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 American Psychological Association and, as such, is invested in the development and training of diverse professionals. 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 training program at CAPS views the internship as the capstone of the doctoral level psychologist's training. Informed by theory and research, the internship program at CAPS is an integrated practitioner model utilizing a developmental approach. As such, we provide interns with an intensive supervised university counseling center experience collaborating and consulting with a culturally diverse group of interdisciplinary professionals. 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 at CAPS, interns consolidate their varied learning experiences into a comprehensive set of professional skills. We believe that the strong
generalist skills they attain through our internship enables them to be psychologists prepared to work in university counseling centers as well as other types of mental health settings.

We believe that the field of psychology requires the practitioner to employ a wide range of developed and integrated set of skills that can be applied in varying contexts. Through the various activities within our training program (e.g., diagnostic assessment, outreach, therapy, supervision), interns are encouraged to continually define, assess, and refine their participation in differing professional roles. The varying forms of supervision provide the context for interns to consistently develop the skills and self-awareness necessary to be fulfilled these roles independently. Senior staff members provide learning to interns through direct teaching as well as modeling the importance of the highest clinical, legal/ethical, and professional standards.

As a center whose senior staff is comprised of licensed psychologists, psychiatrists and social workers, we inherently value a multidisciplinary approach to training and service delivery and emphasize the development of the interns' capacity to work collaboratively with colleagues and other professionals. Contributing to the multidisciplinary learning environment at CAPS are the practicum, social work and residency training programs for which we recruit students from local academic programs in counseling psychology, clinical psychology, social work and psychiatry. Senior staff members represent a variety of theoretical orientations and approaches to assessment and intervention; however, given the diversity of the students at our university, we use a developmental and multicultural lens to filter the inherent complexity of clinical observations. The valuing of individual difference is highlighted in the internship training program which seeks to increase and incorporate interns' awareness, knowledge and skills in the pursuit of becoming ethical, multiculturally competent practitioners of psychology.

We recruit interns who have experience with a variety of clinical populations and presenting issues. We expect our interns to come with a foundation of theoretical and research-based knowledge, with the capacity to engage in scientific and theoretical modes of inquiry and a readiness for intensive training in practice. The training program at CAPS furthers the interns' integration of science, theory and practice. Further, as interns proceed through the training program they internalize a more fully integrated professional self. Therefore, of primary importance is the ability of the interns to be self-aware and to reflect upon, discuss and learn from their experiences. Given the developmental nature of our training program, intern responsibilities increase over the course of the year; therefore, interns are expected to have a high degree of self-motivation and self-direction. Ultimately, the overall goals for interns at CAPS include increasing the breadth/depth and complexity of their thinking about clients, clinical/professional issues, and their professional self.

Strongly informed by the professional literature, our training program integrates science and practice in a number of ways. First, we emphasize the means by which theoretical and research-based knowledge and practice mutually inform each other. We guide and encourage our interns in the pursuit of observing, inferring, formulating, and evaluating clinical hypotheses throughout their clinical work. Hypotheses are addressed by the incorporation of theoretical and research-based literature about effective therapeutic techniques, therapy outcomes, and empirically supported treatments. Critical thinking is used in supervision as well as throughout all clinical/training activities in order to generate preliminary answers as well as to develop questions for further inquiry and research. Secondly, we also emphasize the four observational skills outlined by Shakow (1976) as a means by which hypotheses are generated in the clinical process. The training program therefore focuses interns on the development and integration of these modes of observation: "...objective observation (observation from the outside), participant observation (including an understanding of the reciprocal effects of the observer and the observed), subjective observation (empathic observation or intuition), and self-observation (self-examination)" (Striker & Trierweiler, 1995, p. 997). Third, our center is actively engaged in using the Outcome Questionnaire-45 data in assessment, intervention and evaluation of counseling at CAPS. This data has also allowed us to contribute to the scientific body of knowledge by presenting findings from this ongoing research at local and national professional conferences. Interns are actively engaged in this research and are encouraged to attend and present at conferences. In addition to the structured training afforded in the area of applied research in a university counseling center setting, interns are afforded weekly time to pursue their dissertation or related research.

