

DOCTORAL INTERNSHIP TRAINING PROGRAM IN PROFESSIONAL PSYCHOLOGY

THE SETTING

CLEVELAND STATE UNIVERSITY (CSU) is an urban, commuter university established in 1964. There are eight colleges within the university. Recent statistics show enrollment of approximately 11,000 undergraduate students and 6,000 graduate and law students. Twenty-three percent of these students belong to ethnic minorities and fifty-five percent are women. The University has over 800 international students representing 75 countries. The CSU campus currently consists of 85 acres just east of downtown Cleveland between E. 13th and E. 30th Streets. The 40 campus buildings range from the historical Mather Mansion to modern buildings erected in 2012. The Cleveland/Akron Metropolitan area is the 15th largest in the United States with a population approaching 3 million.

THE COUNSELING CENTER at CSU provides comprehensive counseling and psychological services designed to promote the academic success and personal well-being of the CSU community. Services provided to the campus community include individual, couple, and group counseling and psychotherapy; psychiatric services; outreach presentations and on-going seminars or workshops; emergency and crisis response; and consultations. Several staff members also teach and serve on University committees.

The CSU Counseling Center is located on the edge of campus in the Union Building at 1836 Euclid Avenue on the 2nd floor. We moved to this location after it was renovated to our specifications. The facility includes twelve offices, a group room, a reception area, a waiting room, a file room and a kitchenette.

The Counseling Center Staff reflect both demographic diversity as well as diversity of training. The Counseling Center senior staff consists of an African-American male (of Jamaican heritage), an African-American female, two White females, and two white males (one who is openly gay). Each year, an attempt is made to select interns who are also diverse. All staff members are licensed mental health professionals and some staff members hold more than one license. Four of the staff members are licensed as

Psychologists, one is licensed as a Professional Clinical Counselor, one is a Licensed Independent Social Worker, and one is a licensed Psychiatrist.

The Counseling Center Clientele Clients are primarily CSU students. Counseling and psychiatric services are offered exclusively to students, while assessment, referral, and consultation services are provided to CSU faculty and staff as well. Faculty and staff are also welcome to participate in some workshop and group offerings. The student clients range in age from 17 to 70 with an average age of 26. They come to the Counseling Center with a wide range of issues, but the majority of clients present with personal concerns related to feelings of depression; anxiety and stress; relationship and family concerns; and identity and existential concerns. Students also present, to a lesser extent, with concerns about sexual and physical abuse and harassment; eating and weight concerns; substance abuse concerns; and academic or vocational concerns. More than one quarter of the student clients identify themselves as belonging to an ethnic minority group

The Counseling Center Services are free and confidential. The most frequently requested services are individual and couple counseling. Career and academic counseling comprise 16% of the counseling services offered. In addition, the Center offers consultation, outreach, and group services. Some recent group offerings were the LGBT Conversation Hour, Self-Esteem Development groups, Body Image Change groups, and the Anxiety Management group. Recent workshop series include Stress Management, Assertiveness, Study Skills, and African-American Relationships. Frequently requested outreach presentations are on Time Management, Test Anxiety, Stress Management, Anger Management, Self-Esteem, and Eating Disorders/Healthy Weight Management. Once a year, the Center provides campus-wide screenings for depression and anxiety.

MISSION STATEMENTS

CLEVELAND STATE UNIVERSITY: Our mission is to encourage excellence, diversity, and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

University Vision Statement: We will be recognized as a student-focused center of scholarly excellence that provides an accessible, engaged and exceptional education to all. We will be a place of opportunity for those who seek truth, strive toward excellence and seek a better life for themselves and for their fellow citizens. As a leader in innovative collaboration — both internally and externally — with business, industry, government, educational institutions and the community, the University will be a critical force in the region's economic development. We will be at the forefront of moral, ethical, social, artistic and economic leadership for the future and embrace the vitality that comes with risk. We will be the strongest

public university in the region and be known for our scholarship and diversity in service to students and to our community.

CSU COUNSELING CENTER: The mission of the Counseling Center is to provide effective psychological services to students, faculty and staff of CSU. The Counseling Center participates in the University's commitment to teaching, research and service, and has the charge of providing effective counseling and related psychological services to members of the CSU community. These services are intended to assist students, faculty and staff to achieve their academic, vocational and personal goals. The Center's specific mission is to provide a range of services that respond to the specific needs of students, faculty and staff, and that enhance their quality of life in the CSU's diverse community.

