APA-ACCREDITED DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY
Dear Prospective Applicant.

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Dear Prospective Applicant,

Thank you for your interest in our internship in Health Psychology! After pausing our training, we are excited to get back to training new psychologists and will be accepting applications for the 2024-2025 internship!

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

If you have questions, please feel free to contact us.

Sincerely,

Katie Bekkeli, PsyD, LP, ABPP
Associate Director of Training
bekkelik@udel.edu

Brad Wolgast, PhD, LP, CBSM
Assistant Director of Training
bradw@udel.edu
APA Accreditation Information:

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

Accrediting Body:
Office of Program Consultation and Accreditation
American Psychological Association (APA)
750 First Street NE Washington, DC 20002-4242
Website: http://www.apa.org/ed/accreditation
Office Phone: (202) 336-5979
Office Fax: (202) 336-5978

Eligibility

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

Program Objectives and Training Philosophy

A practitioner model focused upon clinical practice and service delivery guides the internship training program (Stedman, Hatch, & Schoenfeld, 2007), with the goal of providing the professional skills necessary for independent functioning as a psychologist in a university or college counseling setting. In this context, the program centers upon development of clinical competence, and training activities consistently explore research and theory as essential complements to all aspects of clinical practice. Both theory and research are incorporated in seminars, professional development activities, case presentations, and supervision of clinical work. The practitioner model allows attention to two primary, inter-related tasks, both of which
CCSD staff understand as central to the internship. The program views development, refinement, and integration of clinical skills in a variety of areas as one central task of internship. Interns start internship with a foundation of didactic information and clinical skills from their academic training. Internship provides an intensive opportunity to develop new skills (e.g., career counseling, providing supervision) and to apply familiar skills in increasingly sophisticated ways. At the end of internship, CCSD expects interns to demonstrate competencies in assessment, individual and group therapy, outreach, consultation, supervision, ethical issues, and multicultural awareness. A second, closely related task is the development of a more mature, integrated professional identity. Internship represents an important transition from the role of graduate student to that of a professional psychologist, prepared for entry-level practice following internship. CCSD supports interns’ growth via mentoring, discussion of professional identity development, and practical support (e.g., research time for dissertation-related work; funding and time for professional development activities.) Interns gain specific exposure to the many roles and responsibilities of a psychologist in a counseling center setting, which provides a strong foundation for future work in a university setting. This exposure occurs as interns serve with staff on internal administrative committees and participate in ongoing discussions about psychologists’ roles within the larger university community during staff meetings, seminars, and staff retreats. Thus, the CCSD also expects interns to demonstrate competency in professional conduct. The CCSD staff is highly committed to the internship program and to the achievement of excellence in the experience. Staff provide regular, intensive supervision and training seminars to support and guide interns’ growth. Some opportunities exist to individualize the program so that special needs or skills of the interns can be addressed or developed. At the completion of the internship, individuals will hopefully view the experience as a valuable capstone to their formal training in counseling and will be capable of assuming positions of responsibility within the field.


Preparing Psychologists to Serve a Diverse Public

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

Internship Goals, Objectives and Competencies

Goals and Competencies

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

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

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

Crisis/Emergency Intervention and Clinical Consultation Skills

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

**Intake Assessment, Diagnosis and Treatment Recommendations**

• Conducts biopsychosocial intake evaluations in line with best scientific evidence
• Conducts standard-of-care mental status exams and risk assessments (re: suicide, homicide, and psychosis) in line with best scientific evidence
• Utilizes systematic approaches to gathering data to form a multidimensional, developmentally-appropriate, and culturally-informed case formulation
• Provides diagnoses that are culturally-contextualized, and developmentally-appropriate
• Develops client-centered treatment plans that account for individual and situational factors
• Effectively communicates formulations and treatment plans to clients
• Implements client-centered referral and/or case management processes
Individual Psychotherapy

