

UNIVERSITY OF MICHIGAN INTERNSHIP CONSORTIUM

DESCRIPTION OF INTERNSHIP

The University of Michigan Internship Consortium is administered by the Consortium Committee, Donna Nagata, Ph.D., Chair, and is accredited by the American Psychological Association.

Committee on Accreditation
Office of Program Consultation and Accreditation
Education Directorate
American Psychological Association
750 First Street NE
Washington, DC 20002-4242
202-336-5979

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Description of Internship

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Note: The University of Michigan Consortium Internship is only open to students enrolled in the University of Michigan's Clinical Psychology Program.

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I. Internship Mission

The University of Michigan Internship Consortium was created in 1969 in order to provide students enrolled in the UM Clinical Psychology program with a diverse array of clinical internship experiences which offer quality training in contemporary professional psychology. It was created with the explicit purpose of allowing UM students to receive professional field training experiences which could be closely integrated with the rest of their graduate school education. Unlike the typical internship model in which students must enter another highly competitive application process for a full-time national match internship, and re-locate themselves and their families away from university colleagues and mentors, the UM model allows students to remain on the Ann Arbor campus, and *to complete two half-time internship rotations* at the same time that they continue their other graduate work. This arrangement permits a flexible integration of research, teaching and practice, as well as allowing an extended two year period for the development of professional clinical skills. Students are exposed to more varied experiences than would be possible if they received all of their training at a single internship site. At the same time, the model allows UM students freely to enter the National Internship Match, if they so choose, or under certain circumstances, to combine two rotations into a single full-time internship year. Students will, during their internship, receive training from each of the site training directors and within each of the Consortium sites. Training resources are also shared within the Consortium. Since its inception, hundreds of Clinical Area students have received internship training in a changing mix of approximately two dozen sites in the Ann Arbor and greater southeastern Michigan area, and gone on to careers of distinction in the field.

The University of Michigan Internship Consortium is administered by the Consortium Committee (CC). The current Chair of the CC, appointed by the Chair of the Psychology Department, is Donna Nagata, Ph.D. Other members of the CC are the Training Directors of each site, and one or two student representatives elected by Area students.

II. Internship Philosophy

The primary model of the UM Internship Consortium fits within a “practitioner-scholar” model, recognizing that it maintains a close linkage with the UM Clinical Program which maintains a “scientist-practitioner” model. The Consortium believes that students are best trained through a series of intensive, graduated, and closely supervised, set of training activities in contemporary practices grounded in current empirical research and theory. All interns are expected to develop the ability to conceptualize client issues broadly, with evident sensitivity to issues of culture and diversity, develop appropriate and strategic intervention strategies, and be able to implement these in a professional manner.

Students are required to complete major rotations at two Consortium sites during their internship. The first rotation which must be completed at either the Psychological Clinic (adult) or University Center for the Child and the Family (child) teaches basic skills while the second rotation teaches more advanced/specialized skills. Every site offers a seminar series related to the population they serve and intervention modalities they employ. Interns are expected to assume increased levels of independence and responsibility as they process through the internship. Interns are also exposed to the wide range of activities offered across the Consortium through presentations at Consortium-Wide Meetings offered separately for first and second rotation students. During the second rotation, interns also attend training activities during a month at the Consortium.

III. Current Consortium Internship Sites

The Michigan Consortium strives to maintain a diverse set of sites which allow students to receive intensive training with a wide range of populations utilizing different intervention strategies. Students will receive extensive training at two sites (one basic and one advanced) as well as additional training at each of the remaining sites. All settings are multidisciplinary, and offer intensive supervision and didactic seminars.

Five clinical training sites currently participate in the University of Michigan Internship Consortium. The first year is a Basic Rotation located at either the Psychological Clinic (adult) or UCCF (child). The second year is an Advanced Rotation located at one of the following sites: CAPS, Psychological Clinic, St. Joseph Hospital, UCCF or UMACC.

