

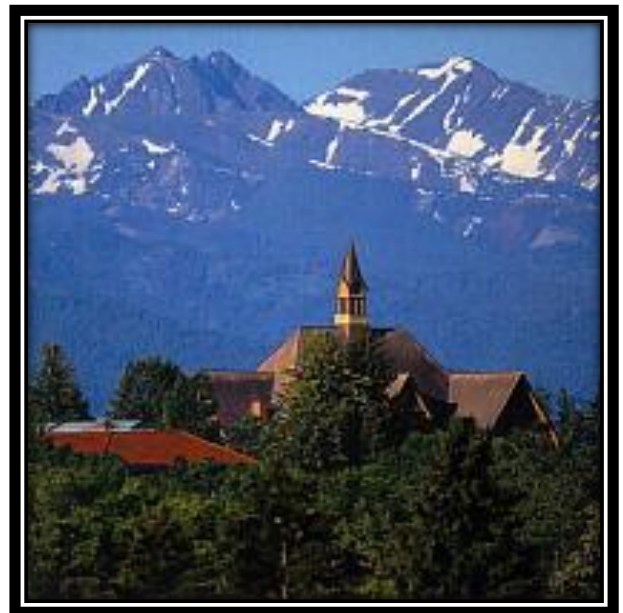


**Montana State University  
Counseling and Psychological Services  
\*\*APA Approved Doctoral Internship\*\*  
August 16, 2015 - August 15, 2016  
Site Match Code 140511**

**Montana State University - Bozeman (MSU)**

Montana State University is a land-grant university founded in 1893. Enrollment for fall semester 2013 was 15,294. The University offers Undergraduate degrees in 60 fields, Master's degrees in 40 fields and Doctorate degrees in 14 fields. In 2013, the student population was comprised of individuals from 50 different U.S. states and 73 international countries. Approximately 13% of the student population identify as ethnically diverse with the largest diverse groups identifying as International (4%), Hispanic/Latino (3%), Multiracial (3%). There is also a significant American Indian population on campus (nearly 600 students), and over 500 Veterans.

MSU boasts large business, engineering, architecture and education programs in addition to having medical and veterinary students on campus. It has a competitive NCAA Division I intercollegiate athletics program which is part of the Big Sky Conference. Bobcat pride is very evident on campus. Go Cats!



## Counseling and Psychological Services

Counseling and Psychological Services (CPS) is a department within the Division of Student Success at Montana State University-Bozeman (MSU). As staff members at CPS, we attempt to foster our and others' awareness of and appreciation for human diversity. We strive to create an environment of mutual respect and understanding among people of diverse racial/ethnic, religious/spiritual, and national backgrounds, sexual orientations, gender, gender identity, mental and physical abilities, languages, ages, socioeconomic statuses, as well as those with other diverse backgrounds and cultures. The clinical orientation of the Center emphasizes personal development, prevention programming and psychological counseling to support students' academic and personal success during their education at MSU. The center activities also contribute to a positive and inclusive campus environment. Direct clinical services include individual and couples therapy, group counseling, crisis intervention, and psychological assessment. Consultation and skill-building workshops are presented to augment the personal growth and development of students and staff. CPS is accredited by the **International Association of Counseling Services (IACS)**, and the doctoral internship training program is accredited by the **American Psychological Association (APA)**.

CPS has 6 Licensed Psychologists (and 1 pending), 4 Licensed Clinical Professional Counselors, a part time Licensed Addiction Counselor, three Doctoral Interns and one Postdoctoral Resident. The student health center psychiatrist is available for consultation and regularly attends our case staff meetings. We also have 3 to 5 pre- and post-master's interns each year, and 2 office managers to complete our staff.



Campus in winter

## Training Program

The internship program operates in accordance with a **Practitioner Scholar Model** of training informed by theory, science, and research. Practice is highlighted as interns have numerous opportunities for direct experiential learning over the course of the year. Approximately half of the interns' time is devoted to providing counseling, and the balance to supervision, consultation, outreach, and staff development. The training program utilizes scholarly research to inform practice in such areas as conceptualization, interventions, cultural impact, and program outcomes in order to best serve clients. The training program pays particular attention to both professional and personal growth, and life-long learning as these reflect values upheld by the staff for practice.

