

**CHATHAM UNIVERSITY COUNSELING CENTER-EXCELA HEALTH PSYCHOLOGY INTERNSHIP  
CONSORTIUM**

*Chatham University Counseling Center Doctoral Internship in Health Service Psychology Brochure 2023-2034*



### *Mission and Aspirations*

The mission of the Chatham University's Counseling Center is to provide high quality psychological and prevention-based, culturally-sensitive services aimed at promoting the overall wellness/well-being and success of our entire diverse student community. As part of our role in higher education, we also contribute to the advancement in the field of psychology through the training of graduate students and emerging professionals to offer excellent, culturally-sensitive care.

It is our vision that the Counseling Center will offer services for a full range of diverse students in an emotionally safe and respectful environment, maximizing student success in college and beyond, by providing culturally responsive mental health care. We value diversity among our faculty, staff, and students and encourage all of these community members to explore their own identities and beliefs about diversity. We strive to provide quality services that are sensitive to diversity of all kinds including age, gender, gender identity, race, ethnicity, ability, religion/spirituality, sexual/affective, socioeconomic, national identities, and values. We strive to assist our students individually and collectively to create a fulfilling and balanced life and to be engaged in their well-being and self-care as well as the well-being of our communities. We strive to enhance students' academic and personal experiences to help them be successful in a global, diverse, inclusive, more sustainable and technological world. We do this through collaboration with other divisions of the university including Student Affairs, Athletics, Career Development, International Programs, and Academic Programs to support the wellness of students through psychological services and well-being focused programming.

The mission of our consortium dovetails with our Counseling Center mission:

We strive to provide a developmental, sequenced and experiential training for psychologists in training to provide competent, ethical, and culturally informed services to support the well-being of the clients and communities they serve.

Our consortium is a collaborative effort to link together agencies in Southwestern Pennsylvania for the purpose of sharing resources to provide a culturally informed program to train doctoral interns in health service psychology. We provide generalist training to help meet the growing demand for mental health services provided by psychologists in both urban and more rural communities. We share the values of inclusivity, social justice, and wellness and use those to inform our internship.

We believe internship is a time of great professional growth and movement toward becoming an independent practitioner. We strive to train future psychologists who engage in ethical practice, integrate sociocultural context into their provision of services and all areas of work, and are strong generalists.

### *APA Accreditation Status*

The Chatham University Counseling Center – Excelsa Health Psychology Internship Consortium (CE-PIC) is not accredited by APA at this time. We are in the process of applying for accreditation through the American Psychological Association.

Questions specifically related to the program's accreditation 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)

### *APPIC Membership*

The Chatham University Counseling Center – Excelsa Health Internship Consortium is currently in the process of applying for APPIC membership.

## *Philosophy and Model of Training*

At the core of the Chatham-Excelsa Internship Consortium training philosophy is a commitment to compassion, skill development, self-awareness, and understanding identities and their impact on the whole person. Experiential practice, coupled with theory, research, and openness to learning allow us to actualize this philosophy. Training occurs through a variety of modes of learning: didactics, supervision, time for self-reflection, and interactions with staff and trainees at all levels.

The CE-PIC is based on the practitioner-scholar model and focuses on training strong generalist psychologists. We strive to provide a capstone training experience that prepares interns as ethical, multiculturally informed, and highly skilled generalist psychologists. We provide a developmentally sequenced, immersive and supervised training experience. We offer a rich array of training experiences based on the APA's profession-wide competencies, including intervention (such as individual, group, and crisis counseling, outreach), assessment, consultation, and supervision.

Training in ethical and legal standards, professional values and attitudes, research, individual and cultural diversity, communication and interpersonal skills, and consultation and interprofessional/interdisciplinary skills are integrated into the training, supervision and clinical work at each consortium site. Professional practice of psychology, and therefore our training, involves integration of current theory, practice, and research to guide assessment, treatment, and ongoing evaluation of clients in reaching their goals.

At all sites of the CE-PIC, development of a sense of professional identity is essential in our training program. We believe that essential to a professional identity is an integrated understanding of who we are as humans and clinicians, as well as who our clients are as people with interwoven social identities. Through supervision and seminars, we focus on the development of self and cultural awareness, development of culturally informed clinical practices, and a sense of cultural humility. In addition, we encourage lifelong learning for ever-evolving professional identities and cultural awareness.

### *Internship Aims and Profession-Wide Competencies*

Our training aims are informed by the mission of our consortium and are informed by our Philosophy of training. The profession wide competencies are set forth by the APA Office of Program Consultation and Accreditation

1. *Train entry level, culturally informed, generalist health service psychologists who integrate evidence-based practice into their work. This aim is associated with the following profession-wide competencies*
  - a. Individual and cultural diversity
  - b. Assessment
  - c. Intervention
  - d. Supervision
  - e. Consultation/interprofessional/interdisciplinary skills
  - f. Research
  
2. *Train entry level health service psychologists who demonstrate a professional identity as psychologists, self-awareness and ethical, professional practice. This aim is associated with the following profession-wide competencies*
  - a. Legal/ethical standards
  - b. Professional values, attitudes and behaviors

c. Communication and interpersonal skills

## *The Internship Experience*

Chatham University has three locations. The main campus is located in the lovely Shadyside and Squirrel Hill neighborhoods of Pittsburgh, Pennsylvania. The Eastside location hosts our School of Health Sciences and is located in East Liberty, a fun and vibrant neighborhood. The Eden Hall Campus is home to the Falk School of Sustainability and is located in Richland Township, PA. City buses run to the Shadyside and Eastside locations. A university shuttle runs between Eastside and Shadyside and between Shadyside and Eden Hall. The Counseling Center has locations in Shadyside and in Eastside. Events may be held occasionally at Eden Hall.

Chatham started as a private women's college in 1869 with the goal of providing undergraduate education to women. In 2014, Chatham transitioned to a gender inclusive school at all levels. Chatham offers 45 undergraduate majors and 29 graduate programs of study, including master's and doctoral programs. Many of Chatham's graduate degrees are in the health sciences (counseling psychology, physical therapy, occupational therapy, nursing, exercise science, and physician assistant) as well as degrees in business, writing, sustainability, and sciences. At the undergraduate level, degrees in Arts, Humanities, Sciences, Education, and Sustainability are offered. Chatham students represent 46 of the states in the United States and 31 countries (from the 2020-2021 academic year).

Chatham has over 2600 students at the undergraduate and graduate levels. The Counseling Center offers a rich array of services, including individual counseling, concise appointments (to speed client's entry into the counseling center), outreach services, assessment, consultation, support groups, and supervision of first year doctoral students.

