



## **APA-ACCREDITED DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY**



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## Dear Prospective Applicant,

Thank you for your interest in our internship in Health Psychology! We are excited to be accepting applications for the 2024-2025 internship and look forward to answering your questions and hearing from you.

We have a long history of training excellent psychologists and can't wait to begin reviewing your applications beginning November 1, 2023.

If you have questions, please feel free to contact me at [bekkelik@udel.edu](mailto:bekkelik@udel.edu).

Sincerely,

Katie Bekkeli, PsyD, LP, ABPP  
Associate Director of Training  
[bekkeli@udel.edu](mailto:bekkeli@udel.edu)

Brad Wolgast, PhD, LP, CBSM  
Assistant Director of Training  
[bradw@udel.edu](mailto:bradw@udel.edu)



## APA Accreditation Information:

CCSD offers a full-time, 12-month doctoral internship designed to provide high quality training in the varied work of a psychologist at a large university counseling center. Professional development is fostered within the context of all activities across the internship year, focused on clinical services delivery. Our internship has been accredited by the APA since 1983. Our most recent site visit and program review was in 2015 when we received a full re-accreditation for seven years.

### Accrediting Body:

Office of Program Consultation and Accreditation  
American Psychological Association (APA)  
750 First Street NE Washington, DC 20002-4242

Website: <http://www.apa.org/ed/accreditation>

Office Phone: (202) 336-5979

Office Fax: (202) 336-5978

## Eligibility

The doctoral internship in health service psychology program offered by CCSD at the University of Delaware is designed to provide supervised experience in individual and group counseling, consultation, student development programs, career development services, and practicum supervision. Candidates must be enrolled in an APA or CPA accredited doctoral program in counseling, clinical, or closely related area of psychology. All of the formal course work and comprehensive examinations for the doctorate should be completed, including supervised practicum courses in counseling. At least 500 hours of pre-internship practicum are required. There currently are four full-time doctoral internship positions. The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation, or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

## Program Objectives and Training Philosophy

A practitioner model focused upon clinical practice and service delivery guides the internship training program (Stedman, Hatch, & Schoenfeld, 2007), with the goal of providing the professional skills necessary for independent functioning as a psychologist in a university or college counseling setting. In this context, the program centers upon development of clinical competence, and training activities consistently explore research and theory as essential complements to all aspects of clinical practice. Both theory and research are incorporated in seminars, professional development activities, case presentations, and supervision of clinical work. The practitioner model allows attention to two primary, inter-related tasks, both of which



CCSD staff understand as central to the internship. The program views development, refinement, and integration of clinical skills in a variety of areas as one central task of internship. Interns start internship with a foundation of didactic information and clinical skills from their academic training. Internship provides an intensive opportunity to develop new skills (e.g., career counseling, providing supervision) and to apply familiar skills in increasingly sophisticated ways. At the end of internship, CCSD expects interns to demonstrate competencies in assessment, individual and group therapy, outreach, consultation, supervision, ethical issues, and multicultural awareness. A second, closely related task is the development of a more mature, integrated professional identity. Internship represents an important transition from the role of graduate student to that of a professional psychologist, prepared for entry-level practice following internship. CCSD supports interns' growth via mentoring, discussion of professional identity development, and practical support (e.g., research time for dissertation-related work; funding and time for professional development activities.) Interns gain specific exposure to the many roles and responsibilities of a psychologist in a counseling center setting, which provides a strong foundation for future work in a university setting. This exposure occurs as interns serve with staff on internal administrative committees and participate in ongoing discussions about psychologists' roles within the larger university community during staff meetings, seminars, and staff retreats. Thus, the CCSD also expects interns to demonstrate competency in professional conduct. The CCSD staff is highly committed to the internship program and to the achievement of excellence in the experience. Staff provide regular, intensive supervision and training seminars to support and guide interns' growth. Some opportunities exist to individualize the program so that special needs or skills of the interns can be addressed or developed. At the completion of the internship, individuals will hopefully view the experience as a valuable capstone to their formal training in counseling and will be capable of assuming positions of responsibility within the field.

*Rodolfa, E. R., Kaslow, N. J., Stewart, A. E., Keilin, W. G., & Baker, J. (2005). Internship training: Do models really matter? Professional Psychology: Research and Practice, 36, 25 – 31. Stedman, J. M., Hatch, J. P., & Schoenfeld, L. S. (2007) Toward practice-oriented theoretical models for internship training. Training and Education in Professional Psychology, v. 1 (2), 89-94.*

### **Preparing Psychologists to Serve a Diverse Public**

As articulated in our program policy statement, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. CCSD is committed to providing an inclusive and welcoming environment for all members of our community. Consistent with this principle, CCSD policy requires that trainers and trainees do not discriminate on the basis of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, or socioeconomic status in the services provided. In some cases, tensions may arise for a trainee due to differences in beliefs or values with clients. Because the trainees will have to navigate these sorts of clinical situations in their future practice careers, CCSD has a responsibility to prepare students to do so in a safe and ethical manner. CCSD will respectfully work with students as they learn how to effectively practice with a broad range of clients. Thus, trainees should expect to be assigned clients that may present challenges for them at some point in training. If trainees do not feel comfortable or capable of providing competent services to a client because it conflicts with the trainee's beliefs or values, it is the trainee's responsibility to bring this issue to the attention of his/her supervisor.



Because client welfare and safety are always the first priority, decisions about client assignment and reassignment are the responsibilities of the Center's leadership and supervisors.

## Internship Goals, Objectives and Competencies

### Goals and Competencies

The CCSD doctoral internship training program has two general goals, which are to prepare interns for professional practice in health service psychology through 1) development of core clinical and counseling skills, and 2) development of professional attitudes and behaviors. This is accomplished through focus on nine specific competency areas that are:

1. Evidence-based Intervention: Demonstrates appropriate knowledge, skills, and attitudes in the selection, implementation, and evaluation of interventions that are based on the best scientific research evidence; respectful of clients' values/preferences; and relevant expert guidance.
2. Evidence-based Assessment: Demonstrates appropriate knowledge, skills, and attitudes in the selection, administration, and interpretation of assessments consistent with the best scientific research evidence and relevant expert guidance.
3. Ethical and Legal Standards: Demonstrates appropriate ethical and legal knowledge, skills, and attitudes in all professional roles.
4. Individual and Cultural Diversity: Demonstrates appropriate knowledge, skills, and attitudes about cultural and individual differences in all professional roles.
5. Research: Demonstrates appropriate knowledge, skills, and attitudes to produce and disseminate scientific research and to make appropriate use of scientific methods and findings in all professional roles.
6. Professional Values, Attitudes & Behavior: Demonstrates dispositions and engages in behaviors that reflect the values and attitudes of the psychology profession in all professional roles.
7. Communication and Interpersonal Skills: Demonstrates ability to communicate effectively, to interact appropriately, and to develop meaningful and helpful relationships in all professional roles. Consultation / Inter-professional / Interdisciplinary: Demonstrates appropriate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary collaboration in relevant professional roles.
8. Consultation/Interprofessional/Interdisciplinary: Demonstrates appropriate knowledge, skills, and attitudes regarding interprofessional and interdisciplinary collaboration in relevant professional roles.
9. Supervision: Demonstrates appropriate knowledge, skills, and attitudes regarding the instruction and oversight of trainees and other professionals.