Our Core Values: The Counseling Center staff members, both individually and collectively, are dedicated to creating an environment which provides:

1. Nonjudgmental attitudes and complete confidentiality.
2. Respect for the individual and appreciation for diversity.
3. Caring, trusting relationships in which students feel safe to confide and explore their thoughts and feelings.
4. The highest quality of adherence to the ethical and professional standards of Counseling, Psychology, Social Work, and Psychiatry.
5. Easily accessible, high quality, skilled services.
6. Encouragement for professionals to pursue new educational experiences in their fields.
7. Quality assurance through peer supervision, efficacy research, and self-evaluation.
8. Support for departmental and interdepartmental collaboration.
9. High quality supervision and nurturance of trainees.
10. Increased emotional well-being to maximize educational and personal functioning so that students can strive to reach their individual goals.

STATEMENT OF TRAINING PHILOSOPHY/EDUCATIONAL MODEL

At the CSU Counseling Center, our training philosophy is based on the premise that we have a serious responsibility in preparing the next generation of clinical practitioners in the field of psychology. We believe that our mission is to train interns for independent practice as empathic clinicians who aspire to the General Principles of the American Psychological Association. Our program incorporates the training criteria of the Association of Psychology Post-Doctoral and Internship Centers (APPIC) for pre-doctoral level trainees and supports the academic mission of Cleveland State University. Our program design

draws from the practitioner–scholar model of psychological practice, awareness of the mind–body–spirit connection, and respect for human differences.

We regard the practitioner–scholar model of practice as the most appropriate paradigm for clinicians in the field of psychology. While our primary emphasis is on training interns to become practitioners, we believe that psychological practice must be informed by the body of psychological literature. We consider awareness of psychological research and writings as essential to competent practice.

The mind–body–spirit connection is another important underlying component of our training philosophy. Interns are encouraged to view their clients as whole individuals and recognize interdependence between the psychological, the physiological, and the spiritual. We advocate using a wellness model to conceptualize cases and plan treatment. Interns are also encouraged to develop and participate in preventive wellness activities such as educational workshops for the campus community.

We emphasize interns' development of multicultural awareness and respect for human differences. Cleveland State University has a diverse population and we are able to expose trainees to a variety of multicultural experiences, many of which take place on campus. This counseling center has the advantage of being part of an urban university with a variety of traditional and non–traditional students. Our clients come from a variety of backgrounds and present with a wide range of issues. Therefore, we acquaint trainees with a variety of therapeutic modalities. We also believe in exposing trainees to multi–system interventions such as those which take place at the community, institutional, and family levels.

We take a three–pronged approach to training by using didactic, modeling, and experiential techniques, with emphasis on the latter. The didactic portion of our program includes formalized activities such as clinical supervision, field trips (some recent examples are equine–assisted therapy and art therapy), in–service presentations, intern seminars, and case conferences. Modeling and experience are integrated in an intern's daily service activities and interactions with the senior staff. We seek to balance collegiality with modeling appropriate professional behaviors and boundaries.

The program is designed to be sequential, cumulative, and graded in complexity. Cases assigned to interns are screened by the senior staff to match the developmental level of each intern as they progress through the year. Seminar content becomes more complex over time and some seminars build on material presented in previous meetings. As the interns progress through the year, the nature of supervision also changes (as appropriate) to be less directive/instructional and more supportive/facilitative. Increasingly throughout the year, interns are encouraged to act more independently. For example, an intern might initially present a workshop together with a senior staff member and then be asked to repeat the workshop alone or with another intern. Interns are also encouraged to develop their own ideas for services and are supported in providing these services to the campus.

Overall, we endeavor to offer a training program that is flexible and open to differences. We value creative thinking and also recognize that each trainee has unique developmental needs. We seek to provide an environment which nurtures our interns as they develop their professional skills and identities. Our goals are to:

1. Prepare interns to function independently as clinical service providers
2. Enhance interns' knowledge and awareness of multicultural and diversity issues in the provision of psychological services.
3. Facilitate interns' movement toward a consolidated sense of professional identity as psychologists.

EXPECTED COMPETENCIES FOR PSYCHOLOGY INTERNS

Goal # 1: Prepare interns to function independently as clinical service providers.

Objective A: Awareness of and practicing within the boundaries of one's professional competencies.