The Chatham University Counseling Center has 6 permanent staff members (2 full-time psychologists and 3 part-time psychologists and one administrative assistant). We will host one doctoral intern (starting in July, 2023) and several practicum students to serve the mental health and wellness needs of a community of our undergraduate and graduate students. We provide individual counseling, ADHD assessments, support groups, outreach programming, and supervision of practicum student(s). Options may include a rotation to engage in bariatric assessment at Excelsa Health and a psychopharmacology experience with the psychiatrist at Excelsa Health's Latrobe location. The Chatham Internship Training Director serves as the training director for the overall consortium.



<https://www.chatham.edu/>

## *Internship Training Sequence*

Interns complete a one year (12 month), full time internship from July 1 (or the first appropriate business day thereafter) through June 30. Interns will complete a total of 2000 hours, of which at least 500 hours must be direct service with clients (see description of Direct Service Activities below). Intern training is structured to be developmental, sequential, and cumulative, such that by the completion of internship, interns should be ready for independent practice as entry level health service psychologists. Interns build competencies through a variety of activities and experiences, including experiential activities, observation, co-facilitation, didactic training, supervision, feedback, and modeling. Training activities increase in complexity over the course of the year, as do the responsibilities and expectations for increasingly independent functioning. We envision interns building competencies to support their progression from using supervision to help decide on courses of action to, toward the end of the year, using supervision as consultation.

Interns are provided with an orientation at the start of the training year. Direct service activities include individual counseling, intakes, assessment, group counseling, consultation, and outreach. The internship provides 2 hours per week of individual supervision with a licensed psychologist, 2 hours weekly of group supervision (case conference and supervision of supervision), 1.5 hours weekly of diversity/assessment supervision, didactic trainings, staff/team meetings, administrative activities, and research. Travel is required to and from Chatham University on a weekly basis for joint training seminars. Occasionally, an intern training day may be held at a consortium member site. For additional details of the experiences offered by each site, please see the Internship Site Descriptions.

Experiences in service delivery plus our supervision and training provide interns with the opportunity to meet the aims of our internship and the competencies described and become entry level Health Service Psychologists upon successful completion of internship.

### **Direct Service Experiences**

Concise appointments: Interns provide 2 hours per week of initial consultations with clients at their respective sites.

- Chatham's Counseling Center uses Meek's (2020) Flexible Care Model, which provides for a 25 – 30 minute initial, goal-oriented meeting. In this meeting, the therapist focuses on important issues, as communicated by the client, as well as a brief intake. The goal for these brief sessions is to help with the client's immediate concerns and to provide a clinical disposition. Many client concerns can be addressed in one to two sessions; however, some clients will choose to engage in brief or even longer term individual therapy.

Individual Therapy: Interns provide brief therapy and have the option to keep one or two long term clients on their caseload.

- Interns may also see career counseling clients, student athletes, or students who are served by OAAR (Office of Academic and Accessibility Resources). However, this depends on clients who come into the office to request services.

Group Therapy: Interns observe then co-facilitate a monthly family medicine support group at Excelsa Health. This group is currently offered monthly, and the intern may participate in person or virtually. Additionally, Chatham has offered affinity support groups in the past, including a BIPOC

Support Group, LGBTQIA+ Support Group, Living with the New Normal, and a Dissertation/Capstone Support group. If other support groups are offered, interns may be able to co-facilitate one of those as well.

Assessment: Interns are trained in and provide personality and/or ADHD assessments to the Chatham student community. Interns complete at least one assessment in the fall semester and one assessment in the spring. In the spring semester, interns have the opportunity to provide more assessments if they would like more experience. This request should be made to the Internship Training Director and decisions will be based on demand for assessments.

- Occasionally, another clinician at the Counseling Center may request an assessment to help understand a client's challenges and strengths. Interns are trained in therapeutic assessment (Stephen E. Finn) and provide assessment consultation for the clinician.
- The intern may also participate in a brief experience (6 – 8 weeks) of bariatric assessment at Excela Health, when this rotation is available. This is an in-person experience, therefore, travel to Excela (approximately one hour) is necessary.

Provision of Supervision: Two supervision experiences are provided.

- In the fall semester, the intern co-facilitates a clinical team with a permanent, licensed counseling center staff member.
- In the spring semester, the intern usually supervises a practicum student. If an intern is unable to provide supervision for a practicum student, other options to develop supervision competencies will be provided, such as co-facilitating supervision with a licensed mental health provider.

Consultation: The intern may have the opportunity to consult with other university offices, including the Office of Academic and Accessibility Resources, Career Development Office, Office of Diversity Equity and Inclusion, Residence Life, and Athletics.

Outreach: The intern provides at least 4 outreach programs per semester. These include psychoeducational programming, events during student orientation or Weeks of Welcome, and others. Popular topics include adjusting to campus/mindfulness, time management, unplugging from social media, Zoom fatigue, and Sleep Strategies. Interns are welcome to suggest and help develop new and relevant topics for outreach programming.

## **Supervision**

Individual supervision: interns engage in 2 hours weekly of individual supervision with a licensed psychologist at Chatham's Counseling Center. Interns are asked for their preferences in supervisor and matches are made by the Internship Training Director and Training Committee. Interns keep the same supervisor throughout the year and, in the Spring semester, have the opportunity to split supervision between their fall supervisor and a second primary supervisor. This option does depend on supervisor availability.

- *Group Supervision of Individual Therapy.* Clinical work is discussed in this seminar. Formal case presentations are not part of this seminar. Instead, this is an opportunity to share successes, challenges, explore reactions to clients, and consider professional development as they progress with clients.



- *Diversity/Assessment Supervision:* Interns meet weekly for one hour in the fall and spring semesters. Supervision rotates between Diversity and Assessment throughout the year. In **diversity supervision**, interns will have the opportunity to collaboratively create a brave space, setting norms and expectations so they can explore the ways in which privilege, bias and experiences of discrimination and oppression can influence our work as psychologists. In **assessment supervision**, a variety of assessments will be reviewed as they will be used by interns. Assessments include the mental status interview and clinical interview, WAIS-IV, DKEFS, MMPI, PAI, Trail Making Test, Connors, Wisconsin Card Sorting Test, and others. Interns discuss the assessment requests they receive and provide. Interns also learn and practice using therapeutic assessment (Stephen E. Finn) to provide feedback to clients.
- *Supervision of Supervision:* During the spring semester, interns meet weekly for one hour per week for supervision of supervision, co-facilitated by the Internship Training Director and the Excelsa Director of Behavioral Health (who serves as the Excelsa internship director). In this meeting, interns share their experiences of providing supervision, learn new skills for managing issues that arise during their work as a supervisor, and review recordings of their work with supervisees or medical residents.

