

Training and Education

APA-accredited predoctoral internship

Welcome

Dear Prospective Applicant,

On behalf of the entire Center for Counseling and Student Development (CCSD) staff, I am delighted that you are considering our site for your internship training year. I know that this can be a stressful and hectic process, and I hope that the information on this website will help you determine if CCSD is a good fit for you.

If you have any other questions, please do not hesitate to contact us. Ms. Cindy Carroll is the administrative assistant who manages our application and interview procedures; if you have questions about application materials or processes, please contact her at cindyc@udel.edu or 302-831-8107. If you wish to contact me directly, feel free to do so at merrish@udel.edu.

Sincerely,

Merris Hollingsworth, Ph.D., ABPP
Coordinator of Predoctoral Internship

APA Accreditation

The predoctoral internship in psychology program has been fully accredited by the American Psychological Association (APA) since 1984. The APA Commission on Accreditation, in November of 2008, awarded a reaccreditation of the program for seven years. Special mention was made that "current and former interns were very complimentary of supervisors and supervision, citing supervisors' openness, support, and mentoring as particular strengths." Also noted is the fact that "the program demonstrates a commitment to enhancing the diversity of its staff and attending to cultural and individual differences in training...Current interns identified the multicultural seminar series as a powerful and challenging learning experience within a safe context."

Accrediting Body

Office of Program Consultation and Accreditation
American Psychological Association (APA)
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979

Eligibility

The predoctoral internship in psychology program offered by the CCSD at the University of Delaware is designed to provide supervised experience in individual and group counseling, consultation, student

development programs, career development services, and practicum supervision. Candidates must be enrolled in a doctoral program in counseling, clinical, or closely related area of psychology. All of the formal course work and comprehensive examinations for the doctorate should be completed, including supervised practicum courses in counseling. There currently are four full-time predoctoral internship positions.

The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, creed, color, gender, genetic information, age, religion, national origin, veteran or disability status, or sexual orientation in its educational programs, activities, admissions, or employment practices as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes. Inquiries concerning the above should be referred to the Office of Equity and Inclusion, (302) 831-8063, located at 305 Hulliher Hall.

Program Objectives and Training Philosophy

The purpose of the internship is to provide a comprehensive training experience. A practitioner model focused upon clinical practice and service delivery guides the internship training program (Rodolfa, Kaslow, Stewart, Keilin, & Baker, 2005), with the goal of providing the professional skills necessary for independent functioning as a psychologist in a university or college counseling setting. In this context, the program centers upon development of clinical competence, and training activities consistently explore research and theory as essential complements to all aspects of clinical practice. Both theory and research are incorporated in seminars, professional development activities, case presentations, and supervision of clinical work. The practitioner model allows attention to two primary, interrelated tasks, both of which CCSD staff understand as central to the internship.

The program views development, refinement, and integration of clinical skills in a variety of areas as one central task of internship. Interns start internship with a foundation of didactic information and clinical skills from their academic training. Internship provides an intensive opportunity to develop new skills (e.g., career counseling, providing supervision) and to apply familiar skills in increasingly sophisticated ways. At the end of internship, CCSD expects interns to demonstrate competencies in individual and group therapy, outreach, consultation, multicultural issues, supervision, and ethical issues.

A second, closely related task is the development of a more mature, integrated professional identity. Internship represents an important transition from the role of graduate student to that of a professional psychologist, prepared for entry-level practice following internship. CCSD supports interns' growth via mentoring, discussion of professional identity development, and practical support (e.g. research time for dissertation-related work; funding and time for professional development activities.) Interns gain specific exposure to the many roles and responsibilities of a psychologist in a counseling center setting, which provides a strong foundation for future work in a university setting. This exposure occurs as interns serve with staff on internal administrative committees and participate in ongoing discussions about psychologists' roles within the larger university community during staff meetings, seminars, and staff retreats.

The [CCSD staff](#) is highly committed to the internship program and to the achievement of excellence in the experience. Staff provide regular, intensive supervision and training seminars to support and guide interns' growth. Some opportunities exist to individualize the program so that special needs or skills of the interns can be addressed or developed. At the completion of the internship, individuals will hopefully view the experience as a valuable capstone to their formal training in counseling and will be capable of assuming positions of responsibility within the field.

Rodolfa, E. R., Kaslow, N. J., Stewart, A. E., Keilin, W. G., & Baker, J. (2005). Internship training: Do models really matter? *Professional Psychology: Research and Practice*, 36, 25 – 31.

