

CLINICAL PSYCHOLOGY INTERNSHIP

DEPARTMENT OF PSYCHIATRY
PERELMAN SCHOOL OF MEDICINE
UNIVERSITY OF PENNSYLVANIA

<https://www.med.upenn.edu/clinicalpsych/>

General Adult Track (Match #153612)
Child/Developmental Disabilities Track (Match #153611)
Neuropsychology Track (Match #153613)
Student Health and Counseling Track (Match #153614)

Accreditation Status

The UPenn doctoral internship is accredited by the Commission on Accreditation of the American Psychological Association. The program was first accredited in 1982, and was re-accredited in 2024 for 10 years. Questions regarding the accreditation process and status may be addressed to: APA, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, (202) 3365979.



Training Setting

University of Pennsylvania, Perelman School of Medicine (PSOM)

The University of Pennsylvania (Penn) has a strong, well-established history of research and practice with a diverse, multidisciplinary and collaborative faculty and ample resources that promotes an environment rich for developing young investigators and practitioners. Penn is home to a diverse body of more than 10,000 full-time students enrolled in its four undergraduate schools and nearly 11,000 students enrolled in its 12 graduate and professional schools, each a national leader in its field. Penn's schools are located on a compact campus, the geographical unity of which supports and fosters its multidisciplinary approach to education, scholarship, and research. Research and research training are substantial and esteemed enterprises; our research community includes more than 4,000 faculty and a large support staff bolstered by an annual University budget of \$6 billion. Penn's 165 research centers and institutes bring together researchers from multiple departments, schools, and disciplines.

The PSOM prides itself on the vision of Benjamin Franklin, founder of the University, that education should be oriented toward combining theory and practice for the betterment of humanity. Penn can rightfully be called the "birthplace of American medicine," as it includes the nation's first hospital (Pennsylvania Hospital in 1751), first medical school (1765), first university hospital (Hospital of the University of Pennsylvania [HUP] in 1874), and first integrated academic health system (1993).

The Department of Psychiatry

Chair: Maria Oquendo, MD

The Department of Psychiatry at the University of Pennsylvania is one of the most successful mental health research entities in the country. The department faculty conducts research across a broad array of disciplines, from basic genetic and animal model research through large-scale implementation and policy research. Behavioral medicine and addictions research at Penn leads the field in integrating advances in basic science into behavioral medicine research and practice, and promote the successful diffusion of new prevention and treatment approaches from the laboratory, to the clinic and community. Clinical research in the Department is devoted to understanding mental illnesses with the aim of decreasing their toll on patients, their families, and society.

The Department takes seriously its role as a spokesperson for the profession and in publicizing the importance of behavioral health for the nation's and world's well-being. The Chair and Department faculty have played a national role in psychiatric and behavioral health forums (e.g., focusing on depression, schizophrenia, alcohol and drug addictions, tobacco use, obesity eating disorders, national security and bio terrorism, and patient advocacy, among others). As important, the Department maintains active, leading programs in each of these areas. The vision of the Department includes growing research on the etiology of psychiatric illness and the increasing number of treatments available to patients is at last beginning to lift the stigma of mental illness and offering hope to those who suffer from it. These developments are increasing the likelihood of expanded funding for clinical care, research, and philanthropy. In addition, there is a growing national grassroots movement to support parity for mental health care coverage which, if successful, will bring about much-needed improved reimbursement for mental health care.

Training Goals and Objectives

The primary goal of the Psychology Internship program is to train entry level psychologists who are highly competent in evidence-based practices for a range of clinical populations. To this end, we seek to train interns to:

Goal 1:

To develop evidence-based clinical skills in the areas of intervention, assessment, and supervision.

Competencies:

- Developing useful case conceptualizations that inform appropriate treatment goals
- Delivering evidence-based interventions in an effective manner
- Selecting appropriate assessment tools based on referral question and administering these assessments in a proficient manner
- Accurately interpreting test data
- Sharing clinical feedback with clients and/or families with a focus on patient-centered care
- Using test data and client needs/concerns to develop appropriate treatment goals and monitor treatment progress
- Develop skills in the supervision of other health professionals.

Goal 2:

To develop culturally informed clinical, assessment and supervisory skills in an attitude of cultural humility.