In addition, the Chatham intern has the opportunity engage in a number of cross-site activities with Excelsa Health. Some of these activities include:

- Co-facilitation of a *monthly support group* for Excelsa's family medicine residents, which meets the second Thursday of each month.
- Participation on Grand Rounds and other didactics at Excelsa.
- Observation of psychiatric appointments at Excelsa.
- Engagement in bariatric assessment, if the rotation is available and the intern chooses.

On Fridays, interns meet together for weekly *supervision and training meetings*. (Individual supervision is scheduled separately.) A typical Friday training schedule may look like this:

### Example Seminar Schedule (Fridays in the Fall)

9:00 – 11:00	Doctoral Intern Didactic Seminars
11AM– 12:00	Group Supervision of Individual Therapy
12:00 – 1:00	Intern Lunch
	On the second Friday of each month, or as interns request, the Internship Training Director will join for the first 45 minutes
1:00 – 2:00	Diversity/Assessment Supervision Seminar (rotates weekly)
2:00 – 3:00	Professional Issues/Development Seminar
3:00 – 5:00	Research Project Collaboration (Fall semester)

### *Spring semester change for Friday Seminar Schedule*

2:00 – 3:00	Professional Issues/Development Seminar
3:00 – 4:00	Supervision of Supervision
4:00 – 5:00	Research (interns may schedule one additional hour per week in the spring semester for research)

## Training Seminars

Didactic Seminars: Didactic seminars occur each week and cover a variety of topics. This includes a series on group facilitation (3 weeks), outreach (2 weeks), crisis assessment and intervention (4 weeks), ethical practice (4 weeks), models of supervision (3 weeks), termination/discharge planning (2 weeks), evidence-based practice (2 weeks), vocational psychology (3 weeks), working with athletes (1 week), psychopharmacology, consultation, learning disabilities, and professional identity development (periodically throughout the year). Culturally informed practice is infused throughout these seminars. As internship progresses, other topics will include professional practice and clinical topics. Examples of topics might include trauma informed care, mindfulness, harm reduction, integrated care, affirming care for transgender and gender non-conforming people, motivational interviewing, and others.

Professional Issues/Development Seminar: Interns engage in a 1-hour weekly seminar for professional issue (including ethics) and professional development. During this seminar, interns discuss ethical practices and decision making, use an ethical decision-making model, and engage in conversation about their professional journeys and identity development as a psychologist.

Integrated Care Seminar: Integrated care is a growing and much needed focus in psychology, therefore we host speakers and discussions around the practice of engaging in integrated care. This seminar meets once a month. Meeting time will be announced before the start of each semester (in August and in December.)

Research Seminar: This seminar meets monthly to explore intern's progress on their research project, provide support for the research project, and discuss other issues related to research that may be helpful as interns complete their internship and research activity. Meeting time will be announced before the start of each semester (in August and in December.)

Interns also attend *via video* two relevant trainings at Excelsa Health per month. These include a variety of topics such as working with older adults, diversity conversations, eating disorders, and much, much more. Interns are free to choose the topics they would like to attend each month. These include Excelsa's Grand Rounds, 2<sup>nd</sup> Wednesday of month, 7:30 – 8:30AM.

Interns are invited to several other training activities. These are not required but can provide excellent professional development experiences. These activities include:

- Chatham University's annual DEI Professional Development Day, usually on a Friday in late April.
- Chatham's Graduate Psychology Continuing Education Programs, offered each semester.
- Excelsa's Research Day, usually offered in April, virtual or in person
- Graduate Psychology's HRSA grant based trainings and library. This grant trains mental health practitioners in integrated care settings to work with the mental health needs of youth and young adults in high need areas and ensuring culturally competent care that attends to trauma, suicide, and substance misuse. The grant provides for several training opportunities throughout the year. Chatham interns are invited to attend these seminars. Past topics have included:

- Imposter Phenomenon by Dr. Kevin Cockley
- Stigma Reduction
- Trauma Informed Care
- Health Disparities
- Trans Affirming Care

## Orientation

Orientation occurs jointly for both interns as well as specifically at each site. Orientation is an important part of our internship as interns begin the year-long mentoring process. Each site is also responsible for providing an orientation to its interns in the first month of training, including site specific policies and procedures of the organization, details of using telehealth technology, record keeping/clinical notes and associated technology (Titanium for Chatham and Allscripts for Excela), organizational professional standards, and specific details about provision of services offered by the site. The goals of orientation are to:

- Provide interns with time to get to know each other
- Provide time for interns to get to know the Internship Training Director and training staff
- Complete the onboarding process with Human Resources
- Facilitate meetings with other offices at interns' respective sites
- Become familiar with the policies and procedures of the internship, their respective sites, and be aware of intern rights and responsibilities
- Assess their professional development needs, goals, and hopes for internship
- Have time to set up their office and develop familiarity with the technology for on-site and telehealth work
- Provide information and opportunity for discussion on important clinically related topics such as:
  - Diversity, Cultural Awareness, and Cultural Humility
  - Ethical and Legal Standards, including Telehealth and Confidentiality
  - Multiple Roles
  - Meetings with other staff
    - Chatham Interns will meet Counseling Center Partners – Career Development, OAAR, Athletics, International Programs, Health Services, Residence life
    - Excela Interns will meet family medicine residency faculty and staff
  - Clinical Record Keeping (Titanium and Allscripts)
  - Safety Protocols including Crisis, Suicide Assessment and Intervention
  - Mental health resources (Talkcampus, Thriving Campus for Chatham)
  - Intakes/Concise Appointments
  - DSM Diagnosis
  - Treatment Planning
  - Problem Solving Therapy

