

Program Description
Pre-Doctoral Internship in Clinical/Counseling Psychology
University of Maryland, Baltimore County
University Counseling Services

The University

The University of Maryland, Baltimore County is a state-run, co-educational university. Designated as an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. The university has approximately 10,000 undergraduate students. An additional 3,000 students are enrolled in the university's graduate programs which emphasize science, engineering, information technology, human services and public policy. UMBC's student body is the second most diverse in the country; minority enrollment is about 40%. The campus is located on 500 acres 15 minutes from Baltimore's Inner Harbor and 30 minutes from Washington, D.C. BWI Airport is five minutes away, as are AMTRAK and light rail stations.

The University Counseling Services

The University Counseling Services exists to offer professional psychological services to UMBC students to enhance their personal growth, enrich their lives, and maximize their ability to function well academically. The UCS further strives to contribute to the mental and emotional health of the campus community through consultation, outreach, training, and educational programs. All professional services at the UCS are provided or supervised by licensed clinicians. Services include crisis intervention, individual counseling, group counseling, consultation, and a variety of psycho-educational programming (e.g., time management, stress management, test anxiety, procrastination). Both personal and career concerns can be addressed. All counseling services are free and confidential. UCS provides interns with the opportunity to gain experience working with a wide variety of presenting concerns and broad range of diagnoses. Presenting issues of students include problems with social relationships, feeling depressed, academic concerns, grief and loss, anxiety, stress, career concerns, sexual assault or abuse issues, eating disorders and related concerns, and drug and alcohol use/abuse. The student population also offers the opportunity to work with clients from diverse cultural and ethnic backgrounds. About 17% of the student population is African American, 21% Asian American and 4% Hispanic/Latino. UCS is staffed by five full time psychologists and a part-time psychiatrist. Staff members are currently licensed or license-eligible in MD and are actively involved in professional organizations. UCS staff use a variety of theoretical orientations, but has a shared interest in interpersonal and psychodynamic therapy.

The Internship Program

The University Counseling Services (UCS) at UMBC offers a pre-doctoral internship in professional psychology to qualified graduate students in clinical and counseling psychology. The purpose of the internship program is to train practitioners who are interested in developing the competence and confidence for work as psychologists in a comprehensive university counseling center. Competencies developed in the program are also applicable to other community settings,

such as outpatient mental health programs, employee assistance programs and private practice. The training experience includes the supervised practice of a broad range of professional skills, including assessment, counseling, consultation, crisis management, outreach, and program development. The internship also allows for development of preventative programs and interventions for issues or populations of the intern's own interest. The internship program is newly developed in accordance with the standards of APPIC and APA. Prior to the development of the program, UCS trained interns as part of the Springfield Hospital Internship program. Additionally the center has provided externship training to area graduate students in counseling and clinical psychology doctoral programs. Under new leadership, the UCS staff is excited to enhance their existing training programs in the development of an internship program. Staff views the interactions with trainees as an integral part of keeping UCS a vibrant place of learning and growing.

Training Model and Philosophy

The center's model of training emphasizes the following: (1) the importance of teaching interns how to integrate theory and scientific knowledge into practice (the practitioner/scholar model), (2) the importance of attending to the intern's developmental needs, (3) the importance of teaching interns about professionalism and being a part of a team in addition to learning basic clinical skills.

UCS operates from a practitioner/scholar model of training, emphasizing learning how to apply the knowledge that interns have gained from their classrooms, seminars, research, and readings into what they do in their clinical work. Seminars and readings are provided to increase interns' knowledge base about counseling center work and the client population. The seminars are planned so that trainees are introduced in didactic form to topics that coincide with where they are in their developmental process. For example, supervision seminars are provided in the second year when the interns are ready to begin the task of supervising; group therapy seminars are presented early in the interns' training and then again as the interns have had opportunities to co-lead or process observe groups.

Additionally, the UCS staff strives to teach through modeling that professional development extends well beyond the internship year. Staff and interns join together on a weekly basis for Case Conference to share ideas about their work with specific students. Staff Development training is integrated throughout the year to enhance staff's knowledge about specific topics particularly relevant to college students. Interns participate in these training sessions as well. Staff strive to demonstrate to interns that theory and science inform clinical work and that clinical work is well enhanced through the discussion and learning from the experience of others.