Training Activities

Required Training Activities

Interns at the CCSD are employed on a 40-hour-a-week basis and are required to participate in the following training programs:

Assessment Interviews: The assessment of incoming clients is a part of the intake interview procedure. All staff members participate in the assessment system. The assessment counselor is responsible for clarifying the presenting problem, assessing the severity of the problem, judging the need for timely interventions, and discussing with the client the treatment alternatives that are available to him/her. Personality inventories, interest inventories, and/or computer-based career decision-making programs may be assigned by the intake counselor. Interns are responsible for three hours of assessment duty per week.

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

Counseling and Psychotherapy: Direct counseling and psychotherapy is one of the major emphases of the internship program. The internship experience is viewed as one of the best opportunities for the developing psychologist to gain a broad range of experience with clients while receiving intensive supervision. Interns will have experience with a number of different kinds of cases, requiring different interventions and lengths of treatment, and will designate 12-15 hours per week for individual counseling in the CCSD.

Crisis Intervention: It is reasonable to assume that individuals who are involved in providing counseling services will develop skills in crisis intervention. Interns are expected to be able to respond to the crises experienced by their own clientele and students seen for assessment interviews. In addition, interns will periodically provide assessment and service to students on a walk-in basis. Assistance is available for the intern, or any staff member, in those instances where an emergency situation may require hospitalization or other atypical measures. If interns wish, they have options to work with staff members who are on after-hours crisis duty. However, interns do not have the responsibility of providing after-hours coverage.

Career Development: Like many university and college counseling centers, the CCSD offers career counseling to students in the early parts of the career development process. Students with career concerns are often unsure of their major or wanting to identify potential career paths. Interns are required to become knowledgeable about and provide career counseling, vocational testing with the Strong Interest Inventory and Myers-Briggs Type Indicator, decision-making strategies, and sources of career information. The internship provides training in these areas, so it is not essential for a prospective intern to have prior experience with career counseling.

Consultation and Outreach: Interns are required to participate in at least three on-going consultation and outreach efforts and/or to initiate new ones. Examples of outreach requests include career planning, stress management, grief/loss issues, eating disorders, suicide prevention, needs of international students, or responding to crises. With staff support and supervision, interns participate in a consultation project with another unit on campus. Recent consultation projects included work with the Office of Student Conduct and UD's Disaster Research Center. Opportunities for more intensive consultation or outreach experiences are available in June and July. In recent years, interns have participated in summer programs with the Dean's Office in the College of Arts and Sciences, the University's English Language Institute, the University's McNair Scholars, and Christiana Hospital's behavioral cardiology

program

Group Counseling: The CCSD offers a number of different counseling groups each year. These include both structured and unstructured groups, such as body image, anxiety management, and grief issues. For a description of recent group offerings, please follow [this link](#). Group activities are considered to be preferred modes of treatment in many situations. Interns should plan to co-lead at least one multiple session, unstructured group and participate in screening prospective group members. The CCSD staff works collaboratively to provide opportunities for interns to co-lead a process group. In the event that an intern's group fails to recruit enough eligible group members to run, the intern may fulfill this requirement by serving as a process observer for another group.

Supervision of Other Trainees: The CCSD offers practicum training to pre-doctoral psychology students. Interns serve as supervisors for the practicum students in spring semester. Additionally, interns participate as a group in a weekly supervision of supervision seminar in the spring.

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

Personal and Professional Development: The CCSD staff engages in regularly scheduled professional development programs, and interns participate fully in these activities. Additionally, the entire CCSD staff generally schedules two or three off-campus retreats each year to deal with matters of importance to the CCSD. Interns also are encouraged to participate in their own personal and professional growth as an integral part of the internship. This year, \$1,250 will be made available to interns for this purpose. Interns may use these funds for conferences or purchase of professional books.

As a part of professional development, interns participate in a group that is designed to help them process their growth and experience during the internship year. The group is facilitated by a licensed psychologist in private practice. The group begins meeting every other week in mid-September and typically continues through May. The format is unstructured so interns can choose topics that they find helpful.