### Philosophy of Training

A primary goal of the internship is to assist in preparing interns to function competently and independently as generalist psychologists. The program is designed to provide a bridge between the role of graduate student and entry-level professional. The internship year involves multiple opportunities for interns to increase their knowledge and awareness of human diversity. It is a time to refine basic clinical skills and move toward establishing an integrated professional identity. Interns are included in, and given experience with, every aspect of a university counseling center with the additional possibility of providing services at a state psychiatric hospital or a mental health clinic on an Indian reservation. They are afforded continuous and intensive supervision by several supervisors during their internship year. In addition, interns are provided with some flexibility to tailor their own internship experience.

### Core Training Experiences:

The goals of the internship focus on three primary areas: clinical practice, diversity, and ethics/professional identity. As such, the following experiences are highlighted as components of the training program.

1. **Counseling.** Interns provide theory-based individual, couples and group counseling for approximately 15 hours per week. They receive two hours each of weekly individual supervision and group supervision by licensed CPS staff psychologists. Digital recordings of sessions, case related paperwork, and co-therapy formats are used in supervision. Supervision sessions address all of the activities in which interns engage during the internship.
  - **Individual Psychotherapy.** Interns will gain most of their therapy experience providing individual psychotherapy. Clients present with a diverse range of problems and differing degrees of complexity. Interns provide both short and long term therapy.
  - **Couples Therapy.** Due to the large number of partnered students at MSU-Bozeman, interns will likely have the opportunity to provide couples therapy. While interns' initial experiences with couples therapy will most likely be as co-therapists with a senior staff person, as skills develop, interns may assume the role of primary therapist.

- **Group Psychotherapy.** Group psychotherapy is an important service offered by CPS, and interns are expected to be actively involved in the group program. Interns typically offer a minimum of one long-term group during the academic year. Often, interns' special interests will determine which groups they lead.
- 2. **Crisis Intervention.** Fall semester, interns manage crises within their own caseloads. During spring semester and into the summer, they are part of the rotating on-call list and also provide a weekly crisis walk-in hour for students. In addition, interns conduct crisis walk-in assessments/interventions throughout the year, on an as needed basis (separately from the 1:00 crisis hour). They also participate in CPS responses to crises that occur in the MSU community and have the opportunity to be involved in suicide/risk prevention programming.
- 3. **Assessment.** Interns perform intake evaluations and conduct psychological assessments during internship.
  - **Intake Evaluations.** Interns perform 3-4 abbreviated intake evaluations each week. These evaluations are fundamental to understanding clients' needs, including urgency and disposition, as well as assignment to a permanent therapist. Conceptualization, tentative diagnosis, and initial therapy recommendations are also important components of the intake process.
  - **Psychological Assessment.** Interns conduct a minimum of one comprehensive psychological assessment battery during the academic year (fall semester). They have the option of performing a second psychological evaluation spring semester. The assessment process includes a comprehensive clinical interview; cognitive, objective and projective personality testing; integration and interpretation of data; report writing and providing feedback to clients. Assessment is utilized to assist in differential diagnosis, therapy planning, and intervention. Interns also participate in a weekly assessment seminar fall semester and meet less frequently, spring semester.
- 4. **Outreach and Consultation.** Interns offer workshops, consultation and counseling services to organizations on campus including: Residence Life; Career Services; the Center for Native American Studies; Staff/Faculty Wellness Programs; Disability, Re-entry & Veteran Services; and university academic departments. Interns deliver a minimum of four outreach activities to the campus community during the year. Examples of outreach include, but are not limited to: structured workshops, class lectures, consultation with residential living staff and other departments on campus, information tables, and written articles for newsletters or the student newspaper. In addition to outreach activities, interns provide periodic consultation to members of the campus community, parents, etc. about students of concern or mental health related situations. Also, CPS staff members work closely with Student Health Center physicians, nurse practitioners, physician assistants, and the nutritionist, to coordinate care for mutually shared clients who sign Releases of Information.
- 5. **Research and Scholarship.** Interns are allotted four hours each week to work on assessment related activities, dissertation completion or involvement with other scholarly activities. While engaged with the assessment process, these four hours are used solely for assessment as the assessment process is intensive and time consuming between administration, scoring, interpretation, report writing and provision of feedback to clients. When not involved in the assessment process, interns may use these four hours to further progress on dissertations or to pursue other scholarly work such as publishing articles from dissertations or working on a program evaluation project. Research activities are supported by a biweekly research seminar. The

seminar also assists interns in developing and conducting a program evaluation project.