The internship program at UCS also works from a developmental perspective in assessing each individual intern's entering skill level and working to expand their skills beyond that. Toward this aim, the training incorporates the following:

- Seminars to enhance the interns' knowledge of the current literature and theoretical perspectives so as to integrate these into practice.
- Opportunities to learn through direct experience.
- Opportunities to share work, discuss experiences, and teach others.
- Opportunities to learn through observation or listening to staff's discussion of their clinical work.

Training proceeds in a sequential fashion, allowing for interns to gradually assume increasing levels of autonomy. One example of this is provided in the interns' experience of intake assessment training. Interns first learn about conducting intakes within this setting in a seminar format. They then observe intakes conducted by staff. Interns' intakes will be observed by staff before the interns are given the task of conducting them on their own. Supervision experiences will likewise be more intensive as the interns initially take on the task of conducting their own intakes and decrease in intensity as interns become more experienced.

Lastly, the staff believes that intern training needs to extend beyond clinical work and incorporate other basic professional skills of team participation and developing administrative skills. Interns are incorporated into staff meetings and meeting with other offices in the Division of Student Affairs. This inclusion allows for interns to truly experience the ins and outs of counseling center operations and the importance of working with the campus community. Ethical issues are addressed in seminars as well as within staff meetings and case conference times, where dilemmas that occur are often addressed.

Goals and Objectives of the Internship Program

Goal I: To produce graduates who have the requisite knowledge and skills for entry into the practice of professional psychology in a counseling setting.

Objective 1: To prepare professional psychology interns who have knowledge and clinical skills in providing Individual Psychotherapy.

Objective 2: To prepare professional psychology interns as practitioners who have knowledge and clinical skills in providing Group Therapy.

Objective 3: To prepare professional psychology interns as practitioners who have intake and diagnostic Assessment Skills.

Objective 4: To prepare professional psychology interns as practitioners who have knowledge and skills in Crisis Intervention.

Objective 5: To prepare professional psychology interns as practitioners who can provide Outreach and Consultation.

Objective 6: To prepare professional psychology interns as practitioners who have knowledge and skills in providing clinical Supervision.

Goal II: To produce interns who are grounded in their ability to integrate theory and research into clinical practice.

Objective 1: To expand intern's knowledge of theories and research related to clinical practice.

Objective 2: To develop intern's capacity to integrate knowledge of theories and research into their clinical practice.

Goal III: To foster interns' professional identity as a psychologist that engenders a life-long commitment to learning.

Objective 1: To reinforce in interns an ongoing commitment to continued learning.

Goal IV: To facilitate a professional identity that incorporates an awareness of self and an understanding of, and respect for, diversity.

Objective 1: To enable interns to develop a professional identity that incorporates an awareness of self.

Objective 2: To prepare professional psychology interns as practitioners who have the knowledge, sensitivity, and clinical skills needed to work with diverse populations.

Goal V: To engender an understanding and knowledge of professional issues and their application in the clinical setting.

Objective 1: To develop a professional identity sufficient to enable the intern to function as an ethical psychologist in a variety of settings.

Objective 2: To develop in interns a professional identity sufficient to enable the intern to function with a sense of professionalism in a variety of settings.

Components of the Internship

The internship training is highly experiential. Interns are expected to accrue a minimum of 500 hours of face-to-face direct service. Approximately half of the intern's hours are spent in direct service: intake, individual therapy, group therapy, crisis intervention, outreach, consultation, and supervision of externs (if available). Interns also participate in staff meetings, intake disposition meetings, and case conference to permit them opportunities to work collaboratively with the staff, seek feedback on their work, and become actively involved in the process of policy decision making. Interns witness staff's work as they observe intakes, co-lead or observe group therapy, and attend case conference. Mentorship is an important part of the intern's experience. The wide variety of supervisory experiences provides for interns to have individual contact with a number of staff members. As such, the interns have a variety of mentors and role models.

Specific components of the program are as follows:

1. Intake Assessment. Interns provide two to three regularly scheduled intake evaluations each week. Intakes form the basis for establishing rapport, clarification of client needs and goals, behavioral observation, diagnostic assessment, and treatment planning. The number of intakes will vary over the course of the internship to assist interns in building an initial caseload and to maintain a reasonable number of cases.

