

Pre-Doctoral Psychology Internship Program

Wardenburg Health Center, Psychological Health and Psychiatry



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 29,709 students (Fall 2008), the Boulder campus has five colleges and four schools, offering 3,400 courses in over 175 areas of study. With such a large student body, the campus has developed a range of mental health services for students, including our clinic, the Department of Psychological Health and Psychiatry, which is part of the larger Wardenburg Health Center. Other mental health resources for students include Counseling and Psychological Services, and the Raimy Clinic, a training and treatment clinic operated by the CU-Boulder Department of Psychology.

Wardenburg Health Center

As a service of the University of Colorado Student Union, Wardenburg Health Center (WHC) 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 center's mission to encourage healthy behaviors. In particular, the Student Wellness Program addresses lifestyle and wellness 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

The mission of the Wardenburg Health Center is to educate and care for the campus community in support of the university mission.

Vision

The Wardenburg Health Center is envisioned to be a center of excellence in health care and health promotion for the university campus community.

Values

We believe quality, integrity, accountability, respect and courtesy are priorities in all services and relationships.

Psychological Health and Psychiatry

Our department, Psychological Health and Psychiatry, is part of Wardenburg Health Center. Only a small number of university mental health services across the country are housed within university student health centers. Our home within Wardenburg 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 PHP** – To provide psychological healthcare to University of Colorado students so they may achieve their academic goals. To provide training to the next generation of psychologists, social workers, nurse practitioners, and psychiatrists.
- **The Business of PHP** – Through the provision of individual therapy, group therapy, couples therapy, psycho-education, and medications management, we treat a broad spectrum of psychological health issues from situational concerns to major mental illness.
- **The Values of PHP** - (a) The University community benefits from a well educated, emotionally balanced, and socially involved student body. (b) Issues of physical health and mental health are as important as one's academic education. (c) Our treatment approach seeks integration of evidenced-based conventional and preventative health care practices, and collaboration with faculty, staff, and relevant agencies on campus and beyond.

A Unique Training Opportunity

PHP is an integral part of Wardenburg Health Center. Our home within the student health center is a rare arrangement among internship sites found in university settings. PHP is positioned to offer opportunities to collaborate with Wardenburg Health Center's Medical Clinic and Women's Health Clinic 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.

Multidisciplinary staff consists of psychologists, psychiatrists, licensed clinical social workers, and licensed professional counselors. The staff represent and respect a multiplicity of theoretical orientations. Several core training seminars (particularly Group and Psychotherapy) are primarily psychodynamic in focus, and trainees can anticipate that this focus will be a theme throughout their internship. Interns are not expected to adopt a psychodynamic orientation, but are required to study the material presented and discuss its impact on their thinking and clinical practice.

A Range of Psychological Health Services

PHP services include individual and group therapy, substance abuse treatment and prevention, eating disorder therapy, medication treatment, ADHD assessment, and behavioral health services. Behavioral health services include stress management, relaxation training, and additional learning-based approaches for treating anxiety, chronic pain, tension, and other stress-related physical symptoms. Our substance abuse program is extensive and provides individual assessment, group treatment, and group education through seminars entitled "Facing Alcohol Concerns." PHP also offers crisis intervention and outpatient psychotherapy for individuals and couples.

Client Demographics

During the 2007-2008 academic year, PHP's clientele was 36% male and 64% female. Thirty-six percent of our clients were diagnosed with mood disorders; 28% with anxiety disorders; 4% with adjustment disorders; 3% with eating disorders; 10% with ADD/ADHD; 8% with relationship

concerns; 4% with substance abuse; and 5% with other disorders (psychotic disorders, personality disorders, sexual problems; and other diagnoses).

During the 2006-2007 academic year, PHP's clientele was 46% male and 54% female. Sixty-five percent of our clients were undergraduates, and 35% were graduates. Staff provided services to 815 clients diagnosed with mood disorders; 616 clients diagnosed with anxiety disorders; 154 clients diagnosed with substance abuse disorders; 81 clients diagnosed with eating disorders; and 639 clients diagnosed with other disorders (psychotic disorders, personality disorders, sexual problems; and other diagnoses).

Approximately 20% of PHP's clientele identifies as racially or ethnically diverse.

