services.

Commitment to Multiculturalism

The UCPS doctoral psychology internship program embraces diversity in both our campus community and within our center. Lehigh University has a strong commitment to creating an

environment that values diverse individuals, and faculty, staff and students are encouraged to contribute their perspectives to guide the success of our institution. We strive toward providing culturally sensitive counseling and psychological services with regard to race/ethnicity, gender, sexual orientation, socioeconomic status, religion, and nationality. UCPS and the doctoral psychology internship program recognizes the unique needs and issues of different groups on campus, including, but not limited to, racial/ethnic/religious minority students, international students, women, and LGBTQIA students.

Philosophy of Training Program

The UCPS 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. The primary goal of the center is to provide appropriate psychological services via therapy, consultation, outreach and teaching to members of the university community. In conjunction with goals of the UCPS and our larger institution, the UCPS training program's primary aim, as an integral component of the UCPS mission, is to offer comprehensive, supportive, and developmentally appropriate care and training opportunities to doctoral student interns during their final year of graduate school training.

The purpose of our internship program is to provide comprehensive training that emphasizes the integration of professional and personal development of our interns. Our goal is to train highly competent generalists with the specialized skills, and within particular areas of desired expertise needed to function as practicing psychologists. At the same time, we want clinicians graduating from our program to be compassionate, engaged professionals who feel passion for and are committed to the work they do. We hope to create an environment whereby interns are able to laugh with one another, are curious together, and can work through issues collaboratively and respectfully, especially where they understand differences exist. We promote and encourage ethical conduct and multidisciplinary coordination with others so that interns are sought out by their colleagues and others on campus as wise, critically thinking and aware individuals who recognize the challenges and benefits of living in a global community, existing within the framework of an academic university setting.

The training provided in the center occurs via 1) in-vivo opportunities and experiences, 2) modeling, 3) formal supervision and mentoring, and 4) training seminars. 1) Experiential learning opportunities occur in the therapy rooms, during consultation with a coach, on-site in student living environments, in the classroom, and during outreach. Whenever possible - - with this easily occurring during group therapy, during consultation, during outreach, and frequently while doing crisis work - - this happens collaboratively with professional staff and trainees directly working together. During many of these collaborative shared moments, 2) modeling is provided by professional staff exhibiting and sharing their experiences with trainees, and facilitating opportunities for trainees to share in kind with one another and with staff. 3) Formal mentoring and supervision places strong emphasis on helping interns learn or advance their ability to apply the knowledge they have gained from their prior experience, classroom, research and ongoing study using evidence based, empirically supported and best practice knowledge to inform and guide what they do in their work. Along with identified supervisors meeting weekly with trainees and available at all times, the UCPS also has created a culture of open consultation

whereby trainees are encouraged to consult with one another and with professional staff on a frequent “drop in” basis. Our aim is to help interns see that excellent therapists do not practice within a vacuum, and that there are tremendous benefits in allowing one’s work to be informed by the expertise of others.

In keeping with our understanding of developmental progression, we recognize that trainees enter the internship learning environment at different levels of experience and expertise. Our orientation and training seminars are designed in consideration of the developmental stages of intern professional development. At the same time they seek to communicate an expected standard/level of competence which in actual practice can be evaluated in light of objective criteria. Because we are peak performance specialists on our campus, we sometimes conceptualize our work by using sport metaphors. Similar to coaching a college athletic team, we are aware that pre-season (the training period preceding the official competition season) is a time to evaluate individuals strengths, challenges and developmental needs; review fundamentals (such as ability to demonstrate common factor behaviors and knowledge of scientific literature); and begin to develop peak performance on the field and during “the game”. Our training program provides training and experience opportunities in a sequential fashion leading to increasing levels of autonomy. Interns accompany professional staff during first intakes, are observed during their first intakes, and when ready, are “launched” for their solo flights in individual work, crisis work, group work, consultation, and outreach. Similarly, seminar sessions in various topical areas begin with an overview perspective, and explore the topic in more depth in subsequent sessions, with special attention to either empirically supported, evidence based, or best practice perspectives garnered from the scientific fields of psychology. Since our seminars are designed to be interactive rather than lecture oriented in style, interns in active discussion with seminar leaders have opportunity to increase or slow the pace of exploration dependent on their understanding of the topic area. Because the culture of the center supports ready “drop in” consultation, topic discussion can easily flow into staff offices following scheduled seminars.

