CALMHSA LOS ANGELES CONSORTIUM: BUILDING HEALTHY COMMUNITIES INITIATIVE

A Toolkit: Faculty Guide for How to Start a Psychology Traineeship/Internship* on your Community College Campus

Bonnie Burstein, PhD Clinical & Training Director Los Angeles Harbor College Life Skills Center

Prepared By: Dr. Bonnie Burstein Director, Life Skills Center Los Angeles Harbor College
“Mental wellness is integral to learning. The less time and energy a student has to put toward feeling safe and well, the more time and energy they have to put into the reason they’re there to get an education!”

...Louise Douce, APA

Mental health challenges represent a major barrier to student success. Sixty-four percent (64%) of students who drop out of college do so as a result of a mental health challenges (NAMI – National Alliance on Mental Illness – Survey, 2012.) Delivery of cost-effective mental health programs for college campuses is a key strategy for improving student achievement, closing achievement gaps, and increasing retention, persistence and completion rates. A Psychology Traineeship/Internship model for mental health services delivery is one cost effective, student-efficient way to address this need.

The mission of college mental health services is to help students stay in school, finish, graduate or transfer to a 4-year school by offering easily accessed mental health services such as crisis intervention, brief treatment, community referrals, workshops on student success topics and psychoeducational support groups. Providing a Psychology Traineeship/Internship on campus is a cost-effective, student-efficient means for delivering such services.

Getting a Psychology Traineeship/Internship Started on Your Campus
Three Initial Considerations:

- Funds
- Location
- Private space

Funding. Psychology interns and practicum students/trainees are volunteers, but they do need a mental health professional to supervise the work they do, teach them by providing In-Service training and sign for their hours of service so that they may get credit for their efforts toward licensure.

You may already have one or more licensed mental health professionals working at your college who might be interested in adding supervision of interns to their job description. Funding should be secured through the College or Health Center budgets to meet Title V obligations, federal parity regulations and federal financial mandates.

Professional designation - costs to consider: There are many different professional designations under the rubric of mental health professional. In California we have Psychiatrists (MD), Clinical and Counseling Psychologists (PhD/PsyD), Educational Psychologists (EdD), Social Workers (LCSW/DSW), Marriage and Family Therapists (MFT), and Licensed Professional Counselors (LPC). Salary ranges vary from $300 per hour or more for a psychiatrist to $30-45 an hour for a recently minted LPC. Most designations require the supervisor to give trainees and interns one hour of supervision for every 10 hours of face-to-face client contact. The ratio is five-to-one for first year MFT Trainees. From their second year on, MFT Trainees can fulfill this requirement with a two-hour supervision group with up to eight interns.

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Other funds needed are minimal, but still necessary. Supplies, like boxes of tissues, file folders, computer printer cartridges, Xeroxing paper, toner, staples, paper clips, pens/pencils and duplicating services are some of other costs to keep in mind. A computer, printer, photocopy machine, FAX machine or access to one is useful when it becomes necessary to exchange information with off-campus professionals. Some basic office furniture, some comfortable chairs and/or a sofa, a desk or end table are all useful. A white noise generator for extra sound proofing and a paper shredder come in handy. A bibliotherapy lending library and training films are valuable additions, budget permitting. As the number of trainees/interns you have grows and the interest in your services increases, a secretary or office assistant is a very valuable asset.

Some trainee/internships are funded with the college health fees, but this is not always possible. While local, state and federal grants are potentially useful in getting short-term funding, a more permanent solution is desirable. For this, you may need to “sell” the idea to your college administration. Please see Understanding College Student Mental Health Issues (Appendix 1, p. 9) for important up-to-date statistics on student mental health on college campuses. Be sure there is a basic consensus among college administration and faculty as to the need and utility for this service. One way to facilitate this is with a campus-wide needs assessment survey. For an example, see the one we developed for our Campus Based Grant (Appendix 2, p. 10).

