



**Counseling & Psychological Services (CAPS)  
Doctoral Psychology Internship Program Brochure 2022 – 2023**



*(photo of 2021 – 2022 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 for 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](mailto: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) in a trauma-informed environment
- Experience counseling students of diverse identities
- Annual seminar field trip to Cherokee to meet with WCU Cherokee Center and tour Museum of the Cherokee Indian in addition to 1 – 2 other seminars throughout the year with focus on Cherokee culture
- Learning the nuances of providing mental health care in a rural setting
- Opportunity to provide group experiences; past examples have included Nature Therapy, BIPOC drop in support space, Trauma Informed Yoga, Common Ground LGBTQ group, Living Emotionally Healthy (DBT) group, Sister Circle empowerment group, etc.
- A team-oriented, collaborative approach including integrated care coordination with WCU's Health Services and Campus Recreation & Wellness
- Involvement in outreach programs with other WCU campus programs and organizations to inform mental health awareness across campus; examples of past outreach programs that have involved interns include residence hall programs for Residential Living, collaborations with Out of the Darkness student organization, 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
- Collaborative consultation partnerships with other WCU campus departments (subject to change pending needs of campus partners); past collaborations include: 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 and Center for Domestic Peace (for sexual assault/domestic violence services)
- 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



# 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.**



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.

## 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. Interns have also had the opportunity to be involved in social justice efforts at WCU including developing specific outreach and consultation efforts aligned with social justice values.

We also posted the following statement on our website this past fall 2021 semester:

The past year and half has challenged all of us as we have lived through a global pandemic and have witnessed and experienced pervasive racism, political violence and hatred. It is difficult to express the depth of grief, rage, fear, and confusion we are living through. We know that you are already emotionally, mentally, and physically exhausted, and we encourage you to take time to reflect in your own ways. One thing is certain: we will continue to live by our CAPS Code which promises to eliminate barriers, challenge harmful systems, and work for equity for all, not only on our campus but in our larger communities as well. This year has continued to show us how much work we have remaining.

Many of us haven't experienced this level of exhaustion and emotional emptiness before, and you may not know what to do with all of what you're feeling. Whether you're not motivated, not enjoying life in the ways you have before, feeling defeated, noticing the impact that loneliness has on you, or perhaps you haven't realized the ways all of this trauma has impacted you. We know you're exhausted. We often feel that too, AND we promise that we'll keep being here.

We are honored to play a role in each of your stories. Each of you continue to show us what true resilience and growth looks like, and for that we are forever grateful. Thank you for allowing us to enter your spaces, peek into your lives and experiences, and to support you through these unbelievably challenging times.

### **Trauma Informed Care**

In the 2020 – 2021 academic year, CAPS (under the direction of our Trauma Informed Care committee) began reviewing policies and practices to better implement principles of Trauma Informed Care across our agency. Trainees and staff will be provided training on principles of Trauma Informed Care during orientation and throughout the year. We aim to engage in these principles at an organizational level for our clients, staff, and trainees. The principles of trauma informed care (Harris & Fallot, 2001) are the following:

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment

### **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 striving for confidence 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 individual and community wellness.
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.

CAPS (under the direction of our Trauma Informed Care committee) also aims to engage in the principles of Trauma Informed Care at an organizational level for our clients, staff, and trainees. The principles of trauma informed care (Harris & Falot, 2001) are the following: Safety, Trustworthiness, Choice, Collaboration, and Empowerment.

WCU is a member institution of the University of North Carolina school system. It has a total student body population of 11,877 students (as of fall 2021) enrolled in both undergraduate and graduate degree programs. 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 and was inducted into their Top Adventure College Hall of Fame as of 2021. 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's overall fall 2021 student body profile statistics are available on WCU's Office of Institutional Planning and Effectiveness [Student Body Profile](#).

Specific data and statistics about CAPS visits is available in the [2019 – 2020 WCU Student Affairs Annual Report](#) (see pgs. 16 & 38).

### **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 programs or consultation to these offices and the students they serve. CAPS also provides an annual seminar field trip to Cherokee to meet with WCU Cherokee Center and tour Museum of the Cherokee Indian in addition to 1 – 2 other seminars throughout the year with focus on Cherokee culture. We continue to engage in suicide awareness and prevention efforts on campus. 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 also provides opportunities for trainees to learn the administrative and leadership aspects of being a psychologist by participating in committee work.

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, 2022 to July 31, 2023. 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. 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.