Specific descriptions of the sites follows:

Basic Rotation:

Psychological Clinic

Psychological Clinic is located in East Hall on the UM campus.

The Psychological Clinic (www.psychclinic.org) offers training in the evaluation and treatment of adult patients. It sees a very diverse patient population, and offers long and short-term psychotherapy as well as couples treatment. Intensive supervision is emphasized, primarily from a psychodynamic and cognitive-behavioral perspective. Seminars on theory and technique, as well as opportunities to participate in psychotherapy research, are available.

Training Director: Dr. Robert Hatcher (robhatch@umich.edu, 764-3471)

University Center for the Child and the Family (UCCF)

UCCF is located in East Hall on the UM campus.

The University Center for the Child and the Family (www.umucf.org) is an agency which focuses on the assessment and treatment of children, parents and families. Multiple seminars/meetings are offered as part of the experience for students: the All-Agency seminar ranges across clinical and research issues central to the Center's missions; the Disposition Conference reviews evaluation data and recommendations for all Center clients; the Diagnostic Seminar focuses on cognitive, personality and neuropsychological assessment of children, and the first semester Interns Seminar covers all of the basic areas of working with children and families. Interns experience and learn the broad range of contemporary services/interventions for children and families: assessment, testing, individual and family treatment, therapy and psychoeducational groups, community consultation, etc. The Center is also home to a middle school girl empowerment program called "Strong Moms, Strong Girls".

Training Director: Dr. Jerry Miller (jmmiller@umich.edu, 764-9466)

Advanced Rotation:

Counseling and Psychological Services (CAPS)

CAPS is located in the Michigan Union on the UM campus,

Counseling and Psychological Services (<http://www.umich.edu/~caps>) is a campus service agency providing crisis intervention, emergency services, brief counseling and psychotherapy, and prevention and educational programming to the University's student body, as well as consultation and outreach to the broader campus community. Staff share a focus on short-term interventions and life-span development while utilizing multiple theoretical and intervention approaches.

Core intern service activities include First Appointments (a simultaneous process beginning assessment and early interventions) and brief individual counseling and psychotherapy. Client presenting symptomatology includes a wide range of DSM-IV Axis I and II diagnoses.

Consortium interns either co-facilitate process oriented or semi-structured groups, or participate on our on-call crisis intervention and consultation service, depending on interest and learning needs. Occasionally opportunities are available to participate in outreach activities, to provide conjoint services, or to undertake ADD/ADHD assessments. Specialty training in assessment protocols for substance use body image/eating patterns and personality disorders is provided.

Training Director: Dr. Stacey Pearson (pearsonl@umich.edu, 764-8310)

Psychological Clinic

Psychological Clinic is located in East Hall on the UM campus.

The Psychological Clinic (www.psychclinic.org) offers training in the evaluation and treatment of adult patients. It sees a very diverse patient population, and offers long and short-term psychotherapy as well as couples treatment. Intensive supervision is emphasized, primarily from a psychodynamic and cognitive-behavioral perspective. Seminars on theory and technique, as well as opportunities to participate in psychotherapy research, are available.

Training Director: Dr. Robert Hatcher (robhatch@umich.edu, 764-3471)

St. Joseph Mercy Hospital Outpatient Behavioral Services

The clinic is located approximately 3.5 miles from the UM campus

St. Joseph Mental Health Services (email: gunnrc@trinity-health.org) is an outpatient mental health clinic serving people of all ages, including children, adolescents, adults and the elderly. The clinic serves patients across the spectrum of SES, including the indigent. Clients seen for psychotherapy represent a broad range of presenting problems: from high functioning to acutely distressed to chronically mentally ill. The outpatient mental health program is affiliated with a number of programs across the St. Joe's system, including the Adult and Adolescent Partial Hospital treatment programs and the Psychology Services Consultation and Testing Program. (These programs afford interns an opportunity to develop their testing skills as well as gain experience working with more seriously disturbed adults and adolescents in a partial in-patient setting.)