Competencies:

- Demonstrating awareness of and sensitivity to client diversity
- Develop awareness, sensitivity, and skills in working with different individuals and groups
- Awareness of one's own identity, and the ways in which it impacts therapeutic and interprofessional relationships.

Goal 3:

To work collaboratively in multidisciplinary settings and to develop skills in interprofessional conduct and communication.

Competencies:

- Working and relating effectively with others as a member of an interdisciplinary team
- Demonstrating good communication skills across disciplinary boundaries

Goal 4:

To understand and implement professional values and ethics in psychology practice.

Competency:

- Demonstrating professional interpersonal behavior
- Utilizing supervision in an appropriate manner
- Documenting client and patient contacts appropriately
- Managing diverse demands on time in an effective manner
- Demonstrating good knowledge of ethical principles, professional standards, and state laws

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Goal 5:

To develop a scientist-practitioner approach to research and practice.

Competency:

- Demonstrating awareness of relevant EBPs and seeking out additional knowledge as needed
- Using the empirical knowledge base as a foundation for clinical practice
- Generate research and/or quality improvement that contributes to professional knowledge base

Training Experiences

The training year will be divided into two 6-month blocks and most rotations will occur in a single block. Interns will have two rotations per block. In addition they will have a primary outpatient rotation that will be 12-months long. Each week, 8 hours will be spent in each of the three rotations. There are a number of rotations available allowing for flexibility to customize the training experience to meet the goals of each individual. All interns will have rotations that include outpatient therapy and/or assessment. Prior to the start of the training year the incoming interns will be asked to rank order their choices for rotations. Whenever possible interns will be provided with their top choices.

Research Rotation

The Department of Psychiatry has an active research program, and we are strongly committed to helping our interns further enhance their research skills. Up to 10% of an intern's time may be protected for research-related activities. If an intern has not yet completed his or her dissertation, this time should be used to make significant progress towards defending the dissertation. If the intern has completed the dissertation by the time the internship starts, or at any point during the internship year, they are encouraged to use this protected time to link up with researchers at Penn with shared interests, and/or explore research questions that can be answered using data from any variety of data sets available. The intern should initiate this conversation with the Training Director, who can then direct him or her to an appropriate faculty mentor.

Clinical Rotations – General Adult Track

12-month Rotations

Center for Cognitive Therapy. At the Center for Cognitive Therapy, we offer training in both the psychotherapy process and the diagnostic interview process using the Cognitive Model and Evidence Based Practice. We treat a wide range of both emotional disorders and personality disorders. Supervision is offered by therapists who are both certified cognitive therapists and licensed psychologists or social workers. Primary supervisor: Cory Newman, PhD.

Outpatient Psychiatry Clinic. The Outpatient Psychiatry Clinic (OPC) provides individual and group psychotherapy to the Penn community and to the larger West Philadelphia community. The OPC is a multidisciplinary team clinic including social workers, psychologists, psychiatrists, and nurse practitioners. Psychotherapy orientations include psychodynamic, cognitive behavioral, and eclectic. Providers use time-efficient treatments ranging from short-term psychodynamic to trauma-informed to rational emotive behavior to dialectical behavior therapeutic approaches, as well as many in between. Primary supervisor: Elizabeth Kingfield, PhD.

The Psychosis Evaluation and Recovery Center (PERC) is a SAMHSA funded program providing both first episode psychosis and clinical high risk coordinated specialty care services to individuals from Philadelphia and surrounding counties. The trainee will play a lead role in ensuring high quality specialty care for each client in coordination with a multi-disciplinary team, including psychiatrists, psychologists, family psychoeducation and support therapists, supported employment specialist, and peer support specialists. Training opportunities within this framework will be customized to each intern's training goals. The trainee will provide individual therapy, engaging youth in recovery oriented cognitive therapy (CT-R) integrated with complementary therapeutic strategies, with the aim of promoting recovery and relapse prevention in youth who have experienced early psychosis. Training in the assessment of

psychosis using both unstructured and semi-structured approaches will be provided, and the trainee will have the opportunity to participate in client and collateral interviews during the intake evaluation process, as well as to conduct symptom monitoring assessments. Other opportunities include facilitating or co-facilitating groups, including CT-R for families, psychoeducation for families, processing for patients, and cognitive remediation. In addition to on-site supervision (weekly) and team meetings (twice weekly), there are numerous training and supervision opportunities through PERC's participation in the Pennsylvania Early Intervention Center/HeadsUp, which provides ongoing training and education for early psychosis providers across Pennsylvania, and in the Connection Learning Health System hub of the Early Psychosis Intervention Network (EPINET). Primary Supervisor: Monica E. Calkins, PhD, Associate Professor and Associate Director of PERC. **Note also available as a 6-month rotation

