



## Clinical Psychology Internship 2016-2017

The Mary A. Rackham Institute was founded in 1936 as a unit of the University of Michigan's Rackham School of Graduate Studies. The Institute's agencies have provided clinical services and related graduate training and research since.

The internship program is based in one or both of the two mental health units within our Institute: the University Psychological Clinic (serving adults) and/or the University Center for the Child and Family (serving children, adolescents and families; UCCF). The Psychological Clinic and the UCCF are housed together in comfortable facilities in downtown Ann Arbor, just one block off central campus.

### INTERNSHIP PROGRAM OVERVIEW

Interns match to one of our three training tracks:

- **Lifespan Track** (1/2 time simultaneous placements at our adult clinic and our child/family clinic)
- **Adult Track** (full time at our adult clinic)
- **Child/Adolescent Track** (full time at our child clinic)

### *Educational Model and Training Goals*

#### **Training Program Model**

Our program adheres to a scientist-practitioner model. The program emphasizes the importance of honing critical thinking skills, reading and evaluating the current empirical literature, integrating scientific attitudes and methods into clinical work and continuing to engage in scholarly inquiry.

We believe that professional development is best served by immersion in clinical service and intensive training and supervision, combined with intimate familiarity with the empirical literature. In our view, well-trained clinicians are prepared to be sophisticated consumers of, and possibly contributors to, psychological research literature. Thus, the scientific bases of professional psychology are an inherent part of our practice and seminars; we attempt to integrate the practice of psychology with its scientific underpinnings. We believe that a broad training in psychology is necessary for competence as a practicing psychologist.

We assume that interns enter our program with a solid background in a variety of clinical settings, and some experience in psychological research.

Our goal is to serve as a bridge between graduate training and professional practice. We accomplish this by providing clinical experiences with a wide variety of patients, treated with a number of different intervention techniques, clinical and theoretical presentations that vary widely in approach, and by providing intensively supervised experience in a high-quality, multi-disciplinary behavioral health organization.

We view our primary responsibility as training highly competent clinicians who will be able to provide a full range of evidence-based, outcomes-informed professional psychological services to a clinically diverse patient population.

We emphasize an individualized, personal, and collaborative approach to training that blends immersion in the clinical setting with appropriate guidance and structure. Interns are viewed as integral members of a highly experienced, multi-disciplinary treatment team, and are included in case discussions. We strongly encourage interns to take an active role in program and curriculum development, and have worked hard to cultivate an atmosphere in which interns' suggestions and observations about our service delivery system are seriously considered.

Training must serve interns' professional development, not only by fostering the development of clinical competencies basic to professional psychology, but by instilling trainees with the skills and attitudes expected of well-qualified, humane, and ethical professional psychologists.

#### **Commitment to Training**

The Mary A. Rackham Institute's Internship Program is a significant expression of the Institute's ongoing, central commitment to training graduate students in clinical fields. An important feature of our internship is that while service is a key part of the internship program, the program's first commitment is to training.

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## Program Goals

**Goal 1** - Interns will gain the clinical knowledge and skills needed for entry-level positions as professional psychologists.

## Objectives

### Interns will:

- Conduct assessments using a variety of information sources, develop a comprehensive formulation of the client's difficulties, and make appropriate treatment recommendations;
- Maintain a treatment relationship that facilitates effective client outcomes;
- Implement several types of evidence-based psychotherapy and psychological interventions, at a level consistent with beginning professional practice;
- Become familiar with concepts of consultation, and demonstrate beginning skills in this area; and
- Become familiar with concepts of supervision and demonstrate beginning skills in this area.

**Goal 2** - Interns will demonstrate knowledge and skills for professional, ethical and culturally sensitive practice as psychologists.

## Objectives

### Interns will exhibit:

- Professionalism in all aspects of their role; and
- Ethical and culturally sensitive knowledge and skills.

## Further Description of Internship Program

**We emphasize the use of multiple key approaches to conceptualizing and treating clinical problems.**

Our supervisory faculty vary in their primary theoretical orientations, and include clinicians with expertise in cognitive-behavioral approaches (CBT), Family therapy, Interpersonal Psychotherapy (IPT), Cognitive Behavioral Analysis System of Psychotherapy (CBASP), Psychodynamic therapy, etc. Many have specific assessment and diagnostic skills (e.g., educational assessment). We all have found, however, that the complexity of the issues that our clients face, and that our trainees will contend with in their future roles as psychologists, require awareness of and the ability to use a range of perspectives and evidence-based methods.

