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: https://accreditation.apa.org/
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 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)
- Intern involvement in CAPS committees (e.g. Diversity Committee, Trauma Informed Care Committee, Clinical Services Team, Training Committee)
- 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

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 once 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.

We also posted the following statement on our website this fall 2020 semester:
We are acutely aware of the devastating and ongoing impact of racism against the Black community. We understand not only the historical context of racism and the racial battle fatigue our Black community members carry, we also recognize that this battle continues to be waged through the current sociopolitical context. As a mental health service, CAPS is committed to social justice and to speaking out against systems that hurt and oppress others while also offering care and support to those hurt by those systems.

**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’ culturally relevant counseling skills.
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 12,167 students (as of fall 2019) 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 2019 student body profile statistics (as provided by WCU's Office of Institutional Planning and Effectiveness [Student Body Profile](#)):  

- **Total # of students:**  
  - 12,727 (11,029 undergrad, 1698 grad)  
- **# of students living on campus:**  
  - approx. 4500 students  
- **Gender (undergrad & grad combined):**  
  - 57 % female  
  - 43 % male  
- **Race/Ethnicity (undergrad & grad):**  
  - American Indian/Alaskan Native 0.8%  
  - Asian 1.1%  
  - Black or African American 5.5%  
  - Hispanic of Any Race 7.1%  
  - Multiple Race/Ethnicity 3.6%  
  - Native Hawaiian/Other Pacific Islander: 0.0%  
  - White 78.6%  
  - Unknown/International 3.3%  
- **Geographic origins (undergrad & grad):**  
  - 10,787 students in-state  
  - 1940 students out of state  
  - approx. 200 students from 66 foreign countries represented (including Jamaica, Mexico, Saudi Arabia, Canada, Colombia, Germany, Japan, United Kingdom, Netherlands, Brazil, China, Vietnam)
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.

CAPS has also released a series of self-help videos and resources for students that are available on our website at https://www.wcu.edu/experience/health-and-wellness/caps/self-help.aspx and https://affiliate.wcu.edu/caps-cope/.

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, 2021 to July 31, 2022. The stipend for the year is $28,000.

Interns are appointed as temporary hourly positions, paid at a rate that equates to $28,000 over the course of the 12-month internship year. 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

This position is not vacation or sick leave earning. However, in order to obtain the necessary hours to complete internship, we have calculated twenty-four (24) days of time away from work that may be used (with prior supervisor approval) over the course of the internship year. The 24 days of time away from work are also inclusive of university holidays when the CAPS office is closed. Because interns are paid at an hourly rate, their biweekly paycheck may vary depending upon if the intern uses any time away from work or if there are holidays during that pay period. When the 24 days away from work are used over the course of the internship year, the remaining days spent working at the calculated hourly rate described above will equate to being paid the advertised stipend of $28,000 per year. The internship year officially ends as of July 31, 2022. 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, iPad, & 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 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, 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 secondary supervision, supervision of supervision, supervision of group work, 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 and from semester to semester.

