

# **Rancho Santiago Community College District**

## **Pre-doctoral Psychology Internship Program 2012-20013**

### **Psychological Services**



**SANTA ANA COLLEGE**

**Student Health and Wellness Center**

**Disabled Students Programs and Services**

# SANTA ANA COLLEGE PRE-DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM

Santa Ana College Pre-doctoral Internship is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and agrees to abide by the APPIC policy that no person at this facility will solicit, accept or use any ranking-related information from any intern applicant.

## Santa Ana College

The internship program takes place at Santa Ana College, a two-year college in an urban setting in Santa Ana, California, one hour south of Los Angeles. The program is under the administrative auspices of Psychological Services. The interns provide services to the student body in the following adjacent service centers: Health and Wellness Center and The Tutorial Learning Center (Disabled Students Programs and Services).

In 1915, Santa Ana Junior College opened its doors to 26 students as a department of Santa Ana High School. It was the second junior college founded in Orange County, behind Fullerton College, and the fourth oldest in all of California.

Santa Ana College is known for its academic programs as well as top-ranked student services. SAC offers full semester, mini-semester (GR8 Weeks), weekend and online classes. A wide variety of associate degrees and certificates are offered in business, math and sciences, arts and humanities, and career and vocational education. Various programs lead to the awarding of Associate degrees in Arts and Sciences, as well as vocational certificates.

## Accreditation

The college is accredited by the Western Association of Schools and Colleges and is recognized by the State Department of Education, Veterans Administration, and the California State Board of Nursing Education.

## Demographics

The student population of Santa Ana College is culturally diverse. The college enrollment for Fall, 2011 was 17,681 on-campus credit students. The ethnic composition was as follows:

Latino	60%	Caucasian	16%
African American	2%	Filipino	2%
Asian	12%	Declined to State	6%
American Indian	1%	Other	1%

For more information about student demographics, visit [www.rscdd.org](http://www.rscdd.org). Select Research, then Reports Directory, then RSCDD Enrollment Trends and Student Characteristics.

# Psychological Services

## Philosophy & Mission

The mission of Santa Ana College Psychological Services is to assist and support students in their personal, academic/career, and life goals and to provide training and supervision for full-time clinical and counseling psychology interns in their final year of study. Psychological Services seeks to assist in the creation and maintenance of a campus environment that will foster the well-being and personal development of its members.

Psychological Services provides a professional and confidential setting for the psychological, emotional, and developmental support of students as they pursue academic goals and explore personal growth, and act as a resource for faculty and staff to assist with their interactions with students. Psychological Services' support and assistance serves to enhance the students' experience at Santa Ana College so that students are more likely to achieve academic and personal success. Services include short-term counseling for individuals and couples, group counseling, career development counseling, referral services, psycho-educational workshops and crisis intervention for SAC students. Consultation with faculty/staff regarding students' psychological and cognitive development is available. Services are provided by mental health professionals and by advanced doctoral psychology interns under the supervision of licensed psychologists. Psychological Services welcomes students of all backgrounds, cultures, value systems and lifestyles.

## Goals

Psychological Services is charged with meeting the needs of students when their emotional difficulties interfere with their academic progress. The primary goals of Psychological Services are:

1. To provide a support system to help students overcome obstacles interfering with their academic progress.
2. To assist students in coping with crisis or other urgent concerns in their lives.
3. To assist students in developing emotional autonomy and clarifying values as they may relate to life planning.
4. To provide short-term counseling services to students with emotional or psychological difficulties.
5. To provide referral resources to community agencies when appropriate.
6. To participate in preventive programs concerning the health and safety of students.

7. To provide consultation to faculty/staff who are assisting students with emotional difficulties.

8. As a member of APPIC, to provide supervised training to pre-doctoral psychology interns.

# INTERNSHIP TRAINING PROGRAM

## Philosophy and Model of Training

The internship at Santa Ana College subscribes to a practitioner-scholar training model, where learning is viewed as a developmental process. Emphasis is placed on experiential learning under close supervision, along with peer group and trainers' role modeling as additional learning tools. Individual and group supervision and didactic, skill-building seminars are used as supplementary learning methods. The internship year is also a time where interns engage in ongoing process of identity development with increasing level of autonomy as the year progresses. In adhering to a relational-empowering training philosophy, training is designed to guide interns through the transition from a student role to that of an entry level professional.

