Contact Person:

Tania Czarnecki Wismar Psy.D
Training Director /Associate Director of Counseling
Drexel University Counseling Center
Bellet Building, Suite 315
1505 Race Street
Philadelphia PA 19102
(215) 762-7625
Tac73@drexel.edu
OVERVIEW

Drexel University

Drexel University was established by Philadelphia financier and philanthropist Anthony J. Drexel in 1891, with the first incarnation as Drexel Institute of Art, Science and Industry. Originally a non-degree-granting institution, Drexel began conferring the Bachelor of Science degree in 1914 and the doctor of philosophy degree in 1965. The cornerstone of Drexel’s career preparation model has been the co-operative education program, which is still an integral part of the educational experience. Through it, students alternate periods of study with periods of full-time professional employment, providing valuable professional experience. The institution’s curriculum and organization of its academic programs have evolved to include nine colleges and four schools. Approximately 25,000 students are enrolled in Drexel University’s 14 colleges and schools.

Counseling Center Mission

Drexel University’s Office of Counseling and Health is housed within the Division of Student Affairs. The Counseling Center has two locations: University City-Main Campus and Center City Campus. University City houses the traditional undergraduate and many of the graduate programs, while Center City houses most of the Health Professional Programs. Students are eligible to receive services at either location and appointments are scheduled based on availability. The mission of the Counseling Center is to support the academic goals of Drexel University through assisting students with personal challenges that interfere with their academic progress, and to promote and foster the academic, personal, and interpersonal development of Drexel students. Our work is guided by the ethical and practice standards of our professions, with the goal of providing the best services possible. Psychological services are both remedial (including crisis intervention, assessment and referral and counseling/psychotherapy) and preventive (including psycho-educational workshops, outreach programming and peer training). The Counseling Center seeks to be fully integrated into the University community by providing consultation to faculty and staff regarding student concerns, serving on University committees as well as teaching and training.

The Counseling Center employs a multidisciplinary team of psychologists, a licensed professional counselor, case manager, and a psychiatrist. A variety of theoretical perspectives and areas of expertise are represented among the staff. The Counseling Center predominantly works within a 15 session limit, but may work with students who require longer-term services.

Counseling Center Values Statement of Addressing Diversity

Following Drexel University’s high priority on both diversity and civic engagement, the Counseling Center also espouses a commitment to upholding the social values of promoting and respecting diversity in the broadest sense. Our staff, supervisors and trainees agree and are dedicated in working together to foster a culture that is inclusive, open, respectful and supportive for all individuals to feel safe to self-examine and openly discuss beliefs, values, assumptions and behaviors.
in relation to others, both similar and different from us. Trainees are expected to be “committed to critical thinking and the process of self-examination so that such prejudices or biases....may be evaluated in the light of available scientific data, standards of the profession and traditions of cooperative and mutual respect” (cited from the ACCTA Counseling Psychology Model Training Values Statement Addressing Diversity).

Trainees and members of the training program are expected to embrace diversity, be open to inquiry, learning from one another, and making a commitment to engage in a mutually supportive process of examining and challenging one’s own biases to work towards the resolution of prejudicial beliefs, intolerance and discrimination.

Client Population

The client population reflects the diversity of the Drexel student body in terms of race/ethnicity, religion, gender and social class. Client’s ages typically range from 18-30 years old. Clinical diagnoses include Axis I and Axis II psychiatric disorders and range in severity from mild to severe. The most frequent concerns as presented by students include: depression, stress management, anxiety, disordered eating and body image concerns, trauma, issues of cultural identity and international student concerns, adjustment problems, relationships, sexual orientation, difficulty expressing feelings, career planning, balancing school, work and relationships, and substance abuse. Counseling services also provides crisis management during business hours and off-hours.