The internship at CAPS is sequential, cumulative and graded in complexity. Training is a closely monitored process using step-wise exposure to activities based upon the assessment of each intern's skill level. Progress is monitored throughout the year with a continuous verbal feedback loop to and from the interns; evaluations occur on a quarterly basis with formal written evaluations performed twice yearly. Formal evaluations include both quantitative and qualitative measurement of intern performance. In order to establish the mentor relationships with the interns that develop over the course of the year, a priority is integrating the
interns into the agency and wider university community as soon as possible during the orientation period. In addition, interns are given the time necessary to familiarize themselves with the staff and begin to establish secure relationships with their supervisors. As the year unfolds, the training program affords the interns increasing levels of responsibility, tasks, and role conceptualization. Seen as emerging professionals, interns are offered a comprehensive training program that is both structured as well as flexible in order to accommodate their individual learning needs.


**Goals and Competencies**

The overall goal of the internship program is to contribute to the intern's development towards becoming a professional practitioner of psychology. We prepare our interns with the essential clinical skills and competencies to successfully obtain employment within a clinical setting and work towards the consolidation of the interns' professional identities as psychologists. The following goals are met through an established training program with a curriculum (both didactic and experiential) that systematically exposes the interns to what we believe are the critical areas of professional practice in university counseling centers. The training methods and service activities that enable interns to fulfill the goals and objectives of the internship year are described in detail in subsequent sections.

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

Objective A: Development of clinical skills (including individual psychotherapy, assessment, crisis intervention, career counseling and group therapy).

Objective B: Development of outreach and consultative skills (including design and delivery of workshops).

Objective C: Development of supervisory skills.

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

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

Objective A: Integration of Science and Practice.

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

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

**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 60% are female, 50% are
undergraduates, 30% are students of color and 10% are international students.

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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.

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INTERN TIME COMMITMENTS

The internship is a 2,000 hour training program. The internship begins Thursday, August 1, 2006 and ends July 31, 2007.

The internship program consists of three essential components:

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The intern's weekly schedule is approximately as follows:

1. Service Activities

- Individual Therapy (13 hours)
- Group Therapy (2 hours)
- Intake Assessment (4 hours)
- On Call Counselor (2 hours)
- Outreach Consultation (minimum of 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 (1 hour)
Case Group (1 hour)
Triage-Intake Disposition Meeting (1 hour)
Intern Meeting (1 hour)
Supervision of Supervision (1 1/2 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 Therapy
- Group Counseling
- Intake Assessment
- Crisis Intervention (On-Call Counselor)
- Outreach/Consultation
- Supervision of Practicum Students
- Training on Training

Individual Psychotherapy

Interns typically see between 12-14 ongoing cases per week, although they may have 20 cases on their caseload. Each intern is afforded the opportunity to work with two long-term cases. The determination as to which cases become longer-term is discussed and decided within the supervisory relationship. The remaining intern cases are seen within the context of providing brief, problem-focused therapy, which on average is 6 - 8 sessions. Interns are thus exposed to a wide range of clients presenting with diverse backgrounds, ethnicities, and diagnoses. The Director of Training assigns all cases to the interns based upon careful assessment of their clinical experience in collaboration with their primary supervisors. Interns have the opportunity to see students presenting with issues involving career development and exploration as well as academic
ambivalence as part of their regular caseloads and may or may not include vocational testing.

**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, interns may initiate the development of groups in their areas of interest and expertise, or they may expand their knowledge of groups by co-leading with senior staff.