Internship Program Philosophy

Our 2000-hour internship program is designed to provide a bridge between the pre-intern level of graduate training and entry-level positions in professional 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 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, consultation, and crisis intervention, Psychological Health and Psychiatry (PHP) professional staff provide training in group-process skills, both as a treatment modality and as a training model. This interpersonal process model requires and allows us to gather information about intern and staff performance at all levels: in therapy; in supervision; as a training team; collaborating with other professionals in primary healthcare; or on an institutional level of participation and intervention. Candidates seeking to broaden their skills as agents-of-change within a group or organizational context, and who have a desire to learn from their own experiences within a multidisciplinary professional training group, are most likely to find this internship relevant.

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 professional 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, PHP's pre-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. PHP'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 PHP 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 clinic and individual research projects during their year at PHP. Within this setting, interns can participate in gathering, analyzing, and presenting data garnered from individual and group surveys for use in a variety of research projects, including substance abuse prevention, education, and treatment; disordered eating treatment; and group therapy treatment. Opportunities for producing professional papers and presentations, and work with clinic staff on specialized research projects are sometimes available, although 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 PHP. Recognizing the University of Colorado as a predominantly Western, majority cultural community, PHP 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 attention on cross-cultural processes and 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 PHP is designed to develop each intern's knowledge, skill, and abilities in a wide range of activities. Before beginning the internship year, the training director contacts each intern and their academic training director or otherwise reviews internship application materials in order to become familiar with individual 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 PHP 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 PHP 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 weekly 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 group psychotherapy and in crisis and urgent care within the general training track of the internship. Interns are trained in the assessment of ADHD, and conduct 8-10 screenings over the course of the training year. Interns also participate in training in an individual focus area. Currently available areas of focus are in Administration, Substance Abuse and Eating Disorders. Additionally, a focus area in Crisis and Urgent Care is also available. Other areas of focus can be developed on an individual basis. Potential areas available within Wardenburg include a Behavioral Health/Primary Care Focus Area conducted under the auspices of the Medical Clinic; and potential focus areas in Community Health, Women's Health, or Sports Medicine. The assignment of a focus area is based on each intern's professional goals and assessed readiness for such specialized training and service. The training director will work with interns and primary supervisors to schedule focus area selection at the beginning of the training year.

Group Therapy Training Program

The Group Therapy Training Program 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 pursue attendance at the AGPA Annual Conference as well as mentorship toward acquiring the CGP credential. Students are also invited to participate outside of regular clinic hours in the activities of the local Boulder affiliate chapter of AGPA—the Colorado Group Psychotherapy Society. Standard group offerings include free or low-cost psychoeducational groups on topics like stress management, social anxiety, and depression; DBT; 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 graduates.

Training Focus Areas

Administrative Focus Area

Overview: The Administrative Focus area is for pre-doctoral psychology interns and post-masters social work interns with an interest in administration of a university counseling center or related vocation.

The focus area has an “internal” agency focus and an “external” broader focus on how the clinic fits into the University system.

Internal: The intern will have an opportunity to work alongside the clinic manager in a number of key areas that concern the management of PHP. These include:

- Attending regular individual meetings with the Manager to assess the Intern’s learning needs, develop a focus area plan to meet those needs, and ongoing consultation regarding this focus area.
- Attending the Clinical and Outreach Services (COS) meeting – a weekly gathering of Wardenburg Health Center managers to address issues common to the administration of the Health Center’s five clinics: PHP, Medical Clinic, Women’s Health, Laboratory, and Community Health.
- Co-facilitating PHP staff meetings – By checking in with PHP’s Teams for issues needing discussion, the Intern will help construct the meeting agenda to ensure representation of the clinic’s subgroups.
- Preparing the PHP budget. During the fall semester, the Manager and the Intern will solicit information from staff regarding anticipated needs that require representation in the budget. The Intern will facilitate the gathering of this information, including changes needed in respective staff members FTE for the next budget cycle.

External: The Intern will have an opportunity to learn about the larger University system and how PHP fits into the bureaucracy. Opportunities include:

- Attendance at a bi-monthly Continuity of Care (COS) meeting. A gathering of managers/directors of the University's other mental health centers – Counseling & Psychological Services (CAPS), The Office of Victim Assistance (OVA), as well as representatives from Housing and Disability Services. This meeting focuses on how these centers may collaborate for ease of access by students.
- HelpLine Liaison. Helpline is a non-profit student group which is funded through The University of Colorado Student Union (UCSU) and is advised by staff at PHP. HelpLine serves as a call center designed to provide immediate, confidential phone and on-line chat support to the University of Colorado at Boulder community. HelpLine is run entirely by volunteers and because they are funded by the University, all volunteers are at least part-time students.

