

Psychology Doctoral Internship Program

Counseling and Psychiatric Services at Wardenburg Health Center



University of Colorado at Boulder: A Place Apart

Founded in 1876 in Boulder, this is the original campus of the University of Colorado. Built in the shadow of the Flatirons—the Boulder campus is often recognized as one of the most beautiful campuses in the nation. With its 200 classical rural Italian-style buildings and complexes, CU-Boulder has been recognized as one of America's most significant works of architecture.

A Range of Resources

With a student enrollment of 30,265 students (Fall 2014), the Boulder campus has four colleges and four schools, offering 3,600 courses in over 150 areas of study. With such a large student body, the campus has developed a range of mental health services for students, including our clinic, Counseling and Psychiatric Services at Wardenburg Health Center (CAPS/WHC), which is part of the larger Wardenburg Health Services (WHS). Other mental health resources for students include our sister WHS clinic, Counseling and Psychiatric Services at the Center for Community (CAPS/C4C). CAPS/WHC and CAPS/C4C are the product of a merger of the two mental health clinics on campus under the WHS umbrella. A further campus counseling resource is and the Raimy Clinic, a training and treatment clinic operated by the CU-Boulder Department of Psychology and Neuroscience.

Wardenburg Health Services

Wardenburg Health Services (WHS) provides a wide range of medical, mental health, sports medicine and wellness services. Education, outreach, and illness-prevention activities and programs are an important part of the health services' mission to encourage healthy behaviors. Wardenburg is accredited by the Accreditation Association for Ambulatory Health Care. Student fees support the free programs and services, and discounts are offered on most fee-based services.

➤ **Mission**

To support academic success through health and wellness

➤ **Vision**

Wardenburg Health Services is recognized as a leader in student health care, wellness, and health promotion with a commitment to advancing the quality of college health.

➤ **Values**

Wardenburg Health Services is defined and guided by a commitment to the core values of:

- Supporting and enhancing student health and wellness
- Serving and partnering with students in the provision of services
- Operating with integrity, respect, and commitment to teamwork

Counseling and Psychiatric Services at Wardenburg Health Center

Our department, Counseling and Psychiatric Services at Wardenburg Health Center (CAPS/WHC) is one of only a small number of university mental health services across the country that are housed within university student health services. Our home within Wardenburg Health Center differentiates us from other mental health services on the CU campus and distinguishes our internship program from internships occurring within university counseling center settings.

Mission Statement

The Purpose of CAPS/WHC:

- The mission of CAPS/WHC is to provide culturally sensitive psychological healthcare to University of Colorado students in order to facilitate healthy psychosocial and academic growth, and to provide training to future psychologists and social workers.

A Unique Training Opportunity

CAPS/WHC is an integral part of Wardenburg Health Services. Our home within the student health service is a rare arrangement among internship sites found in university settings. CAPS/WHC is positioned to offer opportunities to collaborate with Wardenburg Health Services' Medical, Women's Health, and Sports Medicine Clinics on selected individual cases, affording interns several opportunities throughout the training year to actively participate in collaborative treatment with primary care. Additionally, students interested in intensive training in group psychotherapy are likely to particularly benefit from training at our site.

Our multidisciplinary staff consists of psychologists, psychiatrists, nurse practitioners, licensed clinical social workers, and licensed professional counselors. The staff represent and respect a multiplicity of theoretical orientations. Regular inter-disciplinary case review meetings are a distinctive part of the intern's training experience.

Training and Theoretical Orientation

Our large multidisciplinary staff represent many different theoretical orientations. The Group Training and Psychotherapy segment of the Professional Issues seminar are primarily psychodynamic in their focus. Interns are not expected to adopt a psychodynamic orientation in their cases, but are expected to study the material presented in seminars and discuss its impact on their thinking and clinical practice.