*Example Weekly Schedule*

<b>Direct Service</b>	<b>Hours per week</b>
Concise Appointments	2
Individual Counseling	10 – 11
Medical Resident Support Group Co-facilitation	.25 (1 hour per month)
Assessment	1 hour (average per week)
Outreach	.5 (6 per semester)
Consultation	1
<i>Fall: Clinical team co-supervision</i>	1.5
• <i>Spring: Supervision of Prac Student</i>	1
<i>TOTAL</i>	<i>About 17 hours per week</i>
<b>Supervision</b>	<b>Hours per week</b>
Individual Supervision	2
Assessment/Diversity Supervision (rotates weekly)	1
Group Supervision of Individual Therapy	1
Medical Resident Support Group Supervision	.5 hour per month
<i>Fall: Supervision of Clinical Team</i>	.5
• <i>Spring: Supervision of Supervision</i>	1
<i>TOTAL</i>	<i>5 - 5.5 hours per week</i>
<b>Training Seminars</b>	<b>Hours per week</b>
Intern Didactic Seminars	2
Professional Issues and Development Seminar	1
Research Seminar	.25 (once a month for 1 hour)
Integrated Care Seminar	.25 (once a month for 1 hour)
Interdisciplinary Case Conference	.5 (once a month for 2 hours)
Psychiatric Consultation Observation	.5 (once a month for 2 hours)
Peer Support/Training Director Check In	1.5
Excela Grand Rounds/Didactics	.5 (twice a month for 1 hour each)
<i>TOTAL</i>	<i>6.5 hours per week</i>
<b>Administrative Activities</b>	<b>Hours per week</b>
Paperwork/supervision prep	4-5
Research (dissertation or project)	2
Staff meeting	1.5
Student Affairs Staff meeting	1
<i>Total</i>	<i>.5</i>
<b>GRAND TOTAL</b>	<b>About 40</b>

## *Evaluation*

Interns and supervisors collaboratively set training goals for the intern at the start of supervision. Interns and their primary supervisors are asked to review the Evaluation Form at the start of the internship year to specify intern interests, identify training needs and goals, and discuss strengths and growth edges. Supervisors are expected to provide regular, ongoing feedback during weekly supervision about the intern's progress toward their goals, strengths, and areas for continued growth. Through this ongoing assessment process, feedback about areas for growth can be given prior to the formal, written evaluation process, providing the intern time to focus attention on the areas for growth. Interns received formal, written evaluations twice a year, once in December and once at the end of the training year in late May or June.

The formal evaluation consists of the nine profession wide competencies as set forth by APA. Each learning element, under each of the nine competencies, is evaluated on a 1 – 5 scale. At mid-year in December, interns who are meeting expectations should achieve a 3 on all learning elements. By the end of the internship year, interns should achieve at least a 4 on all learning elements. The evaluation can be found at on the Consortium website under Policies and Procedures: Supervision and Evaluation. Specifics can be found in the Consortium Handbook, available on our Consortium Website.

## Supervising Faculty



**Gina Zanardelli, Ph.D.**  
Internship Training  
Director  
Associate Professor;  
Chatham University  
[GZanardelli@chatham.edu](mailto:GZanardelli@chatham.edu)

After spending 10 years providing mental health services to college students, I transitioned to a faculty position in Chatham's Graduate Psychology program. When our Counseling Center decided to begin a doctoral internship, I was excited to find myself the Internship Training Director. I'm passionate about training practicum and internship students and to return to the Counseling Center world balances my love of teaching classes with supervision and training.

In supervision and training, I lead with cultural humility and open the door for conversations about your experiences in training. I also value integrating social identities and diversity contexts of our lives without assuming that our identities are playing a role in our work or in our clients' lives. I believe a supportive environment is necessary for supervision to work so we can explore your strengths, successes, growth edges, and challenges. Finally, and not least important, attention to clinician wellness is essential so we can do good.

Clinically, I am a generalist with a specialization in strength based and therapeutic assessment. Providing therapeutic assessment feels like helping someone put the pieces of their puzzle together in a way that makes sense to them. Assessment becomes a useful resource rather than a mysterious and potentially pathologizing process. Theoretically, I conceptualize clients from a culturally informed and interpersonal process framework. My approach explores the familial, identity-based (e.g., bias, discrimination, microaggressions), health, and environmental, experiences that may be influencing clients' concerns.

In pursuit of my own wellness, I'm a distance runner, a baker, a novice gardener, and a hobby photographer. My two pandemically acquired cats, Nutmeg and Nigel, love to help me wake up for my early morning runs.

We welcome you to review our internship materials, ask questions of any of us, and consider joining us for your internship year. I wish you the very best as you move into this final stage of your journey to become a psychologist.



**Elsa Arce, Ph.D.**  
Counseling Center Director  
Chatham University  
[Arce@chatham.edu](mailto:Arce@chatham.edu)

My career background has been amazingly fruitful in experience for me. I started as a Clinical Psychologist in Peru more than 30 years ago and managed a Counseling Center in a private college there. I found my work extremely interesting while helping young adults and adults transitioning in their personal development. Terrorism hit my country and it was too dangerous for us to continue living there. My husband and I decided to seek higher level academics accepted to pursue our doctoral degrees in the US. It was a hard transition leaving our families and friends, speaking another language, and understanding a different culture. However, resilience and perseverance brought me to the place that I am now as the Director of the Counseling Center for more than 26 years at Chatham after achieving my doctoral degree in Counseling Psychology. I believe that my background has helped me in helping others to reach their goals as well.

My passion is my work and has different faces: as a therapist, as a consultant, as a supervisor of trainees, and as an administrative manager. My clinical and supervisory work is eclectic, based on dynamic work. I am very much interested in the life experience and difficulties related to trauma of our clients so I can help them reflect about these life situations and make honest and good decisions in their relationships for a healthy future life. Personally, I am an avid artist (drawing and painting) and usually try to incorporate my art skills while helping clients to be able to express their experiences through media.

For my trainees, it is important to meet them where they are regarding their therapeutic skills while encouraging them to find their best framework to help not only their clients, but to encourage them to become their absolute best in their professional and personal lives. My life experience continues to teach me how we can help each other in so many ways by providing a safe space to talk about accomplishments, worries, and especially difficulties. As we know the work of each other, I believe that it would enhance our trainees experience and will enable them to be prepared to give their best in the present and future therapeutic work.



**Michele Mattis, Psy.D.**

Director of Behavioral Health  
Excelsa Health

[MMattis@ExcelsaHealth.org](mailto:MMattis@ExcelsaHealth.org)

Note: Provides individual supervision only to Excelsa Interns but co-facilitates many of the training experiences.

I am the Director of Behavioral Sciences within the Latrobe Family Medicine Residency Program. I am a licensed psychologist and a licensed professional counselor. I am also certified as a K-12 school counselor. I have worked in a variety of settings including hospitals, college counseling centers, public education, behavioral health agencies, and with families in their homes. This variety has served as a solid foundation to help understand individuals from a systemic, culturally informed approach.

I approach therapy using an existential framework. In other words, all of us are searching for answers to difficult questions about what choices to make to increase our sense of purpose and happiness. We may need help forming connections and meaningful relationships with others because we feel alone or isolated. I am not here to give patients any answers, but to empower them to find options within themselves.