6. **Professional Development.** Interns attend a biweekly seminar on Professional Issues (opposite Research Seminar) which focuses on development of vitas, the job application process, interview preparation, etc. In addition, they receive further assistance with professional development during supervision, meetings, and other seminars. Support in seeking and obtaining post-internship employment is also offered. Interns are encouraged to take advantage of workshops and conferences sponsored by APA and other professional organizations. Release time (up to 3 days) is granted and limited financial support is provided (when funds are available) to attend conferences or continuing educational experiences.
7. **Diversity.** Although located in a geographical area limited in terms of ethnic diversity, CPS is committed to helping interns increase their sensitivity and competence in working with persons of diverse racial/ethnic, religious/spiritual, and national backgrounds, sexual orientations, mental and physical abilities, languages, ages, socioeconomic statuses, as well as those with other diverse backgrounds. Interns are given priority when assigning ethnic, cultural, sexual and other minority clients. The internship offers a specific focus on Montana's American Indian population, including the experience of offering counseling to American Indian students, a monthly seminar that introduces interns to different tribal customs, and the possibility of a unique 13 week clinical rotation on the Crow Indian Reservation. In addition, interns attend a weekly Diversity Seminar which highlights self-awareness, knowledge about different cultures and application of knowledge to working with diverse populations. Multicultural issues are also addressed in supervision, seminars, and meetings which exemplifies the center's commitment to diversity and multicultural competence.
8. **Ethics.** Interns are exposed to a wide range of ethical and professional issues during their internship at CPS. These issues are addressed during weekly supervision sessions, staff meetings and unscheduled consultations with senior staff. Training seminars also focus on specific ethical/professional dilemmas that psychologists often face, including dual relationships, Tarasoff-type situations, and confidentiality issues on a university campus and in a rural setting. APA ethical standards and Montana Law are specifically addressed during Training Seminars.
9. **Provision of Supervision** – Interns prepare for provision of supervision to pre-master's interns by attending a Supervision of Supervision seminar fall semester. This seminar focuses on theories of supervision in addition to salient issues which typically arise during supervision. During spring semester, interns provide weekly supervision to one pre- or post-master's intern and the seminar shifts toward addressing various components of supervision with their supervisees.
10. **Professional Identity** – Interns are provided guidance and feedback regarding their professional identity and development throughout their internship year. Components of this include development of confidence, competence, autonomy, refinement of therapeutic orientation and style, self-awareness and interpersonal competence.
11. **Severe and Persistent Mental Illness.** A potential 13 week summer rotation may be available to interns interested in gaining experience with inpatient work. This rotation involves working with individuals suffering from serious and persistent mental illness (during an inpatient rotation at Montana State Hospital). Diagnosis, case management, multidisciplinary consultation, DBT informed treatment, psychological assessment and crisis intervention are all components of the rotation that interns are supervised on.

12. **University Residential Living.** Interns provide clinical services (three hours per week in the evening), and occasional workshops, for individuals and families living in Family and Graduate university housing. In addition, interns contribute monthly mental health articles to the Family and Graduate Housing newsletter which is distributed to all residents.
13. **Personal Growth.** CPS values and encourages participation in personal growth activities for both staff and interns. Although not required, interns are encouraged to engage in their own personal therapy during their internship year and sick time is provided to support this personal growth opportunity. Past interns have indicated that the cohesive, and at times, mentoring relationships, which have developed among the interns and with the CPS staff, have been a valued resource for continued growth as well.

### **Other Training Modalities: Supervision and Seminars**

Supervision is viewed as a pivotal learning component to our training program. Our internship utilizes a Scholar Practitioner Model which relies on experiential learning through intensely supervised activities. Interns can expect a minimum of four hours per week of supervision for their individual/couples case load: two with their primary individual supervisor, and two in group supervision with the other interns and the Director of Training. In addition, interns have a rotating supervision hour with the Director once every three weeks. Supervision for group therapy is provided separately by the senior staff co-facilitator of the group. Similarly, outreach and consultation activities are supervised by the Outreach Coordinator.

Peer supervision occurs at weekly case staff meetings where particularly difficult or educational clinical cases are presented and discussed by all staff members.

