**Pre-doctoral Internship**

Northern Arizona University’s Counseling Services (NAU CS) offers a Pre-Doctoral Psychology Internship focused on university student mental health with a rotation in college teaching. The Pre-doctoral psychology internship involves hours at two different sites at NAU: three-quarters time at NAU CS providing counseling and associated activities and one-quarter time at the NAU Educational Psychology Department engaged in teaching and associated activities.

The 30 hours/week devoted to NAU CS duties involves offering direct counseling services to NAU undergraduate and graduate students via brief individual, couples, and group counseling. It also involves providing daytime crisis services, and participating in evening/weekend emergency on-call rotation. The CS duties fall into three categories: direct services, support activities, and training activities.

Direct services include initial assessment, crisis coverage, mandated behavioral assessments, ongoing individual and couples counseling, group screenings/therapy, clinical consultation and outreach presentations.

Support Activities include clinical planning and documentation, outreach and organizational consultation and professional development activities.

Training Activities include clinical supervision, attending Case and Psychiatric consultation meetings and professional development opportunities (e.g., online continuing education, attending local and state conferences). As a member of the Arizona Psychology Training Consortium, Interns are required to attend Consortium training events 2 days/month (i.e., average 4 hours/week). Consortium training events rotate between Phoenix, Tucson, and Flagstaff.

Evening/weekend emergency on-call duty is assigned 2-3 times/semester (Fall, Spring, Summer) for one week at a time. One week of duty earns 8 hours of compensatory time, which the intern uses in lieu of working one 8 hour workday in the same week as the oncall duty (to assure the intern is not working more than 40 hours total in that week).

The 10 hours/week devoted to NAU Educational Psychology Department duties involve teaching and associated activities. These include: direct teaching, office hours, teaching prep, training activities, faculty meeting participation, and supervision of teaching. The exact course assignment is negotiated with the department chair.

**Competencies and Evaluation:**

**Competency: Clinical Knowledge & Skills**
Interns will be evaluated in multiple areas of their clinical work, including the development of their clinical knowledge and skills. The four primary areas of evaluation include Psychotherapy, Assessment, Diagnosis, and the Integration of Advanced Concepts.

**Psychotherapy**
Interns will be evaluated in multiple areas of their psychotherapy work. Interns will have consistent opportunities to develop case formulations and conceptualizations as well as utilize these guides to collaboratively establish realistic treatment goals with each client they sit
down with. Likewise, interns are expected to be able to establish supportive therapeutic alliances with different types of clients from different backgrounds and demonstrate good listening skills while maintaining appropriate boundaries. Likewise, interns are expected to be keen observers, attending to the affective, cognitive, and behavioral manifestations of distress in a thoughtful and empathic manner. Interns are also expected to engage in their clinical work from a foundational theoretical orientation, be able to demonstrate rationale for their clinical decisions, while remaining open to alternative, relevant orientations, theories and approaches.

Assessment
Counseling Services utilizes the CCAPS-34 with each client at almost every meeting. Consequently, interns are expected to familiarize themselves with this assessment tool and utilize the information effectively during session to assess the client’s level of distress as well as risk of harm to self and/or others. Interns will be evaluated on their ability to incorporate the information gathered from this tool to enhance their treatment approach, conceptualization, and risk assessment for each client.

Diagnosis
Interns are evaluated on their diagnostic interviewing skills including, but not limited to, their ability to develop rapport, assess a client’s mental status, maintains sensitivity to a client’s dynamics while developing rapport, and demonstrates effective crisis intervention. Likewise, their knowledge of the DSM-V and its application as a diagnostic tool in a college counseling center is vital. Likewise, interns will be evaluated on their knowledge of psychological theory and their ability to apply these theories while developing a sound theoretical case conceptualization for each client they sit down with.

Integration of Advanced Concepts
Interns will also have the opportunity to develop awareness and skill in the area of utilizing more advanced clinical concepts such as process, intrapsychic dynamics, and countertransference in their therapy work. Interns will be evaluated on their level of awareness with regard to the use of “here and now” techniques, as understand ways to incorporate the subjective experience of both the clinician and client to help aid their treatment. Furthermore, interns will be expected to demonstrate their awareness of the impact of their own personal issues in multiple areas of their clinical work including counseling, group therapy, as well as supervision. Of vital importance is the interns ability to seek out supervision and consultation when appropriate, especially with different offices and professionals in the NAU community.

Competency 2: Diversity & Social Responsibility
Interns are expected to be advocates for social justice and, thus, to have a foundation of knowledge and experience with regard to multiculturalism and the impact of diversity. Interns will be evaluated on their awareness of the impact of their own individual and cultural differences on their clinical work, their relationships with other staff at Counseling Services, as well as their relationship with the university community. Likewise, an intern is expected to consider the impact of a client’s cultural background, including differences and similarities,
including the potential impact this may have on the ability to effectively serve the needs of the client. Furthermore, interns will need to consider the relative impact of current events and issues on multiple levels including local, state, and federal, as well as maintain awareness of the systematic impact of these events and issues on the changing landscape of the counseling field.