Center for Women's Behavioral Wellness. Interns in the Center for Women's Behavioral Wellness will receive supervision in the provision of evidence-based psychotherapies to women presenting with mental health conditions related to reproductive health complaints. Didactic sessions, journal clubs, and group and individual supervision will focus on providing interns with an understanding of the psychological effects of common reproductive life experiences such as pregnancy, the postpartum period, premenstrual dysphoric disorder (or other menstrual cycle related mood changes), infertility, pregnancy loss, midlife changes/menopause, and chronic health conditions that interact with reproductive health. The PCWBW is a collaboration between the departments of Psychiatry and Obstetrics and Gynecology. We provide clinical care to women throughout the lifespan and in both an outpatient psychology clinic and in an embedded women's health clinic at HUP (The Helen O. Dickens Center). Primary supervisor: Sara L. Kornfied, PhD; Director, Maternal Wellness Initiative.

6-month Rotations

Assessment & Consultation Rotation will have two primary components. First, each intern will be expected to complete 6 full batteries on complex adult patients from the community on a variety of differential diagnostic questions, including evaluations for Learning Disabilities, ADHD, Intellectual Disability, TBI, dementia, psychoticism, executive functioning, and general diagnostic clarification. Interns will be expected to have facility with structured diagnostic interviewing, as well as the WAIS, WMS and WIAT, the CVLT, the MMPI-2 and MMPI-2-RF, the DKEFs, and use of computerized CPTs. Any intern not having previous experience with these specific instruments should do the rotation in the first part of the year, and should participate in summer didactic instruction specific to those measures. The second component of the rotation will be the opportunity to provide supervised supervision to clinical psychology graduate student trainees at the University of Pennsylvania completing their introductory practicum in Assessment and Consultation. Interns will provide some live supervision of the trainee's cases, will collaborate with the trainee on choosing tests and measures and refining their diagnostic case conceptualization, will edit and comment on the trainee's draft assessment reports, and will join the trainee and the senior supervisor for the final feedback session with the patient. This rotation is an opportunity to refine differential diagnosis and case conceptualization skills, to maintain and expand facility with various tests and measures, and to provide an invaluable service to the diverse community in the greater Philadelphia area, most of whom would never be able to access comprehensive assessment outside of our clinic. Primary supervisor: Melissa Hunt, Ph.D.

The Joan Karnell Supportive Care Program. The Joan Karnell Supportive Care Program at Pennsylvania Hospital has a long history of partnering with Penn Medicine psychology trainees in an effort to provide psychosocial care to patients struggling with cancer and sickle cell diagnoses. In this tradition, psychology interns on this rotation provide individual short-term psychotherapy (eight sessions) to

patients with cancer/sickle cell diagnoses and their family members. Opportunities for couple and family treatment also occasionally arise. Our trainees take a flexible approach to treatment. Depending on the client's needs, psychotherapy might involve exploratory engagement, supportive techniques, or some combination of the two. Each intern carries a caseload of ~6 patients and has the opportunity to facilitate support and/or therapy groups with patients/caregivers. Our interns are also integrated into the medical, supportive, and palliative care teams. Supervision involves both a weekly individual meeting and a weekly group meeting. Primary supervisor: Coordinator of Oncology Psychosocial Services, Jennifer Slipakoff, LCSW.

The Penn Medicine Autism Clinic. The Penn Medicine Autism Clinic serves individuals from 12 months of age through adulthood and provides initial diagnostic assessments as well as comprehensive behavioral/psychological evaluations for patients with prior autism spectrum disorder (ASD) diagnoses. Our mission is to use gold standard assessment tools, in conjunction with family-centered care, to facilitate parents' understanding of their child's unique developmental/behavioral profile and how that relates to the child's intervention/educational needs. Families are then connected directly to quality, evidence-based intervention that is most appropriate for their children. The intern will participate in comprehensive treatment-planning evaluations for individuals with autism. Primary supervisor: Keiran Rump, Ph.D.

