



## APA Doctoral Internship Program

### Doctoral Internship in Health Service Psychology - APA Accredited

The Utah State University Counseling and Prevention Services (CAPS) Doctoral Internship has been in existence since 1996 and is accredited by the American Psychological Association (APA). Information on accreditation is available at the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242, by phone at (202) 336-5979, by email: [apaacred@apa.org](mailto:apaacred@apa.org), or Web: <https://accreditation.apa.org/>.

### CAPS and Utah State University

A department in the division of Student Success, CAPS is committed to helping enhance the university experience for students and promoting a healthy environment for everyone. We embrace a holistic and developmental approach to student success and retention. Treatment is individualized to fit each student's unique needs to remove psychological, emotional and behavioral barriers to learning and success.

**CAPS Members:** The center has 9 full-time psychologists and one Psychology Resident that serve on the training team. Our multidisciplinary clinical team also includes CMHCs, LCSWs, and MSWs. Our statewide therapists include licensed psychologists and LCSWs. CAPS also has an LCSW embedded full-time in the college of Veterinary Medicine and an ACMHC/CMPC embedded full-time in the Department of Athletics. Our Wellness Staff includes a Prevention Specialist, a Registered Dietician, and an Outreach Prevention Coordinator. Center staff hold individual memberships in a variety of professional organizations including: American Psychological Association, Association for Counseling Center Training Agencies, American Group Psychotherapy Association, American College Counseling Association, and Utah Psychological Association. Eight staff psychologists are eligible to supervise interns and all clinical staff are involved in internship training as members of the training committee. In addition, there are four levels of trainees: three full-time doctoral interns, one half-time doctoral graduate assistant, three to six advanced practicum students (from an APA-accredited doctoral psychology program), and 8-10 undergraduate REACH Peers. There are also two full-time support staff who take care of scheduling and other administrative tasks.

**Center Culture and Values:** We respect the dignity, backgrounds, and individuality of all persons. This drives our effort to develop a community of belonging in which differences are respected and valued. As a staff, we value clear, respectful, and compassionate communication. Warm collegial relationships exist on a strong foundation of respect and

openness. We appreciate individual differences and opportunities to learn from each other. Life-long learning, self-reflection, and openness to feedback are some of the shared values. Changes are embraced and everyone's input matters. With an open-door policy, we often consult with each other or just talk for fun between sessions. We work hard; at the same time, work-life balance is very important to all of us.

**Services Provided:** Clinical staff at CAPS provide a range of services including: clinical consultation; intake and crisis management; individual and group therapy; single session therapy; psychoeducational and personality assessment; campus and community outreach/consultation; psychoeducational presentations and workshops; training and supervision. Center staff attend to a wide range of student concerns, including adjustment issues related to stress, attending college, and individuation from family; relationship problems; identity development; a variety of clinical problems, including mood and anxiety disorders, eating disorders, both acute and chronic post-traumatic stress syndromes, suicidality, and characterological and psychotic symptoms. Both short-term and long-term models of intervention are utilized to maximize resources for those in the greatest need. Most individual therapy clients are provided 8 sessions followed by either termination or referral to a higher level of care.

The center staff work closely with a number of entities across campus, including but not limited to: [Disability Resource Center](#), [Athletics](#), [Residence Life](#), [Student Health and Wellness Center](#), [Survivor Support, Advocacy, and Violence Intervention \(SSAVI\) Office](#), [Office of Academic Belonging and Learning Excellence](#), [Office of Global Engagement](#), [Exploratory Advising](#), [Utah State University Student Association](#), [Campus Recreation](#), [Student Financial Support](#), [Student Orientation and Transition Services](#), [Department of Psychology](#), and the [Marriage and Family Therapy division](#).

**Client Demographics:** Racial demographics of clients matches fairly closely to the university population: Hispanic (7.5%), Asian/Asian-American (4%), Black (2.1%), American Indian (1.1%), Pacific Islander (1.1%), Multi-racial (8.6%), and White (79%). Almost five percent of our clients are international students. First generation college students comprise 18% of our clients. Students with document disabilities comprise 14% of our clients. One percent are military veterans. LGBTQIA+ students are 29% of our clients. Almost six percent of our students are transgender, gender fluid, or non-binary. Six percent of our clients are parents. Forty-one percent of clients identify as members of the Church of Jesus Christ of Latter Day Saints (LDS). Overall, religion is "important" or "very important" to 51% of clients. (These data are from 2024-25. Beginning 2025-26 CAPS did not require clients to complete demographic information and many clients chose not to. Therefore we do not have accurate demographic data for the most recent year).