- Effectively communicates empathy and establishes rapport with a broad range of clients
- Develops client-centered treatment foci and therapeutic frame
- Engages in self-assessment of personal cultural factors and personal biases for the betterment of the therapeutic process
- Demonstrates multicultural sensitivity in clinical work and conceptualization
- Understands and uses own emotional reactions in clinical work
- Utilizes knowledge of Self to effectively work with diverse clients from the University population
- Implements interventions with fidelity to evidence-based models and flexibility to adapt where appropriate
- Reflectively attends to and makes use of client transference, and therapist counter-transference in the therapeutic process
- Reflectively attends to and tailors interventions based on developmental and situational factors in the therapeutic process
- Thoughtfully attends to the interplay of emotions, cognitions, behaviors, and physiology, and utilizes this awareness in facilitating client growth
- Evaluates treatment process and is open to modifying treatment planning based on outcomes measures
- Collaboratively addresses termination during treatment planning, and makes use of it during the therapeutic process
- Collaboratively reviews therapeutic experience, progress, and areas of future growth during the termination phase
- Collaboratively provides appropriate referrals and/or resources, and clarifies the role of any future CCSD services during the termination phase
- Open to exploring own identities along various cultural dimensions and how these identities impact interactions with those from different backgrounds/identities
- Knowledge of own identities in relation to social and cultural issues
- Recognition of European/European-American cultural values inherent in traditional psychology
- During case conceptualizations and presentations, considers alternative (to traditional psychological theory) frameworks that incorporate social, cultural and political factors in conceptualizations and interventions for clients
• Open to discussing own cultural and social identity as it may impact therapy
• Open to exploring biases toward those different from self
• Completes timely progress notes in line with best professional practice and agency standards
• Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
• Communicates relevant ethical duties and limitations in the course of clinical work
• Demonstrates openness and responsiveness to supervision
• Consults appropriately with supervisors and peers regarding ethical issues and dilemmas

Group Psychotherapy

• Identifies clients who may benefit from group and informs potential members of the value and rationale for group treatment
• Conducts group screening interviews, makes collaborative decisions and communicates with the client regarding goodness of fit
• Attends to group composition, taking developmental, biopsychosocial, and cultural factors into account in order to maximize potential for both effective group process and individual client benefit
• Clearly communicates basic structure, expectations and ground rules for participation in group
• Assists group members in formulating practical and achievable group goals
• Monitors and intervenes at the three structural levels of group (e.g., intrapersonal, intragroup, interpersonal)
• Utilizes and applies clinical best practice guidelines for group therapy (e.g., AGPA, 2008)
  Works effectively with the co-facilitator through collaboration and communication regarding the group development and process
• Appreciates similarities and differences between structured/psychoeducational and interpersonal process groups as well as corresponding leadership responsibilities (e.g., teaching, facilitating, deepening)
• Promotes group cohesion among members by attending to trust, risk-taking, emotional bonding, and other process variables
• Furthers stages of group development and balances members’ needs for support and challenge at key points in the group process
• When applicable, utilizes evidence-based therapeutic group factors (e.g., Universality, Imparting Information, Installation of Hope, etc.) to facilitate effective group process and individual client benefit
• Evaluates treatment process and modifies treatment planning based on outcome measures
• Utilizes knowledge of Self to effectively work with co-facilitator and group members
• Makes use of the here-and-now as well as process level interventions
• Maximizes therapeutic value of termination at the group and individual level
• Completes timely progress notes in line with best professional practice and agency standards
• Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
• Communicates relevant ethical duties and limitations in the course of clinical work
• Consults appropriately with peers and supervisors regarding ethical issues and dilemmas

Outreach & Community Consultation

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

Interpersonal and Outcome Testing

• Develops proficiency and administers psychological tests with knowledge of appropriate standardization procedures
• Develops appropriate batteries based on the referral question, presenting issue, and cultural and individual circumstances
• Accurately interprets individual test results
• When appropriate, integrates test results across the battery with both behavioral observations and clinical data to communicate a coherent and explanatory narrative
• Generates individualized student-centered recommendations based on assessment findings and client goals
• Meaningfully communicates testing feedback, with attention to the presenting problem, assessment findings, and the client’s goals
• Clearly communicates individualized recommendations, and collaborates with the client to move forward on next steps
• Demonstrates knowledge and understanding of APA ethical principles and Code of Conduct and other relevant policies/laws
• Communicates relevant ethical duties and limitations in the course of clinical work
• Consults appropriately with peers and supervisors regarding ethical issues and dilemmas
Supervision Knowledge/Provision

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

Professional Values, Attitudes and Behaviors

Openness

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

Interpersonal Effectiveness

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

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

Training Activities

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

Assessment 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 psychiatry team members 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 or advance practice psychiatric nurses 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 12-17 hours per week for individual counseling in the CCSD. Because the CCSD primarily offers solution-focused brief therapy, the program focuses upon effective use of therapy within a brief model. Interns have exposure to a variety of perspectives to consider in this process, including
developmental theory, diagnoses, and different theoretical approaches to therapy. Interns do have the opportunity to select 1-2 clients to experience a longer course of therapy.

