Doctoral Internship in Professional Psychology
Fully Approved by the American Psychological Association
Training Year: August 3, 2015 to August 2, 2016
Counseling and Psychological Services
University of Pennsylvania

WELCOME

Dear Prospective Applicant,

I am pleased that you are considering Counseling and Psychological Services (CAPS) at the University of Pennsylvania (Penn) for your internship training. CAPS at Penn offers a full-time, 12-month, APA-approved doctoral internship in an academically rigorous, exceptionally diverse urban setting. As a counseling center, 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, initial intake evaluations, crisis consultations, group therapy, outreach, 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 Sunday, November 2, 2014. If you have any questions, please contact me at cboyd@upenn.edu or 215-898-7021.

Sincerely,

Cyndy Boyd, Ph.D.
Training Director
University of Pennsylvania
Counseling and Psychological Services
PHILOSOPHY OF TRAINING

The internship program at CAPS is based on a practitioner/scholar approach to training in which we emphasize learning through the integration of science and practice under close clinical supervision. 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 through triage and intake interviews, crisis consultation, supervision of practicum students, and outreach and consultation.

In all of these endeavors we also strive to foster interns’ growth in providing services to a diverse population through an emphasis on self-awareness, greater understanding of sociocultural contexts, and a focus on the role of culture in all areas of the interns’ work. Professional identity development is also a priority, as interns evolve from experienced trainees toward independent practitioners over the course of the year. We aspire to train interns to become highly ethical and competent generalists who have acquired skills to intervene directly with clients in the role of clinician and in the campus community in the roles of consultant and advocate.

The University of Pennsylvania is a world-class university located in the heart 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 led by experts from the community on assessment, brief therapy, anxiety disorders, substance abuse, sexual orientation, and gender identity.

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. We emphasize the development of the interns’ capacity to work collaboratively with psychology colleagues and professionals from other disciplines. The externship, social work, nurse practitioner, post-doctoral psychology, 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 an Emphasis on Social Identities
The University of Pennsylvania is a culturally diverse institution, with students from all over the country and all over the world, representing a broad spectrum with regard to race, class, ethnicity, age, religion/spirituality, gender identity, sexual orientation, and ability. At CAPS, we are committed to training interns to integrate a multicultural perspective into all areas of their work. 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 in a multidisciplinary treatment team. Second, awareness of the cultural identities of both therapist and client is integral to case discussions in individual and group supervision. Third, a multicultural perspective is infused into training seminars. In particular, interns participate in a variety of multicultural seminars throughout the year that highlight self-awareness, social identity, themes of privilege and oppression, and relevant knowledge and skills. Fourth, interns participate actively in the outreach program, where they design and conduct programs to reach both specific and highly diverse cultural groups on campus. Stemming from a social justice model, interns also choose a concentration in outreach.
Each available concentration has been developed with the goal of intervening on the community level to make the campus community and/or services more inclusive and accessible to marginalized or underserved groups.

**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 search, licensure requirements, continuing education opportunities, and work/life balance. Time is also spent discussing the evolving role of psychologists in society and psychologists’ role in creating social change. 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 who are skilled in both community and individual levels of intervention and are 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-Awareness***
We also believe that reflectivity is an integral part of being a counseling or clinical psychologist. Therefore, we encourage interns to develop self-awareness skills in a variety of ways in the course of the internship experience. Interns are encouraged in supervision and in seminars to explore their own identities, beliefs, and values and to better understand how their unique backgrounds shape their approach to their work and impact their interactions with clients. In addition, supervisors create a space where interns can share their reactions to their clients, supervisors, and supervisees. We hope to teach interns to use these reactions as an important source of data about themselves, their clients, their supervisees, and the therapeutic or supervision process. It is our belief that such dialogues will enhance their conceptualizations and treatment, as well as their supervisory relationships.

Since we believe that self-reflection is essential to the supervisory process, interns will be explicitly invited, 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.

*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.

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 Awareness: 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 25,000 students. About 13% 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 3, 2015 and ends Tuesday, August 2, 2016.

The internship program consists of three essential components. The intern's weekly schedule is approximately as follows:

1. Service Activities

   Individual Therapy (10-12 hours)
   Group Therapy (1.5 hours)
   Intake Assessment (1-2 hours)
   On Call Counselor (3 hours)
   Telephone Triage (2 hours)
   Outreach Consultation (approximately 20 hours per semester)
   Supervision of Practicum Students (1 hour)
   Training Presentations to Extern/Social Work students and Professional Staff (5 hours per year)
Membership on administrative committees (e.g., eating disorders, training, outreach, up to 1 hour per week)

