DOCTORAL COUNSELLING PSYCHOLOGY INTERNSHIP PROGRAM
-2022-2023-

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Accredited by the Canadian Psychological Association
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Revised June, 2021
The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.
DOCTORAL COUNSELLING PSYCHOLOGY INTERNSHIP PROGRAM

Counselling & Clinical Services (CCS) at the University of Alberta offers three fulltime doctoral internship positions in counselling psychology each year (August 1-July 30). Our program is accredited by the Canadian Psychological Association and is designed to meet standards for Registration as defined by The College of Alberta Psychologists. We are a member in good standing with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participate in the APPIC matching process annually.

Service Description

CCS is a branch of the Office of the Dean of Students within the University of Alberta. CCS is a multidisciplinary professional agency staffed by 11 full-time Registered Psychologists, approximately three to six psychologists-in-training who are supervised by senior staff, seven part-time psychiatrists, and three Registered Nurses (Mental Health Consultants or MHCs). Our services are available to all students who pay student services fees, and individual counselling sessions are available at no additional cost to the student. Students are seen primarily for individual and group counselling; we also provide couples counseling, crisis intervention, workshops for students or staff, other forms of consultation and intervention depending on the identified need and, less frequently, vocational testing. Presently CCS serves a student body of approximately 40,100 students.

Figure 1. Organizational Structure of Counselling & Clinical Services
Internship Description

Program History & Rationale

The internship program at CCS was founded in 1998. The program was established to serve two functional purposes: 1) to increase the accessibility of our service for all University of Alberta Students and 2) to enhance our commitment to training in the profession of psychology. Over the last 20 years, our program has grown from one to three annual interns and moved from an eight-month to 12-month program, while consistently maintaining a staff of well-trained doctoral-level psychologists.

Our team at CCS has a unified commitment to the profession of psychology. We understand the importance of effective training and we are dedicated to advocating for training and ensuring that future psychologists are amply prepared for a successful career in the field. We view it as our responsibility as professionals to offer a thoughtful, diverse, and informed training experience and as such, view our training program as central and fundamental to our clinic. Our training program is taken into consideration during all decision making junctures and we continually strive to make improvements to benefit our interns. The training program also serves as an integral component of service delivery at CCS and allows practitioners to remain current and informed about matters associated with the profession.

Program Mission

The mission of CCS is to contribute to the health and well-being of university students on our campus. Our primary goal is to provide the highest quality and most accessible professional psychological services to students to improve their personal, social, and academic well-being. This is achieved primarily through the counselling services we provide to students at the University of Alberta, including individual, couple, and group counselling, and
psychoeducational workshops. Secondary goals are: 1) to offer consultative services to the University of Alberta community in times where there are questions from our staff, faculty, and/or students requiring expert opinion from a mental health professional, and 2) provide comprehensive, thoughtful, effectual, and empirically-grounded training to graduate students and doctoral interns. Given our diverse student body, we seek to provide equitable service and respond to the needs of all students, regardless of age, race, religion, ability, creed, gender, sex, sexual orientation, marital status, or citizenship.

Training Model

1. Intern / Learner Centered - We view our training program as trainee-centered, where we strive to meet the developmental level and needs of interns. We understand that each intern enters the program with unique training and experience; we work to meet the intern where they are at and engage in scaffolding towards independent practice. We encourage interns to independently define their goals for their internship year and strive to work with the intern to ensure that these goals are progressively met throughout their tenure at our clinic.

2. Practitioner-Scientist Model – We understand and respect the tenants of the scientist-practitioner model as they apply to training in counselling psychology at the doctoral level (APA, 1952). However, given that the internship year is one of predominant focus on applied practice (that is grounded in science and research), we define our model as the “practitioner-scientist model.” We encourage students to spend their time with us developing clinical expertise that is grounded in science.

3. Experiential Diversity - We strive for diversity of clinical and supervisory experiences. We believe an intern’s development is best supported by promoting an integrative approach to therapy. We encourage interns to explore alternative ways of working with clients as part of the developmental process of becoming better aware of themselves, their professional identity, and their orientation preferences. Our goal is to support interns in their process of exploring congruence between their own personal worldview and theoretical orientation.