Similarly, as a supervisor, I believe the most powerful tool available is the utilization of the self in the moment. Positive outcomes occur when supervisors focus on the learning process rather than the content; encourage a positive, safe, working relationship with students; and strive to fully understand the developmental growth that occurs throughout the internship. Through this educational journey, interns become equipped with the tools necessary to challenge socially constructed, oppressive hierarchies, finding within themselves the power to become agents of social change.

On a personal note, I am native to the area and passionate about improving the services in the community. I am an avid Steeler fan and enjoy spending time with family and my two golden retrievers, Triskit and Sydney. When I'm not working you can typically find me engaging in home improvement projects, landscaping, and gardening. I also enjoy playing disc golf, reading, bowling, and musical events.

Thank you again for your interest in our internship. Please contact me if you have any questions about the program. Good luck with your search and above all, please take good care of yourself during the interview season and match process!





**Jennifer Q. Morse, Ph.D.**  
Executive Director of Counseling  
& Wellness  
Faculty  
Chatham University  
[JMorse@Chatham.edu](mailto:JMorse@Chatham.edu)

After more than a decade of NIMH-funded clinical research focused on late-life mood disorders and adult personality disorders, especially borderline personality disorder, I have been happy to switch gears to teaching graduate students in Counseling Psychology and to focusing my scholarship and University service on diversity climate surveys and social justice education. I put my grant writing skills to good use to secure Health Resources and Services Administration Behavioral Workforce Education and Training grants for our MS and PsyD students working in integrated care settings, particularly with historically excluded populations and for students who themselves hold similar identities. When the opportunity arose to deepen the relationship between the Counseling Psychology doctoral program and the Counseling Center practicum training, it was a good fit for me even though it resulted in reduced time in the classroom. Training and supervising students fills that gap that teaching less leaves.

I work to approach clinical work and supervision with cultural humility and to attend to the systemic pressures impacting both clients and trainees. My graduate training focused on behavioral and learning-based psychotherapies and I am a certified supervisor and trainer in Problem Solving Therapy. Rather than cookie-cutter approaches, I find that these therapeutic approaches can be powerful when a client's expertise in their own life and experience and open discussion of context and systems of oppression are part of the conceptualization and intervention.

I supervise like I mentor and teach – warmly, with high expectations and lots of scaffolding, with willingness to get into the weeds (answering “stupid” questions, role playing) and respecting autonomy and professional growth, and with discussion of work-life process and of learning professionalism and self-compassion instead of continued perfectionism. (Work-life balance implies, to me, that there is a balance point which can be held; process to me means that the balance point is often moving.) I try to model the same and thus make mistakes all the time.

## Affiliated Training Faculty



**Darla Timbo, Psy.D., LCP**  
Counselor  
Chatham University

Welcome, my name is Darla Timbo Psy.D., LPC. I am coming to you with 13+ years in the field of psychology and counseling. I currently serves as a part time clinician in the counseling center of Chatham University, where I provide individual counseling to students on campus, as well as serve on different committees aiding in student advancement. In addition to serving at Chatham, I also serve in an assistant professor role at another local university and am the owner of Atlas Counseling Services; were I primarily serve underrepresented groups of people.

While working from an Existential Humanistic theoretical base, I assist clients with developing authentic and genuine relationships and exploring issues that are causing distress in their lives. I am committed to providing experienced and compassionate services such as: individual and group counseling services, psychoeducation, consultations, forensic counseling, substance abuse counseling, and a variety of different organizational trainings. These counseling services focus on the philosophical assumption that focusing on the present will help clients to overcome the past and navigate the future.

My research interests include multiculturalism, diversity—primarily Black client’s response to mental health treatment and clinicians of different racial/ethnic backgrounds, and client outcomes in counseling settings.

**Leigh Skvarla, Ph.D., LCP, Chatham University Consultant and Supervisor for Athletics**

Leigh is our consultant for our trainees who work with athletes. While we do not offer a specialty in working with athletes, if interns are interested and if the need exists, we will work with the intern so they can engage in some work with athletes.

## *Life in Pittsburgh*

Are you wondering what life outside of internship could look like in Pittsburgh? We have some starting points for you, including some of our favorite things!

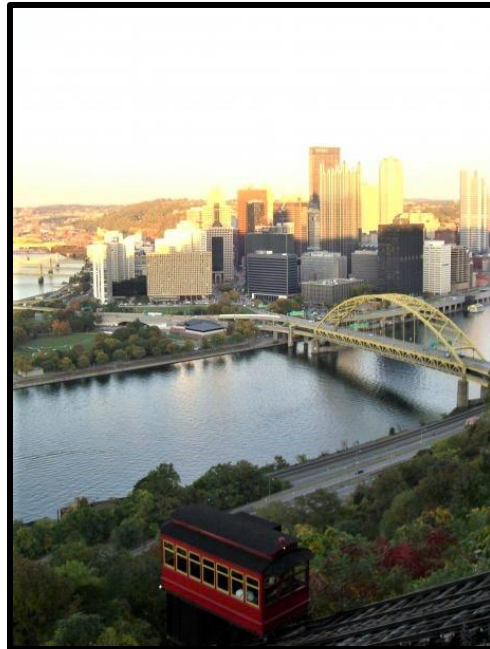
Chatham provides information and links to information about Pittsburgh at:

<https://www.chatham.edu/locations/city-of-pittsburgh/index.html>

We think Pittsburgh is an all-season city! There are outdoor and indoor activities, including festivals like the free Pride Festival and Three Rivers Arts Festival in June; Pittsburgh Black Music Festival and Picklesburgh in July; and an International Jazz Festival in September.

<https://www.visitpittsburgh.com/events-festivals/annual-events/>

Museums abound, as does theater life. The Carnegie Museums include the Science Center, Art Museum, Natural History Museum, and Andy Warhol Museum. Our interests range from the arts and theater to hanging out at the pools and spray parks, to museums, and the local running and cycling events. We are host to the world class Pittsburgh Symphony. We also have two working inclines, which are part of our rich history and now provide transit and lovely views from Mt. Washington to downtown.