Accreditation Status

The Drexel University Counseling Center internship program is a participating member of APPIC. The internship program is accredited by the American Psychological Association, beginning December 2016 for seven years. Questions related to the program’s status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 200002
Phone (202) 336-5979
Email: apaaccred@apa.org

INTERNSHIP TRAINING PROGRAM: OVERVIEW AND GOALS

Philosophy of Training Model
The Drexel University Counseling Center Internship program is designed to provide a logical, cumulative training sequence of training experiences that is structured to build upon the trainees’ already acquired skills and competencies acquired along their doctoral education and to prepare trainees for the practice of professional psychology. The conceptual framework of the internship’s training model is based on a practitioner-scholar model whereby the emphasis on learning is through the integration of science and practice under clinical supervision, mentorship and didactic
programing. Our mission is three-fold; to foster the growth of previously acquired competencies and personal interests; to facilitate the development of a broad range of new clinical competencies using clinical theory and empirical research; and to support and nurture professional growth as our interns prepare to become independent practitioners. There are a number of activities we view as crucial components to our training philosophy, which include formal clinical supervision, didactics, informal peer to peer consultation, mentorship, consultation and review of professional literature. We train our interns with the expectation that they will become highly skilled generalists equipped to handle a diverse population of clients and needs as they enter post-doctoral training or entry-level positions. Particular emphasis is placed on the importance of using a developmental and individualistic approach to supervision that meets our interns where they are at, but also encourages self-awareness and the exploration of their own identities and beliefs to understand how their unique experiences and background informs their approach to treatment. Supervision may include exploration of personal growth issues as they relate to supervisee’s professional development. In addition, we strive to model open, effective and healthy communication, self-care, dedication to lifelong learning, and inclusiveness, all part of the shared values of the University and of Student Life. Areas of functioning emphasized at our training site include: individual and group psychotherapy, clinical assessment, supervision, crisis intervention, outreach, and consultation.

PROGRAM AIMS, PROFESSION-WIDE COMPETENCIES, AND EVALUATION ELEMENTS

The APA Standards of Accreditation require that all accredited internships train in nine broad profession-wide competencies. These competencies are listed below along with the internship activities that address these competencies and the evaluation elements that are used to determine proficiency in these competency areas. The aims of the program are the broad goals that this internship has for itself and our interns upon completion of the training program.

Aim# 1: To train psychologists with entry-level, culturally competent clinical skills and practice.

Profession-wide Competencies (listed in bold) addressed within this aim:

**I. Assessment** - To develop competency in clinical assessment and diagnosis of a wide variety of psychological difficulties through clinical interviewing, with consideration for the influence of relevant diversity characteristics, and to communicate the findings in a professional and appropriate way to the intended audience(s).

**Initial Assessment** - To acquire intermediate to advanced skills in clinical assessment in intake, consultations, and walk-in hours

a) Interns will inform client of confidentiality, consent to treatment, and will orient client to purpose of assessment and relevant Center policies at the outset.
b) Interns display ease of establishing initial rapport with clients.
c) Interns appropriately conduct thorough assessment of risk factors.
d) Interns incorporate and explore diversity issues when conducting assessments.
e) Interns demonstrate flexibility in collecting information due to nature of presenting concern.
f) Interns identify and clarify nature of presenting issue and ask relevant follow up questions to allow for exploration.
g) Interns consider overall assessment information to determine treatment options and disposition.
h) Interns identify and establish realistic initial treatment goals.
i) Interns integrate multiple sources of data into meaningful conceptualizations.

Clinical Diagnostic Impressions- To demonstrate competence in formulating diagnoses based on the context of stages of development and diversity.

a) Interns demonstrate knowledge of psychopathology and appropriate use of DSM-V diagnoses.
b) Interns use differential diagnosis when clinical relevant.
c) Interns integrate diversity /multicultural considerations when diagnosing.

II. Intervention- To demonstrate competence in evidence-based interventions in a variety of treatment modalities, via the ability to further develop case conceptualization and intervention skills use these skills when working with a range of presenting problems in various treatment modalities (individual, couples, group therapy and crisis intervention).