Internship Seminars: Two formal seminars for interns are scheduled on a weekly basis. One two-hour seminar covers a variety of topics relevant for developing therapists, including case conceptualization, clinical decision-making, ethics, diagnosis, treatment planning, and multicultural issues. A second seminar focuses on group therapy and outreach/consultation in alternating weeks. In the spring semester, one seminar addresses supervision of supervision, while the second seminar includes group therapy, multicultural issues, and a variety of clinical topics. For an overview of the 2010-11 seminar schedule and topics, [click here](#).

Case Management Meetings: Interns participate in weekly staff case management meetings. These meetings provide an opportunity to discuss disposition of cases and to consult on clinical issues.

Administration: Interns participate in weekly staff meetings. They will assume committee responsibilities and participate in the decisions which affect the policies, procedures, and personnel of the CCSD. Interns may choose to work with one or more of the following committees: career development, eating disorders coordinating council, group, multicultural issues, outreach, professional development, research review, and technology/website.

Elective Training Activities

Interns also have the opportunity to participate in the following elective programs within their weekly schedule:

Research: Interns are encouraged to work towards the completion of their doctoral dissertations and may take a half-day a week of release time for this work. If interns have completed their dissertation, they may elect to apply this half-day to clinical activities, undertake an independent research project, or participate in a research project with individual staff members. Interns should inform the coordinator of the internship program about their research plans and activities. Access to computers for dissertation and other research projects is available.

Teaching: Some CCSD staff are actively involved in teaching. Several credit courses are offered by CCSD staff to graduate and undergraduate students on topics such as helping relationships, counseling theories, counseling practicum, and sleep. Interns may choose to serve as guest lecturers. The demands of the internship do not permit interns to assume full responsibility for teaching a course in the fall and spring semesters.

Intern Seminars

Intern Seminars/Meetings, Fall 2010			
Tuesdays: Becoming a Psychologist 10:00 – 12:00		Thursdays: Group and Outreach 10:00 – 12:00	
8/31	Introduction to Seminar & discussion of disposition decisions - Merris	9/2	Group Therapy – Mary Anne
9/7	The role of medication – Roberta and Rich	9/9	Outreach – Kelly O. and Susan
9/14	Eating and body image issues – Kelly K.	9/16	Group Therapy – Mary Anne
9/21	The influence of personality - Jonathan	9/23	Outreach – Kelly O. and Susan
9/28	Multicultural Issues: self-reflection of own cultural contexts – Kelly O.	9/30	Group Therapy – Mary Anne
10/5	Substance Abuse Issues and Treatment – Amy Richardson, Wellspring	10/7	Outreach – Kelly O. and Susan
10/12	Sexual Assault – Angela Seguin, Wellspring	10/14	Group Therapy – Mary Anne
10/19	Multicultural Issues: International students 101 – Kelly O.	10/21	Outreach – Kelly O. and Susan
10/26	Multicultural Issues, International students 101, part 2 – Kelly O.	10/28	Group Therapy – Mary Anne
11/2	University closed – election day	11/4	Outreach – Kelly O. and Susan
11/9	Feminist Therapy – Karen T.	11/11	Group Therapy – Mary Anne
11/16	Self-care – Merris	11/18	Outreach – Kelly O. and Susan
11/23	Working with dreams - Merris	11/25	Thanksgiving
11/30	Multicultural Issues: SES contexts and challenges at UD - Merris	12/2	Outreach – Kelly O. and Susan
12/7	Job Search – Kelly K.	12/9	Group Therapy – Mary Anne
12/21	End of semester overview - Merris	12/16	Outreach – Kelly O. and Susan

