



**Counseling & Psychological Services (CAPS)
Doctoral Psychology Internship Program Brochure 2020 - 2021**



(photo of 2019 – 2020 master's and doctoral trainees with Training Director Jay Manalo & Master's Training Coordinator Aaron Plantenberg)

Introduction

Thank you for your interest in Western Carolina University's Counseling and Psychological Services (CAPS) doctoral Psychology Internship Program. Our 2000-hour internship program includes opportunities individual and group counseling, quick access, crisis intervention and therapeutic intake services, outreach services, consultation, psychological assessment, and supervision of masters-level mental health trainees. Our internship meets the requirements set forth in the North Carolina Psychology Practice Act towards licensure as a Health Services Provider Psychologist.

Accreditation Status

We are pleased to announce that our doctoral internship in health service psychology is Accredited by the Commission on Accreditation of the American Psychological Association (APA) with a date of initial accreditation as September 27, 2016. Our next accreditation site visit will occur in 2023.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

Web: <http://www.apa.org/ed/accreditation>

Our doctoral psychology internship program is also a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC member number 2132).

Distinguishing Features of the CAPS Internship Program

- Training in the provision of clinical supervision
- Training and experience in the provision of emergency, on-call, and crisis related interventions
- The opportunity to work with an interdisciplinary team of mental health professionals (including psychologists, counselors, and social workers)
- Experience counseling students of diverse identities in a rural mental health setting
- A team-oriented, collaborative approach including integrated care coordination with WCU's Health Services and Campus Recreation & Wellness
- Involvement in individual outreach programs with other WCU campus programs and organizations; examples of past outreach programs that have involved interns include residence hall programs for Residential Living, informational presentations for Campus EMS, demonstrations of biofeedback to student athletes, Tunnel of Oppression with Intercultural Affairs, managing difficult conversations with Base Camp Cullowhee, information tables at orientation for incoming students
- Regular involvement in ongoing consultation partnerships with other WCU campus departments; past consultation relationships involving interns have included: WCU Athletics, Intercultural Affairs, Military Student Services, Mentoring and Persistence to Success (MAPS)
- Exposure to referrals to outside agencies on campus and in the community, such as the McKee Clinic (for psychological testing), Appalachian Community Services Mobile Crisis (for higher level crisis related assessment and interventions), and REACH (for sexual assault/domestic violence services)
- Seminars in Cherokee culture and exposure to WCU's connections to the Eastern Band of Cherokee Indians
- Exposure to a suicide awareness and prevention program on campus (CATS Care)
- Providing the opportunity for interns to become WCU Safe Zone trained (LGBTQ+ awareness program)
- The opportunity to live and work in the beautiful mountains of Western North Carolina!

CAPS Mission

The mission of Counseling and Psychological Services (CAPS) is to empower students to engage in and be successful in a full range of academic, social, and cultural opportunities through fostering psychological wellness. This aim is achieved through promotion, facilitation, recommendation and provision of mental health services for the University community.

CAPS Values

At CAPS, we value:

- Intentional responsiveness within ourselves and with others created by collaboration, communicated and conducted authentically
- Relationships that are rooted in trust and nurtured by open communication
- Knowledge obtained through lifelong learning and shared through mentoring
- Wellness modeled on an individual and organizational level fostered by respect and intentionality

The CAPS CODE (as developed by WCU CAPS Diversity Committee)
CONNECTION OPENNESS DIVERSITY EQUITY



The CAPS CODE

We are a supportive and confidential space.

**We pursue connection with all members
of our community.**

We strive to eliminate barriers.

We challenge harmful systems.

We work toward equity for all.



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CAPS & Diversity

CAPS values the cultural identities and diversity of our interns. The following statements regarding diversity are from our training manual:

From WCU's Office of Equal Opportunity & Diversity Programs:

<https://www.wcu.edu/discover/diversity/>

Diversity at Western Carolina University is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. It includes race, ethnicity, gender, gender identity, age, national origin, geography, religion, disability, sexual orientation, socioeconomic status, education, marital status, language and linguistic differences, and physical appearance. It also involves different ideas, perspectives, and values.