In order to evaluate competency in the delivery of service, supervision, and professional involvement, the UCPS training program values and utilizes an intentional evaluation process that takes place weekly in observation and discussion of clinical work within supervisory sessions, through tri-annual staff feedback sessions, and via formal written evaluations provided bi-annually to interns. Coincident with these evaluation periods, interns are similarly provided opportunity to evaluate the program and supervisors in order for necessary changes to be made. Through this dynamic process of interactive learning, feedback and evaluation, it is believed that peak performance in the service/learning environment can take place.

Goals of the Internship Program

The UCPS training program seeks to realize and make evident the above philosophy underlying intern development by challenging each individual in specific competency areas central to our training program, with an overarching goal that interns will graduate the training program as capable, confident and prepared entry-level psychologists. To that end, the training program encourages individual growth by providing opportunity to engage in service activities such as individual and group therapy, crisis intervention, supervision, outreach/consultation, assessment, and research while working to attain higher levels of competence. Each intern will be evaluated on improvements made over the course of the year within the specific goals, objective and competencies across the core disciplines of the training program.

Goal 1: Interns will develop and exhibit direct service skills comparable to those of an entry-level, multi-culturally competent professional psychologist capable of working successfully as a staff member at a university counseling center or in a related area of professional service.

1) Interns will develop individual counseling skills applicable to a diverse client population.

- a. Interns will demonstrate competence in treatment planning and delivery of brief and longer term individual therapy.
- b. Interns will demonstrate the ability to establish and maintain a therapeutic alliance with a variety of clients.
- c. Interns will appropriately use individual and group supervision and peer consultation to enhance their skills in their individual psychotherapy work.
- d. Interns will write coherent and timely treatment notes/reports and collaborative treatment plans incorporating best practice and evidence-based practices when appropriate.
- e. Interns will be able to monitor and evaluate treatment progress and outcomes within the context of theoretical orientation and empirical research.

2) Interns will develop and expand group therapy skills

- a. Interns will conduct comprehensive group screenings.
- b. Interns will establish and maintain therapeutic relationships with the group members as well as a collaborative working relationship with the group co-facilitator.
- c. Interns will use individual and group supervision to enhance their skills in leading groups.
- d. Interns will demonstrate knowledge of ethical issues unique to group counseling.
- e. Interns will facilitate group formation, process, and evaluation as well as termination issues related to group therapy, with these skills informed by research and theory.
- f. Interns will demonstrate appropriate documentation and record keeping as related to group therapy.

3) Interns will develop competence in the provision of crisis intervention services.

- a. Intern will be able to understand and incorporate crisis theory related to crisis assessment/determination and treatment.
- b. Interns will demonstrate effective crisis intervention skills when conducting daytime intake and crisis appointments as well as when engaged in “after hours” on call.
- c. Interns will demonstrate appropriate risk management skills in their work with clients.

- d. Interns will effectively use crisis consultation and supervision with staff and other professionals (e.g., psychiatrist on-call, UCPS peers) as necessary.

4) Interns will develop psychological assessment skills in clinical interviewing, testing, and other methods of evaluation

- a. Interns will be able to select instruments and articulate reasons for utilizing psychological testing to inform clinical work.
- b. With appropriate supervision, interns will be able to administer and interpret data from psychological tests.
- c. Interns will be able to present to the client, assessment/evaluation findings in a clear and understandable manner appropriate to the client's experience and culture.
- d. Interns will appropriately document client assessment findings.
- e. Interns will demonstrate familiarity and expertise with diagnosing and diagnostic codes.