4. Professional Socialization – We recognize the importance of socializing interns into all aspects of the profession of psychology and provide various opportunities to understand the ethical, professional, clinical, and interdisciplinary qualities that are inherent to the practice of psychology.

Program Values

1. Training in Generalist Practice – We value training in generalist practice. We encourage our students to develop skill in working with an array of presenting concerns and adults of varying ages. We move away from the idea of developing a “specialization”
in order to prepare interns for practice in various community-based settings, namely post-secondary institutions.

2. **Understanding Psychotherapy as an Art & Science** – We view psychotherapy as both theoretically-driven and personally-delivered. We understand that students need to develop literacy in the science that informs psychotherapeutic practice while also adopting a style of delivering psychotherapy that is personally authentic and promotes human connection and engagement.

3. **Diversity in Teaching Modalities** – We believe it is important to educate interns through a variety of different avenues, including individual supervision, group supervision, observed supervision, Reflecting Team, research seminars, supervision seminars, in-services, Case Consultation meetings, and the provision of formal case-prep, program development / evaluation, and research time. We understand that students have diverse learning needs and seek to meet the needs of all of our students.

4. **Balance** – We seek to maintain work-life balance as professionals and model this to our students. We feedback from our students about work-life balance and make adjustments to our program, as needed.

5. **Respect for Diversity** – The work in our clinic demands understanding of and respect for the diversity of others, including our colleagues, clients, and the broader University community. We strive to include our interns in ongoing dialogue around best practices for serving minority groups and to consider ways to empower marginalized populations.

6. **Professional Development** – We adopt the belief that ongoing professional development is central to intentional practice as a psychologist and is fundamental to maintaining competency. We strive to model engagement in professional development and encourage this with our students via the provision of professional development time and funds and opportunities to engage in professional development on-site via trainings, in-services, and seminars.

7. **Collaboration** – We value interdisciplinary collaboration and consultation both within our unit and across student services and the broader University community. We seek to help students understand how to collaborate and consult to enhance client care and treatment and expand their case conceptualization and contextual understanding of presenting concerns.

**Internship Goals**

1. To assist the intern in developing professional competency in the area of counselling psychology, including the knowledge, attitudes, and applied skills necessary to meet the range of problems a professional psychologist may expect to address and to allow for professional evaluation in the application of these skills.
2. To provide the intern exposure to a variety of supervisory experiences and therapeutic styles, in order to challenge them to develop their full potential as a clinician.

3. To help the intern integrate their clinical skills and knowledge with their personal style to develop their professional identity and thus facilitate the transition from the role of student to professional.

4. To provide a variety of experiences, both clinical and professional, to prepare an intern for independent practice.

Training Objectives

Interns will be expected to develop competence in the following areas:

1. To provide psychological assistance on an individual or group basis to U of A students who present with personal, interpersonal, or career concerns.

2. To provide couples counselling, as appropriate (i.e., where adequate supervision can be provided).

3. To provide Consultation (intake) and crisis services, as well as triage.

4. To be knowledgeable of ongoing informal assessment, understand approaches regarding case conceptualization, and demonstrate the ability to change treatment goals, tasks, and plans as needed.

5. To provide supervision to master’s-level practicum students.

6. To be knowledgeable of university and community resources and to be able to refer clients to those resources as required, especially in accordance with agency policies.

7. To provide psychoeducational workshops (see page 8-9 for examples) and consultation as requested to selected sectors of the student and staff population.

8. To provide, as requested, outreach programs for students within faculties, departments, or residences.

9. To pursue professional development in areas that are mutually agreed to be of benefit to the Centre and to the fulfillment of the Centre’s mandate as a student mental health centre.

10. To participate in case conference meetings as a member of a team of professionals and consult about clients of particular concern or challenge.

11. To interact in a manner that positively contributes to a cooperative agency atmosphere.

12. To perform work duties in accordance with all policies and procedures developed for CCS, including those related to hours of work, time in lieu, and service limits and restrictions.
13. To perform additional special duties as negotiated with the Director of CCS and Director of Training.