2. Individual and Couples Psychotherapy. Psychotherapy is primarily with individual clients, although the intern may have the opportunity to gain some exposure to couples therapy depending on availability of such cases. The Center's orientation is toward brief therapy, and training will be provided on a variety of approaches. UCS employs a 12 session limit. Interns are typically expected to carry an average of eight to ten clients per week, although the number may be higher in times of peak demand and lower during winter and summer breaks.

3. Group Work. The Counseling Center offers a variety of therapy groups, specific population-oriented support groups, and skills building groups. Developing and sustaining groups cannot be guaranteed; however, efforts are made to provide interested interns the opportunity to co-lead at least one group each year with a professional staff member. Interns are also encouraged to develop groups in their own areas of interest with the guidance of the professional staff.

4. Assessment. In addition to conducting two intakes per week, interns will assess intake and therapy clients' symptoms and progress using the Behavioral Health Measure-20™ (BHM-20) Continued College Counseling Version. Interns will also conduct assessments

of substance abuse during the second year of the internship. Opportunities for experience with career and vocational assessment are available.

5. Outreach and Consultation. Interns are involved with the Center's Outreach and Consultation Services to students and to faculty and staff around student issues. Outreach could include activities such as training of residence hall assistants, participation in student and parent orientation programs, and topic-focused presentations and workshops. Interns will conduct at least five outreach programs per year, including the Skills for Success Workshops. Consultation involves work with student groups, liaisons with campus offices, and case-based assistance to students, staff, faculty, and parents. In addition, during the second year of the internship, interns serve as consultants to Community Directors. Interns may have the opportunity to supervise externs on the development & delivery of these services.

6. On-Call Crisis Intervention and Consultation. Interns are involved in daytime on-call services one half-day per week beginning in the second half of the first year of internship. This involves seeing walk-in clients requiring immediate clinical attention. Interns begin the year working in conjunction with the on-call therapists, providing triage, conducting evaluations, crisis intervention, and consultations. Interns are generally expected to demonstrate sufficient competence and then assume a more independent role in providing daytime on-call services at their supervisors' discretion. Interns will participate in the rotation of after-hours coverage during the second year of internship. Back-up supervision will be provided. Supervision of the interns' crisis intervention work will be provided by the staff psychologist providing backup. If additional supervision is needed, this will be provided by the intern's primary supervisor or the Training Director. A seminar on crisis management is offered prior to their undertaking this experience.

7. Case Management. Interns are expected to conduct case management activities relevant to the clients with whom they are working. This activity includes writing intake reports, case notes, termination reports, and necessary correspondence. Interns also make necessary referrals to and contacts with faculty, administrators, treatment professionals, and parents as appropriate, and work with their supervisors to conduct case management in an ethical and legal manner. They are responsible, along with their supervisors, for making sure that relevant documents are reviewed and counter-signed by a licensed clinician.

8. Group Supervision. The focus of group supervision will be applying psychological theories to cases and considering the treatment implications of specific diagnoses. Both the group supervisor and interns will present cases and practice applying specific theories and diagnoses to those cases. Externs will participate in discussions but not present cases. Discussion of these cases is facilitated by the group supervisor who may also model offering consultative feedback to the presenting intern.

9. Case Conference/Peer Supervision. Interns formally provide peer supervision to and consult on cases with each other and internship faculty during the weekly case conference. Each semester, interns present at least one case to the other interns, externs, and UCS professional staff. The interns, along with externs and staff, provide feedback focused on the questions and concerns raised by the presenting intern or other staff clinicians.

10. Individual Supervision. Each intern will have two hours of individual supervision per week. The interns will have a minimum of two different supervisors for individual supervision over the course of the two-year program.

11. Supervision Training. If available, during their second year of internship, each intern will provide individual supervision to a trainee in the externship program. Supervision for this experience will be provided in dyad format with the other intern supervisor. A series of seminars on supervision will be provided prior to this experience.