A Range of Psychological Health Services

CAPS/WHC is a multidisciplinary clinic including staff from the fields of social work, nursing, psychology, psychiatry and counseling. CAPS/WHC services include:

- Individual, couples, and group psychotherapy
- Same day Walk-In/Crisis Care evaluations
- Psychiatric evaluation and medication management
- Prescription assistance for those without funds
- Attention-Deficit/Hyperactivity Disorder (ADHD) screening; Learning Disability Assessment and General Psychological Testing
- Substance abuse evaluation, treatment, and psycho-educational diversion programs
- Eating disorders evaluation and treatment

- Treatment and follow-up for CU students who have been hospitalized
- Behavioral health screenings for depression, anxiety, and substance use in primary care
- Referrals to community providers
- Facilitated withdrawal from the University for mental health reasons
- Recommendations for retroactive withdrawals for mental health reasons
- Consultation to students and the general University community

All students have access to 6 free initial visits. Students who have purchased the CU Student Gold Health Insurance may be seen in the clinic without additional payment for a further 20 visits, after which a \$20 copay applies (psychotherapy and psychiatry visits combined) per policy year (August to August). Psychological assessments are covered at 50%. Students without the Student Gold Health Insurance may be seen on a fee for service basis after their initial 6 free visits.

Client Demographics

During the 2014-2015 academic year, CAPS/WHC's clientele self-identified as 53% male, 46% female, and 1% transgender or "other." Twenty-five percent of our clients were diagnosed with mood disorders; 26% with anxiety disorders; 4% with V-Codes; 4% with eating disorders; 11% with ADD/ADHD; 1% with other learning disabilities; 7% with substance abuse; and 17% with other disorders (psychotic disorders, personality disorders, relationship problems, sleep problems, adjustment, PTSD, sleep/medical, and other diagnoses).

During the 2013-2014 academic year, CAPS/WHC's clientele self-identified as 46% male, 52% female, and 1% transgender or "other." Twenty-seven percent of our clients were diagnosed with mood disorders; 26% with anxiety disorders; 7% with V-Codes; 4% with eating disorders; 10% with ADD/ADHD; 1% with other learning disabilities; 6% with substance abuse; and 19% with other disorders (psychotic disorders, personality disorders, sexual problems, sleep problems, adjustment, PTSD and other diagnoses).

Approximately 20% of CAPS/WHC's clientele self-identified as racially or ethnically diverse, including 5.5% Chicano, Latino, Hispanic; 6% Asian; 2% African-American; <1 % Native American; and 0.5% Arab-American. Approximately 10% of CAPS/WHC clientele self-identify as GLBQIA.

Internship Program Philosophy

Our 2000-hour internship program is directed by two licensed psychologist co-coordinators, and is designed to provide a bridge between the pre-intern level of graduate training and entry-level positions in Health Service Psychology. A practitioner-scholar primary educational model defines the philosophical foundation of the program.

Internship is also a time to expand and deepen basic professional skills and move toward establishing an integrated professional identity. With supervision provided by licensed professionals from the field of Health Service Psychology and related disciplines, the integration of an intern's personal and professional growth is a major focus of the program. Training is sequential, cumulative, and graded in complexity. In addition to training and supervision in individual and relationship psychotherapy, supervision, consultation, crisis intervention, and topic-specific focus areas, CAPS/WHC professional staff provide training in group process skills.

