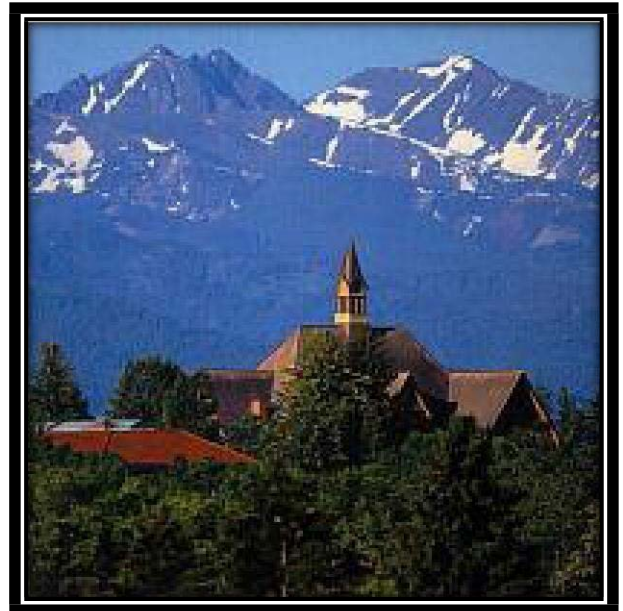




**Montana State University  
Counseling and Psychological Services  
APA Approved Doctoral Internship in Health Service Psychology  
August 1, 2018 – July 31, 2019  
Site Match Code 1405**

**Montana State University - Bozeman**

Montana State University is a land-grant university founded in 1893. Enrollment for fall semester 2016 was 16,440 students. The University offers Undergraduate degrees in 60 fields, Master's degrees in 56 fields, and Doctorate degrees in 33 fields. In 2016, the student population was comprised of approximately 50% Montana residents, and 50% out of state and international students. Currently there are 722 international students enrolled from 127 international countries. Approximately 16% of the student population identifies as ethnically diverse with the largest diverse groups identifying as International (4%), Hispanic/Latino (4%), and Multiracial (4%). There is also a significant American Indian/Alaska Native population on campus (around 580 students), as well as 535 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 integrated health center at MSU – University Health Partners (UHP), which is housed in the Division of Student Success at Montana State University-Bozeman (MSU). UHP is comprised of four offices: CPS, Medical Services, Dental Services, and Health Advancement. The name University Health Partners symbolizes the commitment to comprehensive health services, mental and physical health, wellness, advocacy, prevention, and outreach services to students at MSU.

CPS provides an array of multiculturally sensitive services to the college community. Cultural inclusion and commitment to diversity are core values held by staff members at CPS, and are important components of all the services provided. 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, psychological counseling, and crisis intervention 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 intake assessments, individual and couples therapy, group counseling, psychological assessment, and crisis intervention. Consultation and outreach/prevention programs 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 fully accredited by the **American Psychological Association** (APA).

The permanent CPS staff members include 7 Licensed Psychologists, 5 Licensed Clinical Professional Counselors, a part-time Licensed Addiction Counselor, 4 Psychological Residents (postdocs), and 4 Doctoral Interns. The Medical Service's psychiatrist is available for consultation and regularly attends our clinical team meetings. We also have 2 to 5 pre- and postmasters interns each year, and 2 office managers to complete our staff.



## Training Program

The training program is experiential in nature with a significant focus being placed on direct clinical work and supervision. Approximately half of the interns' time is devoted to providing clinical services. The balance of their time is spent in supervision, training activities, consultation, outreach, research/scholarly activities, assessment, and staff development. The training program utilizes scholarly research to inform practice in such areas as conceptualization, intervention, cultural impact, and program outcomes in order to best serve clients. In addition, the internship emphasizes professional growth, personal growth, and lifelong learning which are values upheld by the staff.

### Philosophy of Training

A primary goal of the internship is to assist in preparing interns to function competently and independently as generalist clinicians/**Health Service 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 individual and cultural 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, nearly every aspect of a university counseling center with the additional possibility of providing services at a state psychiatric hospital or an outpatient mental health department at the Crow Indian Health Service Hospital. 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.

### Aims and Competencies Focused on During Internship

The aims of the internship focus on four primary areas: clinical practice, scholarship and the relationship between science and practice, diversity, and ethics/professional identity.

