

Office of Counseling and Psychological Services (CAPS)

CAPS’ Psychology Internship (PI) is a paid full-time twelve-month position with full benefits. The total training comprises at least 2000 hours of supervised clinical experience. The arrangements for supervision meet the supervisory requirements of the Michigan Department of Licensing and Regulatory Affairs.

# Program Aims Goal, and Competencies

At CAPS we offer an immersive and developmentally-tailored training experience.  We strive to structure training experiences with developmentally appropriate challenges that are based in trainees’ past experience and areas of interest. During their training at CAPS, trainees immerse themselves in all aspects of work at WSU CAPS including clinical services, consultation, outreach to the University community, and professional development. Trainees’ clinical efforts are supported with intensive and diverse supervision experiences. We aim to foster professional growth in a supportive and inclusive environment. We value and consider all points of view and strive to collaborate within our own staff and across the University.

Our training program is rooted in creating multiculturally competent and ethical professionals that proudly advocate for WSU’s diverse student body. We emphasize evidence-based practice and teach our trainees to evaluate empirical knowledge and consider individual differences and diverse identities in their clinical practice. Interdisciplinary collaboration is embedded within both our training program and broader clinic. Trainees are given the opportunity to work with and learn from staff from all mental health professions (counseling, social work, psychology, and psychiatry). It is our belief that such interdisciplinary collaboration strengthens trainees’ command of the broader mental health field and their clinical expertise. Our trainees are integral and valued members of our staff. It is our hope that training at CAPS is a transformative experience that assists trainees in developing not only their professional competencies, but also their professional identities.

The aim of our psychology internship program is to create competent and ethical entry-level psychologists who value interdisciplinary collaboration, and demonstrate the skills needed to evaluate empirical knowledge and consider individual differences and diverse identities in their clinical practice.

WSU Counseling and Psychological Services is rooted in the Practitioner-Scholar Model of training and is committed to the training and development of PI Trainees. This program is designed to prepare psychology doctoral interns across the nine profession wide competencies defined by APA Standards of Accreditation (SoA). Each competency will be achieved by participation in a range of training activities and supervised direct service delivery activities. Performance across these competencies will be assessed at two points (6 months and completion) during internship. The goal of the internship is for interns to perform at the intermediate to advanced level of functioning across each of these competencies and aims by the end of internship.

## Competency 1: Research

1. Demonstrates the ability to critically evaluate and disseminate relevant research or other scholarship activities at the local (including the host institution), regional or national level.
2. Integrates relevant theory and empirical knowledge into clinical practice.
3. Demonstrates substantial knowledge and appreciation of evidence-based practice.

## Competency 2: Ethical and Legal Standards

1. Demonstrates knowledge of and acts in accordance with the *APA Ethical Principles of Psychologists and Code of Conduct* and the local, state, and federal laws governing health care practice.
2. Recognizes ethical dilemmas as they arise and applies ethical decision making processes to resolve dilemmas in collaboration with others.
3. Consults appropriately with peers, staff, and supervisors regarding ethical issues and dilemmas.

## Competency 3: Individual and Cultural Diversity

1. Demonstrates awareness, sensitivity, and respect for diversity and individual differences.
2. Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
3. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.
4. Integrates knowledge and awareness of individual and cultural differences in the conduct of professional roles (e.g., clinical services and all other professional activities) to work effectively with the range of diverse individuals and groups encountered during internship.
5. Consults appropriately about issues of difference.

## Competency 4: Professional values, attitudes, and behaviors

1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, accountability, lifelong learning, and concern for the welfare of others.
2. Demonstrates a willingness to perform duties with flexibility and adaptability.
3. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
4. Engages in self-reflection regarding one's personal and professional functioning, and strives for professional growth.
5. Engages in activities to maintain and improve performance, well-being, and professional effectiveness.
6. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

## Competency 5: Communication and Interpersonal Skills

1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, supervisors, supervisees, university community members, and clients.
2. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
3. Demonstrates effective interpersonal skills and the ability to manage difficult communication with skill.