5) Interns will develop consultation/liaison and outreach skills

- a. Interns will demonstrate an ability to form effective liaison relationships.
- b. Interns will conduct needs assessments within a college campus community.
- c. Interns will acquire knowledge related to developing and delivering consultation and outreach within a campus environment.
- d. Interns will develop and facilitate consultation and outreach activities in a collaborative, shared learning and interactive fashion.
- e. Interns will demonstrate the ability to conduct a follow-up and to evaluate the effectiveness of their consultation and outreach efforts.

6) Interns will develop and exhibit multicultural counseling competence and engage in professional practice with individuals from diverse backgrounds

- a. Interns will explore personal biases, stereotypes, and assumptions that affect their professional practice.
- b. Interns will attend to the intersections of self and client social identities when conceptualizing and engaging in clinical work with culturally diverse populations
- c. Interns will exhibit openness in exploring theory and research to inform work with clients from diverse populations.
- d. Interns will consider dimensions of oppression and privilege in order to relate respectfully and appropriately to others.

7) Interns will develop supervision skills

- a. Interns will establish a working relationship with their supervisee(s).
- b. Interns will evidence an understanding of the roles of supervisor and supervisee in the supervision process.
- c. Interns will establish mutually agreed-upon goals and tasks that reflect the supervisee's developmental progression.

- d. Interns will evaluate and provide feedback to their supervisee(s) based on a developmental model of supervisee growth.
- e. Interns will demonstrate an understanding of the ethical, legal, and multicultural contextual issues that impact the supervision relationship.

Goal 2: Development of Professional Identity. Interns will develop, exhibit, and cultivate a personally integrated professional identity congruent with that of a highly ethical scientifically trained entry-level psychologist capable of working in a variety of clinical practice settings.

1) Interns will engage in ethical practice

- a. Interns will practice in accordance with APA's Ethical Principles of Psychologists and Code of Conduct; Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change; and Pennsylvania State law.
- b. Interns will practice within boundaries of their competence and seek consultation when appropriate.
- c. Interns will disclose, when appropriate, their developmental training status to clients at onset of treatment.
- d. Interns will inform clients of confidentiality standards and practice in accordance with HIPAA, state, and federal laws.
- e. Interns will appropriately document their clinical work in light of appropriate legal and ethical standards within their work place.

2) Interns will demonstrate competence in integrating science/research with professional practice

- a. Interns will demonstrate familiarity with contemporary scholarly literature.
- b. Interns will have an understanding of the psychological literature delineating the common factors approach to therapeutic change.
- c. Interns will draw from empirical research to determine the robustness of an evidence base for planned clinical interventions.
- d. Interns will demonstrate familiarity with empirical based methods to evaluate the effectiveness of their clinical work.

3) Interns will demonstrate competence in working within multidisciplinary teams

- a. Interns will be able to articulate the role of a psychologist when working with multidisciplinary team members.
- b. Interns will be able to respectfully collaborate with colleagues from other disciplines in a manner that demonstrates awareness of the contributions of all involved disciplines.
- c. Interns will be able to utilize insights and input from persons from different disciplines to inform provision of competent service.

4) Interns will effectively use training and supervision to further professional growth

- a. Interns will come prepared to supervision, seminars and trainings.

- b. Interns will actively participate in the training and supervisory process.
- c. Interns will demonstrate an independent active commitment and engagement in professional development and training.

5) Interns will evidence appropriate professional comporment

- a. Interns will establish effective working relationships with staff and peers.
- b. Interns will routinely engage in self-reflection and demonstrate increasing self-awareness with regard to their professional roles and social identities.
- c. Interns will participate in the proactive, engaged resolution of issues that may interfere with professional development or functioning of peers or trainees in the center.
- d. Interns will act in accordance with the center's policy on dress and other behaviors connoting professional comporment.

Training Activities

Orientation

Interns are oriented to UCPS services and facilities during their first month of service. Training seminars (covering topics such as ethics & confidentiality, professional development, integrating short-term therapy models, group therapy, supervision, outreach, multiculturalism, crisis/risk management, diagnosis, & assessment), policies and procedures, service assignments, and introduction to Student Affairs personnel will occur during this time. Interns can expect the first two weeks of their internship to be a structured introduction to the above mentioned core areas of service at the UCPS.