The Aims of the internship include:

1. To further the development of broad intervention skills (intake, therapy, crisis assessment and management, psychological assessment, multidisciplinary collaboration/outreach, and supervisory skills) for the development of effective entry level practice in Health Service Psychology
2. To further the development and understanding of the reciprocal relationship between science/scholarship and the practice of psychology
3. To further develop competence in individual and cultural diversity
4. To further develop competency related to professionalism (ethics, scholarship, professional identity, and self-awareness/interpersonal skills)

Profession Wide Competencies serve as guides for the training and experiences afforded to interns during their internship year. These are:

#### 1. Intervention

- a. Intakes - 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.
- b. Therapy - Interns provide approximately 15-16 hours of theory-based individual, couples, and group therapy per week. They receive two hours (each) of weekly individual supervision and group supervision provided by licensed CPS staff psychologists to support their clinical work.

Digital video recordings of sessions, review of written case materials, and co-therapy formats are used in supervision.

- **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 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 therapy program. Interns typically co-lead a minimum of one group during the academic year.

c. **Crisis intervention** - During the fall semester, interns manage crises within their own caseloads. During spring semester and into the summer, they are part of the after-hours on call rotation, and also provide a weekly 1:00 pm crisis hour for students. In addition, interns conduct crisis walk-in assessments/interventions throughout the year, on an as needed basis (separate from the 1:00 pm crisis hour). They also participate in CPS responses to crises that occur in the MSU community (with senior staff backup), and have the opportunity to be involved in suicide/risk prevention programming.

2. **Consultation, interprofessional/interdisciplinary skills, and outreach** - Interns offer workshops, mental health consultation, and counseling services to organizations on campus including: the Dean of Students office; Residence Life; Office of Student Success; Career Services; American Indian/Alaska Native Student Success Office; Disability, Reentry & Veteran Services; and university academic departments. They consult with concerned parents and clinicians outside of the university at times. In addition, CPS staff members work closely with Medical Services physicians, nurse practitioners, physician assistants, and the nutritionist, to coordinate health care for mutually shared clients.

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 mental health articles for newsletters or the student newspaper.

3. **Psychological assessment** - Interns perform intake evaluations and conduct psychological assessment during internship.

- a. **Intake Evaluations** - As noted above, Interns perform 3-4 abbreviated intake evaluations each week. Intakes involve client interviews and incorporation of CCAPS data, which are utilized to inform beginning conceptualization impressions, treatment recommendations, and diagnostic impressions.
- b. **Psychological Assessment** - Interns conduct psychological assessment during internship and incorporate their assessment findings into assessment reports. Typical assessment measures used include: a comprehensive clinical interview, WAIS IV, MMPI-2, relevant inventory CCAPS data, and other objective measures such as the Beck Depression Inventory). Projective measures are available to interns with experience in the Rorschach and TAT. The assessment process involves administration of measures, interpretation of data, integration of data into a report, report writing, and providing feedback to clients. Additional assessment experiences are available during external summer rotations.

4. **Supervisory skills** - Interns prepare for provision of supervision to master level interns by attending a biweekly 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, the seminar meets weekly while interns provide weekly supervision to one pre- or post-master's intern. In addition, the seminar focus shifts toward actual provision of supervision and issues that emerge during the supervision process.
5. **Individual and cultural 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/Alaska Native students, the possibility of co-facilitating Dinner and Dialogue educational seminars, participating in American Indian advocacy projects, and the possibility of doing a 13 week external rotation on the Crow Indian Reservation Indian Health Services Hospital. In addition, interns attend a weekly Diversity Seminar which highlights self-awareness, knowledge about different cultures, and application of self-awareness and 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.
6. **Ethical and legal standards** - 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 consultation with senior staff. Training seminars also focus on specific ethical/professional dilemmas that psychologists often face, including dual relationships, duty to warn situations, and confidentiality on a university campus and in a rural setting. APA ethical standards and Montana Law are specifically addressed during Training Seminars.
7. **Research** - Interns may work on their own research (including dissertation completion), scholarly projects, or other scholarly activities during the 4 hour weekly administration block. The internship provides several experiences which assist interns in linking science and practice. Fall semester, a journal discussion group occurs once a month to discuss how the findings of a specific research article can be applied to practice. Interns will rotate leading this discussion group (pick the article, develop discussion questions, lead the discussion). Also during fall semester, interns are required to write a formal case conceptualization report which incorporates a scholarly article that validates their intervention approach with their client. Spring semester, interns are expected to present their dissertations during Training Seminar. This is an opportunity for interns to demonstrate their ability to critically evaluate and disseminate the findings of their research to the CPS staff. In addition, scholarly and contemporary articles are integrated into each seminar during the academic year.
8. **Professional identity development, values, attitudes, and behaviors** - Interns are provided guidance and feedback regarding their professional identity development throughout their internship year. Feedback in supervision and seminars facilitates self-awareness and reflection, guidance toward autonomy and independence, increased sophistication with theoretical orientation and therapy style, and the development of confidence and competence. In addition, interns attend a biweekly Professional Issues Seminar that facilitates professional self-reflection, addresses a number of issues salient to professional development, and assists interns with the