**Common Presenting Problems:** Most individual therapy clients receive up to 8 sessions. CAPS provides services for a range of clinical concerns. The most common presenting problems are generalized anxiety (28%), major depressive disorder (21%), adjustment difficulties (20%), ADHD/ASD (10%), Social Anxiety (10%). Clients often also present with self-esteem/confidence concerns, identity concerns, partner relationship issues, academic concerns, religion and spirituality questions, eating disorders and body image concerns,

trauma, and substance use and impulse control/addiction issues. A national comparison with other college counseling centers shows our clients present with similar severity for depression, general anxiety, social anxiety, eating concerns and academic distress, and slightly lower occurrence of substance abuse. (These data are from 2025-26).

**Accreditation:** The center is accredited by the International Association of Counseling Services, has membership in the Association of Psychology Postdoctoral and Internship Centers, the Association of University and College Counseling Center Directors, the Association of Counseling Center Training Agencies, and the Association of College Counseling Center Clinical Services. The Center's Doctoral Internship is accredited by the American Psychological Association. Information on the internship APA accreditation is available at the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242, by phone at (202) 336-5979, by email: [apaacred@apa.org](mailto:apaacred@apa.org), or Web: <https://accreditation.apa.org/>.

**Utah State University:** Since its founding in 1888, Utah State University has evolved from a small, agricultural college to one that is nationally and internationally recognized for its intellectual and technological leadership in land, water, space, and life enhancement. USU was ranked the #18 public university in the nation by Washington Monthly (2023 National Universities Rankings). As Utah's land-grant and space-grant institution, the university is led by President Brad Mortenson. The total enrollment for Fall 2025 was 28,831 undergraduate and graduate students. [www.usu.edu/about/](http://www.usu.edu/about/)

**Logan, Utah:** Utah State University is located in northern Utah, in the city of Logan, which is the county seat of Cache County. The county population is 145,300. Surrounded by the Wasatch Range of the Rocky Mountains, Cache Valley provides a spectacular setting for education, culture and recreation. Within easy access of the University is excellent recreation amidst magnificent scenery, including skiing, snowmobiling, boating, hunting, fishing, hiking, camping and sight-seeing. Quality cultural opportunities abound in the community and at the University. Utah's capital, Salt Lake City, just 80 miles south of Logan, provides additional cultural and recreational opportunities. For more information visit: [Logan City](#), [Downtown Logan](#), [Cache Valley Visitors Bureau](#), [Cache Arts](#) and/or the [Cache Chamber of Commerce](#).

## **Internship Program**

### **Training Model and Goals**

Our training program is based on the practitioner-scholar training model, which emphasizes experiential learning and the use of critical thinking and current research in the provision of services. We provide training opportunities in various clinical and professional activities to help interns become well-rounded psychologists. Their clinical work is supervised by using audio-visual recordings of their sessions. For training of group therapy, interns are able to receive in-vivo supervision by a co-leading senior therapist. As

supervisors, we value creating an environment in which interns feel safe and supported enough to take risks without fearing judgments. In addition, supervisors frequently share research and professional literature relevant to their clinical work and professional development. The integration of practice and scholarly inquiry is also promoted through the training seminars, reading assignments from scientific journals and books, support for the interns' completion of their dissertation or other research project, and support of intern attendance at conferences and other professional meetings. Our training program is also influenced by our values for collaboration, life-long learning, and respect for individual differences. We make considerable effort to attract well-qualified trainees from a vast range of backgrounds and experiences who will bring their varied personalities, identities, knowledge and skill sets to our agency. This infusion of intellect and talent from other perspectives contributes in significant ways to the functioning and growth of CAPS. We take a developmental approach to supervision and training. At the beginning of the internship, we assess strengths, growth areas, and areas of interest of each intern and of the intern group as a whole. Training is adjusted based on this assessment. As interns develop, they take on greater responsibility and autonomy, commensurate with their progress. The overall goal of our internship is to provide a learning environment that is professional, respectful, and supportive and to provide interns with quality training focused on basic areas of psychological practice needed for careers in university counseling centers or similar settings:

### **1. The development and refinement of clinical/therapeutic skills and the ability to function as a competent and effective therapist.**

To facilitate continued development and refinement of their clinical skills, interns at CAPS participate in a variety of training activities and supervised experiences. On a weekly basis, interns conduct initial consultations, write intake reports, and present cases during clinical case staffing meetings. These experiences help interns refine their case disposition and referral skills. Clients are referred to the treatment modality (e.g., individual, group, or case management) based on judgments of the intern (and sometimes the staff as a whole.) The orientation process, staffing meetings, and supervision sessions provide avenues to help familiarize interns with options and resources available within the University and in the outside community. Interns are expected to carry an individual therapy caseload of approximately 12-14 hours per week (depending on other activities and commitments). This includes opportunities to work with both short-term cases and a lesser number of longer term clients. Interns also typically spend 5 to 6 hours weekly in activities such as co-facilitating groups, conducting intake interviews, and seeing crisis and/or clinical consultation clients.