**Crisis Intervention:** It is reasonable to assume that individuals who are involved in providing counseling services will develop skills in crisis intervention. Interns are expected to be able to respond to the crises experienced by their own clientele and students seen for 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. Interns do not have the responsibility of providing after-hours coverage.

**Consultation and Outreach:** Interns are required to initiate and implement at least three outreach presentations and/or to initiate new ones. At least one of these presentations is expected to be created and presented on one’s own, though not without supervision. Examples of outreach requests we respond to include career planning, stress management, grief/loss issues, eating disorders, suicide prevention, needs of international students, or responding to crises. Outreach programs include both presenting programs and representing CCSD at events. Presenting includes creating and presenting to a group, while representing includes activities such as tabling events or being available at an event where a member of our staff might be needed. While there is no requirement for representing outreach, we strongly encourage you to take advantage of these opportunities to develop your informal consultation skills. With staff support and supervision, interns participate in a consultation project with another unit on campus. Recent consultation projects included work with the English Language Institute, Services for Student Athletes, and Student Wellness and Health Promotion. Opportunities for more intensive consultation or outreach experiences are available in June and July. In recent years, interns have participated in summer programs with the Dean’s Office in the College of Arts and Sciences, the Center for Black Culture, and the University’s McNair Scholars.

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

**Supervision of Other Trainees:** The CCSD offers practicum training to pre-doctoral psychology students. When sufficient externship students are recruited, interns serve as supervisors for the externship students in spring semester and will provide one hour of supervision weekly, with additional supervision provided for the practicum student by a licensed staff member. Additionally, interns participate as a group in a weekly supervision of supervision seminar in the spring.
Supervision: Interns receive supervision in a number of ways. Primary Supervision – Each intern meets with a senior staff member for a minimum of two hours a week to receive individual 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 and psychiatrist for peer supervision, which provides opportunities for in-depth case presentations and discussion. Interns also meet regularly, as a group, with the coordinator of the internship program to receive ongoing orientation and/or for discussion of administrative issues. Lastly, interns often work with senior staff members in a number of other areas such as teaching, paraprofessional training, outreach programs, consultation, etc., and will be supervised by the participating senior staff member for those activities. In order to prepare our trainees to be able to be licensed in any US state, we intend to follow the most stringent primary supervision requirements. Our staff who have been licensed for more than two years are able to provide individual supervision for interns and post-doctoral fellows. This arrangement appears to be acceptable for licensure to ALL states. If you have interest in learning who among the staff is available to supervise, please contact the coordinator of the training program you are interested in applying to.

Personal and Professional Development: The CCSD staff engages in regularly scheduled professional development programs, and interns participate fully in these activities. In recent years, CCSD has sponsored day-long trainings on: Brief Dynamic Therapy, College Students with Asperger’s or Autism-Spectrum Disorders, Mindfulness, Schema Therapy, and Brief Group Therapy. Interns also are encouraged to participate in their own personal and professional growth as an integral part of the internship. This year, $500 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 weekly, self-facilitated 90-minute lunch meeting that is designed to help them process their growth and experience during the internship year. The lunch meeting provides space in which interns may explore and integrate the various things they are learning about themselves, psychotherapy, and being a psychologist across clinical experiences and seminars. The group also affords opportunities to explore the diverse points of view individuals may have within a cohort, which is an important aspect of developing professional, collegial relationships. Staff do not define how interns use this opportunity. We hope that it creates time to “step away” from the busy pace of clinical and training activities and check-in with yourself and each other. Each intern cohort has the freedom to negotiate with one another about the goals, level of intimacy, and format of the time.

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 outreach/consultation. For an overview of a recent seminar schedule and topics, go to Internship Seminars.

