Louisiana State University - Student Health Center

An APA Accredited Doctoral-level Professional Psychology Training

Mental Health Service / Student Health Center
Louisiana State University
16 Infirmary Lane /
250 Student Health Center
Baton Rouge, LA 70803
225-578-8774
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Contact Information

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Highlights

Louisiana State University—Student Health Center Internship Program provides interns an experience to work with faculty from a variety of theoretical orientations in an accepting, respectful, and comfortable environment. Supervisors with cognitive-behavioral, interpersonal/relational, and humanistic-existential theoretical orientations are available.

Our mission is to provide an atmosphere of learning and growth and a set of supervised clinical and professional experiences that facilitate the emergence of competent generalist psychologists. Interns leave our program being more effective psychotherapists and more astute and artful psychodiagnosticians than when they entered, regardless of skill level at entry.

Our graduating interns leave empowered with confidence but also remain humble lifelong learners; they have witnessed and experienced the generativity of sincere mentoring, know the value of apprenticeship, are devoted to excellence in clinical practice, and look for future opportunities to evolve as well as to pass the craft of professional psychology on to others.

Three fully funded positions are available yearly, August 15 through August 14, 40 hours per week.

Stipend $25,553 plus full LSU benefits (~50% of health insurance paid, holidays, annual and sick leave, education leave, library privileges).

We value and are committed to diversity. Qualified applicants are encouraged to apply regardless of gender, sexual orientation, disability, religious affiliation, or cultural/ethnic background.
Training Philosophy

Service through Training, Training through Service

Our training philosophy is consistent with the Practitioner-Scholar and Biopsychosocial Models.

We are focused on mentoring, on the intern’s professional development as well as developmental challenges, and on evidence informed psychological practice.

Our goal is to graduate competent, confident, and ethical generalist psychologists who strive for excellence in service delivery.

Hallmarks of a Competent Generalist:

1. Intervention/Provision of Psychotherapy
2. Consultation and Interprofessional / Interdisciplinary Skills
3. Appreciation of Supervision and Mentoring
4. Research / Scholarly Inquiry
5. Ethical and Legal Standards
6. Professional Values, and Attitudes
7. Communication and Interpersonal Skills
8. Individual and Cultural Diversity
9. Facility with Psychological Assessment
Training Seminars

**Psychotherapy Seminars**
- Held: Every other Friday Morning from 8:30-10:00
- The emphasis of this seminar is on the process of psychotherapy

**Assessment Seminars**
- Held: Every Friday Morning from 10:00-12:00
- Components of a complete psychological battery are presented. Interns are exposed to training in both projective and objective testing methodologies

**Diversity and Multicultural Seminars**
- Held: Every other Friday from 8:30-10:00
- Include discussions and presentations related to diversity and multicultural issues. Interns will have an opportunity to present on a topic of interest.
Additional Training Opportunities

**Intern Case Review**
Interns present cases in a small group format with master’s level interns. Focus includes:
- Professional supervision
- Peer consultation
- Case conceptualization
- Diagnostic formulation
- Intervention
- Case management
- Video Presentation and Review

**Teaching Conference/Grand Rounds**
Interns present cases related to selected topics. Previous topics have included:
- Multi-cultural Issues
- Treatment Issues in Eating Disorders
- Psychological Assessment
- Triage

**Multi-disciplinary Experiential Group**
The group serves several functions:
- Build multi-disciplinary rapport and teamwork
- Predoctoral & Master’s level interns
- Opportunity to observe & participate in group dynamics
- Not a formal group therapy experience
- Provides interns with a professional growth experience
- Facilitated by a therapist in the community who has no other affiliation with the internship program

**Intern Check-in with Director of Training and LSU Psychologists**
Meets on Monday and Friday Mornings
- Monday Meeting: debrief events of previous week and process any current concerns with Training Director
- Friday Meeting: debrief events of the week and process any current concerns with Training Director and LSU Psychology Staff
Internship Completion Requirements

- Completion of all Psychotherapy Rotations
- Completion of all Assessment Rotations
- Completion of a program evaluation project
- Must meet the minimum evaluation score for all rotations. Rotation performance is measured by the program’s standard evaluation instrument.
- Interns must pass all seminar post-tests with a minimum score of 70%
- Completion of 7 Psychological Assessments and Integrated Reports
About Our Site

LSU- Student Health Center- Mental Health Service is the flagship university for the state of Louisiana. Rotating supervisors are Melinda Le, Ph.D., Rachel R. Stokes, Psy.D., and Tiffany McCaughey, Psy.D. The LSU population includes more than 30,000 graduate and undergraduate students from all 50 states and over 100 foreign countries.