The role of the Administrative Intern is to serve as PHP's liaison to the HelpLine organization. Tasks include:

- Attendance at the HelpLine organizational meeting in the beginning of the academic year to become acquainted with HelpLine staff and become known as the PHP contact person.
- Provide orientation to PHP's pre-doctoral interns about the HelpLine mission and organization.
- facilitate electronic communications between Helpline staff and PHP's pre-doctoral interns who will review HelpLine volunteers' process recordings of phone contacts with at-risk callers. Pre-doctoral Interns will provide consultation, based upon these reviews, to HelpLine call takers.
- Serve as consultant on an as-needed basis to HelpLine Administrative team regarding organizational issues.

Special Interest Project: When the Intern has a special interest they wish to pursue as part of their internship, such as special experience they wish to gain, the Intern will negotiate with the Manager to satisfy their special interest. This may take the form of a project that meets a need of the Intern and PHP.

Create Your Own Adventure Focus Area

The Create Your Own Adventure focus area is an open option for interns to design a training experience that meets their needs. Past examples of this focus area include training in the Wardenburg Health Center Medical Clinic in diabetes care and counseling; training through the University's Women's Center; and training with Victim Assistance.

Eating Disorders Focus Area

The Eating Disorders Focus Area specializes in eating disorder evaluation, and intervention using the Appetite Awareness Training Model (AAT) created by Linda Craighead, Ph.D., currently at Emory University, and formerly the Director of Clinical Training in the Psychology Department at CU-Boulder. The ED training affords the opportunity for interns to experience a collaborative model for the treatment of disordered eating through the integration of current research and practice.

The primary training goal of this focus area is to increase proficiency in the identification and treatment of eating disorders specific to the college-age population. Interns may have the opportunity to do several initial co-therapy sessions with PHP's Eating Disorders Program Coordinator (Alisa Shanks, Ph.D.) in order to become familiar with working with eating disordered clients. 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 there is 1 hour of group supervision offered with Dr. Shanks, focusing on individual cases. This meeting also includes training on the Appetite Awareness Training model as well as other therapeutic issues in the treatment of eating disorders. There is also a weekly one hour eating disorder team meeting attended by the staff dietitian and designated eating disorder medical provider. This team meeting allows interns to gain experience with a multi-disciplinary approach to the treatment of eating disorders. Dr. Anita Johnston's *Eating in the Light of the Moon: Healing women's relationships with food through myth, metaphor and storytelling*, is recommended reading as her model is also incorporated in the approach used to treat eating disorders.

On occasion the intern will be able to attend outreach presentations on campus or in the local community in collaboration with the Eating Disorders Clinician and Program Coordinator, and the department of Community Health in Wardenburg. Depending on interest and time available there may be opportunities to co-present at outreach events, and/or participate in the Eating Disorders Awareness Week / Body Acceptance Month planning committee. Video supervision is available. This focus area also offers opportunities to collaborate with health care providers in the Medical Clinic and Women's Health Clinics. Our unique position in a university Health Center offers excellent collaboration with physicians and nurse practitioners, as well as a registered dietitian. Interns in this rotation can expect to see a wide spectrum of disordered eating issues. We do not treat Anorexia Nervosa in this setting due to our clinic's brief therapy model. We recognize that Anorexia requires more intensive, longer term care than we can offer.

Substance Use Disorders (SUDs) Focus Area

The SUDs focus area endorses the departmental vision that the education of students includes supporting their biopsychosocial development as young adults. It does so by seeking to integrate two perspectives for addressing substance use in a college-age population.

The first perspective is a clinical approach that involves gaining skill and expertise in evaluating and intervening on individual student substance use behavior. Participants will be expected to not only sharpen their assessment skills in this area in relation to the DSM-IV diagnostic criteria, but also to develop a familiarity with the addictive process itself and its effects on the health behaviors and developmental processes specific to this population. In doing so, interns will be challenged to develop their clinical counseling skills specific to engaging students in a process of change.

Skill sets in this area include training in the principals and practices of Motivational Enhancement as developed by Miller and Rollnick. Practice setting opportunities include individual assessment and ongoing treatment, group co-facilitation with clinic staff members, and participation in the department's diversion program, Focus on Alcohol Concerns (FAC). The FAC program is a 6-hour group process which is conducted in both a 2- and a 4-session format. It is designed to address students who have received alcohol and/or drug-related sanctions from either the campus or the larger community. The FAC program incorporates a Harm Reduction approach to substance use that has been found in studies to significantly reduce both harmful/risky substance use behavior and the incidence of further substance-related sanctions. Interns will meet weekly with the Substance Abuse treatment team, as well as receive individual supervision regarding their substance abuse cases.