Intern Seminars/Meetings, Winter Session and Spring 2011

Tuesdays Supervision of Supervision with Merris 10:00 – 12:00		Thursdays Group, Consultation, and Clinical Issues 10:00 – 12:00	
		1/3	Introduction to Multicultural Seminar – Karen T
1/6	Introduction to seminar: Self-assessment	1/10	Multicultural: Case presentation, multiracial individuals
1/13	Ethical issues; Defining “good supervision”	1/19	Multicultural: Case presentations
1/20	Theoretical grounding	1/24	Multicultural: Case presentation, religion and spirituality
1/27	Multicultural issues in supervision	2/2	Multicultural movie lunch with staff
2/3	Practicalities – Requirements of the practicum experience, skill level, common challenges		
2/8	Feedback and evaluation processes	2/10	Consultation – Kelly O.
2/15	Group supervision of supervision	2/17	Consultation – Kelly O.
2/22	Group supervision of supervision	2/24	Consultation – Kelly O.
3/1	Group supervision of supervision, case presentation	3/3	Group – Mary Anne
3/8	Group supervision of supervision, case presentation	3/10	Multicultural Issues – Karen T.
3/15	Group supervision of supervision, case presentation	3/17	Consultation – Kelly O.
3/22	Group supervision of supervision, case presentation	3/24	Group – Mary Anne
3/29	Group supervision of supervision, case presentation	3/31	Sleep Issues and Treatment - Brad
4/5	Group supervision of supervision, case presentation	4/7	Consultation – Kelly O.
4/12	Group supervision of supervision, case presentation	4/14	Group – Mary Anne
4/19	Group supervision of supervision, case presentation	4/21	Case presentation – Deb
4/26	Group supervision of supervision, case presentation	4/28	Consultation – Kelly O.
5/3	Group supervision of supervision, case presentation	5/5	Group – Mary Anne
5/10	Group supervision of supervision, case presentation	5/12	Multicultural Issues – Karen T.
5/17	Group supervision of supervision, case presentation	5/19	Consultation – Kelly O.
5/24	Process supervision experience and seminar	5/26	Group – Mary Anne

Sample Schedule

	Mon	Tues	Weds	Thurs	Fri
8:00	Research	Professional development meeting	Office duties	Group Supervision	Not scheduled
9:00		Staff meeting	Psychiatric rotation	Case management meeting	Intern process group
10:00		Intern seminar		Intern seminar	Client
11:00			Client		Client
12:00	Lunch	Assessment	Lunch	Lunch	Lunch
1:00	Peer supervision	Lunch	Committee meeting	Client	Client
2:00	Assessment	Client	Client	Client	Assessment
3:00	Client	Office duties	Individual supervision	Client	Client
4:00	Office duties	Group		Office duties	Office duties
5:00	Closed			Not scheduled	Closed

Evaluation Procedures

Evaluation and feedback are viewed as important aspects of the learning process which assist interns in maximizing their strengths, developing new competencies, and mastering the fundamental skills which will permit them to function in the multiple roles of a professional psychologist. At the end of each semester, the interns are given formal feedback about their professional skills and performance. The coordinator of the internship solicits input from other staff members (e.g., supervisors, seminar leaders) who have had professional contacts with the interns. The results of evaluations are communicated to the intern both verbally and in written form by supervisors before they are forwarded to the coordinator of the internship. As a part of this process, group and individual supervisors exchange information and/or perceptions about the progress of interns. The coordinator of the internship writes a letter describing the progress of an intern to his/her academic department twice a year. Interns meet individually with the Internship Coordinator to review and discuss evaluative letters before mailing. The CCSD has specific procedures to ensure that due process is accorded during feedback and evaluation processes.

Stipend and Benefits

The internship is for the period from August 16, 2012 to July 31, 2013 and carries a stipend of \$28,200.

Interns are provided with an accident and sickness health insurance program, dental insurance, and may elect to receive health care from the University's Student Health Service (mandatory fees are waived). Spouses and/or dependents may be added to an intern's health insurance at the intern's expense; however, family members may not receive health care at the Student Health Service. Health insurance is also available for domestic partners. The health insurance includes generous benefits for personal counseling. For more information about health insurance benefits, please see <http://www.udel.edu/shs/insurance/index.html>.

Ten vacation days and 10 days of sick leave are also available. Funds for professional travel and development are allocated equally to all CCSD staff members and interns. Up to 10 days can be taken by interns for professional development.

Liability Insurance

While covered by the University's general insurance program, all interns are still encouraged to carry their own professional liability insurance coverage. Malpractice insurance is available for student members of the APA at a relatively low cost.

Application and Selection Procedures

To apply for the graduate internship, provide the following via APPIC's online application process:

1. a letter stating the candidate's interest in the internship;
2. a completed APPIC Application for Psychology Internship (APPI) available at the [APPIC Web site](http://www.appic.org) <http://www.appic.org>.
3. a current resume;
4. official transcripts of academic records of all graduate work;
5. evaluations by three persons who have observed the candidate's academic and applied performance.

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

Deadline

All applications should be received no later than Tuesday, November 1, 2011. Candidates who are considered finalists for the internship will be invited to attend a required on-campus interview. Some financial assistance is available for travel expenses. These interviews provide candidates with the opportunity to meet the professional staff and learn about the individual theoretical approaches to counseling and psychotherapy, styles of supervision, professional activities, and research interests that are represented on the staff.