Individual Supervision

Interns receive intensive individual supervision from a senior staff member for at least two hours per week. Interns will assume the responsibility to inform their clients of their trainee status, the nature of their supervisory relationship with a supervisor accessible to their clients, and that their supervisor assumes full responsibility for their clinical work in accordance with APA ethics standard 10.01 C. Supervision focuses on the intern's goals and growth areas, case conceptualization/dynamics, case management, treatment planning, and professional development. Supervisors observe intern's service activities through video-taped clinical sessions and live supervision and co-sign all clinical entries on clients seen.

Group Supervision

Interns participate in weekly group based supervision of their work, during which time at least two professional staff persons will be part of the supervision team. Other trainees will typically be participants in this group supervision held in a case conference format. During this time, interns can discuss their individual or group therapy work as well as other professional/personal training interests. As in other forms of supervision, individual or group dynamics may be explored during group supervision in an effort to benefit and further the intern's professional development.

Supervision of Supervision

In preparation for the role of supervisor, interns complete a comprehensive, structured training in supervision during the first semester of the internship year. This training will involve seminar designed study with senior staff to discuss issues in supervision, as well as completion of a series

of assigned readings on the roles, responsibilities, and tasks of empirically informed supervision.

At the conclusion of the supervision seminar series, and dependent on the availability of trainees to supervise, interns may have the opportunity to provide supervision to practicum students training at the UCPS. Interns video-tape and are supervised in their practice of supervision and may at times be provided live supervision of supervision via Skype.

Intern Process Time

Intern process time is scheduled for one hour per week at a standard time. During this hour, the interns meet with one of the senior staff 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 and development. Training topics include, but are not limited to: Ethics & Professional Practice, Counseling and Psychotherapy, Supervision, Evaluation and Assessment/Diagnosis, Assessment & Management of Risk, Topics in Multiculturalism, Consultation & Outreach, and Special Topics.

Case Conference

Interns attend a weekly case conceptualization discussion with senior staff, graduate staff, and our consulting psychiatrist. Additionally, interns will present 2-4 clients per semester during weekly staff meetings. Case presentations typically consist of a 2-4 page case overview with consultation questions, presentation of a 5-10 minute portion of a counseling session, and group discussion of the areas of needed consultation.

Consultation

UCPS staff psychologists believe in a team oriented supervision model and to that end have an open door policy where they welcome questions and concerns from interns. Interns can receive consultation from staff members who specialize in specific areas (e.g., sports psychology, eating disorders, multiculturalism, alcohol other drugs and addictions) when necessary.

Psychiatric Consultation

A psychiatrist provides consultation to the UCPS staff during weekly case conference meetings. Interns can consult and collaborate with the psychiatrist individually regarding client medication issues and are encouraged to make arrangements to attend and observe psychiatric consultation meetings.

Staff Meetings

Staff meetings are held every Friday morning, with time spent being multi-focused. This is a time when updates regarding group therapy are discussed, current issues, ethical concerns, and administrative requirements are presented. It is also a time when staff and interns are invited to raise questions or discuss issues of concern.

Direct Service Activities

Intake

Interns will develop their interviewing skills, become proficient in accurate diagnosis, and render

appropriate and skillful use of psycho-diagnostic testing and suitable case disposition through their experience with intake evaluations. Interns typically conduct three to four intakes per week and review these cases in weekly individual supervision.

Individual Therapy

Individual counseling and psychotherapy are a core function of the UCPS. Interns carry a diverse caseload of around 15 clients per week for which they receive intensive individual supervision. The UCPS adheres to a short-term (8-10 sessions) individual therapy model; however, interns may have opportunities to see 1-2 longer term individual clients.

Group Therapy

Interns are active participants in the UCPS's group program. Each intern will typically co-lead two to three groups per semester with a peer or senior staff co-leader. Group assignments will be made in consultation with the Training Director. Co-leadership of groups forms a substantial component of the training experience. Each intern will receive 30-60 minutes of supervision per week from their senior staff co-leader. The UCPS offers a variety of different groups - the majority of which are mixed gender interpersonal process groups for undergraduate and graduate students. Additional groups, topical in nature, include such groups as Eating Disorders/Body Image, Women's/Men's Issues, GLBTQA Issues, International Students, Mindful Living, and Substance Use or Other Addictive Behaviors.