## Competency 6: Assessment

1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrates understanding of human behavior within its context.
3. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client.
5. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
7. Demonstrates knowledge of the empirical information related to risk assessment methods and intervention as well as in assessing for risk of harm to self and others and employing safety planning and crisis intervention appropriately.

## Competency 7: Intervention

1. Establishes and maintains effective relationships with the recipients of psychological services.
2. Develops evidence-based intervention plans specific to the service delivery goals.
3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrates the ability to apply the relevant research literature to clinical decision-making.
5. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
6. Evaluate intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.
7. Demonstrates the ability to effectively use a variety of outreach materials, techniques, and methods, as well as consider audience needs and demographics when developing and delivering psycho-educational outreach programing.
8. Demonstrates the ability to implement group therapy interventions including managing group cohesion and responding to individual and cultural differences in group psychotherapy.

## Competency 8: Supervision

1. Demonstrates knowledge about theories, models, and effective practices in supervision.
2. Applies this knowledge to the supervision of direct service delivery by psychology trainees and trainees from other health professions.
3. Effectively establishes rapport and cultivates relationship with supervisee.

## Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

1. Demonstrates appropriate knowledge, skills, and attitudes regarding inter-professional and interdisciplinary collaboration in relevant professional roles.
2. Applies this knowledge in consultation and collaboration with individuals and their families, other health care professionals, interprofessional groups, or system related to health and behavior.

# Evaluation of Performance

PIs will be evaluated across the nine profession wide competencies defined by APA Standards of Accreditation (SoA). Each competency will be achieved by participation in a range of training activities and supervised direct service delivery activities. Performance across these competencies will be assessed at two points (6 months and completion) during internship. The goal of the internship is for interns to perform at the intermediate to advanced level of functioning across each of these competencies and aims by the end of internship. Interns will receive ongoing evaluation and feedback throughout training, on a fairly frequent basis, both formally and informally.

# Content of Internship Training

## Weekly Schedule and Explanation of Duties

### PI Weekly Schedule

|  |  |
| --- | --- |
| **Activities** | **Hours** |
| *Supervision* |  |
| Individual Supervision | 2 |
| Trainee Team Supervision | 1 |
| Group Therapy Supervision (if applicable) | 0.5 |
| Assessment Supervision | 1 |
| Supervision of Supervision | 1 |
| CRT | 0.5 |
| *Direct Client Contact* |  |
| Intake | 2 |
| Returning clients | 15 to 17 |
| Urgent/Initial consultation | 2 to 4 |
| Group (if applicable) | 0 to 1 |
| Supervision of MA student | 1 |
| Assessment | 2 |
| *Training Activities* |  |
| Professional Development | 1 |
| PI Didactics | 2 |
|  |  |
| *Other* |  |
| Outreach | 0.25 |
| Administration |  |
| Documentation | 5 |
| Client follow up | 1 |

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# Training Activities

## Supervision

### Individual Supervision (2 hours per week)

PIs are expected to attend two hours of individual supervision with fully licensed psychology staff weekly. Interns will obtain supervision, including review of video, on all clinical activities conducted at CAPS. Interns are expected to accept and incorporate feedback provided by supervising staff.

### Trainee Team Supervision (1 hour per week)

PIs are expected to attend one hour of Trainee Team Supervision weekly. This multidisciplinary group supervision is co-facilitated by two members of CAPS staff. Supervisors from different mental health disciplines will attend and consult together about clinical issues.

### Group Therapy Supervision (~30 minutes per week)

PIs who facilitate a therapy group will receive 30 minutes of scheduled supervision from their staff co-leader for the duration of the group. Interns will also attend a monthly group therapy supervision meeting with the group coordinator.

### Assessment Supervision (1 hour per week)

PIs will be expected to attend one hour of assessment supervision biweekly. PIs will be expected to discuss their assessment batteries, interpretation of measures, conclusions, and recommendations during supervision.

### Supervision of Supervision (1 hour per week)

PIs are required to gain experience in clinical supervision. Interns will gain direct supervision experience with CAPS MA level trainees. PIs will supervise one or more trainees and will be expected to review video recordings with their supervisee. Supervision of supervision will meet one hour biweekly during the rotation.