Individual Therapy- To demonstrate effective evidence-based, brief therapy skills to a diverse student body presenting with a range of psychological issues and concerns.

a) Interns will be able to form therapeutic alliance.
b) Interns will create a safe atmosphere that promotes client disclosure and exploration.
c) Interns will demonstrate integrative therapy skills.
d) Interns will identify counter-transference and transference.
e) Interns will demonstrate flexibility in therapeutic techniques.
f) Interns will help client access and explore affect.
g) Interns will demonstrate ability to implement time-limited approaches to therapy.
h) Interns will accurately assess readiness for termination and manage termination issues.
i) Interns will notice and effectively respond to non-verbal cues.
j) Interns will challenge and confront clients when necessary and appropriately.

Conceptualization /Theoretical Orientation- To demonstrate effective skills in formulating and conceptualizing cases and planning interventions utilizing evidence-based interventions.

a) Interns will utilize relevant theories and models in developing treatment plans/goals.
b) Interns will provide theoretical rationale for clinical interventions.
c) Interns will provide case conceptualizations based on integrated theory of psychotherapy.
d) Interns will integrate multiple sources of data in meaningful conceptualizations.
e) Interns will apply information from scholarly literature into practice.

Group Therapy- To provide effective group therapy service to a diverse student body.
a) Interns will appropriately assess fit and motivation for group, and articulate rationale for group therapy as it relates to client’s presenting concerns.
b) Interns will demonstrate initiative as a co-leader and will work collaboratively and effectively as co-facilitator.
c) Interns will attend to group dynamics, provide structure and attend to group formation and development.
d) Interns will provide group structure and discuss group expectations.
e) Interns will attend to diversity issues in group process.
f) Interns will engage in administrative group management tasks.

Crisis Intervention- To demonstrate the ability to respond to crises and display sound clinical judgment when performing crisis intervention services.

   a) Interns will effectively assess all safety and risk factors and will utilize consultation and collaboration in crises.
   b) Interns will participate in on-call rotation (with ongoing clinical back up from Director/professional staff), and will provide clients in crisis with interventions/services that fit the needs of the clients (e.g. attentive listening, safety planning, appropriate level of care, containment, etc.).
   c) Interns will manage own affective reactions during crisis.
   d) Interns will demonstrate the ability to effectively handle disposition, documentation, and follow-up with crises.
   e) Interns will demonstrate awareness of and sensitivity to diversity issues in provision of crisis duties.

Case Management/Documentation
   a) Interns will demonstrate professional responsibility with case management, documentation, and time management.

III. Consultation and Interpersonal /Interdisciplinary Skills- To demonstrate the ability to effectively and intentionally collaborate with individuals and/or groups of professionals in health service psychology to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

   a) Interns will demonstrate awareness of own limits of competence and knowledge of a consultant’s role and its unique features.
   a) Interns will consult appropriately with other professionals.
   b) Interns will balance empathy, advisement and referrals to consultees.
   c) Interns will demonstrate sensitivity, awareness and skills regarding diversity in the provision of consultation services.
   d) Interns will effectively utilize resources and referrals.
   e) Interns will develop collaborative working relationships with other professionals and campus partners.
f) Interns will respond to consultations in a timely manner.

**Outreach** - To demonstrate competency in designing, implementing, and evaluating outreach and consultation programming for academic departments, student groups and/or other departments within the University.

a) Interns will demonstrate knowledge of program planning.
b) Interns will demonstrate effective execution of programming and use feedback to inform future planning.
c) Interns will demonstrate sensitivity to diversity issues in preparing and conducting outreach programming.
d) Interns will utilize self-reflective practice in learning and advancing outreach skills.
e) Interns will use didactic and experiential methods.
f) Interns will demonstrate strategies to evaluate outreach efforts.

**IV. Supervision** - To effectively apply knowledge of supervision models and practices by actively participating in the provision of supervision to a junior trainee and to demonstrate the ability to effectively utilize supervision.