### **2. The establishment of entry level group therapy skills.**

Our group therapy program adheres to the practice and ethical standards described by the [American Group Psychotherapy Association](#), Division 49 of the American Psychological Association, and the [Association for Specialists in Group Work](#) (ASGW). Among many group modalities, process-oriented groups and psychoeducational/structured groups are the focus of our group training. For process-oriented groups, our approach is integrative with a strong emphasis on the interpersonal model. Our training generally allows interns to earn

sufficient hours to meet requirements for core competencies in general group work and specialization in group counseling/group psychotherapy, as described by the ASGW. Based on the developmental model of supervision we have our interns initially co-lead with senior staff who supervise their group work, and most interns develop enough competencies to co-lead with another intern during their final summer term. Interns also attend seminars on group therapy and participate in case conferences on group therapy throughout the year. Interns are expected to co-lead at least one process-oriented group (e.g., Understanding Self and Others, Women's, Compassion Focused, Graduate Student) per semester and a total of no fewer than three process-oriented groups over the year. Interns are also expected to lead a minimum of one psychoeducational group (e.g., Skills Training, Stress Management, Mindfulness) during the year. [Click here](#) for a list of common groups held at CAPS.

### **3. The development and refinement of psychoeducational and psychological assessment skills.**

Psychoeducational and psychological testing services are provided by CAPS, with the bulk of testing being psychoeducational in nature. Testing is typically requested by the [Disability Resource Center](#) and the Student Health Center. Students are primarily assessed for learning disabilities, ADHD, and ASD, but periodic evaluations are requested due to head injuries, personality dysfunction, or relationship difficulties. Interns have the opportunity to sharpen testing skills including assessment of cognitive abilities, academic achievement, language abilities and memory. Personality inventories, mood inventories and projective devices are also used, though less frequently. Interns will be expected to complete a minimum of 10 full battery assessments (and their accompanying reports) over the course of the year. Interns will also be supervised in the art of assessment consultation, including the opportunity to meet with members of the Disability Resource Center staff. In addition, interns may at times consult with instructors and/or professors, as well as vocational rehabilitation counselors and academic advisors.

### **4. The ability to effectively provide outreach and consultation services.**

To facilitate interns' development of outreach and consultation skills, interns are expected to participate in consultation projects, workshops, and outreach presentations for students, faculty, staff and the community. Frequently requested topics include: stress, anxiety, depression, eating issues/body image, and relationship issues. In addition to outreach presentations, interns are also given the opportunity to develop a specialty area by engaging in a formal outreach consultation project for 2 semesters. Interns are expected to devote three hours per week to the project. Examples of past projects are described below:

- [Student Involvement and Leadership](#): Outreach and programming with student clubs, especially clubs that support traditionally underrepresented and marginalized students such as veterans, non-traditional students, student-parents, LGBTQIA, Transgender and Non-binary, racial minorities, neurodiverse students, and students with disabilities.
- [Survivor Support, Advocacy, and Violence Intervention \(SSAVI\) Office](#): Program development and outreach around relationship and sexual violence.

- [Residence Life](#): Providing consultation for resident assistants and directors in on-campus housing units
- [Disability Resource Center](#): Providing support groups and consultation for students with disabilities
- [Career Design](#): Providing career counseling and/or vocational assessment services. Possibly co-teaching the Career Development Course offered through the Psychology Department
- [Athletic Department](#): Providing focused assessment, outreach, group to student athletes, or working with individual teams/coaches.

## **5. The establishment of entry level clinical supervision capability.**

To facilitate the development of entry level competence in providing clinical supervision, interns participate in a number of training activities and experiences. Interns will supervise an undergraduate [REACH Peer](#) during both Fall and Spring Semesters. Interns also have the opportunity to supervise 1-2 doctoral practicum students or graduate assistant for the spring semester. Interns receive supervision of supervision by their secondary supervisor, which includes video reviews of their supervision sessions. In the spring, interns also participate in biweekly group supervision of supervision and monthly supervision case conference. A series of training seminars focused on issues related to providing supervision are scheduled at several points during the training year.