### Clinical Review Team (CRT) (~30 to 60 minutes per week)

PIs are required to attend CRT to receive supervision with fully licensed staff to determine the disposition of cases presenting for initial consultation and urgent consultation/crisis intervention sessions.

# Didactic and Professional Development

## PI Didactics (2 hours per week)

PIs will be required to attend weekly training seminars and didactics to gain further exposure to clinically-relevant topics. The seminars are planned and scheduled in a developmentally tailored manner that build from basic to advanced clinical skills. Early seminars focus on risk assessment and intervention, initial consultation assessment, and intake assessments; later topics focus on a variety of evidence-based interventions, managing boundaries and self-care, and building a professional identity. PIs also attend didactics in psychological assessment, clinical supervision and group therapy skills and research.

## Professional Development (4 hours per month)

PIs are required to attend weekly professional development meetings with staff and other agency trainees to gain knowledge in broad topics impacting clinicians on site. Topics range from gaining knowledge about departments and agencies that can assist in coordination of client care to relevant clinical topics to advanced case presentations.

# Direct Service Activities

## Initial Consultations

PIs are expected to conduct initial consultation assessments with trainee-appropriate students requesting counseling services. During an initial consultation appointment, PIs will screen for risk to self and others and gather information about presenting concern and treatment sought. Interns will be expected to complete initial consultation assessments during their assigned weekly 4 hour initial consultation/urgent consultation shift and whenever they are on-site and available. At the conclusion of initial consultation assessments, it is expected that interns will attend CRT to receive supervision with fully licensed staff to determine the disposition of the case. Initial consultations may be observed or recorded for supervision purposes.

## Individual Therapy

PIs are expected to provide individual therapy to CAPS clients. Interns are expected to see 15-19 individual therapy hours per week. Size of caseload may vary based on frequency of client appointments. PIs will select cases based on their areas of interest and training goals. Video recording of therapy sessions is mandatory. Primary supervisors are required to view one hour of trainee recordings per week.

## Group Therapy

PIs are expected to facilitate at least one psychotherapy group during internship. Interns should receive 30 minutes of scheduled supervision from their staff co-leader for the duration of the group. For more information about psychotherapy groups offered please see the CAPS website: caps.wayne.edu.

## Urgent Consultation/Crisis Intervention

PIs are expected to provide urgent consultation/crisis intervention sessions to CAPS clients and WSU students. Interns will assist with hospitalization under the direct supervision of a staff member.

## Psycho-diagnostic Evaluations

PIs will be expected to complete psycho-diagnostic/personality evaluations for existing CAPS clients. PIs will gain experience in the assessment of complex personality and diagnostic concerns. These evaluations are meant to provide information and recommendations for CAPS clients who have experienced limited benefit from therapy, clients who present with personality concerns, and diagnostically-complicated clients. Interns will be expected to provide feedback to the client about the results of the evaluation. The assessment is aimed at enhancing treatment progress of CAPS clients. PIs will be expected to attend one hour of weekly assessment supervision and didactic. These assessments should be recorded for supervision purposes.

## Supervision of CAPS Trainees

PIs are required to gain experience in clinical supervision. Interns will gain direct supervision experience with CAPS junior trainees. This rotation begins in September and concludes in May. PIs will supervise one or more trainees and will be expected to review video recordings with their supervisee.

## Outreach

PIs will be expected to complete a minimum of 10 outreach events over the course of the year. These include lectures to the campus community, collaboration event with other departments, and providing referral information at campus events. Interns are also expected to act as a liaison between client and campus and/or community resources as supervising staff deems necessary. Additionally, interns will provide consultation to staff, faculty, and parents seeking assistance with troubled students or those with serious mental health issues. Interns will consult with supervising staff in cases that require risk assessment or intervention.

## Special Assessments: Substance Use and Eating Disorder

PIs can elect to obtain training in and conduct substance use and eating disorder assessments to assist professional staff in determining students’ appropriateness for treatment at CAPS. These assessments should be recorded for supervision purposes. These assessments count towards intern’s expected weekly intake hours.

