

# Predoctoral Internship in Professional Psychology

Fully Approved by The American Psychological Association

Training Year: August 2010 to July 2011

## Counseling and Psychological Services

University of Pennsylvania

## WELCOME

Dear Prospective Applicant,

I am pleased that you are considering the Counseling and Psychological Services Center (CAPS) at the University of Pennsylvania (Penn) for your internship training. CAPS at Penn offers a full-time, 12-month, APA-approved pre-doctoral internship in an academically rigorous, exceptionally diverse urban setting. As an agency, CAPS has a tremendous commitment to training future psychologists. Training activities are woven into every aspect of the center's functioning. Additionally, every member of our large staff of psychologists is involved in supervising and mentoring interns.

Interns receive intensively supervised experiences in providing individual psychotherapy, group psychotherapy, initial evaluations, crisis consultations, and supervision. These experiences provide the intern with the background necessary to function as a psychologist in a variety of professional settings. Our former interns have obtained employment in counseling centers, academia, research settings, mental health agencies, business settings, and private practice.

I hope that you will find the information included in this website helpful in your decision-making process. If you choose to apply to Penn, we follow all of the notification guidelines established by APPIC and our application deadline is Monday, November 3rd. If you have questions about the status of your application or interview procedures, please contact Ms. Jane Kotler, MSW at [kotlerj@upenn.edu](mailto:kotlerj@upenn.edu) or 215-898-7021. If you have other questions, feel free to contact me at [lensky@upenn.edu](mailto:lensky@upenn.edu) or 215-898-7021.

Sincerely,

Denise Lensky, Ph.D.  
Training Director  
University of Pennsylvania  
Counseling and Psychological Services

## MISSION STATEMENT

Counseling and Psychological Services (CAPS) seeks to provide excellent college counseling care for students and the best training in college counseling for students from the various mental health disciplines. With the aim of providing the best direct service to students, the interdisciplinary staff of CAPS provides psychological and psychiatric support, evaluation, intervention and psychoeducational programming that enable students to learn new skills, attitudes and behaviors, which are essential for healthy personal growth and successful academic progress. By utilizing our service, students can learn to manage personal problems and situational crises effectively, learn strategies to cope with academic stress, and develop self-awareness, personal responsibility, and skills for life-long learning.

In addition, the staff of CAPS aims to assist students in meeting their academic goals, develop greater independence and initiative, and increase their understanding of others. Services are offered to all Penn matriculants to assist in their adjustment to college life and to help them take full advantage of the academic and social environment at the University. CAPS staff collaborates and consults with Penn faculty, alumni and staff to optimize the conditions for the students' individual, interpersonal and intellectual development. CAPS is committed to providing timely professional services that are confidential, accessible, and of the highest quality. The Predoctoral Internship in Professional Psychology at Counseling and Psychological Services is fully accredited by the Office of Program Consultation and Accreditation of the [American Psychological Association](#).<sup>\*</sup> All objectives at Counseling and Psychological Services are consistent with the mission and goals of University of Pennsylvania and its Division of University Life.

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## PHILOSOPHY OF TRAINING

The internship program at CAPS is based on a practitioner/scholar approach to training in which we emphasize learning through closely supervised clinical practice. Interns receive intensive training and experience in performing the central responsibilities of a psychologist in a multidisciplinary counseling center setting. These responsibilities include: individual psychotherapy, group psychotherapy, diagnostic assessment, crisis consultation, supervision of practicum students, and outreach. In all of these endeavors we also strive to foster interns' growth in the areas of multicultural competence, professional identity development, ethical practice, and the integration of science and practice in psychology.

The University of Pennsylvania is a world-class university located in the city of Philadelphia which has a very vibrant mental health community with many training opportunities. Where possible, the internship draws upon the considerable resources of the university and the city to enhance the training program. For instance, we offer seminars lead by experts from the Penn community on anxiety disorders, substance abuse,

and sexual differences. Interns may participate in programs at various cultural centers on campus such as the Pan Asian American Community House, the Greenfield Intercultural Center, and La Casa Latina to enhance their multicultural training experiences. Interns also have opportunities to attend a distinguished speaker series run by a local psychoanalytic organization and also to obtain a psychoanalytic mentor, if desired, through another local psychoanalytic organization. Some of our recent interns have also done summer rotations at the Center for the Treatment and Study of Anxiety, an agency that is nationally known for cutting-edge cognitive behavioral treatment and research.

