2016-2017
DOCTORAL INTERNSHIP IN PSYCHOLOGY

Application Deadline: November 11, 2015

Tricia Hanley, Ph.D., Director of Training

Counseling Center
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PHILOSOPHY OF TRAINING

The staff at the Counseling Center at the University of New Hampshire is strongly committed to training. We feel that participation in training benefits not only our doctoral interns, but also benefits supervisory staff and the profession of psychology as a whole.

We believe that the role of the counseling center in a university setting is multi-faceted. We see ourselves as specialists in developmental, clinical/remedial and preventative interventions with adolescents and young adults. We aim to serve the community while being part of the community. As part of the community we are accessible to and familiar with our constituents. In addition, as community members with specialized training in a biopsychosocial model of service with the university population, we are knowledgeable about the special needs of students, faculty, staff, and the systems of which we are a part. It is the philosophy of knowledge in service of practice or "knowledge for what it can accomplish" (Stricker and Trierweiler, 1995 p.996) that guides our center and training program. However, while the emphasis of our program is clearly on practice, we understand good professional practice to be possible only when science and practice are integrated (Belar and Perry, 1992) and when the practitioner "reflects-in-action" (Peterson 1995 p.980). We believe that to be responsible and effective practitioners, we must also be scholars. As clinicians and supervisors, we draw upon our knowledge of research, scholarly work and theory as well as our intuition, creativity and experience of relationship to respond to a particular need. We see our work and knowledge as fluid, always growing and changing in response to new information and experiences. We are committed to continual professional and personal learning through both formal and informal modalities. It is with this understanding that our center staff endorses a "Practitioner-Scholar" model of training and clinical practice.

What does this mean in terms of training? It means that training staff help the interns embrace the Counseling Center mission, which includes service to the university community in many forms: individual and group psychotherapy, crisis intervention, psycho-educational workshops, assessment and consultation with other health providers, offices and departments. It also means opportunities to reflect on what we are doing and to draw on ideas from our colleagues and pertinent psychological research and other literature. These opportunities take the form of supervision, case sharing, seminars, professional reading, and evaluation of and/or participation in research. There is a process that is modeled and encouraged; one in which we avail ourselves of the external knowledge and resources available to us, and we also turn inward to our self-knowledge, and the accumulation of what we have learned in practice. We draw on all of it in our attempts to move those we serve forward.

As a training program our primary goal is to encourage and assist interns in their development toward becoming highly responsible, ethical, and competent entry-level health service providers in psychology. Our program provides interns with an intensive professional training experience in the many activities in which a university counseling center psychologist typically engages. Through the supervised activities of individual therapy, group intervention, crisis intervention, outreach, consultation, the provision and receipt of peer supervision, scholarly inquiry and administrative tasks, interns gain enhanced ability to function as health service providers in psychology in the following Foundational Competencies: Professionalism, Relational, Science, Education, Application and Systems. Learning is developmental and predominantly experiential in nature with didactic work supplementing supervised practice. Interns receive a minimum of 2.5 hours per week of individual supervision and 3.5 hours per week of group supervision. Further, interns participate in seminars in each of these domains. Seminars
are led by senior staff psychologists and professional program consultants who base their presentations on their clinical expertise and experiences as well as on current research and literature. On average, interns spend a minimum of 3 hours per week in seminars. Our internship program also encourages spontaneity and curiosity regarding research and scholarly inquiry by way of individual and group projects (Consultation Project, Intern Project, and Clinical Specialty Project).

The Center’s staff views professional growth as interrelated with personal growth. Therefore, interns are challenged to examine themselves and their worldviews as they develop as psychologists. We are committed to diversity and to working on issues of oppression and social justice. Throughout the year, interns receive training and supervision on the dynamics of oppression, power, and cultural influence, and are sensitized to diversity among clients. In addition to individual and group supervision, interns participate in a 17 session Multicultural and Social Justice Competencies Series. Our commitment to diversity is also reflected in the staff’s theoretical orientations and practice. More generally, interns are part of a Center that respects and values the participation of all its members and works to responsibly acknowledge power and its use.