Case Management Meetings: Interns participate in weekly staff case management meetings. These meetings provide an opportunity to discuss disposition of cases, pick up new cases, and 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: group, multicultural issues, social justice, outreach, professional development, research review, technology/website, and eating disorder/body image.

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 two hours per week of release time for this work as directed by the Associate Director of Training. If interns have completed their dissertation, they may elect to apply this time to clinical activities, undertake an independent research project, complete clinically-related reading, or participate in a research project, with individual staff members. Interns should inform the coordinator of the internship program about their research plans and activities.

Teaching: From time to time, some CCSD staff members teach undergraduate courses on topics such as helping relationships, abnormal psychology, counseling theories, and the psychology of women. While this is an inconsistent option, interns who are interested in guest lecturing for or with a staff member are encouraged to seek out those staff members who are teaching to discuss this possibility. The demands of the internship do not permit interns to assume full responsibility for teaching a course in the fall and spring semesters.

Internship Completion Requirements

- Total training time should be equivalent to 2,000 hours, Although interns may reach the maximum hour requirement prior to the official ending date, interns are expected to continue clinical responsibilities until that date
- A minimum of 500 hours spent in direct client contacts and activities
- Competency-based evaluations indicative of Intern performance that is commensurate with that expected of an Intern in this program
- A minimum of 4 hours per week spent in regularly scheduled, formal, face-to-face Supervision, at least 2 of which were on an individual basis
- Demonstration of ability to complete evaluations and paperwork with minimal supervisory changes
- Completion of all clinical and administrative paperwork
- If illness or some other circumstance makes it impossible to meet the 2,000-hour minimum definition of the internship by the official ending date, special arrangements will be made to ensure satisfactory completion of the Internship Training Program
- During the internship year at CCSD, interns will not be allowed to participate in any other outside professional activities without first being granted permission. Interns are also not allowed to provide clinical services to the public outside of the purview of the internship.
Non-funded supervised clinical service of a training nature will be considered. All other activities will be considered for approval on an individual basis.
Intern Sample Schedule

Download the Intern Sample Schedule as a PDF.

Monday
8-10 a.m.: Dissertation Research
10 a.m.: Intern Case Group
11 a.m.: Assessment
12 p.m.: Lunch
1 p.m.: Client
2 p.m.: Client
3 p.m.: Client
4 p.m.: Group Supervision
5 p.m.: Closed

Tuesday
8-8:30 a.m.: Office Duties
8:30-9:30 a.m.: Staff Meeting
10 a.m.-12:00 p.m.: Psychiatry Shadowing
12 p.m.: Client
1 p.m.: Assessment
2 p.m.: Client
3 p.m.: Client
4–5:30 p.m.: Group

Wednesday
8-10 a.m.: Intern Seminar
10 a.m.-12:00 p.m.: Intern Seminar
12 p.m.: Lunch
1-5 p.m.: Emergency Walk-in Duty
5 p.m.: Closed

Thursday
8 a.m.: Office Duties
9 a.m.: Case Management (all staff)
10 a.m.-12 p.m.: Individual Supervision
12 p.m.: Lunch
1 p.m.: Client
2 p.m.: Client
3 p.m.: Office Duties
4 p.m.: Client
5 p.m.: Closed

Friday
8 a.m.: Office Duties
9 a.m.: Assessment
10 a.m.: Intern Meeting
11 a.m.-1 p.m.: Intern Only Lunch / Process
1 p.m.: Client
2 p.m.: Client
3 p.m.: Client
4 p.m.: Client
5 p.m.: Closed
Evaluation

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.

Doctoral Intern Evaluation and Review: Rationale and Procedures*

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

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


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

Part I Introduction

The training program of the Center for Counseling and Student Development (CCSD) has the responsibility to continually assess the progress of each intern. The primary purpose of this assessment is to facilitate professional and personal growth in a continual and timely fashion. In addition, it is particularly important that there are ongoing contact and close working relationships between graduate and internship programs so that these guidelines and procedures can be implemented in a way which maximizes intern growth and development. The training program also recognizes that developmental stressors are inherent both in the transition from graduate school to an internship setting as well as during the course of the internship. During the internship, interns are exposed to full-time clinical practice, typically involving a full
and challenging case load as well as responding to client crises and agency requirements. Furthermore, intern supervision is often very intense, concentrated, and frequent. This may increase the intern’s sense of personal and professional vulnerability. Thus, while internship represents a critical professional opportunity for interns to learn and refine skills, increase their professional confidence, and enhance professional identity, it is also a time of increased stress and vulnerability. Since trainees make significant developmental transitions during the internship and may need special types of assistance during this time, it is the responsibility of the training program to provide opportunities which can facilitate growth and minimize stress. Such measures include but are not limited to extensive orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations which included suggestions for positive change, contact with support individuals (e.g. supervisors) and/or groups (e.g., other graduate trainees), and staff attention to the assignment of increasingly severe clients over the year.

