

Counseling & Psychological Services (C&PS) at San Diego State University Psychology Internship Training Program

Welcome and Introduction

Thank you for considering an internship with us. The counseling faculty and staff here at C&PS place great value on the training program, and interns' openness and enthusiasm are viewed as the lifeblood that helps to keep us current and energized with each passing year.

The intention underlying our training program is the integration of our interns into the work and life of our Center. Interns do much of the same work as our counseling faculty, and are viewed as competent and capable colleagues in addition to being professionals in training. We are invested in nurturing our interns' ability to integrate and demonstrate their existing knowledge and skills, while focusing on further development of this base during the course of the year. Our training activities are thoughtfully designed to offer interns a developmentally-appropriate, hands-on experience that is sequential and that increases in complexity as the training year progresses. Collaboration, consultation, and self-care are the guiding values that infuse our training philosophy and our Center, and we have an open door policy with respect to case consultations and questions. We aspire to create a training environment in which interns feel supported in their efforts to grow both personally and professionally.

C&PS and its internship program value and foster an appreciation for diversity. Training activities are designed in such a way that interns are encouraged to discuss, evaluate, and develop their beliefs, attitudes, knowledge, and skills in order to increase their multicultural competence. C&PS has a broad view of diversity, including race, ethnicity, gender, sexual orientation, veteran status, socioeconomic status, religious affiliation, nationality, physical and mental abilities, and age. Additionally, we recognize and value the resilience that is often found within individuals who have grown up in underprivileged settings and/or who have experienced tremendous adversity in life. We are committed to creating a work environment in which all faculty and staff feel respected and supported.

The work and training environment at C&PS can best be described as warm and professionally informal. While the training year can be quite demanding at times, C&PS faculty and staff do our best to model self-care and attention to the importance of work-life balance. This "work hard, play hard" approach is often what sustains us all through the stresses of the academic year.

Agency Overview

C&PS is a complex agency which serves as the primary provider of mental health services to a diverse body of over 35,000 graduate and undergraduate students at SDSU. You can find current data on the number and diversity of our student body here:

<https://asir.sdsu.edu/enrollment-data/>. In addition to interns, C&PS is staffed by a team comprised of full-time and part-time counseling faculty, front desk staff, ASPIRE counselors, MFT/MSW/LPCC trainees, and undergraduate peer educators.

C&PS faculty and staff work together to provide, manage, and supervise a wide variety of programs and services, including:

- individual and couples therapy
- skill-based and process-oriented group therapy
- phone triage/referral and crisis intervention for students
- mental health consultation for concerned parents, faculty and staff, and for alumni and community members
- short-term alcohol and drug interventions (ASPIRE w/ eCheckup To Go)
- biofeedback
- classes on study/life skills for students on academic probation (Bounce Back)
- providing assessments and documentation for students seeking academic accommodations from the Student Ability Success Center (SASC) on the basis of mental health diagnoses.
- active outreach/prevention efforts focused on suicide prevention, stigma reduction, and wellness through our two peer education programs, as well as the provision of a myriad of other outreach programs to the campus community by our faculty, interns, and trainees.

C&PS shares our building with Student Health Services (SHS), Student Ability Success Center (SASC), and Wellness & Health Promotion (W&HP) departments, and we maintain close connections with these departments to better serve the needs of students. Consequently, interns are afforded the opportunity to interact and collaborate with a variety of disciplines in addressing the mental health needs of students, which provides interns with rich and diverse experiences.

There is a rhythm to the pace of the academic training year at C&PS that is specific to the college counseling center setting. This rhythm is note-worthy, as it is unfamiliar to most interns yet it is a major determining factor in how we organize and deliver our clinical and prevention services to students. Basically, the demand for services fluctuates dramatically depending on the time of the year. High demand periods occur during the Fall and Spring semesters of the academic year, with spikes of extremely high demand at the start of the Fall semester and just prior to mid-terms and finals in both Fall and Spring semesters of the academic year. These higher demand periods are mixed with periods of lower demand during the holiday break from mid-December to mid-January, during Spring Break, and during the summer. Understanding and adapting to this rhythm in demand is important for the self-care of all staff at C&PS. Taking advantage of the opportunity to replenish emotional reserves during lower demand periods, through taking vacations and engaging a slower work pace, is an important part of what allows us to cope with the stress of higher demand periods.

C&PS has a rich history of commitment and excellence in the area of supervision and training. We have been a training site for psychology doctoral students since 1968. What follows is an overview of our training program.