The majority of direct clinical practice is spent in individual psychotherapy sessions or other form of psychological treatment. However, a significant amount of time is spent providing psychodiagnostic testing/assessment as well as group psychotherapy. Learning opportunities include:

- Crisis intervention/triage
- Initial diagnostic/treatment planning consultations and referral
- Individual therapy
- Group therapy
- Couples counseling
- Comprehensive and integrative psychological assessment
- Disaster Response
- Interdisciplinary consultation
- Provision of seminars and workshops
- Working with the Eating Disorder Treatment Team (EDTT)
Psychotherapy Rotation

Over the course of the internship year trainees experience two psychotherapy rotations with two different psychologist supervisors. The supervisor-supervisee dyads meet every week in face-to-face, 1.5 hour long, sessions. The provision of psychotherapy to LSU students is extensive and of sufficient depth as interns are exposed to brief therapy, longer-term individual psychotherapy, group therapy, couples therapy, and more consultative and psychoeducational kinds of treatment. This kind of caseload allows interns to get a feel for what it is like to be a full-time psychotherapist and interns have a fair amount of flexibility and autonomy in managing their schedules and selection of cases.

Our vision for supervision is focused on allowing and guiding interns in finding their unique identities as psychotherapists. Our goal is to meet each intern where they are developmentally and encourage personal, clinical, and professional growth. The other part of our vision is that these supervisory relationships may also develop into mentoring relationships.

The personal styles and theoretical orientations of all supervisors are varied enough to allow for exposure to interpersonal, existential, cognitive-behavioral, feminist, and multicultural/diversity-sensitive orientations. There is also a great deal of intra-supervisor flexibility.

Besides the hour of individual therapy, interns often act as co-therapists in therapy groups with their supervisors. There are also some opportunities for live supervision or session observation via videotape. These methods allow for direct observation and feedback although, for the most part, interns are not directly observed during their clinical work.
LSU clinical staff have made a concerted effort to re-establish the LSU Mental Health Service group therapy program and connect ourselves with professional organizations that advocate group therapy and provide training.

Below is a sampling of the types of groups currently available at LSU Mental Health Service:

- Interpersonal/Process Psychotherapy Groups (undergraduates and graduate or older students)
- Women’s Development Psychotherapy Group
- Men’s Development Psychotherapy Group
- Anxiety and Depression Management Seminar (Symptom-focused/psychoeducational/time-limited)
- Managing Your Emotions Group - DBT (time-limited)
- Trauma Recovery Group (time-limited)
- Art Expression Group (time-limited)
- Build Your Social Confidence Group (time-limited)
- Dissertation Support Group
- Mindfulness Group (time-limited)
- Self-Compassion Group (time-limited)
- Relationship Group (time-limited)
- Self-Compassion Group (time-limited)
Assessment Rotation

Each intern will complete seven comprehensive and integrated psychological assessments over the course of the training year. Although these batteries are of great service to this subset of clients and their therapists, emphasis is put on making these assessments in-depth training experiences. Interns will deliver an effective and cohesive psychological report on each case. Although some cases will involve ADHD, learning disorder, or cognitive disorder assessment, all referral questions involve some psychotherapeutic goal. That is, the assessment is designed to help the client’s therapist with the business of therapy. For this reason, only in-house referrals are accepted.

We believe interns should have a set of assessment tools with which they are familiar and be able to use these tools together effectively. Interns are required to use a semi-fixed battery of assessment procedures and may add other instruments in order to completely answer the referral questions. We use the following assessment measures: Clinical/Diagnostic Interview, Mental Status Examination, Clinical Observations, WAIS-IV, a neuropsychological screening battery (usually BVMGT, Trail Making Tests, RAVLT), BDI-II, STAI, other referral-specific checklists, MMPI-2, MCMI-III or MCCI. Other measures that are used as needed include but are not limited to Woodcock-Johnson IV, WIAT-IV, RBANS, Brown ADHD, PAI, Incomplete Sentences, Projective Drawings, and Rorschach etc.

There are two assessment supervision rotations. Assessment supervisors have a real passion about teaching the art of psychodiagnostic assessment.
LSU Pictures
Rachel Stokes, Psy.D.
- Received her Psy.D. from Nova Southeastern University and is a graduate of the Southern Louisiana Internship Consortium.
- Her clinical interests include individual and group therapy, anxiety disorders, women’s developmental issues, body image and eating disorders.
- She is the Associate Director of LSU Mental Health Service and coordinator of the LSU Eating Disorder Treatment Team.
  - Coordinator of Assessment Seminars
  - Therapy Supervisor
  - Assessment Supervisor
  - Assessment Seminar Lecturer

