



Doctoral Internship in Health Service Psychology

University of Nevada-Las Vegas Student Counseling and Psychological Services

Land Acknowledgement

The University of Nevada, Las Vegas wishes to acknowledge and honor the Indigenous communities of this region, and recognize that the university is situated on the traditional homelands of the Nuwu (noo·woo), Southern Paiute (pai·oot) People. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community with this land.

We encourage everyone in this space to engage in continued learning about the Indigenous peoples who work and live on this land since time immemorial – including the Las Vegas Paiute Tribe and the Moapa (moh·aa·puh) Band of Paiutes.

As one of the most diverse universities for undergraduate students in the United States, UNLV believes it is important to recognize and appreciate the use of Southern Paiute land as part of its mission to be a welcoming and inclusive place for working and learning.

Introduction

Thank you for your interest in University of Nevada- Las Vegas's Student Counseling & Psychological Services (UNLV CAPS) doctoral Psychology Internship Program. UNLV CAPS is currently accepting applications for four full-time, one-year paid (2000 hour) positions for the **2025-2026 internship** year.

All materials must be submitted for review online by **November 15, 2024**. 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. We will notify applicants of selection for an interview by **December 16, 2024**. Interviews will be conducted by Zoom and will be set up and conducted in **early-mid January 2025**.

UNLV CAPS offers training programs for doctoral interns and graduate students. Our 2000-hour internship program includes opportunities for individual, relationship (couples), and group psychotherapy, crisis intervention, psychological assessment, drug and alcohol use assessment, educational workshops and presentations (outreach programming), consultations, case management (referrals to community health providers), interdisciplinary team care, and supervision of masters-level mental health trainees.

APPIC Phase I Match Day is Friday, February 21, 2025.

APPIC Code: 2293

Accreditation Status

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

The UNLV CAPS internship program has been accredited by the American Psychological Association since November 8, 2016. For questions related to the internship program's accreditation status, please contact the APA Office of Program Consultation and Accreditation:

Office of Program Consultation and Accreditation

750 First St., NE

Washington, DC 20002-4242

Phone: (202) 336-5979

Email: apaaccred@apa.org

Web: <https://accreditation.apa.org/>

About the University of Nevada, Las Vegas

The University of Nevada, Las Vegas (UNLV) is a public land-grant research university in Las Vegas, Nevada. It is located in the vibrant and dynamic city of Las Vegas and surrounded by the Mojave Desert, embraces the traditional values of higher education adapted for the global community of the twenty-first century. The 332-acre campus is about 1.6 miles east of the Las Vegas Strip. It also includes the Shadow Lane Campus, just east of the University Medical Center of Southern Nevada, which houses both School of Medicine and School of Dental Medicine. UNLV's law school, the William S. Boyd School of Law, is the only law school in the state.

UNLV is home to one of the nation's most diverse campuses, according to U.S. News & World Report. In 2021, The University of Nevada, Las Vegas (UNLV) achieved designation from the U.S Department of Education as a Minority Serving Institution (MSI), Title III-Asian American and Native American, Pacific Islander-Serving Institution. In 2015, UNLV achieved designation as a Title V - Hispanic Serving Institution (HSI).

About UNLV CAPS

CAPS is a department within the Student Wellness Unit of the Division of Student Affairs at UNLV. CAPS work collaboratively with Student Wellness departments (Student Health Center, Wellness Promotions, Behavioral Health Team, Jean Nidetch Care Center, Office of Student Rights and Responsibilities, Disability Resource Center, Military and Veterans Center Services,

and University Support Team) to achieve the goals indicated by the Student Wellness mission statement.

The primary goal of CAPS services is to provide high quality services and programs that assist the students of UNLV with educational, social, and personal concerns that may interfere with their academic and developmental progress. We strive to provide quality, multiculturally-skilled, and wellness-focused counseling, training, education, research, consultation and outreach services in order to promote student academic success, healthy student development and to positively impact the university culture.

Our providers specialize in dealing with problems commonly experienced by college students of all ages and backgrounds. We collaborate with students to increase self-understanding and develop the skills necessary to overcome personal concerns that interfere with their academic functioning. In providing clinical services, the staff attends to remedial, developmental, and situational concerns, recognizing that the interaction between the stress associated with the academic environment and individual developmental periods may lead to problems that can be alleviated through brief therapeutic interventions.