**Delivery of Supervision** – To demonstrate the knowledge of supervision models and practices, skills and experience to provide competent supervision of an extern, and show effective evaluation of those skills.

a) Interns will gain familiarity and understanding of models of supervision theory and issues related to providing clinically competent supervision.
b) Interns will provide supportive, safe supervisory environment.
c) Interns will demonstrate ability to identify supervisee’s learning needs and devise effective instructional strategies accordingly.
d) Interns will provide supervisee with constructive, summative and evaluative feedback.
e) Interns will demonstrate ability to facilitate supervisee’s self-exploration.
f) Interns will address power dynamics and diversity issues as they affect supervision and/or client-trainee relationship.
g) Interns will practice clinical supervision within a legal and ethical framework.

**Response to Supervision** - To demonstrate ability to effectively utilize supervision.

a) Interns will be able to formulate goals for supervision based on an accurate assessment of one’s own developmental needs.
b) Interns will be able to actively collaborate and take initiative in generating focus and content of supervisory sessions.
c) Interns demonstrate effective preparation for supervision.
d) Interns demonstrate ability and willingness to engage in self-exploration.
e) Interns are able to self-identify strengths and growth edges.
f) Interns will approach supervision from a non-defensive manner and can integrate feedback accordingly.
g) Interns can recognize and openly communicate with supervisor regarding diversity issues that arise within supervisory relationship and clinical work.

Aim #2: To train entry-level psychologists who exhibit the self-awareness, attitudes, cultural competence, communication/interpersonal skills, and scientific knowledge for effective and ethical professional practice

Profession-wide Competencies (listed in bold) addressed within this aim:

**V. Individual and Cultural Diversity** - Interns will demonstrate the ability to deliver high quality services to an increasingly diverse population by demonstrating knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal backgrounds and characteristics. The profession-wide competencies for Individual and Cultural Differences are integrated throughout several other competency sections as well.

a.) Interns will demonstrate an understanding and willingness to examine own attitudes, assumptions, behaviors, values and worldview in working with diversity (broadly defined).
   b) Interns will demonstrate awareness of how diversity affects clinical work and relationships (clients, supervisors, supervisees, etc...).
   c) Interns will understand how own worldview and lived experiences affect clinical work.
   d) Interns will be able to navigate relational situations when others’ values may conflict with one’s own.

**VI. Ethical and Legal Standards** - To demonstrate the application and awareness of an ethical decision-making model and function in an ethically and legally sound manner.

   a) Interns will demonstrate of and behavior consistent with APA and PA ethical principles and legal mandates.
   b) Interns will demonstrate understanding of Counseling Center policies and procedures.
   c) Interns will recognize ethical dilemmas and apply ethical decision-making processes.
   d) Interns will maintain accurate and timely documentation of clinical records.
   e) Interns will maintain professional boundaries.

**VII. Professional Values, Attitudes and Behaviors** - To further develop values, attitudes, and behavior that reflects on-going professional development and identity as a competent psychologist.

   a) Interns will demonstrate initiative, accountability and willingness to assume responsibility in response to own training.
   b) Interns will demonstrate ability to monitor reactions and behaviors.
   c) Interns will demonstrate receptivity to feedback and can integrate into practice.
   d) Interns will demonstrate flexibility and adaptability.
   e) Interns will demonstrate dedication to lifelong learning.
   f) Interns will display self-evaluation, self-direction and motivation for professional growth.
g) Interns will demonstrate developmentally appropriate level of autonomy.

h) Interns will effectively manage time.

i) Interns will competently manage caseload of clients with varying degree of difficulty with a variety of presenting concerns and symptoms.

VIII. Communication and Interpersonal Skills: To demonstrate the ability to develop and maintain effective relationships and interpersonal skills, as well as demonstrate thorough professional language and concepts.

a) Interns will be aware of the impact of self on others.

b) Interns will develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

c) Interns will produce and comprehend oral, nonverbal, and written communication that are informative and well integrated; demonstrate a thorough grasp of professional language and concepts.

d) Interns will demonstrate effective interpersonal skills and ability to manage difficult communications well.

e) Appropriately manages emotional reactions while communicating/interacting with others.