- Awareness of the boundaries of one's competence.
- Ability to seek consultation and additional information when appropriate.
- Awareness of referral resources and ability to make appropriate referrals.

Objective B: Ongoing familiarity with the current body of psychological literature

- Participation in training workshops and seminars.
- Ability to access the body of professional psychology literature through a variety of media
- Ability to apply knowledge of current psychological literature to clinical work.

Objective C: Enhancement of clinical counseling and psychotherapy skills with individuals, couples, and groups.

- Ability to establish and maintain therapeutic relationships with clients.
- Ability to use interviewing and listening skills.
- Ability to help clients recognize strengths and articulate areas of concern.
- Awareness of and ability to use a variety of therapeutic interventions.
- Ability to assess need for and provide crisis intervention services.
- Ability to establish and maintain appropriate therapeutic boundaries.

Objective D: Enhancement of assessment, case conceptualization, diagnostic, and treatment planning skills.

- Ability to conduct an assessment interview.
- Ability to administer and interpret assessment instruments commonly used in university counseling centers (e.g., MMPI-2, interest inventories, MBTI)
- Ability to use the DSM-IV-TR to generate appropriate 5-axis diagnoses.
- Ability to collaborate with the client to determine appropriate treatment goals.
- Ability to identify client's themes and patterns and integrate them into a working case conceptualization.

Objective E: Enhancement and augmentation of clinical documentation skills.

- Ability to maintain appropriate case notes.
- Awareness and appropriate use of Counseling Center forms.
- Consistent and correct coding of all internship hours.

Objective F: Awareness of and practicing within current laws and ethics codes for clinical practice.

- Demonstrates knowledge of the American Psychological Association's Code of Ethics.
- Familiarity with state and federal laws and rules governing the practice of psychology.
- Application of appropriate laws, rules, and ethical codes to clinical work.

Goal #2: Enhance interns' knowledge and awareness of multicultural and diversity issues in the provision of psychological services.

Objective A: Understanding of the role that culture, ethnicity and race play in the psychological, social, and economic development of culturally diverse groups.

- Exposure to and interaction with persons from diverse groups.
- Knowledge regarding specific cultural groups and culturally related terms such as racial identity, sexual orientation, acculturation, assimilation, and world view.

Objective B: Understanding of the philosophical, historical, psychological and practical issues involved in the delivery of psychotherapy services in a multicultural society.

- Ability to identify such issues as the impact individual clients and apply appropriate treatment modifications.

Objective C: Understanding of one's own biases and cultural assumptions.

- Ability to identify and effectively communicate one's own ethnic/cultural experience and values.
- Ability to monitor the impact of one's own biases and cultural assumptions on service delivery.

Goal #3: Facilitate interns' movement toward a consolidated sense of professional identity as psychologists.

Objective A: Enhanced professionalism.

- Ability to manage multiple professional demands/roles.
- Ability to interact in a professional manner with all persons in the work environment.
- Ability to present one's self and psychological knowledge and information in a professional and confident manner.
- Knowledge of issues central to the field of psychology.

Objective B: Enhancement of one's identity as an autonomous professional.

- Awareness and ability to articulate and implement one's own theoretical orientation.
- Involvement and membership in professional psychology organizations or affiliations.
- Ability to develop appropriate professional networks and knowledge of resources.
- Demonstrates support for the development of others in the psychology profession.
- Increased self-confidence in the provision of psychological services.

Objective C: Enhanced self-reflective assessment.

- Ability to acknowledge and address one's psychological, physical, and emotional health needs.
- Ability to be aware of one's internal processes and their impact on psychological practice.
- Ability to use internal monitoring to make appropriate self-corrective decisions.

THE TRAINING EXPERIENCE

Training offered by the CSU Counseling Center is designed to be systematic and developmental. We are committed to providing a training experience that prepares students to function as generalists, comfortable in the many roles assumed by university counseling center practitioners. Therefore, a broad range of training experiences are offered.

ORIENTATION AND PLANNING MEETINGS are an intern's introduction to the Counseling Center. These occur during the one to two weeks prior to the start of Fall semester in August. Interns are introduced to procedures of the Counseling Center and the structure of the training program. It is also a good time to start to get to know the senior staff as programming for the Fall semester is finalized. Interns are progressively encouraged to participate in this planning process as staff members.