Development of the above competencies is specifically addressed by training in the following skill areas:

### **Crisis/Emergency Intervention and Clinical Consultation Skills**

- Conducts emergency in-person/telephone consultations in line with scientific evidence
- Provides emergency meetings that are culturally-contextualized, and developmentally appropriate
- Utilizes awareness of cultural phenomenon in crisis intervention and consultation
- Assesses the presenting difficulty, and differentiates between client needs that are emergent, urgent, and non-urgent
- Integrates and synthesizes relevant biopsychosocial data in making a disposition determination
- Effectively communicates empathy and establishes rapport with a broad range of students
- Understands the unique function of crisis intervention and appropriately communicates this frame to the student
- Tailors tone and style of consultation to the consultee (e.g., parent, peer, administrator, other health professional, etc.)
- Conducts standard-of-care mental status exams and risk assessments (re: suicide, homicide, and psychosis) in line with best scientific evidence
- Utilizes voluntary and involuntary hospitalization procedures, in order to best serve the student's safety needs
- Provides appropriate post-intervention follow-up with the student and other relevant persons to best serve the student's needs and system circumstances
- Exercises sound judgment when engaged in consultation
- Develops and communicates knowledge of institutional and community resources, in the service of providing integrated care
- Develops and maintains collaborative relationships with other professionals, and exercises sound professional judgment in utilizing these relationships for the benefit of students
- Consults and communicates effectively with the supervisor and other relevant professionals to support continuity of care
- Completes timely assessment write-ups in line with professional practice and agency standards Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
- Communicates relevant ethical duties and limitations in the course of clinical work
- Consults appropriately with peers and supervisors regarding ethical issues and dilemmas

### **Intake Assessment, Diagnosis and Treatment Recommendations**

- Conducts biopsychosocial intake evaluations in line with best scientific evidence
- Conducts standard-of-care mental status exams and risk assessments (re: suicide, homicide, and psychosis) in line with best scientific evidence



- Utilizes systematic approaches to gathering data to form a multidimensional, developmentally-appropriate, and culturally-informed case formulation
- Provides diagnoses that are culturally-contextualized, and developmentally-appropriate
- Develops client-centered treatment plans that account for individual and situational factors
- Effectively communicates formulations and treatment plans to clients
- Implements client-centered referral and/or case management processes
- Writes comprehensive yet concise intake reports that effectively communicate a multidimensional, developmentally-appropriate, and culturally-informed narrative, and treatment plan
- Consults and communicates effectively with the supervisor and other relevant professionals to support continuity of care
- Completes timely intake reports in line with best professional practice and agency standards Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
- Communicates relevant ethical duties and limitations in the course of clinical work
- Consults appropriately with peers and supervisors regarding ethical issues and dilemmas

### **Individual Psychotherapy**

- Effectively communicates empathy and establishes rapport with a broad range of clients
- Develops client-centered treatment foci and therapeutic frame
- Engages in self-assessment of personal cultural factors and personal biases for the betterment of the therapeutic process
- Demonstrates multicultural sensitivity in clinical work and conceptualization
- Understands and uses own emotional reactions in clinical work
- Utilizes knowledge of Self to effectively work with diverse clients from the University population
- Implements interventions with fidelity to evidence-based models and flexibility to adapt where appropriate
- Reflectively attends to and makes use of client transference, and therapist counter-transference in the therapeutic process
- Reflectively attends to and tailors interventions based on developmental and situational factors in the therapeutic process
- Thoughtfully attends to the interplay of emotions, cognitions, behaviors, and physiology, and utilizes this awareness in facilitating client growth
- Evaluates treatment process and is open to modifying treatment planning based on outcomes measures
- Collaboratively addresses termination during treatment planning, and makes use of it during the therapeutic process
- Collaboratively reviews therapeutic experience, progress, and areas of future growth during the termination phase
- Collaboratively provides appropriate referrals and/or resources, and clarifies the role of any future CCSD services during the termination phase





- Open to exploring own identities along various cultural dimensions and how these identities impact interactions with those from different backgrounds/identities
- Knowledge of own identities in relation to social and cultural issues
- Recognition of European/European-American cultural values inherent in traditional psychology
- During case conceptualizations and presentations, considers alternative (to traditional psychological theory) frameworks that incorporate social, cultural and political factors in conceptualizations and interventions for clients
- Open to discussing own cultural and social identity as it may impact therapy
- Open to exploring biases toward those different from self
- Completes timely progress notes in line with best professional practice and agency standards
- Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
- Communicates relevant ethical duties and limitations in the course of clinical work
- Demonstrates openness and responsiveness to supervision
- Consults appropriately with supervisors and peers regarding ethical issues and dilemmas

### **Group Psychotherapy**

- Identifies clients who may benefit from group and informs potential members of the value and rationale for group treatment
- Conducts group screening interviews, makes collaborative decisions and communicates with the client regarding goodness of fit
- Attends to group composition, taking developmental, biopsychosocial, and cultural factors into account in order to maximize potential for both effective group process and individual client benefit
- Clearly communicates basic structure, expectations and ground rules for participation in group
- Assists group members in formulating practical and achievable group goals
- Monitors and intervenes at the three structural levels of group (e.g., intrapersonal, intragroup, interpersonal)
- Utilizes and applies clinical best practice guidelines for group therapy (e.g., AGPA, 2008) Works effectively with the co-facilitator through collaboration and communication regarding the group development and process
- Appreciates similarities and differences between structured/psychoeducational and interpersonal process groups as well as corresponding leadership responsibilities (e.g., teaching, facilitating, deepening)
- Promotes group cohesion among members by attending to trust, risk-taking, emotional bonding, and other process variables
- Furthers stages of group development and balances members' needs for support and challenge at key points in the group process
- When applicable, utilizes evidence-based therapeutic group factors (e.g., Universality, Imparting Information, Installation of Hope, etc.) to facilitate effective group process and individual client benefit



- Evaluates treatment process and modifies treatment planning based on outcome measures
- Utilizes knowledge of Self to effectively work with co-facilitator and group members
- Makes use of the here-and-now as well as process level interventions
- Maximizes therapeutic value of termination at the group and individual level
- Completes timely progress notes in line with best professional practice and agency standards
- Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
- Communicates relevant ethical duties and limitations in the course of clinical work
- Consults appropriately with peers and supervisors regarding ethical issues and dilemmas