We enjoy Phipps Conservatory and Botanical Gardens. This local organization provides a beautiful experience in nature, gardens, and sustainability. It has 15 acres, an orchid garden, a butterfly display, Chihuly glass displays, and several gardens. Phipps provides seasonal experiences as well. For more information: <https://www.phipps.conservatory.org/>

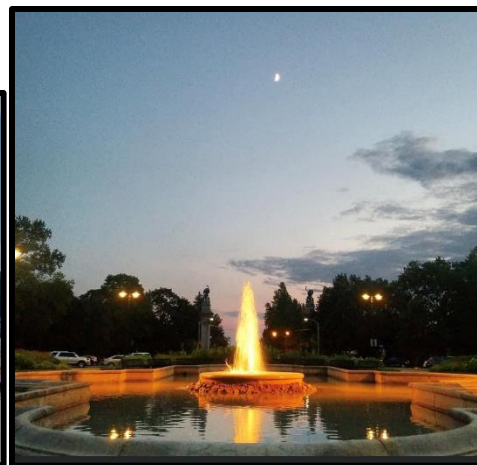


We all enjoy the local and state parks in Pittsburgh and Pennsylvania, which are free! Folks at the Counseling Center enjoy hiking, bicycling, and exploring Frick Park, Highland Park, Schenley Park, Point State Park (all within city limits). There are many parks within an easy one-hour drive, including McConnells Mills, Raccoon State Park, and Moraine State Park. If you're interested in exploring the parks, here is a place to start:

<https://www.dcnr.pa.gov/StateParks/Pages/default.aspx>



Point State Park



Highland Park

Pittsburgh is also the start (or end) depending on your perspective of the GAP trail, or Greater Allegheny Passage. <https://gaptrail.org/> and C&O Canal Towpath (<https://www.canaltrust.org/plan/co-canal-towpath/>). If you enjoy hiking, camping, bicycling, or nature in general, this might be a great place to explore. The GAP trail connects at Point State Park and traverses Pittsburgh's Southside and Waterfront neighborhoods. The C&O Canal Towpath runs to Washington DC.

## *Support Offices*

Chatham University has many offices to provide support for its students. Interns may be involved with some of these offices in a variety of ways, especially by providing outreach programming or by consulting with staff.

### **Office of Diversity, Equity, and Inclusion**

This office has multiple functions, including management of our Intergroup Relations Program (classes and workshops), facilitating Diversity Dialogues; hosting the RISE (Retain, Involve, Strengthen, Excel) program; coordinating Heritage, History, and Awareness months; and providing faculty and staff development seminars. Interns may have opportunities to work with ODEI, particularly in the outreach and training venues. For more information:

<https://www.chatham.edu/student-experience/diversity-equity-inclusion/index.html>

### **Office of Career Development**

Interns may collaborate with the staff in Career Development in providing career assessment and counseling to students or co-facilitating workshops for students on their career development. For more information: <https://www.chatham.edu/student-experience/career-development/>

### **Office of Academic and Accessibility Resources**

Interns may collaborate with OAAR in a variety of ways as well. OAAR staff sometimes refer students to the Counseling Center for additional support. We also provide limited assessments for ADHD for students. Interns will have the experience of providing assessments, although this depends on student demand for assessment services. For more information:

<https://chatham.edu/academics/support-and-services/office-of-academic-accessibility-resources/index.html>

### **Athletics and Recreation**

Interns may have an opportunity to work with athletes. Athletics may refer clients to our office and at times, Athletics requests outreach programming on mental health related issues, including time management and stress management. For more information: <https://www.chatham.edu/student-experience/athletics-and-recreation/index.html>

### **Office of Residence Life**

Interns may help provide training to the Resident Assistants for some of their outreach experiences.

### **Annual Out of the Darkness Walk**

Each year, Chatham participates in the Out of the Darkness Walk, which is facilitated by the American Foundation for Suicide Prevention (AFSP). Staff from the Counseling Center are encouraged to participate, whether it be in the walk itself or staffing a table during the walk to answer questions and provide resources related to suicide prevention.

## *Diversity and Non-Discrimination Policy*

The Chatham – Excelsa Internship Consortium values diversity and strives for an inclusive, equitable environment for its members. We believe that diversity enriches our experiences and lives, promotes professional growth, and is a necessary and valuable part of providing high quality mental health care. We work toward creating a welcoming environment in which all staff, interns, and practicum trainees feel valued and respected.

Both Excelsa Health and Chatham University have policies of non-discrimination and do not tolerate identity-based discrimination. Furthermore, both agencies embrace the value and importance of diversity in their training and service provision.

Each Internship Site must provide and maintain an internship experience that is free from unlawful harassment, discrimination, intimidation, violence, and retaliation. Further, the CE-PIC will not engage in or tolerate unlawful harassment, discrimination, intimidation, violence, and retaliation. Policies are available in the organization's Employee Manual.

### **Chatham University Equal Opportunity Employment Policy**

Equal opportunity and affirmative action are integral to employment and education at Chatham University because we recognize that the University's present and future strength is based primarily on people and their skills, experience, and potential to develop, no matter what their race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, disability, veteran status, marital status, or any other legally protected status. The University will not tolerate any form of discrimination on these bases (i.e., race, national origin, disability) including different treatment, and prohibits retaliation against those who file complaints about discrimination or who participate in the investigation of such complaints.

The University has a policy of equal opportunity employment and educational opportunities and affirmative action that is broad in scope and supported at all levels of the University. In addition, Chatham has implemented a Search Advocate program, through which staff and faculty trained in equitable search practices participate on search committees for open positions.

The University will make good faith efforts (through responsible managers and officials), in accordance with the law, to recruit, hire, train, and promote persons in all job titles, without regard to race, color, religion, gender, sexual orientation, gender identity or expression, marital status, familial status, pregnancy, national origin, age, disability, or status as a disabled veteran or veteran of the Vietnam era, except when age or sex are bona fide occupational requirements or when a specific disability constitutes a bona fide occupational disqualification.

University managers and officials shall support affirmative action principles to ensure that members of protected categories are introduced into the work force, the student body, and University community. Students and employees in protected categories are encouraged to apply for and participate in all University provided opportunities including promotional, educational, and training opportunities.

University officials shall make continual efforts to ensure that hiring and promotion decisions are in accordance with equal opportunity principles by imposing only legitimate business requirements for hiring and promotional opportunities. Likewise, student admission and retention decisions will be made with equal opportunity at the forefront of decision making.

All personnel actions, such as compensation, benefits, transfers, layoff, return from layoff, as well as University-sponsored training, education, tuition assistance, and social and recreational programs, will be administered without regard to race, color, religion, gender identity or expression, sexual orientation, national origin, age, marital status, familial status, disability, status as a disabled veteran or veteran of the Vietnam era, or any other legally protected status.

University managers and officials shall base all employment and student admission decisions on the equal opportunity principles with the intent to further the University's commitment to those principles.