Competency 3: Scholarly Attitude

Interns are expected to engage in reflective and critical thinking during their time at NAU Counseling Services. Interns will be encouraged to consider alternative perspectives and sources of information when diagnosing, conceptualizing, and developing treatment plans with their clients. Likewise, it is expected that interns will seek out information in areas where they have limited experience and/or knowledge, as well as seek consultation and supervision at appropriate times.

Competency 4: Professional Behavior and Development

Interns are expected to adhere to the highest level of ethical and professional standards. While on internship, they will be evaluated on their ethical reasoning and behavior with regard to their clinical work, problem-solving with ethical dilemmas, as well as awareness of the limits of their competency in the role of intern. Their professionalism with regards to timeliness of record keeping, documentation, relationships with fellow interns, staff and administration, as well as adherence to agency guidelines will also be assessed. Of significant importance is the intern’s use of supervision, both as an opportunity to consult on clinical cases and receive valuable feedback and guidance, and as a chance to enhance their awareness of their own boundaries and the management of stress.

Evaluation procedures:

Interns are evaluated on a scale of 1-5 (1 = Concerns noted, 5 = Advanced Competency) in multiple areas connected to the competencies listed above. Interns are evaluated by their primary supervisors multiple times throughout the year and that feedback is shared directly with the intern, as well as communicated to the consortium and the intern’s individual doctoral programs three times a year. Informal evaluations take place approximately mid-semester in both the fall and spring and provide the intern an opportunity to work on areas that may need continued growth and development. The feedback provided during these informal evaluations is NOT communicated to the consortium or individual doctoral programs. Formal evaluations occur at the end of the Fall semester, end of the Spring semester, and at the matriculation of the internship towards the end of the summer. Formal evaluative feedback provided by the intern’s supervisors is recorded in the intern’s file and the results of these evaluations are shared with the consortium and intern’s home programs. These evaluations serve as a means of tracking the intern’s progress, strengths, and areas of growth while on internship. All interns are provided a copy of Due Process procedures in the event that they do not agree with their supervisor’s evaluations or feel that the internship is not meeting their developmental and educational needs. (Please see AZ Consortium Due Process for more information)
**Example of typical schedule for Pre-Doctoral Psychology Intern:**

75% NAU Counseling Services (Campus Health Services)
25% NAU Educational Psychology Department (College of Education)

**Breakdown of year-round work hours:**

a) 30 hrs/wk at NAU CS (goal of 500 direct client contact hrs per APPIC 25% requirement)
b) 10 hours/wk at NAU Educational Psychology Department (teaching 1 class plus associated activities)
c) both departments contribute hours toward 2 days/month required at AZPTC trainings

**NAU Counseling Services (30 hours):**

58% Direct Services (17.5 hrs/wk) – needs 500 direct service hours (500/2000 = 25%)
20% Support Activities (6 hrs/wk)
22% Training Activities (6.5 hrs/wk)

**Direct Counseling Services (17.5 hrs/wk – 58%)**

1.0 hr/wk  Scheduled Initial Assessment
4.0 hrs/wk  Screening shift (Initial Assessments, daytime crisis, clinical consultations)
11.0 hrs/wk  Scheduled individual, BRAs, couples, and/or group screening sessions
1.5 hrs/wk  Group therapy
Outreach presentations as scheduled
On-call emergency coverage: one week of duty earns 8 hours of compensatory time, which the intern would use in lieu of working one 8 hour workday in the same week as the on-call duty (to assure the intern is not working more than 40 hours total in that week).

**Counseling Support Activities (6.0 hrs/week)**

5 hrs/wk  Paperwork/Planning/Notes (clinical planning and documentation, outreach/organizational consultations, professional/clinical reading, research/program evaluation)
1.0 hr/wk  Departmental/Administrative Staff and University Meetings

**Counseling Training Activities (6.5 hrs/week)**

1.0 hr/wk  Case, Psychiatric, and Collaborative Care Consultation meetings
2.0 hrs/wk  Individual supervision (1 each with primary and secondary supervisors)
0.5 hr/wk  Individual supervision (group supervisor)
3.0 hrs/wk*  Consortium monthly trainings
*Trainings=2 days/mo or 4 hrs/wk (3 hrs in CS schedule/1 hr in COE schedule)

**NAU Educational Psychology Department (10 hours/wk):**

Teaching Duties (10.0 hrs/wk)
2.5 hrs/wk  Direct Teaching
1.0 hr/wk  Supervision with Teaching Mentor/Supervisor
2.0 hrs/wk  Office Hours
2.5 hrs/wk  Teaching Prep
2.0 hrs/wk  Teaching Training Activities/Faculty Meetings/Committees
            --Consortium monthly trainings*
            *Trainings=2 days/mo or 4 hrs/wk (3 hrs in CS schedule/1 hr in COE schedule)
            -Educational Psych Faculty Meetings (1.5 hrs/mo)
            -Counseling Committee Meetings (1.5 hrs/mo)