The overall position of the internship program and its supervisory faculty is integrative. We take this approach in our seminar program, our work with case evaluation, formulation and treatment planning, and our clinical meetings, at which multiple points of view are encouraged and taught.

We strive to conceptualize cases along the following dimensions:

- a) Developmental/Biological/Medical (e.g., genetic, constitutional, temperament, medical, and/or developmental factors contributing to the presenting problems).
- b) Psychodynamic (e.g., internal conflicts, relational patterns, reactions to trauma).
- c) Cognitive/Behavioral (e.g., maladaptive cognitions and behaviors, learning via conditioning and role-modeling, and affect-based schemas).
- d) Family and Relational Structures (e.g., family structure, boundaries, roles, intergenerational issues, relational patterns; support systems).
- e) Relationship/alliance with the evaluating/treating clinician.
- f) Individual and Cultural Differences/ Social Systems (e.g., culture, race, ethnicity, socioeconomic status, community, gender and religion).
- g) The person's strengths and capabilities.

Our evaluation and treatment planning conferences play a key role in implementing this approach to case conceptualization. In these conferences, the multiple points of view generate a biopsychosocial portrait of each patient, and provide information for making clinical decisions that are based on clinical judgment and core findings in psychotherapy research regarding therapeutic relationships and effective interventions.

**We emphasize the use of research/empirical bases for psychotherapeutic assessment and intervention in several ways.**

Interns use the research and clinical literature to consider and implement the conceptual/clinical approaches listed above. They also become familiar with the principles and practices of integrative, evidence-based therapy approaches. They use the Evidence Based Medicine model for clinical decision making (APA, 2005), with the goal of matching treatments to the particular needs of the patient.

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And, interns actively participate in empirical assessment of the effects of utilized treatment interventions, including empirical measurement of therapy alliance and/or effectiveness.

Depending on the results of the above considerations, treatments at the MARI centers may integrate more than one type of therapy, either in combination or sequence. In cases where CBT and family systems approaches are well-supported for the presenting problems, these methods may be used almost exclusively (e.g., for anxiety disorders, some depressive illnesses, couples problems). Experience in couples treatment, group work, and consultation is an integral part of the internship program. In addition, when required, patients receive practical, psychoeducational, and/or supportive interventions.

As a result of this approach, we expect our interns to gain substantial beginning-professional competence in the core domains of assessment and intervention that we teach, and useful knowledge in areas in which we offer exposure.

### **We emphasize a wide range of professional competencies necessary for successful professional practice.**

Our Competency Goals form describes and measures key professional competencies at the start, during, and at the conclusion of the internship program. Desired outcomes are specifically established at the start of training and evaluated during the training process.

Some examples of these competencies include: knowledge and use of ethical practices within psychology; cultural competence in treatment decisions and interventions; an ability to work professionally and collaboratively as a member of a multidisciplinary clinical team; an ability to maintain professional and collegial relationships; the ability to self-monitor skills and difficulties; effective use of supervision and consultation.

Testing competencies are also valued. Interns develop proficiencies in the use of appropriate psychological measures to assess psychological functioning across a range of domains within both child and adult populations. They become knowledgeable regarding the psychometric

properties and the standardization samples that support the use of these instruments with particular groups.

Proficiency is developed in the ability to administer these tests in a standardized manner, to synthesize the results of testing in written testing reports, and in providing written and verbal testing results feedback to clients and consultants.

Equipped with these competencies, we expect our internship graduates to be able to function effectively as psychologists in a range of contemporary settings, including clinical/ institutional (group practice, counseling and family agencies, schools), private practice, and academic settings.

### **Monitoring Program Effectiveness**

An important part of our educational model is evaluation of program effectiveness. The faculty of our units receive and monitor feedback from students on the training program and its effectiveness, and make plans to modify programs accordingly.

### **The Contribution of Interdisciplinary Training**

The Mary A. Rackham Institute trains students at many levels and from several disciplines. These include practicum, internship and post-doctoral psychology trainees and pre- and post-masters social work trainees, speech language pathologists, and psychiatry residents. Many opportunities for informal consultation and sharing occur in the training-focused environments of the MARI internship, among trainees at different levels, and with faculty.

We believe that the continual formal and informal interaction among trainees at different levels and from different disciplines provides a rich and supporting learning setting that is key to our program. Although there are seminars oriented specifically to the needs of beginning psychology interns, all students participate in the major meetings together. We believe that, in addition to experiences shared across disciplines, disciplinary differences in training provide diverse, mutually enhancing perspectives that enrich the experience of all concerned.