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, every other week)
Intern Support Lunch (1 hour)
Supervision of Supervision (1.5 hours)
Professional Topics Seminar (1.5 hours)
Individual Consultation and Supervision of Training Presentations (5-10 hours per year)
Group Therapy Seminar (biweekly)
Outreach & Consultation Seminar (biweekly)
Social Identity Exploration (monthly)
Multicultural Therapy/Current Issues (monthly)
Social Justice Seminar (monthly)

3. Administrative/Professional Development Activities

Staff Meeting/Staff Development (2 hours)
Committee Membership (Outreach, Training, Eating Concerns, Sexual Trauma Treatment, or Wellness, 1 hour)
Client Preparation and Record Keeping (3-4 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 Therapy

Interns have the opportunity to co-facilitate at least one process group. Depending on the level of experience, some interns may initiate the development of groups in their areas of interest and expertise.
Triage Duty

Interns serve on the triage team and as such, they are on triage duty for two hours per week. When students call or walk in to schedule an appointment, they speak with a triage team member who conducts a brief screening interview designed to identify presenting concerns, and assess for urgency and severity. Based on client responses and the clinical judgment of the triage team member, clients are assigned to CAPS senior staff and trainees for a crisis, urgent, or routine initial appointment. Triage team members also respond to calls from students’ family members, staff, and faculty. There are always two team members on duty at any given time and additional staff members available for immediate consultation.

Intake Assessment

Interns complete up to four intake interviews per week. Emphasis is placed on intake assessment, treatment planning, and ability to express clinical impressions in written form.

Crisis Intervention (On-Call Counselor)

Interns serve as an On-Call Counselor for three hours weekly, during which time they respond to students in crisis. 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 3 outreach programs per semester. 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.

Each intern will also select a concentration in outreach that has been developed by CAPS and designed to intervene on a community level, using a social justice model, to equalize access to resources across students. Examples include working with the English Language Program or the “Mental Health Camp” program spearheaded by students of color on campus. Interns will be trained to consult, identify needs, and design and evaluate programs within each concentration.

Supervision of Externs Students

Each intern is assigned a psychology extern student for whom the intern 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 extern and social work training classes. Interns attend an externship seminar focused on reviewing various training models and presentation techniques, as well as receive individual supervision on the development of the presentation.

TRAINING ACTIVITIES

Training activities have been structured to be sequential, increasing in complexity, and encouraging of interns' increasingly independent functioning. Interns spend approximately 16 hours per week engaged in training activities. Supervision modalities include weekly individual supervision, individual supervision for group therapy, group supervision of individual therapy, group supervision of supervision, team meetings, and group supervision of triage. Seminars include biweekly intern meetings and three to four seminars on various topics related to clinical and professional development 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 in the group therapy seminar.

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 videotapes of their sessions.
**Team Meeting**

Each Treatment 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).

The team meets weekly for one to one and a half hours, depending on the time of academic year. Team leaders facilitate the meetings, with the psychiatrists and any other senior staff assisting. All trainees formally present cases and receive feedback and suggestions from everyone present. Senior staff can also discuss ongoing cases. This is also an opportunity for staff who share cases, such as between psychiatrists and therapy staff, to discuss treatment issues.

The purpose of the team meeting is twofold: a group process for peer case discussion that can include obtaining treatment recommendations for the case as well as a training activity to hone case presentation, treatment planning, and diagnostic/assessment skills.

Up to several cases may be presented during the meeting. Leaders will ensure that trainees have approximately equal opportunities to discuss cases each week.

**Triage Team Meeting**

Interns meet weekly as a group with the Triage Coordinator for supervision on triage cases. Strategies for crisis intervention, referrals, and managing complex dispositions are emphasized.

**Intern Meeting**

Interns meet every other week with the Director of Training to discuss issues of relevance 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 an extern. As the externs’ primary supervisors, interns are responsible for all clinical and professional activity by the extern 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 externs, 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 watch the videotapes of their supervisee's therapy sessions throughout the academic year. The seminar leader uses videotapes 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 (3-4 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.

Professional Topics: This seminar meets 1.5 hours per week and addresses a wide range clinically relevant and professional development topics presented by senior staff members, postdoctoral fellows, and professionals from the community. Examples of topics and themes include: Empirically supported treatments (e.g., EFT for couples counseling, Cognitive Processing Therapy, psychodynamic theories, eating disorders treatments, IPT); Assessment (e.g., intake training, mental status exam, career testing, diagnostic decision-making); Theories (e.g., psychodynamic, two-person psychoanalytic, existential, CBT); ethics; brief therapy; countertransference; substance abuse; and a Psychopharmacology module.

Social Identity Exploration: This seminar series alternates with multicultural therapy and social justice. These dialogues are designed to facilitate exploration of how our personal experiences of culture, marginalization, and privilege influence our professional identities and clinical work.

Multicultural Therapy/Current Issues: This seminar series integrates scholarship and practice. Interns read articles about current multicultural issues and research in our field and apply the literature directly to their work with clients.