14. To regularly complete both the supervision log and the intern activity log.

**Service Activities**

Interns are under the supervision of doctoral level psychologists with a minimum of five years of clinical experience. Students will typically complete three supervision rotations during their internship year. Interns will begin their internship on the first working day in August, and end the second last day of July that falls on a working day in the following year. Interns will be expected to work 40 hours per week. Hours are typically 7:30 AM – 4:30 PM, with interns also working 10:00 AM – 7:00 PM on either Tuesday or Wednesday. The typical work tasks will include:

<table>
<thead>
<tr>
<th>Approximate Hours per Week</th>
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<tbody>
<tr>
<td><strong>Clinical Time</strong></td>
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<tr>
<td>Individual/Couple/Group Therapy, Psychoeducational Workshops</td>
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<tr>
<td>Assessment – Initial Consultation (Intake)</td>
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<tr>
<td>Supervision of Master's Practicum Student</td>
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<tr>
<td>Supervision (Individual, Group / Reflecting Team)</td>
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<tr>
<td><strong>Non-Clinical Time</strong></td>
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<tr>
<td>Seminars</td>
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<tr>
<td>Meetings (Case Consultation, Peer Supervision, Team Meeting)</td>
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<tr>
<td>Administration &amp; Other</td>
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<tr>
<td>Case Notes / Case Management</td>
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<td>Case Prep / In-Services</td>
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<td>Outreach</td>
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<tr>
<td>Program Development &amp; Evaluation / Research</td>
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**Clinical Time**

**Intervention**

**Individual/Couple Counselling**

Interns will have 13 hours of direct client contact per week, which will include individual, couple, or group sessions, workshops, and three to four hours of Consultation or intake service. The majority of clients come in for individual counselling and present with a very wide range of therapeutic issues. Some of the more common issues dealt with include:
• Depression, anxiety, panic, OCD, PTSD, disordered eating, addiction, suicidal ideation / attempts, self-harm, sexual assault
• Self-esteem, perfectionism, insomnia, body image, aggression, stress-management, grief, aggression towards others
• Gender identity, loneliness/isolation, academic performance concerns, romantic relationship difficulties, social skill development, sexual identity

Group Counselling

Interns can also be involved in a variety of therapy groups. Groups can take on many different forms depending on the needs of the University population, ranging from those that are largely educational in nature to those that are more process-oriented. Examples of some of the groups we have offered in recent years include:

• The Social Anxiety and Shyness Group
• Brain & Behaviour: Adapting Your Thoughts & Behaviours to Manage Low Mood and Anxiety
• Worrying that Works ("The Anxiety Group")
• Break-Up Bootcamp
• The How of Happiness

Psychoeducational Workshops

Workshops are 90 minute, drop-in seminars that any member of the University of Alberta community can attend. All members of the CCS staff team (psychologists, interns, nurses) facilitate workshops. Examples of workshops that have been offered in recent years include:

• Identifying, Helping and Referring Students in Distress
• Understanding Depression & Addressing Unhelpful Thinking Patterns
• Overcoming Depression: Behavioural Strategies for Flourishing
• Addressing Anxious Thoughts
• Facing Fears & Gaining Control
• Introduction to Mindfulness
• Cultivating Self-Compassion
• Setting Boundaries & Communicating Assertively
• Managing Perfectionism
• Impostor Syndrome
• Learning to Relax
• Get It Done: Adaptive Skills for Managing ADHD & Related Issues
• Yoga for Peace of Mind

The range of groups and workshops offered in a given internship year will depend on a number of factors including: the needs of university students, the interests and expertise of the staff psychologists, and the interest and backgrounds of interns.

Crisis Intervention

Crisis intervention is an important aspect of the service we provide and interns are expected to participate in crisis intervention on an as-needed basis. Crisis intervention may include dealing with a crisis situation during Initial Consultations, or responding to a phone call either by a student or staff member. Interns working with clients in crisis are always supported by senior staff.