WCU Community Vision for Inclusive Excellence (from the WCU Council on Inclusive Excellence):

<https://www.wcu.edu/discover/diversity/eodp/council-on-inclusive-excellence.aspx>

The diverse perspectives encountered at WCU are an important part of the preparation of students for roles as regional, national, and global leaders who contribute to the improvement of society. It is expected that members of the WCU community will not only coexist with those who are different from themselves, but also nurture respect and appreciation of those differences. We encourage civil discourse as a part of the learning enterprise, and as a campus we do not tolerate harassing or discriminating behavior that seeks to marginalize or demean members of our community.

Accommodations for Trainees with Disabilities:

The training program at 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, life situation, prior experience, or other concerns as it pertains to their candidacy for the training experience are encouraged to contact CAPS' Training Director, the appropriate faculty member of their academic program, or other resources such as the following:

- APPIC's Problem Consultation service for doctoral psychology interns (<http://www.appic.org/Problem-Consultation>)
- WCU's Office of Accessibility Resources (<https://www.wcu.edu/learn/academic-services/disability-services/>)
- WCU's Human Resources (<https://www.wcu.edu/discover/campus-services-and-operations/human-resources-and-payroll/index.aspx>)

A specific competency area of intern evaluation is individual and cultural diversity which includes self-awareness, knowledge, and skills as a culturally competent practitioner in a rural mental health setting. As such, interns have opportunities to receive both didactic training as well as experiential clinical work with a diverse clientele. The intern seminar series includes a Diversity Series in multicultural competency topics. All CAPS staff demonstrate sensitivity to diversity from the point of the Quick Access appointment by asking clients to share aspects of cultural identity that are important to them. Interns also have an opportunity to become Safe Zone trained on topics related to LGBTQ awareness. Staff engage in ongoing professional development twice a month which includes topics in diversity. Interns and all CAPS staff also collaborate with campus partners including Intercultural Affairs in providing outreach programs on aspects of diversity.

CAPS Training Program Mission

The training program at CAPS promotes the development of clinical skills and professional identity for the next generation of mental health professionals. This mission is accomplished through the provision of didactic training, clinical supervision, and direct practice experiences within an interdisciplinary, supportive, and collaborative team environment.

Training Values & Desired Qualities of Trainees

Counseling and Psychological Services (CAPS) upholds the following training values and desired qualities of all our trainees:

1. We value trainees who have a genuine interest in counseling center work and to working with an emerging adult population.
2. We train individuals to be well-rounded generalists, including but not limited to the performance of individual counseling, assessment and diagnosis, specialized center services, groups, and consultation.
3. We take an approach of meeting well-developed individuals where they are and helping them to develop or further refine their skills.
4. Our training is both comprehensive and individualized. We recommend broadly what all our trainees need experience in, and at the same time we work in collaboration with our trainees to help them to advance in what they want and need.
5. We value trainees having a working knowledge of their own values, being self-aware, and invested in further growth in personal and professional awareness.
6. We train in the practice of brief therapeutic interventions drawing from various evidence based practices.
7. We value work with diverse populations and building our trainees' cultural competency.
8. We value intentional treatment. That is, we are thoughtful and directed in our approach to treatment and we encourage thinking through options and alternatives in therapy approaches.
9. We value trainees having a sound theoretical foundation as well as a knowledge of evidence based practice.
10. We value an environment that is respectful, supportive, collaborative, and has a sense of humor.
11. We strive for a balance between structured training and more flexible, individualized training.
12. We value trainees both taking responsibility for as well as asking for guidance with their own learning, self-motivation, self-direction, independent thinking and judgment in professional roles.
13. We value knowledge of and engagement in ethical and legal behavior.
14. We value trainees being confident in their skills while clearly recognizing their limits and practicing within the scope of their competence.
15. We value professional development through supervision.
16. We value trainees being invested in both their own professional development as well as the professional development of their colleagues by sharing their knowledge.
17. We value trainees' engagement in their own self-care.
18. We value attention to practice within the larger systems in which we exist including the Division of Student Affairs, Western Carolina University, and the off-campus community as a whole.