Interns are expected to attend and participate in a variety of seminars over the course of the year. Seminars provide instruction/education on a range of issues pertinent to the developing roles and identities of emerging psychologists. A weekly two hour Training Seminar covers numerous special topics pertinent to mental health professionals. Based upon interest, interns have the option of presenting one or more of these seminars.

Additional instruction and supervision is afforded by the coordinator for each seminar/learning experience conducted during the internship. These include Diversity Seminar, Assessment Seminar, Supervision of Supervision Seminar, Couples Therapy Supervision, Research Seminar, Professional Issues Seminar, and an optional DBT/Coping Skills Consultation Team Seminar.

## Interns' typical weekly schedule

### Activity Hours/Week

<b>Intakes</b>	3-4
<b>Individual, couples</b>	15
<b>Group</b>	2
<b>Consultation/outreach</b>	1
<b>Training</b>	
<b>Supervision: individual/group</b>	4
<b>Seminars: Assessment, Diversity, Couples SV, Native American, Research, Supervision of Supervision, Training</b>	7+
<b>Case conference</b>	1.5
<b>Assessment/Dissertation/Research</b>	4
<b>Supervision of practicum students (Spring semester)</b>	1
<b>Administration</b>	
<b>Client/group preparation; paperwork</b>	2+
<b>Total</b>	42.5

### Summer Rotations

During the summer months interns may have the option of doing a 13 week external rotation either at Montana State Hospital (MSH) or an outpatient clinic at the Crow Public Health Service Hospital. These choices offer opportunities for a focused experience working with a specific population. Because both settings are physically distant from Bozeman, interns must live on site for at least part of the week. Many interns elect to return to CPS on Fridays, for continuity and to re-connect with their intern cohort. Lodging, meals (on site), and compensation for gas are typically provided.

- **Montana State Hospital.** MSH provides inpatient psychiatric treatment for people with serious and persistent mental illness. Interns who participate in this rotation will be given experience with individual and group therapy, multidisciplinary treatment team meetings, psychological assessment, Dialectical Behavior Therapy, crisis management, trauma work, and multidisciplinary consultation. Montana State Hospital is located in Warm Springs, MT which is 106 miles west of Bozeman.

- **Crow Indian Reservation.** The Crow Reservation Indian Health Service Hospital provides an array of health services to American Indians belonging to the Crow and other Indian tribes. The rotation is housed in an outpatient clinic within the hospital where interns provide individual counseling, consultation, therapy for co-occurring disorders, crisis intervention, psychological assessment, trauma work, and program development. Crow Agency is located 207 miles SE of Bozeman.

## **Supervision Assignments**

Interns have a minimum of two to three different primary clinical supervisors over the course of the year. Supervisors are assigned first semester according to intern identified strengths, growth edges, and goals for the semester. Interns provide input regarding supervisor preference spring semester. Summer rotation supervision is provided by licensed psychologists at external rotation sites (if interns elect an external rotation). Interns who choose an external rotation but wish to return to CPS on a part time basis during the summer will receive additional individual and group supervision at CPS. Interns who elect to remain at CPS for the entire summer are assigned supervisors according to preference and availability (as not all licensed psychologists work at CPS during the summer).

## **Intern Evaluation**

Interns receive formal and informal feedback throughout the year. Formal written evaluations occur at the end of each semester for each supervisory relationship and seminar. The Comprehensive Intern Evaluation serves as the overarching tool that evaluates interns' progress on internship competencies and goals for the internship. Feedback from the entire training staff is reflected on this evaluation. An abbreviated Comprehensive Intern Evaluation is used during the summer (given that seminars cease during summer months).

## **Intern Evaluation of the Training Staff and Internship Program**

Interns complete written evaluations of their supervisors and seminar leaders at the end of each semester. An overall evaluation of the internship occurs at the end of the internship year. Feedback from interns is held in high regard and discussed by the training staff each year. In addition, interns are encouraged to provide ongoing feedback regarding their training experiences throughout the year.

## **Professional Staff**

**Betsy Asserson** , Ph.D., Assistant Director of Training, Psychologist  
Counseling Psychology, University of Pittsburgh, 2002

Interests: women's issues, sexual assault, eating disorders, Dialectical Behavior Therapy, EMDR, supervision and training, groups, outreach and consultation.

**Laura Bailey** , M.S., Staff Therapist, LCPC

Health and Human Development, Montana State University, 2004

Interests: women's issues; interpersonal/relationship concerns; LGBTQ concerns



**Cheryl Blank** , Ph.D., Director of Training/Assistant Director, Psychologist  
Clinical Psychology, Washington State University, 1988.