The University encourages members of protected groups to participate in its campus-wide social activities and shall post notices of all campus-wide social events for the benefit of all employees and students.

The President'Of, with the assistance of the Human Resources office, will monitor to ensure compliance with the affirmative action policies of the University. Chatham University has adopted this policy on a strictly voluntary basis. The existence of this policy should not be construed as an admission by the University in whole or in part, that in fact members of protected groups have been or are presently being underutilized, concentrated, or discriminated against in any way by the University in violation of federal, state or local fair employment practice laws.

<https://www.chatham.edu/legal-and-policies/non-discrimination-policy.html>

See the University Employee Manual for policies: pages 3 – 13, Equal Opportunity and Affirmative Actions, including Non-Discrimination, Non-Harassment, Reasonable Accommodations, Retaliation, and Disabilities (21). Internship applicants are welcome to request copies of these documents from the Internship Training Director, Gina Zanardelli, at [GZanardelli@chatham.edu](mailto:GZanardelli@chatham.edu) .

## *COVID-19 Information*

### **Vaccinations and Mitigation Policies**

Chatham University and Excelsa Health value all members of their community and care deeply about the health and well-being of all community members. To that end, both organizations require all employees to be current with CDC recommendations on COVID vaccinations and boosters. Please note that if the CDC changes its COVID vaccination recommendations, each institution may also modify their requirements. In certain situations, employees may request a waiver from the vaccination requirement. Please see the links to each institution's policies.

Chatham University does not currently require physical distancing and masks. However, Chatham fully supports any individual's choice to continue to wear a mask for their own protection. Excelsa Health requires masks and will continue to do so until further notice. Excelsa also requires physical distancing. Excelsa also requires eye protection for some patient encounters. (Please see the Excelsa Handbook for more information about the Covid policy). However, should Chatham re-instate those policies because of a surge in infections, all employees, including Doctoral Psychology Interns, will be required to follow those for the safety of our communities. Furthermore, interns are welcome to wear a mask should they choose, with no questions asked.

All internship sites have specific COVID-19 related policies. Interns should refer to their site's Training Manual and Employment Policies for specific details.

### **Telehealth and Telework Policies**

We value the health and safety of all students and members of our communities, as well as that of your friends, family, and other communities. Telehealth sessions will be available following the guidance of the American Psychological Association (APA), Pennsylvania Psychological Association (PPA), and Licensing Board for the Commonwealth of Pennsylvania guidance and ethical standards for telehealth. Given the ever-changing nature of the pandemic and the associated guidance, telehealth offerings may change over the year. As of now, telehealth services are an option but are not required.

Currently, all internship sites are in person, with the option for remote work under certain temporary circumstances. All virtual counseling must occur with the practitioner in state and with appropriate HIPAA compliant devices and services. If you find yourself in need of engaging in remote work at some point during the internship for a defined period of time, please make that request to the Internship Training Director, who will discuss the request with the staff of your specific internship site (Excelsa Health or Chatham University). Your perspective, questions, voice and clinical ideas are valuable! While we want you to take care of yourself and others in our community, we also want you to be a presence at our sites so you can share your perspectives, ask your questions, and meet the licensure requirements.

Please also note that some clients may request the use of telehealth counseling services. We honor those requests for our clients.

Tele-supervision may be required for some or all of your internship experience. We recognize that COVID is highly infectious, and that people with certain conditions and/or those over the age of 50 years are more vulnerable to COVID. To honor your health and well-being, along with the health



and well-being of your loved ones and our community, we will follow the guidelines from our respective organizations. If transmission rates are classified as high in the internship site's county, the internship site may make the decision to move to a virtual format. We will provide the support and equipment should this occur. Furthermore, an intern or supervisor may request tele-supervision for COVID related reasons such as an exposure. We rely on CDC guidelines to inform our decisions about this. At the time of this internship manual's publication, a five-day quarantine period is requested for a COVID exposure, to be extended if symptoms emerge.

The supervisory relationship is a critical one for all psychology trainees but especially during internship, as interns move toward competency to practice independently. We strive to offer conditions for interns and supervisors to build a strong supervisory relationship in which the intern feels enough comfort to step into their learning edge, feels supported by their supervisor, and feels challenged to continue to grow in their skills and competencies.

The internship as well as the American Psychological Association recognize the importance of connection between interns and we provide opportunities for this sense of community to develop. To facilitate community and connection, training days will occur in person unless the internship site moves to a virtual work environment due to increased COVID cases in the county. In addition, should an intern, trainee, or supervisor providing training need to quarantine due to exposure to COVID, the training will move to a virtual format. It is possible that someone involved in the Friday training day may learn of exposure the morning of the training. If this occurs, we will proceed in person except for the person who is exposed, who will join virtually.

## *Intern Application Process*

Eligibility. Interested applicants must have:

- A minimum of 350 intervention and assessment hours combined (candidates may continue to accumulate hours at the time of application)
- At least 2 semesters of providing individual therapy experience
- Comprehensive exams successfully completed and passed by the application deadline
- All course work completed and a minimum of three years of graduate training at a doctoral program in counseling or clinical psychology, prior to the start of internship
- Interest in diversity and evidence of self-awareness related to providing culturally informed counseling
- Dissertation proposal passed by the application deadline
- APA Accredited doctoral program preferred but not required
- Ability to pass the Criminal Background and Child Abuse clearance requirements of Pennsylvania (Acts 33 and 34) and FBI clearance
  - Please note that failure to pass background checks or provide required documentation (some sites require vaccination records or drug testing) may result in denial or later revocation of internship position.

**Application Deadline is December 1, 2022.**

**Required Application Materials include:**

- APPI Application form
- Curriculum vita
- All graduate transcripts
- Brief cover letter describing your interest in and fit with the internship, your career goals, and which site or sites interest you
- Three letters of recommendation, at least 2 from previous clinical supervisors.
- Director of Clinical Training (from doctoral psychology program) Verification

Please note that we are in the process of applying for APPIC membership. If our membership is approved in time to participate in the Match process, we will do so. If not, we will still accept applications, including all of the materials above. Please email the information as one PDF file to the Internship Training Director, Gina Zanardelli, at [GZanardelli@chatham.edu](mailto:GZanardelli@chatham.edu). We will use the same interview dates and process and will notify applicants with decisions on Match Day according to APPIC.