Program Overview

Training Objectives

The overall objectives of the C&PS training program are two-fold. The first is to provide a diversified and comprehensive training experience for emerging professionals in the field of health service psychology based on the developmental-mentorship model. Second, the program provides training in a variety of functions for those who may wish to pursue a career as a psychologist in a college counseling center setting. These objectives assume that interns will develop competence and skill in both clinical and preventive interventions, and that they will learn how to make use of these interventions in ways that are culturally sensitive to the students they are serving.

The direct service and training experiences provided in order to achieve these objectives are summarized below followed by the specific training goals that interns are expected to meet by the end of their training experience.

Direct Service Experiences

1. Individual Therapy - Interns conduct individual therapy with diverse students who are experiencing a wide range of presenting problems. These presenting problems cross the spectrum from academic and developmental issues to serious mental illness. Treatment is provided within a brief-therapy model, but without defined session limits.
2. Group Therapy - C&PS has a vibrant group therapy program, and interns have the opportunity to gain experience with both skill-based and process-oriented groups and workshops. Existing skill-based groups and workshops that are commonly offered each semester include: Healthy Emotional Living, Everyday Mindfulness & Meditation, Successful Community Living workshop. Process groups offered each semester include: Living with Loss, Rise, Womxn of Color Support Group, and Helping Professions. More detailed information about our groups can be found here: <https://sa.sdsu.edu/cps/our-services-and-programs/groups-and-workshops>. Interns are involved in co-facilitating at least one group each semester during the academic year. Interns typically co-facilitate a group with a faculty member during the first semester, and 30 minutes of time is provided each week for supervision of that group. During the Spring semester, interns have the additional option to use their own creativity and initiative to create and co-facilitate new groups that fit their interests and the needs of our students, if they so choose.
3. Phone Consultation/Triage - Most students' initial contact with C&PS occurs over the phone. In addition, we are frequently asked to provide consultation services to concerned parents, faculty, staff, and community members. Interns receive training on the phone consultation

process and protocol, as well as common referrals that interns might make to both on-campus and off-campus resources. Initially, interns shadow full-time faculty therapists while doing phone consultations, but move toward increasing independence in these duties early in the internship year. Consultation regarding triage, disposition, and referrals is readily available, as interns undertake their phone consultation duties as part of a team.

4. Crisis Intervention - C&PS does not provide after-hours emergency coverage, so interns are not required to be on-call during their training experience. However, interns are involved in providing Face-to-Face consultations (FTFs) and Urgent Assessments (UAs) for students experiencing crises of varying severity. Interns receive training on crisis assessment and risk management early in the internship year, and interns are supported by their phone consultation teams when taking on these more demanding situations as the internship year progresses.

5. ASPIRE - This is generally a mandated program (typically 3 sessions) for students who have violated campus alcohol and other drug policies. The program utilizes Motivational Interviewing (MI) and assessment measures (Alcohol and/or Marijuana e-CheckupToGo) to provide feedback regarding patterns of use. This approach has been shown to reduce alcohol and substance use and abuse among college students. Students may also participate in this program on a voluntary basis.

6. Biofeedback - This program provides SDSU students who are experiencing symptoms of anxiety or academic stress (i.e., test anxiety, fear of public speaking/speaking in class, social anxiety, and panic disorder) with a one-on-one, four session intervention that employs a combination of breathing techniques and real-time heart rate/breathing data to help students gain confidence in their ability to calm their physiological responses under conditions of stress. The goal of the intervention is to reduce symptoms of anxiety and to improve academic performance.

7. Successful Community Living - SCL supports students who have violated community standards by guiding them to reflect on the root causes of their actions and the impact of these actions on their communities. SCL begins with an individual assessment to gain a holistic understanding of the student and the context of the referral incident, as well as, determine appropriate interventions. Typically, the next intervention involves a 3-hour workshop with activities geared towards personal growth and community well-being. SCL is aligned with restorative justice in that it encourages personal transformation through self-reflection, emotion regulation, and interpersonal effectiveness.

8. Assessment - Assessment opportunities are provided in the form of training on use of the Counseling Center Assessment of Psychological Symptoms (CCAPS) and eCheckUpToGo instruments. The CCAPS is the primary symptom inventory used in our center, and the Alcohol and Marijuana eCheckUpToGo assessments are an essential part of the ASPIRE program. In addition, interns complete mental health-related disability assessments for our Student Ability Success Center (SASC), which includes thinking through differential diagnosis and integrating

clinical interview data into a coherent clinical picture complete with the impact of mental health concerns on student functioning.