For the 2012-13 recruitment, the following days will be used for candidate visits:

Thursday, December 8
Tuesday, December 13
Thursday, December 15

Tuesday, January 3
Thursday, January 5
Tuesday, January 10
Thursday, January 12
Tuesday, January 17
Thursday, January 19
Tuesday, January 24

APPIC Match Policies

CCSD adheres to the procedures established by the Association of Psychology Postdoctoral and Internship Centers (APPIC) for the recruitment and selection of predoctoral interns. 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.

APPIC MATCH POLICIES: 2011--2012 ([APPIC Match Policies](#))

CCSD Program Code Number for the Match: 119611

2011-12 Predoctoral Intern Class

<i>Name</i>	<i>Home Program/Institution</i>
O'Shan Gadsden	Counseling Psychology Howard University
Ren Hong	Counseling Psychology Oklahoma State University
Mark Mason	Counseling Psychology University at Albany, State University of New York
Lonnie Sarnell	Clinical Psychology La Salle University

Previous Predoctoral Interns

Year	Name	Home Program/Institution	First post-Internship Placement
2010-11	Dennis LaLonde	Clinical Psychology Indiana University of Pennsylvania	
	Kristin Mehr	Counseling Psychology Lehigh University	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	Kerrin Sendrowitz	Counseling Psychology University at Albany, State University of New York	Counseling Center Union College
	Diane Shaffer	Clinical Psychology Immaculata University	Counseling and Psychological Services (postdoctoral fellow) Swarthmore College
2009-10	Rachel Daltry	Clinical Psychology LaSalle University	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	Anju Kaduvettoor	Counseling Psychology Lehigh University	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	Christina Schendel	Counseling Psychology The Pennsylvania State University	Uniformed Services University of the Health Sciences (postdoctoral fellow)
	Patricia Spangler	Counseling Psychology University of Maryland	Psychology Department (adjunct faculty member) University of Maryland
2008-09	Christopher Adams	Counseling Psychology University at Buffalo, SUNY	Department of Counselor Education (assistant professor) University of Maine

	Filipina Bacarro	Counseling Psychology Washington State University	Counseling Services (postdoctoral fellow) San Jose State University
	Ryan Duffy	Counseling Psychology University of Maryland	Department of Counseling Psychology (assistant professor) University of Florida
	Laura Walz	Clinical Psychology University of Hartford	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
2007-08	Vanessa Downing	Counseling Psychology University of Maryland	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	Tonette Robinson	Counseling Psychology University of Georgia	Administration and Evaluation Psychology (postdoctoral fellow) University of Colorado at Denver
	Ariane Smith Machin	Counseling Psychology University of North Texas	University Counseling Services (postdoctoral fellow) University of Wisconsin-Madison
	Robyn Zakalik	Counseling Psychology Iowa State University	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
2006-07	Karla Bailey	Clinical Psychology Rutgers University	Widener University
	Anju Bhargava	Counseling Psychology Washington State University	Department of Psychology University of Delaware
	Kelly Hennessy	Counseling Psychology University of Maryland	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	William Meek	Counseling Psychology University of Missouri-Kansas City	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
2005-06	Cynthia Diefenbeck	Clinical Psychology Philadelphia College of Osteopathic Medicine	School of Nursing and Center for Counseling and Student Development University of Delaware
	Gene Edwards	Counseling Psychology New Mexico State University	Counseling and Psychological Services (postdoctoral fellow) Cornell University
	Joshua	Clinical Psychology	Counseling and Psychological

	Lawrence	University of Connecticut	Services Center Appalachian State University
	Abigail Skillman	Clinical Psychology Loyola College, Maryland	Counseling and Psychological Services (postdoctoral fellow) Princeton University
2004-05	Faith Dyson-Washington	Clinical Psychology Drexel University	Counseling Center Drexel University
	Jaime Fenton	Counseling Psychology Pennsylvania State University	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	Pei-Chen Hsu	Counseling Psychology Michigan State University	Hamilton Madison House New York, New York
	Angela Lee	Counseling Psychology Howard University	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
2003-04	Kelly Burton	Counseling Psychology University of Florida	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	Audrey Ervin	Counseling Psychology University of Memphis	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	Pejcharat Harvey	Counseling Psychology University of North Texas	University Counseling Center University of North Dakota
	Jordan Kilgour	Counseling Psychology Virginia Commonwealth University	Center for Counseling and Career Planning Randolph-Macon College
2002-03	Maria Darcy	Counseling Psychology Arizona State University	Department of Psychology University of West Florida
	Alix Timko	Clinical Psychology Drexel University	Postdoctoral Fellowship Renfrew Center
	Nathaniel Wade	Counseling Psychology Virginia Commonwealth University	Department of Psychology Iowa State University
	Susan Woodhouse	Counseling Psychology University of Maryland	Department of Psychology (postdoctoral fellow) University of Maryland
2001-02	Kristina Lyhus	Counseling Psychology Catholic University of America	Center for Counseling and Student Development (postdoctoral fellow) University of Delaware
	Vickie McCoy	Counseling Psychology The University of Southern Mississippi	Counselor Education Program West Chester University