General Information about CAPS & WCU

Counseling and Psychological Services (CAPS) exists to enhance the psychological growth, emotional well-being, cognitive development, and learning potential of students in and out of the classroom. This aim is achieved through promotion, facilitation, recommendation and provision of mental health services for the University community. A holistic-wellness model, an ecological perspective, and a teamwork orientation provide the foundation for the development and delivery of CAPS services. Counseling and Psychological Services operates within the division of Student Affairs and reports directly to the Assistant Vice Chancellor for Student Affairs. Counseling and Psychological Services is accredited by the International Association of Counseling Services (IACS) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the Association of Counseling Center Training Agencies (ACCTA), and the Center for Collegiate Mental Health (CCMH).

CAPS also abides by the CAPS CODE (as developed by CAPS' Diversity Committee): Connection, Openness, Diversity, & Equity. As part of this code: We are a supportive and confidential space. We pursue connection with all members of our community. We strive to eliminate barriers. We challenge harmful systems. We work toward equity for all.

WCU is a member institution of the University of North Carolina school system. It has a total student body population of over 11,600 students (as of fall 2018) enrolled in both undergraduate and graduate degree programs. Enrollment at WCU has grown consistently over the past several years. The university was originally founded in 1889 as a teacher education program for students in the mountains of western North Carolina but has since grown to provide educational opportunities in over 120 programs. WCU maintains educational accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). It is located in the beautiful mountains of Western North Carolina, approximately 50 miles southwest of Asheville, 160 miles west of Charlotte, and 150 miles northeast of Atlanta, GA. The area offers an abundance of outdoor recreational activities including hiking, climbing, paddlesports, mountain biking, wildlife viewing, and fishing. WCU has earned Blue Ridge Outdoor Magazine's Top Adventure College five times since 2014. The area is also home to various diverse groups and cultures including local artisans, musicians, the Eastern Band of the Cherokee Nation, individuals of Scots Irish and Southern Appalachian heritage, and other traditions.

WCU fall 2018 student body profile statistics (as provided by WCU's Office of Institutional Planning and Effectiveness Student Body Profile):

- Total # of students: 11,639 (10,027 undergrad, 1612 grad)
- # of students living on campus: over 4500 students
- Gender (undergrad & grad combined): 57 % female, 43 % male
- Race/Ethnicity (undergrad & grad):
 - American Indian/Alaskan Native 0.9%
 - Asian 1.1%
 - Black or African American 5.9%
 - Hispanic 6.8%
 - Multiple Race/Ethnicity 3.9%
 - Native Hawaiian/Other Pacific Islander: 0.1%
 - White 78.7%
 - Unknown/International 2.8%
- Geographic origins (undergrad & grad): 10,529 students in-state, 1110 students out of state, over 145 students from 58 foreign countries represented (including Saudia Arabia, Mexico, Jamaica, Japan, Canada, China, Columbia, United Kingdom, Korea, Germany)

CAPS Outreach Programs and Other Initiatives

CAPS is pleased to highlight several initiatives in which interns could become involved. We are continuing to develop a working relationship with campus partners such as WCU Athletics, Intercultural Affairs, Military Student Services, Mentoring and Persistence to Success (MAPS), and other departments to provide opportunities for interns to provide outreach and consultation to these offices and the students they serve. CAPS also provides interns with seminars on Cherokee culture given WCU's connections to the Eastern Band of Cherokee Indians. CAPS is also involved in a suicide awareness and prevention program on campus (CATS Care) to educate members of the campus community on the warning signs of suicide and how to connect students who may be in distress with appropriate resources. CAPS staff are also involved in the campus Safe Zone program for LGBTQ+ awareness and provide the opportunity for interns to

become Safe Zone trained. CAPS is also involved in providing outreach programs in conjunction with Residential Living to on campus residents on various topics related to psychological wellbeing.