# Setting

Wayne State is an urban university located in the heart of Detroit's cultural district. WSU and its active student body take pride in being a key player in the city's unique urban renaissance. CAPS center serves Wayne State's diverse student body including undergraduates, graduate students, medical students, and law students. CAPS is unique in that our clients are diverse in their race and ethnicity, nationality, socio-economic status, age, marital status, and presenting concerns. Many of our clients present to treatment with significant and comorbid mental health problems, trauma exposure, and difficult interpersonal situations. CAPS is located on the 5th floor of the recently renovated Student Center Building in the center of campus. CAPS Counselors are also embedded in the Applebaum building on the WSU medical campus. PIs are assigned their own office spaces within our Student Center Building suite.

# Training Program Resources

PIs are assigned their own offices within the CAPS suite with a desktop computer equipped with a webcam to record clinical sessions. Interns have access to all university systems including library databases for reviewing empirical literature, C&IT, and discounted software and hardware. PIs also have access to the CAPS library, and can request additional books be ordered for the library as needed. PIs can also utilize the wide array of training materials stored on the shared drive, including psycho-educational materials, presentations, and handouts for clients. PIs are also provided unlimited copying and office supplies, and can request additional supplies as needed. CAPS front office staff will provide clerical support to PIs including scheduling and checking in clients and clerical tasks such as making copies.

# Compensation

Interns receive a salary of $35,568, as well as standard benefits package (health, dental, and vision insurance). Interns receive standard illness and vacation time as well as all university holidays and closures. More information about compensation can be found in the “PI Program Policies and Procedures” document located on our website.

For more information about Employee Policies and Procedures including compensation please review the Personal Manual for Non-Represented Employees (<https://policies.wayne.edu/non-rep>) and Wayne State University Policies <https://policies.wayne.edu/university-policies>

# Intern Selection and Academic Preparation Requirements

## Application Process

WSU CAPS' Psychology Internship (PI) currently offers three full-time internship positions. WSU CAPS is a member of Association of Psychology Postdoctoral and Internship Centers (APPIC) and participates in the APPIC National Match. Interested applicants should submit their application materials through the APPI Online Applicant Portal (accessed at [www.appic.org](http://www.appic.org/)).

The following five items are required to apply:

1. Online AAPI application
2. Letter of interest (as a part of the APPI)
3. Curriculum vitae (as a part of the APPI)
4. 3 recommendation letters (Use the Standard Reference Form, a part of the APPI)
5. Official graduate school transcripts

Prior to application, candidates must be enrolled and in good standing in a doctoral program in clinical or counseling psychology, and must have completed their Master’s degree (or program equivalent), and completed qualifying exams (or program equivalent).

All application materials must be received by the date noted in the current APPIC directory listing to be considered.

## Application Review and Interview Process

WSU CAPS’ PI will base the applicant selection process on the package of materials outlined above; however, applicants with the following qualifications will be considered preferred.

1. Current enrollment and good standing in an APA –or – CPA accredited doctoral program;
2. A minimum of 350 intervention hours;
3. A minimum of 25 assessment hours;
4. Dissertation proposal defended;
5. Experience working with diverse populations;
6. Practicum experience working at a University Counseling Center or similar setting.

The CAPS Training Selection Committee reviews all applications for fit with our center and training program using a standard application review form. The Selection Committee typically consists of the Training Director and 2-6 senior staff members. The Selection Committee confers to recommend top candidates for an interview. All interviews are conducted via Skype or telephone. Interviews are scheduled on a first come, first served basis. All Interviews will be scheduled for November, December, and/or early January and are approximately one hour in length. Interviews are conducted using a standard set of interview questions, although members of the Selection Committee may ask additional questions as appropriate. All applicants who are interviewed will be invited to an optional Open House held in January. Top candidates will also be given information on how to get further information from current interns.