**Location.** In order to obtain interns, your school needs to be located close enough to a psychology graduate program to make it feasible for you to attract graduate students to your trainee/internship. A good rule of thumb is about 50 miles round-trip at most for the students. However, as there are more students needing placements than available slots in trainee/internships, even if your school is farther away it may still be worth it to a given student to make the longer commute.

To assist you in locating the graduate schools nearest your college for prospective interns please see the list of all the Clinical Psychology and MFT Programs in California (Appendix 3, p.14). From Alliant to Vanguard, we list 105 different doctoral and masters programs statewide.

Please contact me directly (see footer, below) if you’d like to learn some creative ways of enticing graduate students from far away even on a slim budget and alternative ways of delivering mental health services without a traineeship/internship using local community members and college staff.

**Private office space.** In order for your trainees/interns to conduct counseling sessions with your students it is important to have a designated, dedicated private space for them to meet with the student(s), ideally near your Health Center, an important source of referrals. In addition to private space, you will need a locked filing cabinet to store the students’ confidential records. Once you have your basic program firmly established, you may consider a more decentralized model locating interns in different key areas of the campus.

**What’s in a name?** While CalMHSA funding has already helped us make progress toward “stigma busting” and eliminating fears and misconceptions about mental illness, stigma still exists. The enterprise of counseling and the counseling relationship is still anathema to many cultural groups who attend out community colleges. It is for this reason that you might give
consideration to what you call your service. “Student Psychological Services,” a typical name, may not sound appealing to a significant number of students who could benefit from them, if framed differently. “Wellness Center” has a more positive connotation to many. At LAHC we call ours the Life Skills Center and much of the service we deliver is educational in nature: Teaching students the skills to survive and thrive in college and life.

**Program offerings – A basic service delivery model:**

- Crisis intervention
- Brief treatment
- Community referrals
- Psychoeducational groups
- Workshops on student success topics

**Recruiting a mental health professional to coordinate and direct the traineeship/internship – Suggestions for what to look for:**

Ideally this person should be a mature and seasoned professional with at least 3 years post-licensure, who has previously supervised trainees/interns and/or run another traineeship/internship. Having prior experience with crisis intervention, brief treatment, and running psycho-educational groups as well as large scale public education campaigns are all valuable knowledge and skills. Be sure this person has had recent formal training in Behavior Intervention and Threat Assessment, as they will be a critical team member for your college BIT team.

Ask to see their license and malpractice insurance to be sure they are current. Perform the usual background checks including checking with their licensing board to be sure there are no complaints lodged against them. As there are clinical as well as administrative/data collection aspects of the job, be sure this individual is strong in both. It’s a bonus if they have previously attended a community college themselves and are as close as possible an ethnic/cultural match for your student body.

**Recruiting, Selecting and Training Prospective Trainees and Interns:**

The licensure designation of your chosen mental health professional supervisor will determine the types of trainees/interns you can recruit. A licensed MFT professional can supervise MFT-track Interns and first year Forensic Psychology Doctoral candidates. A Licensed Clinical Psychologist can supervise MFTs, LPC’s and all other Doctoral level Psychology graduate students. Non-MFT’s are required to take a 10 hour CE class to provide them with the theory and practices taught in MFT programs. Information about the classes can be accessed through the CAMFT (California Marriage and Family Therapist association: [www.camft.org](http://www.camft.org)).

You will need to develop a brochure describing your Psychology Training Program (See our Life Skills Center Psychology Training Program brochure as an example, Appendix 4, p. 33).
Start by familiarizing yourself with the graduate schools, their values and mission, to be sure that they are sufficiently aligned with yours. An initial face-to-face meeting with the Clinical Placement Coordinator can be useful. The work you do in the beginning to establish a good working relationship with the Clinical Placement Coordinators will benefit you. Once they know you and know who you are looking for in terms of the students you wish to recruit, they can save you time and they will be able to give you “good fits.” They are there to mediate constructively if anything (very rarely) goes wrong.