The intern-training program at Santa Ana College seeks to balance campus service delivery needs with intern training needs. To facilitate this process, interns are encouraged to participate in outreach and program development and evaluation, and interact with staff and student organizations to meet the diverse and dynamic needs of the student body.

## Training Goals

**Goal 1** – To encourage the further development of professional values and identity as reflected in the practice of psychology, including forming effective and meaningful relationships with colleagues, faculty/staff and to promote a climate that respects and upholds the profession's ethical and legal standards.

**Goal 2** – To value and refine the skills required for self-reflection, self-assessment and self-care.

**Goal 3** - To further one's own understanding of scientific knowledge and practice within the field of professional psychology.

**Goal 4** – To develop the awareness, knowledge, and skills required to work professionally with individuals, groups, and communities who represent diverse cultural backgrounds and multiple disciplines.

**Goal 5** – To develop the knowledge and skills required to accurately assess the psychological concerns of individuals and deliver high quality clinical services, and to communicate assessment and treatment in a meaningful manner to others.

**Goal 6** - To develop the knowledge and skills necessary to design and deliver outreach services aimed at preventing psychological problems, promoting the culture of wellness, and reaching populations who typically do not seek therapy.

Emphasis is placed on development and refinement of the skills necessary for clinical assessment and intervention and on providing a preventive psycho-educational model of service delivery to college students.

Interns are expected to participate in all areas of service delivery and supervision. Along with licensed faculty, interns study, discuss, and apply psychological theory, principles, and findings. Upon successful completion of the program, interns will be competent for the entry level of practice and will have the capability to function autonomously and responsibly as practicing psychologists.

### **Faculty**

The faculty consists of **three full-time** and **one part-time** licensed clinical psychologists. **Dr. Elyse Chaplin** serves as the Associate Dean of Psychological Services and is available for consultation regarding administrative and other issues impacting Psychological Services.

#### **Phi Loan Le, Psy.D.**

##### **Licensed Psychologist / Training Director**

Email: [Le\\_PhiLoan@sac.edu](mailto:Le_PhiLoan@sac.edu)

**Degree:** Psy.D., Clinical Psychology, Nova Southeastern University

**Membership:** American Psychological Association (Division 35), Asian American Psychology Association & Division on Women, Red Cross Disaster Mental Health, Orange County Chapter

**Interests:** Women's issues, multicultural issues, grief, adult children of dysfunctional families, clinical supervision and training, group therapy

**Training:** Training Director, Individual and Group Supervision, Training Committee

#### **Susana Salgado, Ph.D.**

##### **Psychologist / Psychological Disabilities Coordinator**

Email: [Salgado\\_Susana@sac.edu](mailto:Salgado_Susana@sac.edu)

**Degree:** Ph.D., Counseling Psychology, University of Oregon, Eugene

**Membership:** California Latino Psychological Association

**Interests:** Multicultural/diversity counseling, Latino/a mental health concerns, immigrant experiences, socio-political issues, working with underserved populations, feminist therapy and women's concerns, grief issues, career development of Latino/a students

**Training:** Group Supervision, Training Committee

#### **Nissa Chantana, Psy.D.**

##### **Licensed Psychologist**

Email: [chantana\\_nissa@sac.edu](mailto:chantana_nissa@sac.edu)

**Degree:** Psy.D., Clinical Psychology, Loma Linda University

**Membership:** Asian American Psychology Association & Division on Women

**Interests:** Women's Issues, supervision, health psychology, relationship issues

**Training:** Individual Supervision

#### **Louise Janus, M.Ed.**

##### **Learning Disabilities Specialist**

Email: [janus\\_louise@sac.edu](mailto:janus_louise@sac.edu)

**Degree:** M.Ed., Argosy University

**Membership:** CAPED (California Assoc for Postsecondary Education & Disability) Learning Disability CIG; LLN (Latina Leadership Network); SAC Veterans Task Force; Region 8 Veterans Consortium; Ladies Auxiliary to the Veterans of Foreign Wars (VFW), Santa Ana Post

**Interests:** Serving students with disabilities, serving student veterans and promoting Latinas leadership

**Training:** Individual Supervision of Learning Disabilities, Learning Disabilities Assessment training

## Intern Training Schedules

This is a **fulltime** internship consisting of **1720 hours\*** that follows the college calendar. The internship **begins the week prior to fall semester, and ends in early August the following year**. During the fall and spring semesters, interns work **40** hours weekly, completed in a five day work week. During summer session and intersession interns work **32** hours per week with the possibility of hours completed in four days minimum each week. Intern emphasis and site demand will determine hours spent in specific activities.