Couples Therapy

Although not a major component of UCPS services the opportunity is available when indicated, to provide couples therapy at the center. This service is provided on an as needed basis; therefore there is no guarantee that interns will have the opportunity in their internship year to engage in couples work.

Crisis Intervention

Interns have the opportunity to observe student health reviews and other crisis interventions. Additionally, they may independently follow up with clients who have been seen by professional staff for these interventions. In some situations, trainees can co-lead a crisis intervention with their supervisor or other senior staff. As indicated by experience and their developmental level and progress through the training year, interns are integrated into the crisis services offered by the UCPS on an individual basis, eventually joining into the full rotation of 24/7 on-call coverage.

Consultation

Interns have the opportunity to consult with various members of the campus community. Consultation may occur via various mediums, including in-person, telephone, or email consultation. Typical areas of consultation include: facilitating additional services for students (e.g., academic, medical), helping students with a friend struggling with psychological concerns, and discussing student concerns with parents/professors/other university staff.

Alcohol, Other Drug, and Addiction Services

Alcohol, other drugs and their associated consequences continue to present an enormous challenge to student development and well-being on college campuses. Interns will have the opportunity to meet individually and in small groups with students utilizing Counseling Center Services to address their substance use.

Psychological Testing

UCPS offers a broad range of psychological testing options. The most commonly utilized instruments in the center are; the NEO Personality Inventory (NEO-PI), Millon Clinical Multiaxial Inventory (MCMI-III), the Minnesota Multiphasic Personality Inventory (MMPI-2-RF), and the Strong Interest Inventory (SII). Staff psychologists supervise and aide trainees in the interpretation, formulation and write up, and feedback related to assessments. Additionally, regularly scheduled assessment seminars are part of the training component of the interns' didactic experiences at the center.

Outreach Programming/Liaison

Interns are encouraged and expected to become involved in multiple aspects of outreach programming. Interns play an integral role in the outreach efforts of the center, meeting weekly with the Center's outreach coordinator to collaborate on such efforts. In past years, interns have been active participants and facilitators of campus wide orientation proceedings, have planned and implemented outreach presentations for fraternities and sororities, facilitated dialogues for student groups, and participated in mental health screenings for the university community. Creativity and new ideas are most certainly welcomed and encouraged.

Weekly Schedule (in approximate hours)

Intakes	3-4
Individual/couples Assessment	15-17 varied
Group	2-6
Supervision of practicum trainee	(1)
Outreach/Liaison	1-3
Individual supervision	2
1-1 Group Therapy supervision	1
Case Conference w Intern group based Supervision	2
Staff meeting	.5-1
Intern Seminar	1.5
Research/Prof. Development	2-3
Admin/Case Management	4.5
Training Seminar	2
Weekly Total	40
Upon Completion	2000 total hours for the internship year

Areas of Individual Concentration

Group Psychotherapy

As noted above, the UCPS maintains a strong center wide focus on group therapy as an ideal if not preferred method of treatment with a college student population. Interns specializing in group therapy will have the opportunity to conduct additional therapy groups with a senior staff co-facilitator and as the senior co-facilitator when paired with a practicum student or Graduate Assistant. Interns may develop groups of specific topical interests and conduct structured or

unstructured group interventions. As indicated, additional individual supervision hours will be provided for interns specializing in group therapy. Furthermore, the opportunity is available for interns to engage in “live” supervision or to have video recordings of group sessions reviewed along with the chance to engage in peer group supervision. By completing this specialization program interns will have the knowledge and skills to create, implement, and coordinate psychotherapy groups in a university or college counseling center setting.