Center for the Treatment and Study of Anxiety. On this rotation, trainees will receive intensive training in exposure and response prevention (ExRP) for obsessive compulsive disorder. Participants will also receive training in prolonged exposure therapy (PE) for posttraumatic stress disorder (PTSD) depending on availability of training cases. Additionally, participants will receive training in a variety of evidence-based treatment manuals for other anxiety-related disorders depending on the chief complaints of patients on their caseload. Trainees will conduct individual therapy and group therapy. Primary supervisors: Lily A. Brown, Ph.D., Director & Elizabeth Turk-Karan, Ph.D.

The Center for Weight and Eating Disorders. The Center for Weight and Eating Disorders provides evidence-based individual psychotherapy services and psychological evaluations for bariatric patients preparing for surgery. Interns will be trained and supervised in the administration of bariatric evaluations and letter-writing, while interacting with a multi-disciplinary team. They will also have a small caseload of patients seeking psychotherapy for presenting problems such as binge eating disorder, weight management (often by referral of medical specialists), night eating syndrome, bariatric-related issues, and body image issues. Primary supervisor: Kelly Allison, PhD.

Consultation/Liaison Service. This rotation takes place in the Hospital of the University of Pennsylvania, where interns are part of the C/L team. The C/L team is contacted whenever medical inpatients in the hospital are reporting emotional distress or other psychiatric concerns. Interns respond to these calls with a bedside evaluation of the patient to determine what services they might benefit from. This often leads to conducting short-term therapy while the patient is in the hospital, and then helping them find a place to continue treatment after discharge. Interns work alongside psychiatrists and social workers for an interdisciplinary team approach. Primary supervisor: Samantha Zwiebel, M.D.

Pain Medicine. Over 80 million adults in the United States suffer from chronic pain. Often patients with patient present with multiple medical and psychiatric co-morbidities which requires a multimodal approach. The PENN Pain Medicine Center provides diagnostic assessments, a variety of interventions including neuromodulation, injections, medication management and behavioral health care. The behavioral medicine clinic sees 10-12 patients per day and provides preoperative psychological

evaluations, CBT/ACT and co-management of patients with chronic pain and concomitant substance use disorders. Interns will be involved in direct patient care under supervision, exposure to interventional pain care and provided opportunity for scholarly activity (case reports, review articles). Primary Supervisor: Martin D. Cheattle, PhD.

Penn Trauma Violence Recovery Program: The Penn Trauma Violence Recovery Program (PTVRP) provides individualized psychosocial support, goal setting, and service connection to Philadelphia residents treated for violent injury at Penn Trauma to promote holistic recovery and prevent recurrent violent injury. Some patients, particularly those with prolonged hospital stays, would also benefit from supportive psychotherapy prior to hospital discharge. The psychology intern will provide 8 hours per week of clinical care to PTVRP participants prior to hospital discharge, dedicated to patients with prolonged hospital stays and/or substantial distress. The intern will conduct indicated psychological assessments and bedside, trauma-informed psychotherapy. Psychiatry consultation will be obtained as needed. This rotation will provide psychology interns with exposure to the challenges faced by patients recovering from violent injury and will provide patients with timely, psychological care that can speed their recovery and streamline management of mental health challenges. Primary Supervisor: Lily Brown, Ph.D.

GI Psych: GI Psych is an integrated behavioral health rotation in Psychogastroenterology. Many disabling and distressing GI conditions respond very well to psychological interventions, especially CBT, GI Hypnotherapy and Mindfulness based approaches. This is especially true of all the disorders of gut brain interactions (DGBIs) which include Irritable Bowel Syndrome, Functional Dyspepsia (indigestion involving the stomach) and functional constipation. CBT can also be extremely helpful at improving health related quality of life and reducing disease specific disability in a number of other conditions, including the Inflammatory Bowel Diseases (IBD such as Crohn's Disease and Ulcerative Colitis) and Gastroparesis (stomach dysmotility often secondary to nerve damage). Dr. Hunt is a widely recognized expert in Psychogastroenterology and has developed empirically supported treatments for both IBS and IBD. She is the author of numerous randomized controlled trials as well as two patient focused self-help books and a treatment manual detailing CBT for IBD. There are not nearly enough CBT providers with the necessary GI specific knowledge and experience to meet the demand. This rotation will teach you what you need to know to work with these patients effectively, adapting many familiar, transdiagnostic CBT principles and techniques to the specifics of these populations. Referrals will come through gastroenterology, but supervision will be provided by Dr. Hunt, whose appointment is in Psychology. Given that about 1/3 of treatment seeking psychiatric patients will also meet criteria for IBS, these are very useful skills to have no matter where your career might take you! Primary Supervisor: Melissa Hunt, Ph.D.