9. Bounce Back - This program is a resiliency-based, one-unit class for students on academic probation. Interns are instructors for one Spring semester section of the course, and they receive an additional 30 minutes of weekly consultation during this time to prepare and support them in their teaching duties. Class formats are small (typically around 20 students), and instructors are provided with additional support in the form of peer educators, who act as coaches and teaching assistants for the course. Classes focus on the development of academic and life skills in the context of positive psychology. This teaching experience is unique in that it requires both teaching skills and group process skills, as students in this class do best when a sense of group cohesion and mutual care and support permeates their learning experience. It is also an opportunity to mentor a peer educator in the collaborative effort to support and mentor students while maintaining appropriate boundaries between the teaching and counseling roles.

10. Outreach - C&PS receives frequent requests to provide presentations on campus for various topics, e.g., stress management, healthy relationships, etc., and to participate in various outreach events on campus. Interns are involved in staffing these requests with the support of the faculty outreach team.

Training/Supervision Experiences

1. Individual Supervision - Interns receive 2 hours of one-on-one weekly supervision with their primary supervisor. Interns switch supervisors at the start of the Spring semester. Interns use video software to record their sessions for possible review. Discussions in this supervision include topics ranging from discussion of clinical cases, theoretical positions, and policy and procedures to processing workplace interpersonal dynamics, the supervisory relationship, and career development. Formal evaluations of intern progress toward training goals are completed with the individual supervisor at the end of the Fall and Spring semesters.

2. Mirror Supervision – In addition to the 2 hours of weekly individual supervision for interns, there is 1 hour of live supervision, with their primary supervisor viewing a session from behind a one-way mirror. While initially anxiety-provoking for interns, this experience is often the source of the most significant growth for the clinical skills of interns, as it affords the opportunity to receive immediate feedback from the supervisor after each session.

3. Group Supervision – Interns meet as a group with the training coordinators for 1 hour each week on Thursday mornings to receive and provide feedback regarding individual therapy cases currently being seen by interns. Policy and procedure questions, as well as individual and group process concerns, are also discussed in this space. This group experience is a rich opportunity to learn and grow from the experiences and expertise of other interns, as well as being a bonding experience for the training cohort as a whole.

4. In-Service Training Seminars - Every week the interns meet for 3 hours of training. The seminars include: Clinical and Professional Issues, Diversity, Supervision, and Outreach. The first two seminars alternate for a 2-hour block on Thursday mornings, and the latter two alternate for a 1-hour block on Wednesday mornings. These seminars represent the most didactic component of the program. The formats are flexible and can involve lectures, demonstrations, discussions and experiential activities.
5. Open Consultation Hour - For 1 hour on Thursday morning each week, the faculty of C&PS are available to consult with one another on various topics, including their clinical cases and/or other professional development issues. This is considered an open office hour for all faculty and interns.
6. ASPIRE Group Supervision – For 1 hour each week, Interns meet with two full-time faculty ASPIRE supervisors and the part-time ASPIRE therapists for a case conference focused on the application of Motivational Interviewing principles and techniques to clinical cases in which students have been mandated for a short-term alcohol and other drug intervention. This is an opportunity for interns to learn how to apply MI theory and techniques to their ASPIRE clients, as well as their general individual case load. Training and consultation regarding the use of the eCheckupToGo assessments is also provided during this time.
7. Biofeedback Supervision- For 1 hour each week, Interns meet with two full-time faculty members who coordinate the biofeedback program at C&PS, in order to discuss the application of biofeedback principles and techniques to specific clinical cases. This case conference may also be attended by other faculty who practice biofeedback.
8. Bounce Back Group Consultation – For 30 minutes each week during the Spring semester, interns meet with one of the Bounce Back coordinators for consultation and support regarding their teaching experience. Frequent topics of discussion include the content of specific lesson plans, group dynamics, mentoring of peer educators, maintaining health boundaries, and supporting students of concern.
9. Group Therapy Supervision – For 30 minutes each week, interns meet with the faculty member co-facilitating their group. This time is used flexibly for group preparation and planning, as well as processing group and facilitator dynamics.

Intern Weekly Activities

The schedule listed below summarizes interns' typical weekly activities.