### INTERNS' TYPICAL WEEKLY SCHEDULE

Direct Services	No. of Hours
<b>Intake Interviews</b>	2
<b>Crisis Intervention</b>	1
<b>Individual / Couples</b>	10
<b>LD/Psych Assessment</b>	6
<b>Outreach / Consultation</b>	2
<b>Psy Disabilities Case Management</b>	1
<b>Subtotal</b>	22
Training	No. of Hours
<b>Individual Clinical Supervision</b>	2
<b>Group Supervision</b>	2
<b>Case Disposition Meeting</b>	1
<b>LD Assessment Supervision</b>	2
<b>Peer Supervision</b>	1
<b>Assessment Preparation/Report Writing</b>	3
<b>Clinical Training</b>	2
<b>Subtotal</b>	13
Administration	No. of Hours
<b>Case Administration</b>	1
<b>Professional Development/Dissertation</b>	4
<b>Subtotal</b>	5
<b>GRAND TOTAL</b>	<b>40 Hours</b>

## TRAINING ACTIVITIES

### Psychological Services

In the Student Health Center, interns will be trained to provide short-term individual therapy, crisis intervention and consultations with students, nursing staff, physicians, administrators and faculty regarding students' mental/emotional needs while pursuing their educational objectives.

#### **Intake Interviews**

Interns will be trained to complete an intake assessment, diagnose and formulate treatment plans for students. Diagnosis, goals for treatment and treatment plan are reviewed with supervisor.

#### **Individual Therapy**

Interns provide individual therapy with students. Individual therapy ranges from 6-8 sessions, depending on client problem, although longer term therapy is available in some cases. Community resources are incorporated into the therapeutic process and students needing more extensive or more specialized treatment are referred as appropriate.

#### **Crisis Intervention**

Training and active participation on Crisis Coverage is regularly scheduled for each intern. Interns are on call to respond to crisis situations for a designated time period during operational hours of the Health Center. They also participate in supervised crisis debriefing meetings during which they report each crisis they have handled and offer support and feedback to other crisis coverage members in dealing with a diverse range of crisis situations.

#### **Student Development and Skill Building Workshops**

Interns are trained to conduct psycho-educational workshops and support groups. Topics for groups may include stress management, self-esteem, assertiveness training, domestic violence, relationship issues, and procrastination. More specialized groups, such as women's empowerment or test anxiety, may be offered based on the needs of the students and the interest of the interns.

#### **Clinical Supervision: Clinical and Assessment**

Interns receive **2 hours per week for individual clinical supervision, 2 hours per week for LD group supervision, 2 hours per week for clinical group supervision, 1 hour every other week for group supervision of Psychological Disabilities case management.** Additional supervision is provided for group facilitation and on an as needed basis. California-licensed psychologists conduct all formal supervision. Interns are supervised regarding **all** student contacts and responsibilities in the Health and Wellness Center and the Disabled Students Program and Services (DSP&S). In the Health and Wellness Center, therapy sessions are supervised through videotaped sessions. All assessment protocols and reports on students in the DSP&S programs are reviewed with a supervisor.

### **Clinical Training**

Interns attend **2 hours** of clinical training every week. This time is devoted to the development of theoretical orientation, ethical standards, diagnostic skills, treatment planning, treatment strategies and the administration and interpretation of learning disabilities assessment instruments. Training activities include seminars, professional videos, guest speakers and case presentations. Issues pertaining to the student population such as poor classroom performance and behavior, relationship problems, cultural and family issues, personal management skills, career assessment and planning and crisis intervention are part of the training process.

### **Outreach and Prevention**

Interns participate in outreach activities to faculty, staff and community. Interns are trained to give presentations in classes regarding psychological services as well as address special topics in workshop format. Topics may include, but are not limited to stress management, anger management, self-esteem, assertiveness training, time management, domestic violence, and procrastination.

### **Guest Speakers and Field Trips**

Community guest speakers and field trips are scheduled to enhance knowledge of community mental health facilities and to provide specialized education in various areas.