	Anne Murphy	Counseling Psychology The Pennsylvania State University	
	Janet Muse- Burke	Counseling Psychology Lehigh University	School Psychologist Wilson Area School District, Easton, Pennsylvania
2000- 01	Alisa Howze	Counseling Psychology Texas A & M University	Counseling Center Frostburg State University
	Dawn Jones	Counseling Psychology Virginia Commonwealth University	Outreach Coordinator Wilmington, Delaware
	Mark Parisi	Counseling Psychology SUNY at Albany	Counseling Center State University of New York at New Paltz
	Adam Tanzer	Counseling Psychology University of Tennessee	Narcotic Addict Rehab Program Thomas Jefferson University
1999- 00	Carolyn Bershad	Counseling Psychology Pennsylvania State University	Counseling Center State University of New York at Buffalo
	Andrew Demaree	Clinical Psychology Indiana University of Pennsylvania	Counseling Center Skidmore College
	Merris Hollingsworth	Counseling Psychology University of Maryland	Center for Counseling and Student Development University of Delaware
	Kerri Weiss	Counseling Psychology State University of New York at Buffalo	Counseling Center State University of New York at Buffalo
1998- 99	Amy Bowers Eberz	Counseling Psychology Pennsylvania State University	Center for Counseling and Student Development University of Delaware
	LaRae Jome	Counseling Psychology University of Akron	Counseling Psychology State University of New York at Albany
	Deborah Lehrman- Waterman	Counseling Psychology Lehigh University	Counseling Center West Chester University
	Jason Parcover	Counseling Psychology Southern Illinois University	Counseling Center Loyola University
1997- 98	Dulin Clark	Counseling Psychology Pennsylvania State University	Center for Counseling and Student Development University of Delaware
	Michele	Counseling Psychology	Center for Counseling and Student

	Downie	Virginia Commonwealth University	Development University of Delaware
	Andrea Greenwood	Counseling Psychology Southern Illinois University	Counseling Center Valparaiso University
	Shirley Hess	Counseling Psychology University of Maryland	Counselor Education Trinity College
1996-97	Emily Carter	Counseling Psychology Virginia Commonwealth University	Center for Counseling and Student Development University of Delaware
	Elizabeth Jacob	Counseling Psychology Lehigh University	Counselor Education University of Scranton
	Marilia Marien	Counseling Psychology State University of New York-Buffalo	Counseling Center University of Pennsylvania
	Christopher Myers	Counseling Psychology State University of New York-Albany	Counseling Psychology State University of New York - Albany
1995-96	Jeanne Face	Counseling Psychology Virginia Commonwealth University	Counseling Center University of Hartford
	Lisa Paler Hargrove	Counseling Psychology University of Maryland	Academic Advisement Trinity College
	Cheri Marmarosh	Counseling Psychology Virginia Commonwealth University	Counseling Center Catholic University
	Cynthia Wiles	Counseling Psychology Temple University	Private Practice Delaware Guidance Services
1994-95	Allen Cornelius	Counseling Psychology University of North Carolina	Counseling Center University of Hartford
	William Hoyt	Counseling Psychology Virginia Commonwealth University	Assistant Professor Iowa State University
	Joy Whitman	Counseling Psychology West Virginia University	Adjunct Faculty Member Midway College
	Brian Williams-Rice	Counseling Psychology University of Missouri - Kansas City	Counseling Center Fort Hays State University
1993-94	Tamara Baker	Counseling Psychology University of Pennsylvania	Counseling Services Hood College
	Cynthia Boyd	Counseling Psychology State University of New York-Buffalo	Counseling Center University of Kentucky