These phone calls may require interns to use their consultation skills and give advice about psychological or emotional issues, or may involve some further intervention, for example, scheduling a counselling session, arranging a meeting with a distressed student and a staff member, referring a student or staff member to another service, involving other University staff, or scheduling a critical incident debriefing. Some of the issues that might lead to a consultation/intervention include: a suicide threat or attempt, death of a student or staff member, a physical or sexual assault, other traumatic life events, conflict between a student and faculty member, staff who are uncertain how to deal with a distressed student, or other requests for assistance with a significant issue of a psychological nature.

Assessment

Initial Consultation (Intake)

One important aspect of the services we provide clients is our Initial Consultation. All interns provide approximately three to four hours of Consultation services per week. During the Consultation, clients receive a brief needs assessment, including identifying symptoms and presenting problems. They are then referred to appropriate services, both within and outside CCS as appropriate. In addition to being an effective triage system, Consultations provide interns the opportunity to develop skills in general assessment, clinical judgment, triaging and crisis intervention.

Other Assessment

Conducting formal assessments is not a part of the training offered at our site. While psychoeducational or personality assessment is not currently offered, interns will be involved
in informal interview and assessment practice. General assessment techniques will be
developed particularly during Consultations and as a part of a first counselling session to
identify the presenting problems, collect relevant information, and establish therapeutic goals.
General assessment is expected to be ongoing throughout the therapy process.

CCS also offers vocational testing to clients for a fee. CCS utilizes the Myers-Briggs Type
Indicator and Strong Interest Inventory. Interns are encouraged to conduct vocational testing
with clients as requested; however, given that CCS conducts these assessments in
accordance with client interest, training in these instruments cannot be guaranteed.

Interns at CCS are also encouraged to use screening measures (e.g., PCL-5, PHQ-9, etc.) or
client outcomes measures (e.g., ORS). Supervisors at CCS are trained in this area of
assessment and can provide guidance to students who wish to use such instruments.

Supervision

Individual Supervision

Interns will meet for three hours of individual supervision per week with their doctoral
supervisor to discuss case conceptualization and treatment planning as well as client and
other more general therapeutic, professional, and ethical issues. As a part of individual
supervision, one hour will be spent using the one-way mirror, doing live supervision, or
engaging in co-therapy depending on the interests and desires of the intern and supervisor.

Group Supervision

Interns are involved in Reflecting Team** on a biweekly basis, typically involving three to five
students as well as a supervising doctoral-level psychologist who has been registered for five
or more years. These sessions can take a variety of forms, but typically involve having one
member of the group have a therapeutic encounter with
their client while the rest of the
group observes behind a one-
way mirror. Roles are
exchanged and reflections by
the team are given and
observed by the client and
therapist. A final exchange of
location occurs as the client and
therapist are observed
while they process the
reflections. Reflecting Teams
are scheduled for two hours;
one half-hour is dedicated to
process and debrief the
therapy session for training purposes without the client. This typically includes discussions about clinical impressions, case conceptualization, and options for future directions, as well as conversations about the therapist’s intentions and process during the session.

Also occurring in a bi-weekly format is general group supervision. During this one-hour session, the doctoral interns meet with one doctoral-level psychologist to engage in case consultation and/or discussion. As in all supervision meetings at CCS, more general therapeutic, professional and ethical issues are welcomed.

**Please note that the practice of Reflecting Team is contingent on being able to work on-site and gather in close quarters. There is the possibility the Reflecting Team may be substituted by video group supervision, whereby all interns and a supervisor review video of a session by an assigned clinician and discuss this tape accordingly in a virtual conference format.**

### Supervision of Practicum Students

Depending on the enrollment of practicum students in a given year, interns will have the opportunity to provide supervision at the rate of one hour per week for 10-20 weeks. Supervision sessions primarily involve case consultation and discussion around general therapeutic, professional and ethical issues is encouraged. Supervision of the intern’s supervision is provided by the intern’s primary supervisor. CCS also provides training in supervision via supervision seminars as outlined below.