**Intake Assessment**

Interns complete four intake interviews per week. With the goal of providing intakes independently, interns move through stages of development at their own pace, beginning upon arrival in August. After interns have observed senior staff conducting intakes, they perform tandem intakes with senior staff, followed by the intern conducting intakes with senior staff present during the interview. Towards the end of August, the Director of Training observes each of the interns providing intake. When both the intern and the Director of Training agree, the intern begins to conduct two intakes weekly within the context of the Triage Team. Following several weeks of performing their two intakes on triage day, a consultation is held among the intern, the assigned clinical supervisor, the triage leader and Director of Training in order to determine when two additional independent intakes are to be added to the intern's schedule. These additional intakes usually are added in late September or early October.

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

Interns serve as the On-Call Counselor for two hours per week, during which time they respond to students in emotional crisis as well as family members, University faculty, staff, and other personnel who express concern for a student seen as impaired or in distress. The On-Call Counselor responds to those who walk into the center as well as those who have telephoned. Senior staff is always available to the interns for consultation and immediate supervision. Further, as the On-Call Counselor, the intern works closely with the appointed staff psychiatrist for the day (Medical Officer of the Day) when there is an indication for the need for either medication or hospitalization of a student.

Interns are prepared for their role as On-Call Counselor in a similar developmental process to the one employed for integrating them into the provision of independent intake assessment. Upon arrival in August, the interns review the CAPS Training Policy and Procedure Manual and attend a number of orientation seminars encompassing crisis theory and intervention techniques as well as reviewing the agency's policies and procedures. Interns observe and provide tandem crisis intervention with senior staff. Interns begin providing independent primary On-Call Counselor duties upon observation by, and approval of, the Director of Training and/or Deputy Director for Clinical Services. Throughout the fall semester, interns attend seminars in the Assessment, Psychotherapy, and Psychophysiology/Psychopharmacology Modules that incorporate further learning with regard to diagnostics and intervention techniques.

**Outreach/Consultation**

As outreach/consultation is a major component of the training program, interns gain experience with a variety of outreach activities and consultative roles within a university counseling center setting and are required to engage in a minimum of 40 hours of outreach consultation over the course of the training year. Typical outreach activities include facilitating structured workshops and classroom presentations. Further, interns are also engaged in providing training to residence life staff, students and faculty around mental health issues. Upon arrival in August, interns are engaged in the Outreach Seminar Series, review models of outreach and consultation, work collaboratively with each other and senior staff in designing outreach presentations and engage in the developmental process of observing senior staff present outreach, co-presenting with senior staff and ultimately providing outreach presentations independently. Paired with senior staff, interns are assigned as liaisons to residential living areas and academic departments, act as consultants to student
organizations and professional staff, and engage in collaborative programming with university staff.

Supervision of Practicum Students

Each intern is assigned a psychology practicum student with whom he or she serves as primary supervisor for the academic year. The experience of providing clinical supervision for one hour each week begins when the practicum students arrive in September and continues until they leave the agency at the end of the spring term. As the practicum students' primary supervisor, interns gain experience with all forms of clinical supervision as well as evaluation of their supervisees. Assignments of intern-practicum student dyads are made by the Director of Training in consultation with the Coordinator of Practicum Training and are based upon a number of criteria including intern supervisory skill level and experience and theoretical orientation of both trainees. Interns are supervised in this activity by the Director of Training in the Supervision of Supervision Seminar and work towards integrating into practice the literature on supervision.

Training on Training

Interns gain experience with training mental health professionals by presenting both individually and collectively to the other trainees and senior staff during the year. Each intern designs, and develops one original formal two-hour didactic/experiential training seminar for presentation to the psychology practicum and social work training class. Interns attend a series of seminars with the Director of Training (Training on Training) early in the internship focused on reviewing various training models and presentation techniques. These seminars are followed by five to six hours of individual instruction/consultation with the Director of Training during the fall semester so as to integrate learning and receive supervision in the preparation of their presentations. Evaluations by the practicum and social work trainees are reviewed with the intern. This feedback is incorporated in the late spring or early summer when, as a group, the interns design and deliver a staff development seminar to the senior staff. The Director of Training acts as a consultant to the interns who have the option of presenting either an original seminar on an issue of relevance to the staff or the research they have collectively worked on in conjunction with the research seminar.