The modal approach to treatment in the Outpatient Clinic is short-term psychodynamic therapy (up to 20 sessions). However, other types of intervention represented by clinic staff and available to interns include intensive long-term psychoanalytically-oriented psychotherapy; couples and family therapy; cognitive-behavioral therapy; behavior modification; interventions for crisis, PTSD, and loss; substance abuse assessment and treatment; group therapy; and prevention programs. The Intensive Outpatient Program provides exposure to aftercare and milieu programming, extended supportive group and family treatment, and develops skills in managing and coordinating patient care across different institutional levels of treatment intensity.

Interns need a State of Michigan Temporary Limited License in Psychology (TLLP) and must complete the St Joe's hospital employment application prior to beginning the internship experience.

Training Director: Dr. Robert Gunn (gunnrc@trinity-health.org, 786-8079)

University Center for the Child and the Family (UCCF)

UCCF is located in East Hall on the UM campus.

The University Center for the Child and the Family (www.umucf.org) is an agency which focuses on the assessment and treatment of children, parents and families. Multiple seminars/meetings are offered as part of the experience for students: the All-Agency seminar ranges across clinical and research issues central to the Center's missions; the Disposition Conference reviews evaluation data and recommendations for all Center clients; the Diagnostic Seminar focuses on cognitive, personality and neuropsychological assessment of children, and the first semester Interns Seminar covers all of the basic areas of working with children and families. Interns experience and learn the broad range of contemporary services/interventions for children and families: assessment, testing, individual and family treatment, therapy and psychoeducational groups, community consultation, etc. The Center is also home to a middle school girl empowerment program called "Strong Moms, Strong Girls".

Training Director: Dr. Jerry Miller (jmmiller@umich.edu, 764-9466)

University of Michigan Autism and Communicative Disorders Center (UMACC)

UMACC is located in the Victor Vaughn building on the UM campus,

The University of Michigan Autism and Communicative Disorders Center (www.umaccweb.com) is a clinic and research center addressing the needs of children and adults with autistic spectrum disorders (ASD) and their families. This is a specialized training placement for students interested in learning about diagnosis, assessment, family-oriented treatment and consultation with children and adults with ASD. The base of our work with families is an intensive 3-session diagnostic assessment that includes an interview with the parents, direct testing of the child or adult using measures of language ability, nonverbal cognition, and social interaction, and other aspects of functioning (e.g., achievement, vocational, observations of play), depending on the age of the referred patient. Interns will have the opportunity to observe and then learn to carry out the components of this assessment, observe a psychiatric or pediatric intake with the same patient and to participate in feedback sessions with parents. In addition, interns participate in school consultations and in short-term direct treatment, often organized around developing home programs to enhance family activities or behavior management programs and running social groups for children or adults with autism. Weekly case conferences, monthly journal clubs and seminars and lecturer series occur as well. Clinical research regarding diagnosis, longitudinal studies, and genetics is also ongoing and interns are welcome to be involved as well.

Training Director: Dr. Catherine Lord (celord@umich.edu, 936-8775)

IV. Internship Goals, Objectives and Competencies

The overall goal of the UM Internship Consortium is to prepare students for the practice of contemporary clinical psychology. Each site provides 12 months of half-time internship training in five core areas: assessment/diagnosis, intervention, diversity, supervision/self-evaluation and personal/professional development. Interns are expected to have mastered the core principles of effective diagnosis and treatment, including forming an effective alliance, formulating a treatment plan, learning to address core problems, developing core listening skills, learning to manage the patient's reactions within the treatment, dealing with crises and difficulties in treatment, maintaining ethical practice, evaluating outcomes, maintaining multicultural awareness in diagnosis & treatment, and developing effective use of self evaluation and supervision.