### A Multidisciplinary Approach

As a center whose senior staff is comprised of licensed psychologists, psychiatrists, and social workers, we value a multidisciplinary approach to training and service delivery and emphasize the development of the interns' capacity to work collaboratively with psychology colleagues and professionals from other disciplines. The practicum, social work, and psychiatry residency training programs at CAPS also contribute to the multidisciplinary learning environment. All members of the staff participate in interns' training through formal and informal supervision, team meeting collaboration, consultation, and seminars.

### Clinical Practice with a Focus on Multicultural Competence

The University of Pennsylvania is a very culturally diverse institution, with students from all over the country and all over the world, and with every race, class, and ethnicity represented. At CAPS, we are committed to training interns to become multiculturally competent practitioners. We facilitate this in a number of ways. First, interns have extensive experience consulting and collaborating with a culturally diverse group of professionals from a number of mental health disciplines through participation with (and eventual leadership of) a multidisciplinary treatment team. Second, interns provide clinical services, under close supervision, to a highly diverse group of clients. Third, interns participate in a series of multicultural seminars throughout the year that are designed to increase their multicultural awareness, knowledge, and skills. Fourth, interns conduct a multicultural project of their choosing in which they identify a particular cultural group they would like to gain more expertise with and then use the substantial resources of the university to learn more about it—e.g., work with La Casa Latina, the cultural center for Latino students, to identify the mental health needs of Hispanic students. The project culminates with each intern leading a presentation to the staff and trainees about their newly gained cultural expertise.

### Professional Identity Development

We view the internship as the capstone of the doctoral level psychologist's training. Therefore, we believe it is particularly important for interns to develop an appreciation of the professional role they will be adopting once their training is completed. We devote some of our intern seminars and intern meetings to discussions of professional issues for beginning psychologists such as, career development, job-hunting, licensure requirements, continuing education opportunities, and work/life balance. Additionally, interns are afforded numerous opportunities to establish close working relationships with staff

members from a wide variety of professional and theoretical backgrounds. Through their direct work with staff via collaboration and consultation across a wide range of professional services, interns have many opportunities to begin to develop an identity as a professional psychologist. We believe that the strong generalist skills they attain through our internship will enable them to become psychologists prepared to work in university counseling centers as well as a multitude of other professional settings including, but not limited to: community mental health centers, academia, private practice, schools, and hospitals.

### *Ethical Practice*

We strive to train interns who will become practitioners with the highest ethical standards. During the year, there are ethics seminars devoted to teaching interns about contemporary ethical issues, especially issues relevant to college counseling, but also more broadly to ethical decision-making. Ethical issues are also routinely discussed in individual and group supervision. Additionally, our staff clinicians are expected to conduct themselves in a highly ethically competent manner and to model this conduct for all of our trainees. At CAPS we particularly value the use of consultation and collaboration in ethical decision-making and interns have many opportunities to see this in action in multidisciplinary team meetings and formal and informal staff collaboration meetings.

### *Self- Development\**

We also believe that striving for self-awareness is an integral part of being a clinical or counseling psychologist. Therefore, we encourage interns to develop self-awareness skills in a variety of ways in the course of the internship experience. For instance, in individual and group supervisory sessions interns are encouraged to reflect on their own personal reactions to clients. We hope to teach interns to use these reactions as an important source of data about themselves, their clients, and the therapeutic process. We also encourage interns to reflect on their own reactions to working with clients and supervisees who are different from themselves and to be open to explore these differences in a way that will enhance their treatment and supervisory relationships.

Since we believe that self-reflection is essential to the supervisory process, interns will be encouraged, at times, to disclose personal information. Our supervisory staff is deeply invested in maintaining a safe, trusting, and supportive environment so that interns will feel comfortable with self-disclosure. We also hope that interns will experience the ways in which self-reflection can help them in effectively conceptualizing and intervening with their clients.

\*This section is intended to satisfy Section 7.04 of the [APA Ethics Code](#) regarding our responsibility to notify applicants of the requirement for self-disclosure of personal information. Please note also that this section is adapted from The University of Texas at Austin's training philosophy on self awareness developed by Greg Keilin, Ph.D.