Services and Program Objectives:

- Provide initial assessment and recommendations concerning student problems
- Provide crisis assessment, intervention, and follow-up care for students who present at risk for harm
- Provide effective brief clinical interventions to assist students in managing their personal and mental health problems so that they can return to their previous level of functioning
- Provide psychological services sensitive to the cultural and individual diversity of students
- Provide quality services in as short a time as possible
- Provide necessary referral to community providers for students who present with conditions that are beyond CAPS' scope of services
- Provide assessment, documentation, and referrals in the interest of supporting students' academic standing
- Provide consultation to students, parents, and spouses of students whose education at the University has been disrupted by personal problems
- Provide consultation and educational services to University faculty and staff for the assistance and referral of students who may be in personal distress
- Provide educational programs, workshops and materials which increase student understanding of common psychological concerns and enable students to take responsibility to develop the personal management skills needed to succeed in the university environment
- Provide comprehensive training to UNLV graduate students who are pursuing careers in the mental health profession
- Provide consultation to students, faculty and staff on psychological processes and issues that will enhance learning and academic success
- Provide ongoing quality assurance of services and programs

Student Wellness Mission Statement

The mission of Student Wellness is to advance the optimal wellness of UNLV students, thereby enhancing their lives and their academic success. To fulfill our mission, Student Wellness affirms the importance of working in partnership with the greater university community; respecting individual differences and cultural diversity; and providing quality services and programs that address the physical, emotional, social, environmental, intellectual, spiritual, financial, and occupational wellness dimensions of life.

CAPS Staff

The professional staff consists of psychologists, licensed clinical social workers, licensed couple and family therapists, licensed professional counselors, psychological assistants, psychiatrists, psychiatric nurses, and a care manager. Additionally, there are a number of administrative staff and student workers who support the clinical staff and assist in CAPS operations. Each year, we typically have approximately 4-5 graduate-level practicum counselors and four doctoral interns.

Aims of the Training Program

CAPS is part of the Student Wellness cluster, which embraces balanced, holistic health, and wellness. The doctoral internship is designed to train interns to be competent, entry-level generalist psychologists. The internship training program emphasizes professional identity development, ethical decision making, and multicultural competence. CAPS provide a setting in which interns increase and strengthen their abilities to practice psychology throughout their year. Interns successfully complete their internship when they reach a skill level of intermediate to advanced competence practice defined by having a sufficient ability to practice core skills without ongoing supervision. Training involves developing both core skills, and a positive professional identity that is essential for the work of an entry level psychologist. Interns work with a multidisciplinary staff who offer diverse backgrounds and various theoretical orientations, including evidence-based treatments. Interns have the opportunity to work within a university counseling center that includes a Behavioral Health Team, which serves as a bridge between the Student Health Center and CAPS to offer collaborative and integrated care. Interns gain experience by participating in a wide range of supervised professional activities within a large, urban, and diverse university counseling center, including:

- Individual, relationship (couples), and group therapy from a brief treatment model.
- Crisis assessment and intervention.
- Assessment and diagnosis.
- Individual Supervision.
- Group Supervision (Supervision of Supervision, and Case Conference)
- Seminars (Multicultural Seminar, Outreach & Consultation Seminar, Clinical and Issues Seminar, and Teaching, Lifelong Learning, and Competency Seminar).
- Provision of Supervision.

- Case management and referrals to community mental health care.
- Outreach, educational workshops and presentations, and consultations across the campus.
- Research, training, professional development, and other activities.
- Attendance and participation in staff, Clinical Assessment Team (consultation), Joint Provider (Student Health Center), and Cluster (Student Wellness unit) meetings
- Emphasis Areas: Behavioral Health, Trauma, LGBTQ+, Sport Psychology, Eating Disorders, and Substance Use. Emphasis areas include one hour of individual supervision/week with a licensed staff.

Breakdown of each Emphasis Area

Behavioral Health Emphasis Area:

The behavioral health emphasis area is designed to introduce interns to the role of the psychologist in primary care-mental health integration within an outpatient primary care setting. Interns will gain experience working alongside other types of staff (e.g., doctor, psychiatrist, nurse practitioner, nurse, and medical assistant). This emphasis area provides interns experience in conducting brief and focused assessments, providing short-term intervention, providing crisis assessment and intervention, consultation services to medical providers, and attending integrated team meetings. Interns will gain experience addressing various clinical presentations within a primary care setting including traditional mental health (i.e., depression, anxiety, etc.) and non-traditional mental health presentations (e.g., sexual dysfunction, stress related to medical diagnosis, treatment compliance, insomnia, etc.). In addition, interns will take part in integrated team meetings to discuss more challenging cases in the student health center. Interns that select this emphasis area will spend a minimum of 4 hours per week offering the above services in the student health center.