Melinda Le, Ph.D.
- Received her Ph.D. from University of Nebraska - Lincoln and completed her pre-doctoral internship at the University of Minnesota.
- Her clinical interests include individual and group therapy, multi-cultural diversity issues, anxiety disorders and depression.
  - Director of Training
  - Therapy Supervisor
  - Psychotherapy Seminar Lecturer
  - Coordinators of Diversity and Multicultural Seminars
  - Diversity and Multicultural Seminar Lecturer

Tiffany McCaughey, Ph.D.
- Received her Ph.D. in Counseling Psychology from the University of Illinois at Urbana-Champaign and holds a Master’s degree in Rehabilitation Counseling.
- Her clinical interests include individual and group psychotherapy, treatment of traumatic stress, cognitive-behavioral and interpersonal interventions for depression and anxiety, multicultural identity development, and mindfulness principles.
  - Therapy Supervisor
  - Assessment Supervisor
  - Psychotherapy Seminar Lecturer
  - Assessment Seminar Lecturer
  - Diversity and Multicultural Seminar Lecturer
Staff Introductions—LSU

John Otzenberger, Psy.D.
• Received his Psy.D. in Clinical Psychology from Alfred Adler University. Received his Masters Degree in Humanistic Psychology from West Georgia University.
• He is Director of LSU-MHS.
• His clinical interests include individual and group psychotherapy, men’s issues, and Adlerian treatment modalities for anxiety and depression. Creativity and the psychology of phenomenology are also a great interest.
  - Psychotherapy Seminar Lecturer
  - Assessment Seminar Lecturer
Staff Introductions — Faculty Emeritus

Joseph Comaty, Ph.D., M.P.
- Completed his Ph.D. in Clinical Psychology specializing in clinical neuropsychology.
- Medical Psychologist in Louisiana.
- Adjunct faculty appointment in the Department of Psychology of LSU and in the post-doctoral MS degree program in clinical psychopharmacology of CSPP/Alliant International University.
- Former member of the Louisiana State Board of Examiners of Psychologists. Served his second term from August 2014 to June 2015.
- Consultant for State Office of Mental Health.
- His interests include psychopharmacology, program evaluation, behavior therapy, outcome measurement, and clinical research.
  - Psychotherapy Seminar Lecturer
  - Assessment Seminar Lecturer

David Hale, Ph.D.
- Received his Ph.D. from the University of Health Sciences, The Chicago Medical School.
- Former Chief Psychologist of ELMHS.
- His clinical interests include neuropsychology, civil/criminal competency assessment and general forensic psychology.
  - Psychotherapy Seminar Lecturer
  - Assessment Seminar Lecturer
  - Consulting Neuropsychologist

David Hayes, Ph.D.
- Received his Ph.D. in clinical psychology from Louisiana State University.
- He is a former Commander in the Navy, where he served for one year in Operation Iraqi Freedom, as well as numerous other overseas assignments in the Navy Medical Service.
- Dr. Hayes has been associated with LSU Mental Health since 1987. He retired from LSU 2019. He served as senior staff, psychology internship director, and as a former psychology intern. He has been in private practice in Baton Rouge.
- His clinical interests include individual and group psychodynamic therapy, psychology and the arts, Existential therapy, personality theory and psychopathology.
  - Psychotherapy Seminar Lecturer
Staff Introductions — Faculty Volunteers

Andrew Yarborough, Psy.D.
Received his Psy.D. from Regent University in Virginia Beach, VA and is a graduate of the Southern Louisiana Internship Consortium.

- His clinical interests include the clinical psychology of religion and spirituality, social and religious cognition, psychology in pastoral counseling and spiritual direction, interdisciplinary treatment, individual and group psychotherapy, and integrative theoretical approaches to treatment.
  - Internship Preceptor (mentor and liaison between the Internship Director and Interns)
  - Psychotherapy Seminar Lecturer
  - Assessment Seminar Lecturer

Jesse D. Lambert, Psy.D., M.P.

- Received his Psy.D. at Argosy University/Dallas and is a graduate of the Southern Louisiana Internship Consortium.
- He earned his Postdoctoral Masters of Science in Clinical Psychopharmacology from the California School of Professional Psychology.
- Dr. Lambert is licensed as a Psychologist with a declared specialty in Clinical Psychology, as well as a Licensed Medical Psychologist. Current member of the Louisiana State Board of Examiners of Psychologists.
- His interests include clinical psychopharmacology, consultation-liaison, acute care psychology, and primary care integration.
  - Psychotherapy Seminar Lecturer
  - Assessment Seminar Lecturer
Application and Selection Information

Application Information
- Apply by using the online AAPI according to the APPIC website
- Three letters of reference required (two letters from professionals who have directly supervised your work)
- CV must include all of your testing experience, including practica and other supervised experience. Include number administered, scored, and interpreted as well as number of integrated reports written. Separate experience for children and adults.
- Application deadline November 15
- Application packets reviewed by December 15
- Interviews scheduled early-mid January
- APPIC Match Number 131511
- Must have completed all coursework and practica for doctoral degree by the time the applicant will start the internship.