## **Disabled Students Program and Services**

Adjacent to the Student Health Center is the Learning and Psychological Disabilities Programs. Disabled Students Programs and Services Center (DSP&S) includes physical disabilities, communicative disabilities, learning disabilities, acquired brain injuries, developmental disabilities, and psychological disabilities and is located in several areas around campus. These services are designed to support and assist students who are attempting to function more independently by completing college work and finding employment. Interns are trained to work with disabled students in both assessment and supportive services.

### **Assessment and Evaluation**

Interns are trained to use assessment instruments primarily to evaluate for learning disabilities. This includes cognitive and academic achievement levels. Interns are trained to administer and interpret tests and screening instruments of intelligence, aptitude, and achievement. The program trains the interns to integrate results of these various tests into a comprehensive assessment of the student, which can be used for case management and written reports. There may be opportunities to assess students with acquired brain injuries and those presenting complaints/concerns with functioning effectively in the classroom setting.

### **Learning Disabilities Certification Training**

Interns have the option to receive certification as the California Community Colleges (CCC) Learning Disabilities (LD) Specialist. Criteria for certification include: completion of the LD certification training, submission of the required assessment

protocols, and successfully passing the review of the submitted assessment protocols. Interns choosing to go through the certification process receive support and guidance from the LD supervisor.

### **Psychological Disabilities Case Management**

Within the Psychological Disabilities Program, interns have the unique opportunity to work with students in a case management setting. Students in the Psychological Disabilities Program generally have been diagnosed with an Axis I and/or Axis II psychological disorder(s) and may be receiving disability accommodations to help them with their academic success. Interns have one hour each week set aside for psychological disability case management. They will meet with students to check in with them regarding their academic functioning, current symptoms and coping strategies, and their compliance with outside treatment. The role of the intern is to provide support and facilitate the use of appropriate campus and outside resources when necessary. In addition, interns will receive one hour of supervision every other week with the Psychological Disabilities program coordinator.

### **Intern Evaluations**

Intern evaluation is a continual process. During intern orientation, interns complete a thorough self-evaluation to assess their own strengths and training needs. Information from the self-assessment is used to develop an individual training plan for each intern. Formal evaluations are completed at midyear and at the end of the internship year. At these formal evaluation meetings, interns have the opportunity to evaluate the program as well as be evaluated.

## Qualifications of Candidates

Candidates must have completed their practica and doctoral course work and be advanced to candidacy in an accredited psychology doctoral program. Candidates are expected to have completed courses in cultural diversity and have strong interest in working with diverse populations. Applicants are welcome from APA and non-APA approved clinical and counseling psychology programs. The program seeks applicants who are reliable, flexible, conscientious, and interested in working with and learning from professional staff who represent a range of disciplines, orientations, and backgrounds. Santa Ana College is an equal opportunity employer; minority, bilingual, and bicultural applicants are encouraged to apply.

## Application Procedure

Completed applications are accepted through **November 1, 2012**. A completed application consists of the following:

1. Completed AAPI online application.
2. Resume/Vita
3. Transcript(s) of all relevant graduate education. Official transcripts are required once applicants match with our site.
4. **Three** letters of recommendation: two from former supervisors familiar with your clinical work, one from your major advisor.

The selection committee will screen applications and selected applicants will be scheduled for interviews in January. All applicants considered for interviews will be notified **on or before December 14, 2012**. Interviews will be held in January 2013. The interview is **required** for applicants being considered for selection. Phone interviews are acceptable in cases of financial hardship.

Santa Ana College adheres to the APPIC selection guidelines and participates in The Matching Program administered by National Matching Services Inc. Only those applicants who participate in the Match can be matched to our program, **CODE 1159**. Therefore, applicants must obtain an Applicant Agreement Package from NMS. Applicant Agreement Packages can be requested from NMS web site at [www.natmatch.com/psychint](http://www.natmatch.com/psychint) or by contacting NMS at:

National Matching Services Inc.  
P.O. Box 1208  
Lewiston, NY 14092-8208  
Telephone: (716) 282-4013  
Fax: (716) 282-0611

Additional questions regarding the facility and/or training program may be obtained by letter, phone or e-mail to:

**Phi Loan Le, Psy.D.**  
**Santa Ana College**  
**Student Health and Wellness Center**  
**Psychological Services**  
**1530 W. 17<sup>th</sup> Street**  
**Santa Ana, CA 92706**  
**Phone: (714) 564-6216**  
**Fax: (714) 558-3732**  
**Email: [le\\_philoan@sac.edu](mailto:le_philoan@sac.edu)**