	Amelio D'Onofrio	Counseling Psychology Fordham University	Counseling Center Iona College
	Steve Golston	Counseling Psychology Arizona State University	Counseling Center Graceland College
1992-93	Kristine Bronson	Counseling Psychology State University of New York-Albany	Center for Counseling and Student Development University of Delaware
	Jennifer Harris	Counseling Psychology Southern Illinois University	Counseling Center College of the Holy Cross
	Crystal Park	Clinical Psychology University of Delaware	Post Doctoral Fellow University of California, San Francisco
	Annette Perot	Counseling Psychology University of North Carolina	Department of Counseling and Psychology University of North Carolina
1991-92	Mollie Jaschik-Herman	Counseling Psychology University of Maryland	Private Practice Baltimore, Maryland
	Mary Ann Moore	Counseling Psychology Texas A & M University	Counseling Center Texas A & M University
	Donald Timmons	Counseling psychology Pennsylvania State University	Psychology Department Lock Haven State University
	Lauren Weitzman	Counseling Psychology University of Illinois	Psychology Department Virginia Commonwealth University
1990-91	Britton Brewer	Clinical Psychology Arizona State University	Psychology Department Springfield College
	Wendy Moran	Counseling Psychology Pennsylvania State University	Counseling and Educational Psychology Pennsylvania State University
	Catherine Rathmell	Counseling Psychology Pennsylvania State University	Counseling Services, Inc. Bellefonte, Pennsylvania
	Julie Young	Clinical Psychology Indiana University of Pennsylvania	Center for Counseling and Student Development University of Delaware
1989-90	Matthew Elliott	Counseling Psychology Pennsylvania State University	Counseling Center College of the Holy Cross
	Carol Hagans	Counseling Psychology Ball State University	Counseling Center Ohio University
	Gary LaBine	Counseling Psychology State University of New York	Psychology Service Veteran's Administration Medical Center,

		-Buffalo	Canandaigua, New York
	Leslie Orysh	Counseling Psychology University of North Carolina	Center for Counseling and Student Development University of Delaware
1988- 89	Sharon Bowman	Counseling Psychology Southern Illinois University	Counseling and Psychological Guidance Services Ball State University
	Alan Cameron	Counseling Psychology University of North Carolina	Counseling Center Wake Forest University
	Eric Denson	Clinical Psychology University of Washington	Center for Counseling and Student Development University of Delaware
	Kimberly Ewing	Counseling Psychology Ohio State University	Center for Counseling and Student Development University of Delaware
1987- 88	Karen Forbes	Counseling Psychology University of Florida	Counseling Center Lafayette College
	Mary Lou Frank	Counseling Psychology Colorado State University	Counseling Center Arizona State University
	Thomas Gerbner	Counseling Psychology University of Pennsylvania	Crozer Medical Center Chester, Pennsylvania/ Friends Hospital, Philadelphia, Pennsylvania
	Paula-Ann Pricken	Counseling Psychology Pennsylvania State University	Community Counseling Center State College, Pennsylvania
1986- 87	Mary Kopala	Counseling Psychology Pennsylvania State University	Counseling Center Georgia State University
	Gregory Nicholls	Counseling Psychology Pennsylvania State University	Counseling Center St. Joseph's Univeristy
	Roslyn Harden Scott	Counseling and Psychological Services Georgia State University	Counseling and Psychological Services Georgia State University
	Cherie Weiss	Counseling Psychology State University of New York-Buffalo	Center for Counseling and Student Development University of Delaware
1985- 86	Rita Donley	Counseling Psychology Pennsylvania State University	Counseling Center University of Notre Dame
	Julie Perone	Counseling Psychology University of Maryland	Counseling Center University of Maryland