### **Outreach & Community Consultation**

- Takes initiative in planning student-centered and evidence-based outreach activities
- Develops culturally-relevant material and interventions that are tailored to the community being served
- Provides assessment of community needs and implements preventive and responsive interventions
- Coordinates with university partners via professional and effective communication
- Delivers engaging, culturally responsive and inclusive outreach services
- Develops and maintains collaborative relationships with other professionals, and exercises sound professional judgment in utilizing these relationships for the benefit of students
- Consults and collaborates effectively with supervisors and other relevant professionals in the development and implementation of outreach services
- Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
- Communicates relevant ethical duties and limitations in the course of providing outreach
- Consults appropriately with peers and supervisors regarding ethical issues and dilemmas

### **Interpersonal and Outcome Testing**

- Develops proficiency and administers psychological tests with knowledge of appropriate standardization procedures
- Develops appropriate batteries based on the referral question, presenting issue, and cultural and individual circumstances
- Accurately interprets individual test results
- When appropriate, integrates test results across the battery with both behavioral observations and clinical data to communicate a coherent and explanatory narrative
- Generates individualized student-centered recommendations based on assessment findings and client goals
- Meaningfully communicates testing feedback, with attention to the presenting problem, assessment findings, and the client's goals



- Clearly communicates individualized recommendations, and collaborates with the client to move forward on next steps
- Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
- Communicates relevant ethical duties and limitations in the course of clinical work
- Consults appropriately with peers and supervisors regarding ethical issues and dilemmas

### **Supervision Knowledge/Provision**

- Effectively establishes rapport with supervisee
- Sets supervisory frame and makes a sound decision regarding use of supervision contract in the context of the developmental level of the supervisee
- Facilitates supervisee's awareness of ethical, legal, and policy-related issues in providing clinical services
- Facilitates the development of the supervisee's goals agreed upon in the supervision contract
- Demonstrates awareness of cultural and theoretical differences occurring in the supervisory relationship
- Supports supervisee's development of reflective practice in order to best serve the needs of diverse clients
- Supports the supervisee in differentiating what aspects of Self are helpful to the therapeutic and/or supervisory process, and those which are better addressed outside of the workplace environment
- Evaluates supervisee with regard to established goals, and in the context of the developmental level of the supervisee
- Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
- Communicates relevant ethical duties and limitations in the course of clinical work
- Consults appropriately with peers and supervisors regarding ethical issues and dilemmas

### **Professional Values, Attitudes and Behaviors**

#### *Openness*

- Appreciates the value of continued learning about legal and ethical issues relevant to clinical work and the profession as a whole
- Appreciates the value of continued learning about multicultural issues relevant to clinical work and the profession as a whole
- Identifies and discusses personal and professional characteristics and/or behaviors that aid or interfere with clinical work
- Utilizes content and skills discussed in supervision to improve effectiveness in clinical work
- Collaboratively develops supervisory frame and training goals
- Monitors workload and issues and professional commitments responsibly; related to self-care takes initiative in addressing concerns



- Able to share and learn from colleagues regarding multicultural issues

#### *Interpersonal Effectiveness*

- Develops and maintains effective professional relationships with clinical and administrative staff
- Develops and maintains collaborative relationships with other professionals, and exercises sound professional judgment in utilizing these relationships for the benefit of clients
- Addresses differences and areas of challenge within supervisory and other relationships in order to maximize professional growth
- Manages conflict appropriately

#### *Conscientiousness*

- Behaves in timely manner for clinical appointments, supervision and meetings, and makes appropriate arrangements in the event of scheduling changes
- Attends seminars regularly as an engaged participant and comes prepared to discuss readings and/or case material
- Prepares for supervision in support of the established training goals
- Seeks supervision or consultation appropriately, to best serve client needs and system circumstances

## Training Activities

Interns at the CCSD are employed on a 40-hour-a-week basis. It is expected that, on occasion, there will be work that must be completed outside of the 40-hour work week including readings for seminars, some outreach, and some note writing. Interns are required to participate in the following training programs:

**Assessment/Triage:** The assessment of incoming clients is a part of the triage/intake interview procedure. All staff members participate in the triage system. The triage counselor is responsible for clarifying the presenting problem, assessing the severity of the problem, judging the need for timely interventions, and discussing with the client the treatment alternatives that are available to them. Interns are responsible for 5 hours of triage coverage per week. At triage, a disposition decision is required. Following the initial intake session, a treatment plan is required as part of the documentation. While CCSD has no formal policy at this time regarding formal diagnosis, it is expected that interns will be having regular conversations about this in supervision and develop a working diagnostic impression by session 3.

**Rotation with the psychiatrists on staff:** Each intern will have a two-hour bi-weekly rotation working with the CCSD psychiatrists in either the Fall or Spring semester. This rotation provides some exposure to a medical model of diagnosis and psychopharmacology. Activities during this time may include observation of psychiatrists conducting medication evaluation or medication checks with students; discussion of diagnosis, psychopharmacology, or other relevant issues; clinical consultation; or related readings.



**Counseling and Psychotherapy:** Direct counseling and psychotherapy is one of the major emphases of the internship program. The internship experience is viewed as one of the best opportunities for the developing psychologist to gain a broad range of experience with clients while receiving intensive supervision. Interns will have experience with a number of different kinds of cases, requiring different interventions and lengths of treatment, and will designate 12-15 hours per week for individual counseling in the CCSD. While there are no formal session limits, CCSD primarily offers time-limited/goal directed therapy. Therefore, the program focuses upon effective use of therapy within a brief model. Interns have exposure to a variety of perspectives to consider in this process, including developmental theory, diagnoses, and different theoretical approaches to therapy. Interns do have the opportunity to select 1-2 clients to experience a longer course of therapy.

**Crisis Intervention:** It is reasonable to assume that individuals who are involved in providing counseling services will develop skills in crisis intervention. Interns are expected to be able to respond to the crises experienced by their own clientele and students seen for triages. In addition, interns will provide assessment and service to students on a walk-in basis. Assistance is available for the intern, or any staff member, in those instances where an emergency situation may require hospitalization or other atypical measures. Interns will also participate in the after-hours on-call rotation as backup support to Protocol approximately 3x/year (1x/semester). When on call, interns are backed up by their licensed individual supervisor, who is available to consult by phone. If the supervisor is unavailable, interns are required to contact a member of the leadership team to consult instead. More detail regarding consultation guidelines can be found later in the Training Manual.