Interests: contemporary psychodynamic psychotherapy; depression and anxiety; grief and loss; women's issues; health psychology; interpersonal/relationship issues; dream work; biofeedback; trauma; supervision and training.

**Patrick Donahoe** , Ed.D., Director, LCPC  
Counseling Psychology, University of Idaho, 1977.

Interests: psychotherapy with survivors of childhood trauma; eating disorders; sex therapy; critical incident trauma debriefing; sport psychology; couples; groups; supervision.

**Brandi Fischer**, M.S., Staff Therapist, LCPC  
Health and Human Development, Montana State University, 2006

Interests: anxiety and depression; identity development; relationship issues

**Mariah Hill**, Psy.D., Psychologist  
Clinical Psychology, Pacific University, 2006.

Interests: multicultural/diversity issues; interpersonal process and "use of self" models; trauma

**Brian Kassar** , Psy.D., Psychologist  
Clinical Psychology, Illinois School of Professional Psychology, 2000.

Interests: object relations/interpersonal psychotherapy; outreach and consultation; men's development; impact of media/technology on individual and society; supervision; groups; career development; identity issues; peer education.

**Chip Kern**, M.A., Staff Therapist, LCPC  
Health and Human Development, Montana State University - 2010

Interests: anxiety and depression; couples counseling; addictions; adjustment concerns

**Adam Moller**, Ph.D., Staff Therapist  
Counseling Psychology, West Virginia University - 2013

Interests: depression and anxiety, multicultural issues, problems related to sport and athletic performance, interpersonal relationships, grief and loss, trauma.

**Ryan P. Niehus** , Psy.D., Psychologist  
Clinical Psychology, Pacific University, 2008.

Interests: psychodynamic and gestalt therapies; college student development; men's psychology; sport psychology; trauma; supervision; outreach and consultation; relationship counseling; group therapy.

**Sam White**, Psy.D., Psychologist  
Clinical Psychology, Chicago School of Professional Psychology, 2011

Interests: trauma recovery; interpersonal/relationship concerns; LGBTQ; identity development; grief and loss; consultation; therapy groups; outreach.

**Rick Winking** , M.Ed., Substance Abuse Counselor, LCPC  
Mental Health Counseling, Montana State University-Bozeman, 1994.

Interests: existentialism; addictions; family systems; sex offender treatment; creativity; group and couples' therapy.

## **Supervisors at Summer Rotation Sites**

Marla Lemons, Psy.D., Psychologist at Montana State Hospital  
Clinical Psychology, Baylor University, 2002

Michael Tilus, Psy.D., Psychologist at Crow Indian Health Service Hospital  
Clinical Psychology, Alliant International University- California School of Professional  
Psychology, 2002.

## **Postdoctoral Resident 2014/15**

Leslie Trumble, Psy.D.  
Clinical Psychology, The George Washington University, 2014

## **Doctoral Interns 2014/15**

Kathryn Darnell – Spalding University  
Victoria Harley – The George Washington University  
Larissa Seay – University of Missouri – Kansas City

## **Terms of Employment**

### **Dates of Employment**

The CPS Doctoral Internship is a 12 month, fixed term, full-time paid position. The internship begins August 16 and ends August 15 of each year and is a 2,000 hour internship.

### **Stipend and Benefits**

The base stipend for the 12-month internship is \$20,810.64. Interns can elect to live in Family & Graduate Housing (FGH) which is cost effective in the Bozeman community. Those who choose to live in the Bozeman community (as opposed to FGH) receive an additional \$1,800 housing supplement resulting in the salary being \$22,610.64. Benefits include comprehensive health insurance (medical, dental, vision), annual leave (15 days), sick leave (12 days), 12 University holidays and retirement. Interns are given up to 3 days of Professional Development leave to attend conferences, defend dissertations and interview for jobs. Access to Wellness programs, the library, and sports facilities are additional benefits available to interns. Interns have their own office equipped with a telephone, digital recorder, and computer with internet access. There is access to an SPSS computer program for data analysis. Adequate and ongoing administrative support is provided by front office staff throughout the internship.