Email, call, and ideally go visit the Clinical Coordinators at the graduate schools you have identified as being physically close enough to your institution to be viable sites from which to recruit your trainee/intern group. We’ve listed their names on the list of graduate programs, but be aware, these individuals change with a fair amount of frequency. Send copies of your brochure and a letter of introduction. Arrange a visit. They will also need to come visit your site and do their “due diligence” to determine if it is suitable for their students. They’ll want to see that you have the basics: at least one private consulting room, a locked filing cabinet for records, etc.

**Email, call, and ideally go visit the Clinical Coordinators at the graduate schools you have identified as being physically close enough to your institution to be viable sites from which to recruit your trainee/intern group.**

Explain to the Clinical Placement Coordinator the kind of students you are looking for. For example, among other things, I am looking for bilingual/bicultural Latino students, as LAHC is an Hispanic Serving Institution (with 50% or more, Latino students attending). While most students who are admitted to college are proficient English speakers, when an individual talks about intensely personal, emotional things, they may wish to speak in their first language to an individual who can join them linguistically and culturally.

**Explain to the Clinical Placement Coordinator the kind of students you are looking for.**

**Explain also how and when you want to hear from their students.** At LAHC, we recruit most of our students for the following academic year’s class in the first 3 months of the calendar year. We request letters of interest and Vitas to be emailed in mid-January to mid-March. You also may wish to request letters of recommendation and transcripts. As time goes on, you may find that your current trainees/interns may have suggestions of prospective trainees/interns whom they know at their school and are your best PR advocates for future trainees/interns.

You may also wish to develop an application form asking basic questions such as why a prospective trainee/intern is interested in your particular site, their theoretical orientation, future dreams and career arc, ways they see their strengths and weaknesses as a clinician, what they are looking for in terms of a supervisor and supervisory relationship. Reviewing these responses in a written form before meeting them for an interview gives you time during a subsequent interview for more of a conversational exchange to determine the “chemistry” between you and the goodness-of-fit between the student and your site.

**The Interview:**

**The Interview:**

There is really nothing like an in-person interview to ensure suitability and a good fit between the student and future supervisor. Such wide variability exists between what someone looks like on paper and feels like in person. Some traineeship/internship supervisors do phone interviews or Skype interviews. Those formats may be expeditious and efficient. However, if you’re going to spending about 3-5 hours per week or more for a year with a person, supervising their clinical
work - a highly intimate and personal experience - you might want to investigate that experience - of being with them in person - ahead of time.

Some graduate programs follow the guidelines of the Southern California Association of Psychology Training Programs (SCAPTP) and request that training programs adhere to their Uniform Notification Day (UND), the second Monday in April, and some do not. Find out where a school stands before making an offer of a position to a prospective trainee or intern from a particular school. See www.scaptp.org for details of their regulations and procedures.

One aspect of the SCAPTP procedures on the UND is the potential that a student you liked and ranked as a first choice will not have ranked you as their first choice. When you call at the 9:00 am start time of the procedure they may not yet have heard from their first choice. The rules state that you will have to give them a half-hour for them to find out whether they’ve been accepted. Or, they may have already been accepted before you call, so be sure to have a longer list. Even if some of your choices turn you down, you will have enough good choices to fill all your positions with desired students.

Criteria Used for Trainee/Intern Selection:

Some supervisors value students who have high grades, glowing letters of recommendation from their professors, particular prior experiences in life or clinical training which they bring to your site. For our site, we have found it valuable to include students who themselves have been community college students. A picture’s worth a 1000 words. They can say, explicitly or implicitly to their student clients, “I once was where you are now. I made it here and so can you!”