Interns are encouraged to participate in all aspects of the functioning of the center. We believe that effective socialization of interns into professional psychology involves a high degree of interaction between interns and staff members and that direct communication about values, attitudes, and ideas and modeling these in our work is central to reaching our training goals. Using an apprenticeship process, interns work closely with senior staff in developing skills to successfully participate in the many activities in which a university counseling center psychologist engages. Early in the year interns share tasks with supervisors and assume more responsibility and autonomy, as they are ready. Consistent with our value on relational learning is the continual feedback loop that exists between interns and senior staff and between all members of our staff. Interns participate in a program that assesses and adjusts to the unique needs and abilities of each intern class.


THE UNIVERSITY AND COMMUNITY

The University of New Hampshire, founded in 1866 as a land-grant institution, has an enrollment of approximately 12,000 undergraduates and 2,500 graduate students.
The University of New Hampshire is located in Durham, NH, with a population of 10,000. UNH is a major educational institution in New Hampshire and is committed to offering excellent educational programs and opportunities for its students. The campus, 188 acres in size, is surrounded by more than 3,000 acres of fields, farms and woodlands that are great for hiking, jogging and cross-country skiing. The University also offers fine athletic facilities and the Paul Creative Arts Center with two theaters and two art galleries.

The beaches of New Hampshire and Maine, the White Mountains and Boston, MA are within 20 to 60 minutes driving time. Several towns rich with history, ethnic restaurants, craft shows, theater, seasonal outdoor performances and festivals are accessible by bus.

The University of New Hampshire recognizes multicultural community as vital to our mission of achieving educational excellence, and embraces human and intellectual diversity as conditions for development and learning. Employees from underrepresented groups who thrive here understand the complexity of working at a PWI and value small-town culture with close proximity to metropolitan areas and natural spaces.

THE CENTER

The Counseling Center is within the Division of Academic Affairs and reports to the office of the Vice President for Student and Academic Services. The Center is the primary mental health facility on campus. It offers a variety of services that are designed to enhance the student's ability to fully benefit from the university environment and academic experience. This includes providing counseling and therapy for students who may be experiencing situational or ongoing psychological difficulties, providing programming to meet the developmental needs of the student population, and encouraging a university atmosphere conducive to personal and intellectual growth and psychological well-being.

The Counseling Center is located on the third and fourth floors of Smith Hall. The offices are comfortably furnished, and the Center presents a welcoming atmosphere. We have a large group room and staff lounge and library. All of our offices are equipped with dual platform Apple computers and we utilize Titanium for file, schedule and data management. The Center maintains a small library of professional literature and digital recordings for use by the staff. Interns are also encouraged to use the Physician's Library and the Health Education Library located in the Health Services Building.

Our Doctoral Internship Program is fully accredited by the American Psychological Association. The Center is accredited by the International Association of Counseling Services, Inc. (IACS) and is a member of the Association of Psychology Internship Centers (APPIC). The Center adheres to the procedures established by APPIC for the recruitment and selection of graduate interns.

INTERNSHIP PROGRAM

Our program is based on an apprenticeship process in which Senior Staff Psychologists and Interns work collaboratively. The supervisor/mentor serves to facilitate the learning of clinical and therapeutic skills, and advancement in psychology as a profession. During the early weeks of internship, interns and supervisors share tasks such as intake and emergency coverage, with interns assuming more
responsibility and autonomy as they are ready. Shared activities over the course of the year, may include co-therapy and co-facilitating seminars and workshops.

A. Service Activities

1. Individual Counseling: Interns are expected to carry an individual client caseload of 16 client hours per week throughout the Academic Year. Interns work with both short-term and longer-term psychotherapy clients.

2. Intake: Interns begin by observing staff during intake sessions in order to familiarize themselves with the procedure. Interns are then included in the intake interview rotation (approximately three hours per week).

3. Crisis Intervention and On-Call: Interns observe and accompany senior staff on emergency duty one hour per week for the first few weeks of the fall term and eventually join the rotation with staff back-up.

4. Groups: Interns lead a semi-structured, support and/or therapy group with senior staff or fellows during the fall and spring semesters. This involves a minimum weekly commitment of one and one-half hours.