### *Integration of Science and Practice*

We train our interns to take a scholarly approach to their clinical practice activities at

CAPS. We strive to help them develop skills in applying clinical theory and empirical research to case conceptualization, treatment planning, and clinical interventions. In seminars, individual supervision, case group, and group supervision (of supervision) we incorporate readings and discussion of theoretical and empirical literature relevant to clinical practice in an outpatient setting. We hope to help interns continue to elaborate and expand upon their theoretical orientation to clinical practice. We also hope to increase their knowledge base regarding the scientific basis for a variety of treatments and practices in psychology.

## **GOALS AND OBJECTIVES**

### **Goal 1. The Consolidation of Professional Skills in Psychology**

Objective A: Development of skills in diagnosing and assessing psychological disorders

Objective B: Development of skills in providing psychotherapy services

Objective C: Development of skills in crisis intervention.

Objective D: Development of outreach and consultative Skills

Objective E: Development of supervisory skills

Objective F: Awareness of multicultural issues across the spectrum of counseling center services.

### **Goal 2. The Integration of Professional Identity as a Psychologist**

Objective A: Collaboration with multidisciplinary professionals

Objective B: Refinement of knowledge and application of professional ethics and standards.

Objective C: Self Development: On-going attention to the processes of self-reflection and self-assessment in order to continually refine clinical skills

Objective D: Integration of Science and Practice.

## **CLIENT POPULATION**

The full spectrum of diagnostic disorders is evident in our intake and regular caseload. The most frequent personal-social concerns as presented by clients are depression, low self-esteem, academic concerns, time management, stress reactions, and relationship conflicts. The University population is comprised of bright students, who come from very diverse ethnic, racial, geographic and socio-economic backgrounds. Other demographics describing the clinical population at CAPS are that approximately 65% are female, 50% are undergraduates,

30% are students of color and 10% are international students.

## **SETTING**

### **The University of Pennsylvania**

The University of Pennsylvania is a privately endowed Ivy League institution founded by Benjamin Franklin in 1740. The University is comprised of four undergraduate schools and twelve graduate and professional schools and has a total of about 22,000 students. About 10% of the student body make use of our clinical services, another 30% have been in attendance at planned workshops led by CAPS staff. The University of Pennsylvania campus is conveniently located near Center City Philadelphia.

### **Philadelphia**

Philadelphia, one of the nation's largest cities, holds a wealth of history and culture for its residents. If your interests are the performing arts, Philadelphia is the home of the Philadelphia Orchestra and the Pennsylvania Ballet. In addition to the Festival of World Cinema held at nearby International House, the Annenberg Theatre, located on Penn's campus, is a respected addition to the city's dramatic arts. Philadelphia is the home of four professional teams: The Phillies, Eagles, 76ers, and the Flyers. Philadelphia's geographical location between New York City and Washington, DC makes it easily accessible to the New Jersey Shore as well as the Pocono Mountains.

## **INTERN TIME COMMITMENTS**

The internship is a 2,000 hour training program.

The internship begins Monday, August 2, 2010 and ends Friday, July 29, 2011.

### **The internship program consists of three essential components.**

The intern's weekly schedule is approximately as follows:

#### **1. Service Activities**

Individual Therapy (12 hours)

Group Therapy (2 hours)

Intake Assessment (2-4 hours)

On Call Counselor (2 hours)

Telephone Triage (2 hours)

Outreach Consultation (approximately 20 hours per semester)

Supervision of Practicum Students (1 hour)

Training Presentations to Practicum/Social Work students and Professional Staff (5 hours per year)

#### **2. Training Activities**

Individual Supervision with Primary Supervisor (minimum 2 hours)  
Individual Supervision of Group Therapy (.5 hour)  
Case Group (1 hour)  
Multidisciplinary Team Meeting (1.5 hours)  
Intern Meeting (1 hour)  
Supervision of Supervision (1.5 hours)  
Seminars: Orientation, Assessment, Psychotherapy, Psychophysiology/Psychopharmacology,  
Multicultural, Outreach/Consultation, Ethics, and Research(2-4 hours)  
Individual Consultation and Supervision of Training Presentations (10-15 hours per year)

### **3. Administrative/Professional Development Activities**

Staff Meeting/Staff Development (2 hours)  
Committee Membership (1 hour)  
Outreach, Training Committee, or University Committee  
Client Preparation and Record Keeping (3-4 hours)  
Dissertation/Research (4 hours)  
Conferences/Workshops

## **SERVICE ACTIVITIES**

### **Individual Psychotherapy**

Interns typically see between 12-14 ongoing cases per week, though they may have 20 cases on their caseload. Most clients are seen within the context of providing brief therapy, which generally lasts approximately 8 sessions. Additionally, each intern will have the chance to work with two long-term cases.