Diversity is key: Given the nature of our community colleges and our open door policies, the more demographically diverse the trainee/intern group you select, the greater the likelihood of providing “something for everyone.” As a college with extreme diversity, we work hard to get a proportional cultural and ethnic mix of trainees/interns as well as seek individuals with some prior life experience, who can better tolerate listening to the frequently painful realities of our students’ lives. Try to include both males, females, LGBTQ, young and older, differing SES, religion, linguistic and cultural capacities when and if possible. A mature person, someone for whom this is a second career can be a valuable choice. No longer at the end of adolescence, they already know who they are and are more able to devote all their energies to the training experience.

Organizing your Intern/Trainee Class Prior to the Start Date:

At least 6 – 8 weeks prior to their start date in mid-August, you may wish to request a short (50 word) biography from each student to share with your college community along with their schedules (which days they may be on campus) and specialties (different languages spoken, special knowledge of sub-populations). Compiling a list of confidential contact information is useful for trainee/internship staff to have as well as for the new intern class to have in order to
reach each other and arrange for substitutes to cover crisis hours and other events, if they must be absent due to illness or other incapacity.

We give incoming students choices on which days they will be present, which day they will receive individual supervision (related to the days they will be present), which workshops on student success topics they’d like to be responsible for offering during the year, what days they wish to offer them and which days they will present taped segments from their therapy work and case conferences presented during the first and second semesters. We also develop the calendar of In-Service Trainings and school holidays and share it at the Orientation, along with a description of the psychological problems of college students, a statement of goals of the traineeship/internship and a statement of policy in conducting our relationships. You can inform them that they need to get finger printed (livescan) and acquire their own malpractice insurance policy if their graduate school does not provide that, as well as acquire a voicemail service dedicated exclusively to their work at the college. The more paperwork/administrative details you can get out of the way through mail and email, the more time you can devote to interacting with the group and developing esprit de corps.

Orientation for New Trainees and Interns:

At the Life Skills Center at LAHC we bring our trainees/interns on board the week before the college’s scheduled Opening Day/Convocation for two full days of training. These days are filled with basic information about the college, available student services, local referrals, how to fill out the forms we use, data collection procedures and other administrative matters. They need to sign a Volunteer Contract with the college, as well as one acknowledging what it means to be operating under their supervisor’s license and the responsibility that entails.

The rest of the time is devoted to helping them get to know each other and you, role-play practice with critical training components such as: crisis intervention, suicide assessment, threat assessment, 5150 procedures and cooperating with our Sheriffs, child abuse and dependent/elderly abuse reporting, reviewing the mandated “Professional Psychotherapy Never Includes Sex” article, and their “elevator speech” about who they are and what the Life Skills Center is in preparation for meeting faculty and staff at the Opening Day/Convocation.

We want the trainees/interns to feel comfortable and knowledgeable introducing themselves to faculty and staff and offering to come into their classrooms and student service sites to make a brief pitch about the LSC and/or give a talk/workshop on a basic topic like stress reduction or self-esteem. At mid-day, lunch is served. We usually invite key faculty and staff referral individuals to come for dessert and coffee to meet the new interns and trainees.

Introducing your New Class of Trainees/Interns to the College-Opening Day/Convocation:

Opening Day/Convocation is the ideal time to introduce your new trainees and interns to the Campus Community. We prepare them the week before to learn how to talk about themselves as interns to faculty and explain Life Skills Center Services and other offerings. This can be a great introduction to the school and personnel.
Trainee/Intern In-Service Training: Most professional degree designations require the clinical placement site to offer regular in-service training in addition to their individual and group supervision and the work experiences themselves. At the minimum, here are some basic ones with particular relevance for our community college populations: crisis intervention, brief treatment, suicidality, threat assessment, cultural sensitivity, reporting procedures for child and dependent elder abuse, college student services resources, how to create a positive relationship with clients and establish rapport, how to run a workshop on a college success topic. Inviting your trainee/intern group to come up with topics they would like to see and/or teach the group can be quite empowering. “We tend to support what we help to create!” Depending upon the theoretical orientation and philosophical bent of the mental health professional leading the traineeship/internship, trainings on theory and practice in the theory are also useful and valuable.