### **Selection Process**

Internship selection is conducted through the APPIC Match system. Selection criteria include, but are not limited to:

- The above stated minimum requirements
- Fit with site, including desire to train in the consortium, expressed interest in the opportunities we offer, and previous experience related to the specific site(s) candidates are interested in

- Strong oral and written communication skills
- Openness to learning new approaches and to integrating feedback
- Willingness to consult
- Flexibility, organizational skills, and team player approach are highly valued

The Internship Training Director and Search Committee meets in October or November to review the selection and interview processes. Completed internship applications are reviewed in the first two weeks of December. The Internship Training Director contacts top applicants to schedule an **interview between January 5 – 18, 2023**. Intern candidates not selected for an interview will be notified by January 3, 2023. Interviews will be conducted via Zoom. We will provide phone interviews for any applicant who does not have access to a reliable web-based video call service. The interview consists of two parts. First, each intern applicant will have a 50 minute structured interview with at least two members of the Training Committee. Intern applicants interested in Excelsa Health will meet with Michele Mattis, Psy.D., and one other staff member from either Chatham or Excelsa.

Internship applicants will also have a 30-minute virtual, intern group meeting with the Internship Training Director. Internship applicants (2 – 4 per group), will have the opportunity to ask questions about the internship and the region and to share their interests and hopes for their internship year. Because this is the first year of the consortium, we do not have previous interns for applicants to speak with for the current interview season.

Prospective interns may also engage in an *optional meeting* with current trainees at Excelsa or Chatham. The 2023-2024 class of interns will be our first class! Excelsa has family medicine residents who can meet with prospective interns to answer questions about life in Latrobe and their experiences on residency. Chatham has advanced practicum students who can answer questions about life in Pittsburgh and at Chatham. Three meetings will be scheduled via Zoom, for up to one hour, with either family medicine residents (for applicants interested in Excelsa) or with advanced practicum students (for applicants interested in Chatham). These meetings are voluntary and applicants' decision to participate or not participate in one of these "getting to know you" meetings will not be factored into interview ranking decisions.

We will not be holding an in-person open house during the current interview season because we are sensitive to reducing your costs associated with interview traveling, as well as reducing your risk of a COVID exposure.

After interviews are completed, the Internship Training Director submits a ranked list to APPIC and abides by the Match rules. We will not solicit information from you about your rankings, preferences or first choices nor will we offer any ranking information. If candidates are not ranked, they will be notified before the day rankings are due for candidates. We will announce this date after August 1, 2022, when APPIC announces match dates for the 2023 – 2023 training year.

Please note that interns must be able to pass the Pennsylvania Background Checks – Child Abuse, Criminal History, and FBI fingerprinting. In addition, interns are expected to have the vaccinations required for each site. There is the possibility of requesting an exception to vaccinations; however, this exception cannot be guaranteed.

Interns should expect to be fully in person for the 2023-2024 internship year. While the Covid-19 pandemic has affected our training and work environments for the past 3 years, we value the opportunities and richness of in-person internship training. We will continue to offer telehealth (phone and video) services to clients and flexibility for working when exposed. If you have questions or concerns, please contact the Internship Training Director, [GZanardelli@chatham.edu](mailto:GZanardelli@chatham.edu) so we can talk about our policies and your concerns or questions.

**Internship start date:** Due to the July 4 holiday, which occurs on a Tuesday, internship will begin on Wednesday July 5, 2023.

Please note that applicants matched with our site must pass background checks and complete the required Human Resources paperwork prior to starting internship. Both Chatham and Excelsa conduct background checks. These include:

1. Pennsylvania Child Abuse History Clearance
2. Pennsylvania State Police Criminal Record Check
3. Federal Bureau of Investigation (FBI Criminal Background Check)
4. In addition, certain vaccinations, including COVID vaccines, are required. Exceptions can be requested and these requests are carefully considered with regard to the needs of the intern and the broader community. For more specific questions about which vaccinations are required for the site(s) that interest you, please contact:
  - a. Michele Mattis for Excelsa Health ([MMattis@ExcelsaHealth.org](mailto:MMattis@ExcelsaHealth.org))
  - b. Gina Zanardelli for Chatham ([GZanardelli@chatham.edu](mailto:GZanardelli@chatham.edu))

Interns who match to one of our sites but do not complete or pass the background checks will not be allowed to start, or, if applicable, continue in the internship program. Background checks that have employment, education, or date discrepancies will be subject to review by Human Resources on a case-by-case basis.

### *Benefits and Stipend*

Each intern receives a salary of \$30,000 and benefits. The benefits include

- Holiday time off:
  - Independence Day, Labor Day, Thanksgiving (2 days), Winter Break (December 24 – January 31), New Year's Day, and Memorial Day
  - The Chatham intern will also have Martin Luther King, Jr. Day and Juneteenth off, plus 10 PTO days.
  - The Excelsa intern will have 12 PTO days.
  - Interns are also entitled to 2 professional development days, which can be used for conferences, dissertation defense, job interviews, or other professional activities.
- the option to enroll in Health Insurance, Dental Insurance, Vision Insurance, and Disability/Life Insurance
- the option to enroll in flexible spending accounts (health care or childcare)
- access to on site gym
- **Chatham Benefits:** Chatham ID that includes use of Pittsburgh Rapid Transit (bus) for free; access to campus library and campus events; access to an EAP, AnywhereCare – access to virtual care for common medical issues 24/7; computer to use during internship
- Access to pool and fitness center, as well as all athletic events and many movies hosted on campus.

### *Attendance Policy*

The Consortium provides holidays and paid time off (as described in Benefits and Salary) for interns and we encourage you to use that time. Additionally, to meet the requirements of the internship, interns are expected to attend consistently in their internship year. We value your health and well-being and recognize that unexpected events may occur. We also acknowledge that APA and state licensure laws have minimum achievement levels and hours requirements. We support your self-care and request that you maintain consistent attendance without putting yourself at risk. Our work can be challenging and taking care of ourselves is an ethical imperative. We welcome conversations about balancing internship and self-care. It is also important to note that poor attendance may result in an intern not meeting the requirements of the internship and their academic doctoral program.

Fridays are a day dedicated to trainings and group supervision, which are essential elements of the internship experience. Except in an urgent situation, if you need to take a Friday off, please provide both your individual supervisor and the Internship Training Director with your request at least three weeks ahead of time. Taking a Friday off will affect the training experience of your intern colleague as well. If you are ill on a Friday, however, please take that time off to recover. Please note that we also have several Fridays on which we will not be meeting during the 2023 – 2024 training year:

- November 24, 2023
- December 22 and 29, 2023
- January 5 and 12, 2024 will be abbreviated training days in lieu of internship interviews
- The Friday of Chatham's spring break will also not be a training day