### **Group Counseling**

Interns have the opportunity to facilitate or co-facilitate at least one group. Opportunities to lead structured and unstructured therapy groups are available. Depending on the level of experience, some interns may initiate the development of groups in their areas of interest and expertise.

### **Intake Assessment**

Interns complete four intake interviews per week. Interns present their case conceptualizations of each intake in a treatment team meeting. Emphasis is placed on intake assessment and ability to express clinical impressions both verbally and in written form.

### **Crisis Intervention (On-Call Counselor)**

Interns serve as the On-Call Counselor for two hours weekly, during which time they respond to students in crisis. The On-Call Counselor responds to those who walk into the center as well as those who have telephoned. From time to time, this includes responding to concerns of family members, University faculty and staff, and others who express concern for a student. Senior staff is always available to the interns for consultation and immediate supervision.

### **Outreach/Consultation**

Interns gain experience with a variety of outreach activities and consultative roles within a university counseling center and complete at least 40 hours of outreach or consultation during the year. Typically, outreach activities include facilitating workshops and classroom presentations as well as training residence life staff and students. Paired with senior staff, interns are assigned as liaisons to residential housing and academic departments, acting as consultants to organizations and professional staff.

### **Supervision of Practicum Students**

Each intern is assigned a psychology practicum student with whom he or she serves as one of the two primary supervisors for the academic year. Interns are supervised in this activity by the Director of Training or another member of the Training Committee in a Supervision of Supervision seminar.

### **Training on Training**

Each intern designs and develops one original formal two-hour didactic/experiential training seminar for presentation to the psychology practicum and social work training classes. Interns attend a series of seminars with the Director of Training focused on reviewing various training models and presentation techniques.

## **TRAINING ACTIVITIES**

Training activities have been structured to be sequential, increasing in intensity and encouraging of interns' increasingly independent functioning. Interns spend approximately 16 hours per week engaged in training activities. Supervision modalities include weekly individual supervision, supervision for group therapy, group supervision and triage. Seminars include weekly supervision of supervision, intern meeting and twice-weekly attendance in one of the ongoing seminar modules. Seminar modules are organized by themes, all of which contribute to the development of professional skills at an intermediate to advanced level.

### **Individual Supervision with Primary Supervisor**

Interns are supervised by a licensed psychologist for a minimum of two hours each week on their individual therapy clients. Supervision is provided by a primary supervisor for the entire year in order to allow for the development of greater depth in the supervisory relationship and a more thorough assessment of the intern's personal and professional development. However, to allow for exposure to alternative styles, the two hour supervision time block may be split between the primary supervisor and another available supervisor midway through the

internship year. That is, the intern is supervised for one hour by the primary supervisor, and is supervised by another supervisor during the second hour. Additional individual supervision and consultation sessions may be arranged with other staff members as needed.

### **Supervision of Group Therapy**

Interns receive weekly individual supervision on their group activities. The supervisor is a senior staff member who may be the co-leader of the group, and is most often not their primary supervisor. As a result, interns receive additional exposure to different orientations. Interns will receive additional guidance from the CAPS Groups Coordinator.

### **Case Group**

Group supervision occurs every week for one hour, beginning in late August and continuing until the end of the internship. Presentations by the interns are both formal as well as informal in order to discuss both clinical as well as ethical issues pertaining to assessment and psychotherapy and include sections of audiotapes of their sessions. The case group is divided into trimesters with the three senior staff reflecting the multidisciplinary and multicultural emphasis of the center and developmental nature of the intern training program. The case group is initially supervised by a licensed psychologist (end of August through November), followed by a licensed social worker (December through March) and ends with a staff psychiatrist (April through July). Jointly, this gives the interns opportunity to examine their clinical work from a range of various professional and clinical perspectives, including multicultural counseling, structural brief psychotherapy, and dynamic psychotherapy.