Trauma Emphasis Area:

The Trauma Emphasis Area is designed to give interns the opportunity to work with survivors of traumatic events (sexual or physical assault, domestic violence, stalking, and family violence). Interns will develop expertise in screening for traumatic events in the client's history and post-trauma adaptation, including post-traumatic stress disorder, other anxiety disorders, and mood disorders. Interns will learn how to conceptualize cases through a trauma-informed lens and will have the opportunity to increase their knowledge and comfort level with using trauma focused treatments. Interns will be expected to utilize evidence-based practice to inform their assessments and interventions. In addition, during supervision, attention is paid to the nature of the therapeutic relationship and factors that impact it on behalf of the client and therapist. Interns will be assigned various readings, videos to watch, literature to critique, and will also engage campus stakeholders that serve students who are survivors of interpersonal violence or trauma.

Eating Disorder Emphasis Area:

The Eating Disorder Emphasis Area is designed to provide interns the opportunity to increase clinical understanding and awareness of the diagnosis and treatment of eating

disorders. Interns engaging in this emphasis area will receive one hour of specialty supervision each week, in which interns and supervisor will engage in conversations about eating disorder literature and clinical cases. Interns will also participate as part of the Eating Disorder Treatment Team (EDTT), a multidisciplinary team within student wellness that discusses students receiving treatment for disordered eating concerns. As part of the eating disorder emphasis area, interns will also get preference to work with students diagnosed with eating disorders.

Sport Psychology Emphasis Area:

The Sport Psychology emphasis area is designed to introduce interns to the role of the sport psychologist in a university setting. Through this emphasis area, interns will develop increased awareness of basic interventions for the treatment of student-athletes through increased awareness of sport psychology. Interns will learn to effectively work within an integrated setting while maintaining appropriate and professional boundaries as well as understand the unique stressors student-athletes face.

LGBTQ+ Emphasis Area:

The LGBTQ+ Emphasis Area is designed to provide doctoral interns the opportunity to work with sexual and gender diverse students. The intern will develop clinical skills for adapting evidence-based treatment for LGBTQ+ individuals. The intern will further develop skills pertaining to gender identity by participation in the Gender Care Team, specific supervision and didactic training pertaining to gender development, Gender Dysphoria, and gender affirming care. Clinical skills will be developed via individual and group therapy, as interns will carry an LGBTQ+ specific caseload and co-lead the weekly LGBTQ+ Support Group. Further, the intern will engage in LGBTQ+ specific outreach efforts. The emphasis area is designed to provide the intern with training in breadth and depth of LGBTQ+ care.

Substance Use Emphasis Area:

The Substance Use emphasis area is tailored to provide doctoral interns with specialized training in the assessment, treatment, and support of individuals facing substance use challenges. This emphasis area offers a comprehensive experience aimed at developing advanced clinical skills and an understanding of substance use disorders and recovery within a collegiate setting. Interns will provide individual and/or group therapy focusing on recovery and harm reduction strategies, conduct thorough assessments, and create personalized treatment plans based on assessment results. They will receive supervision from licensed professionals with expertise in substance use treatment. They will receive training in evidence-based practices such as motivational interviewing and solution-focused brief therapy, and will be equipped to manage substance use crises, including acute intoxication, withdrawal symptoms, and overdose prevention. The emphasis area also includes facilitating recovery groups/workshops, participating in campus prevention initiatives, and engaging in the design and implementation of a collegiate recovery program.

UNLV CAPS Internship Competencies

The internship training program at UNLV CAPS reflects APA's required Profession Wide Competencies for internship programs listed in the Standards of Accreditation for Health Service Psychology (American Psychological Association, Commission on Accreditation, 2015).
Competencies of CAPS Psychology Internship Program

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
 - a. Individual Therapy
 - b. Crisis Intervention
 - c. Group Therapy
8. Supervision
9. Consultation and Inter professional/Interdisciplinary skills

Application Procedures

APPIC Match Number: **2293**

Refer to the APPIC website for more details and complete application instructions for applying online. All application materials listed below are uploaded via the APPIC applicant portal. We do not accept any paper materials. Interested candidates should submit:

- Completed APPIC online
- Cover letter
- Current curriculum vitae
- Official graduate transcript(s)
- The Academic Program's Verification of Internship Eligibility and Readiness
- Three letters of recommendation, with at least two from clinical supervisors who will speak directly about the quality of your clinical work and your engagement in clinical supervision.
- Background check upon hire, based on Student Wellness requirements.