The REACH Peer program was designed to provide support for the campus community through psychoeducational events and individual skills training. These students are undergraduates in Psychology, Social Work, or Family, Consumer, and Human Development, and are generally in their junior or senior year and preparing to pursue graduate training. REACH Peers assist students in building skills such as relaxation, communication and social skills. They also plan and coordinate campus wide outreach events (e.g., Finals Stress Bust, Healthy Relationships, World Mental Health Day, Health & Wellness Expo) with the help of their supervisors and the program instructors.

Psychology Practicum students are completing an advanced doctoral practicum at CAPS after having successfully completed a practicum experience within their academic training program. We receive students from the APA accredited Combined Clinical/Counseling Ph.D. program and the School Psychology Ph.D. program. They are typically at the center for 10-12 hours per week during Fall and Spring semesters. Graduate assistants are advanced psychology trainees who typically have completed a CAPS practicum. They work 20 hours per week.

Interns have the opportunity to either co-teach (along with a professional staff member) the weekly practicum class or the weekly REACH Peer training class for one or two semesters. Teaching the practicum class involves some didactic presentations, with the majority of class time being spent in group supervision of practicum students' cases. Training the REACH Peers will involve teaching basic counseling skills and providing group supervision of REACH Peers work with clients and their outreach activities.

## **6. The ability to be aware of and responsive to issues of human diversity throughout the intern's professional work and activities.**

Consistent with accreditation standards from the American Psychological Association, CAPS is committed to providing training opportunities that underscore the importance and value of multiculturalism in mental health and psychological practice. Center staff have adopted the [Counseling Psychology Model Training Values Statement Addressing Diversity](#), by the Council of Counseling Psychology Training Programs. As a training site for doctoral interns, we ascribe to a multicultural competency model that seeks to facilitate: 1) counselor awareness of multicultural values and 2) counselor awareness of clients' world views. Imbedded in these two areas of awareness are three significant goals: 1) attitude and belief exploration, 2) knowledge, education, and understanding, and 3) skills acquisition and culturally appropriate intervention strategies.

Interns will participate in a biweekly **Perspectives in Personal & Professional Seminar** that provides opportunities to help interns learn about and reflect on a variety of social positions and individual perspectives and how they impact our individual identities and our professional work. We value viewpoint diversity and aim to create an environment where interns seek understanding from one another. Within PP&P seminar, interns have discussions on assigned readings and podcasts, identity shares with one another, case discussions, experiential activities, and discussions around current events. Within this bi-weekly seminar, interns have many opportunities to learn about their own reactions to various issues as well as about the experiences and various perspectives of their peers. Interns will also attend weekly Professional Issues seminars that frequently cover topics related to understanding various perspectives including: learning disabilities; neurodiversity; students with disabilities; chronic illness; religion/faith values; LDS culture; microaggressions in therapy and supervision; LGBTQ clients and Utah culture; crisis of faith/faith challenges; racial identity development; and intersecting identities. All of these trainings stem from a value for individual differences and a desire to support the mission of the university to create an atmosphere of belonging for all students.

Perspective taking and understanding individual backgrounds is also often explored during individual supervision, case staffing, and assessment training. Training in the area of religion is a unique training opportunity available at CAPS. Interns are also encouraged to provide outreach and consultation to organizations on campus that provide service to various groups of students. Additionally, interns have the opportunity to develop their own caseload, allowing them to create a caseload of clients that represent a wide range of client identities, backgrounds, and clinical presentations.

### **7. Appropriate professional behavior and decision making based on the ethical principles pertinent to the practice of psychology.**

Early in the internship year, a two-hour seminar on ethical issues and situations common to practice in university counseling centers is provided by the Center's Executive Director. A follow-up seminar on child abuse reporting laws in Utah is also held during Fall Semester. Additional training seminars addressing ethical concerns are held during the year. Interns also observe senior staff members dealing with and discussing ethical and legal issues during individual supervision, case conferences and clinical staff meetings, and are encouraged to consult concerning their own cases in those settings. Ultimately, it is the

responsibility of interns' individual supervisors to help them deal appropriately with ethical or legal issues which may arise in the cases of the interns they supervise. It is also expected that senior staff members will function as models of appropriate and responsible professional behavior, including providing instruction and feedback when necessary.