Some new initiatives as of Fall 2018 include the implementation of a stepped care approach to treatment which includes the opportunity for students to participate in psychoeducational workshops (the COPE seminar series) to teach students basic coping, mindfulness, and resiliency skills based on principles of acceptance and commitment therapy (ACT). These initiatives were expanded in Fall 2019 to include an additional psychoeducational workshop (the ENGAGE seminar series) that was developed by CAPS interns to teach students more advanced mindfulness and interpersonal effectiveness techniques based on principles of dialectical behavior therapy (DBT). CAPS has also released a series of self-help videos for students that are available on our website at <http://caps.wcu.edu>.

CAPS Internship Aims & Competencies

The overall aim of the CAPS psychology doctoral internship program is to prepare interns for entry level practice in health service psychology. This aim is accomplished by providing training in generalist clinical skills in psychology, diversity, and rural mental health skills, collaborative skills for operating within an interprofessional and interdisciplinary team, and overall professional identity development as a psychologist.

The internship training program at 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). Each competency is further operationalized by specific elements related to the intern's performance within each competency. These competencies and their according elements (including elements defined by APA and elements defined by the CAPS training program) are described in further detail in the Training Manual available on our website.

Competencies of CAPS Psychology Internship Program:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values, Attitudes, and Behaviors
5. Communications and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

Details of CAPS Internship, Stipend, and Benefits

The internship is 2,000 hours completed over 12 months from August 1, 2020 to July 31, 2021. The stipend for the year is \$28,000.

Interns are appointed as temporary salaried positions. Accordingly, interns are not eligible for the employer subsidized North Carolina State Health Plan. However, interns may elect to either keep existing healthcare coverage they may already have or independently purchase healthcare coverage through the Affordable Care Act Marketplace.

The North Carolina General Assembly approved legislation to create a new health benefit for state employees to comply with the federal Affordable Care Act (ACA), namely the High Deductible Health Plan. Interns may elect within 30 days of

internship start date to enroll in the HDHP; it should be noted that there is no employer contribution to HDHP coverage. An overview of this plan is available here:

<https://www.shpnc.org/employee-benefits/high-deductible-health-plan-active-employees>

If you elected this option, your coverage would start on September 1.

Interns can also compare coverage and costs with the general ACA Marketplace plans available through

<https://www.healthcare.gov/>

Please consult with Human Resources regarding current benefits options for CAPS doctoral interns. More information is also available at <http://hr.wcu.edu>.

Please refer to CAPS website and doc intern brochure for other benefit info:

<https://www.wcu.edu/experience/health-and-wellness/caps/capstraining.aspx>

Some selected domestic partner benefits are available:

<http://www.wcu.edu/WebFiles/PDFs/HRPolDomesticPartnerBenefitsPolicy.pdf>

This position is not vacation or sick leave earning. However, the employee may take up to twenty-four (24) paid days of time away from work with prior supervisor approval. Employee expressly understands that these days of time away from work carry no cash value and will not be paid out to the employee if not utilized before the end of the appointment period as defined above.

Other fringe benefits: Personal offices with desktop PC & webcam; library access with inter-library loan privileges; university holidays off; CAT Card Employee Discounts; parking near office building (with purchase of staff parking permit); faculty/staff membership rate via payroll deduction at Campus Recreation Center (73,000 sq ft facility with indoor track, cardio equipment, free weights, basketball court, group exercise classes, rock climbing & bouldering wall, Adventure Shop for outdoor equipment rental, access to campus pool, etc.); other state employee optional discounts; access to athletic events; ongoing theater and cultural events through Bardo Fine and Performing Arts Center.

Sample Weekly Intern Schedule

The internship program at CAPS is designed to be a full-time, 2000-hour experience that takes place over 12 months. Interns are expected to work 40 hours per week. At least 20 hours a week (consisting of quick access appointments, on-call, group counseling, personal counseling, therapeutic intakes) are spent in face-to-face psychological services to clients. At least 2 hours a week are spent in didactic activities (including seminars, professional development/in-services, and case conferences). Interns receive a minimum of 4 hours a week of supervision (2 hours with a primary supervisor who is a licensed psychologist; 1 hour a week of group (cohort) supervision; 1 hour of additional supervision which could include supervision of group work, secondary supervision, supervision of supervision, or additional cohort supervision). Below is a typical weekly intern schedule. Please note that this is an approximation and that the actual number of hours spent in each activity may vary from week to week.