Training Themes

- 1. Incorporation of ethical discussion and decision-making throughout program.**
Regardless of the individualized training goals that each intern may develop during his/her internship year, the unifying theme of the training program is to provide interns with experiences which will allow them to develop into Health Service Psychologists who practice in accordance with the standards and ethical principles of the American Psychological Association.
- 2. Generalist training, including primary health care.** Located in a university healthcare setting, CAPS/WHC's doctoral internship training program offers its participants the opportunity to experience, learn, and develop a broad range of generalist skills within a multidisciplinary treatment setting. CAPS/WHC's program seeks to train interns to be effective professionals within the therapy relationship and within our service community, through collaboration, consultation, assessment, and program development. This generalist preparation is also a solid foundation for later work in multiple settings. With the unique environment provided by our general healthcare setting and CAPS/WHC professional staff's experiences, many of our interns pursue general practice opportunities, making use of their generalist skills, and building on their strong collaborative experiences with professionals from other disciplines, including psychiatrists and primary care providers.
- 3. Experience with a practitioner-scholar model.** As a part of the practitioner-scholar model, an understanding of both the theoretical and empirical support for psychological practice is expected of all interns. In addition to reviews of applied research findings in seminars, supervision, or staff continuing education, interns may also be involved in CAPS/WHC Quality Improvement research projects, and can participate in gathering, analyzing, and presenting data to WHS administration. Opportunities to produce professional papers and presentations are sometimes available. However, it is important to note that this internship emphasizes clinical work, and research opportunities are limited due to time constraints.
- 4. Continuing development of cultural competency in professional practice.** Continuing development of sensitivity to issues of diversity, as well as awareness of one's own cultural heritage and assumptions, is expected of all staff at CAPS/WHC. Recognizing the University of Colorado at Boulder is a predominantly White, campus community, CAPS/WHC staff take an active role in supporting diversity awareness through direct services, consultation, and attendance at community activities. Through discussions, supervision, and training meetings, interns focus on cross-cultural processes and increasing awareness of personal biases which influence interactions with others, both in and out of the therapy setting.
- 5. On-going assessment of skills with increasing levels of responsibility.** Throughout the year, the training team meets to assess intern competencies, needs for additional training, and readiness for increased professional responsibility within the supervision of the training program. Interns are expected to take on more clinically complex cases and display more independence as they progress through the year. The expectation is that interns will progress at all levels of skills and competencies and seek greater independence in their functioning that approximates that of entry-level post-doctoral positions. There are times when supervisors recognize the need for remediation in

clinical or personal areas. Such remediation is intended to correct deficits in professional training or development, and to restore the intern to expected levels of skill and competency.

Training Goals

The goals of the internship are to (1) expand and deepen basic professional skills, and, (2) establish an integrated professional identity.

Training Objectives

In support of the training goals noted above, the following are the specific skill-building and competency objectives assessed for all interns:

1. Expand and deepen basic professional skills
 - To develop and show competence in the area of theory and assessment.
 - To develop and show competence in the ability to establish a treatment relationship with clients.
 - To develop and show competence in interviewing skills.
 - To develop and show sensitivity to therapeutic issues.
 - To develop and show competence in the use of supervision.
 - To develop and show understanding of models of supervision, consultation, program design, and program evaluation.
 - To develop and show competence in crisis intervention skills.
 - To develop and show competence in group therapy skills.
 - To develop and show competence in a focus area.

2. Establish an integrated professional identity
 - To demonstrate a commitment to professional standards and behavior by practice that reflects adherence to the highest standards of ethical care for clients and professional interactions with colleagues.
 - To demonstrate awareness of one's personal identities (e.g., race, ethnicity, social class, religion, sexual orientation, ability status, gender, etc.) and worldview and to demonstrate a commitment towards growth in multicultural competency.

Training Activities and Sequence

The internship year at CAPS/WHC is designed to develop each intern's knowledge, skill, and abilities in a wide range of activities. Before beginning the internship year, the co-coordinator(s) of training contacts each intern and his/her academic training director, or otherwise reviews internship application materials, in order to become familiar with the intern's strengths and needs for further training. The primary supervisor then works with the intern to develop an individual plan to facilitate his/her professional development during the training year. This plan is designed to balance the developmental needs of each intern with professional considerations, ethical factors, and the needs of the clinic.

Interns are required to attend the initial two-week Orientation prior to the start of the Fall semester. The Orientation is designed to acquaint all interns with CAPS/WHC policies and procedures, university regulations, ethical and service delivery guidelines, and orientation to culturally competent practice. At this time, the interns are also expected to meet and interact with the CAPS/WHC clinic staff in an attempt to develop preliminary supervisory relationships. Interns may then state any preferences for individual supervisors, which will be taken into

account when assignments are made. Throughout the year, the training team meets on a monthly basis to evaluate timely issues in the training program. In addition, the training team utilizes time during the summer to evaluate the prior year's training program and to plan for the upcoming year.

All interns receive training in psychological assessment, group psychotherapy and in walk-in/crisis care within the general training track of the internship.

Interns also participate in training in an individual focus area. Currently available areas of focus are in Eating Disorders and Alcohol and Other Drug (AOD) use. Interns can also elect to spend a few hours a week providing Behavioral Health services in the WHC Medical Clinic. The co-coordinators of training will work with interns and primary supervisors to schedule focus area selection at the beginning of the training year.