<table>
<thead>
<tr>
<th>FACE TO FACE DIRECT CLIENT CONTACT (hrs/wk)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Quick Access</td>
<td>6.0</td>
</tr>
<tr>
<td>Group Therapy</td>
<td>1.0</td>
</tr>
<tr>
<td>Open Clinical Hours (this includes intakes, personal counseling appointments, therapeutic consultations, psych testing, outreach and consultation placement, additional outreach hours, other direct services)</td>
<td>16.0</td>
</tr>
<tr>
<td>TOTAL CLIENT CONTACT (approx.)</td>
<td>23.0</td>
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<table>
<thead>
<tr>
<th>TRAINING (hrs/wk)</th>
<th></th>
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<tbody>
<tr>
<td>Primary Individual Supervision</td>
<td></td>
</tr>
<tr>
<td>Fall Semester: 2.0</td>
<td></td>
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<tr>
<td>Spring Semester: 2.0</td>
<td></td>
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<tr>
<td>Summer Semester: 2.0</td>
<td></td>
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<tr>
<td>Secondary Individual Supervision</td>
<td></td>
</tr>
<tr>
<td>Fall Semester: 1.0</td>
<td></td>
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<tr>
<td>Spring Semester: 0.0</td>
<td></td>
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<tr>
<td>Summer Semester: 0.0</td>
<td></td>
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<tr>
<td>Doc Intern’s Provision of Supervision to Master’s Trainee (spring only)</td>
<td></td>
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<tr>
<td>Fall Semester: 0.0</td>
<td></td>
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<tr>
<td>Spring Semester: 1.0</td>
<td></td>
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<tr>
<td>Summer Semester: 0.0</td>
<td></td>
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<tr>
<td>Supervision of Supervision</td>
<td></td>
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<tr>
<td>Fall Semester: 0.0</td>
<td></td>
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<tr>
<td>Spring Semester: 1.0</td>
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<tr>
<td>Summer Semester: 0.0</td>
<td></td>
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<tr>
<td>Doctoral Cohort (Group) Supervision</td>
<td></td>
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<tr>
<td>Fall Semester: 1.0</td>
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<tr>
<td>Spring Semester: 1.0</td>
<td></td>
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<tr>
<td>Summer Semester: 2.0</td>
<td></td>
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<tr>
<td>Seminar</td>
<td></td>
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<tr>
<td>Fall Semester: 2.0</td>
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<tr>
<td>Spring Semester: 2.0</td>
<td></td>
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<tr>
<td>Summer Semester: 2.0</td>
<td></td>
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<tr>
<td>Supervision of Group Work</td>
<td></td>
</tr>
<tr>
<td>Fall Semester: 0.5</td>
<td></td>
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<tr>
<td>Spring Semester: 0.5</td>
<td></td>
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<tr>
<td>Summer Semester: 0.0</td>
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<tr>
<td>Training Director check-in time (“homeroom”)</td>
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<tr>
<td>Fall Semester: 0.5</td>
<td></td>
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<tr>
<td>Spring Semester: 0.5</td>
<td></td>
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<tr>
<td>Summer Semester: 0.5</td>
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<tr>
<td>TOTAL TRAINING</td>
<td></td>
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<tr>
<td>Fall Semester: 7.0</td>
<td></td>
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<tr>
<td>Spring Semester: 8.0</td>
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<tr>
<td>Summer Semester: 6.5</td>
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<table>
<thead>
<tr>
<th>ADMINISTRATION (hrs/wk)</th>
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<tbody>
<tr>
<td>Case Conferences/Professional Development/Intersectional Inventory (Diversity)</td>
<td>1.0</td>
</tr>
<tr>
<td>Paperwork/Other Meetings/Prep</td>
<td>5.5 – 7.5</td>
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<tr>
<td>Task</td>
<td>Hours</td>
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<td>------------------------------------</td>
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<tr>
<td>Staff Meeting (Intervision/Intern</td>
<td>1.0</td>
</tr>
<tr>
<td>Processing)</td>
<td></td>
</tr>
<tr>
<td>Committee Meetings</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>TOTAL ADMINISTRATION (approx.)</strong></td>
<td><strong>8.0-10.0</strong></td>
</tr>
<tr>
<td><strong>TOTAL HOURS (hrs/wk) (approx.)</strong></td>
<td><strong>40.0</strong></td>
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**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 4 times a year: at mid-fall, end of fall, mid-spring, and at end-of-internship. These formal evaluations are documented by 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 is Monday November 23, 2020 11:59 PM EST. To apply, please complete the AAPI online application, which may be accessed through [www.appic.org](http://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, CPA, or PCSAS, or enrolled in a program that has successfully COMPLETED at least one of the following concrete accreditation milestones by the application deadline:
    - Submitted for Intent to Apply status
    - Submitted an accreditation self-study
    - Has been granted an APA/CPA/PCSAS accreditation site visit
    - Applicants from programs that have not completed at least one of the above steps by the application deadline or are not currently accredited by APA/CPA/PCSAS will not be considered at this time.
  - 300 hours (minimum) AAPI intervention hours
  - 10 hours (minimum) AAPI assessment hours
Applicants will be notified by Tuesday December 15, 2020 via email regarding whether or not they have been accepted for an interview. Interviews are tentatively scheduled for the week of January 4, 2021. 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 and to manage concerns related to COVID-19, 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

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.