Selection Procedure
- Applications will be reviewed by the internship Training Committee
- Selected applicants will be invited to interview onsite
- Onsite Interview Structure
  - Meet/Greet with Faculty
  - Review of Internship Experience
  - One Structured Interview
  - One Informal Interview
  - Lunch with Faculty
  - Tour of Facility
  - Discussion with current interns and non-psychology staff
  - Debrief and Final Questions
- Match Process - Louisiana State University—Student Health Center Internship Program follows the rules/regulations outlined by the APPIC Match process
Past Internship Parties and Events
Past Internship Parties and Events
Helpful Links

**Louisiana State University**
www.lsu.edu
www.lsu.edu/shc

**New Orleans**
www.neworleanswebsites.com/
www.carnival.com/cityguides/neworleans

**Baton Rouge**
www.visitbatonrouge.com/

**Plantation Homes**
www.louisianatravel.com/attractions/plantations

**Rental Services**
www.rent.com/apartments/louisiana/baton-rouge-and-vicinity/?source=21033

**Area Attractions**
www.tabasco.com
www.virtualcities.com/ons/la/p/as/lap86a1.htm
http://www.lapage.com/page/
APA Accreditation

APA
750 First Street, NE, Washington, DC 20002-4242
Telephone: 800-374-2721; 202-336-5500
TDD/TTY: 202-336-6123

Office of Program Consultation and Accreditation
750 First Street, NE • Washington, DC • 20002-4242
Phone: 202-336-5979 • TDD/TTY: 202-336-6123
Fax: 202-336-5978
# Internship Program Admissions

**Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:**

The LSU-SHC internship program offers training in psychological testing, psychotherapy, consultation, and other forms of treatment. Applicants who have a primary interest in University counseling centers would be a good fit for our program. Successful applicants generally have previous psychotherapy experience and some assessment background.

# Financial and Other Benefit Support for Upcoming Training Year*

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table*

<table>
<thead>
<tr>
<th>Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:</th>
<th></th>
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<tbody>
<tr>
<td>Total Direct Contact Intervention Hours</td>
<td>No</td>
</tr>
<tr>
<td>Total Direct Contact Assessment Hours</td>
<td>No</td>
</tr>
</tbody>
</table>

**Describe any other required minimum criteria used to screen applicants:**

Applicant must come from an APA-accredited program in Clinical or Counseling Psychology and must have completed all coursework and practica for doctoral degree by the time the applicant will start the internship.

## Internship Program Admissions

| Annual Stipend/Salary for Full-time Interns | $25,553 |
| Annual Stipend/Salary for Half-time Interns | 0 |
| Program provides access to medical insurance for intern? | Yes |

### If access to medical insurance is provided:

| Trainee contribution to cost required? | Yes |
| Coverage of family member(s) available? | Yes |
| Coverage of legally married partner available? | Yes |
| Coverage of domestic partner available? | No |
| Hours of Annual Paid Personal Time Off (PTO and/or Vacation) | 14 hours / month |
| Hours of Annual Paid Sick Leave | 8 hours / month |

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? **Yes**

**Other Benefits (please describe):** In addition to the leave outlined above, psychology interns are given 1 day of education leave to defend their dissertation. Interns are given additional days between December 25 and January 1 when the University is closed for the winter break. Each intern will be granted 5 additional education leave days and $1000 to spend toward a psychology conference of their choice.
Initial Post-Internship Positions  
(Provide an Aggregated Tally for the Preceding 3 Cohorts)

<table>
<thead>
<tr>
<th></th>
<th>2015-2018</th>
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<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts</td>
<td>9</td>
</tr>
<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</td>
<td>0</td>
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<tr>
<td><strong>PD</strong></td>
<td><strong>EP</strong></td>
</tr>
<tr>
<td>Community mental health center</td>
<td></td>
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<tr>
<td>Federally qualified health center</td>
<td></td>
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<tr>
<td>Independent primary care facility/clinic</td>
<td>1</td>
</tr>
<tr>
<td>University counseling center</td>
<td>2</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td></td>
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<tr>
<td>Military health center</td>
<td></td>
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<tr>
<td>Academic health center</td>
<td></td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td></td>
</tr>
<tr>
<td>Academic university/department</td>
<td></td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td></td>
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<tr>
<td>Independent research institution</td>
<td></td>
</tr>
<tr>
<td>Correctional facility</td>
<td>2</td>
</tr>
<tr>
<td>School district/system</td>
<td></td>
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<tr>
<td>Independent practice setting</td>
<td>2</td>
</tr>
<tr>
<td>Not currently employed</td>
<td></td>
</tr>
<tr>
<td>Changed to another field</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
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Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.