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 as 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**

**2005-2006**

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<tr>
<th>DAHOMEY ABANISHE</th>
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<tr>
<td>JENNIFER BRADFOR</td>
<td>University of North Texas</td>
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<td>CHRISTINA LIPARINI</td>
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<td>TERA MIKULA</td>
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**2004-2005**

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<tr>
<td>KATHERINE RICHMOND</td>
<td>Nova Southeastern University</td>
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<td>DANA UDALL</td>
<td>University of Southern California</td>
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### 2003-2004

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<tr>
<td>ROBERT FAZIO</td>
<td>Virginia Commonwealth University</td>
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<tr>
<td>TAYYAB RASHID</td>
<td>Fairleigh Dickinson University</td>
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<tr>
<td>DANIEL STRUNK</td>
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<tr>
<td>NICOLAS TROYANO-VAZQUEZ</td>
<td>University of Wisconsin - Madison</td>
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### 2002-2003

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<td>DEBORAH ROCHE</td>
<td>University at Buffalo - State University of New York</td>
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<tr>
<td>C. PATRICIA THOMPSON</td>
<td>Georgia State University</td>
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<tr>
<td>F. CHRISTIAN VON ZUBEN</td>
<td>Temple University</td>
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### 2001-2002

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<tr>
<th>Name</th>
<th>Institution</th>
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<tr>
<td>ELEANORA BARTOLI</td>
<td>University of Chicago</td>
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<tr>
<td>LAUREN KRUG</td>
<td>West Virginia University</td>
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<tr>
<td>JENNIFER HANYCH</td>
<td>University at Albany - State University of New York</td>
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<tr>
<td>VINAI NORASAKKUNKIT</td>
<td>University of Massachusetts - Boston</td>
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### 2000-2001

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<tr>
<th>Name</th>
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<tr>
<td>ELAN A. COHEN</td>
<td>Indiana State University</td>
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<tr>
<td>RAHUL V. CHAUHAN</td>
<td>Fordham University</td>
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<tr>
<td>ERIC B. LEVIN</td>
<td>George Washington University</td>
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<tr>
<td>JACKIE H. NGUYEN</td>
<td>MCP Hahnemann University</td>
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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 carries a proposed stipend of $18,000.

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.


3. Financial support and leave time for professional development activities.

4. $1,000 taxable basic health care insurance reimbursement if intern is not otherwise covered.

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

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

7. 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

Applicants are responsible to assure that all application materials are received by 5:00 p.m. Tuesday, November 1, 2005. It is recommended that applicants send as many as possible in one mailing.

A completed application should include:

1. A brief cover letter.
2. A current vitae/resume.
3. Official transcripts of all graduate work.
4. 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. The letters should address your strengths and areas for growth. Letters may be sent in sealed envelopes along with your application.
5. A completed Application Form including APPIC required essays. You may obtain a copy of the AAPI as a word processor file from the APPIC Web site: http://www.appic.org
6. Statement of Internship Readiness to be completed by the director of the applicant's graduate psychology training program. This may be sent in a sealed envelope. (Your application will not be considered without this form.)
7. Description of your outreach / consultation interests (300 words).

All materials must be sent to the following address and be received by Tuesday, November 1, 2005 to:

Marilia S. Marien, Ph.D.
Counseling and Psychological Services
University of Pennsylvania
133 South 36th Street, 2nd Floor
Philadelphia, PA 19104-3246
marien@pobox.upenn.edu

Please mark all materials sent to CAPS “Attention: Intern Application Materials.” More detailed information
and requests for application materials may be obtained by writing at the above address or phoning at (215) 898-7021.

Applicants who have all the required application materials at Counseling and Psychological Services by 5:00 p.m. Tuesday November 1, 2005 will be considered for the Pre-Doctoral Psychology Internship Program, Training Year 2006-2007. 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).