Social Justice: This seminar series is based on literature related to social justice values and practices in psychology broadly and in university counseling centers specifically. Interns explore strategies to incorporate such values into their clinical work and outreach/consultation activities.

Group Therapy: This seminar meets every other week. It focuses on introduction and review of various group therapy models, recruitment and screening procedures, developmental group processes, multicultural issues, and exploring techniques such as working with challenging group dynamics and creating group cohesion. It also serves as a forum to process the interns’ group leadership experiences throughout the year.

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 typically engage in 40 hours of outreach/consultative activities including the concentrations, 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.

**Dissertation Support:** This seminar meets every other week and is offered to interns who have not completed their dissertation. The leader provides assistance with time management strategies and research methodology. Interns are encouraged to take up to five days of professional development during the year, any amount of which may be dedicated to dissertation work and related meetings or defense.

### CURRENT/PREVIOUS INTERNS

#### 2014-2015

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<thead>
<tr>
<th>Intern Name</th>
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<tbody>
<tr>
<td>JESSICA CHAVEZ</td>
<td>The New School for Social Research</td>
</tr>
<tr>
<td>HSIU-HUI CHEN</td>
<td>University of Missouri at Columbia</td>
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<tr>
<td>DORIAN KONDAS</td>
<td>Penn State University</td>
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<tr>
<td>JONATHAN MCCLAIN</td>
<td>Penn State University</td>
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<tr>
<td>BETHANY PERKINS</td>
<td>Lehigh University</td>
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#### 2013-2014

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<th>Intern Name</th>
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<tr>
<td>KRISTIN BERTSCH</td>
<td>Lehigh University</td>
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<tr>
<td>PEI-HAN CHENG</td>
<td>Teachers College, Columbia University</td>
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<tr>
<td>JESSICA EFFRIG</td>
<td>Penn State University</td>
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<tr>
<td>KATHLEEN NIEGOCKI</td>
<td>Ball State University</td>
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<tr>
<td>LAUREN SMITH</td>
<td>University of Miami</td>
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#### 2012-2013

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<tr>
<th>Intern Name</th>
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<tbody>
<tr>
<td>ANDREW ADELMAN</td>
<td>University of Texas, Austin</td>
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<tr>
<td>COLLETTE CHAPMAN-HILLIARD</td>
<td>University of Texas, Austin</td>
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<td>Name</td>
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<tr>
<td>TRISTAN GUARINI</td>
<td>Suffolk University</td>
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<tr>
<td>HANNAH PETERS</td>
<td>Stanford University</td>
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<tr>
<td>KIMBERLY WONG</td>
<td>Fordham University</td>
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**2011-2012**

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<tbody>
<tr>
<td>BATSIRAI BVUNZAWABAYA</td>
<td>Auburn University</td>
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<tr>
<td>MAMTA DADLANI</td>
<td>University of Massachusetts-Amherst</td>
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<tr>
<td>JEREMY COHEN</td>
<td>Temple University</td>
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<tr>
<td>MATTHEW LEROY</td>
<td>Argosy University-Chicago</td>
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<tr>
<td>DAVID RIVERA</td>
<td>Columbia University</td>
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**2010-2011**

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<tbody>
<tr>
<td>JEROME FARRELL</td>
<td>SUNY, Albany</td>
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<tr>
<td>SOUMYA MADABHUSHI</td>
<td>University of Nebraska-Lincoln</td>
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<tr>
<td>EMILY STIMSON</td>
<td>Yeshiva University</td>
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<tr>
<td>VALERIE WILSON</td>
<td>Boston University</td>
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<tr>
<td>BENJAMIN WOOD</td>
<td>Virginia Commonwealth University</td>
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**2009-2010**

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<tr>
<td>EMILY BAUM</td>
<td>University of Texas at Austin</td>
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<tr>
<td>MARIA-CRISTINA CRUZA-GUET</td>
<td>Lehigh University</td>
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<tr>
<td>KIMBERLY HOFFMAN</td>
<td>Drexel University</td>
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<tr>
<td>NHI ALEXANDRA LAM</td>
<td>University of California, Santa Barbara</td>
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## STIPEND AND BENEFITS

The Counseling and Psychological Services 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 $27,675.

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. Five Professional Development days for conferences, workshops, and dissertation.
4. Health insurance is provided for interns and is available for an additional fee for partners and dependents.
5. Professional liability coverage provided to all staff by the University.
6. Use of University facilities such as the libraries.

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 passed doctoral comprehensive examinations prior to applying to the internship. They should also have completed at least two years 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 Doctoral Psychology Internship Program.

APPLICATION AND SELECTION PROCEDURES

The application process will occur on-line through the APPIC website: AAPI on-line application form (https://portal.appicas.org/)
The deadline for completion of the AAPI application is SUNDAY NOVEMBER 2, 2014.

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 by December 15.

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).