### **8. Continued professional identity development, self-awareness and self-knowledge.**

Interns are given the opportunity to individualize their training experiences in a manner congruent with their interests and career goals. They are also encouraged to further their professional development by fully utilizing their various supervision experiences and other resources available at CAPS, as well as professional development resources and opportunities available at the local, state, and/or national levels. Interns will attend two conferences per year free of charge: the Utah Universities and Colleges Counseling Centers Conference; and the Annual Convention of American Indian Psychologists and Graduate Students. In addition, interns are required to give a formal presentation on an area of professional interest and/or expertise during professional issues seminar. Interns are also given three hours per week to work on a professional development project of their choice.

In selecting their professional development projects, interns are encouraged to develop their own interests and ideas or select from some of the following: Conduct or assist research projects (e.g., competing dissertation, participating in CAPS data collection and ongoing research projects, utilizing CAPS existing data sets and designing own research project); Assist in the coordination of the Practicum program and co-teach the Practicum class at CAPS; Assist in the recruitment and training of the REACH Peers; Assist in the development of the center web page and efforts to effectively utilize technology in services provision.

Interns are also given four hours a week during the months of May, June and July to work on a summer project. Past projects have included: Continuing with on-campus outreach (instead of ending it at the end of Spring semester); Taking an additional assessment caseload; Conducting a research project; Engaging in a combination of individual projects (e.g., turning dissertation into an article for publication, developing clinical forms and/or outreach handouts, working on a book chapter, developing a training handbook, etc.)

Self-reflection is encouraged and interns are free to disclose personal information that they feel is relevant in supervision, training seminars, and at other times during the internship year. Staff often model transparency in self-reflection and appropriate self-disclosure, and the general atmosphere at the Center is one of non-defensiveness. Many interns choose to volunteer personal information during training and explore how their experiences may be having an impact on their clinical work and professional development. Interns are not required to divulge personal information, such as sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, and the staff is careful to be respectful of such boundaries.

Center staff members also believe appropriate self-care, personal growth and development are of critical importance to the practice of psychology, particularly in the case of therapists and supervisors. In addition to a yearly training seminar on avoiding burnout, senior staff are committed to advocating and modeling attitudes and behaviors congruent with this

belief. Interns are also encouraged and expected to address, in a healthy and appropriate manner, issues and situations in their personal lives that are relevant to their psychosocial health and professional activities and roles.

## **Training Activities**

### **Supervision Received**

Interns receive two hours of individual supervision each week by two licensed staff psychologists. Clinical caseloads are the focus of primary supervision. Secondary supervision examines outreach, consultation, provision of supervision, dissertation progress and professional development, as well as focused clinical topics of the intern's choice.

Three hours of additional supervision (i.e. group supervision) is provided each week. Interns meet every other week with the Training Director to review concerns, progress, issues and development. Interns receive weekly supervision in Case Conference Seminar on rotating topics (see below). Interns also receive additional weekly supervision by their group co-leaders and able to consult with the assessment coordinator for testing supervision, as needed. During weekly case staffing, interns and staff present on new cases and participate in the case assignment process. Periodical case consultations also allow staff and interns to discuss difficult cases.

### **Case Conference**

The goal of this weekly meeting is to further strengthen the intern's conceptualization and intervention skills. Throughout the year, this seminar provides interns with an opportunity to receive group supervision of their individual, group, and assessment clients. Interns will make formal case presentations for their peers and senior staff members.

### **Intern Process Meeting**

During this biweekly meeting, interns are encouraged to share their impressions, concerns, and questions regarding their internship experience with the Internship Coordinator. This is an all-purpose meeting designed to serve as a peer support group, to facilitate communication and integrate experience, to discuss progress toward internship goals, to discuss professional development issues (e.g., job search), and to express feelings and offer feedback to the Internship Coordinator. This meeting intends to attend to holistic needs of interns, so that their overall experience of internship can be rewarding and aligns with each of their individual needs.

### **Perspectives in Personal & Professional Seminar (see description above)**

PP&P seminars are held every other week. They provide didactic and experiential training aimed at understanding different perspectives on individual identities and social issues. This seminar gives interns a specific opportunity to explore how one's own world view affects both the personal and professional self. The goal of this seminar is to increase the

intern's competence in working effectively with various clients and improve their own understanding of their social location and intersecting identities.