Clinical Rotations – Child/Developmental Disabilities Track

**** Interns in this track may select rotations available in the Adult General Track based on availability and training goals.**

a. Intervention Rotations

Pennsylvania Hospital Anxiety Treatment for Children and Adolescents at Hall Mercer (PATCH). PATCH provides evidence-based assessment and treatment for youth ages 5-18 with anxiety and related disorders at Hall Mercer Community Mental Health Center. PATCH therapists are trained in cognitive-behavioral therapy (CBT) with an emphasis on exposure therapy, the most demonstrated-effective

psychotherapy for these disorders. CBT involves a partnership between the therapist and family and helps children learn to modify their thoughts and behaviors so that anxiety no longer has control over their lives. We treat a range of presenting concerns, including generalized anxiety, separation anxiety, social anxiety, specific phobia, school anxiety, panic attacks, selective mutism, obsessive-compulsive disorder, tics, and trichotillomania. PATCH provides a unique opportunity for interns to deliver evidence-based practices within a community mental health setting. Many cases in the PATCH program have complex comorbidities and require clinicians to engage in collaboration with other behavioral health providers, such as psychiatrists and case managers. Primary supervisors: Keiran Rump, Ph.D.; Julie Worley, Ph.D.

b. Assessment Rotation

Penn Medicine Autism Clinic. The Penn Medicine Autism Clinic provides initial diagnostic assessments as well as comprehensive behavioral/psychological evaluations for patients with prior ASD diagnoses for individuals from 12 months of age through adulthood. Interns will have the opportunity to participate in parent interviews, child assessment, feedback sessions, treatment planning, and report writing. Supervision is provided by a licensed psychologist.

c. Consultation Rotations

School District of Philadelphia: Autism Support A team of consultants from the Center for Mental Health Policy and Services Research provide ongoing consultation and support to the School District of Philadelphia's programming for students with ASD. Consultation regarding the use of evidence-based practices for students with ASD, including classroom and behavior management, the use of visual supports and daily routines to support student engagement, and individualized instruction based in applied behavior analysis, is provided to teachers and staff within kindergarten-through-fifth grade autism support classrooms throughout the School District of Philadelphia. Consultation is also provided at the school-wide level to improve opportunities for inclusion for children with ASD within the regular education setting. Interns will participate in the delivery of school-based consultation to improve teachers' use of evidence-based practices for their students with ASD. Supervision is provided by a licensed psychologist.

Clinical Rotations – Neuropsychology track

Neuropsychology intern rotations are within the Neurology Department at the University of Pennsylvania Health System and located at two hospitals, the Hospital of the University of Pennsylvania and Pennsylvania Hospital. The rotations will be available as 1 or 2 day per week placements, for 6 or 12-month rotations, based on availability and preference. Some rotations may also offer opportunities to provide supervision to more junior trainees. The neuropsychology track intern may have the option to take one 6-month rotation outside of the neuropsychology track, based on availability and training goals.

Parkinson's Disease and Movement Disorders Center (PD&MDC) Rotation: The PD&MDC at the University of Pennsylvania has been recognized by the National Parkinson Foundation as one of 45 worldwide "Centers of Excellence" and is among the largest of its kind in the country. Our center provides comprehensive evaluation, diagnosis, treatment, and management for a range of movement disorders, including but not limited to Parkinson's disease, atypical and secondary parkinsonism, Huntington's disease, essential tremor, ataxia, functional movement disorders and etc.