To provide this training, each site provides intensive and extensive supervision of interventions using a variety of interventions, both short and long-term, supported by seminars and clinical meetings directed towards mastery of clinical understanding and technique, professional and research issues. All students will receive training in every area by the end of their second internship rotation. Specific goals, objectives and competencies are as follows:

I. Assessment/Diagnosis

A. Relationship Building/Information Gathering

1. Able to engage client(s) effectively in the assessment process.
2. Gathers relevant information from the client(s) and other sources as needed.
3. Follows up on significant markers, such as suicidality, drug use, abuse of others, etc.
4. Ability to evaluate need for consultation with other professionals.

B. Assessment

1. Selects, administers and scores appropriate assessment instruments, at minimum in the cognitive area.
2. Performs quantitative and qualitative analyses of assessment data.
3. Prepares clearly written reports.

C. Conceptualization/Diagnosis/Goal Planning

1. Develops a good understanding of the personality and functioning of the client(s) in the context of relationships to significant others, SES, culture, race/ethnicity, religion, gender, and sexual orientation.
2. Conceptualizes/formulates case in a manner that integrates all available individual (biological, intrapsychic, psychological) and social/systemic (family, community) information, including objective testing results.

3. Accurately identifies client's formal (DSM-IV) diagnosis.
4. Establishes realistic treatment goals which incorporate client concerns and resources.
5. Recommends appropriate treatment/intervention

D. Report Preparation/Presentation

1. Presents assessment information at case presentation meetings in a succinct, organized, well-summarized way.
2. Prepares clearly written assessment summary.
3. Provides understandable feedback to clients.

II. Intervention/Evaluation Skills

A. Ability to Implement General Treatment Methods (as outlined in the Intern's Training Plan).

1. Ability to provide short-term focal interventions.
2. Ability to provide longer-term interventions.
3. Ability to provide multiple client treatment (couples, family or group).
4. Ability to match therapeutic interventions to client problems.
5. Ability to intervene with external systems on behalf of client(s).
6. Uses good judgment in treatment planning, interventions and in maintaining the therapeutic relationship.
7. Ability to deal effectively with difficult and challenging situations with clients (e.g., suicidality).
8. Demonstrates knowledge of relevant clinical literature and empirically-validated treatments related to the client's difficulties.

B. Creating and Maintaining a Therapeutic Alliance and Relationship

1. Ability to establish appropriate rapport with the client.
2. Ability to help client remain involved in treatment and to resolve obstacles and difficulties in entering into the therapeutic work.
3. Ability to convey a sense of purpose and a forward-looking attitude to the client.
4. Ability to establish agreement on goals and tasks of therapy.
5. Ability to maintain a nonjudgmental attitude.
6. Ability to establish and maintain appropriate professional boundaries with clients.
7. Ability to establish clear role expectations for the client, including fee payment.

C. Consultation

1. Demonstrates knowledge of basic concepts of consultation (models, theories, research).
2. Demonstrates capacity to consult with others in an effective manner, with sensitivity to individual and cultural differences.

D. Evaluation

1. Demonstrates knowledge of basic concepts of program and treatment evaluation (models, methods, theories, research).
2. Demonstrates application and use of appropriate evaluation methods, with sensitivity to individual and cultural differences.

III. Diversity

1. Ability to understand and work with the particular life and social/ethnic/racial circumstances of each client.
2. Ability to work, in a multiculturally sensitive manner, with a range of different colleagues and clients, varying in gender, sexual orientation, race/ethnic group, class.
3. Ability to articulate diversity issues as they affect the supervisor-supervisee-client triad.
4. Demonstrates self-awareness of own identities/values as they impact on others.