**Consultation and Outreach:** Interns are required to initiate and implement at least six outreach presentations over the course of the training year, one of which must be a consultation project targeted at prevention (detailed below). Types of outreaches are:

- **Workshops:** Outreach that entails the delivery of mental health/psychological information to the UD community (students/staff/faculty) that requires more audience engagement than a lecture or panel. This area includes Campus Connect.
- **Lecture/Panel:** Outreach that entails an oral presentation of information to teach the UD community about mental health concerns. This activity is less interactive than workshops and can be more of a one-way communication of information.
- **Tabling:** Outreach that educates the community about CCSD services and mental health concerns and promotes awareness of topics. It provides a great platform to engage in conversation and offers information to a potentially large number of people.
- **Creating a Resource:** Outreach that conducts a needs assessment of CCSD/UD community and engages in development of a resource. For example, creating a handout on how to help a friend in distress.
- **Making CCSD more diverse & accessible:** Outreach that involves assessing current space, art, and use of technology for universal design.
- **Fostering Community:** Outreach where the focus of the intervention is on improving student wellness and creating a space for the UD community to come together.
- **Crisis Response:** Outreach that involves responding to the community as needed when an event has occurred on or off campus that has a greater impact on the UD community (following a community member's death, sociopolitical events, state/national tragedies).



Examples of outreach requests we respond to include, stress management, grief/loss issues, eating disorders, suicide prevention, needs of international students, or responding to crises.

Outside of participation in 6 outreaches, such as those listed above, interns are required to participate in a consultation project under the supervision and support of a CCSD staff member. While we see a large number of students at CCSD, we cannot assume that all of the students in need of our services are entering our office. Therefore, the prevention-related consultation project provides an opportunity to reach out to students we might not otherwise interact with. Recent consultation projects included work with the English Language Institute, Services for Student Athletes, and Office of International Students and Scholars. Opportunities for more intensive consultation or outreach experiences are available in June and July. In recent years, interns have participated in summer programs with the Dean's Office in the College of Arts and Sciences, the Center for Black Culture, and the University's McNair Scholars. The consultation project will involve collaboration with another department or area on campus. At completion of the consultation project, it is expected that the intern will have a tangible demonstration of their project (i.e., a resource sheet developed for a particular office, written content for the website specific to a student group, a recorded video for upload to the website about a particular mental health concern, etc.). Interns will meet with their outreach mentor for one hour per month, though this time may be divided as appropriate.

**Group Counseling:** The CCSD offers a number of different counseling groups each year. These include both process and psychoeducational groups. Some examples of process groups include Family Issues Group, Understanding Self and Others, Women's Group, and Body Image/Eating Disorders group. Psychoeducational groups include Anxiety Management, and You've Got This, and DBT Skills Training. Group activities are considered to be preferred modes of treatment in many situations. Interns should plan to co-lead at least one multiple-session group and participate in screening prospective group members beginning in the fall semester. If an intern's group fails to recruit enough eligible group members to run, the intern will attempt to run a process group again in the spring semester, or, as a last option, may fulfill this requirement by serving as a process observer for another group. The CCSD staff works collaboratively to provide opportunities for interns to co-lead a group, ideally a process group.

**Supervision of Other Trainees:** It is the goal for CCSD to offer externship training to pre-doctoral psychology students. Interns will serve as supervisors for the externship students in spring semester and will provide 90 minutes of supervision weekly, in addition to participating as a group in a weekly supervision of supervision seminar in the spring.

**Supervision:** Interns receive supervision in a number of ways. Each intern meets with a licensed psychologist/senior staff member for a minimum of two hours a week to receive supervision of their individual counseling caseload and related activities. Supervision of group counseling is provided in weekly one-hour meetings with the intern's co-leader. In addition, interns meet regularly as a group with two senior staff members for peer supervision during Case Group, which provides opportunities for in-depth case presentations and discussion. Interns also meet regularly, as a group, with the Associate Director for Training to receive ongoing orientation and/or for discussion of administrative issues. Lastly, interns often work with senior staff members in a number of other areas such as outreach programs, consultation, occasional teaching, etc., and will be supervised by the participating senior staff member for those activities.





**Personal and Professional Development:** The CCSD staff engages in regularly scheduled professional development programs, and interns participate fully in these activities. In recent years, CCSD has sponsored day-long training on: Healing from Racial Trauma, Multicultural Supervision, Working with Veterans, Brief Dynamic Therapy, College Students with Autism Spectrum Disorders, Mindfulness, and Brief Group Therapy, for example. Historically, the entire CCSD staff generally attends two retreats each year to deal with matters of importance to the CCSD, which interns may or may not have the opportunity to participate in, depending on the nature of the retreat and center needs. Interns also are encouraged to participate in their own personal and professional growth as an integral part of the internship and are provided with \$500 for this purpose. Interns may use these funds for conferences or purchase of professional books.

**Internship Seminars:** Two formal seminars for interns are scheduled on a weekly basis. One two-hour seminar covers a variety of topics relevant for developing therapists, including brief treatment, clinical decision-making, diagnosis, assessment, and treatment planning, leadership, communication, and specific presenting concerns, for example. A second seminar focuses on group therapy, multicultural issues, and outreach/consultation in alternating weeks in the Fall semester, and supervision of supervision in the Spring semester.

**Multicultural Training:** Training in multicultural competence is integrated throughout all aspects of the training program; however, there are several training courses specifically devoted to multicultural growth over the course of the year. Multicultural training is divided into two types: Multicultural Lab and Application.

- **Multicultural Labs:** These are an experiential exercise derived from Carter's (2003) Racial-Cultural Lab Course and University of Maryland multicultural lab structure. This invites trainees to integrate counseling skills and considerations with cultural factors that impact both clinical and professional contexts. With support of staff co-facilitators, interns participate in guided exploration of their identities in order to better understand themselves as both people and professionals.
- **Application:** As part of the broader training seminars, there are several seminars specific to multicultural considerations. Each is topically focused. We recognize and acknowledge that the application-based seminars are not all-encompassing of all identities and does/will leave out certain identities. This is not done lightly or without thoughtful intention. The identity groups represented in the application seminars are based on representation of clients who present to CCSD and staff specialty areas. The seminars should NOT be seen as exhaustive of the identities to consider or of importance in clinical work; rather, it is the hope that it will be used as a model for the type of information interns are encouraged to seek out and utilize throughout their career as they pursue multiculturally competent practice independently.

**Case Group:** Interns will meet weekly for 60 minutes with two staff members to provide ongoing consultation about and developing of their clinical skills. Once per semester, interns will provide a formal case presentation. At that time, in addition to the regular case group attendees, the intern's supervisor, the training director, and two additional staff members will attend and provide written feedback. It is the intent of these formal case presentations to help prepare



interns for interviews, as well as to provide opportunities for inclusion of multiple perspectives and approaches to clinical work.

**Case Consultation Meetings:** Interns participate in weekly staff case consultation meetings. These meetings are ever evolving, but can involve discussion of clinical issues, staff presentation of cases, professional development, etc.