### **Triage - Intake Disposition Meeting**

Each intern is assigned to a triage team that meets one day per week. Each triage team is comprised of a senior staff team leader (psychologist or social worker), a psychiatrist, and trainees (doctoral psychology intern, psychology practicum, social work intern and, when schedules permit, psychiatric resident). Following the completion of the two intakes, all team members reconvene for one hour to present and discuss each case seen (usually totaling 6 clients). The triage team meeting integrates three overlapping clinical and training purposes. First, a multidisciplinary group process is used to reach consensus regarding clinical disposition and recommendations for the case. Secondly, interns are instructed in presenting cases in an efficient manner and supervised in the honing of their case conceptualization and diagnostic skills. Finally, this training activity supports the interns' integration of the theoretical and science-based literature introduced in both the assessment and psychophysiology/psychopharmacology seminars in the practice of providing intake assessment. In keeping with the developmental training model, after the interns' orientation period is over, interns are then encouraged to adopt a training role in helping the psychology practicum and social work trainees develop their intake skills by being observed, providing tandem intakes, and observing and providing feedback to these trainees. Additionally, in keeping with our developmental model, interns are encouraged to take increasing leadership responsibilities in the spring semester with the optimal goal of taking on the role of triage leader with senior staff providing supervision.

## Intern Meeting

Interns typically meet weekly in the fall semester and every other week in the spring semester with the Director of Training to discuss issues of relevance to the interns as they proceed through the internship experience. Interns are encouraged to discuss individual and/or intern group concerns within a developmental framework. Various seminars are held in the spring semester focused on professional development including licensing, job search, interviewing, and private practice.

## Supervision of Supervision

This seminar meets weekly throughout the academic year and trains interns in the practice of individual psychotherapy supervision. Training includes didactic teaching as well as supervision of the interns' actual clinical practice of supervising a practicum student. As the practicum students' primary supervisors, interns are responsible for all clinical and professional activity by the practicum student as well as providing oral and written evaluations.

The didactic component of the seminar includes readings and discussions of various supervision models, supervision research, and professional ethics and boundaries. The seminar assists interns in formulating their own theoretically integrated model of supervision and understanding their supervisee's developmental level as a therapist and identity as a psychologist. Further emphasis is placed on incorporating models of multicultural and cross-cultural supervision into the interns' conceptualizing and practice of providing clinical supervision

The clinical practice of providing supervision is the arena in which interns explore their own style of supervision, apply the learning from the seminar, and refine their skills in this area. For the first month of the internship, prior to their supervisees arriving at the center, the seminar places greater emphasis on reading scientific and theoretical articles and reviewing an integrated model of supervision. Upon the arrival of the practicum students, the seminar places a greater emphasis on discussion of how supervisory constructs are applied and integrated into the actual supervision provided by the interns. Interns meet weekly with their supervisee and listen to the audiotapes of their supervisee's therapy sessions throughout the academic year. The seminar leader uses audiotapes of supervision sessions in the seminar to facilitate discussion and to provide feedback and suggestions for further work by the interns.

## Seminars

Interns attend weekly seminars (2-4 hours) during the course of the year, at which time professional and clinical issues are presented by training staff and other professionals from the greater Philadelphia area. These didactic/interactive seminars are organized into modules which are further described below. Additional topics of interest are also selected collaboratively by the training staff and each intern class, including such areas as working with anger, psychological consultation to the corporate arena and private practice.

Orientation: This series of seminars and activities are organized to facilitate the intern's understanding and integration of their role at a university counseling center and the resources

available at Penn. They also serve to familiarize the interns with the center's staff, services, policies and procedures. Throughout the month of August, each intern meets individually with the Director of Training frequently to discuss goals and objectives for the training year with regard to their clinical and professional development. The interns are also immediately engaged in the developmental process of "shadowing" senior staff in the provision of intake assessment as well as crisis intervention (On-Call Counselor). The interns proceed in their own pace through a process of observing staff, providing service in tandem with the staff, being observed by staff to the end result of providing the above clinical activities independently. During this time, interns also begin to see individual clients and discuss case material in the various specific seminar modules.