Supervision: The trainees/interns are volunteers, but we “pay” them with our time.

Doctoral students require an hour of individual and 2 hours of group supervision per week. Eight (8) is the ideal number of individuals in a group, research has shown). Use these rubrics to determine how many interns you can have. MFT students are not required to have individual supervision, but are required to have 2 hours of group supervision per week with a maximum of 8 group members.

Trainee and intern graduate and professional schools require a 4-way agreement in which you describe your program and agree to follow various guidelines in your relationship to them and their students. One requirement is a fairly lengthy performance evaluation for each student, which, among other things includes a description of the procedures used for evaluation. A Competency-based evaluation system is available for MFT’s and is in development for PhD’s and PsyD’s. (See Pepperdine Professor Dr. Carol Falender’s website http://www.cfalender.com for some of the latest thinking on this.)

Now Get Ready to Enjoy the Fruits of Your Labors!

I have found running a Psychology Internship at a community college to be a deeply meaningful and pleasurable activity for many reasons! Having the trainees and interns means you can reach so many more students than you could as a single individual. We’ve had so many success stories of students feeling that they would have to drop out of school or thinking of taking their life, only to discover the emotional support and practical help that enable them to go on and succeed. It can be a great delight to work with the graduate students observing their learning and growth over the training year, helping to launch high quality professionals.

* Practicum students/trainees and interns:

The practicum is the first set of supervised practical training experiences in the sequence of professional training in psychology that extends from initial classroom education to internship and licensure. (See Hatcher, R.L. A Guide for Practicum Supervisors and Trainers at e-psychologist.org for elaboration and distinctions.) Interns are more advanced students who have completed earlier training. The internship may be their last year of training pre- or post-
doctorate. (For a full discussion of this see the [http://www.CAPIC.net](http://www.CAPIC.net) website in California and/or the national [http://www.APPIC.org](http://www.APPIC.org) site.)

**Acknowledgements:**

You would not be reading this article had it not been for the visionary leadership of Dr. Deborah Tull and her passion and dedication to Community College students’ mental health. Much appreciation is offered to Jessie Flitter, MA who researched all the psychology degree granting institutions in California. Dr. Tull, Dr. Daniel Raker, Dr. Carl King and Jessie Flitter have my gratitude for their eagle eyes and due diligence with editing. Lastly, a deep and heartfelt thank you to the hundreds of psychology graduate students it has been my privilege to supervise and the thousands of students they have served in our colleges from whom I have learned so much about the vibrancy of the human spirit, even in the darkest times.
Appendix 1
Meeting the Mental Health Challenge of College Students: An Invitation to Faculty to Team with the Life Skills Center

Did you know that mental health challenges can interfere with student success and can be directly linked to retention and academic performance? The 2014* American College Health Association (National College Health Assessment) has identified many critical areas which most affect academic performance:

- Stress (54%)
- Sleep difficulties (60%)
- Concern for friend or family (30%)
- Depression/anxiety (55%)
- Relationship difficulty (62%)
- Death of friend or family (17%)
- Alcohol and other substance use (7%)

With one exception, all of these concerns have doubled or quadrupled in their incidence in the last 5 years…

Additional research tells us the following:

**Depression**
- ACHA Study: Nearly 33% of surveyed students reported feeling so depressed at times that they had trouble functioning. (American College Health Association, National College Health Assessment 2014)
- 46% of College Students felt things were hopeless at some time within the past year (ACHA-NCHA Data Fall 2014)

**Anxiety**
- Midwest University Study: Proportion of students seen for anxiety disorders doubled in comparison to previous studies. (Kansas State University Study (1989-2001) of 13,257 students cited in Benton, Robertson, Tseng, Newton, & Benton (2003, p.69)
- 55% of students reported feeling overwhelming anxiety (ACHA-NCHA Data Fall 2014)

**Suicide**
- The 2nd leading cause of death for college students is suicide. (Jed Foundation, 2005)

**Substance Abuse**
- Several national surveys reported that 4 in 5 college students drink and about half engage in heavy episodic drinking. (American Psychiatric Association, 2006)