DIRECT SERVICE ACTIVITIES include a range of services and usually comprise 50 percent of a trainee's duties. We require interns to acquire a total of 500 hours of direct service activities during the internship year, since this is the requirement for licensure in many states. Direct service activities include:

- **Individual Counseling and Psychotherapy.** Full-time interns carry an individual caseload of 13-15 clients per week. The cases are pre-screened through the intake process so that progressively more difficult cases can be assigned as the intern's ability and confidence develop. Cases typically reflect the diversity of the students seen at the CSU Counseling Center, both demographically and in terms of the severity of concerns.
- **Couple Counseling.** Interns may have the opportunity to see at least one couple in conjoint therapy with a senior staff member.
- **Assessment Activities.** Full-time interns are asked to make at least two intake times available each week to do initial assessment interviews with students requesting counseling. Interns are also encouraged to use the wide range of available testing materials to conduct assessment of clients on their own caseloads as deemed appropriate by the intern and his or her supervisor.
- **Group Counseling.** Interns are encouraged, but not required, to co-lead counseling/therapy groups together with senior staff members. Interns may also work together or individually to provide more structured, didactic, short-term groups on topics such as Stress Management or Self-Esteem.

OTHER PROFESSIONAL ACTIVITIES

- **Outreach and Consultation Activities.** The CSU Counseling Center receives a number of requests for psychoeducational programming each semester from various campus departments as well as from the community. Interns are expected to participate with a senior staff member in the planning and presentation of at least two such workshops or programs. Eventually, interns will be expected to provide at least two such workshops on their own.
- **Supervision of Advanced Practicum Student.** Interns who have demonstrated readiness for the experience (as determined by the senior staff) may have the opportunity to supervise an advanced practicum student during Spring semester. However, this opportunity would depend on the availability of a practicum student deemed appropriate for supervision by an intern. While we would like to be able to provide a supervision experience for every intern, we cannot guarantee this experience will be available. If it is not possible to supervise a practicum student during the internship year, interns will be exposed to didactic materials related to supervision to help prepare them for eventually taking on the role of supervisor in their professional practice.

SUPERVISION AND TRAINING ACTIVITIES are the most important part of an intern's experience at the CSU Counseling Center. Training activities are designed to expose interns to a variety of supervisory styles and orientations in a supportive environment. Interns are assigned supervisors according to their particular needs, but are also encouraged to consult with any member of the senior staff.

Individual Supervision (2 hours per week). Interns are assigned a different senior staff supervisor for each half of their time here and will meet with that supervisor for two hours each week. Each intern's supervision needs as well as his or her preferences are taken into consideration when making these supervisory assignments. This supervision focuses on the intern's individual caseload and intake sessions. Individual supervisors use client test results, intern's client notes, audiotapes, and sometimes videotapes of intern's sessions with clients in order to give feedback to help the intern develop as a

clinician. This is also an opportunity for interns to discuss problems they are having in their work and get feedback from their supervisor.

Supervision of Other Activities (as needed). All of the professional activities engaged in by interns are supervised by a senior staff member. Usually, this is the senior staff member with whom the trainee is doing the activity. When a trainee is doing an activity alone, the work is supervised by their individual supervisor or another person designated by the supervisor.

Case Conference (1 hour per week). Once a week, the interns meet together as a group with a member of the training committee for a case presentation by one of the interns. The interns rotate responsibility for presenting cases and the training committee members rotate responsibility for facilitating the case conference. Interns are expected to provide the group with a written case summary prior to the meeting which gives demographic information, background history, a five axes diagnosis, process observations, and questions for discussion.

Intern Seminar (4–8 hour per month). This is a series of educational programs provided for the interns by the senior staff and other experts in the community. The programs are divided into four tracks and involve didactic presentations, field trips, and guest speakers. Dr. Menapace coordinates the Diversity track, Dr. Seibert coordinates the Couple, Family, and Group counseling track, Dr. Mickens–English coordinates the Mind–Body–Spirit track, and Dr. Hildenbrand coordinates the Professional and Treatment Issues track.

In–Service Training (at least four per year). Interns participate with senior staff in in–service training seminars. Approximately once every three months (often more frequently), a local expert or a member of the senior staff present on a topic of interest to the staff such as body work, learning disabilities, ethical issues, etc.

Senior Staff Case Conference (1–2 hours per month). Interns participate in senior staff case conferences which occur approximately once every–other month.

Professional Development (variable). Interns are encouraged to attend professional conferences and seminars. Financial support may be available for some activities.