**Administration:** Interns participate in weekly staff meetings. They will participate in the decisions which affect the policies, procedures, and personnel of the CCSD, as well as be privy to information relevant to the mission and values of the counseling center.

**Optional Concentrations:** Starting in the Spring semester, interns will have the opportunity to participate in a clinical concentration. This can be completed in the Spring semester alone, or can be extended into the summer semester, if agreed upon by the trainee, Training Director, and concentration supervisor. This is NOT a requirement for successful completion of internship. Concentration availability is dependent upon supervisor availability and specialty, and therefore will change year-to-year. Participation in a concentration is dependent upon the intern meeting expectations over the course of the Fall semester. Specific requirements of the concentration are developed and determined by the intern-supervisor pair in a supervision contract; however, concentrations typically involve meeting bi-weekly for 1 hour of supervision and involves a reading component, a clinical component (2-3 clients specific to the concentration), and an outreach component. Sample concentrations include working with clients of specific identity groups, DBT, eating disorders, sport psychology, outreach, etc.

**Intern Lunch:** Every other week, psychology interns will have 1.5-2 hours of protected time set aside for an intern-only lunch. The internship year is a unique experience and CCSD sees it as important to allow intentional time for internship cohort relationship development apart from the more 'formal' internship activities. This time can be spent on campus (such as eating lunch in Warner Hall) or can be spent exploring restaurants in Newark. While it is the intention of this time to be used for connection and bonding, CCSD also recognizes that there are points in the semester that are busier, so interns may also use this time to write notes or catch up on other responsibilities, though this is not the expectation.

## Elective Training Activities

**Research:** Interns are encouraged to work towards the completion of their doctoral dissertations and may take up to 2 hours per week of release time for this work. If interns have completed their dissertation, they may elect to apply this half-day to clinical activities, undertake an independent research project, complete clinically-related reading, or participate in a research project, with individual staff members. Interns should inform the Associate Director of Training about their research plans and activities.

## Internship Completion Requirements

- Total training time should be equivalent to 2,000 hours. Although interns may reach the maximum hour requirement prior to the official ending date, interns are expected to continue clinical responsibilities until the official end.
- A minimum of 500 hours spent in direct client contacts and activities





- Competency-based evaluations indicative of Intern performance that is commensurate with that expected of an Intern in this program
- A minimum of 4 hours per week spent in regularly scheduled, formal, face-to-face Supervision, at least 2 of which were on an individual basis
- Demonstration of ability to complete evaluations and paperwork with minimal supervisory changes
- Completion of all clinical and administrative paperwork
- If illness or some other circumstance makes it impossible to meet the 2,000-hour minimum definition of the internship by the official ending date, special arrangements will be made to ensure satisfactory completion of the Internship Training Program
- During the internship year at CCSD, interns will not be allowed to participate in any other outside professional activities without first being granted permission. Interns are also not allowed to provide clinical services to the public outside of the purview of the internship. Non-funded supervised clinical service of a training nature will be considered. All other activities will be considered for approval on an individual basis.

## Intern Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Dissertation Research	8-8:30 – Office duties	Intern Meeting	Bi-weekly self-care hour	Office duties
9:00		Staff Meeting 8:30-9:30 9:30-10 – Office duties	Intern Seminar 2	Client	Psych Shadow (biweekly; Fall or Spring only)
10:00	Intern Case Group	Intern Seminar 1		Bi-Weekly Intern Only	
11:00	Lunch		Client	Lunch	Individual Sup
12:00	COD	Lunch	Lunch	Client	Lunch
1:00	COD	Individual Sup	Group Sup	Client	Client
2:00	COD	Client	Client	Client	Client
3:00	COD	Group (3-4:30)	Client	Client	Client
4:00	COD	4:30-5 – Office Duties	Office duties	Client	Client



## Evaluation

### Doctoral Intern Evaluation and Review: Rationale and Procedures\*

Doctoral Intern Evaluation and Review: Overview This document outlines the procedures used by the Center for Counseling and Student Development Doctoral intern training program to

1. evaluate intern performance,
2. respond to problematic or inadequate intern performance, and
3. insure that due process is accorded all parties during the evaluation and review process.

This document contains five parts: (I) Introduction, (II) Definition of Problematic Behavior, (III) Intern Supervision and Evaluation Process, (IV) Review, and Due Process Procedures, (V) Grievance Procedures, and (VI) Remediation Considerations.

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\*This document has been adapted from similar ones developed by the Illinois State University Counseling Center and by the Counseling and Student Development Center of Northern Illinois University and is a revised version of the November, 1995 and April 2001 documents.

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### Part I Introduction

The training program of the Center for Counseling and Student Development (CCSD) has the responsibility to continually assess the progress of each intern. The primary purpose of this assessment is to facilitate professional and personal growth in a continual and timely fashion. In addition, it is particularly important that there are ongoing contact and close working relationships between graduate and internship programs so that these guidelines and procedures can be implemented in a way which maximizes intern growth and development.

The training program also recognizes that developmental stressors are inherent both in the transition from graduate school to an internship setting as well as during the course of the internship. During the internship, interns are exposed to full-time clinical practice, typically involving a full and challenging case load as well as responding to client crises and agency requirements. Furthermore, intern supervision is often very intense, concentrated, and frequent. This may increase the intern's sense of personal and professional vulnerability. Thus, while internship represents a critical professional opportunity for interns to learn and refine skills, increase their professional confidence, and enhance professional identity, it is also a time of increased stress and vulnerability.

Since trainees make significant developmental transitions during the internship and may need special types of assistance during this time, it is the responsibility of the training program to provide opportunities which can facilitate growth and minimize stress. Such measures include but are not limited to extensive orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations which included suggestions for positive change, contact with support individuals (e.g., supervisors, DCTs of home programs) and/or groups (e.g., other graduate trainees), and staff attention to the assignment of increasingly severe clients over the year.



## Part II Definition of Problematic Behavior

CCSD uses the description presented by Chapman, Hall, and Peters (2002) to define intern problem behavior. Chapman et al.'s definition builds upon earlier work by Lamb, Presser, Pfost, Baum, Jackson, and Jarvis (1987). Chapman et al.'s article reflects the current understanding that the word "impairment" is no longer an appropriate descriptor for problematic trainee behavior.

"Problematic behavior" represents an interference in professional functioning that is reflected in one or more of the following ways: (a) incompetence in clinical skills or inadequate fund of knowledge, (b) lack of awareness or disregard for professional behavior and responsibility, and (c) interpersonal issues that interfere with professional functioning.

As discussed in the Lamb et al. (1987) article, CCSD understands that problem behavior exists on a continuum. Since the internship year is part of doctoral training, we anticipate that all interns will be acquiring new information and skills throughout the year. Intern behaviors, attitudes, or characteristics that generate concern and require remediation will first be addressed through the CCSD's supervision and evaluation process, outlined in Part III.