IV. Supervision & Self Evaluation

1. Demonstrates knowledge of basic concepts of supervision (models, theories, research), including knowledge of how supervision appropriately responds to individual and cultural differences.
2. Effectively presents clinical process in supervision, including appropriate preparation for presentation.
3. Effectively uses supervision in conducting treatment/consultation.
4. Ability to interact with supervisor around her/his suggestions and comments so as to develop effective ways to conduct the therapy/consultation.
5. Demonstrates ability to raise questions and concerns about supervision and supervisor's approach.
6. Maintains an appropriate level of independence, seeking supervisory consultation as appropriate.
7. Effectively participates in group supervision.
8. Demonstrates development of a self-supervisory capacity with the ability to recognize and evaluate one's competence and limitations as a clinician.

V. Personal and Professional Development

A. Documentation

1. Ability to prepare and maintain effective written documentation of clinical work.
2. Ability to complete paperwork in a timely manner

B. Professional Roles and Relationships

1. Maintains a professional attitude and behaviors.
2. Follows through reliably on all assignments.
3. Participates in group discussion: demonstrates willingness to contribute, attentiveness to others' ideas and viewpoints, sharing own work, etc.
4. Ability to maintain a professional attitude and behaviors.
5. Demonstrates positive relationships with peers, senior staff and office staff.
6. Demonstrates constructive participation in organizational planning.

C. Ethics and Legal Issues

1. Demonstrates knowledge and active use of professional ethics (e.g., confidentiality, dual relationships, recognition of limitations of competencies, etc.).
2. Demonstrates knowledge of legal issues related to practice, and appropriately applies this (e.g., reporting requirements, custody issues, etc.).

V. Supervising Faculty

Peggy Amburgey, M.S., R.N., C.S.N.P. (CAPS) Adult Psychiatric Clinical Nurse Specialist. Psychiatric evaluations and medication treatment.

Christine Asidao, Ph.D. (CAPS) Interests include: multicultural counseling, Asian Pacific American/International concerns, eating disorders and body image, and family-of-origin concerns.

Orli Avi-Yonah, Ph.D. (UCCF) Clinical Psychologist with expertise in trauma and loss, childhood exposure to violence, divorce, immigration and multicultural issues. Treatment of adolescents and adults; individual, couples and family therapy.

Gwyneth Awai, M.S.W., A.C.S.W. (CAPS, Associate Director) Interests include: working with students of color, women who experience depression, alienation/isolation issues of graduate women of color, pregnancy concerns, multicultural concerns--especially first generation transition adjustments, life span transitions of nontraditional students.

Tom Baez, Ph.D. (CAPS) Interests include: multicultural & bilingual counseling (Spanish), group psychotherapy, training/supervision, anxiety disorders, couples therapy, sexual abuse, Attention Deficit/Hyperactivity Disorder, substance abuse.

Eileen Bond, M.S.W. (UCCF) Clinical Social Worker with expertise in approaches to behavioral health including imagination training, relaxation training, and stress management; parent education; family therapy; and the utilization of spirituality in psychotherapy.

Felicia Brabec, Psy.D., M.S.W. (CAPS) Interests include: multicultural counseling, eating issues and disorders and body image, mood disorders (particularly bipolar disorder), issues effecting student-athletes, relationship issues and concerns and family-of-origin issues.

Alice Brunner, Ph.D. (CAPS) Interests Include: assisting students with life transitions, women's issues, trauma survivors, family-of-origin concerns.

Margaret Buttenheim, Ph.D. (UCCF) Clinical Psychologist with expertise in marital treatment and parent guidance; child, adult, and couples treatment for the effects of childhood incest; couples treatment and family treatment for gay and lesbian couples and families.

Barbara Cain, M.S.W., A.C.S.W. (Psych Clinic) Social Worker with expertise in adult psychotherapy. Special interests in divorce and supervision.

Donna Champine, M.D., M.A. (CAPS) Psychiatric evaluations and medication treatment.