5. Outreach and Consultation: Each semester interns develop and present 4 workshops for campus offices or classes. Interns negotiate a year-long consultative relationship with at least one campus agency and design and implement a consultation project with a segment of the campus population. Interns are encouraged to explore a range of possibilities and may participate in one of the Center's ongoing projects or initiate their own projects. Interns spend considerable time during the summer months completing their consultation projects.

6. Testing and Assessment: Interns engage in practical and training activities including a six-session seminar series on the use of assessment inventories in a counseling center environment. Interns receive supervision on their use the CCAPS (Counseling Center Assessment of Psychological Symptoms), the Personality Assessment Inventory (PAI), and the MCCI-III (the Millon Clinical Multiaxial Inventory-III) for clients deemed at risk for self harm or harm to others. Interns also provide intake assessments and receive supervision for intakes with students with learning disabilities.

7. Peer Supervision: Interns are trained and supervised in a model of Peer Supervision that includes didactic seminars and a weekly two-hour supervision meeting. Specifically, during the first hour, interns present cases to their intern cohort and receive supervision on those cases. For the second hour, Supervision of Supervision helps the group focus on supervision skills.

B. Training Seminars and Supervision

1. Individual Case Supervision: Each semester interns are assigned to work with a senior staff member whose interests best match the intern's needs. The pair meets weekly for two hours of individual supervision, primarily around the intern's individual caseload. Interns also receive additional individual supervision for intake and on-call coverage.

2. Supervision of Group Work: Fellows provide weekly supervision to examine issues of co-leadership and group process.

3. Staff Case Conference: Interns, fellows, and senior staff meet weekly for one hour to discuss cases.

4. Professional Seminars: Interns attend weekly professional training seminars designed to deal with issues specific to the university population and counseling center work. Topics include crisis management, consultation, assessment, multicultural counseling, relational therapies, contextual therapies, eating disorders, anxiety, group treatment, and professional development issues.

5. Staff Meetings: Interns attend a weekly one-hour staff meeting. At times, these meetings combine business with in-service training for all staff.
6. **Professional Development Supervision**: Interns meet weekly for one hour with the Director of Training. The purposes of these meetings are varied, reflecting the needs of the interns, including: processing the internship experience, clinical issues and case conceptualizations, professional development and identity issues, and administrative details.

7. **Supervision of Assessment**: Interns receive supervision throughout the assessment process and participate in an assessment seminar focusing on the integration of assessment and testing in the therapy process.

8. **Supervision of Consultation**: Interns receive supervision throughout their consultation project and participate in a biweekly supervision focusing on consultation.

9. **Supervision of Supervision**: Interns meet weekly for one hour per week to receive supervision of their peer supervision.

10. **Supervision of Outreach**: Interns receive feedback on their workshop design and delivery as well as biweekly supervision around their outreach/educational competencies.

**PROFESSIONAL DEVELOPMENT**

A. **Research and Scholarly Inquiry**: Interns’ dissertation research is supported and encouraged. The Center is equipped with personal computers and is also hardwired to the University Computer Center for access to statistical packages. Interns may schedule up to 20 hours per week during breaks and 4 hours per week during the summer months to work on dissertation or other research. Additional opportunities come in the form of the Clinical Specialty Project and the Intern Project. For the Clinical Specialty Project, each intern pursues extensive reading and study in an area of their choosing and receives supervision throughout the Summer Session with a focus on integrating this learning with clinical experience. The Intern Project allows interns to create a seminar, research project, or other substantial work of interest to them. Often these projects take the form of leaving a legacy to the UNH Counseling Center.

B. **Professional Involvement**: Interns are encouraged to become involved in professional organizations on local, state and national levels, including attendance at conferences and presentations of papers.
AVERAGE WEEKLY TIME SCHEDULE*

1. **Service Activities**

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<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Individual therapy</td>
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<tr>
<td>Crisis Intervention</td>
<td>1</td>
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<tr>
<td>Intake and Assessment</td>
<td>3</td>
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<tr>
<td>Group Therapy</td>
<td>1.5</td>
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<tr>
<td>Outreach/Consultation/Workshops</td>
<td>1</td>
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<tr>
<td>Peer Supervision</td>
<td>1</td>
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2. **Training Activities**