### Non-Clinical Time

#### Seminars

Interns are expected to attend seminars biweekly for one hour. The format of the seminar rotates each session as either a supervision seminar or a research seminar. Supervision seminars are led by psychologists at CCS with five or more years of clinical experience and who are currently eligible to engage in clinical supervision in accordance with CAP. Supervision seminars are designed to help interns better understand ways to successfully engage in the act of supervision. Similarly, research seminars are conducted by all staff psychologists and focus on novel research with a relevance to clinical practice.

#### Meetings

**Peer Supervision**

Peer supervision is an opportunity for interns to meet in order to hone their conceptual framework of supervision. Peer supervision provides doctoral interns and their cohort a formalized time and setting to meet and discuss important training related issues in an open and supportive way among peers. It is an adjunct to one-on-one / group supervision and the reflection team and is designed to be different from traditional models of supervision in that there is no designated power, authority, or hierarchical relationship between members.
Conversations may be related but not limited to: personal support to enhance motivation, morale and self-care, issues related to carrying out the policies and procedures of CCS and aspects of providing a quality therapeutic experience to clients. As well, students will have the opportunity to speak openly about helpful and unhelpful supervision experiences. The Director of Training initiates the process and checks in with students on a regular basis to ensure that it is a growth promoting experience for each student.

**Team Meetings**

Throughout the internship, doctoral interns will attend bi-weekly team meetings for one hour. Team meetings are a forum for psychological staff to discuss issues pertaining to their professional activities at CCS and also provide interns an opportunity to become aware of the broader organization within which they work. Discussions include: reviewing policies and procedures at CCS, assessing additional groups or services that may be appropriate to incorporate into the services already provided and referral resources in the community.

**Case Consultation Meetings**

During the internship year, interns will also attend a one-hour case consultation meeting per week that will include psychologists, psychiatrists and Registered Nurses. Meeting activities include: a) discussion of initial consultations conducted by themselves and other staff that week, and (b) case consultation. Interns are encouraged to utilize these opportunities to consult with the broader interdisciplinary team regarding any cases of their choosing.

**Administration & Other Activities**

**Case Notes & Case Management**

Interns will have approximately 10-15 hours per week to complete a variety of administrative duties, including:

- Writing case notes
- Completing referral requests
- Completing other documentation for the files (i.e., closing files, client correspondence)
- Writing letters of support for students in the case of examination deferrals or appeals

**Case Prep**

In general, interns will have two to three hours per week to devote to case preparation. This will include, for example, reading, consulting, conducting literature searches, or reviewing case files.
In-Services

Approximately once every month to two months, professionals, CCS staff, or interns deliver in-services on a wide variety of topics including professional and ethical issues, clinical interventions, clinical presentations, clinical outcomes, etc. As part of these in-services, each doctoral intern is expected to give a one hour presentation on the topic of their choice which is clinically relevant to CCS.

Outreach

Outreach consists of activities that allow CCS to connect and provide resources to the university community. Interns work with their supervisor to develop programming, presentations or resources that promote campus mental health and inform students, faculty and staff about the services offered, as requested by the community. Outreach may include providing workshops, interfacing with other university services and departments, consulting with faculty or staff, or presenting in-services to faculties, staff, and students on campus.

Program Development & Evaluation / Research

During the internship year, interns are encouraged to take on a program development and/or evaluation project that is of benefit to CCS and the population that we serve. Interns are expected to review this project with the Director of Training. Possible projects may include the development and evaluation of a workshop, group, or new service at CCS, development of evaluation for existing programs, etc. Interns may balance the time allotted for program development to also engage in their own dissertation research work, at their discretion. Examples of past program evaluation projects include the development and implementation of a survey to evaluate the drop-in yoga program and the development and implementation of a survey to evaluate telehealth services during the COVID-19 pandemic.