	Nan Schiowitz	Counseling Psychology University of Pennsylvania	Private Practice Philadelphia, Pennsylvania
1984-85	Brion Carroll	Counseling Psychology Pennsylvania State University	Counseling Center College of the Holy Cross
	Phyllis Eisenon	Clinical Psychology Central Michigan University	Counseling Center Mount Vernon College
	Margaretha Lucas	Counseling Psychology Iowa State University	Counseling Center University of Maryland
1983-84	Timothy Evans	Counseling and Human Development University of Georgia	St Elizabeth's Hospital St. Louis, Missouri
	Suzanne Oakley	Counseling Psychology University of North Carolina	Counseling Center Western Maryland College
	Candice Porter	Counseling Center University of Massachusetts	Tri-County Community Mental Health Center East Chicago, Illinois
1982-83	Gail McGinnis	Clinical Psychology University of Delaware	Delaware State Hospital New Castle, Delaware
	Thomas Richard	Counseling Psychology Virginia Commonwealth University	Counseling Center Western Maryland College
	Larry Steinhauser	Guidance and Educational Psychology Southern Illinois University	Counseling Center Northern Iowa University
1981-82	Nan Cerio	Counseling Psychology Indiana State University	Counseling Center Towson State University
	Sally McConnell	Counseling and Personnel Services Kansas State University	Administrative Assistant U.S. Senate
1980-81	Jan Cavanaugh	Individual and Family Studies Pennsylvania State University	Center for Counseling and Student Development University of Delaware
	Susan Ellett	Counseling Psychology Virginia Commonwealth University	Counseling Center University of South Florida
1979-80	Harris Ginsberg	Counseling Psychology University of Pennsylvania	Counseling Center Pace University
	Susan Kaufman	Counseling Psychology University of Pennsylvania	Counseling Center University of Pennsylvania
1978-	Patricia	Counseling and Guidance	Counseling Center

79	Beamish	West Virginia University	University of Texas-El Paso
	Suzanne Boyll	Counseling Psychology University of Pennsylvania	Counseling Center LaSalle College
1977-78	Ruta Baltrukenas	Guidance and Educational Psychology Southern Illinois University	Counseling Center University of Illinois-Chicago Circle
	Barbara Dambach	Counseling and Personnel Western Michigan University	Center for Counseling and Student Development University of Delaware

Top Ten Reasons for choosing UD for your internship (as suggested by previous interns):

10. At the CCSD, there is a long-established tradition of high quality supervision and a focus on training.
9. Interns have time to work on their dissertations or other research projects.
8. Professional development opportunities are encouraged and supported at the same level as they are for senior staff members. In 2010-11, \$1,250 of professional development funds are allocated to each person.
7. Interns have the opportunity to work with psychiatrists and receive supervision from them.
6. Interns are on the "free lunch program" in January when we interview prospective interns for the following year!
5. Within our program's structure, there are many choices for interns to make about selection of clients, groups, consultation, outreach, and teaching.
4. There is an opportunity to engage your audio-video-computer talents (P.S. you can watch videos in your office)!
3. There is no sales tax in Delaware ... so shop until you drop.
2. The group program here really works ... there ARE groups to run!
1. You've got to love a school with a blue hen for a mascot!

About CCSD

The mission of the Center for Counseling and Student Development (CCSD) is to contribute to the personal, educational, and career development of University of Delaware students. The counseling service has served as the primary mental health unit on campus since its establishment in 1946. The CCSD is accredited by the International Association of Counseling Services (IACS).

The philosophy of the unit includes a strong emphasis on student development, providing services and programs for students who are confronting typical developmental issues and tasks. The CCSD also assists students whose concerns are interfering with their ability to function in a satisfactory manner. Approximately 8% of the student body uses the CCSD services annually to address a wide variety of personal, education, and career-related problems or concerns.

The [staff of the CCSD](#) spends roughly 40% of its time in counseling, 25% in training or teaching, 20% in consultation, staff development, and special University programs. Remaining staff time includes a variety of activities such as committee work, outreach activities, administrative duties, or research. The CCSD has five administrative support staff.

The CCSD has two separate facilities: psychologists, postdoctoral fellows, and interns are located in the Perkins Student Center within space specifically designed for a university counseling center. The psychiatrists, as well as some of the psychologists, are located in a wing of the campus' Student Health Service. Interns have private offices with video equipment and desk-top computers. Facilities include two group rooms and a professional library.

University Environment

The University of Delaware is in Newark, a pleasant community of about 30,000. It is 14 miles from Wilmington and halfway between Philadelphia and Baltimore.

There are over 16,600 undergraduates, some 3,670 graduate students, and more than 846 part-time students. Some 4,800 enroll in summer sessions while another 8,000 pursue winter session courses.

The University offers degrees in 137 different undergraduate programs, 117 master's degree programs and 50 doctoral programs and 12 dual graduate programs. First semester begins in late August or early September, the second semester in February, with a five-week winter session intervening. There are two summer sessions of five weeks each, and one of seven and one-half weeks duration.