### **Supervision of Supervision**

This biweekly meeting during the Spring semester provides interns with group supervision regarding their clinical supervision of graduate trainees. The seminar incorporates didactic information, modeling, discussions of assigned readings, and review of videos of supervision sessions between interns and their supervisees. Topics include models of supervision, assessment of supervisees, supervision strategies and techniques, power and identity issues in supervision, ethics, and relationship issues. This seminar balances knowledge with experience to develop the basic philosophy, skills, and confidence necessary for creating a productive supervisory relationship.

### **Professional Issues Seminar**

This is a weekly seminar covering a wide range of topics based on the intern group's needs and interests. CAPS staff members often present on subjects within their expertise, and distinguished guest clinicians and professors are invited to come and share their experiences as well. Interns will also have the opportunity to develop and present a seminar on a topic of their choice to the center staff. Some past presentations and workshops include:

Indigenous Models of healing	Grief and Loss
Identity Factors in Group Therapy	SAD and Self-care
Exploring Identity and Power in Supervision	Crisis Intervention
Intersectional Identities	Eating Disorders
Introduction to Utah/Utah Religious Culture	Ethics & Counseling Center Practice
Supporting Early Return missionaries	Job Search
Working with Religious LGBT clients	Mindfulness
Feminist Therapies	Personality Disorders
Buddhism, Taoism & Western Psychology	Positive Psychology
Crisis/Challenge of Faith	EPPP: Preparing for Licensure
Learning Disabilities	Crisis Intervention
Understanding Neurodiversity	Trauma and Treatment
Developing Your Model for Change	SEEDS of Mental Health
Evidence Based Practice	Self-Compassion
Existential Psychotherapy	Acceptance & Commitment Therapy
Providing Supervision	Neurocognitive Disorders
Motivational interviewing	EMDR
Stages of Change in Therapy	Interpersonal Psychotherapy
Working with Ambivalent Clients	Working with ASD clients
Work-Life Balance	Persuasion and Healing
Compassion Focused Therapy	Suicide Risk and Management
Embedded Positions in UCCs	Dialectical Behavior Therapy
Animal Assisted Therapy	

## Intern's Weekly Schedule

Workload at university counseling centers varies with the ebb and flow of university's academic schedule. Within this framework of periodic shifts, interns are expected to work an average of 40 hours a week. Approximately half of interns' time is spent providing direct clinical services to students. This includes initial consultations and walk-in crisis time, 12 to 14 individual clients, co-leading two or more therapy groups, and five hours of assessment related activities. During the academic year, interns spend three hours a week on their outreach consultation project in addition to other outreach activities. You are provided at least seven hours each week of supervision and other training experience. This includes at least two hours per week of individual supervision and three hours a week of group supervision. You will also typically spend one to two hours per week depending on the semester, providing supervision (which includes providing individual supervision to doctoral practicum students and/or undergraduate REACH Peers.) Interns receive three hours a week to work on dissertation or other professional development project. For interns with interest in program development and administration, time could be allocated for such activities, perhaps as a professional development project. Although the time spent in various activities varies from semester to semester, and even from week to week, a typical training schedule might appear as follows:

<b>Activity</b>	<b>Hours</b>
Initial Consultation and Crisis	2
Individual Counseling	12-14
Group Therapy & Co-leaders debriefing	2-4
Test Administration & Report writing	5
Supervision Given – Practicum/REACH Peer	1-2
Staff Meeting	1
Supervision Received – Individual	2
Supervision Received – as a Group	3
Seminar (Training)	2
Outreach/Consultation	3
Professional Development Project (Dissertation, Personal Research, Teaching)	3
Notes, Correspondence, Preparation	2-3

## Sample Intern Schedule

An example of intern schedule – the actual schedule and time spent will vary based on cancellations and no-shows (which can often be used as additional paperwork time.)

	Monday, August 28	Tuesday, August 29	Wednesday, August 30	Thursday, August 31	Friday, September 1
7 AM					
8:00	Prep - Clinical	Prep - Clinical	Prep - Clinical	Prep - Clinical	
8:30	Individual	Supervision-Grp (Received), Case Conference	Supervision-Grp (Received), Case Staffing	Center Teaching, Co-teaching practicum	Individual
9:00	Supervision-Ind (Received), Primary supervision	Intake	Admin - Meeting, Staff Meeting		Intake
9:30	Individual	Prep - Outreach	Supervision-Ind (Received), Secondary Supervision	Consult	Prof. Dev., Seminar
10:00	Supervision-Grp (Received), Eating Disorder Team Meeting (Monthly)	Admin - Meeting, Open Meeting	Priority Consult	Consult	
10:30	Lunch	Lunch	Lunch	Crisis	
1:00	Individual	Individual	Assessment	Lunch	Lunch
1:30	Intake	Prep - Clinical		Skills Training	Prep - Training, practicum prep
2:00	Supervision-Ind (Given), REACH Peer	IPUSO		Supervision-Ind (Received), Group debriefing w/ Co-leader	Individual
2:30	Prep - Clinical	Supervision-Ind (Received), Group debriefing w/ co-leader		Prep - Clinical	Individual
3:00				Outreach	Prep - Clinical
3:30					
4:00					
4:30					
5:00					
5:30					