COVID-19 Program Modifications

Understandably, the COVID-19 pandemic has significantly impacted the training of psychology interns nationwide. CCS has been conscious to mitigate the implications of the pandemic on the training program by working to find feasible alternatives for programming that does not compromise the quality or diversity of the training experience. In the 2020-2021 internship year, many of the internship components typically offered in-person (e.g., supervision, group supervision, seminars, meetings, in-services, peer supervision, supervision of master’s practicum students) moved to an online, video-conferencing format, with the structure otherwise remaining intact. All clinical activities (e.g., individual and group therapy, Initial Consultations, psychoeducational workshops) were offered online / over the phone. Given the practical challenges, Reflecting Team was adapted as mentioned above.
In the 2021-2022 year, it is anticipated that interns will work near exclusively on-site, providing both virtual and in-person services. We expect that meetings and workshops will continue to be held virtually, while individual and group counselling will be delivered in a hybrid model. When working on-site, current public health measures (as decided by Alberta’s Chief Medical Officer of Health) will be followed. To prepare for any sudden or planned off-site work, interns will be preemptively trained on technology such as Google Meet, Zoom and Remote Desktop Connection. All internship-related scheduling decisions are made in collaboration with the interns and may be modified in accordance with public health directives.

For the 2022-2023 internship year, it is anticipated that work will continue predominately on-site with both virtual and in-person services available to clients. However, CCS is committed to ensuring the health and safety of all staff, including interns. As the pandemic continues, CCS will be responsive to all public health and University guidelines and make decisions about the internship that prioritize student training as well as student and staff health and safety. Institutional updates pertaining to the COVID-19 pandemic are made available online.

Despite the challenges that the pandemic brings, CCS is committed to offering a diverse and robust internship that is of superior quality; we are constantly looking for ways to be creative in responding to the challenges brought on by the pandemic and we prioritize the internship experience in all of our decision making.

Position Information

Stipend and Benefits

Currently, the stipend for the internship year is $35,100, based on full-time work (40 hours per week). Since interns are required to complete 1600 hours of supervised practice and a minimum of 107 hours of supervision over their one year contract, they will be left with approximately 22 days for vacation and five sick days. The University is also closed to all students and employees from December 25 – January 1 of each year.

Benefits are determined by University wide collective agreements and are the same as full-time temporary staff, except for pension. Benefits include health and dental insurance as well as a health spending account. Professional development funding of $1400/year is available to each
intern and up to four professional development days are allocated to each doctoral intern, depending on the relevance of the activity to CCS as a whole. Doctoral interns also have access to tuition remission to help cover the cost of tuition while completing their internship at CCS. Finally, full access to University Recreational Facilities is included.

Training Resources

CCS is located in the Students’ Union Building along with all of the other University student services (i.e., Academic Success Centre, University of Alberta Career Centre, First Peoples’ House, Accessibility Resources, Sexual Assault Centre, Office of the Student Ombuds, University Health Centre and the Office of the Dean of Students).

Full-time interns will have their own office and have access to a large group room, a one-way mirror observation room, video recording equipment and classrooms as needed. CCS is also staffed by 2.69 FTE receptionist positions.

Evaluation Procedures

Interns will receive evaluative feedback on an informal basis throughout the internship year and on a formal basis at the end of each rotation. For formal evaluation purposes, supervisors will be using the Doctoral Intern Evaluation. This form includes evaluation within the following areas:

1. Assessment
2. Intervention
3. Consultation
4. Program Development & Evaluation
5. Supervision
6. Interpersonal Relationships
7. Professional Conduct
8. Integration of Science & Practice

In order to successfully complete the internship, the intern must have completed the required 1707 hours of supervised practice and be ranked at a “4” or “5” on each of the applicable dimensions of the Doctoral Intern Evaluation.

For students who are using their internship hours for purposes of becoming a Registered Psychologist in Alberta, the supervisor will also complete the evaluation forms provided by The College of Alberta Psychologists.
Formal feedback regarding supervision and overall satisfaction with the internship program is garnered from interns on four occasions throughout the internship year. A primarily quantitative survey is administered following completion of each supervision rotation and an exit interview is also conducted with each intern at the conclusion of the internship. Formal feedback from interns is collected by a staff member at CCS who is not directly involved in the provision of supervision to interns.

**Remediation & Appeal**

Protecting the interests of interns is of central importance at CCS. As such, CCS has comprehensive procedures for addressing Remediation and Appeal. These policies and procedures can be provided at the request of an applicant and are reviewed with interns at the outset of their internship year.