Assessment Training

Interns are trained in the assessment of the college counseling population, and conduct a minimum of 4 evaluations over the course of the training year. At least one of these assessments should be a full battery including projective personality measures. In regard to the scope of assessment services, we have primarily two types of evaluations. Evaluations in our clinic 1) help to document and understand students with academic problems (Psychoeducational) as well as 2) help the clinic to best serve our most acute clients (Personality/Diagnostic). Commonly seen diagnoses include ADHD, Learning Disorders, Autism spectrum, head injuries, personality disorders, trauma, and bipolar disorder. We employ a wide range of testing tools, including IQ, achievement, objective personality, projective personality, and neuropsychological assessments. In addition to traditional information gathering approaches, the clinic offers training in Therapeutic Assessment (a la Dr. Steve Finn). This approach works to use assessment as an intervention by combining the best aspects of therapy and assessment together. All interns meet in the weekly assessment seminar and are also provided individual supervision as needed.

Group Therapy Training

The Group Therapy Training provides the opportunity for an intern to understand and apply current research and theory in psychodynamic group psychotherapy through a combination of didactic and experiential learning. The Group Therapy Training Program is a training track in which all trainees participate regardless of other focus interests. The training program consists of three components: 1) a weekly interactive, didactic seminar, 2) a weekly experiential training process group, and 3) co-facilitation of one or more clinic treatment groups. In addition to supervision in the didactic seminar and training group, interns will receive one-to-one supervision from their staff co-facilitators following each treatment group session. A number of staff are Certified Group Psychotherapists (CGP) through the American Group Psychotherapy Association (AGPA). Interns who are interested may be mentored toward acquiring the CGP credential. Standard group offerings include psychoeducational groups on topics like stress management, social anxiety, and depression; DBT; ACT; special topic psychotherapy groups geared to meet the needs of students from chemically dependent families, or students struggling with substance abuse, food/body image issues, or ADD/ADHD; and traditional relationship-focused psychotherapy groups for both undergraduates and graduate students.

Training Focus Areas

Eating Disorders Focus Area

The primary training goal of the Eating Disorders Focus Area is to increase proficiency in the identification and treatment of eating disorders in the college-age population. CAPS/WHC maintains a biopsychosocial model of etiology when conceptualizing eating disorders. There is not a unified, research-supported stance regarding etiology in the eating disorder field, and interns are encouraged to develop the ability to draw from multiple domains of knowledge to inform their conceptualizations. Trainees in the ED focus area are taught numerous treatment interventions, including appetite awareness training (AAT), bibliotherapy, cognitive behavioral therapy (CBT), depth psychology approaches, dialectical behavior therapy (DBT), feminist self-empowerment approaches, and the use of psychoeducational materials.

Interns in this focus area can expect to see a wide spectrum of disordered eating issues. The intern will be assigned individual cases as available and perform ED intake evaluations. Interns also have the opportunity to co-facilitate a weekly 1½ hour group specific to eating disorders. Each week, one hour of group supervision is provided by the Eating Disorders Program Coordinator. Interns present clients from their caseload, and discussion of case conceptualization and treatment is the primary teaching and training tool used in supervision. The supervision hour also includes training in various treatment interventions for working with eating disordered clients. There is a weekly one hour Eating Disorders Treatment Team meeting attended by the staff dietitian and designated eating disorder medical providers. This team meeting allows interns to gain experience with a multi-disciplinary approach to the treatment of eating disorders. Interns participate in treatment planning, level of care discussions and referral decisions for clients all along the continuum of eating disorder severity. Given our unique position in a university health service, this focus area offers opportunities to collaborate with health care providers in the Medical Clinic, the Women's Health Clinic, and the health service's registered dietitian.

Focus Area Coordinator: Michael Maley, Ph.D.

Alcohol and Other Drugs (AOD) Focus Area

The AOD Focus Area offers a challenging opportunity for professional growth. Challenges include working with students who are mandated, implementing brief interventions, differentiating co-morbid conditions, and learning the principles and practices of Motivational Interviewing.

Types of AOD services are as follows.