Training/Supervision

Individual Supervision (including live)	3.0 hours
Group Supervision	1.0 hour
In-Service Training	2.5 hours
ASPIRE Group Supervision	1.0 hour (AY only)

Biofeedback Supervision	1.0 hour
Supervision of Group	0.5 hours
Bounce Back Consultation	0.5 hours (Spring only)
Open Consultation Hour	1.0 hour (0.5 in Spring)
Total	10 hours
Direct Clinical Service Delivery	
Individual therapy	12 hours (10 hours in Spring)
Group therapy	1.5 hours
ASPIRE cases	2.0 hours
Biofeedback cases	1.0 hours
Successful Community Living intakes	1.0 hours
Phone Consultation	4.0 hours
Bounce Back	2.0 hours (Spring only)
Total	21.5 hours
Case management	8.5 hours
Total time	40 hours/week

Internship Training Facilities and Faculty

C&PS is located on the 4th floor of the Calpulli Center on the SDSU campus. Intern and faculty offices are all housed here together, and intern offices are equipped with a desktop computer, phone, and printer and internet access. In addition, each intern office has the capability to record video, and has a panic button installed for security. Interns receive an SDSU email account to use during the year, as well as enjoying the same front desk and IT staff support as faculty.

While interns are likely to consult and be supported by all the faculty and staff at C&PS, there are specific faculty who have dedicated roles within the training program. These faculty, and their respective roles, are listed here:

Todd Carson, Psy.D. (Psychology Training Coordinator)
Maddie Borkenhagen, LCSW (Masters Training Coordinator, Group Supervisor)
Leslie Wilson, Ph.D. (ASPIRE Co-coordinator)
Jerry Kropp, Psy.D. (ASPIRE Co-coordinator)
Cristina Antonucci, Psy.D. (Biofeedback Coordinator, Seminar Leader)
Fabian Escobedo, LCSW (Biofeedback Coordinator)
Devon Berkheiser, Psy.D. (Seminar Leader)
Emily Roberts-Parker, Psy.D. (Seminar Leader)
Diana Bull, Ph.D. (Bounce Back Co-coordinator)
Zemed Berhe, Ph.D. (Bounce Back Co-coordinator)

For more detailed information regarding our faculty and staff, please click on the following link:
<https://sa.sdsu.edu/cps/talk-with-a-therapist/staff>.

Intern Responsibilities and Expectations

As outlined above, interns are expected to devote approximately 55% of their weekly time to the provision of direct clinical services. Interns are expected to provide these services within a brief therapy model, and to complete their clinical documentation in Titanium in a reasonably timely fashion. Other specific expectations include:

1. Making two formal case presentations in group supervision, one in the Fall semester and one in the Spring semester.
2. Attending psychiatric consultations with the psychiatrists from Student Health services periodically in order to consult regarding common cases.
3. Completing a minimum of two outreach presentations per semester during the academic year (four total). It should be noted that interns may occasionally be asked to present or participate in outreach activities during evening hours, and interns would adjust their schedules during those weeks to reduce their day-time activities to compensate.
4. Completing a minimum of two SASC assessments during the training year for students seeking accommodations for mental health related diagnoses.
5. Completing formal evaluations of their supervisors and the program in January and July. Interns are also expected to provide weekly feedback regarding the Thursday didactic training via Google Form.
6. Attending periodic Student Affairs and University-wide events occurring during work hours.
7. Maintaining a daily schedule in Titanium during the work week, and arriving professionally dressed and punctually to scheduled training and clinical activities.
8. Completing an evening clinic shift from 4:30 – 6:30 pm on either Monday or Tuesday nights in either the Fall or Spring semester. Students in specific programs, such as the Teaching Credential program, students teach during the days, so they are only available to seek therapy in the late afternoon and evening hours.
9. Complete two research presentations to the C&PS faculty.

Internship Commitment, Salary, Benefits, and Other Support

The internship is a 2000-hour, 12-month commitment beginning August 1st, 2025 and ending July 31st, 2026. The salary for the training year is \$39,900, and interns are provided with a full range of health benefits, including medical, dental, and vision. Interns are not required to make a monthly contribution to pay for the costs of their health insurance, and additional coverage is available for spouses, domestic partners, and children. Interns accrue two vacation days and 1 sick day per month. In addition, interns do not work on 14 scheduled holidays in which the university campus is closed.

Interns are provided with faculty library privileges, their own individual offices equipped with a desktop computer, and printer/scanner/copier access. Interns are provided with \$100 - 200 in professional development funding should they be interested in attending and/or presenting at a local, regional, or national conference.

C&PS is staffed by four front desk clerical staff, as well as a full-time budget officer and a full-time programs coordinator. Our front desk clerical staff are the first point of contact for most students seeking mental health services at C&PS, and these staff are also responsible for scheduling initial intake appointments and checking in students for in-person appointments with intern and faculty therapists. Our budget officer handles all budget-related items requested by interns and faculty, e.g., equipment replacements or approval for professional development funding (once the approval of the Director has been received). The programs coordinator organizes and updates our website content and electronic materials, so interns benefit indirectly from this work.

