

# Doctoral Internship Training Program

**W. Reese Mayer, Ph.D.**  
Director of Training

**Patricia Woodin-Weaver, Ed.D.**  
Assistant Director of Training

**Main Office**

**17 Senior Street**  
New Brunswick, NJ 08901  
Phone: 848/932-7884  
Fax: 732/932-8278

**Nichol Avenue Office**

**61 Nichol Avenue**  
New Brunswick, NJ 08901  
Phone: 732/932-9150  
Fax: 732/932-2213

## **THE SETTING:**

Rutgers University Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS) is a department within of Rutgers Student Health, a component of the Division of Student Affairs. CAPS services are offered at three locations. All psychology interns, practicum students, and social work interns are assigned to the main office at 17 Senior Street on the College Avenue Campus. As part of Rutgers Student Health, CAPS has close, collaborative relationships with the departments within Health Services. CAPS also enjoys valuable partnerships with resources such as Rutgers University Behavioral Health Care which offers Acute Psychiatric Services (APS; a 24-hour psychiatric screening facility), an Adult Inpatient Unit (AIPU) for students in need of hospitalization, and EISS (Early Intervention and Support Services). In addition to counseling services, CAPS provides psychiatric and alcohol and other drug services. CAPS is available to approximately 32,000 undergraduate and approximately 8,500 graduate students in the New Brunswick/ Piscataway area. The client population is extremely diverse in terms of ethnicity, race, sexual orientation and socio-economic status. In fact, Rutgers has one of the most diverse student bodies in the country including a significant number of international, Asian-American, Hispanic-American, and African-American students. More than half of the 2015 incoming class identified as non-Caucasian. The range of presenting problems is equally diverse, giving interns experience with a wide range of diagnostic issues. The creative application of structured, evidence-based interventions in the context of sound theoretical formulation is critical. Supervision guides the interns in becoming gradually more independent.

In addition to traditional counseling services, CAPS provides community-based educational, prevention, and postvention services. Interns are involved in assessing the needs of our campus community partners and in designing, developing, and delivering effective community-based programs. In conjunction with the Health Outreach, Promotion and Education (HOPE) program, interns participate in a variety of suicide prevention (e.g., Campus Connect trainings) and other wellness-focused efforts.

The CAPS internship provides extensive training in a challenging, supportive, and intellectually stimulating environment. While clearly in the role of “trainee,” interns are seen as advanced learners who function as integral members of the CAPS team carrying many responsibilities (with appropriate supervision and support). The goal of the program is to prepare interns to function confidently and competently as independent professionals as part of a university counseling center or any of a wide range of professional settings.

## **THE STAFF:**

There are approximately 15 doctoral level psychologists on staff, six licensed clinical social workers, five psychiatrists and four drug and alcohol counselors. In addition to doctoral interns, CAPS trains psychology practicum students and social work interns. CAPS interns benefit from working as part of a truly integrated and multidisciplinary team and learn from practitioners with a wide variety of experiences.

## **THE MISSION:**

The Center's primary mission is to be an essential resource for students who seek assistance in dealing with mental/emotional difficulties ranging from mildly troubling concerns to life threatening crises. CAPS supports the educational mission of the university by providing advanced training for aspiring mental health practitioners, and by establishing partnerships with faculty, deans, student organizations, and off-campus resources. In partnership with the graduate programs in the mental health related disciplines (Graduate School of Applied and Professional Psychology (GSAPP), Social Work, School of Education etc.). CAPS supports research and training in best practices of prevention, intervention, and follow-up support for students.

## **THE SERVICES:**

CAPS provides professional counseling services, a variety of community-based education and prevention efforts, and consultation to our campus partners (including 24/7 telephone support for our campus partners assisting students in distress). We support students dealing with a broad spectrum of personal, social, and emotional concerns as well as more severe pathologies. Offering individual, couples, and group counseling, crisis intervention, triage/intake assessment, and referral, CAPS collaborates with students to develop individualized action plans and is regularly called upon to provide a variety of educational and consultative activities throughout the university. Trainees are involved in all of these activities as well as a growing amount of psychological assessment/testing. All interns participate in our on-call service, gaining experience in rapid assessment and referral with students in crisis. CAPS staff practice from a variety of perspectives including Motivational Interviewing (MI), Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT), Cognitive Processing Therapy (CPT), Acceptance and Commitment Therapy (ACT) and others with a common thread of evidence-based practices. CAPS is dedicated to maximizing our resources by offering the most appropriate level of high quality service possible to the greatest number of students. CAPS does not have a prescribed session limit and, like any other critical resource, has a responsibility to maximize the benefits to our students by developing efficient models of care.