## **Application Materials**

CPS uses the Application for Psychology Internship (AAPI) On Line. Hard copy or mailed applications will not be accepted. Please refer to the APPIC website (<http://appic.org>) to learn more about the AAPI On-Line. To complete the AAPI online, please go to the applicant portal at <https://portal.appicas.org>

## Eligibility

### Required

1. Minimum of 400 AAPI Total Intervention Hours (combined Master's and Doctoral hours)
2. Completion of all coursework toward doctoral degree
3. Comprehensive Exam passed by the application deadline
4. APA accredited (or provisional) doctoral program in Clinical or Counseling Psychology
5. Endorsement by the department Training Director regarding readiness for internship.

### Preferred

1. Counseling Center experience or experience with adults in an outpatient setting
2. Experience with Psychological Assessment
3. Experience providing services to diverse student populations
4. Experience with outreach and consultation
5. Experience with crisis intervention

### Completed applications must include the following:

1. Completed APPIC Application for Psychology Internship (AAPI Online form).  
In your cover letter please address why you are interested in our particular internship training program, your internship goals, and how CPS may help you meet those goals.
2. Current Vita.
3. Graduate Transcripts (need not be official).
4. Three letters of recommendation from professionals, at least two of which are from professionals familiar with your clinical skills, via the Online AAPI.

## Application Information and Selection Procedures

AAPI application materials must be uploaded and available for our review no later than **8:00 a.m. on Monday November 17, 2014**. Applications submitted after that time **will not be considered**. Therefore, interns are encouraged to check their submission status in order to prevent unintended rejection from the application pool.

All interviews are conducted by telephone. Candidates with completed applications will be informed by email about their interview status no later than **January 5, 2015**.

**Only completed applications will be reviewed** beginning November 17. Top ranked applicants will be contacted to set up a 45 - 60 minute standardized telephone interview. Interviews take place between late December and mid-January. The interview committee typically consists of 6 people including senior staff and interns. Prospective interns are asked a standard set of questions in a question/answer format and no preparation is necessary. Following telephone interviews, telephone reference checks may be done to obtain additional information from letter writers. Applicants are rank ordered by the entire Intern Search

Committee and then submitted to the National Matching Service. On Match Day, the Director of Training contacts matched applicants initially by phone followed by a letter confirming the match results to matched candidates and their academic training directors, according to the APPIC Match Policies.

### **Additional Requirement**

In accordance with MSU policy, hiring will be conditional upon successful completion of a pre-employment background check.

### **Characteristics of Successful Interns**

Applicants often ask what we are looking for in prospective interns. The qualities we seek out are those that have contributed to interns being successful in taking advantage of learning opportunities available within the internship. The foundation of these qualities is comprised of an investment in furthering clinical skills, valuing of relationships, commitment to and respect for diversity, and a willingness to take risks in order to further learning. Our internship emphasizes clinical practice and extensive time is devoted to supervision and training. Interns are encouraged to engage in self-examination which includes exploration of countertransference, and use of the therapy relationship to facilitate change. Engaging in this process can feel vulnerable at times and our training staff appreciates the difficulties and struggles that may arise. As such, our staff is committed to offering support, collaboration, and encouragement throughout this process. Related to this is the collective belief held by the training staff that we ourselves are not “finished products.” We value the ongoing process of learning and the role of taking risks to promote learning. Respect for and appreciation of relationships – with clients and all staff members regardless of experience and level of training – is a highly held value at CPS. Multicultural competence is another ideal which we all aspire to. In addition, we are a team who works hard but also likes to have fun together!

### **APPIC Match**

We participate in the APPIC Internship Matching Program. Applicants must register with National Matching Services Inc ([www.natmatch.com](http://www.natmatch.com)) to be eligible to match to our internship. 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.

Specific questions about APPIC policies and procedures, and the AAPI on-line, should be directed to APPIC at: <http://www.appic.org>.

Information and materials for the APPIC Internship Matching Program can found at the official website (<http://www.natmatch.com/psychint/>) or by email or by email at [psychint@natmatch.com](mailto:psychint@natmatch.com), or via mail or phone at:

National Matching Services, Inc  
595 Bay St., Suite 301, Box 29  
Toronto, Ontario  
Canada, M5G 2C2  
Telephone: 416-977-3431  
Fax: 416-977-5020

Or

National Matching Services, Inc.  
PO Box 1208  
Lewiston, NY 14092-8208  
Telephone: 716-282-4013  
Fax: 716-282-0611

## Contact

Please direct questions or clarification regarding the CPS doctoral internship to: Cheryl Blank, Ph.D., Director of Training/Assistant Director, [cblank@montana.edu](mailto:cblank@montana.edu), 406-994-4531.