Wayne State University is an equal opportunity employer.  No person will be discriminated against or harassed in employment because of race, color, religion, gender, national origin, age, disability, familial status, marital status, arrest record, height, weight, sexual orientation, qualified Vietnam era veterans, qualified special disabled veterans, recently separated veterans and other protected veterans, or any other characteristic protected by applicable federal or state law.

## Participation in the APPIC Match

The Training Selection Committee holds a meeting within two weeks of our final interviews to determine applicant rankings. All application materials and interview content is considered in determining applicant rankings. As APPIC members, we abide by APPIC’s match policies. Our site submits our applicant rankings to the National Matching Service by the prescribed deadline. WSU CAPS PI 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.

For questions regarding our selection process or additional information please contact our Training Director, Kristie Van de Laar, Ph.D. [eg5637@wayne.edu](mailto:eg5637@wayne.edu).

After matching but before securing employment, interns must pass a criminal background check conducted by the university at no charge to the intern. The history of a felony or misdemeanor may result in termination from the applicant pool and prevent the intern from beginning internship at WSU CAPS.

This program became an APPIC member in November 2018. This program is currently accredited by the American Psychological Association as of May 2023.

\*Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202)336-5979

E-mail: apaaccred@apa.org

Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

# Policies and Procedures

For more information about the Psychology Internship Program policies and procedures please see the “PI Program Policies and Procedures” document located on our website. Please email Training Director, Kristie Van de Laar, Ph.D. [eg5637@wayne.edu](mailto:eg5637@wayne.edu) with any additional questions.

For more information about Wayne State University policies and procedures, please see Wayne State University Policies <https://policies.wayne.edu/university-policies>. For information about University Non-Discrimination/Affirmative Action Policies please see: <https://oeo.wayne.edu/pdf/affrm_actn_policy.pdf>

# Training Program Diversity Policy

Diversity is at the heart of the CAPS Training Program. The training program values and respects the diversity of our faculty, staff, trainees, and students. The training program strives to promote equity, inclusivity, and safety for all trainees. The diversity of our trainees and supervisors creates an abundant learning environment that assists in educating trainees about difference and building strong professional connections across areas of difference. The training program actively promotes and facilitates a climate of respect, inclusion, and safety, which in turn allows trainees, especially those with diverse identities, to be successful during their training experience.

As a part of CAPS, the training program acknowledges that oppression, prejudice, privilege, and discrimination impact all of us in detrimental ways. As stated in our diversity statement, CAPS (and the training program) aim to support our students, trainees, and the broader university in understanding the impact of these issues and advocating for social justice. The value of diversity is embedded within the goals of the broader training program and the competencies of the PI program. Specifically, the training program goals include building knowledge related to diversity along with skills to integrate diversity into clinical practice; and the PI program includes a specific profession wide competency in individual and cultural diversity. Together, the program goals and related diversity competency comply with the APA’s statement on Preparing Professional Psychologists to Serve a Diverse Public: “. . . professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals.” Diversity training is interwoven into all aspects of the training program to ensure that our trainees are adequately trained and supported. To accomplish these goals and build these competencies, the training program offers didactic and experiential education on diversity related topics as well as supervision that incorporates multicultural perspectives. Trainees gain direct experience providing clinical services to diverse individuals as well as the opportunity to collaborate with staff and other trainees from diverse backgrounds. These opportunities assist trainees in building both their knowledge of diversity, and awareness regarding their own bias and privilege as well as systemic bias.

WSU CAPS welcomes trainees from diverse backgrounds, and seeks to support them in their professional pursuits. WSU CAPS provides equality opportunity to all trainees and does not discriminate because of a person’s race, color, religion, sex, national origin, age, disability, or any other factor that is irrelevant to success as a trainee. Applicants to the training program are evaluated in terms of their previous training in mental health, practicum experiences, references, and fit with the site and training program goals and aims. Applicants and interns who wish to seek accommodations should inform the Training Director. The Training Director and the intern will work with the Office of Equal Opportunity to develop and monitor a plan that is in compliance with the American Disabilities Act.