job application process. 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 financial support is provided (\$500/year) to attend conferences or continuing education experiences.

9. **Communication and interpersonal skills** – The relational focus of CPS permeates interactions at CPS across all levels of training and roles at the Center. This holds true for the training program as well. Interns are mentored in developing and maintaining effective relationships, communicating effectively, resolving conflicts, and demonstrating flexibility in relationships.

### **Additional Experiences**

1. External Rotations – During the summer months, interns typically have the option of doing a 13 week external rotation at Montana State Hospital (MSH) or the Behavioral Health Outpatient Department at the Crow Indian Health Services Hospital (IHS). MSH offers an opportunity for a focused experience working with people who have serious and persistent mental illness while the Crow rotation offers a unique opportunity to work exclusively with an American Indian population. Because both are physically distant from Bozeman, interns must live on site or near the rotation site for at least part of the week. Many interns elect to return to CPS on Thursdays and Fridays, for continuity and to re-connect with their intern cohort. Lodging, meals (on site), and compensation for gas are provided.
  - **Montana State Hospital.** MSH provides inpatient psychiatric treatment for people with serious and persistent mental illness. Interns who participate in this rotation are 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/Northern Cheyenne Indian Health Service Hospital (IHS).** The Crow IHS rotation provides outpatient mental health services to Crow and N. Cheyenne people ranging in age from young children to the elderly. Interns who elect this rotation, provide intake interviews, conduct individual and family therapy, develop and deliver outreach and educational programs, see crisis walk-in clients, perform psychological evaluations, and provide consultation to other health professionals. Crow Agency is approximately 203 miles east of Bozeman.
2. 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. Although interns provide the services on-site at CPS, they gain experience working with a non-traditional student group. In addition, interns contribute monthly mental health articles to the Family and Graduate Housing newsletter which is distributed to all residents.
3. 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 the internship year. They may use sick time to support their personal growth. In addition, 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 personal and professional growth.

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

Supervision is viewed as a pivotal learning component to our training program. Our internship utilizes 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 Training Director. (All primary supervisors have been licensed for a minimum of three years to meet Montana licensure requirements.) 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 Clinical Team meetings (which include Medical Services staff once a month) as well as CPS case staff meetings.

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 Health Service Psychologists. Biweekly two hour long Training Seminars cover numerous special topics pertinent to mental health professionals. Interns are expected to present their dissertations during Training Seminar at some point during the academic year which affords them the experience of providing a scholarly presentation. Based upon interest, they have the option of presenting additional training seminars during the year.

Additional instruction and supervision is provided by the coordinator for each seminar/learning experience conducted during the internship. These include Diversity Seminar, Supervision of Supervision Seminar, Professional Issues Seminar, Assessment Seminar, and Training Seminar.

<b>Interns' typical weekly schedule</b>	
<b>Activity</b>	<b>Hours</b>
<i>Clinical</i>	
<b>Intakes</b>	3-4/week
<b>Individual/Couples/Crisis Therapy</b>	15-16/week
<b>Group Therapy</b>	1/week
<i>Training</i>	
<b>Individual Supervision</b>	2/week
<b>Group Supervision</b>	2/week
<b>Group Admin.</b>	1/biweekly plus .5 each week for specific gr
<b>Assessment Seminar</b>	1/biweekly
<b>Diversity Seminar/SV</b>	1/week
<b>Professional Issues Seminar/SV</b>	1/biweekly
<b>Supervision of Supervision Seminar/SV</b>	1/biweekly (fall); 1/week (spring)
<b>Training Seminar</b>	2/week; journal discussion focus 1/month
<b>Clinical Teams</b>	1/week
<i>Professional and Administrative Duties</i>	
<b>Administration block (assessments, case conceptualization, dissertation, etc.)</b>	4/week