Sport Psychology

The UCPS engages in sport psychology work at the team, individual, and consultative level with LU Athletics, a Division I university with 23 varsity programs, 11 men's and 12 women's teams respectively. Interns will have the opportunity to engage in shadowing and/or implementation of consultation and counseling with student-athletes, coaches, and athletic department staff. The focus is on performance enhancement skills training (mindfulness, imagery, visualization), life skills training, and psycho-educational presentations (e.g., goal setting, time management, team cohesion, motivation, and sport injury) for teams and coaches, in addition to one-on-one clinical interventions addressing psychological distress for student-athletes. To this end, interns will have the opportunity to work in a more traditional therapy format with athletes seen at the UCPS for personal counseling. The intern will meet regularly for supervision to discuss clinical issues and performance issues in working with student-athletes. The intern may also have an opportunity to teach and conduct research on or with intercollegiate student-athletes and coaches.

Research/Professional Development Time

Interns may allocate 2-3 hours per week to engage in their dissertation research or other professional development activities. Interns are afforded the opportunity to utilize Lehigh University's Library & Technology Services, which offers free access to statistical software programs (i.e., SPSS, AMOS) and online/inter-library loan access to most journals and periodicals. Additionally, interns are free to customize a professional development opportunity that could include: preparation for regional or national conference presentations, outcome or process research among UCPS clients, shadowing the director in his administrative activities, shadowing the training director in her/his clinical training activities, and extensive consultation with Greek, residence life, athletic, or student organizations.

Alcohol, Other Drug, and Addiction Services (AOD)

Interns have the opportunity to receive specialized training in evaluation, treatment and consultation in this area, under the supervision of professional staff at the UCPS.

Evaluation Components

Quantitative and Qualitative Standards of Performance

There is an expectation that doctoral interns will participate in all experiences and fulfill the outlined number of hours involved in the activities listed below in the Weekly Schedule. To successfully complete the doctoral internship, interns must accrue 500 direct-service hours and 2,000 total hours. The quality of performance expected of interns, with feedback provided via ongoing and formal supervision and consultation, is to meet the aspirational standards of the psychology profession as set forth in the APA Ethical Principles of Psychologists and Code of Conduct (2010). These expectations are further addressed in the Due Process document.

Evaluation Process

Interns will receive 3 formal written evaluations documented via the Intern Evaluation Form during the internship year, one each at the end of the fall (December) and spring (May) semester and the third (July) at the completion of internship. Also, at the beginning of the training year and prior to and in addition to beginning the evaluation process and receiving the trimester “evaluations”, each intern will be introduced to the training program’s evaluation process in a staff meeting during the first month at LU and acquainted with the Intern Evaluation Form. During this meeting, efforts will be made to convey the developmental model applied for meeting the objectives of the program and developing the identified competencies. Because the program values self-reflection each intern will be provided an opportunity to complete the Intern Evaluation Form in an initial assessment of her/his status in all areas of identified competencies. This initial assessment will be kept on record to assist in tracking developmental growth across the internship year.

Each intern will have one individual supervisor designated as the intern’s primary supervisor. The primary supervisor in conjunction with a secondary supervisor, the entire clinical senior staff, and other professional and administrative constituents will be given opportunity to provide input for the trimester evaluations.

In addition to the written evaluations, interns will receive informal evaluation and feedback from their supervisors as part of an ongoing process. Interns will receive information in the Professional Issues seminar on promoting good supervisory relationships and good communication with supervisors and colleagues. Any weaknesses in or concerns about intern performance will be addressed informally prior to the performance being addressed in a written evaluation. Supervisors will work with an intern to develop a plan of improvement regarding any skill/behavior for which a “needs some improvement” or “substantial improvement needed” rating is obtained.

Standards for Successful Completion of Internship

The UCPS internship program is structured as a developmental training experience; thus, the expectations for intern competence increase throughout different stages of the internship year to reflect trainees' growth and development. For example, to be considered in good standing of the internship program, interns must obtain an average rating of 2.0 on the Intern Evaluation Form by the first trimester evaluation and a 2.5 by the second trimester evaluation. In order to successfully complete the doctoral internship, an intern must earn an average overall rating of 3.0 on the Intern Evaluation Form by the completion of the internship year, scoring no lower than a 2 on any item. Additionally, to successfully complete the internship program interns must obtain a score no lower than a 3 by the end of the year on all critical items identified in bold on the Intern Evaluation Form. The specific critical items reflect competencies that are considered especially important and necessary for the ethical and professional practice of psychology.