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<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Individual Supervision</td>
<td>2</td>
</tr>
<tr>
<td>Supervision of Group Work</td>
<td>.5</td>
</tr>
<tr>
<td>Intern Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Professional Development Supervision</td>
<td>1</td>
</tr>
<tr>
<td>Staff Case Conference</td>
<td>1</td>
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<tr>
<td>Consultation Supervision</td>
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<tr>
<td>Outreach Supervision</td>
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<td>Supervision of Supervision</td>
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3. **Professional Activities**

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<tr>
<th>Activity</th>
<th>Hours</th>
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<tr>
<td>Staff Meetings and Administrative Responsibilities</td>
<td>6</td>
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**TOTAL** 40*

* Given the nature of the academic calendar and the ensuing demands upon university counseling centers, total number of hours per week will vary. In addition, mid autumn and Spring Semester are usually very busy times and interns along with senior staff, may work more than their contracted hours. However, winter and spring break and the summer session are less demanding times for the center and interns have more flexibility for scheduling professional development activities, and vacations. During the summer months clinical demand decreases significantly and more time is available for consultation and outreach, and scholarly work/dissertation research.

**COMPENSATION**

STIPEND and BENIFITS: The internship is a full-time, 12-month, and carries a minimum stipend of $26,580 and begins in August 2016. Interns receive a benefit package including medical, dental and liability insurance. Interns receive a staff identification card giving them access to the University library and cultural events and the opportunity to purchase a parking permit and a recreation pass. Professional liability insurance, dissertation privileges and library and computer access are also provided. Interns have 12 days of vacation, 15 days of sick leave, and 6 professional development days.
APPLICATION PROCEDURE

The deadline for receipt of all application materials is November 11, 2015.

Applicants must be enrolled in a doctoral program in counseling or clinical psychology, and must have a minimum of 450 direct client hours and 1000 hours of practicum by the start of internship. Candidates should have experience at a University or College Counseling Center or equivalent experience with a young adult population. Also, we ask that candidates' comprehensive exams or task be passed by the ranking deadline.

A completed APPIC Application for Psychology Internship (AAPI, www.appic.org) will include:

- A cover letter that speaks directly to your short-term and long-term career goals and why you think that our program is a good match with your specific goals for internship and your areas of competencies
- Current vita
- Official transcripts for all graduate work
- Three letters of recommendation, at least two from supervisors familiar with your more recent clinical work

Finalists will be contacted to arrange an interview. Information obtained through the written application materials and interviews with staff and interns will be used to determine the final selections. In addition, all offers of internship positions are contingent on receipt of a satisfactory background check.

The University of New Hampshire is an Equal Opportunity/Equal Access/Affirmative Action institution. The University seeks excellence through diversity among its administrators, faculty, staff, and students. The university prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Application by members of all underrepresented groups is encouraged. The University of New Hampshire Counseling Center adheres to the procedures established by the Association of Psychology Postdoctoral and Internship Centers. This internship site agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant prior to Uniform Notification Day. The University of New Hampshire is a predominately white institution (PWI) with an active commitment to social justice and diversity. Employees from underrepresented groups who thrive here understand the complexity of working at a PWI and value small-town culture with close proximity to metropolitan areas and natural spaces.

You can find additional information about the Counseling Center and the University of New Hampshire at: http://www.unhcc.unh.edu.

For questions regarding accreditation, please contact the American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-5979

THE CLINICAL STAFF

The counseling staff is characterized by a diversity of background, training, theoretical orientation and special interests. This diversity brings richness to the professional exchange that is an important component for staff members on a formal and informal basis. The staff actively participates in planning and delivery of services, weekly staff meetings, weekly professional development seminars and occasional day-long planning sessions.

1. Paul Cody, Ph.D.: Paul's life, both personally and professionally, is based upon an integration of Eastern and Western systems of knowledge. As a psychologist, his theoretical orientation is humanistic-transpersonal, with therapy's work occurring on many levels
(metaphor, cognitive-behavioral, and relational). He enjoys working with as great a diversity of clients and their problems as possible; his area of specialty is in issues of sexual orientation.