The second perspective in the focus area incorporates a community health view regarding substance use which acknowledges that student substance use behavior both reflects and impacts the larger campus and surrounding community in important ways. Interns may work

with a variety of committees and coalitions which seek to mediate the negative effects of alcohol and other drug abuse while striving to effect campus and community environmental change. Some of these committees make policy recommendations regarding substance use/abuse issues to both the Vice Chancellor of Student Affairs and the Chancellor of the University of Colorado at Boulder. Participants will gain professional experiences in consultation and public education within the university community through work with these programs. This focus area requires a minimum of 10-hours per week and can be expanded if the training needs of the intern warrant more time.

Urgent Care Focus Area

Training in urgent and crisis care is given to all interns, and each intern is scheduled for 3-4 hours of urgent care each week. The focus area offers additional urgent/crisis hours along with individual supervision by the clinic's Urgent Care/Case Management Specialist.

Supervision, Evaluation, and Professional Development

Intern Supervision

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

An intern receives one-half hour of 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 clients are presented and discussed using a multidisciplinary consultative approach.

Evaluation

Supervision and evaluation are an on-going process at PHP. 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 training director who is responsible for overseeing the quality of supervision given to each intern. If interventions are needed on behalf of the intern, the training director and intern will develop an appropriate

plan of action that both protects and serves the needs of the intern. For program evaluation purposes, interns meet with the training director or another staff psychologist each month to discuss and give feedback on the various parts of the training program. Interns are also asked to provide a written evaluation of the internship program to the training director at the end of the training year. 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 6-8 hours of training seminars each week during the Fall and Spring semesters. Seminars focus on case consultation; collaborative practice; consultation and outreach; diversity and multiculturalism; ethics; professional issues; group therapy practice; psychological assessment; psychodynamic psychotherapy; crisis and urgent care; and supervision and consultation.
2. Interns are also supervised on a weekly Urgent Care shift where they learn to manage walk-in urgent and emergency situations. Supervisory consultation and back-up is provided to interns at all times, and particularly while learning crisis management skills. The training director, 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 more than 25% of an intern's weekly schedule. Service delivery hours are limited to approximately 60% of an intern's time.

INTERN TRAINING ACTIVITIES Fall 2009 and Spring 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00AM			CRDC		
9:00AM			Training Seminar	Psychodynamic Psychotherapy Seminar	
10:00AM			Group Therapy Seminar	Assessment Seminar	
11:00AM			Supervision and Consultation / Urgent Care Seminars		
12:00PM	Lunch ED	Lunch	Lunch	Lunch Substance	Lunch

	Supervision			Abuse Team Meeting	
1:00PM				ED Task Force Meeting	
2:00PM					
3:00PM					
4:00PM		Diversity Seminar (selected dates)			
5:00PM		Diversity Seminar			

Application for the Pre-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 \$20,000.00. 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. 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 PHP's internship program must be from clinical psychology, counseling psychology, or doctoral level counseling programs. Applicants must be from a regionally accredited, degree-granting institution in the United States. Applicants from APA approved programs are preferred.
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).
5. By the start of the internship year, applicants must have accumulated a minimum of 1,000 Intervention and Assessment hours, and a minimum of 1,500 hours of practicum experience.
6. Applicants must clearly, succinctly, and numerically enumerate any anticipated Intervention, Assessment, and Practicum hours they expect to earn after the November

1st application deadline. Please clearly distinguish any unearned hours by category (i.e., either Intervention or Assessment or Practicum) on the AAPI **and in boldface in the cover letter**. Applications which are unclear about this area, or which require excessive computation time to understand will be dropped from consideration.

7. Applicants must have provided direct, face-to-face services to a minimum of 15 individual adult and/or adolescent clients.
8. 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 PHP 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, available at the APPIC web site: www.appic.org.
3. A current resume.
4. Official transcripts of academic records of all graduate work.
5. Letters of recommendation 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.

Send all materials and correspondence to:

Carla Bradley, PhD, Director of Psychology Training
Wardenburg Health Center, Psychological Health and Psychiatry
University of Colorado at Boulder
119 UCB
Boulder, CO 80309-0119
Telephone: 303-492-0144
Fax: 303-735-1900
E-mail: Carla.Bradley@Colorado.edu

Selection Procedures

Candidates who are considered finalists for the internship are contacted in December and are scheduled for a telephone interview. Phone interviews are conducted in early January. Attendance at an on-site Information Session is required for finalists. 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.