Modern electronic communications are efficient and convenient, but our training program misses the individual interaction, essential in the days before the Internet and online applications. Despite our on-line brochure and e-mail links, we still welcome the opportunity for personal contact with applicants, and those considering applying. We encourage you to call (or e-mail, of course) about any aspect of our program, about MSU, or the community. We look forward to hearing from you! A copy of the current APPIC Internship Offers and Acceptances policy is available on the [APPIC Home Page](#).

*[Electronic mail is not a secure method of conveying confidential information. CPS requests that e-mail not be used for clinical or other sensitive correspondence].*

## Accreditation Status of the Internship Program

The CPS Doctoral Internship Training Program in Psychology is accredited by the American Psychological Association Office of Program Consultation and Accreditation. This office may be contacted at 750 First Street NE, Washington DC 20002-4242; Tel. (202) 336-5979.

## MSU Non-discrimination Policy

Montana State University does not discriminate on the basis of race, color, ethnicity, national origin, sex, sexual orientation or preference, marital or parental status, age, religion, creed or political belief, mental or physical handicap or disability, or status as a covered veteran in admission, access to, or conduct of our educational programs and activities or in our employment policies and practices.

Montana State University is committed to providing an academic and work environment free of discrimination. Harassment based on race, color, ethnicity, national origin, marital or parental status, religion, sex, gender, sexual orientation or preference, age, disability, or veteran status is a form of discrimination and is prohibited.

The University is committed to taking positive and effective actions in the recruitment, hiring, training, and promotion of persons in all classes of employment to help overcome the present effects of past discrimination and increase opportunities for qualified women and minorities, persons with disabilities, and covered veterans. In addition, Montana State University assumes particular responsibility for providing opportunities for education and training for the

state's Native American peoples in the various disciplines and professions that are characteristic of this land-grant university.

**Montana State University is an Equal Opportunity/Affirmative Action Employer and encourages applications from female, minority, and disabled persons.**

## Campus Cultural Events

MSU hosts a number of major **Cultural Events** over the course of the year.



**Annual Pow Wow** - The campus American Indian Council sponsors an annual Powwow which highlights a Grand Entry, song, dance and drum competitions as well as traditional crafts.



**The International Street Food Bazaar** - The annual food bazaar has been a diversity tradition at MSU for over three decades. It is highly celebrated and well attended each year. Student representatives from over thirty countries offer culinary delights from their countries for a nominal fee.



## QSA Sponsored Events



**QSA** sponsors a number of events during the year including the Rainbow Ball and Drag Show.

## Cultural Organizations on Campus

In addition to cultural events on campus, there is an array of culturally focused clubs available to students. Some of these include:

African Society @ Montana State University  
American Indian Council  
Bozeman Hindu Society of Montana State University  
Chinese Culture Club  
Deutsch Club  
French Club  
Indian Student Association  
Japan Club  
Muslim Student Association at Montana State University  
Queer Straight Alliance  
Spanish Club  
Transgender Club of Montana State University  
Turkish Student Association

Please refer to:

<http://www.montana.edu/engagement/organizations/explore.php#cultural> for additional information or descriptions of these clubs.

**Bozeman, MT** - a town of about 40,000 full-time residents, located in the Gallatin Valley of Southwestern Montana, is ideal for those with interests in outdoor recreation. The city is surrounded by mountains with the nearest ski hill being only 15 miles from town; Yellowstone National Park is 90 miles away; the numerous nearby mountain ranges offer countless hiking, backpacking, and camping opportunities; and there is outstanding trout fishing and rafting/kayaking within minutes of town. In addition to outdoor activities, Bozeman has a very active visual and performing arts community. There are many vibrant cultural opportunities available, including the Verge Theater Company, Ellen Theater, Montana Theater Works, Bozeman Symphony, Intermountain Opera Company, the Sweet Pea Arts Festival, the Hatch Film Festival, national tours of Broadway shows, and a thriving music, art and theatre community. The MSU Departments of Media/Theatre/Arts and Music have strong programs that offer theatre productions, film screenings, art shows, and musical performances on campus. Read more about Bozeman here: <http://www.montana.edu/about/bozeman/>



Bozeman Sunset