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[1] Chapman, J. B., Hall, R. G., & Peters, L. J. (2002, July). *Being sent to fellowship before dessert: Working with difficult interns*. *APPIC Newsletter*, 6, 21-23. [1] Lamb, D.H., Presser, N.R., Pfost, K. S., Baum, M.C., Jackson, V. R., & Jarvis, P. A. (1987). *Confronting professional impairment during the internship: Identification, due process, and remediation*. *Professional Psychology: Research and Practice*, 18, 597-603 [1] Falender, C. A., Collins, C. J., Proskauer, R., & Shafranske, E. P. (2004, November). *Use of the term "impairment" in psychology supervision*. *APPIC Newsletter*, 7, 15.

## Part III Intern Supervision and Evaluation Procedures

Due process ensures that decisions made by programs about interns are not arbitrary or personally based and requires that programs identify specific evaluative procedures which are applied to all trainees and have appropriate appeal procedures available to the intern so they may challenge the program's action. This section describes CCSD's standard processes for supervision and evaluation of interns.

### Supervision and Evaluation

The CCSD Director and/or Associate Director for Training, in consultation with the intern, will appoint a primary supervisor who provides two hours per week of supervision. Additional supervision is provided for each assignment or rotation that constitutes the intern's duties. The intern could provide group counseling, consultation, and other programs, with the amount of supervision dependent on the level of involvement. For example, if an intern is providing a workshop in a residence hall, they will be given supervision in preparing for this intervention and for a review of its effectiveness. On the other hand, an intern supervising an externship student will receive weekly supervision for the duration of that responsibility. The intern case group provides at least monthly opportunities for case presentations. In the psychiatric rotation, interns receive two hours per week of individual consultation with CCSD psychiatric staff. Interns also attend weekly case conferences and staff meetings. Typically, interns receive a total of four to six hours of supervision per week.



In the context of these supervisory relationships, interns receive ongoing feedback regarding their professional strengths and areas/skills in need of improvement. This process should be continuous, with supervisors providing coaching and assistance to support improvement. Supervisors may consult with each other or the Associate Director for Training at any point to discuss any supervisory concerns. All staff involved in training will consult about trainees' progress at the mid-point of fall semester and early in spring semester, with the intention of coordinating training efforts. Therefore, it is understood that information pertinent to the intern's performance is private, but not confidential. Given that CCSD is a training agency, and all staff are involved in training in some capacity, there are times that multiple (or all) staff will be aware of areas of concern for trainees. This can, at times, cause anxiety for interns; however, it is the intention in sharing information to best support the trainee, as well as to promote clarity and consistency for the staff. Questions or concerns about this can be directed to the Training Director or Director. Consistent with APPIC recommendations for open communication, the Associate Director for Training may discuss training concerns with the director of clinical training from an intern's home academic program. Interns will be informed of all contacts with the home academic program.

Assessment of the intern's competency is assessed multiple times, across multiple settings, and by multiple individuals over the course of the training year in order to provide the most holistic and comprehensive assessment possible. Trainees likewise will assess the center and supervisor's competency multiple times and in multiple ways over the course of the year. This assessment and the related feedback will be provided to the relevant parties as it becomes available. While the process of giving and receiving feedback is ongoing, there are several formalized opportunities for feedback:

Formal evaluation primarily occurs at two distinct points during the year – in January and in July. At each point, any staff who has had individual supervisory responsibilities completes “Q1: Evaluation of Intern Competencies in Individual Counseling.” Group supervisors complete “Q2: Evaluation of Intern Competencies in Group Counseling.” The facilitator of the Multicultural Training Seminar completes “Q4: Evaluation of Intern Competencies in Multicultural Issues.” If relevant, the facilitator of the Supervision of Supervision Seminar completes “Q5: Evaluation of Intern Competencies as a Supervisor.” Staff who supervise outreach or consultation efforts will complete “Q3: Evaluation of Intern Competencies in Outreach and/or Consultation” on an ongoing basis, as these tasks are finished.

Supervisors discuss all evaluation materials with the intern. Interns also evaluate individual and group supervisors by completing the Evaluation of Supervisor form (Q7 and Q8, for individual counseling and group counseling, respectively). After the supervisor and intern have discussed their evaluations, they provide the Associate Director for Training with copies of all evaluative documents.

Outside of the formal evaluation process, there are two additional informal evaluation meetings that are pre-scheduled for the middle of the semester. Around October and March, all clinical staff will meet to discuss each trainee and their performance, areas of growth, and areas of strength. Given that all clinicians at CCSD are involved in training (whether formally or informally), this is an opportunity for all clinicians to have a ‘meeting of the minds’ to gain a bird's eye view of all CCSD trainees. It is expected that any and all feedback that is discussed during this meeting will have been provided to trainees prior to the meeting occurring. However, there



are times when information is further crystallized in the course of the mid-semester meeting that has not yet been able to be provided to the trainee. Therefore, it is expected that, within a week following the meeting, the relevant staff member will provide the necessary feedback to the trainee.

CCSDs approach to training is one of collectiveness, with ALL staff being active participants in the provision of training. While the mid-semester meetings can elicit some natural anxiety from trainees, it is the intention of the meeting to help support trainee growth and development, utilizing the training staff as a whole, to provide a unique and holistic perspective of trainee growth and development. Additionally, the commitment to transparency in delivery of feedback both prior to and following the meeting with regards to relevant trainee feedback is intended to help mitigate the natural anxiety that arises in evaluative spaces.

Interns may meet with the Associate Director for Training at any time to discuss any matters of concern, including those related to feedback and evaluation. In January and July, the Associate Director for Training will schedule individual meetings with each intern. During these meetings, all parties discuss how the internship experience is progressing, and the intern is provided with the opportunity to give their reactions to the training experience. The Associate Director for Training will give the intern a copy of the mid-year and final evaluation letters and discuss the content with the intern, prior to mailing the letter to the intern's academic program.

#### **Part IV Initial Procedures for Responding to Inadequate Performance by an Intern**

The processes described above are often sufficient to address problematic behavior. "Problems" become more serious when they include one or more of the following characteristics: (a) the intern does not acknowledge, understand, or address the problem when it is identified, (b) the problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training, (c) the quality of services delivered by the intern is severely negatively affected, (d) the problem is not restricted to one area of professional functioning, (e) a disproportionate amount of attention of training personnel is required, and/or (f) the intern's behavior does not change as a function of feedback, remediation efforts, and/or time. In these situations, the procedures for due process are outlined in the remainder of this document.