BASICS: (Brief Alcohol Screening and Intervention for College Students) consists of two 1-hour, individually delivered sessions in which the student provides information about their substance-use history and then receives feedback about the risks and protective factors identified by the clinician. The goal is to engage the student in a discussion about his/her patterns and what might need to change to reduce risks. BASICS was developed by Alan Marlatt and others at the University of Washington. The practitioner will gain skills in obtaining a substance-history and delivering feedback to students in a Motivational Interviewing consistent style. The BASICS format has a rich research background and is recognized by SAMHSA/NIDA as a Tier 1 intervention.

FAC program: This is a 6-hour group process which is conducted in a 3-session format. It incorporates a harm-reduction approach to substance use that has been found to significantly reduce both harmful/risky substance use behavior and the incidence of further substance-related sanctions. Facilitators engage students in learning to calculate their BAC levels, to identify risky behaviors they engage in, and to learn protective strategies to reduce risk. They also engage students in examining their expectations around their substance use and how those beliefs affect their experiences, e.g., what does it mean “to party?”

Marijuana level I: This program consists of three 2-hour small group sessions led by professional staff. Students participate in group exercises and discussions about their current pattern of marijuana use, the risks involved, and the harm-reduction strategies they may employ to decrease personal risk. Topics include weekly tracking of marijuana use, emotional response to use and level of need associated with use, legal issues of marijuana use, pharmacology, biology and effects of marijuana use, review of past-year use of alcohol and other substances, normative expectations around substance use, self-assessment exercises designed to help students evaluate their relationship with substances, refusal strategies, etc.

In addition, interns choosing this focus area will meet twice monthly for group supervision and/or attend the AOD treatment team meeting.

Focus Area Coordinator: Stephen Bentley, LCSW, CAC III

Supervision, Evaluation, and Professional Development

Intern Supervision

Interns receive two hours of weekly individual supervision from a CAPS/WHC staff psychologist. They receive an additional hour of group supervision on their focus area activities from their secondary supervisor, who is a licensed professional with expertise in the focus area.

An intern receives supervision from each co-facilitator with whom the intern co-leads a group. Our goal is that each intern co-leads at least one group per semester. Interns also participate in a weekly small-group "Case Review and Disposition Conference" (CRDC) meeting. The CRDC is a multidisciplinary group where complex client cases are presented and discussed using a multidisciplinary consultative approach.

Evaluation

Supervision and evaluation are an on-going process at CAPS/WHC. We believe that in preparing to be a professional, each intern should systematically increase his/her confidence and skill in providing a range of interventions to various clients and systems. This objective is pursued through collaborative work with experienced staff and appropriately supervised clinical practice. Video equipment is also regularly used in supervision.

Comprehensive on-going evaluation of the intern's professional development is an integral part of the training process. In addition to the on-going feedback provided in individual supervision, specific times are designated for both informal and formal assessments of each intern. In January and July, each primary supervisor receives written and/or oral evaluations from all training team members and reviews progress with each intern. Interns are evaluated on their competency in each of the 12 knowledge and skill objectives outlined in the Program

Philosophy, Objectives, and Training Plan. A complete copy of the evaluation is placed in the intern's file, and a summary of the evaluation is sent to the intern's academic training director. The intern also receives a complete copy of his/her evaluation if desired. Interns also have the option of requesting to meet with the training team in January of the training year to receive oral feedback from the entire team.

Interns have opportunities to provide formal and informal evaluations of the program and other professionals throughout the training year. In January and July, interns are asked to complete written evaluations of their supervisors and to review the evaluations with the co-coordinators of training who are responsible for overseeing the quality of supervision given to each intern. If interventions are needed on behalf of the intern, the co-coordinators of training and intern will develop an appropriate plan of action that both protects and serves the needs of the intern. For program evaluation purposes, interns complete anonymous evaluations on each of the training seminars, meet monthly with the co-coordinators of training to give to feedback throughout the training year, and meet with the CAPS/WHC clinic manager in July at the end of the training year to provide overall feedback on their training experience at CAPS/WHC. The training team will use the feedback to help develop the program to meet interns' training needs. Interns are also contacted for a one year follow-up evaluation after their internship is completed. Annual summer updates and requests to follow the professional development of former interns are sent for five years after graduation from the internship.

Professional Development

Structured training is provided to interns through several venues.