**Severity & Increases**
- Counseling Center Directors reported that nearly half of their clients have severe psychological problems (2010 National Survey of Counseling Center Directors)
- 71% of Directors said that the number of crisis issues has increased over the last five years (2010 National Survey of Counseling Center Directors)
Appendix 2

CONSORTIUM COLLEGE MENTAL HEALTH NEEDS SURVEY

August 2012

Please mark an X by your primary campus:

_____ Los Angeles City College
_____ Los Angeles Harbor College
_____ Los Angeles Mission College
_____ Los Angeles Pierce College
_____ Los Angeles Southwest College
_____ Los Angeles Trade-Tech College

Please mark an X by the degree of need on your campus:

Degree of unmet mental health needs on your campus

_____ Tremendous  _____ Great  _____ Much  _____ Some  _____ None

Do you have an operational Mental Health Service Unit on your Campus?

_____ Yes  _____ No

Do you have an interest in having a Psychology Internship form of Mental Health Services Delivery on your campus?

_____ Yes  _____ No

Do you have a streamlined referral process in place to handle mental health needs for your campus and community?

_____ Yes  _____ No

Do you have a referral plan established with your local L.A. Country DMH Clinic?

_____ Yes  _____ No

Do you have up-to-date mental health resources for your campus: Books, Films, Articles?

_____ Yes  _____ No

Have you received training in how to identify and refer students who may be experiencing mental health problems?

_____ Yes  _____ No

Do you have policies and procedures in place which reward help-seeking behavior on the part of students?

_____ Yes  _____ No
Have you received training in violence prevention and how to develop safe and secure learning environments?
   _____Yes  _____No

Do you have a chapter of Active Minds or NAMI (these are student oriented public education and support group programs for students with mental health challenges) on campus?
   _____Yes  _____No

Do you have programs, referral sources and peer to peer support for Veterans on Campus?
   _____Yes  _____No

Do you have programs, referral sources and peer to peer support for Lesbians, Gays, Bisexuals, Transgender, or Questioning on campus?
   _____Yes  _____No

Have you had suicide prevention training before?
   _____Yes  _____No

Please indicate your informational and training needs by underlining which items most reflects your assessment of your needs. (See example, below):

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Older adult students and their needs
Most Desirable   Very Desirable   Desirable   Less desirable   Undesirable   No Opinion

How to respond or handle situations involving students' families
Most Desirable   Very Desirable   Desirable   Less desirable   Undesirable   No Opinion

Other (please indicate)   ______________________ ___________________________
Most Desirable   Very Desirable   Desirable   Less desirable   Undesirable   No Opinion

Desirability of Training Formats (Please place an X next to the ones you prefer):

____Webinars
____Film Series
____Individual Campus Workshops
____State Technical Assistance Day-Long Consortium Training Event
____Full Access to Mental Health Website
____All of the Above

Your campus’s need/desire for participation in the American College Health Association Survey (Since 2000 the survey has tracked changes in health issues and trends, enabling both ACHA and institutions of higher education to adequately identify factors affecting academic performance, respond to questions and concerns about the health of the nation’s students, develop a means to address these concerns, and ultimately improve the health and welfare of those students.)

____We would like to participate   _____It is not necessary for our campus to participate

We welcome your feedback, comments or questions:

Please return your survey by Friday, September 28, 2012 to:

Dr. Bonnie Burstein
L.A. College Consortium Training Director
Los Angeles Harbor College
bursteb@lahc.edu
(310) 233-4586
Appendix 3

Clinical Psychology and MFT Programs in California

Southern California PsyD/PhD Programs

1. Alliant International University - Fresno
   5130 E. Clinton Way
   Fresno, CA 93727
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    Loma Linda, CA, 92350  
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13. Pacifica Graduate Institute  
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14. Pepperdine University  
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1 Beach St Ste 100  
San Francisco, CA 94133  
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26. American School of Professional Psychology at Argosy University - San Francisco Bay Area  
1005 Atlantic Avenue  
Alameda, CA 94501  
*Phone: (510) 217-4700*