Additional Information

Compensation and Benefits

A competitive stipend of approximately \$26,500 and compensation package including benefits is offered for the doctoral internship year. Each intern can expect to have ten (10) vacation days, twelve (12) paid university holidays (four (4) of which are 'floating' holidays for which employees may choose when to use based on their individual needs), ten (10) sick leave/excused

absences and 3 days of professional development time. Benefits also include medical insurance, life insurance, long term disability insurance and flexible spending accounts. Medical coverage begins after the completion of one month's employment. Lehigh staff may use the University's wellness programs, fitness center, swimming pools, indoor/outdoor tracks, family access to athletic facilities, recreational discount programs, cultural events, libraries, credit union and savings bonds. The Liberty Mutual Insurance Company offers a program that can be used to purchase car and homeowner's insurance through payroll deduction. Each intern will participate in new staff benefits orientation within the first week of their employment, at the Lehigh University Human Resources Department, where complete details of their benefits package will be outlined.

Qualifications of Candidates

- Enrollment in a doctoral program in counseling or clinical psychology
- Successful completion of comprehensive exam/project by start of internship
- A minimum of 400 AAPI Intervention and Assessment Hours
- Interest, experience, and training in working with college and university students and their presenting concerns

Application Materials

Our doctoral internship program was approved in December 2010 as a full member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Although we are not currently an APA accredited site, and there is no guarantee of accreditation, we have attempted to design and implement our program to meet APA specifications and are actively working towards the future goal of accreditation.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

[Office of Program Consultation and Accreditation](#)

American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org

We will be accepting applications online through the AAPI portal and are participating and adhering to the rules and regulations of the APPIC match process. This includes cover letter, AAPI application, CV, letters of recommendation, and graduate letter of support from doctoral program. No supplemental documents are required. For more information, feel free to contact:

Doctoral Internship Selection Committee
c/o Cristie Cunningham, Ph.D.
Lehigh University Counseling and Psychological Services
36 University Dr., 4th Floor Johnson Hall
Bethlehem, PA 18015-3060
610.758.3880 fax: 610.758.6207
Clc213@lehigh.edu

When applying through the AAPI portal, our program number is 2116, and our code for ranking is 211611.

Our internship program is a 2000 hour internship running for one calendar year, starting on Friday, July 29, 2016.

Selection Process

Lehigh University's Counseling and Psychological Services (UCPS) seeks qualified interns from different racial and other diverse backgrounds. We believe that the diverse experiences and perspectives of our staff and trainees greatly enrich the center and the work that we do. Not only do we desire diversity in our center, but Lehigh University and UCPS does not discriminate on the basis of age, color, disability, gender, gender identity, gender expression, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status. Lehigh University is an equal opportunity/affirmative action employer. We encourage interns from diverse backgrounds to apply.

We will begin accepting and reviewing applications in October of 2015 and will continue to do so through Monday, December 7th, 2015. Every effort will be made for all candidates that have submitted a completed AAPI through the portal to receive email notification on or before Tuesday, December 15th, 2015 regarding the status of their application. If after reviewing your materials we believe you are a qualified candidate for our center, you will be contacted by either telephone or email indicating our desire to set up either an in-person or Skype interview. Interviews will take place in the middle of December and the first half of January. During the interview process you will be allotted time to meet with the TD, other members of the UCPS intern selection committee, as well as time with at least one of the present interns. Interview time is split between structured and unstructured activities. Applicants are welcomed to contact UCPS staff to garner further information as desired. The UCPS adheres to and follows all guidelines set forth by APPIC throughout the matching process.

Thank you for your interest in our program and good luck in your internship journey.

Staff

Ian Birky, Ph.D.