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.

PHP Senior Staff

Psychology Staff

Anne Cowardin-Bach, PhD

Credentials: Licensed Psychologist, CGP (Certified Group Psychotherapist)

Attended: University of Pennsylvania (1992)

Theoretical Orientation: Integrative Psychotherapy, Cultural-Relational Model (The Stone Center).

Professional Interests: Mind-body-spirit approaches, hypnotherapy, women's health, couples therapy, biofeedback, consultation and outreach, supervision and training.

PHP Position: Chief Psychologist; Staff Psychologist; Pre-doctoral Intern Supervisor.

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.

PHP Position: Psychology Training Director; Staff Psychologist, Pre-doctoral Intern Supervisor.

Hans Foote, PsyD

Credentials: Licensed Psychologist

Attended: California Institute of Integral Studies (2005)

Theoretical Orientation: Eclectic; Cognitive Behavioral

Professional Interests: Individual, couples, families, psychological assessment, ADHD, group therapy, supervision & consultation, dual and triple diagnoses.

PHP Position: Urgent Care Specialist; Staff Psychologist; Pre-doctoral Intern Supervisor.

Alisa Shanks, PhD

Credentials: Licensed Psychologist

Attended: Rosemead School of Psychology at Biola University (2002).

Theoretical Orientation: Integrationist with Object Relations.

Professional Interests: Eating Disorders treatment and prevention, media literacy, individual and group therapy, outreach and consultation, supervision and training.

PHP Position: Eating Disorders Clinician and Program Coordinator; Staff Psychologist; Pre-doctoral Intern Supervisor.

Thomas J. Yock, PhD

Credentials: Licensed Psychologist.

Attended: University of Rochester (1977).

Theoretical Orientation: Bio-Psycho-Social models of assessment and treatment.

Professional Interests: Trauma, stress/biofeedback, substance abuse, psychological assessment, supervision and training.

PHP Position: Staff Psychologist; Pre-doctoral Intern Supervisor.

Social Work 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.

PHP Position: Coordinator, Substance Abuse Services.

D. Joseph Courtney, PhD, MSW

Credentials: LCSW, CGP (Certified Group Psychotherapist)

Attended: Smith College School for Social Work (1985/1993).

Theoretical Orientation: Psychodynamic psychotherapy.

Professional Interests: Individual, couples, group psychotherapy, training and supervision.

PHP Position: Manager of PHP; Staff Social Worker.

Mark Grassman, MSW

Credentials: LCSW

Attended: University of Denver (1974).

Theoretical Orientation: Psychodynamic psychotherapy; Psychoanalytic treatment.

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

PHP Position: Director of Social Work Training; Staff Social Worker.

Sabrina Neu, Psy.D.

Credentials: LPC

Attended: University of the Rockies

Theoretical Orientation: Psychodynamic, CBT, Mindfulness Approaches.

Professional Interests: Individual, Pain Management, Group, Substance Abuse, Couples.

PHP Position: Staff Psychotherapist.

Howard Snooks, MSW, Ph.D.

Credentials: LCSW, BCD

Attended: Smith College School for Social Work (1975, 1992).

Theoretical Orientation: Psychodynamic.

Professional Interests: Individual, Couples, Group, Supervision & Training.

PHP Position: 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.

PHP Position: Staff Social Worker.

Medical Staff

Geraldine Accomazzo, RN

Credentials: Family Nurse Practitioner, Board Certified.

PHP Position: Psychiatric Nurse.

Linda Buseman, PMHNP-BC

Credentials: Psychiatric Mental Health Nurse Practitioner-Board Certified
PHP Position: Psychiatric Nurse Practitioner.

Emily McCort, MD, DFAPA

Credentials: Licensed Medical Doctor, Board Certified Psychiatrist.
PHP Position: Staff Psychiatrist.

Julia Maximon, MD

Credentials: Licensed Medical Doctor.
PHP Position: Staff Psychiatrist.

Jill McNaul, MD

Credentials: Licensed Medical Doctor, Board Certified Psychiatrist.
PHP Position: Staff Psychiatrist.

Steve Methner, MD

Credentials: Licensed Medical Doctor, Board Certified Psychiatrist.
PHP Position: Medical Director of PHP; Staff Psychiatrist.

Jean Mark Wong, MD

Credentials: Licensed Medical Doctor, Board Certified Psychiatrist.
PHP Position: Staff Psychiatrist.

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