Part II Definition of Problematic Behavior

The CCSD uses the description presented by Chapman, Hall, and Peters (2002) to define intern problem behavior. Chapman et al.’s definition builds upon earlier work by Lamb, Presser, Pfost, Baum, Jackson, and Jarvis (1987). Chapman et al’s article reflects current understanding that the word “impairment” is no longer an appropriate descriptor for problematic trainee behavior. “Problematic behavior” represents an interference in professional functioning that is reflected in one or more of the following ways:

1. incompetence in clinical skills or inadequate fund of knowledge,
2. lack of awareness or disregard for professional behavior and responsibility, and
3. interpersonal issues that interfere with professional functioning.

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


Part III Intern Supervision and Evaluation Procedures

Due process ensures that decisions made by programs about interns are not arbitrary or personally based and requires that programs identify specific evaluative procedures which are applied to all trainees and have appropriate appeal procedures available to the intern so s/he
may challenge the program’s action. This section describes CCSD’s standard processes for supervision and evaluation of interns. Supervision and Evaluation The CCSD Director and/or Internship Coordinator, in consultation with the intern, will appoint a primary supervisor who provides two hours per week of supervision. Additional supervision is provided for each assignment or rotation that constitutes the intern’s duties. The intern could provide group counseling, consultation, and other programs, with the amount of supervision dependent on the level of involvement. For example, if an intern is providing a workshop in a residence hall, s/he will be given supervision in preparing for this intervention and for a review of its effectiveness. On the other hand, an intern supervising a practicum student will receive weekly supervision for the duration of that responsibility. The intern seminar provides at least monthly opportunities for case presentations. In the psychiatric rotation, interns receive one hour per week of individual consultation with CCSD psychiatric staff. Interns also attend weekly case management and staff meetings. Typically, interns receive a total of four to six hours of supervision per week. In the context of these supervisory relationships, interns receive ongoing feedback regarding their professional strengths and areas/skills in need of improvement. This process should be continuous, with supervisors providing coaching and assistance to support improvement. Supervisors may consult with each other or the Internship Coordinator at any point to discuss any supervisory concerns. All staff involved in training will consult about trainees’ progress at the mid-point of fall semester and early in spring semester, with the intention of coordinating training efforts. Consistent with APPIC recommendations for open communication, the Internship Coordinator may discuss training concerns with the director of clinical training from an intern’s home academic program. Interns will be informed of all contacts with the home academic program. Formal evaluation primarily occurs at two distinct points during the year – in January and in July. At each point, any staff who has had individual supervisory responsibilities completes “Q1: Evaluation of Intern Competencies in Individual Counseling.” Group supervisors complete “Q2: Evaluation of Intern Competencies in Group Counseling.” The facilitator of the Multicultural Training Seminar completes “Q4: Evaluation of Intern Competencies in Multicultural Issues.” If relevant, the facilitator of the Supervision of Supervision Seminar completes “Q5: Evaluation of Intern Competencies as a Supervisor.” Staff who supervise outreach or consultation efforts will completes “Q3: Evaluation of Intern Competencies in Outreach and/or Consultation” on an ongoing basis, as these tasks are finished. Supervisors discuss all evaluation materials with the intern. Interns also evaluate individual and group supervisors by completing the Evaluation of Supervisor form (Q7 and Q8, for individual counseling and group counseling, respectively.) After the supervisor and intern have discussed their evaluations, they provide the Internship Coordinator with copies of all evaluative documents. Interns may meet with the Internship Coordinator at any time to discuss any matters of concern, including those related to feedback and evaluation. In January and July, the Internship Coordinator will schedule individual meetings with each intern. During these meetings, all parties discuss how the internship experience is progressing, and the intern is provided with the opportunity to give his/her reactions to the training experience. The Internship Coordinator will give the intern a copy of the mid-year and final evaluation letters and discuss the content with the intern, prior to mailing the letter to the intern’s academic program.