Kristen Chapman, M.A. (UCCF) Speech/Language/Learning Specialist with expertise in the diagnosis and treatment of children with speech, language, learning, attention, and cognitive differences. Particularly interested in educating individuals with learning difficulties, as well as their parents and teachers, about their learning strengths and weaknesses in order to facilitate maximal lifelong compensation and effective advocacy in educational and work environments.

La Reese Collins, Ph.D., A.S.C.W., BCD in Social Work and Psychology (CAPS) Interests include: ACOA/dysfunctional families, alcohol and other drugs, anxiety and stress management, depression, grief and loss, minority/cross-cultural issues, relationship concerns, couples and marital issues, sexual orientation issues, spiritual concerns.

Susan Cutler, Ph.D. (Psych Clinic) Clinical Psychologist with expertise in adult and child psychotherapy, short-term therapy, and clinical research.

Jerome Dowis, Ed.D. (CAPS) Interests include: anxiety disorders, procrastination and related academic blocks such as performance anxiety and public speaking anxiety, special issues of graduate students.

Sharon Gold-Steinberg, Ph.D. (UCCF) Clinical Psychologist with expertise in psychological assessment, play therapy, adolescents, parent guidance, divorce and child abuse and neglect issues.

Robert Gunn, Ph.D. (St. Joseph Mercy Behavioral Services, Training Director). Interest is adult psychotherapy, marriage and family treatment, and diagnostic testing.

Joseph Harvey, M.D. (UCCF) Child and Adolescent Psychiatrist with expertise in both biological and psychotherapeutic treatment of adolescents and children. Particularly interested in the integration and use of appropriate medication with ongoing psychotherapy.

Robert Hatcher, Ph.D. (Psych Clinic, Director) Clinical Psychologist with special interests in theory and research concerning therapeutic interaction, psychodynamic theory, and issues in supervision.

Victoria Hays, Ph.D. (CAPS, Associate Director, Clinical Services) Interests include: issues that disproportionately affect women in our culture (e.g. abuse, depression, eating/body image concerns, relationships), issues of sexuality and sexual orientation, special issues of student-athletes.

Kelly Lockwood, M.S.W. (CAPS) Interests include: international student concerns, food and body image, couple's issues, abuse issues, anxiety and depression concerns

Catherine Lord, Ph.D. (UMACC, Director) Primary interests include diagnosis and assessment of children with Autistic Spectrum Disorders, changes in the course and development of children with autistic spectrum disorders over time, and early communication and language development in toddlers with communication delays and ASDs.

Durriya Meer Psy.D. (CAPS) Interests include: Multicultural counseling, women's issues, violence against women (esp. South Asian women), Asian-American concerns, international student concerns, couples and relationships and family-of-origin concerns. She is fluent in Urdu, Hindi, Bengali, and Gujarati.

Fiona Miller, Ph.D. (UMACC) Interests include the assessment, diagnosis, and treatment of children with Autistic Spectrum Disorders (ASD). Background in parent management training and parent-child psychotherapies with particular clinical interest in working with parents who are coping with rearing a child with ASD.

Jerry Miller, Ph.D. (UCCF, Director) Clinical Psychologist with expertise in child, marital and family therapy, psychological assessment, community-based approaches to child treatment of gifted children.

Laura Monschau, Ph.D. (CAPS) Interests include: Women's issues, trauma, sexualized violence (sexual assault, dating/domestic violence, stalking, sexual harassment, childhood sexual assault), issues of sexuality and sexual orientation, anxiety and depression concerns.

Tom Morson, M.S.W., A.C.S.W. (CAPS) Interests include: Family, multicultural and spiritual influences on identity development, issues of gender, class, sexuality and sexual orientation, couples work.

Mary Ortega, M.S.W. (UCCF) Social Worker with expertise with families of children of chronic illness, family therapy, child and adolescent groups, and consultation.

Stacey Pearson, Ph.D. (CAPS, Assistant Director for Psychology Training) Interests include: multicultural counseling--particularly with African American students, eating and body image issues, spirituality and religious concerns.