IX. Research: To demonstrate knowledge, skills, and competence to critically evaluate and use existing knowledge to solve problems, to disseminate research, and integrate science and practice.

a) Integrates information from scholarly literature into practice.

b) Ability to integrate client data, assessments, outcome measures (as appropriate), and psychological theory to evaluate progress and make appropriate judgements to maximize interventions.

c) Critically evaluates existent clinical literature and research, including empirically supported treatments.

Internship Expectations and Evaluation

Interns will spend time at both the University City: Main Campus and Center City campus. Interns will be afforded the opportunity to work with a very diverse population of students in terms of presenting illness, and also in age, gender, sexual orientation and ethnicity. Interns will be exposed to various theoretical orientations and will work in various treatment modalities, including group, individual, and couples. Interns are expected to use a short term model, but will also receive exposure to longer term treatment as well.

The training program expects interns to act in accordance with all Drexel University policies, the training manual and the APA Ethical Code guidelines. The Internship offers four full-time internship positions. To successfully complete internship, interns are expected to complete 2000 total hours over the course of 12 months, which approximately assumes a 40 hour work week. Internship begins July 10th and ends July 9, 2018. Interns can expect their workload to vary with the academic
calendar, as counseling services are considerably busier in the fall/winter/spring than during summer months. When caseloads lighten somewhat, the for interns are expected to prepare for group psychotherapy, workshops and outreach, meetings, research, and engaging in literature reviews.

Interns are expected to provide informed consent at the outset of treatment, to explain the limits of confidentiality, and to provide their clients with their training status and name of their supervisor. Interns are expected to come to supervision prepared to discuss cases and are encouraged to develop reflective, introspective clinical and case conceptualization skills that aid in their development as professional psychologists. Interns are also expected to attend all didactic seminars. In addition to those provided by Drexel’s training program, interns may attend additional external didactics, via on-site at other locations, webinars, phone-in, etc. For trainings over one hour in duration, interns will need to seek supervisory approval first. Missed attendance for any didactic requires a trainee to write a one-page paper, with the content to be decided upon by the training director and trainee.

Ongoing and reciprocal feedback is an important part of supervision. Evaluations occur in December and again at the end of the year. Interns evaluate their supervisors and the site at the midway and end point. Interns are evaluated on:
Intern Evaluation of Outreach
Intern Evaluation of Case Seminar
Intern Evaluation of Performance

Interns receive two hours of individual supervision with a licensed psychologist and two hours of group supervision per week. Interns are expected to explore their own identities and narratives and how this impacts the nature of their work with clients, and to discuss this in supervision. Additionally, interns receive supervision for outreach, provision of group therapy and supervision of supervision. Interns expected to regularly videotape their sessions and review the videos with their supervisor. Supervisors will review videotapes and progress notes, with the larger focus on enhancing professional development and formal feedback.

PROGRAM ADMINISTRATION /FACULTY

The internship program is under the supervision of the Training Director, who is responsible for providing oversight and management of all aspects of the Counseling Center training programs, including, but not limited to: selection of interns, assigning primary supervisors, organizing the group supervision, oversight of trainees’ supervision, maintenance of professional standards, ensuring that the seminar series in scheduled and conducted, and leading the psychology staff in developing and evaluating the training program’s activities.

Interns also work and collaborate with other mental health care professionals, such as a case manager and psychiatrist.

Current Supervisors:
Dr. Kristin Bertsch, Ph.D
DIRECT SERVICE ACTIVITIES (25% of Time Spent; 500 Direct Hours)

A. Individual and couples psychotherapy: Interns are expected to see approximately 15-20 clients per week. Typically, an intern’s caseload will reflect the wide range of general concerns students present with. While the Center predominately works within a short term model, interns are expected to carry 2-3 longer-term clients through the year. Interns must review informed consent at the outset of treatment, explain the limits of confidentiality, and provide clients with trainees’ training status and name of their supervisor.