Assessment: Training in assessment at CAPS is conceptualized as integrating the learning from three seminars/modalities: Assessment seminar, Psychophysiology/ Psychopharmacology seminar and Triage - Intake Disposition Meeting. The overall goal in assessment training at CAPS is to provide interns with opportunities to conceptualize clients at intake from a variety of vantage points, increase their familiarity with scientific literature regarding a wide range of diagnoses and increase their diagnostic skills, hone their relationship skills with clients from the outset of treatment and sharpen their abilities to present cases parsimoniously in a multidisciplinary setting for purposes of treatment disposition.

The goal of the Assessment Seminar module is to enhance interns' understanding of assessment based upon test instruments and clinical interview. Tests used at a university counseling center, as well as a variety of treatment settings, are reviewed. Selected areas of focus include assessment from various theoretical perspectives, career assessment, and screening for learning disabilities/ADHD. Seminar sessions consist of discussing theory related to practice as contained within assigned readings and examining case material from interns' own intake assessments at the center.

Psychotherapy: This didactic/interactive seminar series exposes interns to several time-limited/empirically-supported treatment models, seeks to integrate theory and practice, and explores ways of dealing with a range of clinical issues as they arise in a time-limited therapy modality. Particular emphasis is also given to treatment with special populations, career counseling and ethical dilemmas in clinical practice. In addition to brief therapies, this seminar includes such topics as: couples therapy, motivation in psychotherapy, working with alcohol/substance abuse, countertransference, therapeutic issues with gay/lesbian clients, grief and loss and treatment of personality disorders. In addition, a group psychotherapy seminar series focuses on introduction and review of various short-term group therapy models, recruitment and screening procedures, developmental group process, multicultural issues as well as exploring techniques such as working with difficult clients and creating group cohesion.

Psychophysiology/Psychopharmacology: The goals of this seminar series include increasing interns' understanding and utility of the DSM IV, broadening their knowledge of physiological correlates of mental health and illness, developing their understanding of the role of medication in treatment and increasing their knowledge of how and when to seek psychiatric consultation. Seminar leaders assign readings discussed at length in the seminar and highlight appropriate clinical material from their own caseloads. Largely facilitated by the psychiatric

staff, interns are exposed to a broad range of DSM criteria and case material involving the use of psychotropic medication. Strengths and limits of psychopharmacological intervention are reviewed and interns discuss clinical material from their own caseloads in this interactive seminar series.

Multicultural Issues: This seminar series exposes interns to effective models of treatment with ethnically diverse and international clientele with an emphasis on understanding how issues of diversity impact upon the therapeutic relationship. The overall objective of the seminar series is to 1) develop in our interns a deepened self-awareness of themselves and their clients as cultural beings, and 2) develop their understanding of how psychological, sociopolitical, and economic forces affect the counseling needs of a diverse client population.

Outreach/Consultation: This seminar series trains interns in the provision of outreach and consultation at a university setting. Interns read and discuss in the seminar relevant literature on models of outreach and consultation, stages of the consultation process, workshop design, development and delivery, services to diverse populations and assessment and evaluation procedures. As the interns are required to engage in 40 hours of outreach/consultative activities over the course of the training year, the seminar uses discussion, group activities and role-play to train the interns in actual design and presentation skills necessary for effective delivery of outreach services. Within the context of the seminar, interns also learn how to conduct needs assessments, critique outreach and consultation activities and evaluate service delivery.

Ethics: Formal training in ethical and legal issues applicable to various areas of service delivery is infused throughout the Orientation Seminar Series as well as in the various training modules (e.g., Psychotherapy, Supervision of Supervision, Outreach/Consultation). Ethical issues are also discussed in individual and group supervision as well as in triage meetings as are relevant to assessment, intervention and treatment intervention. The ethics seminar series focuses on contemporary thought about the ethics within the practice of psychology and the developmental trends over the past twenty-five years. Topics covered in the seminar include issues of supervision, consent, confidentiality and differences between legal and ethical issues and where they overlap. Assigned readings of current literature as well the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association and legal and ethical rules governing the practice of psychology in the State of Pennsylvania are discussed in this primarily discussion oriented seminar series that encourages interns to identify and discuss ethical dilemmas from their own clinical practice.