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| **Internship Program Admissions, Support, and Initial Placement Data**  **Internship Program Admissions** | | | | | | | | |
| **Date Program Tables are updated: 8/2/24** |  |  |  |  |  |  |  |  |
| **Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:** |  |  |  |  |  |  |  |  |
| CAPS is a full-fledged, multidisciplinary outpatient mental health facility, CAPS is an appropriate setting for the aim of our internship program. CAPS is a large, accredited comprehensive college counseling center, staffed by around 15 full-time mental health counselors from 4 different disciplines, including a case manager, as well as a full-time psychiatrist. CAPS aims to provide research-based services, and enhance our empirical knowledge and make scholarly contributions to our disciplines. We take pride in the considerable racial and ethnic diversity of our professional staff. CAPS offers individual psychotherapy/ counseling, group therapy, initial consultation screenings, substance abuse and eating disorder evaluations, psycho-diagnostic/personality assessments, and a variety of psychoeducational workshops and outreach activities. The students we provide clinical services to report levels of anxiety, depression, family problems, and exposure to trauma that are higher than national counseling center averages. |  |  |  |  |  |  |  |  |
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| **Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:** | | | |
| Total Direct Contact Intervention Hours | Yes | No | Amount: 350 |
| Total Direct Contact Assessment Hours | Yes | No | Amount: 25 |

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| **Describe any other required minimum criteria used to screen applicants:** |
| The program will base the applicant selection process on the package of materials submitted through APPI; however, applicants with the following qualifications will be considered preferred.  1. Enrollment in an APA –or – CPA accredited counseling or clinical psychology doctoral program  2 Dissertation proposal defended  3. Comprehensive exams completed by start of internship  3. Experience working with diverse populations |
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| **Financial and Other Benefit Support for Upcoming Training Year\*** | | |
| Annual Stipend/Salary for Full-time Interns | $35,568 | |
| Annual Stipend/Salary for Half-time Interns | N/A | |
| Program provides access to medical insurance for intern? | **Yes** | No |
| **If access to medical insurance is provided:** |  | |
| Trainee contribution to cost required? | **Yes** | No |
| Coverage of family member(s) available? | **Yes** | No |
| Coverage of legally married partner available? | **Yes** | No |
| Coverage of domestic partner available? | **Yes** | No |
| Hours of Annual Paid Personal Time Off (PTO and/or Vacation) | 165 | |
| Hours of Annual Paid Sick Leave | 165 | |
| In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? | **Yes** | No |
| Other Benefits (please describe): Vacation time is available for use after 4 months of employment. Interns receive any purpose time (from sick bank) up to a total of 15 hours within a fiscal year period following completion of six months of service. Staff members are also given time off with pay for nine Holidays per calendar year: New Year's Day, Dr. Martin Luther King Jr.’s Birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Friday following Thanksgiving Day, Christmas Day, and a Floating Holiday. Staff members are also given time off with pay between Christmas Day and New Year's Day | | |
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| \*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table | | |

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| **Initial Post-Internship Positions** |  |  |
| (Provide an Aggregated Tally for the Preceding 3 Cohorts) |  |  |
|  | **2021-2024** | |
| Total # of interns who were in the 3 cohorts | 9 | |
| Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree | 0 | |
|  | **PD** | **EP** |
| Community mental health center | 0 | 1 |
| Federally qualified health center | 0 | 0 |
| Independent primary care facility/clinic | 0 |  |
| University counseling center |  | 1 |
| Veterans Affairs medical center | 0 | 0 |
| Military health center | 0 | 0 |
| Academic health center | 0 | 0 |
| Other medical center or hospital | 0 | 0 |
| Psychiatric hospital | 0 | 0 |
| Academic university/department | 0 | 0 |
| Community college or other teaching setting | 0 | 0 |
| Independent research institution | 0 | 0 |
| Correctional facility | 0 | 0 |
| School district/system | 0 | 0 |
| Independent practice setting | 0 | 6 |
| Not currently employed | 0 | 0 |
| Changed to another field | 0 | 0 |
| Other | 0 | 0 |
| Unknown | 0 | 1 |
| Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position. | | |