12. Practice Requiring Knowledge of and Sensitivity to Diversity Issues. Given the diverse composition of the student population at UMBC, interns need to utilize a multicultural perspective. Knowledge of, and sensitivity to, diversity issues are essential in all areas of practice and are included in didactic training seminar. There, the range of cultural theories and specific group issues will be addressed. Diversity issues are also attended to in supervision. UCS is also in the process of developing a Multicultural Training Specialty, in which interns can select to participate. This specialty track is designed to give more intensive and comprehensive training in working with students from diverse backgrounds and under-represented minority groups. Activities would include outreach presentations targeted to minority student groups, co-leading a targeted minority therapy group, and leading seminars, workshops, and/or campus-wide talks on issues related to multicultural diversity.

PROFESSIONAL IDENTITY COMPETENCY AREAS

1. Professional Behavior. Interns are expected to demonstrate behavior consistent with UMBC's Staff Handbook and the UCS Policy & Procedure Manual. These standards include taking responsibility for their schedules, meeting expectations of the work place, working cooperatively and courteously with others, representing the agency well, and demonstrating sensitivity to diversity issues in their interactions within and outside the agency. Professional staff models these behaviors for interns and provide necessary instructive information and feedback regarding expected standards.

2. Ethical and Legal Issues. Interns are expected to be aware of and behave in a manner consistent with ethical standards established by the American Psychological Association and the State of Maryland. They conform their professional behavior to state legal statutes regarding the practice of psychology. They receive training in relevant ethical, legal, and professional standards through training seminars, supervision, and case management meetings.

3. Scholarly Activity. Interns are expected to demonstrate a commitment to scholarly activity. They remain current with the scientific basis for practice in professional psychology through reading, training seminars, supervision, and professional development programs. They demonstrate scholarly activity and competence by working to complete research requirements for their degrees, presenting in training seminars, and practicing in a manner that is informed by theory and research.

4. Evaluation and Feedback. The UCS recognizes the importance for interns to receive timely feedback regarding their progress and performance in their work. Informal feedback is an integral part of the supervision hour. Additionally, formal assessment of

the interns' progress will be made twice a year, in January and July. Interns are evaluated on all of the objectives listed above.

Internship Hours

Interns will work 24 hours per week. Interns will be required to be in the office on Tuesday mornings and all day on Wednesday. This will permit interns to attend staff meetings and seminars. Interns will then be assigned two other full days to work. Some negotiation with the intern around the other assigned days is possible. Interns are required to complete at least 2000 hours of training during their internship years.

Typical Schedule of Hours per Week in Activities during the Year

Activity	Fall/ Spring	Summer
Clinical Services:		
• Individual Counseling/Therapy	8	6
• Intake	2	2-4
• On-call clients (crisis management)	0-4	0-4
• Group therapy	1	0
Other Clinical Activities		
• Outreach	1-2	1
• Supervision of Trainee (2 nd year)	1	0
• Consultation	varies	varies
Total Clinical Activity Hours	13-18	9-15
Professional Training and Development:		
• Individual Supervision	2	2
• Supervision of Group Work	1	0
• Dyad Supervision of Supervision (2 nd year)	1	0
• Case Conference with staff	1	1
• Seminars	1	1
Total Professional Training and Development	6	4
Administrative Activities		
• Staff Meeting	1	1
• Assignment Meeting	1	1
• Case Management/Report Writing	1-4	1-4
• Other Projects (more during Summer and Winter breaks)	Varies	Varies
Total Administrative Activities	3-6	3-6
Total for Week	24	24

Compensation and Benefits

The internship proceeds over a two-year period on a part-time basis (24 hours per week) beginning August 1st through July 31st two years later. The current internship stipend is \$10,000 per intern per year (\$20,000 for the full internship). Interns will have the status of visiting graduate students, which allows for parking in a staff lot (for a fee), access to

library and recreation facilities, and eligibility to purchase health and dental insurance. Given this status, interns are not eligible for State benefits. Leave benefits include up to eight University-recognized holidays each year. They will only be given holiday leave for days they are regularly scheduled to work. Additionally interns will be provided with two days of sick leave and three days of vacation per year. Professional leave to attend educational programs, dissertation work, and/or job interviews will be granted in consultation with the Training Director and Director of University Counseling Services.