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

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

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

1. The Internship Coordinator will meet with the complainant(s) and the intern separately. The purpose of these meetings is to explain the procedures for dealing with the complaints. A “Review Committee” of at least three persons is then formed consisting of the Internship Coordinator, the primary supervisor(s), and one other senior staff person. In those instances where the Internship Coordinator and/or the supervisor is also the complainant, the Director of the CCSD or his/her designate shall chair the Review Committee. The intern will be notified, in person and in writing that such a review is occurring, and the Review Committee will receive any information or statement from the intern in response to the charge. This Committee will meet as often as necessary with the complainant and the intern to gather information and discuss appropriate action.
2. In discussing the complainant’s concern and the intern's statement, the Review Committee may adopt any one or more of the following methods or may take any other appropriate action. It may:
   1. Determine that the complainant’s charges do not warrant any further action.
   2. Issue “Recommendations” which formally acknowledge
      1. that the Review Committee is aware of and concerned about the complaint,
      2. that this has been brought to the attention of the intern,
      3. that the Review Committee will work with the intern to rectify the problem or skill deficits, and
      4. that the behaviors associated with the complaint are not significant enough to warrant more serious action.
   3. Issue a “Probation” which defines a relationship such that the Review Committee actively and systematically monitors, for a specific length of time, the degree to which the intern addresses, changes, and/or otherwise improves the behavior associated with the complaint. The probation is a written statement to the intern and includes:
      1. the actual behaviors associated with the problem,
      2. the specific recommendations for rectifying the problem,
      3. the time frame for the probation during which the problem is expected to be ameliorated, and
4. the procedures designed to ascertain whether the problem has been appropriately rectified. NOTE: Means of addressing the problematic behavior are listed in Part VI, “Remediation Considerations.”

4. If the charges against the intern are deemed serious enough, the Review Committee can recommend the intern to be terminated from the training program. This is used only in the most egregious circumstances (e.g., including, but not limited to behavior that would, for licensed psychologists, lead to a revocation of one’s license) when the intern has shown enough disregard for legal standards or professional ethics that remediation is deemed insubstantial. The termination and its rationale are written in a statement to the intern and includes:

1. the actual behaviors associated with the problem;
2. the rationale for why these behaviors rise to the level of termination;
3. a discussion of the termination process, including engaging the Office of Human Resources, and the trainee’s sponsoring university.

4. After a probation or termination is issued (option 3 above) the Internship Coordinator will meet with the intern to review the probationary conditions. The intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented in Part V below.

3. When recommendations are made or a probation or termination occurs, the Internship Coordinator will inform the intern’s sponsoring university, indicating the nature of the problematic behavior, the rationale for the Review Committee action, and the action taken by the Review Committee. The intern shall receive a copy of the letter to the sponsoring university.

4. Once the recommendations or probation is issued by the Review Committee, it is expected that the status of the problem behavior will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement.

5. If the rating has been rectified to the satisfaction of the Review Committee, the intern, sponsoring university and other appropriate individuals will be informed and no further action will be taken.

Part V Grievance Procedures

1. There are four situations when a grievance procedure may be initiated:
   1. The intern challenges the action taken by the Review Committee (Intern Challenge).
   2. The Review Committee is not satisfied with the intern’s responses to a previous Review Committee action (Continuation of the Inadequate Rating).
   3. An intern initiates a grievance against a CCSD staff member (Intern Grievance).
   4. A CCSD staff member initiates a grievance against an intern (CCSD Staff Member Grievance).

2. Courses of action for each situation
   1. Intern Challenge
      1. To challenge the action taken by the Review Committee as described (Part IV.B) above, the intern informs the Intern Coordinator, in writing, of such a challenge, within ten (10) working days of receipt of the Review Committee’s written decision.
2. The Internship Coordinator convenes a Grievance Panel consisting of the Internship Coordinator, one senior staff member selected by the Coordinator and one senior staff member selected by the intern. The intern may also choose to have an external person on the Grievance Panel. S/he must select from the directors of on-campus therapy training clinics, clinical or counseling faculty, or Student Life Division staff with at least a master’s degree in clinical psychology or counseling. A senior staff member will not sit on the Grievance Panel if s/he is the complainant. The intern retains the right to hear all facts with the opportunity to dispute and/or explain his/her behavior. (Note: In the event that the CCSD Director is the complainant, the Vice President for Student Life will assume all responsibilities hereafter ascribed to the CCSD Director).