Neuropsychological evaluations are conducted to assess cognitive and neuropsychiatric functioning and to assist with clarifying diagnosis and treatment planning, such as appropriateness for deep brain stimulation (DBS) surgery and other interventional procedures. In addition to weekly supervision, the intern will be involved in monthly DBS case conference meetings, presenting findings of the neuropsychological evaluation when their patients are discussed in surgical conference. The intern will also participate in feedback sessions with patients and their caregivers, providing recommendations for evidence-based interventions specific to the movement disorders population. Supervisor: Baochan Tran, PsyD, Clinical Director, Neuropsychology Division

General Neuropsychology Rotation: Penn Neurology has 17 divisions and programs, including divisions of epilepsy, multiple sclerosis, cognitive and stroke, neurodegenerative disease specialty centers (e.g. Penn Memory Center and Frontotemporal Degeneration Center), a neuro post-COVID clinic, and a specialty center for evaluation and treatment of patients with Traumatic Brain Injury. This rotation will include assessment of patients referred from across the department for comprehensive neuropsychological evaluations. Interns will be involved in all aspects of the evaluation, including interviews, testing, report writing, and feedback. Supervisor: TBD

General Neuropsychology Rotation with Bilingual option: Penn Neurology has multiple specialty centers for assessing and treating patients with neurodegenerative disease (e.g. Penn Memory Center and Frontotemporal Degeneration Center), a dedicated neuro post-COVID clinic, and a specialty center for evaluation and treatment of patients with Traumatic Brain Injury. This rotation will include assessment of patients referred from these clinics for comprehensive neuropsychological evaluations. Interns will be involved in all aspects of the evaluation, including interviews, testing, report writing, and feedback. Bilingual (Spanish speaking) interns will have the opportunity to perform evaluations with Spanish-speaking patients alongside the bilingual supervisor. Supervisor: Katya Rascovsky, PhD

Penn Memory Center, Psychotherapeutic Intervention in MCI Rotation: The Penn Memory Center (PMC) is made up of a multidisciplinary team with expertise in neurology, gerontology, psychiatry, neuropsychology and social work. The PMC serves as a unified Penn Medicine source for those age 65 and older seeking evaluation, diagnosis, treatment, information, and research opportunities related to symptoms of progressive memory loss, and accompanying changes in thinking, communication and personality. The Cognitive Fitness Psychotherapy Group is an 8-week intervention group for individuals with MCI, who are experiencing symptoms of depression and/or anxiety. The group employs an Acceptance and Commitment Therapy (ACT) approach to address distressing thoughts and feelings and incorporates compensatory strategies to implement use of ACT tools. This is a one day/week position. Supervisor: Dawn Mechanic-Hamilton, PhD, ABPP/CN, Chief, Neuropsychology Division

Penn Memory Center, Brief Assessment Rotation. The Penn Memory Center (PMC) is made up of a multidisciplinary team with expertise in neurology, gerontology, psychiatry, neuropsychology and social work. The PMC serves as a unified Penn Medicine source for those age 65 and older seeking evaluation, diagnosis, treatment, information, and research opportunities related to symptoms of progressive memory loss, and accompanying changes in thinking, communication and personality. This one day/week position includes brief clinical screenings for individual's with Alzheimer's Disease and Related Dementias. The intern will attend weekly consensus conference and present the brief cognitive screening to the multidisciplinary team. Primary Supervisor: Dawn Mechanic-Hamilton, Ph.D., ABPP-CN

Research Opportunities: The neuropsychology track intern will have the opportunity to engage in a research project once their dissertation is complete. There are ample opportunities within the

Neurology Department, associated centers (e.g. Penn Memory Center, Penn Alzheimer's Disease Research Center, Penn Frontotemporal Degeneration Center) and with several rotation supervisors to find a match for the intern's area of research interest.

Clinical Rotations – Student Health and Counseling track

Student Health and Counseling is the primary care and psychological care branch of Wellness at Penn. Our team provides accessible, high-quality care for students of all levels during their academic journey. We deliver services for acute and chronic health problems, preventative health care, as well as mental health counseling, crisis management, and consultations. Student Health and Counseling exists as an integrated unit although the centers are located one block from each other.