University Counseling Services Staff

Patricia L. Wick, Ph.D., Training Director. Dr. Wick graduated from the University of Miami with a doctoral degree in Clinical Psychology after completing her undergraduate degree in Psychology at Stony Brook University. She completed a pre-doctoral internship at Taylor Manor Hospital and a post-doctoral fellowship in Eating and Mood Disorders at the Sheppard and Enoch Pratt Hospital. She has worked in a variety of settings, including in-patient psychiatric hospitals, out-patient clinics, and college counseling centers. She has extensive experience with individual, couples, family, and group therapy, as well as psychological assessment. Dr. Wick has taught at the undergraduate and graduate level and supervised undergraduate and graduate students as well as psychiatry residents. She has had a private practice in the Baltimore area since 1991.

J. “Jay” LaVelle Ingram, Ph.D., Director. Dr. Ingram received her doctoral degree in Clinical Psychology from the University of Tennessee, Knoxville in 1989 and her undergraduate degree from Smith College. Dr. Ingram has served as Director of a city’s Employee Assistance Program and Coordinator of a county Psychological Assessment Program before returning to campus life. She specializes in cross-cultural theory and therapy, diagnostic assessment and the treatment of severe depression.

Bonita Johnsen, Ph.D., Associate Director. Dr. Johnsen graduated from the University of Maryland, College Park with a doctoral degree in Counseling Psychology. Dr. Johnsen is a senior staff member at UCS, having served for over 20 years as a counselor and supervisor and over 10 years as an administrator. In addition to individual therapy, Dr. Johnsen provides career counseling and alcohol and drug assessment to students. Dr. Johnsen is integrative in her approach to therapy, often utilizing psychodynamic theory in her conceptualization of cases.

Bruce Regan, M.D., Psychiatrist Consultant. Dr. Regan graduated from Harvard University with a degree in Social Relations and the University of Maryland Medical School with a medical degree. Dr. Regan is Board Certified in Psychiatry and Neurology and is a Distinguished Fellow of the American Psychiatric Association. He has held positions as Assistant Professor at University of Maryland, Baltimore, staff psychiatrist at the Baltimore VA Hospital, Psychiatric Residency Training Director for the Maryland Mental Hygiene Administration, Acting Clinical Director of Springfield Hospital Center, Superintendent of Spring Grove Hospital Center, Medical Consultant to the Planning

Division of the Maryland Mental Hygiene Administration, Medical Director of Queen Anne's County Mental Health Center and Medical Director at Way Station, Inc. Throughout his career he has maintained a part-time private practice.

Kristin Sagun, Ph.D., Multi-Cultural Services Coordinator. Dr. Sagun graduated from Temple University with a doctoral degree in Counseling Psychology after completing her pre-doctoral internship at The Johns Hopkins University Counseling Center. She also completed a post-doctoral fellowship at The Center for Eating Disorders at Sheppard Pratt Hospital. Dr. Sagun is licensed as a psychologist in Maryland and Pennsylvania. She has experience working with college students within a variety of settings in higher education including counseling services, disability services, and residence life. Dr. Sagun utilizes an integrative approach to therapy with emphasis on cognitive-behavioral and psychodynamic theory. Her special interests include group counseling, college student development, family of origin, and LGBTQ issues.

George Nichols, Ph.D., Outreach Coordinator. Dr. Nichols earned his doctoral degree in Counseling Psychology from the University of Wisconsin-Madison. His Master's degree, also in Counseling Psychology, is from Boston College, and he completed his pre-doctoral internship at Johns Hopkins University's Counseling Center. Dr. Nichols specializes in motivational interviewing, cross-cultural counseling, career development, and the college adjustment process. He provides both individual and group counseling.

Self-Disclosure Policy

Training staff at the UMBC University Counseling Center value the power and complexity of the therapeutic relationship. Because of this value, in our intervention, supervision, and training activities, there is a focus on the "person-of-the-therapist" and how this may impact the quality and effectiveness of work with clients and consultees. Trainees may be asked to reflect upon and share the ways that their own personal qualities, experiences, and reactions influence and are impacted by their clinical work in supervision and other training settings. Such exploration and disclosure is not intended to serve as psychotherapy for the trainee and is focused on enhancing self-awareness and professional development as related to the trainee's clinical practice during the internship. Supervisors and other training staff are expected to explore relevant information in a respectful, non-coercive manner, within the context of a safe and supportive professional relationship.

Also in accordance with APA ethics code, section 7.5, it is important for trainees to be aware that the due process procedures for our training programs indicate that the staff may require trainees to obtain psychotherapy in those cases in which a trainee is deemed problematic.

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