Intern Preparation, Recruitment and Selection Policies

The internship program in Health Service Psychology has been approved for full membership in the Association of Psychology Post-Doctoral and Internship Centers (APPIC). We are program #252411, and you can review our APPIC directory listing for more information regarding our program deadlines for the upcoming match.

Our internship program currently offers 3 full-time positions, and the following bullet points summarize our academic preparation, application, screening, interview, ranking, matching, and employment eligibility processes.

1. Application Process

- We currently offer 3 full-time internship positions.
- Students interested in applying for the internship program must be from doctoral programs accredited by the American Psychological Association or the Canadian Psychological Association, and must submit an online application through the APPIC website using the Application for Psychology Internships (AAPI).

- We do not ask for additional materials over and above the standard AAPI requirements.
- All application materials must be received by the application deadline date listed in our current APPIC directory listing for a candidate to be considered.

2. Application Screening and Interview Processes

- C&PS will base its selection process on the entire application package noted above with the following minimum qualifications:
 - 300 intervention hours, including a minimum of 100 hours of individual therapy and a minimum of 1 group therapy experience.
 - Dissertation proposal defended at the time of application submission.
 - Candidate is legally permitted to work in the U.S.
 - Candidate is free of serious legal or disciplinary action.
- Applicants who have met the following qualifications are preferred:
 - Previous clinical experience working in a college counseling center, and/or previous clinical experience working specifically with young adults.
 - A strong academic record in graduate school, especially in key courses, i.e., diversity, ethics, psychotherapy, and practicum.
 - Experience working with diverse clients, especially across race, gender, and sexual orientation.
 - We consider it a “bonus” if a candidate speaks more than one language and/or has collected their dissertation data at the time of the interview.
- Internship Selection Committee structure
 - The committee is staffed by three faculty members, including the two internship training coordinators and one other faculty member who is a psychologist.
 - Each application is read by the Psychology Internship Training Coordinator and one of the other two reviewers from the committee, and the results of the reviews are put into a spreadsheet that shows interrater reliability in outcomes.
 - Once all applications have been reviewed, a meeting of the committee is scheduled, and each application with dissonant reviews is specifically discussed. The third committee member will often be asked to review each of these applications to provide a third opinion.
 - Once decisions are made regarding interviews, applicants are notified via email by the listed deadline in our APPIC directory.
- Internship interview structure

- o Interviews are scheduled on a first come, first serve basis between mid-December and mid-January.
- o Interviews take place virtually via Zoom with all three faculty members on the selection committee.
- o Interviews are conducted using a standard set of questions, as well as asking applicants to answer additional questions related to two vignettes. Candidates are permitted 15 minutes before the start of the interview to review these vignettes.

3. Match Participation

- The Internship Selection Committee meets within one week of the last scheduled interview to make final decisions regarding applicant rankings for the match.
- The application review and information taken from the interview process are utilized to determine applicant rankings.
- As a member of APPIC, we participate in the national internship matching process by submitting its applicant ranking list to the National Matching Service. **We 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.**

4. Employment Eligibility

- All interns who match with C&PS must provide proof of citizenship or permanent residency or must demonstrate that they have established the right to work in the United States before they begin their employment at SDSU.
- All interns must successfully pass a background check process completed by the Human Resources department at SDSU before they can begin employment. The history of a misdemeanor or felony conviction or the falsifying of background check information may result in a failure to pass this process. Instructions for providing this information are sent out after the matching process concludes.

Initial Post-Internship Placements

Note: Since our full-time APPIC internship did not begin until the 2021-2022 internship year, only 2 years of placement data are currently available.

	2021-2024	
Total # of interns who were in the cohort	8	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	2	
	PD	EP
Academic teaching	NA	NA
Community mental health center	NA	1

Consortium	NA	NA
University counseling center	3	NA
Hospital / Medical Center	NA	NA
Veterans Affairs Health Care System	NA	NA
Psychiatric facility	NA	NA
Correctional facility	NA	NA
Health maintenance organization	NA	NA
School district/system	NA	NA
Independent practice setting	1	1
Other	NA	NA

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

Accreditation Status Disclosure

Please note that our internship is not currently accredited by the American Psychological Association (APA). We have submitted our APA self-study materials and have been approved for a site visit in the Winter 2025 window (January - May). For more information about our accreditation status with APA, please contact them directly at:

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