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We will notify applicants of selection for an interview by **December 16, 2024**. Interviews will be conducted by zoom and will be set up and conducted in early-mid January 2025.

APPIC Phase I Match Day is Friday, February 21, 2025. Our APPIC Code is 2293.

****This position is considered a healthcare worker and must follow the federal COVID 19 vaccine requirement by providing proof of being fully vaccinated against COVID-19 or have an approved medical or religious waiver on file with Human Resources before their start date. Questions regarding the federal requirement may be sent to hrvax@unlv.edu. Employees of the UNLV Student Wellness Center must be in compliance with our Employee Exposure to Communicable Disease (Prevention of) Policy.**

Training Year and Benefits

We will offer four positions for the 2025-2026 internship year. The internship is 40+ hours/week starting August 1, 2025. The annual stipend will be \$45000, plus benefits. Interns also receive university holiday and annual, sick, and professional development leave. The leave is intended for an intern's dissertation defense, job interviews, and conferences. The timing of this leave is subject to approval of the Assistant Director of Training. All interns will have a private office with a computer, printer, webcam for videotaping, and library privileges.

Internship Responsibilities and Expectations

The UNLV CAPS Doctoral Internship is a 2000-hour experience, with the expectation of 400 hours of direct service activities. Interns will be able to gain experience through a wide range of activities, some of which will be negotiated individually by each trainee based on their interest areas and the needs of the center. The doctoral internship in professional psychology includes these components:

Direct Service:

- Initial Consultations
- Brief Individual and Relationship Counseling
- Group Counseling
- Crisis Coverage (4 hours/week)
- Supervision of a therapist in training
- Consultation

Training Activities:

- Training Seminars: Multicultural Seminar, Clinical Issues Seminar, Outreach & Consultation Seminar, and Teaching, Lifelong Learning, and Competency Seminar.
- Individual Supervision
- Group Supervision (Intern Case Conference, Supervision of Supervision)

Other Activities:

- Prep time/Admin time/Dissertation time
- Emphasis Area depending on the intern interests and center needs

Sample Schedule

Weekly Activities for CAPS Interns (approximate)

Direct Service

Intern Weekly Activities	Fall Hours/Week August- December	Spring Hours/Week January- May	Summer Hours/ Week May- July
Individuals/Relationship Therapy*	12-13	12-13	14
Initial Consultations	3-4	3-4	4
Group Therapy	1.5	1.5	1.5
Crisis Coverage	4	4	4
Clinical Total	20.5-21.5	20.5-21.5	23.5

** Hours will adjust depending on the number of groups.

Other Service

Intern Weekly Activities	Fall Hours/Week August- December	Spring Hours/Week January- May	Summer Hours/ Week May- July
Supervision of practicum student	1	1	0
Outreach/Consultation	1	1	2
Other Service Total	2	2	2

Training

Intern Weekly Activities	Fall Hours/Week August- December	Spring Hours/Week January- May	Summer Hours/ Week May- July
Clinical Issues Seminar	1	1	0
Individual Supervision	2	2	2

Intern Weekly Activities	Fall Hours/Week August- December	Spring Hours/Week January- May	Summer Hours/ Week May- July
Supervision of Group Counseling	0.5	0.5	0.5
Intern Case Conference (every other week)	0.5	0.5	0.5
CAT Meeting	1	1	1
Supervision Seminar/Sup of Sup (weekly)	1	1	0
Multicultural Seminar (every other week)	0.5	0.5	0
Emphasis Area Supervision	1	1	1
Teaching Lifelong Learning and Competency Seminar	0.5	0.5	0.5

Intern Weekly Activities	Fall Hours/Week August- December	Spring Hours/Week January- May	Summer Hours/ Week May- July
Outreach Seminar (rotate every other week)	0.5	0.5	0.5
Training Total	8.5	8.5	6

Support Activities

Intern Weekly Activities	Fall Hours/Week August- December	Spring Hours/Week January- May	Summer Hours/ Week May- July
Dissertation/Research Time	2	2	2
Administrative/Case Management	5	5	5
Staff Meeting	2	2	2

Intern Weekly Activities	Fall Hours/Week August- December	Spring Hours/Week January- May	Summer Hours/ Week May- July
Support Activities Total	9	9	9
Total	40-41	40-40-41	40.5

Commitment to Diversity

The UNLV CAPS doctoral internship recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The training program is committed to providing a rich multicultural experience for interns.