27. California Institute of Integral Studies  
1453 Mission Street  
San Francisco, CA 94103  
*Phone: (415) 575-6100*  
Program Chair: Tanya Wilkinson  
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    Phone: (650) 493-4430
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    100 Ellinwood Way
    Pleasant Hill, CA 94523
    Phone: (925) 969-3300

32. Meridian University
    47 Sixth Street
    Petaluma, CA 94952
    Phone: (707) 765-1836

33. Palo Alto University, Pacific Graduate School of Psychology
    1791 Arastradero Road
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    Phone: (800) 818-6136
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35. Saybrook University
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47. California State University - Sacramento  
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68. University of Phoenix - Sacramento
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Appendix 4
WHAT IS THE LIFE SKILLS CENTER?

The Life Skills Center (LSC) is LAHC’s mental health service site on campus. The mission of the LSC is to provide psychological counseling and related services to LAHC students.

Our goal is to enable LAHC students to meet the personal, familial, and environmental challenges and pressures which can interfere with the ability to succeed academically and personally.

Learning to master these challenges will enhance a student’s psychological, interpersonal, educational, and career development while at LAHC and long after leaving the college.

WHAT FREE SERVICES DOES THE LSC OFFER TO THE COLLEGE COMMUNITY?

- Crisis Intervention and Referral
- Information & Community Referrals
- Individual and Group Counseling
- Career Guidance
- Psycho-Educational & Support Groups
- Student Success Workshops
- Learning Disability Assessment Referral, and Support

HOW IS THE LSC STAFFED?

The LSC is staffed by a licensed clinical psychologist and advanced graduate student interns from masters and doctoral level psychology programs in Los Angeles.

Strict adherence to the ethical standards of the American Psychological Association (APA) and the California State Board of Psychology are maintained. The staff is highly qualified and well-trained to address the vast array of concerns facing L.A. Harbor College students.

WHY SHOULD STUDENTS TALK TO A STRANGER ABOUT THEIR PROBLEMS?

Some people have family and friends they trust and feel comfortable talking to. However, some of the people closest to them have neither the training nor the objectivity to truly have their best interests at heart.

The highly skilled and trained LSC counselors can offer a fresh perspective and some proven tips for assisting LAHC students in achieving their academic and personal dreams.

WHAT KIND OF PROBLEMS DO STUDENTS BRING TO THE LSC?

Problems related to academic concerns like test-anxiety, procrastination, motivation; difficulty in managing feelings, such as depression, anxiety, anger, hopelessness or low self-esteem.

Students also bring concerns about relationships with family members, girl or boyfriends, marital partners, friends, school mates or faculty; behaviors of concern like eating habits, drug or alcohol use/abuse.

Treatment and services responding to suicide, sexual assault, domestic violence, and community violence are offered.

CONFIDENTIALITY

It is essential that students feel free to talk openly about any concerns they may have. To encourage frank discussions, all communications are confidential as specified by the state laws regulating the practice of psychology.

WHAT ARE THE HOURS OF OPERATION?

Appointments with the LSC staff can be made any time between the hours of 8:00 am-8:00 pm Monday through Thursday, and 8:00 am-2:00pm Friday and Saturday.

Walk-In Hours - No Appointment Necessary (Café 110, the Health Center):
- Monday and Friday: 10:00 am-12:00 pm
- Tuesday, Wednesday, and Thursday: 10:00 am-3:00 pm

Crisis Intervention Services are available anytime during office hours. After hours call 911.

Call to schedule a Non-Emergency Appointment: (310) 233-4586 A staff member will return the call within 48 hours.