2. David Cross, Ph.D.: As Director, David's interests center on outreach, consultation, and crisis intervention especially suicide assessment and prevention. Clinically, David's theoretical orientation is humanistic and relational with psychodynamic influence. Sports Psychology is a special interest of David's especially clinical issues that affect an athlete's performance on and off the field.

3. Linda Gutman, Psy.D.: Linda's clinical work integrates several psychodynamic and relational models; she specializes in women's issues and works with clients who have eating concerns and trauma histories. She consults with the Sexual Harassment and Rape Prevention Program and the UNH Women's Commission.

4. Tricia Hanley, Ph.D.: Tricia enjoys the diversity of tasks and people she encounters as the Director of Training at the UNH Counseling Center. Her clinical and supervisory work is strongly influenced by psychodynamic, relational, and feminist theories. Tricia's special interests include women's issues, grief and loss, meditation, and spirituality. She is a consultant to Health Services and the Sexual Harassment and Rape Prevention Program (SHARPP).

5. Sean Moundas, Psy.D.: Sean's counseling approach integrates self-psychological, family systems, multicultural, feminist, and mindfulness perspectives within a strength-based, social justice framework. He has worked with students with diverse backgrounds, strengths, and challenges. Issues concerning first-generation college students, identities outside of the gender binary, LGBTQ-related experiences, grief and loss, as well as the intersectionality of social locations are of particular interest.

6. Sonya Shropshire-Friel, Ph.D.: Sonya conceptualizes clients’ challenges from a psychodynamic and interpersonal perspective. She utilizes an eclectic approach in her treatment of clients, which can include cognitive-behavioral, hypnosis and mindfulness techniques. Sonya's clinical interests include multicultural concerns, dating and domestic violence, and adjustment to life circumstances. She views her clinical and supervisory work through a social justice lens and sees it as a life-long and continually evolving process.

7. Kim Tappen, Psy.D: Kim takes a client-centered approach in her work with students by focusing on their individual goals and unique needs in a collaborative, compassionate, and non-judgmental manner. She incorporates mindfulness and interpersonal techniques, as well as those drawn from Acceptance and Commitment Therapy (ACT) and Cognitive-Behavioral Therapy (CBT), in order to assist students in working toward their desired outcomes.

8. Colleen Cook: Colleen truly enjoys working with the college population, and she has experience in treating a number of issues including eating concerns, relationship difficulties, depression, anxiety, self-esteem, sexual and gender identity, substance abuse, and sexual abuse. She particularly enjoys working with athletes in areas of performance enhancement. Her clinical work is guided by a psychodynamic relational perspective that emphasizes the importance of early developmental influences, and focuses on the therapeutic relationship as a catalyst for change.

9. Xiaoyan Fan: Xiaoyan’s approach is eclectic, primarily influenced by humanistic, relational approaches, but also draws from emotional focused and cognitive behavioral approaches. Xiaoyan’s areas of clinical interest include: trauma, grief and loss issues, cross-cultural adjustment and transition; issues of Asian/Asian American and international students, non-traditional and minority student issues, identity development, as well as depression and anxiety.

10. Christine Catraio: Dr. Catraio enjoys working collaboratively with students to support their personal and academic goals. She approaches therapy from a strength based and integrative approach, particularly using relational, feminist, and cognitive behavioral therapy models. Dr. Catraio has provided therapy to college students with a wide range of concerns such as adjustment to college, perfectionism, anxiety, depression, relationships, trauma,
interpersonal violence, and intersections of identity, particularly in relation to gender, race, ethnicity, GLBTQIA, and socioeconomic status.

11. Megan Tucker: Megan’s clinical approach to counseling involves an integration of interpersonal process, multicultural factors, positive psychology, and developmental factors. She strives to create an authentic and engaging working relationship, paying attention to the cultural background and experiences of each individual client. Megan has worked with a variety of student concerns, including the following: identity exploration; gender identity and sexuality; difficulties related to oppression and microaggression; anxiety and depression; relationship struggles and intimate partner violence; and difficulties related to academic, career, and adjustment issues.

For questions regarding accreditation status, please contact:

Accredited, American Psychological Association  
Member, Association of Psychology Postdoctoral and Internship Centers  
Accredited, International Association of Counseling Services, Inc.