As a federally designated Minority-Serving Institution (MSI), UNLV's fall 2020 enrollment statistics reveal that 65% of its students identify as racial or ethnic minorities. This diverse enrollment is further supported by the growing multicultural landscape of Southern Nevada. Over the past decade, UNLV has consistently ranked among the most diverse undergraduate campuses, earning recognition from U.S. News & World Report, which placed UNLV second on its list in 2020, tied with Andrews University in Michigan and only behind the University of Hawaii-Hilo.

In December 2012, the U.S. Department of Education officially designated UNLV as a Minority Serving Institution (MSI). Furthermore, since 2015, the University of Nevada, Las Vegas has been recognized as both an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and a Hispanic Serving Institution (HSI).

CAPS Training Program Diversity Statement

We are committed to providing a training process that ensures our trainees develop, practice, and integrate the knowledge, skills, and awareness of biases and attitudes to effectively work with individuals and groups who represent and embrace intersecting identities, demographics, attitudes, beliefs, and values. Our training program is committed to providing an inclusive and welcoming environment for all members of the UNLV campus community. Consistent with these multicultural and diversity principles, UNLV Counseling and Psychological Services (UNLV CAPS) policy requires that our staff and trainees do not discriminate on the basis of age, sex, gender, gender identity, gender expression, sexual orientation, race, ethnicity, culture,

national origin, immigration status, language and linguistic differences, marital status, religion/spirituality, disability, physical appearance, or socioeconomic status in the services provided at our training site.

A specific competency area of a trainee's evaluation is individual and cultural diversity which includes self-awareness, knowledge, and skills as a culturally competent practitioner. Therefore, trainees have opportunities to receive both didactic training as well as experiential clinical work with a diverse clientele. UNLV CAPS Staff also engage in ongoing professional development once a month which includes topics in diversity. Trainees are expected to continue their multicultural learning journeys through their own research, and self-reflection regarding implicit biases, privilege, and oppression.

In some cases, difficulties may arise for a trainee due to differences in beliefs or values with clients and/or staff. Because trainees will have to navigate these sorts of clinical situations in their future practice careers, the UNLV CAPS training program has a responsibility to prepare students to do so in a safe and ethical manner. Therefore, UNLV CAPS training staff will respectfully work with trainees as they learn how to effectively practice working with a broad range of multicultural clients. If trainees do not feel comfortable or capable of providing culturally competent services to a client because it conflicts with the trainee's values, beliefs, or implicit biases, it is the trainee's responsibility to discuss these concerns and challenges with their primary supervisor and/or training director. Because client welfare and safety are always the first priority, decisions about client assignment and reassignment are the responsibility of the supervisors and Training Committee.

Accommodations for Trainees with Disabilities:

The training program at UNLV CAPS is committed to providing access for all people with disabilities and will provide accommodations for the training experience if notified in advance.

Trainees who have any questions regarding their circumstances or concerns as it pertains to their candidacy for the training experience are encouraged to contact UNLV CAPS' Training Director, APPIC's Problem Consultation service for doctoral psychology interns (<http://www.appic.org/ProblemConsultation>)

Living in Las Vegas

Las Vegas is a city with many exciting attractions. Like any other large metropolitan area, the city has fine libraries, museums, the Smith Center for Performing Arts, a community theater, art galleries, and parks. Mild desert temperatures make outdoor recreation possible throughout the year in southern Nevada. Within a 30-mile radius lie the shores of Lake Mead, massive Hoover Dam, and the Colorado River recreation area, the snow-skiing and hiking trails of 12,000-foot Mount Charleston, and a panorama of red rock mountains and eroded sandstone landscapes. In addition, the city is only four to five hours by car from the beaches of Southern California, and the national parks of Utah and Arizona. Las Vegas enjoys a mild year-round climate, yet there are noticeable seasonal differences. The annual average temperature is 79

degrees, but it is not unusual for the mercury to hit the 110-degree mark during the summer, and dip into the 30s in the winter. Annual rainfall amounts to only 3.5 inches, much of it falling in the winter when it is snowing in the nearby mountains.