- Workshops, Appointments, Support Groups, and Administration are located in the SPS Annex Building adjacent to Café 108

Life Skills Center Administrative Staff

Dr. Bonnie Burstein, Clinical Director (310) 233-4586
Dr. Deborah Tall, Administrative Director (310) 233-4521
Bonnie Burstein, PhD – Training Director – LA College Consortium – bursteb@lahc.edu – (310) 233-4586

The Clinical Psychology Internship Traineeship at Los Angeles Harbor College

L.A.H.C. Life Skills Center
1111 Figueroa Place
Wilmington, CA 90744
(310) 233-4094

Bonnie Burstein, PhD – Training Director – LA College Consortium – bursteb@lahc.edu – (310) 233-4586
Program Overview

The Clinical Psychology Internship/Training at Harbor College has its value-base in the humanistic world view of education as a transformational process that can minimize human suffering by giving individuals and communities the tools to help themselves and each other.

Training is offered in empirically validated and state-of-the-art individual, small group and community interventions for masters and doctoral level Clinical psychology graduates looking for an alternative to the medical model of training and practice.

Socialization into the profession and practice of Humanistic/Positive psychology provided through integrated modalities including:

- Mentorship by senior humanistic psychologists
- Didactic exposure including ongoing study of the current issues in the field as presented in topical journals, or modeling, observation

Creativity Encouraged

Interns have the opportunity to individually design certain aspects of their own program with special emphasis on creative interventions enabling retention of Harbor College students and their transfer to four-year colleges.

Interns Receive

- One hour of face-to-face supervision per week.
- Two hours of group supervision per week.
- Seminars on a variety of topics.
- Ongoing training in humanistic positive psychology.
- Crisis Intervention
- Referrals
- Learning Disabilities Assessment
- Violence Prevention
- Community Programs
- More...
- Case Conferences
- In Service Training
- Teaching Opportunities
- Research Opportunities
- Grant Development Opportunities

Los Angeles Harbor College Life Skills Center was awarded the:
- California Community Colleges Board of Governor's Award for Best Practice
- Exemplary Program of the Year - 2004

Life Skills Center 2012 – 2014 Recipient
- CalMHS – CCC – Student Mental Health Program
- Campus Based Grant – L.A. College Consortium Building Healthy Communities Initiative

Interns Learn In a Setting of Great Diversity

Harbor College has an unusually diverse, multicultural, environment with a myriad of opportunities for creative clinical and community interventions.

Students at Harbor College range in age from 14-80, with a fairly even balance of men and women, ethnic distribution and highsmithde to lower socio-economic status.

Specialty Programs

Learn about special programs for a variety of sub-groups in the general college population such as:

- Single Parents
- Returning Women
- Physically Challenged Students
- Mental Health "Consumers"
- Learning Disabled Students
- CALN and CalWorks Students
- Nursing Students
- Teens
- Young Adults From Foster Care Placement
- Athletes
- Students with Eating Disorders
- Recovering Substance Abusers
- International Students
- Veterans

Administrative Director

Deborah Tull, Ph.D.

A 30-year veteran of the Los Angeles Community College District (LACCD), she has taught Counseling and Psychology-related classes, as well as administrating a wide variety of programs at Harbor College and elsewhere. She is currently coordinating multiple Mental Health Programs with the LACCD. Awareness of the need for the internship grew out of Dr. Tull’s ground-breaking “Mental Health Education and Consortium Project”. She was instrumental in garnering seed money from the College’s “Partnership for Excellence” program to provide the funding for the program’s first year of operation, 2001-02.

Training Director

Bonnie Burstein, Ph.D.

A licensed Clinical psychologist (CP#007961). She received her Doctorate from UCLA in 1992 in Clinical and Community Psychology. Her original research is in the area of interpersonal skills training, group training, and human sexuality. She helped develop the original graduate student supervision course at the UCLA Psychology Clinic where she was supervisor for 14 years. She was also Program Director at the California Self Help Center for 6 years in the 1980’s. Currently, Dr. Burstein is on the faculty of Saybrook University.

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