CAPS is open from 8:30am to 4:30pm Monday, Tuesday, Thursday, and Friday and 10:00am to 4:30pm on Friday. Special arrangements with the training director are required for interns to see clients during evening hours (i.e., after 5:00pm).

## **THE DOCTORAL INTERNSHIP TRAINING PROGRAM OVERVIEW:**

CAPS offers a fully APA-accredited doctoral internship training program 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 service and a wide variety of clinical and professional settings. The training experience includes the supervised practice of a broad range of professional skills, including rapid and extended assessment, individual and group counseling, community consultation, crisis management, and prevention and program development. The internship also allows for the development and implementation of preventative programs and interventions for issues or populations of the intern's own choosing. Interns develop supervision skills by supervising practicum students (under close supervision).

The internship program at CAPS has been developed in accordance with the standards of both APPIC and APA, and has been fully accredited since March, 2012. The multi-disciplinary staff is involved in all aspects of the training experience and views the interactions with trainees as an integral part of keeping CAPS a vibrant place of learning and growing.

### **TRAINING MODEL AND PHILOSOPHY:**

CAPS emphasizes teaching the interns how to apply the knowledge acquired through their classes, seminars, research, and readings to clinical work. Didactic seminars and readings are provided to increase the interns' knowledge base about both clinical work and the client population they work with. The didactic seminars are structured to both mirror and facilitate the interns' developmental process. Thus, the center's model of training emphasizes the importance of teaching interns how to integrate theory and scientific knowledge into practice while attending to the intern's developmental needs. The training model also places high importance on teaching interns about professionalism and being part of a collaborative clinical team in addition to learning basic clinical skills. The program also takes a developmental perspective and individualized approach to assessing each intern's initial skill level and throughout the course of the year, builds upon and expands that skill level. This is accomplished by incorporating the following into the training program:

- Didactic seminars to enhance the intern's knowledge of the current literature and theoretical perspectives so they can integrate these into clinical practice
- Guided self-observation of direct clinical experience
- Opportunities to share clinical work, discuss experiences, and teach others in both formal and informal formats (e.g. supervision sessions, participation as members of multi-disciplinary teams, and working groups)
- Opportunities to learn through direct observation or listening to staff discussions of clinical work

Training at CAPS is designed to proceed in a sequential fashion challenging interns to gradually assume increasing levels of autonomy. For example, assessment skills (e.g. intake sessions, on-call rapid/crisis assessment) are learned by observing senior staff members, performing under observation, and ultimately working independently with supervisory consultation. Video recording of sessions is a critical part of the supervisory process.

CAPS training staff believe that intern training needs to extend beyond clinical work and incorporate other basic professional skills of team collaboration and developing administrative skills. Interns are active participants in staff meetings and meetings with other offices within the Division of Student Affairs (e.g. Residence Life, Deans of Students, Student Services). This allows interns to experience the full range of counseling center operations and to develop an appreciation for the importance and value of working with the campus community. The training program at CAPS also focuses on the development of a strong ethical sensibility in interns. Ethical issues and dilemmas are addressed in seminars as well as within staff meetings and case conferences and, of course, in supervision.

While every attempt is made to individualize the intern training experience to the particular background and training experiences of the intern, it is expected that interns will participate in

all aspects of the work at CAPS, with varying emphasis to be worked out with center staff. Some of the more important components of the intern training experience, in brief, are as follows:

- Proactively maintain a schedule of approximately 10-15 individual therapy hours per week (depending on other clinical responsibilities)
- Run or co-facilitate 1-2 therapy groups
- Complete triage/intake assessments on all newly assigned clients in a timely manner
- Actively participate in community-based activities such as presentations to students in residence halls or other settings during the evening, and, depending on interest areas, developing an outreach project or taking a significant role in a senior staff member's project
- Work one half-day per week in the on-call/crisis service
- Receive two hours of individual supervision per week
- Participate in the following training meetings:
  - Group/peer supervision of all interns (weekly)
  - Professional development seminar (in-service training with all CAPS staff - periodic)
  - Group psychotherapy supervision/training meeting (weekly)
  - Weekly clinical topics seminar
  - Weekly ADAP supervision/training meeting
- Participate in the weekly administrative staff meeting.
- Participate in weekly multi-disciplinary case consultation meetings
- Completion of all paperwork (intake summary, session progress notes, and termination summary) in a timely manner
- Maintain and adhere to the highest of ethical standards as put forth by the APA and ACA and adhere to New Jersey Board of Psychological Examiners regulations for the practice of psychology under supervision
- Other clinical or community-based activities as assigned

### **COMPONENTS OF THE INTERNSHIP:**

The intern training program at CAPS is highly experiential. Approximately half of the intern's hours are spent in direct service: individual therapy, group therapy, triage, intake, crisis intervention. Interns also participate in staff meetings and case conferences to permit them opportunities to work collaboratively with a multidisciplinary staff, to seek feedback on their work and to become actively involved in the process of policy decision making. Interns witness staff members' work as they observe intakes, co-lead or observe group therapy, and attend case conferences. Mentorship is an important part of the intern's experience. The wide variety of supervisory experiences allows interns to have individual contact with a number of staff members, providing a variety of mentors and role models.

### **Specific components of the program are as follows:**

- ***Intake Assessment.*** Interns provide regularly scheduled intake evaluations (new appointments) each week. Intakes form the basis for establishing rapport, clarification/assessment of client needs and goals, behavioral observation, diagnostic assessment, and treatment planning. The number of intakes will vary from week-to-week in order to assist interns in building an initial caseload and to maintain a reasonable number of cases for training purposes.

- **Individual and Couples Psychotherapy.** Psychotherapy is primarily individual 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, evidence-based therapy and training will be provided in a variety of approaches. CAPS does not employ a session limit, as staff members make an individualized assessment of the client's needs. Interns are typically expected to conduct 12-15 individual sessions per week, although the number may be higher in times of peak demand and lower during breaks and summer sessions. One of the valuable skills interns develop is managing clinical volume expectations (in consultation with the training director and individual supervisor) keeping in mind clinical hour requirements for the year and the natural ebb and flow of service volume in a university counseling center.
- **Group Work.** A central component of the clinical service, the group program is vibrant and ever evolving. With a strong emphasis on evidence-based practices, therapy groups, interpersonal groups, specific population-oriented support groups, and skill building groups offer students a myriad of opportunities to grow through challenges. Interns are encouraged to develop groups in their own areas of interest with the guidance of the professional staff.
- **Assessment.** In addition to conducting intakes, interns will get training and supervision in clinical triage where they will hone their skills at rapid assessment, diagnosis, case conceptualization, and treatment planning. Interns will learn how to provide ongoing outcome assessments using standardized measures. Interns will conduct mandated assessments of clients with substance abuse issues. Interns will have opportunities to conduct psychological assessments using standardized instruments (e.g. Personality Assessment Inventory). The extent of psychological testing will depend, in part, on the intern's interests and available opportunities.
- **Community-Based Services.** Interns are involved with the Center's community-based outreach and consultation services. The opportunity to educate and support students, faculty, and staff around myriad student issues is a critical learning experience and develops widely applicable skills. Our campus partners recognize CAPS staff as important members of the university community offering valuable expertise and proactive collaboration. Outreach includes activities such as training residence hall assistants, participating in student and parent orientation programs and focused presentations and workshops within the university community. Interns will conduct at least four outreach programs per year. Consultation involves work with student groups, liaisons with campus offices, and case-based assistance to students, staff, faculty, and parents.
- **On-Call Crisis Intervention and Consultation.** Interns are involved in on-call services for a half-day per week. Daytime on-call services include seeing walk-in clients requiring immediate clinical attention and responding to phone calls from students or "concerned others" about urgent clinical matters. Interns begin the year working in conjunction with the on-call team providing triage, conducting evaluations, crisis intervention, and consultations. As interns develop competence in these areas they progress to a more independent role in providing daytime on-call services with supervisory consultation always available (each on-call case is reviewed by the supervisor). CAPS staff provide for after-hours coverage for on-call and postvention on a rotating basis. Interns will participate in the rotation of this

coverage at the discretion of the training director and with supervisory support provided by senior staff clinicians.