Research: This seminar series utilizes methods of scholarly inquiry to address agency and /or training-related issues. While theoretical and empirical literature is discussed throughout the various seminar modules specific to the topics discussed (i.e., evidence-based treatments in Psychotherapy Seminar, models of supervision in Supervision of Supervision Seminar, etc.), this seminar focuses on applied research (specifically outcome research) within a university counseling center setting. A didactic and interactive seminar, the CAPS Coordinator of Research assigns current literature regarding methods of applied research for discussion, reviews outcome research methodology and provides instruction in the use and interpretation of the Outcome Questionnaire-45. With support from the seminar leader, the interns are expected as a group to pursue a research project to be completed during the internship year.

Specifically, the interns select an appropriate research idea, discuss hypothesis, research design and applicability within a university counseling center setting, conduct a literature search, write the research proposal, complete a pilot study, submit research findings for a poster presentation or a juried research journal and present their findings to the CAPS staff.

### **Rotation Activities**

Additional learning opportunities are afforded by the summer rotation option. A one- or two-day rotation at a local hospital or agency is arranged to begin in late spring or early summer semester. Possible rotation plans are discussed with the Director of Training in August and January. The goal of the rotation is to engage in clinical/professional activities that augment the intern's training at CAPS, assist in the development of a clinical specialization, and to help interns adjust to other professional environments. The rotations vary from year to year, given the interns' interests and the available opportunities in the Philadelphia area. The rotation is optional, and is dependent on availability, access and sites' willingness to accept the intern and provide licensed supervision.

#### **2004-2005 Off-Site Rotation:**

ADHD Treatment and Research Program  
Belmont Hospital (Clinical)  
Center for the Treatment and Study of Anxiety (Clinical)  
Veteran's Administration Medical Center (Clinical)

#### **2003-2004 Off-Site Rotation:**

East Coast Restaurant and Saloon Management (Consultation)  
Client's perceptions of therapeutic experience and response to treatment (Research)

#### **2002-2003 Off-Site Rotation:**

Drexel University Athletic Department

#### **2000-2001 Off-Site Rotations:**

Center for Comprehensive Therapy  
Safeguards Gay Men Community Health Project

#### **1999-2000 Off-Site Rotations:**

Hospital of the University of Pennsylvania (HUP) Department of Neuropsychology  
Hospital of the University of Pennsylvania (HUP) Center for Sleep and Respiratory Neurobiology  
Lehigh University (research rotation)

#### **1998-99 Off-Site Rotations:**

Hospital of the University of Pennsylvania (HUP) Dept. of Neuropsychology  
Pennsylvania Hospital Psychiatric In-Patient Unit

**Recent Off-Site Rotations:**

Belmont Psychiatric Hospital  
Friends Hospital Eating Disorders Unit  
Tatem Brown Family Practice Center of West Jersey Hospital  
University of Pennsylvania Graduate School of Education

**CURRENT/PREVIOUS INTERNS**

**2009-2010**

EMILY BAUM	University of Texas at Austin
MARIA-CRISTINA CRUZA-GUET	Lehigh University
KIMBERLY HOFFMAN	Drexel University
NHI ALEXANDRA LAM	University of California, Santa Barbara

**2008-2009**

TALIA MASTER	Rutgers University
REGAN MAYO	Arizona State University
WONJIN SIN	University of Maryland
DANIELLE DAVIS TRUCKESS	Bryn Mawr College

**2007-2008**

RAYA GORCHEVA	University of California, Santa Barbara
EMILY MALCOUN	Bryn Mawr College
ELIZABETH REEVES	New York University
EMILY WEISS	Bryn Mawr College

**2006-2007**

MARIESA BAINCY	Temple University
DAWN GRAHAM	University of Denver
GABRIELLE MAUREN	University of Minnesota
DANIEL POTOCZNAK	University of Florida

**2005-2006**

DAHOMY ABANISHE	University of Oklahoma
JENNIFER BRADFORD	University of North Texas
CHRISTINA LIPARINI	Seton Hall
TERA MIKULA	Tennessee State University

**2004-2005**

TIMOTHY EDGE	Bryn Mawr College
JENNIFER PAGE	State University of New York at Albany
KATHERINE RICHMOND	Nova Southeastern University
DANA UDALL	University of Southern California