Education: Oklahoma State University, Ph.D. Clinical Psychology, Oklahoma State University, M.S., Internship: Yale University

Special Interests: Psychodynamic and Existential Psychotherapy, Group Psychotherapy and Sport Psychology

Laurie Gray Evans, Ph.D.

Education: Lehigh University, Ph.D., Counseling Psychology, Veterans Health Administration WNY, Clinical Psychology Internship, University of Washington, B.S. Psychology

Special Interests: Psychodynamic, Existential, and Interpersonal Psychotherapy, Group Psychotherapy, Integrative Assessment, Traumatic Stress, Development Across the Lifespan, and Women's Issues

Aaron Sterba, Ph.D.

Education: The University of Memphis, Ph.D., Counseling Psychology, The University of New Hampshire, APA-approved Pre-Doctoral Internship in Psychology, West Chester University of PA, M.A., Clinical Psychology, University of Delaware, B.A., Psychology

Special Interests: Group Psychotherapy, Sports Psychology (Performance Enhancement & Clinical Issues), Anxiety and Mood Disorders, Health and Wellness, and Developmental Disorders and Learning Disabilities

Cristie Cunningham, Ph.D.

Education: The University of Memphis, Ph.D., Counseling Psychology, The University of Wisconsin at Madison, APA-approved Pre-Doctoral Internship in Psychology, The University of Missouri-Columbia, M.A., Counseling Psychology, The University of Texas at Austin, M.Ed., Kinesiology/Exercise Physiology, The University of Missouri-Columbia, B.S., Human Nutrition

Special Interests: Group Psychotherapy, Supervision and Training, Eating Disorders/Body Image Concerns, Trauma, and Sport Psychology

Current Interns: 2014-2015

Allison Chambers, M.S.

Education: Pacific University, Psy.D., Clinical Psychology (in progress), Pacific University, Masters of Healthcare Administration, Pacific University, M.S., Clinical Psychology, Portland State University, B.S., Biology, Psychology

Special Interests: Interpersonal Process and Therapy, Trauma, LGBTQIA Issues, Group Therapy, and Program Evaluation

Maxine London, M.A.

Education: La Salle University, Psy.D., Clinical Psychology (in progress), La Salle University, M.A., Clinical Psychology, University of Maryland, B.A., Psychology

Special Interests: Cognitive-behavioral, Interpersonal, and Emotion-focused Psychotherapy, Group Psychotherapy, and Mood, Anxiety, and Traumatic Stress

Post Docs 2014-2015

Kelly Landman, M.A.

Education: Bryn Mawr College, Ph.D., Clinical Developmental Psychology, Bryn Mawr College, M.A., Clinical Developmental Psychology, Franklin & Marshall College, B.A., Psychology (Minor in Religious Studies)

Special Interests: Anxiety and Mood Disorders, Sports Psychology, Mindfulness, Strengths and Values Assessment and Development, and Group Therapy

Kathryn Cording, Psy.D.

Education: The George Washington University, Psy.D., Clinical Psychology, Swarthmore College Counseling and Psychological Services, Pre-doctoral Psychology Internship, The George Washington University, M.Psy., Clinical Psychology, Lafayette College, B.A. Psychology and B.A. Women's & Gender Studies

Special Interests: Psychodynamic Psychotherapy, Group Psychotherapy, Trauma, Women's Issues, Anxiety and Mood Disorders, Grief and bereavement

Maryann Sutton, Ph.D.

Education: Lehigh University, Ph.D., Counseling Psychology, Predoctoral Internship: Holcomb Behavioral Health Systems, Lehigh University, M.Ed., Counseling and Human Services, Clarion University, B.A., Psychology

Special Interests: Interpersonal, Psychodynamic and Feminist Psychotherapy, Group Psychotherapy, Grief Counseling, LGBTQIA Issues, Gender Role Issues

James Jobe, Ph.D.

Education: Western Michigan University, Ph.D., Counseling Psychology, University of San Francisco, M.A., Counseling Psychology, California State University, B.A., Psychology

Special Interests: Race/ethnicity, Men and masculinity. Identity; gender, sexual orientation, race, First generation college students, International students