When problematic behavior emerges and meets the criteria above, a CCSD staff member ("complainant") may designate specific aspect(s) of an intern's performance as "inadequate for an intern in training." In such a case, the following procedures will be initiated:

- A. The Associate Director for Training will meet with the complainant(s) and the intern separately. The purpose of these meetings is to explain the procedures for dealing with the complaints. A "Review Committee" of at least three persons is then formed consisting of the Associate Director for Training, the primary supervisor(s), and one other senior staff person. In those instances where the Associate Director for Training and/or the supervisor is also the complainant, the Assistant Director of Training, the Director of the CCSD, or the director's designee shall chair the Review Committee. The intern will be notified, in person and in writing, that such a review is occurring, and the Review Committee will receive any information or statement from the intern in response to the charge. This Committee will meet as often as



necessary with the complainant and the intern to gather information and discuss appropriate action.

- B. In discussing the complainant's concern and the intern's statement, the Review Committee may adopt any one or more of the following methods or may take any other appropriate action. It may:
- a. Determine that the complainant's charges do not warrant any further action.
  - b. Issue "Recommendations" which formally acknowledge (a) that the Review Committee is aware of and concerned about the complaint, (b) that this has been brought to the attention of the intern, (c) that the Review Committee will make recommendations for how the intern will rectify the problem or skill deficits, or (d) that the behaviors associated with the complaint are not significant enough to warrant more serious action.
  - c. Issue a "Probation" which defines a relationship such that the Review Committee actively and systematically monitors, for a specific length of time, the degree to which the intern addresses, changes, and/or otherwise improves the behavior associated with the complaint. The probation is a written statement to the intern and includes:
    - i. the behaviors associated with the problem,
    - ii. the specific recommendations for rectifying the problem,
    - iii. the time frame for the probation during which the problem is expected to be ameliorated, and
    - iv. the procedures designed to ascertain whether the problem has been appropriately rectified.

NOTE: Means of addressing the problematic behavior are listed in Part VI, "Remediation Considerations."

- d. Issue a "Termination" if the charges against the intern are deemed serious enough, the Review Committee can recommend the intern to be terminated from the training program. This is used only in the most egregious circumstances (e.g., including, but not limited to behavior that would, for licensed psychologists, lead to a revocation of one's license) when the intern has shown enough disregard for legal standards or professional ethics that remediation is deemed insubstantial. The termination and its rationale are written in a statement to the intern and includes:
    - i. the actual behaviors associated with the problem;
    - ii. the rationale for why these behaviors rise to the level of termination;
    - iii. a discussion of the termination process, including engaging the Office of Human Resources, and the trainee's sponsoring university.
- C. After probation or termination is issued (option 3 above) the Associate Director for Training will meet with the intern to review the conditions. The intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented in Part V below.
- D. When recommendations are made or a probation or termination occurs, the Associate Director for Training will inform the intern's sponsoring university within 3 business days, indicating the nature of the problematic behavior, the rationale for the Review Committee action, and the action taken by the Review Committee. The intern shall receive a copy of the letter to the sponsoring university. A conversation is





invited as well as an email documenting that the remediation has been initiated. The Intern's sponsoring university will be cc'd on all communications with the intern throughout any proceedings, including at the completion/resolution of the remediation process.

- E. Once the recommendations or probation is issued by the Review Committee, it is required that the status of the problem behavior will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. Additionally, it is strongly suggested that the problem behavior be reviewed with frequency, which may be determined in part by the nature of the behavior and the expected time needed for improvement to be experienced. Biweekly reviews are likely to be useful, and less than monthly reviews are considered too infrequent.
- F. If the rating has been rectified to the satisfaction of the Review Committee, the intern, sponsoring university and other appropriate individuals will be informed, and no further action will be taken. If the problematic behavior continues after the time limits identified on the probation statement or has not been rectified to the satisfaction of the Review Committee, the process of review will begin again (see Part V for further detail).

## Part V Grievance Procedures

There are four situations when a grievance procedure may be initiated:

1. Intern Challenge: The intern challenges the action taken by the Review Committee.
2. Continuation of the Inadequate Rating: The Review Committee is not satisfied with the intern's responses to a previous Review Committee action.
3. Intern Grievance: An intern initiates a grievance against a CCSD staff member.
4. CCSD Staff Member Grievance: A CCSD staff member initiates a grievance against an intern.

Courses of action for each situation:

1. Intern Challenge - The intern challenges the action taken by the Review Committee
  - a. To challenge the action taken by the Review Committee as described above (Part IV.B), the intern informs the Associate Director for Training, in writing, of such a challenge, within ten (10) working days of receipt of the Review Committee's written decision.
  - b. The Associate Director for Training convenes a Grievance Panel consisting of the Associate Director for Training, one senior staff member selected by the Associate Director for Training, and one senior staff member selected by the intern. The intern may also choose to have an external person on the Grievance Panel. The external member must be someone from the trainee's chosen professional field (e.g., a doctoral student in psychology chooses a licensed doctoral psychologist; an MSW student chooses a licensed Social Worker, etc.) who they have had a professional relationship with for at least one year. A senior staff member who is the complainant will not sit on the Grievance Panel. The intern retains the right to hear all facts with the opportunity to dispute and/or explain their behavior.







- e. If a challenge is made, the intern must provide to the Associate Director for Training, within ten (10) working days, written information as to why the intern believes the Review Committee's action is unwarranted.
      - f. If the intern challenges the Review Committee's action, a Grievance Panel is formed as outlined in Part V B.1.b -Intern challenge.
3. Intern Grievance. An intern initiates a grievance against a CCSD staff member.
  - a. All Student Life staff members have the right to file a formal grievance against any other staff member(s) who's ethical and/or professional behavior warrant examination and possible sanctions.
  - b. Guidelines for grievance procedures are outlined in the University of Delaware Personnel Policies and Procedures for Professional and Salaried Staff.
4. CCSD Senior Staff Member Grievance. A CCSD staff member initiates a grievance against an intern.
  - a. See Part IV above - Procedures for Responding to Inadequate Performance by an Intern - Due Process

## Part VI Remediation Considerations

It is important to have meaningful ways to address problematic behavior once it has been identified. Several possible, and perhaps concurrent courses of action designed to remediate problems include but are not limited to:

1. Increasing supervision, either with the same or other supervisors;
2. Changing the format, emphasis, and/or focus of supervision;
3. Recommending personal therapy with all parties involved having clarified the manner in which therapy contacts will be used in the intern evaluation process;
4. Reducing the intern's clinical or other workload and/or requiring specific academic course work or professional readings;
5. Recommending, when appropriate, a leave of absence and/or a second internship; and/or
6. Using supervision or self-reflection to assess the potential negative effects of problematic behavior on other interns and staff.