*Reference: American Psychological Association (2005). Policy statement on evidence-based practice in psychology. Available at: [apa.org/practice/ebpstatement.pdf](http://apa.org/practice/ebpstatement.pdf)*

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## *Accreditation History, Ties to U-M*

The Mary A. Rackham Institute's Clinical Psychology Internship Program has been re-accredited by the American Psychological Association for a seven year period until 2017.

The Psychological Clinic and the UCCF are also members of the University of Michigan's Internship Consortium, and interns from Michigan's Clinical doctoral program are located at both sites. The seminars and other group activities are fully integrated between these two internship programs, except for periodic meetings with the Director of Training to address issues unique to the MARI internship program, and one professional development seminar series.

Staff and students at the Mary A. Rackham Institute participate actively in a wide range of activities at the University of Michigan, including lectures and colloquia, scholarly and research collaborations, clinical meetings and exchanges with the Department of Psychiatry, and recreational sports and cultural events.

## INTERNSHIP PROGRAM STRUCTURE

The Institute's Clinical Psychology internship Training Program offers full-time internships.

- Interns matched in the Adult Track work full time in the Psychological Clinic
- Interns matched in the Child/Family Track work full time at the University Center for Child and Family.
- Interns matched in the Lifespan Track work half time simultaneously in each clinic.

## INTERNSHIP SITES

### **Adult Component: Psychological Clinic**

The Psychological Clinic, founded in 1938, was the original locus of the Clinical Psychology program at the University of Michigan. The Clinic began its modern existence (beginning in 1954) as a psychoanalytic training center.

Over the years, the clinic has evolved significantly in the integration of science and practice. We have expanded our perspectives to include both the widening scope of psychodynamic practice as well as interpersonal, couples/systems, biological /psychiatric and cognitive-behavioral approaches; an overall multicultural perspective infuses all of our work. We bring these perspectives to bear in our initial assessment and treatment planning for our clients,

and seek to teach the fundamentals of these approaches through supervision, seminars and staff meetings.

Interns receive careful supervision of their work with individuals and couples, beginning with the initial interview and objective testing. Cases are initially reviewed in Case Consultation Groups, where treatment plans are developed with consideration of available empirical evidence; follow-up on cases through systematic monitoring is conducted.

Supervision covers treatment in individual, couples and group modalities, in both short and longer term treatments. Interns are exposed to a wide range of outpatient problems and to clients of varying cultural and economic backgrounds in our diverse university community. Interns participate in a wide variety of seminars and meetings, and have multiple opportunities to present their clinical work in formal and less formal meetings.

### **Child and Family Component: University Center for the Child and Family (UCCF)**

The Center is a well established and respected center for training and research, founded in 1988. A wide range of theoretical and evidence-based perspectives is represented at the Center (biological, behavioral, cognitive, psychodynamic, family systems, and community/cultural). We are committed to bringing all of these perspectives to bear on each case, in a broadly integrated fashion. We work with a very wide group of clients.

Interns receive closely supervised experience in all of the basic areas of child and family work. These include psychosocial assessments; empirically-based psychological testing; individual, conjoint, parent and family treatments (both short and long-term); therapy and psychoeducational groups; community consultation; report writing; and formal presentations.

## SUPERVISION AND TRAINING

A substantial part of each student's internship time (about 30%) is spent in supervision and/or training activities. All interns have individual and group supervisions (Lifespan track interns have supervisors at each site, Adult and Child/Family Track interns have supervisors at one site). Interns receive additional supervision for all specialty activities in which they are engaged (e.g., psychological



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testing, couples work, therapy and/or psychoeducational groups, consultations, work with special populations, etc.). Interns also attend weekly meetings, case conferences and seminars (described below).

Interns meet periodically with the Institute Director, and regularly with the Training Director. Interns prepare and monitor their training plan with their supervisors and Training Director. A Joint Internship Training Committee, composed of the directors of the Clinic and the UCCF, review the training plans and help fine-tune the internship experience. Evaluations of the intern's work are prepared by each unit for Lifespan Track interns, by the Psychological Clinic for Adult Track interns, and by UCCF for Child/Family Track interns; these are then reviewed by the Training Committee, which also receives feedback from interns evaluating the internship.