B. Group psychotherapy: Interns are expected to run at least one group/workshop per academic term. Groups offered are interpersonal process groups and workshops (ACT One and Anxiety Toolbox). Interns co-facilitate either with another intern, a practicum student, or with professional staff.

C. Triage: Interns will conduct triage assessments, which will result in recommendations about appropriate services either at our Center or in the community. Recommendations should be made to clients regarding whether they will be placed in individual therapy, group or workshops. Triage is the entry point to service for Drexel clients.

D. Initial Intake Assessments: Interns will conduct intake assessments at the onset of their work with new clients in order to gather pertinent information regarding diagnosis, treatment plan/goal setting and case conceptualization and modes of intervention. Interns are also expected to conduct at least two psychological assessments for job applicants in the Drexel University Police Department and Public Safety Department, which entails an interview, MMPI-RF test administration, scoring, and interpretation of results.

E. On-Call /Crisis Intervention: Interns will participate in the on-call crisis rotation. Interns will carry an after-hours phone for one week approximately every 9 weeks (Tuesday morning to the following Tuesday morning, at which time the responsibilities are transferred to the next clinician). During the on-call week, one hour each day is allocated for daytime emergencies. Interns may meet with students, faculty/staff members, etc... to consult, triage, and/or assess students for safety concerns. In the case of a crisis involving potential harm to self or others, interns must immediately consult with primary supervisor/ senior staff to determine need for crisis screening/hospitalization. Compensation for on-call includes one half-day off, which must be taken by the end of the following week.
F. Walk-in hours: Walk-in hours are scheduled Monday-Friday from 1:00 PM to 3:00 PM at the University City location and from 2:00 PM to 3:00 PM at the Center City location. Walk-in hours are used to identify immediate problems or areas of concern, to problem-solve if possible, and to assess the need for further treatment. Students are seen on a first-come-first-serve basis.

G. Outreach: Outreach encompasses a preventative and social justice framework to equalize access to the services of the Center. Outreach programming may include, but is not limited to, presenting a workshop to student groups or to University classes on particular topics (e.g. mindfulness, stress management), speaking to an on-campus group to help students deal with the effects of a suicide or a sexual assault, and participating in national screenings (e.g. National Depression Day, Eating Disorder Awareness). All interns will be expected to participate in tabling events for student orientation in the beginning of fall term. Interns will be assigned an outreach focus area and are expected to provide at least two outreach programs per term outside of their concentration to the Drexel community during internship year.

H. Consultation: Consultation may occur with faculty, staff, parents, other students and/or other agencies and need to be documented in Titanium.

SUPERVISION AND TRAINING

A. Clinical Supervision: Interns receive two hours per week of individual supervision by licensed PA psychologists. Interns are expected to come to supervision prepared to discuss cases and are encouraged to develop reflective, introspective clinical and case conceptualization skills that aid in their development as professional psychologists. Supervision will address ongoing challenges and support regarding diversity issues. Our Center believes that self-awareness and the continual exploration of one’s beliefs and assumptions regarding diversity are important in the development of therapeutic and professional relationships. Supervision is a time for trainees to reflect on and explore their self-awareness of cultural competence and identity as they interact with staff and clients. Ongoing and reciprocal feedback is an important part of supervision. Interns are expected to regularly videotape their sessions and review the videos with their supervisor. Interns will also receive as needed supervision for their group therapy work and outreach efforts.

B. Group Supervision: Interns and practicum students are required to attend this meeting, which meets once a week for two hours.

C. Supervision of Supervision: This seminar meets for one hour a week, in which interns receive training in the practice of clinical supervision. Training includes a teaching component and direct supervision of the intern’s actual clinical practice of supervising a practicum student.
D. Supervision of a doctoral practicum student: Learning to provide supervision is an important competency that is highly valued at the Center. Supervision of a doctoral practicum student is from January through June. Interns will be responsible for giving their supervisees informal and formal evaluative feedback, as well as reading and editing progress notes. Practicum students will provide feedback of their supervisors in June, but will be asked to provide informal feedback at the midway point of their supervision experience.