<b>Supervision of practicum students (spring)</b>	1/week
<b>Training and SV meeting</b>	1/month (spring)
<b>Paperwork</b>	4/week in addition to using cancels and NS
<b>Consultation/Outreach</b>	1/week
<b>Total</b>	~ 40 hours each week

## Supervision Assignments

Interns have a minimum of two to three different primary clinical supervisors over the course of the year. Fall semester, supervisors are assigned according to intern identified strengths, growth edges, and goals for the semester. Interns provide input regarding supervisor preferences spring semester. Summer rotation supervision is provided by licensed psychologists at external rotations (if elected). 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).

\* This program does not use distance education technologies for training and supervision.

## Intern Evaluation

Interns receive formal and informal feedback throughout the year. Formal written evaluations occur at the end of each semester. The Comprehensive Intern Evaluation serves as the overarching tool that evaluates interns' progress on internship goals and competency areas. Feedback from the entire training staff is reflected on this evaluation.

## Intern Evaluation of the Training Staff and Internship Program

Interns complete written evaluations of their supervisors and seminar/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 highly regarded and discussed by the training staff each year to improve the training program. In addition, interns are encouraged to provide ongoing feedback regarding their training experiences throughout the year.

## Terms of Employment

### Dates of Employment

The CPS Doctoral Internship is a 12 month, fixed term, full-time paid position. The internship begins the first business day on or after August 1, and ends July 30 of each year. This is a 2,000 hour internship.

### Stipend and Benefits

The base stipend for the 12-month internship is \$27,500. Interns can elect to live in Family &



Graduate Housing (FGH) which is a cost effective choice 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 \$29,300. 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 offices equipped with a telephone, digital video recording equipment, 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 accepts 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 by application date (Monday, November 13, 2017 – 11:59 p.m. MST)

1. Minimum of 400 AAPI Total Intervention Hours (combined Master's and Doctoral hours) by time of application
2. Completion of all coursework toward doctoral degree by the start of internship
3. Comprehensive Exam passed by the time of application
4. Doctoral program in either Clinical or Counseling Psychology must have APA accreditation, or have established a formal relationship with APA to seek accreditation in either Clinical or Counseling Psychology
5. Endorsement by the department Training Director regarding readiness for internship

### Preferred

1. Counseling center experience or experience working 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 such as a practicum supervisor.

## Application Information and Selection Procedures

AAPI application materials must be uploaded and available for our review no later than **11:59 p.m. MST on Monday November 13, 2017**. 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 **December 22, 2017**.

**Only completed applications will be reviewed** beginning November 13. 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 CPS staff members 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 Selection Committee and then submitted to the National Matching Service. On Match Day, the Training Director 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.

## Trainee Admissions, Support, and Initial Placement Data

### Internship Program Admissions

Date Program Tables are updates: August 1

#### Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

Does your program require that applicants have received a minimum number of hours of the following at the time of application" If Yes, indicate how many:

Total Number of contact Intervention Hours: N Y Amount: 400

Total Direct Contact Assessment Hours N Y Amount:

Describe any other required minimum criteria used to screen applicants:

- Completion of all coursework toward doctoral degree by the start of internship
- Comprehensive Exam passed by the time of application
- Doctoral program in either Clinical or Counseling Psychology must have APA accreditation, or have established a formal relationship with APA to seek accreditation in either Clinical or Counseling Psychology
- Endorsement by the department Training Director regarding readiness for internship
- Three letters of recommendation
- VITA

### Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns: **\$27,500**

Annual Stipend/Salary for Half-time Interns: n/a

Program provides access to medical insurance for intern? **Yes** N

Trainee contribution to cost required? **Yes** N

\* contribution is low

Coverage of family members available? **Yes** N

Coverage of legally married partner available? **Yes** N

Coverage of domestic partner available? **Yes** N

Coverage for same sex domestic partner? **Yes** N

Hours of Annual Paid Personal Time Off (PTO and/or Vacation): **10 hours/month** Hours of Sick Leave: **8 hours/month**

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? **Yes**

\* would work with the intern to ensure that 2000 hour requirement is met

Other benefits:

- Approximately 11 legal holidays
- \$500 professional development spending money (e.g., conference attendance)

**Initial Post-Internship Positions  
2014-17**

Total number of interns in 3 cohorts: 9

Total # of interns how did not seek employment because they returned to their doctoral program/are completing doctoral degree: 0

	Post doc	Employed Position
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center	<b>2</b>	<b>4</b>
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting		
Not currently employed		
Changed to another field		
Other		<b>3</b> <b>Outpatient clinics</b>
Unknown		

**Doctoral Interns**

2017-18

- Kylie Coleman, M.A. – George Fox University
- Ann Douglas, M.A. - University of Montana
- David Fatemi, M.A. – Wright Institute

Alexa Ralicki, Psy.M. – Wright State University

## **Previous Interns**

List of previous interns for past six years:

### 2016-17

**Katie Eichner, Ph.D.**

Washington State University

**Julia Rizzo, Psy.D.**

Springfield College

**Megan Saab, Psy.D.**

Chicago School of Professional Psychology

### 2015 – 2016

**Sandy Newton, M.A.**

University of Minnesota

**Janae Sones, Ph.D.**

University of Northern Colorado

**Laura Thum, Ph.D.**

Western Michigan University

### 2014 – 2015

**Katie Darnell, Psy.D.**

Spaulding University

**Victoria Harley, Psy.D.,**

George Washington University

**Larissa Seay, Ph.D.**

University of Missouri Kansas City

### 2013 – 2014

**Louisa Carter, M.S.**

University of Utah

**Cally Knapp, Ph.D.,**

University of California Santa Barbara

**Leslie Trumble, Psy.D.,**

George Washington University

### 2012 – 2013

**Maggie Kirlin, Psy.D.**

Pacific University

**Liz Russell, Ph.D.**

University of Akron

**Lisa Wolf, Psy.D.**

Union Institute and University

### 2011 – 2012

**Chris Bartel, Psy.D.**

Chicago School of Professional Psychology

**Todd Lindsley, Ph.D.**

University of Utah

**Adam Moller, Ph.D.,**

West Virginia University

### **Characteristics of Successful Interns**

Applicants often ask what we are looking for in prospective interns. Successful interns take advantage of all of the various learning opportunities afforded to them on internship. They are invested in furthering their clinical skills, value relationships, are willing to take risks in order to further learning. In addition, they are committed to and respect diversity, cultural differences, and multicultural competency. Our internship emphasizes clinical practice, and extensive time is devoted to supervision and training. During supervision, 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 difficulty and struggle that may emerge from this process. As such, supervisors are committed to providing support, collaboration, and encouragement during supervision. Related to this is the collective belief of the training staff that we are not “finished products” either. We highly regard the ongoing process of learning, and the role of taking risks to promote learning, which is modeled in case staff meetings by supervisors. Respect for and appreciation of relationships – with clients and all staff members regardless of experience, level of training, or role – is an important value held by CPS staff members. 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. 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 contacting them at:

National Matching Services, Inc.

Email: [psychint@natmatch.com](mailto:psychint@natmatch.com)

Phone: (800)461-6322

Fax: (844)977-0555

National Matching Services, Inc.

20 Holly Street, St., Suite 301

Toronto, Ontario

Canada, M4S 3B1

National Matching Services, Inc. PO

Box 1208

Lewiston, NY USA, 14092-8208

Please direct questions or clarification regarding the CPS doctoral internship to: Cheryl Blank, Ph.D. Training Director/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; email: [apaaccred@apa.org](mailto:apaaccred@apa.org); web: <http://www.apa.org/ed/accreditation>

## **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.**

## 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 Pow Wow 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
- American Indian Council
- Anglophiles at MSU
- Arabic Cultural Club
- Bangladesh Student Association
- Chinese Culture Club
- Chinese Student and Scholar Association
- Egyptian Club
- German Club
- Global Connection Club
- Indian Student Association
- Japanese Conversation Club
- Kabsah Club
- Muslim Student Association
- Nepalese Student Association
- Persian Student Club qSTEM
- Queer Straight Alliance
- Saudi Student Club
- Society for American Indian Graduate Students
- Spanish Club
- Students against Sexual Assault
- Turkish Club

Please refer to: <http://www.montana.edu/engagement/organizations/explore.html> for additional information or descriptions of these clubs.

**Bozeman, MT** - a town of about 42,000 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