3. A grievance hearing is conducted, chaired by the Internship Coordinator, in which the challenge is heard and the evidence is presented. Within five (5) working days of the completion of the review hearing, the Grievance Panel submits a report to the CCSD Director, including any recommendations for further action. Decisions made by the Grievance Panel are made by majority vote. The intern is informed of the recommendations.

4. Within five (5) working days of receipt of the recommendations, the CCSD Director either accepts the Grievance Panel’s action, or rejects the Grievance panel’s action and provides an alternative, or refers the matter back to the Grievance Panel for further deliberation. The grievance Panel then reports back to the CCSD Director within ten (10) working days of the receipt of the CCSD Director’s request for further deliberation. The CCSD Director then makes a final decision regarding what action is to be taken.

5. Once a decision has been made, the intern, sponsoring university and other appropriate individuals are informed in writing of the action taken.

2. Continuance of Inadequate Rating

1. If the Review Committee determines that there has not been sufficient improvement in the intern’s behavior to remove the inadequate rating as stipulated in the Probation, then the Review Committee communicates, in writing, to the intern that the conditions for revoking the probation have not been met.

2. The Review Committee may recommend any one of the following measures to the CCSD Director:

   1. Extend the probation for a specified period, whereupon the Review Committee again determines if sufficient improvement in the intern’s behavior warrants removal of the “inadequate” rating.

   2. Suspend the intern, whereby s/he is not allowed to continue engaging in selected professional activities until there is evidence that the behavior in question has improved. If the intern’s behavior fails to improve to the satisfaction of the Review Committee, options (3) or (4) below may be instituted.

   3. Communicate to the CCSD Director that the Review Committee is recommending that the intern be permitted to complete his or her CCSD duties (with or without restrictions), but receive no
endorsement for having completed the internship. That is, the intern will have received training and provided services for the year, but will not have satisfactorily completed a doctoral internship.

4. Communicate to the CCSD Director that the Review Committee is recommending the immediate termination of the employment.

3. The CCSD Director decides what action will be taken in the case of a continued inadequate rating.

4. Within five (5) working days of receipt of the Director’s determination, the intern may respond to the action by (1) accepting the action or (2) challenging the action.

5. If a challenge is made, the intern must provide to the Internship Coordinator, within ten (10) working days, written information as to why the intern believes the Review Committee’s action is unwarranted.

6. If the intern challenges the Review Committee’s action, a Grievance Panel is formed as outlined in Part V.B.1.b.

3. Intern Grievance. All Student Life staff members have the right to file a formal grievance against any other staff member(s) whose ethical and/or professional behavior warrant examination and possible sanctions. Guidelines for grievance procedures are outlined in the University of Delaware Personnel Policies and Procedures for Professional and Salaried Staff.

4. CCSD Senior Staff Member Grievance. (see Part IV above).

Part VI Remediation Considerations

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

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

Stipend and Benefits

The internship is for the period from July 17, 2023 through July 12, 2024 and carries a stipend of $38,000.

Interns are provided with an accident and sickness health insurance program and dental insurance. 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 https://sites.udel.edu/studenthealth/health-insurance-plan/.

Up to 10 vacation days, up to 10 days of sick leave and time away for professional development are also available. Interns are provided up to five hundred dollars for approved uses towards professional travel and development during the internship year. Interns need to document 2,000 hours as part of satisfactorily completing the internship program. At least 500 hours of which must be in direct clinical service. Beyond fulfilling our requirements, these hours facilitate acquiring licensure after internship.

Because CCSD vacation days, sick leave and professional development benefits are so generous and because interns are required to document 2000 hours of experience during internship, thoughtful use of leave is essential.

**Number of interns:** Four internship positions are available.

**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. Malpractice insurance is available for graduate students at a relatively low cost. Membership in APA is not required. For more information on liability insurance, please see trustinsurance.com/products/studentliability.