ADMINISTRATIVE ACTIVITIES

Staff Meetings (3 hours per month). All Counseling Center staff participate in twice monthly 1–2 hour staff meetings. Trainee input is highly valued at these meetings due to their fresh perspective and creative ideas.

Committee Meetings (variable). Interns are encouraged to serve both on internal Counseling Center Committees as well as on University-wide committees. This committee work may be short-term (in the case of an ad-hoc committee formed to address a particular issue) or the work may span the entire year in a standing committee. Interested interns are encouraged to participate on the intern selection committee which will be formed in the Fall and will work to select and rank internship applicants for the following year.

Research (4 hours per week). Full-time interns may devote up to four hours per week for dissertation research or research on topics pertinent to Counseling Center services. Research projects proposed by interns are reviewed and approved by the Counseling Center Director along with the intern's supervisor. This research may be done off-site.

POLICIES AND PROCEDURES

HOURS OF WORK: Interns begin working one to two weeks prior to the start of Fall semester each year. Typically, this is the second to third week of August, with Fall semester starting during the last week of August. Interns have one year from that date to complete 2000 internship hours (including 500 direct service hours – counseling and intakes).

We encourage, but do not limit, interns to work a maximum of 45 hours per week and a minimum of 40 hours per week in order to meet this requirement. The Counseling Center is closed on official University holidays, 10 days per year, and interns will not be able to accrue direct service hours on those days. Interns must complete their hours during the Counseling Center's normally open hours of 8:00 a.m. – 6:00 p.m. Monday through Friday. If a senior staff member is on-site, interns may work earlier or later while the senior staff member is here. In some special circumstances, interns may be allowed to work earlier or later to do paperwork without a senior staff member on the premises, but clients may never be seen unless a senior staff member is present in the Center.

We recommend that interns arrange their schedules so that they are working enough hours to complete the 2000 hour requirement (including 500 direct service hours with counseling clients and intakes) within 50 weeks to allow some vacation time to be used at the end of their internship. We expect interns to schedule vacation days in a manner so they will not interfere with scheduled training activities. It is our desire to be sensitive to the needs of the interns and provide as much autonomy and flexibility in planning their schedules as is possible without compromising the accrual of 2000 hours.

SAMPLE SCHEDULE FOR INTERNS:

Training Activities	Hours per week
Supervision	2
Intern Seminar	1
Case Conference	1
Additional Supervision (if needed)	1
<i>Total</i>	5

Direct Service Activities

Individual and Couple Counseling	15-17
Intakes	2-3
Group Counseling (if applicable)	1.5-3.0
<i>Total</i>	18.5-23.0

Other Professional Activities

Outreach/Consultation	2
Supervision of Advanced Practicum Student (Spring Semester only)	1
<i>Total</i>	3

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Administrative Activities

Staff meetings/in-services/senior staff case conference	1 .5
Committee meetings	1
Prep for outreach/ consultation/presentations	1
Case Management	4
Research	3
<i>Total</i>	10.5

Total Professional Activities: A potential of 37–41.5 hours

EVALUATION: While evaluation and the provision of feedback to interns is a continually ongoing process, there are a few points in time when evaluation is done more formally. There will be a formal, written evaluation performed by each intern’s supervisor at four times during the year (quarterly): in November, February, May, and at the conclusion of the internship. Interns are evaluated on competencies related to our training goals. In addition, interns’ general professional functioning will be assessed. Problems in professional functioning may be identified in one or more of the following areas:

1. an inability and/or unwillingness to acquire and integrate professional standards into the individual’s professional behavior/demeanor
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.

COMPLETION OF INTERNSHIP: Successful completion of the internship involves the fulfillment of three basic expectations:

1. Accrual of 2000 internship hours (including 500 direct service hours – counseling and intakes) at the CSU Counseling Center.
2. The integration of professional standards into one’s professional behaviors.
3. Acquisition of the competency skills related to our training goals.

Interns who meet these criteria will be given a certificate signifying the satisfactory completion of the internship provided that:

1. All of the intern’s supervisors and the Training Director agree that these three expectations have been met and
2. The supervisors and the Training Director also agree that there is no serious impairment which prevents the intern from performing in a reliable, professional manner.

INTERNS

Psychology Interns:

Our current interns may be contacted for information at 216-687-2277.