<b>FACE TO FACE DIRECT CLIENT CONTACT (hrs/wk)</b>	
Quick Access	6.0
Group Therapy	1.5
Open Clinical Hours (this includes intakes, personal counseling appointments, therapeutic consultations, psych testing, outreach and consultation, other direct services)	15.0
Consultation with senior staff consultant	0.5
<b>TOTAL CLIENT CONTACT (approx.)</b>	<b>23</b>

<b>TRAINING (hrs/wk)</b>	
Primary Individual Supervision	Fall Semester: 2.0 Spring Semester: 2.0 Summer Semester: 2.0
Secondary Individual Supervision or Supervision of Group Work	Fall Semester: 1.0 Spring Semester: 1.0 Summer Semester: 0.0
Doc Intern's Provision of Supervision to Master's Trainee(s) (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

Training Director check-in time ("homeroom")	Fall Semester: 0.5 Spring Semester: 0.5 Summer Semester: 0.5
<b>TOTAL TRAINING</b>	<b>Fall Semester: 6.5</b> <b>Spring Semester: 8.5</b> <b>Summer Semester: 6.5</b>

<b>ADMINISTRATION (hrs/wk)</b>	
Prep Work/Paperwork	5 - 7
Meetings, committees, additional prep as needed	3.5
<b>TOTAL ADMINISTRATION (approx.)</b>	<b>8.5 - 10.5</b>

<b>TOTAL HOURS (hrs/wk) (approx.)</b>	<b>40.0</b>
---------------------------------------	-------------

### 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 has been EXTENDED TO WEDNESDAY DECEMBER 1, 2021 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
- 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 Wednesday December 15, 2021 via email regarding whether or not they have been accepted for an interview. Interviews are tentatively scheduled starting the week of January 4, 2022.** 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 or a separate Zoom meeting with the Training Director after the interview process or to contact current interns, they are welcome to contact the Training Director ([jay.manalo@wcu.edu](mailto: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 (please see links below).** 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 58 Improper Relationships between Students and Employees](#)

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

[University Policy 71 Children in the Workplace or Unsupervised on Campus](#)

[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](http://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.

**As of fall 2021, WCU has implemented a Get Vaccinated or Get Tested policy.** Information about this is available here: <https://www.wcu.edu/discover/about/operations-procedures.aspx>

#### **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 (updated 11/24/2021)

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 (who are offered an interview) will be conducted via Zoom.
- Applicants are welcome to email Jay ([jay.manalo@wcu.edu](mailto:jay.manalo@wcu.edu)) with any specific questions about the internship program. If an interviewee wishes to arrange an in-person visit or tour of CAPS or a separate Zoom meeting with the Training Director after the interview process or to contact current interns, they are welcome to contact the Training Director ([jay.manalo@wcu.edu](mailto:jay.manalo@wcu.edu)) to request this, but this is completely voluntary and not a required part of the interview process.
  - We do have a video on our website to help you get to know our internship program, staff, and campus: [https://catamountwcu-my.sharepoint.com/:v:/g/personal/ksgorman\\_wcu\\_edu/EYupuyp6X-FBoMkK2rXAvv0BKT-W6RZyNmgqdm6h7HLC1A?e=5fPZas](https://catamountwcu-my.sharepoint.com/:v:/g/personal/ksgorman_wcu_edu/EYupuyp6X-FBoMkK2rXAvv0BKT-W6RZyNmgqdm6h7HLC1A?e=5fPZas)
  - WCU has also developed a virtual campus visit that you can check out: <https://www.wcu.edu/apply/undergraduate-admissions/visit-wcu/virtual-tour/index.aspx>
- As of fall 2021, our chancellor has announced that Western Carolina University has resumed as close to normal operations this fall, while continuing to monitor the relevant scientific recommendations on COVID protocols. The resumption of normal operations includes in-person classes, fall sports, campus events and activities, community engagement and a return to full occupancy residential living. All buildings and facilities, including dining operations, the library and the campus recreation center will return to normal hours and increased capacity.
- As of fall 2021, CAPS is providing a mix of both in-person (with face coverings and physical distancing) and telemental health (via phone/HIPAA compliant Zoom). This is of course subject to change pending university directives and updates to health and safety policies.
- **As of fall 2021, WCU has implemented a Get Vaccinated or Get Tested policy.** Information about this is available here: <https://www.wcu.edu/discover/about/operations-procedures.aspx>

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](mailto:jay.manalo@wcu.edu)).

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  
Counseling and Psychological Services (CAPS)  
Western Carolina University  
225 Bird Building  
Cullowhee, NC 28723  
Office: 828-227-7469  
Fax: 828-227-7004  
Email: [jay.manalo@wcu.edu](mailto:jay.manalo@wcu.edu)  
Website: <https://caps.wcu.edu/>