1. Interns participate in 6 hours of didactic seminars each week during the Fall and Spring semesters. Seminars focus on such professional issues as case consultation, collaborative practice, diversity and multiculturalism, ethics, group therapy practice, psychological assessment, psychodynamic psychotherapy, crisis care, trauma, and supervision and consultation.
2. Interns are also supervised on a weekly Walk-In/Crisis Care shift where they learn to manage walk-in crisis and emergency situations. Supervisory consultation and back-up are provided to interns at all times, and particularly while learning crisis management skills.

The co-coordinators of training, all primary supervisors, and all consulting staff have appropriate licenses and credentials.

Integration of Training and Services

All of the major activities that interns participate in are geared toward promoting their professional development. Formal training activities comprise approximately 25% of an intern's weekly schedule. Service delivery hours are limited to approximately 65% of an intern's time.

Application for the Doctoral Internship Program

APA Approval Status

The internship is fully accredited by the American Psychological Association.
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
202-336-5979.

Stipend and Benefits

Annual stipend for the internship is \$25,400.00. Benefits include the option of signing up for group medical/dental insurance through the university, 10 national holidays, 22 vacation days, and sick leave as needed up to a maximum of 15 days per year and an RTD bus pass. The dates of a number of vacation days are pre-determined due to university and program break schedules.

Application Deadline

The deadline for receipt of all application materials is November 1st.

Internship Start Date

The internship begins approximately two weeks prior to the start of the fall semester. Starting dates typically fall on the first Monday of the second week of August.

Selection Criteria

1. All applicants to CAPS/WHC's internship program must be from clinical psychology, counseling psychology, or doctoral level counseling programs. Applicants must be from APA approved programs.
2. Applicants must have completed at least 3 years of graduate training.
3. Applicants must be doctoral candidates.
4. Applicants must have passed their comprehensive examination(s) on or before November 1st.
5. By the start of the internship year, applicants must have accumulated a **minimum of 1,000 Intervention and Assessment hours (no less than 100 hours of assessment)**, and a minimum of 1,500 hours of practicum experience.
6. Applicants should have comprehensive knowledge of the WAIS-IV, MMPI-2, and the Rorschach Inkblot Test. They should also understand the basics of ADHD and LD assessment.
7. **Applicants must clearly, succinctly, and numerically enumerate any anticipated Intervention, Assessment, and Practicum hours they expect to earn after the November 1st application deadline, or hours earned in a terminal masters program or other clinical work experience.** Please clearly distinguish hours by category (i.e., either Intervention or Assessment, Practicum or other work experience) **on the AAPI and in the cover letter.** *Applications which are unclear about this area, or which require excessive computation time to understand will be dropped from consideration.*
8. Applicants must have provided direct, face-to-face services to a minimum of 15 individual adult and/or adolescent clients.
9. The Training Director of the applicant's academic program must certify readiness for internship.

The Intern Selection Committee screens all applications and determines the appropriateness of the applicant's preparation and goodness of fit with the CAPS/WHC training philosophy and program.

Please clearly note that this program does not make exceptions to our selection criteria.

Application Procedures

A completed application includes:

1. A cover letter.
2. A completed APPIC Application for Psychology Internship (AAPI), available at the APPIC web site: www.appic.org.
3. A current Curriculum Vitae.
4. Official transcripts of academic records of all graduate work.
5. APPIC Standardized Reference Form (SRF) from three persons, two of which must be from clinical supervisors.
6. A Certification of Internship Readiness form completed by the program chair or the director of training of your graduate program (included in the AAPI).
7. An integrative psychological report of a battery with cognitive, objective, and projective personality measures. A report that includes the following measures is preferred: WAIS, MMPI, and Rorschach. **All identifying client information must be redacted.**

Send all application materials through the AAPI portal

Co-Coordinator of Training:

Michael Maley, PhD

Sabrina Neu, PsyD

Other correspondence may be addressed to:

Sabrina Neu, PsyD, Co-Coordinator of Psychology Training
Wardenburg Health Center, Counseling and Psychiatric Services
University of Colorado at Boulder
119 UCB
Boulder, CO 80309-0119
Telephone: 303-492-5727
Fax: 303-735-1900
E-mail: sabrina.neu@colorado.edu

Selection Procedures

Candidates who are considered finalists for the internship are contacted in December and are scheduled for a telephone interview. Finalists are required to visit on-site and it may be cost effective to purchase airline tickets for the program's Information Session after this December notification. Phone interviews are conducted in early January. Applicant finalists attending the required on-site Information Session will also be asked if an optional picture of them can be taken for the exclusive purpose of facilitating reviewers' memories. Photos are not used in any way as part of the selection process.