FACE TO FACE DIRECT CLIENT CONTACT (hrs/wk)	
Quick Access	6.0
COPE/Engage workshops	1.0
Group Therapy	1.5
Open Clinical Hours (this includes intakes, personal counseling appointments, therapeutic consultations, psych testing, additional outreach hours, other direct services) Personal Counseling	15.0
Outreach/Consultation Placement (e.g. with Intercultural Affairs, Military Student Services, Athletics, Mentoring & Persistence to Success, etc.)	1.0
TOTAL CLIENT CONTACT (approx.)	24.0 – 25.0

TRAINING (hrs/wk)	
Primary Individual Supervision	Fall Semester: 2.0 Spring Semester: 2.0 Summer Semester: 2.0
Secondary Individual Supervision	Fall Semester: 1.0 Spring Semester: 0.0 Summer Semester: 0.0
Doc Intern's Provision of Supervision to Master's Trainee (spring only)	Fall Semester: 0.0 Spring Semester: 1.0 Summer Semester: 0.0
Supervision of Supervision	Fall Semester: 0.0 Spring Semester: 1.0 Summer Semester: 0.0
Doctoral Cohort (Group) Supervision	Fall Semester: 1.0 Spring Semester: 1.0 Summer Semester: 2.0
Seminar	Fall Semester: 2.0 Spring Semester: 2.0 Summer Semester: 2.0
Supervision of Group Work	Fall Semester: 0.5 Spring Semester: 0.5 Summer Semester: 0.0
Training Director check-in time ("homeroom")	Fall Semester: 0.5 Spring Semester: 0.5 Summer Semester: 0.5
TOTAL TRAINING	Fall Semester: 7.0 Spring Semester: 8.0 Summer Semester: 6.5

ADMINISTRATION (hrs/wk)	
Case Conferences	0.5

Disposition Staffing	1.0
Paperwork/Other Meetings/Prep	5.5 – 7.5
Staff Meeting (Intervision/Intern Processing)	1.0
Professional Development/Intersectional Inventory	0.75
TOTAL ADMINISTRATION (approx.)	8.5-11.0
TOTAL HOURS (hrs/wk) (approx.)	40.0

Evaluation

Interns are expected to meet the goals of the internship and their progress toward these goals is continually evaluated by the Training Director, individual supervisors, and senior staff. Intern performance is continually evaluated through individual supervision, case consultations, instructional seminars, meetings, and other activities.

Formal evaluation takes place at mid-fall, end of fall, mid-spring, and at end-of-internship through completion of relevant sections of the evaluation forms by individual supervisors, group co-therapists, and any other clinical staff member working with an intern in an activity.

Each item (“element”) on an intern’s written evaluation form is rated on a scale of 1 to 7. Minimum levels of achievement on evaluation forms are defined as a minimum rating of 3 out of 7 (“Approaching Intermediate Skill Level”) on all elements by the end of the fall semester and a 4 out of 7 (“Intermediate Skill Level”) on all elements by the end of the internship experience, although the evaluation period for certain competencies may vary in duration and timing.

More specifics about the evaluation process and specific evaluation elements are described in further detail in the Training Manual available on our website.