### 2003-2004

ROBERT FAZIO	Virginia Commonwealth University
TAYYAB RASHID	Fairleigh Dickinson University
DANIEL STRUNK	University of Pennsylvania
NICOLAS TROYANO-VAZQUEZ	University of Wisconsin - Madison

### 2002-2003

JILL RADER	University of Texas at Austin
DEBORAH ROCHE	University at Buffalo - State University of New York
C. PATRICIA THOMPSON	Georgia State University
F. CHRISTIAN VON ZUBEN	Temple University

### 2001-2002

ELEANORA BARTOLI	University of Chicago
LAUREN KRUG	West Virginia University
JENNIFER HANYCH	University at Albany - State University of New York
VINAI NORASAKKUNKIT	University of Massachusetts-Boston

## 2000-2001

ELAN A. COHEN	Indiana State University
RAHUL V. CHAUHAN	Fordham University
ERIC B. LEVIN	George Washington University
JACKIE H. NGUYEN	MCP Hahnemann University

## 1999-2000

MATTHEW J. BENNETT	Illinois School of Professional Psychology
JOHN C. OKIISHI	Brigham Young University
TIMOTHY J. SILVESTRI	Lehigh University
BRADLEY M. WOLGAST	Temple University

## 1998-99

MICHAEL P. GRAY	University of Maryland
PHOEBE Y. KUO-JACKSON	University of Nebraska-Lincoln
WILLIAM H. SANDBERG	George Mason University
TAMARA D. WALKER	Virginia Commonwealth University

## STIPEND AND BENEFITS

The Counseling and Psychological Services Pre-Doctoral Internship Program offers a full-time, twelve-month internship for doctoral-level graduate students in counseling psychology or clinical psychology. Each intern position pays a stipend of \$23,000

Interns will receive the following benefits:

1. Ten paid vacation days. The University is also on holiday for the week between Christmas

and New Year's Day.

2. Holidays: Memorial Day, Independence Day, Labor Day, Thanksgiving Break, and Martin Luther King, Jr. Day.

3. Health insurance is provided for interns, spouses and dependents.

4. One half-day per week leave time for research on doctoral dissertation or publishing of research.

5. Professional liability coverage provided to all staff by the University.

6. Use of University facilities such as library and recreation centers.

## **QUALIFICATIONS**

Applicants must be advanced doctoral candidates from counseling psychology or clinical psychology programs. Preference will be given to applicants from APA-approved programs. Applicants should have completed all required graduate coursework and passed doctoral comprehensive examinations prior to beginning the internship. They should also have completed at least two semesters of supervised practicum experience at the doctoral level (minimum 500 hours), including 100 hours in formal supervision. Applicants will be assessed on their overall readiness for internship and their professional interests and goals as they relate to the Counseling and Psychological Services Pre-Doctoral Psychology Internship Program.

## **APPLICATION AND SELECTION PROCEDURES**

This year, the application process will occur on-line through the APPIC website: AAPI on-line application form (<https://portal.appicas.org/>)

The electronic application should include:

1. The completed AAPI on-line application form (<https://portal.appicas.org/>).
2. A brief cover letter.
3. A current vitae/resume.
4. Transcripts of all graduate work.
5. Three letters of recommendation by professionals who are familiar with your

counseling/clinical experiences and skills. At least one letter should be from a supervisor of a recent clinical experience.

Candidates selected for an interview will be contacted early in December.

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. Notification of selection will strictly adhere to the guidelines of the Association of Psychology Postdoctoral and Internship Centers (see APPIC General Policy Regarding Internship Offers and Acceptances which can be downloaded from the APPIC website).

"The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University does not discriminate on the basis of race, color, sex, sexual orientation, religion, national or ethnic origin, age, disability or status as a disabled or Vietnam Era veteran in the administration or its educational policies, programs, scholarship and loan programs, employment, recreational, athletic or other university administered programs. Questions or concerns regarding the University's equal opportunity and affirmative action programs and activities or accommodations for people with disabilities should be directed to: Director of Affirmative Action, Suite 228, 3600 Chestnut Street Philadelphia, PA 19104-6021. (215) 898-6993 (voice) or (215) 898-7803 (TDD).