### Professional Staff

### [Professional Staff Bios](#)

Cole Anderson, MSW, Embedded Residence Life  
 Jenny Anderson, MAPP, CSW, Statewide Therapist  
 Justin Barker, Psy.D., Statewide Director and Assessment Coordinator  
 Ryan Barfuss, Student Wellness Prevention Specialist  
 Dawn Bates, Ph.D., Embedded Residence Life  
 Charles Bentley, Ph.D., Practicum and Graduate Assistant Coordinator  
 Eri Suzuki Bentley, Ph.D. CGP, Executive Director  
 Nicole Black, LCSW, Statewide Therapist  
 McKenna Deem Blaylock, Ph.D., Staff Psychologist  
 Alex Calder, Ph.D., Embedded College of Education  
 Joseph Cohen, MS, Embedded Residence Life  
 Jill Ferrell, Ph.D., Group Coordinator  
 Monique Frazier, Ph.D., REACH Peer Coordinator  
 Olivia Huffman, ACMHC, Embedded Athletics  
 Amy Kleiner, Ph.D., Associate Director, Training Director  
 Mark Nafziger, Ph.D., Staff Psychologist  
 Jonah Ngaluafe Swenson, LCSW, Case Manager  
 Kaitlin Oliver, MSW, Prevention Coordinator  
 Brooke Parker, RD, Wellness Dietician

Clark Ripplinger, Ph.D., Statewide Psychologist  
Dan Sorenson, LCSW, Associate Director, Clinical Director

### **Support Staff**

Sabrina Liu, Office Manager  
Claire Hall, Office Assistant

### **Current Interns 2026-2027**

- Cassandra Chapman, Pacific University (Clinical Psychology)
- David Roberts, University of Denver (Clinical Psychology)
- Hannah Shiness, University of Tennessee, Knoxville (Counseling Psychology)

### **Former Interns**

Of our 83 past intern graduates, 41 came from Counseling Psychology, 37 from Clinical Psychology, and 5 from Combined programs (Clinical/Counseling, Clinical/Counseling/School, Counseling/School) programs. After completing their internships they found positions as follows: 24 in university counseling centers, 9 in community mental health, 19 in private agencies; 22 accepted Postdoctoral fellowship positions, 9 accepted faculty positions and 7 accepted positions in other areas.

### **Recent Past Interns**

#### **2025-2026**

- Rowan Ashton, University of Louisville (Counseling Psychology)
- Meghan Olt, University of Georgia (Counseling Psychology)
- Mikaela Trussell, Texas Tech University (Counseling Psychology)

#### **2024-2025**

- Kylan Kaminski, Chicago School of Professional Psychology (Clinical Psychology)
- Jana Kukla, Biola University (Clinical Psychology)
- Leslie Weber, Oklahoma State University (Counseling Psychology)

#### **2023-2024**

- Kyle Brasil, University of South Alabama (Combined Clinical-Counseling Psychology)
- Alexander Calder, University of Miami (Counseling Psychology)
- Greyson Holliday, University of Nebraska-Lincoln (Counseling Psychology)

#### **2022-2023**

- Christopher Anders, University of Iowa (Counseling Psychology)
- Jessica Bartman, Pacific University (Clinical Psychology)
- Jacob Cameron, Palo Alto University (Clinical Psychology)

## **2021-2022**

- Brianne Freeman, Nova Southeastern University (Clinical Psychology)
- Elizabeth Schipman, Chicago School of Professional Psychology (Clinical Psychology)
- Marguerite Yoder, University of Indianapolis (Clinical Psychology)

## **2020-2021**

- Robert Byrom, University of Nebraska, Lincoln (Counseling Psychology)
- Melissa Leilani Devencenzi, Springfield College (Counseling Psychology)
- Daphne Jones, University of Georgia (Counseling Psychology)

## **2019-2020**

- Julia Cawthra, Indiana University Bloomington (Counseling Psychology)
- Daryl Holloway, Minnesota School of Professional Psychology (Clinical Psychology)
- Rheanna Kaley, Tennessee State University (Counseling Psychology)