Regarding psychological care, Student Health and Counseling provides primarily short-term individual therapy and group therapy to a population of high-achieving students from diverse ethnic, racial, geographic and socioeconomic backgrounds. We see the full spectrum of diagnostic categories and clinical presentations, with the most frequent presenting concerns being depression, anxiety, low self-esteem, stress and academics, and relationship problems. This track is modeled after traditional college counseling center internships. There will not be separate rotations. The majority of the internship time and all of the clinical services will occur at Student Health and Counseling.

Doctoral interns at Student Health and Counseling receive training and experience in performing the central responsibilities of a psychologist in a multidisciplinary counseling center setting. These include individual psychotherapy, group therapy, diagnostic assessment through drop-in and intake interviews, crisis management, and outreach and consultation. We strive to foster interns' growth through an emphasis on self-awareness, cultural competency, and the impact of social identities on all aspects of our work. Awareness of the cultural identities of both therapist and client is integral to case discussions in individual and group supervision and multicultural perspective is infused into training seminars. Professional identity development is a priority, as interns evolve from experienced trainees toward independent practitioners over the course of the year. We aspire to train interns to become highly ethical and competent generalists who have acquired skills to intervene directly with clients in the role of clinician and in the campus community in the roles of consultant and advocate.

Interns participate in weekly staff meetings and multidisciplinary case consultation Team, and they have the option of participating on specific teams such as eating concerns and the LGBTQ+ Working Group. Interns are supervised by a licensed psychologist for two hours each week on their individual therapy clients and they receive weekly supervision on their group therapy activities. Training seminars include Professional Topics, Group Therapy, and the Social Identity Exploration/Social Justice series, which highlights self-knowledge, social identities, themes of power, privilege and oppression, and the role of psychologist as advocate. Interns provide individual supervision to psychology externs and have weekly supervision of supervision, which is grounded in relational-cultural theory. Four hours per week of research time are designated to support successful dissertation completion or to participate in center-related research.

Student Health and Counseling provides comprehensive holistic care to University of Pennsylvania students. As a doctoral intern you will receive training and experience in performing the central responsibilities of a psychologist in a multidisciplinary university counseling environment. Our professional staff consists of clinical psychologists, counseling psychologists, psychiatrists, psychiatric nurse practitioners, social workers, licensed professional counselors, behavioral health consultants, and

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trainees. There are opportunities to participate in individual psychotherapy, group therapy, same day/urgent diagnostic assessment, crisis management, and consultation. We strive to foster an intern's growth through an emphasis on self-awareness, cultural competency, collaboration, and the impact of social identities on all aspects of their work. At Student Health and Counseling we provide primarily short-term individual therapy and group therapy to a population of high-achieving students from diverse ethnic, racial, geographic and socioeconomic backgrounds. Interns will experience a spectrum of diagnostic categories and clinical presentations including depression, anxiety, low self-esteem, academic stress, disordered eating, and relationship problems.

Primary Supervisor: Michele Downie, PhD, Associate Director

Educational Activities

Initial Training: Interns will receive in-depth training covering a breadth of topics related to each internship rotation during the first two weeks of the internship year. The initial training will include a combination of didactic and experiential learning opportunities to provide a foundational level of knowledge and experience with the theories and practices that drive the clinical model of service delivery throughout the internship. Training will be provided by the internship supervisors, as well as core members of the Internship Training Committee.

Supervision: Rotation supervisors provide at least three hours per week of formal supervision. There will also be a weekly one-hour group supervision for a total of four hours/week.

Core didactics: The core didactic series consists of two, one-hour weekly seminars and will include a variety of topics including the practice of psychotherapy, assessment, ethics, professional development, research presentations, and case conference. For part of the year, this time will include participation in the weekly psychotherapy curriculum for psychiatry residents, which includes topics in Cognitive Behavior Therapy, Psychodynamic Therapy, Couples/Family Treatment, and Complex Case Formulation. Topics focused on diversity, race, and cultural competency will be integrated into all didactics, and also covered in seminars focused on these areas. The intern for the Child Track will also have the opportunity to attend a didactic series through the Children's Hospital of Philadelphia.

Supervision seminar: There will be a monthly seminar series focused on providing clinical supervision, which will include both didactic and experiential learning.

Track and rotation didactics: Each track and many rotations will also offer specific didactic experiences for interns who are on that rotation.

In addition, there are a number of other seminars and didactics available to interns including the Department of Psychiatry Grand Rounds and other talks offered across the university.