- **Case Management.** Interns are expected to conduct case management activities relevant to the clients with whom they are working. This includes writing comprehensive intakes, progress notes, termination summaries, 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 counter-signed.
- **Group Supervision.** The focus of group supervision will be applying psychological theories to cases and considering the treatment implications of specific diagnoses. The emphasis is on evidence-based approaches. Interns participate actively in group supervision by exchanging feedback with supervisor(s) and other trainees in a constructive, supportive way. Discussion of these cases is facilitated by the group supervisor who models consultative feedback to the presenting intern. Interns make formal and informal case presentations throughout the training year. Interns and supervisors use video recordings of sessions to illustrate important points or to seek input and guidance on challenging clinical situations. A format for case presentation will be provided early in the training year.
- **Multidisciplinary Case Conference/Peer Supervision.** Interns participate in peer supervision with each other and with the multi-disciplinary staff at CAPS during the weekly case consultation. Small peer consultation groups are formed at the beginning of each semester and rotated to provide for exposure to as many staff members as possible.
- **Individual Supervision.** Each intern will have two individual supervisors with whom they will meet once a week for one hour for individual supervision.
- **Supervision Training.** Interns will have the opportunity to provide individual supervision to two trainees in the practicum program. Supervision of practicum trainees will include reviewing audio recordings of sessions. A series of seminars addressing the content and process of supervision will be provided in conjunction with this experience. Participation in a supervision of supervision seminar will be required.
- **Practice Requiring Knowledge of and Sensitivity to Diversity Issues.** Given the increasingly diverse composition of the student population at Rutgers (one of the nation's most diverse campuses), an inclusive perspective is a critical component of clinical competence. Knowledge of and sensitivity to diversity issues are essential in all areas of clinical practice and are included in the didactic training seminar. Diversity issues are also attended to in individual supervision and group supervision.

#### **INTERN STIPEND, BENEFITS AND RELEASE TIME:**

As of 2020, the yearly stipend for the full-time internship is \$30,000, with health benefits. The stipend will be spread out over the year, and paid as an hourly employee. Should circumstances cause the intern to not be able to finish the program, the stipend will be pro-rated to the

amount of time that has been completed. The compensation package includes three weeks (15 days) of paid time off (to be used as vacation time, sick time, or dissertation/professional release time), plus all of the designated university holidays for staff (including the week between Christmas Day and New Year's Day).

### **INTERNSHIP HOURS:**

Interns will be involved with training activities at least 37.5 hours per week, allowing one hour per day for lunch in a standard Monday through Friday, 8:30am to 5:00pm work schedule. Schedule modifications may only be made at the discretion of the training director. Interns are required to complete 1,950 hours of training during the internship training year including a minimum of 500 hours of direct service.

### **ELIGIBILITY AND SELECTION CRITERIA:**

Applicants for the CAPS doctoral internship training program must meet the following minimum requirements:

- Be enrolled in an APA-accredited doctoral program in clinical or counseling psychology that requires internship training.
- Pass their comprehensive examinations by the application deadline.
- Successfully defend their dissertation proposals by the application deadline.
- Have completed all doctoral coursework no later than the beginning of the internship.
- Be certified as ready for internship by their doctoral programs.
- Have completed a minimum of 500 hours of supervised clinical practicum.
- All CAPS staff members and trainees are expected to respect the right of colleagues and clients to affirm gay, lesbian, bisexual, and other sexual orientations as well as trans- or other gender identities.

In addition to the requirements outlined above, preferences will be given to applicants who:

- Have shown a serious interest in learning to apply evidence-based interventions.
- Demonstrate a strong and genuine commitment to the study and application of multicultural counseling principles as evidenced by a variety of activities such as coursework, practica, community or professional experiences, research, presentations or publications, other life experiences, etc.
- Demonstrate a strong and genuine commitment to working in a multi-disciplinary setting with a variety of mental health professionals (psychologists, psychiatrists, social workers, drug and alcohol counselors, clinical case managers) as evidenced through prior experience or being able to articulate the value of working from a multi-disciplinary perspective during the interview.
- Demonstrate interest and experience in university counseling center work through practicum, volunteer work, employment, or other such activities.
- Rutgers is one of the most richly diverse universities in the United States. We value diversity on the CAPS staff and encourage members of minority groups to apply.