As APPIC members, we adhere to the policies and procedures established by APPIC for notifying candidates.

Persons with diverse backgrounds are encouraged to apply. In all selection activities, attempts will be made to support the principles of diversity.

This internship participates in the APPIC national match (using National Matching Services, NMS). All selection procedures are conducted within the guidelines of APPIC. Candidates may withdraw from the selection process at any time up until turning in their rank order list to the internship Training Director. If matched with a site, the candidate must intern at that site.

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.

All interns must pass a criminal background check prior to the first day of internship. Although interns are engaged in an educational training process, they are also university employees. As such, interns are subject to the laws of the state of Colorado, and therefore their employment is at will.

Nondiscrimination Statement

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities.

COUNSELING AND PSYCHIATRIC SERVICES / WARDENBURG HEALTH CENTER SENIOR STAFF 2014-2015

Psychology Staff

Carla Bradley, PhD

Credentials: Licensed Psychologist

Attended: Fielding Graduate Institute (1997)

Theoretical Orientation: Integrationist with preference for psychodynamic relational models.

Professional Interests: Training and supervision, mood disorders, trauma and recovery, diversity and multiculturalism, energy psychology

CAPS/WHC Position: Chief Psychologist; Doctoral Intern Supervisor

Matt Heermann, PsyD

Credentials: Licensed Psychologist

Attended: University of Denver (2010)

Theoretical Orientation: "Third-Wave" Behavioral

Professional Interests: Psychological Assessment, ADHD, Neuropsychology, GLBT issues, trauma,

Identity development, issues in masculinity and gender, use of technology in mental health, student supervision/training.

CAPS/WHC Position: Assessment Specialist; Staff Psychologist; Doctoral Intern Supervisor

Michael E. Maley, PhD

Credentials: Licensed Psychologist

Attended: University of Denver (2007)

Theoretical Orientation: Relational-Cultural

Professional Interests: Eating disorders, social justice and diversity issues, abuse and trauma, supervision and training

CAPS/WHC Position: Eating Disorders Treatment Coordinator, Internship Training Co-Coordinator, Doctoral Intern Supervisor

Idalia Massa-Carroll, PhD

Credentials: Licensed Psychologist

Attended: Columbia University, M.A. (2002); Texas A&M University, PhD (2011)

Theoretical Orientation: Cognitive-Behavioral and Systemic
Professional Interests: Assessment, bilingual (Spanish) therapy; Crisis Intervention
CAPS/WHC Position: Assessment Specialist; Staff Psychologist; Doctoral Intern Supervisor

Sabrina Neu, PsyD

Credentials: Licensed Psychologist
Attended: University of the Rockies (2009)
Theoretical Orientation: Psychodynamic, CBT/ ERP for OCD, Mindfulness-based approaches (DBT, ACT)
Professional Interests: Individual, Group, OCD, Phobias, EMDR, Pain Management
CAPS/WHC Position: Training Co-Coordinator; Staff Psychologist; Doctoral Intern Supervisor;
Liaison to other Wardenburg Clinics & Interdepartmental Case Conference (ICC) Coordinator

Alcohol and Other Drugs (AOD) Staff

Stephen Bentley, MSW

Credentials: LCSW, CAC III
Attended: Adelphi University School of Social Work (1988)
Theoretical Orientation: Psychodynamic, Object Relations, Motivational Interviewing.
Professional Interests: Addiction recovery, compulsive behaviors, mood disorders, developmental issues
CAPS/WHC Position: Coordinator, Substance Abuse Services

Lauren Smart, MA

Credentials: LPC
Attended: Naropa University
Theoretical Orientation:
Professional Interests: Substance use disorders, mood disorders, art therapy
CAPS/WHC Position: Staff Licensed Professional Counselor

Yñigo Velayo, M.A.