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Stipend and Benefits

The annual salary for the 2025-2026 training year will be approximately \$37,080. In addition, interns are regular hospital employees and will receive three weeks paid vacation, medical, dental, vision coverage, and other hospital benefits. Interns are also granted release time for the dissertation defense and other professional development activities. Interns will have access to University of Pennsylvania facilities (e.g. libraries).

Policies and Procedures

a. Resident recruitment and selection:

Completed APPIC applications are due November 1st of each year. Out of the entire group of completed applications, approximately 30 applicants are selected to interview for general track positions and approximately 8-10 are selected to interview for the other tracks. All applicants are notified before December 1st of their interview status. During January, applicants are scheduled for interview days that include a program presentation by the Training Director, Associate Training Directors and Track Leaders, two faculty interviews, and a meeting between applicants and current interns. The Training Faculty Group meets at the end of January for a two-hour selection meeting. During this meeting the applicants are ranked considering data from various sources including the completed applications and interviews. The completed rankings are then submitted according to national match procedures.

b. Doctoral Program Preparation and Experience Requirements

Applicants must be advanced graduate students in accredited (APA, CPA, PCSAS) doctoral programs in clinical, counseling, or school psychology programs.

Applicants must have the following:

- Four years of doctoral studies
- Doctoral Dissertation Proposal Approved
- Comprehensive Exams Passed

Applications must include the following:

- Completed APPIC application form
- Current curriculum vitae
- An APPIC Verification of Eligibility form signed by the Director of Training of your graduate school training program endorsing your readiness for internship training
- Three letters of recommendation from academic and/or work supervisors
- Transcripts of all graduate level coursework

c. Requirements for successful intern performance

In order to successfully complete the program, interns must receive a competency rating score indicating a 3 ('basic to intermediate') or higher rating on each item on the Psychology Trainee Evaluation Form at the mid-year evaluations, and a 5 ('independent') or higher on each item on the Psychology Trainee Evaluation Form at the end-of-year evaluations.

d. Intern performance evaluations, feedback, retention and termination decisions

Typically, trainees receive ongoing feedback from the Training Director (TD) and their supervisor(s). Formal evaluations are reviewed with the trainee and their individual supervisor(s). Trainees may meet at any time with the TD to discuss any matters of concern, including those related to feedback and evaluation. Trainees are also asked to complete written evaluations of their supervisors at the end of the training year. Supervisors provide feedback to interns throughout the year to aid the intern in developing competencies. The Internship Training Committee meets monthly to discuss each intern's progress. A midpoint evaluation is completed halfway through the training year and is based on input from supervisors across training experiences. At the end of the year, a final review of the all training activities for each intern is completed. The intern also provides input regarding his/her assessment of performance during each step of this process.

e. Identification and remediation of insufficient competence and/or problematic behavior, which shall include necessary due process steps of notice, hearing, and appeal

Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. An inability to acquire professional skills in order to reach an acceptable level of competency; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment when an intern's behavior becomes problematic rather than of concern. Interns may exhibit behaviors, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problematic behavior typically become identified when one or more of the following characteristics exist:

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 which can be rectified by academic or didactic training;
3. The quality of services delivered by the intern is sufficiently negatively affected;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required; and/or
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

f. Grievance procedures for residents including due process

In the event an intern encounters difficulties or problems other than evaluation related (e.g. poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during his/her training program, an intern can:

1. Discuss the issue with the staff member(s) involved;
2. If the issue cannot be resolved informally, the intern should discuss the concern with the TD who may then consult with other staff members, or Director of Education if needed (if the concerns involve the TD, the intern can consult directly with the Director of Education);
3. If the TD and/or Director cannot resolve the issue of concern to the intern, the intern can file a formal grievance in writing with all supporting documents, with the Director of Education.

When the Director of Education has received a formal grievance, within three work days of receipt, the Director will implement Review Procedures and inform the intern of any action taken.

g. Nondiscrimination policies

Penn Medicine is an Equal Opportunity and Affirmative Action employer. Candidates are considered for employment without regard to race, ethnicity, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, age, disability, marital status, familial status, genetic information, domestic or sexual violence victim status, citizenship status, military status, status as a protected veteran or any other status protected by applicable law.