Recent interns include:

- Preston Elder, Psy.D.
Clinical Psychology, Georgia Southern University
- Brooke Sanderson, M.S.
Counseling Psychology, Carlow University
- Kristen Knepp, Ph.D.
Clinical Psychology, Virginia Polytechnic Institute and State University
- Reena Patel, Psy.D.
Clinical Psychology, Argosy University, Orange County, CA

CSU COUNSELING CENTER CLINICAL STAFF

Dr. Bruce Menapace, Psychologist, Interim Associate Director, Internship Program Coordinator (Training Director): Ph.D. in Clinical Psychology from California School of Professional Psychology, 1997
Interests include cross-cultural psychology, gay/lesbian/bisexual/transgender concerns, AIDS

prevention, stress management/relaxation training, and men's issues. He facilitates the LGBTQIA Student Support Hour.

Dr. Mary Hildenbrand, Psychologist:

Ph.D. in Counseling Psychology from Southern Illinois University at Carbondale, 2007

Interests include mindfulness meditation, wellness, group therapy, interpersonal relationships, multicultural issues and identity exploration. Dr. Hildenbrand offers the Meditation Group. She also specializes in helping individuals who struggle with anxiety and stress management.

Dr. Paula Mickens–English Psychologist, Practicum Coordinator:

Ph.D. in Counseling Psychology from Kent State University, 1996

Interests include Afrocentric counseling, relationship issues, women's issues and alternative therapies. She facilitates a workshop series on "How To Do Everything Better." Dr. Mickens–English is also a Licensed Independent Social Worker.

Dr. Todd Seibert, Psychologist:

Ph.D. in Clinical Psychology from the University of Nevada, Las Vegas, 2009

Interests include group therapy, ADHD/LD Assessment, grief/loss, and process-oriented therapy. He is the group coordinator and graduate assistant coordinator. He facilitates interpersonal process groups and consults with students and staff regarding ADHD and Learning Disabilities.

Mr. Paul Snowball, Professional Clinical Counselor:

M.Ed. in Counseling from the University of Akron, 1989

Interests include academic performance; career choice; anxiety, stress, and depression management; race and culture issues; personality development issues; and outreach programming.

Dr. Michelle Romero, Psychiatrist:

D.O. from Ohio University, 2006

APPOINTMENT DETAILS

Positions Available: The Counseling Center offers two intern positions each year.

Term of Service: Interns begin working one to two weeks prior to the start of fall semester each year. Typically, this is the second or third week of August, with fall semester starting during the fourth week. Interns have one year from that date to complete 2000 internship hours. The Counseling Center is closed on official University holidays, 10 days per year, and interns will not be able to accrue hours on those days. We recommend that interns arrange their schedules so that they are working enough hours to complete the 2000 hour requirement within 50 weeks to allow some vacation time during the year. We

expect interns to schedule vacation days in a manner so they will not interfere with scheduled training activities.

Stipend and Benefits: The stipend is \$24,500. Interns are provided benefits of full-time staff including: Health insurance, dental insurance, life insurance and retirement contributions. Interns are able to purchase a university parking pass and a Viking I.D. card for access to the university library and computer system. Interns are also able to use the university's Health Services for routine medical services. We ask that interns provide their own professional liability insurance and interns who wish to park on campus will need to pay for parking.

APPLICATION

Qualifications:

1. Doctoral candidate in counseling or clinical psychology. This means students who have completed all of their doctoral coursework, practica, and comprehensive exams.
2. Preference will be given to students who have an approved doctoral dissertation proposal prior to the starting date of the Internship in August.

Application Procedure: December 5, 2014 is the application deadline. To be reviewed, applications must include the completed AAPI Online (APPIC Application for Psychology Internships) with the following elements:

1. A curriculum vitae
2. All graduate transcripts
3. Three letters of recommendation from either faculty members or former supervisors.

Intern Picture: Candidates who are invited to interview will be given the option of including a picture of themselves to facilitate the Intern Selection Committee's recall and tracking of interviewed candidates.

Selection and Notification Process: The CSU Counseling Center adheres to the APPIC Internship Matching Program Policies regarding the selection and notification of applicants. 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. Results of the match will be released on the APPIC Match Day in February. To review the APPIC procedures and/or register for the Match, visit their website at www.natmatch.com/psychint

Send all application materials (via AAPI) and other correspondence to:

Bruce Menapace, Ph.D.
Cleveland State University Counseling Center

2121 Euclid Ave., UN 220

Cleveland, Ohio 44115

Questions may be directed to b.menapace@csuohio.edu