**Application/Selection Procedures**

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

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

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

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

Deadline

All applications should be received no later than Tuesday, November 1, 2022. Candidates who are considered finalists for the internship will be invited to attend an online interview. We expect to invite about 30 candidates for a half-day virtual interview that we hope will provide the opportunity to talk with members of staff and meet with former trainees. These interviews provide candidates the opportunity to meet members of the professional staff and learn about the work of the center, styles of supervision, professional activities and involvement in training activities.

The interview intends to provide candidates with a breadth and depth of information about the internship and the CCSD as well as an opportunity for CCSD staff to become acquainted with potential interns. For the 2023-2024 recruitment, the following days are likely to be used for half-day candidate interviews:

- Monday, January 9
- Tuesday, January 10
- Wednesday, January 11
- Thursday, January 12
- Tuesday, January 17
- Wednesday, January 18
- Thursday, January 19
- Friday, January 20
- and if needed Monday January 23 and Tuesday January 24.

Admissions, Support and Initial Placement

Program Admission

Candidates must be enrolled in an APA or CPA accredited doctoral program in counseling, clinical, or closely related area of psychology. Applicants must be in good standing with their academic department, must have a defended dissertation proposal by the start of internship and pass comprehensive exams by the ranking deadline. Applicants should be prepared to work with clients presenting with moderate psychopathology and to see clients presenting with a wide range of clinical challenges (ex: mood and anxiety, interpersonal or personality difficulties, trauma or abuse recovery, eating disorder and body image disturbance, alcohol and other drug use concerns, identity issues including sexual orientation, gender identity, cultural identity, etc.). Applicants must be comfortable working with a diverse clientele. College counseling practicum experiences are strongly preferred. Because the CCSD’s training activities include group therapy, providing supervision and career counseling, a prospective intern should have practicum experience that significantly incorporated at least one of these modalities.
Total Direct Contact Hours Minimum: 500
Total Direct Contact Assessment Hours Minimum: No minimum
Minimum number of adult clients (intervention): 20

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full Time interns: $38,000
Annual Stipend/Salary for Half Time Interns: N/A
Program Provides access to medical insurance: Yes
Trainee contribution to cost required: No
Coverage for family members(s) available: Yes*
Coverage for legally married partner available: Yes*
Coverage of domestic partner available: Yes*
Hours of Annual Paid Personal Time Off: Up to 10 days
Hours of Annual Paid Sick Leave: Up to 10 days
Hours of professional development leave: By request, with approval of the Training Director
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave? Yes
Other Benefits that are available and/or optional: Dental insurance, funding for professional development activities

*Coverage for family members, partners is available and interns pay a portion of the premiums
For more information about health insurance benefits, please see udel.edu/shs/insurance/index.html.

The annual stipend for doctoral interns is $38,000. Interns are classified as full-time non-exempt staff. Because CCSD vacation days, sick leave and professional development benefits are so generous and because interns are required to document 2000 hours of experience during internship, thoughtful use of leave is essential.

Initial Post-internship Positions, 2018-2021

Total number of interns in the four cohorts: 16
University counseling center: 9 postdoctoral, 3 employed
University or other teaching setting: 1 employed
Independent practice: 3 employed
Not currently employed: 0
Changed to another field: 0

APPIC Match

CCSD will be participating in the APPIC Internship Matching Program and will abide by APPIC Match Policies established by the Association for Psychology Postdoctoral and Internship Centers. Please note: This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant prior to Uniform Notification Day. CCSD Program Code Number for the Match: 119611
For an agreement Form and materials describing the APPIC Internship Matching Program, please contact: National Matching Services, Inc. 595 Bay Street Suite 301, Box 29 Toronto, Ontario, Canada M5G 2C2 Telephone: (416) 977-3431 Fax: (416) 977-5020

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

Important information about the APPIC Match policies can be found here.

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

Current and Previous Interns

For statistics related to internship program admissions, financial and other benefit support for the upcoming training year, and initial post-internship positions, click here. [PDF]

2020-2021 Doctoral Intern Class and Home Institution/Program:
Alex Agiliga, State University of New York – Albany; Jackie Hyman, Indiana University; Ogechi Owondu, Chestnut Hill College; Ryan Sappington, University of Maryland

A list of previous interns since 1977 can be found here.