**Intern Responsibilities**

It is vital to the interests of the University community that students who may access CCS are able to trust and rely upon the staff. In order to meet and maintain that trust, interns are required to comply with the following conditions for the term of their appointment:

1. To maintain their registration in good standing with the College of Alberta Psychologists, *if applicable*.

2. To self-report to their supervisor and the Director of CCS any conduct or unusual incident which may give rise to a complaint against them or otherwise may become the subject of investigation. The Dean of Students may suspend their appointment pending the outcome of any investigation.

3. To comply with all regulations and policies of the University of Alberta and CCS as may be amended from time to time.

In accordance with the Temporary Librarian, Administrative and Professional Staff (TLAPS), the internship contract may be terminated by the University of Alberta at any time prior to the expiry of the designated term:

1. Where just cause exists, without notice, or with payment in lieu of notice.

2. In all other cases, in a manner consistent with the terms and conditions of their contract.
Application Process and Requirements

Any inquires about the training program can be directed to:

**Dr. Erica Dunn, R.Psych.**
Assistant Director & Director of Training
erica.dunn@ualberta.ca
780-492-2438

Doctoral level graduate students currently registered in a CPA- or APA-accredited counselling or clinical psychology program will be considered for admission to the internship if they have completed or expect to complete all of their required coursework and practica (minimum 600 hours of experience) by the start date of the internship. As well, completion of their candidacy examination is required. Applicants that can show their program is CPA-equivalent may also be considered.

As an internship site in Alberta, we understand that some students may apply having already been registered as a provisional or full member of the College of Alberta Psychologists. Please note that registration status does not impact the application process or the program curriculum.

The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit persons; members of visible minority groups; persons with disabilities; persons of any sexual orientation or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply.

Deadline for applications is **November 15th** in any given year.

CCS participates in the APPIC Match through National Matching Services Inc. (Code **1836**).

All applicants must complete the APPIC Application for Psychology Internship (AAPI), including:

1. A letter of intent stating reasons why this is a mutually good fit.
2. Current curriculum vitae.
3. Official graduate transcripts.
4. At least three letters of recommendation, utilizing the standardized APPIC reference form.
5. Letter from the Coordinator of Training at their institution stating that the candidacy exam is or will be complete by the start date of the internship and that the student has the necessary qualifications and is ready for an internship.
Interview Process

In accordance with recommendations from the Canadian Council of Professional Psychology Programs (CCPPP), interviews will be offered through video conferencing only (i.e., Zoom) for the 2022-2023 applicant cycle. A video tour of the clinic will be provided to all interviewees.

Interview notification and booking is handled in accordance with the common notification dates suggested by CCPPP. For the 2022-2023 applicant cycle, candidates will be notified by email of their interview status on December 3, 2021 and interviews will be booked by phone on December 6, 2021. Qualified applicants will be interviewed from January 3-17, 2022. Interviews are three hours in duration. In the first two hours, candidates are interviewed individually with at least two psychologists present. In the third hour, candidates meet with a current intern for a confidential question-and-answer period.

Frequently Asked Questions (FAQs):

What makes a candidate suitable for an internship at CCS?
- CCS is a fabulous internship site for students seeking generalist counselling training in a balanced work environment. Students provide individual therapy to a diverse adult population with a broad range of clinical issues. CCS works from a brief treatment perspective, offering clients a maximum of 16 sessions; students seeking to advance their skills with time-limited treatment may also find benefit in an internship at CCS.

What is the work environment like at CCS?
- CCS is a fun and light-hearted work environment where collegial respect is paramount. The staff at CCS work from different orientations and there is no privileging of approaches to therapy. We enjoy laughing, celebrating important events, and developing professional and personal relationships with each other. We take our work as clinicians seriously and believe that ethical and empirically-informed practice is essential. We enjoy learning from each other and from our students and we are always looking to strengthen our work as clinicians and supervisors.

What style do your supervisors take?
- Each supervisor comes to CCS with a unique orientation and skill set. However, our supervisory team is universally focused on building strong relationships with our supervisees and creating an environment where supervisees feel safe, respected, and open to share their triumphs and challenges equally. We seek to create a culture of openness and unconditional support and strive to foster clinical curiosity and ongoing professional growth with our students.
I saw that couples therapy is offered at your site. What might that look like for an intern?