E. Case Conference: Interns will attend a weekly one hour case conference facilitated by the Director and is attended by all professional staff. This meeting provides interns with an opportunity to participate in peer consultation with professional staff.

F. Didactics Seminar: Professional staff, as well as members of the professional community present didactics on a range of topics. Interns are expected to attend all didactic seminars. In addition to those provided by Drexel’s training program, interns may attend additional external didactics, via on-site at other locations, webinars, phone-in, etc. For trainings over one hour in duration, please seek supervisory approval first. Missed attendance for any didactic requires a trainee to write a one-page paper, with the content to be decided upon by the Training Director and trainee.

G. Multicultural Seminar: Once a month interns and professional staff will discuss cases through a multicultural lens, and/or may focus on social justice issues/events.

H. Journal Club: Once a month interns and professional staff will discuss a journal article for the purposes of keeping current with recent empirically based research, honing critical thinking skills and gaining an understanding of the implications of recent trends for clinical practice. Journal articles are typically chosen by professional staff.

I. Grand Rounds: Interns attend weekly Grand Rounds, which is offered through the Drexel Medical School. Drexel University also offers a Dean’s Seminar, which are lectures on a number of topics, which may count towards didactics. Finally, interns may attend Grand Rounds through the University of Pennsylvania’s lecture series.

J. Intern Case Seminar: All interns are required to attend a bimonthly case seminar in which they rotate presenting cases and have opportunities to engage in clinical dialogue with regarding conceptualization, assessment, diagnosis, scholarly inquiry, ethical concerns and multicultural concerns.

K. Case Presentation: Interns will present a formal case presentation to professional staff and their peers at some point during December/January in the spirit of simulating what one might present for an interview. Interns will present for approximately a half hour, leaving a half-hour for questions. The case should highlight components similar to those introduced during intern case seminar and use de-identifying information (e.g. diagnosis, treatment interventions, diversity considerations, etc...). Interns should not use formal notes or power point.
L. Meeting with the Training Director: Interns meet with the Training Director once at the end of every month. This meeting is to provide interns with support to discuss their experiences within the internship, and other professional development issues, including job search.

M. Attend Psychiatric Evaluations with Psychiatrist: Interns will have opportunity to attend a psychiatric evaluation conducted by the staff psychiatrist, in order to increase familiarity with a multidisciplinary approach.

INDIRECT SERVICE
A. Case Management: Interns are provided administrative time in their weekly schedules to attend to various administrative tasks, such as documentation, preparation for supervision, scholarly activities (such as work on dissertation or doctoral project, work on outreach/consultation projects, and reviewing existing literature, prepare formal case presentation, etc.). Preparation for supervision may include reviewing audio-and/or digital recording of sessions, preparing questions, consultation, and/or reading.

B. All Staff Meeting: Interns will attend the All Staff Meeting, held once a month and attended by all professional staff and Health and Immunization staff. This meeting is to inform staff of any information, or issues within the department and University.

C. Peer Support Meeting: This meeting occurs for one hour every week. This is an opportunity for interns to enhance camaraderie/support. This is peer led.

RESOURCES
The Center has several offices designated as training offices, and interns are free to personalize their space. Each office has a desk, computer, bookshelves, and a space for counseling. Additionally, each office is equipped with digital video cameras to record sessions. The Center uses Titanium for scheduling and clinical notes, which can be found on each computer. Our front office staff is friendly, helpful and provide excellent administrative support to interns.