Credentials: LPC, CACIII
Attended: Naropa University (2007)
Theoretical Orientation: Integrative
Professional Interests: Substance Use, Research, Family/Couples Therapy, Diversity, LGBT issues, Sex Therapy, MBTI
CAPS/WHC Position: Staff Licensed Professional Counselor

Social Work Staff

D. Joseph Courtney, PhD, MSW

Credentials: LCSW
Attended: Smith College School for Social Work (1985/1993)
Theoretical Orientation: Psychodynamic psychotherapy
Professional Interests: Individual, couples, group psychotherapy, training and supervision
CAPS/WHC Position: Manager of CAPS/WHC; Staff Social Worker

Joshua Goldman, MSW

Credentials: LCSW
Attended: University of Denver (2001)
Theoretical Orientation: Solution Focused Therapy, Motivational Interviewing, Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Systems theories

Professional Interests: Trauma, EMDR, DBT, working with parents, anxiety management, family and relationship issues

CAPS/WHC Position: Coordinator CAPS/WHC Groups Program; Staff Social Worker

Mark Grassman, MSW

Credentials: LCSW

Attended: University of Denver (1974)

Theoretical Orientation: Psychodynamic psychotherapy; attachment and object relations theory

Professional Interests: Individual, family, couples, children, EMDR, training and supervision

CAPS/WHC Position: Coordinator of Social Work Training; Staff Social Worker

Anne Kim, MSW

Credentials: LCSW

Attended: Smith College School of Social Work (2007)

Theoretical Orientation: CBT, DBT, mindfulness, solution-focused therapy and motivational interviewing

Professional Interests: Clinical supervision, strength-based therapy, diversity and multicultural issues, relationship issues, religion & spirituality, mood disorders, attachment, trauma, and couples/family therapy.

CAPS/WHC Position: Crisis Care Coordinator, Staff Social Worker

Judy Taub, MSW

Credentials: LCSW

Attended: Smith College School for Social Work (1995)

Theoretical Orientation: Psychodynamic

Professional Interests: Substance abuse, trauma, couples therapy, supervision and training

CAPS/WHC Position: Lead Social Worker

Medical Staff

Lynn Bodensteiner, PMHNP-BC

Credentials: Psychiatric Mental Health Nurse Practitioner-Board Certified

CAPS/WHC Position: Psychiatric Nurse Practitioner

Lindsay Burke, PMHNP-BC

Credentials: Psychiatric Mental Health Nurse Practitioner-Board Certified

CAPS/WHC Position: Psychiatric Nurse Practitioner

Sriloka Karki, RN

Credentials: Licensed Registered Nurse

CAPS/WHC Position: Staff Nurse

Emily McCort, MD, DFAPA

Credentials: Licensed Medical Doctor, Board Certified Psychiatrist

CAPS/WHC Position: Medical Director of CAPS/WHC; Staff Psychiatrist

Jill McNaul, MD

Credentials: Licensed Medical Doctor, Board Certified Psychiatrist

CAPS/WHC Position: Staff Psychiatrist

Anne Miller, PMHNP-BC

Credentials: Psychiatric Mental Health Nurse Practitioner-Board Certified

CAPS/WHC Position: Psychiatric Nurse Practitioner

Safia Nawroz, MD

Credentials: Licensed Medical Doctor, Board Certified Psychiatrist

CAPS/WHC Position: Staff Psychiatrist

Kerry Patterson, NP

Credentials: Psychiatric Mental Health Nurse Practitioner-Board Certified

CAPS/WHC Position: Psychiatric Nurse Practitioner

Jean-Marc Wong, MD

Credentials: Licensed Medical Doctor, Board Certified Psychiatrist

CAPS/WHC Position: Staff Psychiatrist

Front Office Staff

Jasmine Berginc

CAPS/WHC Position: CAPS/WHC Front Office Manager

Kevin Maloney

CAPS/WHC Position: CAPS/WHC Front Office Administrative Assistant

Ryan Wendling

CAPS/WHC Position: CAPS/WHC Front Office Administrative Assistant

Rev: 7/30/15