- CCS is open to any couples where at least one member of the couple is a student at the U of A. The number of couples seeking services at CCS each year has widely ranged from six to 24. Interns interested in working with couples will be granted priority when couples are booked in for service (where appropriate). Interested interns can expect to see between one to five couples in their internship year.

What do interns typically do post-graduation?

- Most interns at CCS have gone on to work in post-secondary counselling centres, hospitals, or private practice settings. Our interns have successfully registered in various other Canadian provinces including British Columbia, Nova Scotia, and New Brunswick.

I've never been to Edmonton; what is it like as a city?

- Although biased, we believe that Edmonton is one of Canada’s most underrated cities. As the capital city of Alberta, Edmonton and the surrounding communities are home to approximately one million people. We have a beautiful university campus that borders a vast river valley full of trails; the area is very walkable with many restaurants, coffee shops and stores to explore. We are a city that loves food from around the world, festivals of all types, outdoor activities, volunteerism, and community. Edmonton is a progressive city with a large “under 40” population. We are also just four hours from the mountain towns of Banff, Canmore, and Jasper, home to Canada’s beautiful Rocky Mountains. Although we are certainly a province with “prairie” weather, Edmonton is sunny year-round.

**Supervisory Staff:**

1. Dr. Jasmine Bajwa, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS, Edmonton Remand Centre, and Private Practice. Member of the Psychologists’ Association of Alberta, Canadian Psychological Association, Canadian Association for Cognitive and Behavioural Therapies, and the College of Alberta Psychologists. Interests: CBT, Solution-Focused, Prolonged Exposure, Ex/RP; mood disorders, adult ADHD, anger management, cross-cultural/acculturation/adaption challenges, domestic violence, life transitions, stress/burnout and interpersonal problems.

2. Dr. Erica Dunn, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, Assistant Director, & Director of Training, CCS. Member of the Psychologists’ Association of Alberta, the Canadian Psychological Association and the College of Alberta Psychologists. Interests: Humanistic, CBT, Prolonged Exposure, Ex/RP; anxiety disorders, depression, relationship struggles, couples therapy, stress management, life transitions.
3. Dr. Josh Dunn, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Academic Staff, Department of Educational Psychology, University of Alberta. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: CBT, Ex/RP, EMDR, Prolonged Exposure, and Cognitive Processing Therapy; PTSD and other anxiety disorders (e.g., OCD), depression, grief, relationship struggles, couples therapy, perfectionism, addictions, and anger management.

4. Dr. Michaela Kadambi, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Academic Staff, Department of Educational Psychology, University of Alberta. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: CBT, Clinical Hypnosis, Prolonged Exposure, and EMDR; anxiety disorders (PTSD, OCD, panic disorder, phobias), depression, trauma, sexual and interpersonal violence, grief, relationship difficulties.

5. Dr. Steve Knish, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Academic Staff, Department of Educational Psychology, University of Alberta. Registered Yoga Teacher – 200. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: Contextual model of psychotherapy and supervision, Interpersonal Neurobiology, client directed, resource focused, outcome informed therapy, mindfulness and yoga-based interventions, experiential psychotherapies, EMDR; trauma, depression, anxiety.

6. Dr. J. Jake Tremblay, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Academic Staff, Department of Educational Psychology, University of Alberta. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: Humanistic, EMDR, CBT, Prolonged Exposure, Cognitive Processing Therapy, Substance Abuse Professional; anxiety disorders, PTSD/trauma/abuse, burnout/work/organizational issues, depression, anger management, relationship struggles, alcohol & drug assessment.

**Clinical Staff:**

7. Ms. Maddalena Genovese, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice.

8. Mr. Jason Murray, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist & Director, CCS.

9. Ms. Rebecca Ponting, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS.
10. Ms. Shauna Rosiechuk, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS.

11. Ms. Suman Varghese, M.A., M.Ed. (University of Alberta, Counselling Psychology) Registered Psychologist (Alberta); Psychologist, CCS and Private Practice