Application Process & Requirements

The application deadline has been extended to Monday November 25, 2019 11:59 PM EST (was previously Friday November 8, 2019 11:59 PM EST). To apply, please complete the AAPI online application, which may be accessed through www.appic.org. CAPS 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 do not require any additional supplemental materials other than what is part of the standard AAPI. Please send an electronic copy of all materials via the AAPI website.
- Applicants should include as part of their AAPI **three references, at least one of whom must have served as a clinical supervisor or directly observed some of the applicant's clinical work.**
- We require applicants to have the following:
 - Applicants must be enrolled in a program currently accredited by APA or CPA or one that has been granted an APA/CPA accreditation site visit by the time of the application deadline; applicants from programs that are not APA or CPA accredited or have not been granted a site visit as of the time of the application deadline will not be considered at this time.
 - 400 hours (minimum) AAPI intervention hours

- 20 hours (minimum) AAPI assessment hours
- 3 years (minimum) of graduate level coursework completed
 - Interns who match to our site must have successfully completed all required coursework (specified by their academic program) prior to the start of internship.
- Doctoral comprehensive exams must be passed by ranking deadline
- Dissertation proposal must be approved by start of internship

Applicants will be notified by Monday December 16, 2019 via email regarding whether or not they have been accepted for an interview. Interviews are tentatively scheduled for the week of January 6, 2020. Because services at CAPS are provided within a culturally relevant framework that intentionally emphasizes social justice, accepted applicants will be invited to interview via Zoom video conferencing (preferred) or phone only. Accepted applicants should expect an approximately 45 – 50 minute interview with a group of CAPS staff members.

Congruent with our commitment to social justice, we do not offer an on-site interview. If an interviewee wishes to arrange an in-person visit or tour of CAPS, they are welcome to contact the Training Director (jay.manalo@wcu.edu) to request this, but this is completely voluntary and not a required part of the interview process.

For applicants who successfully match to our site, they must also complete a standard human resources job application as part of being a WCU staff member which includes a background check and screening for eligibility requirements. This is a standard procedure for all WCU employees as psychology interns are classified as WCU staff.

Further information is available at the following links:

WCU Human Resources <http://hr.wcu.edu>

<https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/index.aspx/university-policies/index.aspx>

[University Policy 98 Employment Background Screening](#)

[University Policy 8 Dual Employment](#)

[University Policy 22 Intra-Institutional Professional Activities for Pay](#)

[University Policy 36 Fraudulent Disclosure and Willful Nondisclosure of Information Relating to Applications for State Employment](#)

[University Policy 38 Illegal Drugs and Illegal Use or Abuse of Alcohol](#)

[University Policy 46 Immigration Reform and Control Act of 1986](#)

[University Policy 57 Employment of Related Persons](#)

[University Policy 69 Re-Hiring an Individual Previously Terminated from Employment by WC](#)

[University Policy 92 Hiring Internationals at Western Carolina University](#)

Interns are classified as WCU employees and as such must have an authorization to work in the United States of America. Western Carolina University uses E-Verify to confirm employment eligibility of all newly hired employees. To learn more about E-Verify, including your rights and responsibilities, please visit www.dhs.gov/E-Verify. Proper documentation of identity and employability are required at the time of employment.

All new employees are required to have listed credentials/degrees verified within 30 days of employment.

Because of after hours on-call responsibilities, all clinical staff (including interns) must have reliable access to transportation and must be available to respond to after-hours crises (in person if necessary) in a timely manner. We

encourage interns to take this into account when choosing a place to live during internship, particularly given our rural location.

We strongly recommend that applicants who successfully match to the WCU CAPS internship program **allow sufficient time to move and get settled in the area prior to the first day of internship** as this can at times be a challenge living in a rural community where local businesses can have limited hours. The beginning of the internship year includes an intensive orientation schedule from 8 AM – 5 PM each weekday that may not allow sufficient time for outside errands or other time outside the office. Concerns about this should be discussed with the Training Director.

Interns are also **required to maintain their own professional (student) liability insurance** during their internship and will provide proof of insurance coverage to the Training Director by the start of internship.

For More Information

I hope that you will give strong consideration to submitting your application to our internship program! I wish you all the best in your match process. For more specifics about the content of the internship program, you may request an electronic copy of our training manual by emailing me or referring to our website. Feel free to also email me any questions you may have about the internship program.

Sincerely,

Michael Jay Manalo, Ph.D., HSP-P, NCC
Associate Director/Training Director/Licensed Psychologist
Pronouns: He/Him/His
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