## Internship Admissions, Support, and Initial Placement Data

<p><b>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</b></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><b>If yes, provide website link (or content from brochure) where this specific information is presented:</b></p>	
<p>N/A</p>	

### Internship Program Admissions

<p><b>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:</b></p>
<p>Candidates must be enrolled in an APA or CPA accredited doctoral program in counseling, clinical, or closely related area of psychology. Applicants must be in good standing with their academic department, must have defended dissertation proposal by the start of internship and pass comprehensive exams by the ranking deadline. Applicants should be prepared to work with clients presenting with moderate psychopathology and to see clients presenting with a wide range of clinical challenges (ex: mood and anxiety, interpersonal or personality difficulties, trauma or abuse recovery, eating disorder and body image disturbance, alcohol and other drug use concerns, identity issues including sexual orientation, gender identity, cultural identity, etc.). Applicants must be comfortable working with a diverse clientele. College counseling practicum experiences is required. Because the CCSD’s training activities include group therapy, providing supervision and career counseling, a prospective intern should have practicum experience that significantly incorporated at least one of these modalities.</p> <p>Our center is a busy one. Each year we provide care for around 2,000 clients, providing dozens of outreaches, hundreds of consultations, many therapy groups and around 10,000 individual appointments. Our staff is multi-disciplinary and includes psychologists, sport psychologists, a psychiatrist, psychiatric nurse practitioners, social workers, professional counselors, and a great administrative support team. Each day on internship varies and involves a combination of the following: training seminars, individual therapy, group therapy, staff meeting, case consultation, outreach presentations to various populations, consultation with students/faculty/staff, etc. It's hard work and we are very committed to and passionate about what we do. We also like to smile/laugh when possible and connect with each other in doing our work. We're also actively working to recruit externs for the 2024-2025 training year and plan to integrate a supervision component for interns at that time!</p>



<b>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:</b>			
Total Direct Contact Intervention Hours			500 hours
Total Direct Contact Assessment Hours			Amount:

<b>Describe any other required minimum criteria used to screen applicants:</b>
<ul style="list-style-type: none"> <li>We require applicants to be attending an APA or CPA accredited graduate program in Counseling or Clinical Psychology.</li> <li>We require applicants to have completed 500 hours of direct contact intervention hours prior to the start of internship.</li> </ul>

## Financial and Other Benefit Support for Upcoming Training Year\*

For the 2024-2025 training year, four internship positions are available. The internship is for the period from July 15, 2024, through July 11, 2025.

Annual Stipend/Salary for Full-time Interns	38,000	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	<input checked="" type="checkbox"/> Yes	
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?		<input checked="" type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	
Coverage of domestic partner available?	<input checked="" type="checkbox"/> Yes	
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	80	
Hours of Annual Paid Sick Leave	80	
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?	<input checked="" type="checkbox"/> Yes	
<p><b>Other Benefits (please describe):</b> Time away for professional development, funding for professional development, dental insurance, accident insurance. The health insurance includes generous benefits for personal counseling. For more information about health insurance benefits, please see <a href="https://sites.udel.edu/studenthealth/health-insurance-plan/">https://sites.udel.edu/studenthealth/health-insurance-plan/</a>. Additionally, interns receive a bi-weekly self-care hour and are covered by the University's general professional liability insurance.</p>		

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



## Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2019-2021	
Total # of interns who were in the 3 cohorts	12	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	<b>PD</b>	<b>EP</b>
Academic teaching	PD =	EP =
Community mental health center	PD =	EP =
Consortium	PD =	EP =
University Counseling Center	PD = 6	EP = 3
Hospital/Medical Center	PD =	EP =
Veterans Affairs Health Care System	PD =	EP =
Psychiatric facility	PD =	EP =
Correctional facility	PD =	EP =
Health maintenance organization	PD =	EP =
School district/system	PD =	EP =
Independent practice setting	PD =	EP = 3
Other	PD =	EP =

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.

### 2020-2021 Doctoral Intern Class and Home Institution/Program:

Alex Agiliga, State University of New York – Albany; Jackie Hyman, Indiana University; Ogechi Owundu, Chestnut Hill College; Ryan Sappington, University of Maryland

[A list of previous interns since 1977 can be found here.](#)



## Application/Selection Procedures

To apply for the doctoral internship in health service psychology, provide the following via APPIC's online application process:

- A completed APPIC Application for Psychology Internship (APPI) available at the [APPIC website](#).
- A cover letter of interest that describes your experience and interest which make you a good match with our site. This is a good place to explain what your goals are for internship.
- A current vitae.
- Official transcripts of academic records of all graduate work.
- Letters of recommendation by three persons who have observed the candidate's academic and applied performance. We prefer two from supervisors familiar with your most recent clinical work (within the last year or so).

As noted above, we require applicants to be attending an APA or CPA accredited graduate program in Counseling or Clinical Psychology, as well as to have completed 500 hours of direct contact intervention hours prior to the start of internship.

### **CCSD Program Code Number for the Match: 119611**

*Please note: Effective January 2011, the University of Delaware requires a background check that verifies that candidates have no criminal or other record that would preclude employment in the University's judgment. These background checks will be conducted following the APPIC Match, but the outcome of these background checks has the potential to preclude appointment, consistent with APPIC Match Policy 4a. A full explanation of this policy is available at <http://www.udel.edu/ExecVP/policies/personnel/4-111.html>*

### **Deadline**

All applications should be received no later than November 1, 2023. Candidates who are considered finalists for the internship will be invited to attend an online interview. We expect to invite about 30 candidates for a half-day virtual interview that we hope will provide the opportunity to talk with members of staff and meet with former trainees. These interviews provide candidates the opportunity to meet members of the professional staff and learn about the work of the center, styles of supervision, professional activities and involvement in training activities.

The interview intends to provide candidates with a breadth and depth of information about the internship and the CCSD as well as an opportunity for CCSD staff to become acquainted with potential interns. For the 2024-2025 recruitment, the following days are likely to be used for half-day candidate interviews:

- Monday, January 8
- Tuesday, January 9
- Wednesday, January 10
- Tuesday, January 16



- Wednesday, January 17
- Thursday, January 18
- and if needed Monday January 22.

## APPIC Match

CCSD will be participating in the APPIC Internship Matching Program and will abide by APPIC Match Policies established by the Association for Psychology Postdoctoral and Internship Centers. *Please note: This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant prior to Uniform Notification Day. CCSD Program Code Number for the Match: 119611*

### **For an agreement Form and materials describing the APPIC Internship Matching**

**Program, please contact:** National Matching Services, Inc. 595 Bay Street Suite 301, Box 29 Toronto, Ontario, Canada M5G 2C2 Telephone: (416) 977-3431 Fax: (416) 977-5020

Alternatively, you can request an Applicant Agreement package by completing and submitting the form available on the [APPIC Internship Matching Program website](#).

**Important information about the APPIC Match policies** can be found [here](#).

**UD Notice of Non-discrimination, equal opportunity and affirmative action:** The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence. More information can be found under our [legal notices](#).