## **2017-2018**

- Jonathan Huston, SUNY University at Buffalo
- Kayte LaBore, University of North Dakota
- Michael Pauldine, Wichita State University
- Alberto Varela, University of Utah

## **2016-2017**

- Lyneia Hawkins, Howard University
- Zhen Li, Brigham Young University
- Dayne Arvin Menardo, Alliant International University
- Lisa Whitfield, Regent University

## **Internship Application Procedure**

If you have any questions about our program or the application process, please feel free to contact the Training Director, Dr. Amy Kleiner at [amy.kleiner@usu.edu](mailto:amy.kleiner@usu.edu) or (435) 797-1012.

APPIC Program Code: 1592

### **Eligibility:**

Interested student must have:

- A minimum of 450 AAPI Intervention hours including 150 AAPI individual therapy hours with adults, earned by the application deadline. (We will consider applicants that are still accumulating these hours at the time of application.)
- Comprehensive Exams passed by the application deadline.

- All course work and a minimum of 3 years of graduate training in an APA or CPA accredited counseling or clinical psychology doctoral program completed before starting internship.
- Dissertation proposal passed by the start of internship.
- An ability to pass a criminal background check: Utah State University requires a background check on all new employees. This background check reviews criminal records within past 7 years. The policy 3301 can be found [here in its entirety](#). You may also contact the Human Resource department for questions (435-797-0216).
- Due to the rigorous nature of the internship, the time commitment involved in training and clinical services, and the specific focus of the year, employment outside of the internship during the training year is highly discouraged and approved only in rare circumstances. It is recommended that interns discuss any plans for outside work with the Training Director prior to submission of internship ranking. Such work must not impact internship training hours or activities.

**Stipend:** \$43,664 (minimum)

**Fringe Benefits:**

Interns are eligible for the USU employee benefits (<https://hr.usu.edu/index>):

- Health and dental insurance
- Life and disability insurance
- Retirement contributions
- Tuition reduction
- 13 University Holidays (paid) <http://www.usu.edu/calendar/holidays.cfm>
- 22 Annual leave days and 12 paid Sick Leave, accrued over a 12-month period

Additional benefits include:

- Professional development time (including dissertation time)
- Access to [Campus Recreation](#)
- Access to [free public transportation](#)
- Access to campus facilities such as recreation and libraries
- Access to free bike rental from the university (<http://abb.usu.edu/index>)

**APPIC Match Policies:**

- USU CAPS adheres to the procedures established by the Association of Psychology Postdoctoral and Internship Centers (APPIC) for the recruitment and selection of doctoral interns. 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.

Utah State University is an Affirmative Action/Equal Opportunity employer and prohibits discrimination on the basis of race, color, religion, national origin, age, sex, gender identity/expression, sexual orientation, disability or veteran status. Applicants from all backgrounds are encouraged to apply.

## **Application Deadline:** November 16 (Friday), 2026

### **Application Materials**

We request applicants complete the AAPI Online with the following elements attached:

- The AAPI application form
- A curriculum vitae
- All graduate transcripts
- A cover letter describing your specific interests in USU CAPS and how you would be a good fit for our program
- Three letters of recommendation (APPIC requires the use of the Standardized Reference Form). A minimum of 2 of these letters should be from direct clinical supervisors.

### **Interview Process**

The internship selection committee is chaired by the current Training Director (TD), and includes staff psychologists, and current or former interns. The committee meets in November to discuss interview procedures and expectations. The TD reviews the applications and selects candidates to invite for interviews. Top applicants are contacted to schedule an interview. Those not selected for interview are notified by email by November 25th. Interviews will be conducted between January 4-14, 2027. Our interviews are conducted over Zoom. Each interview is 60 minutes in length and conducted by 2-3 members of the committee (The TD and 1 or 2 other members of our staff). Each applicant also has an opportunity to talk informally with one of our current or recent interns at a later time. CAPS does not offer a virtual open house. However we invite you to meet our staff through several videos we have posted on our training page (all staff intro, Meet our Assessment Coordinator, Meet our Group Coordinator, Meet our Athletics embedded staff). After all interviews are completed, a rank list is created by the internship selection committee for the computer match. Applicant visits to CAPS are welcomed, but not required or expected, and will not increase the chance of being ranked by our program.

**Internship Start Date:** Monday August 2, 2027 (August 1, 2027 is official hire date)

(Last updated on June 1, 2026)