STIPEND AND BENEFITS
The internship program offers a full-time 12 month internship (2000 hours) for doctoral–level graduate students in counseling or clinical psychology. The stipend is $26,000. Interns shall be entitled to the following benefits:

1. 15 total days of vacation/sick/ professional development (unused vacation time is paid out at the end of internship) *

2. Leave time for dissertation defense*


4. Health insurance is optional

5. Use of University facilities such as the library

http://drexel.edu/hr/benefits/Overview/ for additional information.
APPLICATION PROCEDURE

PROGRAM CODE 2260.
The Drexel University Counseling Center considers applicants from APA of CPA accredited Clinical and Counseling Psychology programs. Preference is given to applicants who demonstrate a strong and genuine interest in working within a college counseling center and demonstrate a commitment to assisting clients of diverse backgrounds who present with a wide range of clinical presentations. Applicants should have passed their comprehensive exam by the application deadline and have their dissertation proposal approved by the start of internship. Applicants should have a minimum of 450 intervention hours and be certified as ready for internship by their doctoral programs.

LIABILITY INSURANCE
It is expected that each intern will secure professional liability insurance prior to the start of internship. Professional liability insurance is available at a nominal fee to student members of APA. Information about student liability insurance can be obtained by contacting the APA Insurance Trust at (800) 477-1200.

BACKGROUND CHECKS
Drexel University strives to provide the safest possible environment for all in the University community, including Student Workers, Faculty, Professional Staff, Temporary Staff, Non-Employee Associates, Volunteers, and Finalist Candidates. This policy supports the University’s efforts to minimize institutional risk and assists hiring authorities in making sound hiring decisions.

Applicants should note that under the revised Drexel University Background Check Policy, the University will require all new hires to have their background check clearance from Human Resources prior to starting employment. There is a provision in the policy for a waiver that would possibly allow a new hire to start work prior to obtaining the clearances if certain specific criteria are met.

In addition, all new and current Drexel faculty, professional staff (including those affiliated with a collective bargaining unit), student workers, volunteers, temporary staff and non-employee associates who have direct contact with minors (which includes Drexel students under the age of 18) must undergo the Act 153 background checks, which include: FBI Fingerprinting, PA State Police Criminal Record Check (PATCH) and PA Child Abuse History Clearance. These checks are valid for 36 months. Those individuals who have already obtained the Act 153 clearances through Drexel are not required to renew them for 36 months from the issuance date.

Since under the law a minor is considered to be anyone under the age of 18, Human Resources will be conducting background checks for all current faculty, TAs and GAs who teach freshman classes and/or labs or are involved in programs that include minors. Those covered under this policy will not be permitted to have any contact with minors until the Act 153 background checks are completed and cleared by HR.
POLICY
The University will conduct background investigations on Faculty, Professional Staff Members, Student Workers, Volunteers, Temporary Staff, Non-Employee Associates, and Finalist Candidates to determine or verify background information. This is to ensure that individuals who serve the University are well qualified, have a strong potential to be productive and successful, and have accurately presented their background and qualifications in oral representations and in written materials including the Application for Employment Form and résumé.

The University complies with the Fair Credit Reporting Act, which regulates the use of information gathered by consumer reporting agencies and which may determine an individual’s eligibility for employment, credit or insurance. Results of the background investigation are kept confidential by Human Resources, but may be shared on a strict need-to-know basis.

The University reserves the right to decline an Applicant or Finalist Candidate or to discipline, revoke the privileges of and/or terminate any Faculty, Professional Staff Member, Student Worker, Volunteer, Temporary Staff Member, Non-Employee Associate or other person to whom this policy applies, who has provided false, misleading, erroneous, or deceptive information on an application, résumé, or during an interview or who has omitted material information during the hiring process. The University reserves the right to share false, misleading, erroneous and deceptive information to probation officers and other appropriate authorities. Drexel University reserves the right to conduct a background investigation at any time as a matter of law or based on the nature of the position.

Please review the Background Check Policy at: http://drexel.edu/hr/resources/policies/dupolicies/hr52/ and direct any questions related to Act 153 Background Checks to Monée Pressley, HR Compliance Specialist, at 215.895.6245.

NONDISCRIMINATION STATEMENT
We abide by the APPIC Policy on Internship Offers and Acceptances. 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. For the most updated Policy statement, please access the APPIC website. Drexel University prohibits discrimination against individuals on the basis of: race, color, national origin, religion, sex, age, lifestyle, sexual orientation, gender identity or expression, or disability.