James W. Plunkett, Ph.D. (UCCF) Clinical Psychologist with expertise in play therapy, parent consultation, the impact of divorce on children and families, and in the development and disruption of early parent-child relationships.

Dwarkanath Rao, M.D. (St. Joseph Mercy Behavioral Services, Clinical Director). Interest in psychoanalytic therapy.

Lynne Rose, M.S.W., A.C.S.W. (CAPS), Interests include: LGBT concerns, relationship concerns, women's issues, family issues, spirituality concerns, grief and loss.

Elinor Rosenberg, M.S.W. (UCCF) Clinical Social Worker with expertise in adoption, couples and family treatment, and sibling relationship functioning.

Mark Sampson, Ph.D. (CAPS), Interests include: Self-esteem and identity issues, adjustment issues, sexual orientation issues, relationship issues, couple's counseling, body image issues, career decision-making, depression management, and sexual health issues.

Todd Sevig, Ph.D. (CAPS, Director) Interests include: anxiety and depressive disorders, concerns of graduate students working on their dissertation, spiritual/meaning of life/existential issues (all of these within the context of multicultural counseling).

Maria Slowiaczek, Ph.D. (Psych Clinic) Clinical Psychologist with expertise in psychotherapy, short-term psychotherapy, and research interests in speech and voice in psychotherapy.

Mildred Tirado, Ph.D. (CAPS) Interests include: gender concerns and group processes. Multicultural perspective on counseling. Fluent in Spanish.

Pratyusha Tumala-Narra, Ph.D. (Psych Clinic) Clinical Psychologist with expertise in adult psychotherapy and special interest in multicultural issues, including immigration and ethnic/racial difference.

Jeffrey Urist, Ph.D. (Psych Clinic) Clinical Psychologist with expertise in adult psychotherapy and assessment, short-term psychotherapy, and therapy with adolescents.

Michelle van Etten-Lee, Ph.D. (Faculty, Clinic) Clinical Psychologist with expertise in adult psychotherapy and assessment, with a focus on CBT and anxiety disorders.

Susan Watts, M.S.W. (Psych Clinic) Social Worker with expertise in individual, couples and group therapy, and treatment of substance abuse.

VI. Work Expectations

Students are expected to spend approximately 22-24 hours per week in their internship rotation. This time includes all clinical work, supervision, training activities, and paperwork.

VII. Stipend and Calendar

Interns are paid a stipend for each half-time year of internship of \$7,200 (\$14,400 for a full-time internship consisting of completing two half-time rotations simultaneously). Students continue to receive other financial and benefit support from the Psychology Department during the period of their internship.

Each rotation is for a full 12 month period, beginning on September 1 and ending on August 31. Holidays follow the University of Michigan vacation schedule; sites may also close on some additional days each year. Interns, in addition, receive 2 weeks of paid vacation time each internship year.

VIII. Information/Application/ Match Process

UM Clinical Psychology students are welcome to visit Consortium sites, by appointment, at any time. An informational meeting is held by the Chair of the Consortium Committee in the early fall for all students eligible for internship. Eligibility is determined by the completion of all UM practicum requirements, and a determination of readiness by both the Clinical Area Chair and the Consortium Committee. At the informational meeting, students are given a written description of the Consortium and its sites, and have the opportunity to inquire about all Match procedures. Students then begin the process of interviewing sites. Applications and ranking forms are due back from students just before the December Holiday Break. Students indicate their rotation preferences at the time of entry to the internship. The Match occurs on the first Monday after the December Holiday Break. The goal of the Match is to maximize the number of students placed into their highest ranked sites. Most students will typically be placed into their first choice; rarely will any student receive lower than their second ranked choice.

IX. Inquiries

Any questions about any aspect of the University of Michigan Internship Consortium can be directed to the Chair of the Consortium Committee, Donna Nagata, Ph.D. (nagata@umich.edu, 647-3886).