In considering places to live in the area, we encourage staff and interns to have access to reliable transportation and to be mindful of commute times for their own personal needs, to consider the impact on distance on being able to engage with work related activities, and to consider your own work/life blending. For example, we sometimes participate in
after-hours or weekend outreach events or at times have to respond in-person to on-campus crises after hours (e.g. if a major campus tragedy happened like a student death, etc.). While these after hours events are more the exception than the rule, they are just something to take into account when looking at places to live. **Our work hours are M – F, 8 AM – 5 PM, and we regularly have meetings and/or client obligations that start at 8 AM and are scheduled till 5 PM.** Staff in the past have typically lived in places including Cullowhee, Sylva, Dillsboro, Bryson City, Franklin, Waynesville, and Clyde. Please also know that since we are in a rural area, public transportation and pedestrian-friendly options to get to campus are very limited.

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.

**Other Considerations for Potential Applicants**

If you are currently receiving services at WCU CAPS and intend to apply to the training program, you should discuss this with your counselor to avoid potential conflict of interest.

For applicants who are accepted into the training program, they cannot receive WCU CAPS counseling services once they begin their training experience at CAPS. CAPS can provide community referral information in these situations. You can talk to your counselor more about these options.

**COVID-19 Information**

We would like to make applicants aware that we are currently taking the following precautions at WCU CAPS to protect the physical and emotional health and safety of CAPS staff, trainees, and clients:

- All interviews for internship applicants will be conducted via Zoom.
- While you are welcome to request an (optional) in-person visit, we have a video on our website to help you get to know our internship program, staff, and campus: [https://youtu.be/vXr_6zVvpu4](https://youtu.be/vXr_6zVvpu4)
- As of spring 2020, we have been providing the vast majority of services to our clients via telemental health over Zoom. While we do offer some limited in-person appointments for students (particularly for crisis related concerns), no trainee or staff member is required to provide in-person services if they are uncomfortable doing so. Our limited, in-person appointments with students are only conducted with masks on and in our larger meeting rooms to permit physical distancing.
- As an agency, all of our staff members and trainees are required to have some designated days per week that they work physically on-site in the office to maintain operations and to support potential crisis related needs for students. However, we currently (as of fall 2020) offer all our staff and trainees the option of telecommuting on other days according to a consistent schedule of pre-determined days per week once they have been cleared to do so by their supervisors.
- All trainees have access to their own private office spaces on days they are in the office.
- All staff and trainees have remote access to our recordkeeping and scheduling system (Titanium) via a secure virtual desktop that allows secure access from personal devices on or off campus.
- Zoom or physical distancing options (indoor or outdoor) are always offered as an option for all staff meetings and trainings (including seminars and telesupervision).
• On days our staff and trainees are in the office, masks are required when in public areas of the office or if having any in-person/physically distanced meetings with other staff. We do not hold any large in-person meetings for staff unless physical distancing is possible.
• Our office and campus housekeeping have implemented enhanced sanitation and cleaning protocols; in the fall of 2020, all new staff (including interns) received a personal protective equipment kit including masks and hand sanitizer. Our office keeps sanitizing supplies and hand sanitizer available in readily accessible areas.
• COVID-19 testing (including rapid testing) is available both on campus and in the community.

During this unprecedented time, it is of course possible that experiences outlined in this brochure as well as other operations at CAPS may change in order to continue to promote the physical and emotional health and safety of CAPS staff, trainees, and clients.

Applicants with concerns related to COVID-19 are encouraged to share these with the Training Director (jay.manalo@wcu.edu).

All CAPS staff and trainees (along with all members of the broader WCU community) are expected to comply with WCU COVID-19 mandates, including the Catamounts Care Community Standards: https://www.wcu.edu/operations-procedures/community-standards.aspx

WCU campus-related COVID-19 updates can be found at: https://www.wcu.edu/coronavirus/index.aspx

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.

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.

Sincerely,

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