### Approximate Breakdown of Activities

Activity	Lifespan Track Hrs/wk	Child Track Hrs/wk	Adult Track Hrs/wk
Client Contact (Child/Family)	7	15	0
Client Contact (Adults)	9	0	18
Individual Supervision	2.5-3	2.5-3	2.5-3
Group Supervision	3-5	1.5-3	2-4
Special Projects/Supervision	1-3	2-3	2-3
Testing & Supervision	2-3	3-5	2-4
Interns Seminars	2.5	1.5	1.5
Team Case Conference	3.0	1.5	1.5
Paperwork/Preparation	10	10	10
Administration/Reading	5	8	5
<b>Total</b>	<b>45-50</b>	<b>45-50</b>	<b>45-50</b>

### Seminars and Conferences

Lifespan Track interns attend seminars and conferences at both UCCF and the Psychological Clinic; Adult Track interns attend those at the Psychological Clinic; Child/Family Track interns attend those at UCCF. Attendance is required unless noted below as optional.

#### Adult Training Seminar (Psych Clinic; 1 hour weekly).

This seminar series, attended by staff and trainees, focuses on important issues in clinical work with adults. These seminars are planned and scheduled in a cumulative, graded fashion to meet the needs of

beginning clinicians as they learn to do and think about diagnosis and treatment.

Early topics include interviewing skills for initial evaluation sessions, effective documentation, suicidality assessment, and interpretation of psychometric intake and outcome measures; later topics are more advanced and include specialized, evidence-based intervention series led by our own faculty with expertise in the area (e.g., Interpersonal Psychotherapy [IPT], Cognitive Behavioral Analysis System of Psychotherapy [CBASP], Brief Psychodynamic psychotherapy; Motivational Interviewing, Acceptance and Commitment Therapy [ACT], Couples Therapy). Guest speakers may also be invited to speak on a wide range of topics (e.g., diversity trainings, issues of African-American English, specific areas of concern such as shame and guilt, issues of sex and sexuality in clinical work, and issues in managed care).

This meeting also provides a forum for our trainees to present detailed reports on their own clinical work later in the year; interns are required once/year to present a case or a topic on a clinical theme, and lead the following discussion. These discussions cover a wide range of issues raised by the individual cases. This exposure to clinical work and issues related to it helps sharpen and deepen the intern's understanding of the field, of professional behavior and judgment, and of the variety of clinical approaches.

#### Child Training Seminar (UCCF; 1 hour weekly).

This seminar series, attended by staff and trainees, focuses on important issues in clinical work with children, adolescents and families. Early topics include basic interviewing skills for evaluating children, adolescents, and families, effective documentation, and suicidality assessment; later topics are more advanced and specialized, covering various Evidence Based Treatment series (including series on treatment of childhood anxieties, depression, affect regulation interventions, and parent guidance interventions).

These EBT series begin with an overview presentation followed by additional sessions focused on advanced case illustrations and interactive role-plays. These series are led by our own faculty with expertise in each area. This meeting is also used for in-service training from outside presenters on advanced topics (e.g., substance abuse evaluation, trauma-focused CBT; evaluation and

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treatment of aggression in preschool children) relevant to clinic services and training needs. Lastly, this meeting provides trainees with training in the development of professional presentations.

During their internship, every intern is required to make a professional level presentation based upon an integration of their clinical work at the Center with contemporary research and theory.

**Adult Case Consultation Groups (Psych Clinic; 1.5 hours weekly).** For their adult training at the Clinic interns are assigned to one of three weekly Consultation groups. These meetings are co-led by two senior clinicians, either a postdoctoral or MSW fellow and a psychologist, or a fellow and a senior clinical social worker; meetings are attended by practicum students in both social work and psychology, and by psychology interns.

Interns present their initial evaluations with new clients at these meetings, using a presentation format that parallels the full evaluation report form that is completed at the end of the evaluation period. For each new client, the psychometric measures and other information gathered at the start of the evaluation are reviewed. A wide array of issues are raised and discussed at the Consultation Conference in conjunction with cases that interns present. These include interviewing techniques, diagnostic questions, medical/psychiatric issues related to the client's problems, medication issues, cultural and diversity issues relevant to the client and to our efforts to engage and help the client, ethical issues (e.g., regarding confidentiality, multiple relationships), consideration of alternative treatments, research issues related to diagnosis and treatment, theories of psychopathology, scientific basis for case formulation and/or treatment approach proposed, and others. Each case is then followed at 6 week intervals, and progress is reviewed, and alternate approaches considered, all in the context of the original formulation and goals, and using monthly follow-up questionnaires.

All Psych Clinic clients are tracked on a monthly basis using Lambert's Outcome Questionnaire (OQ45) and the Working Alliance Inventory, often in addition to measures specifically chosen for a given client's presenting problem (e.g., GAD7, BDI, Difficulties in Emotion Regulation Scale, etc.). These questionnaires are scored and tracked over time to examine shifts in the alliance and to track patient

reported change. The results are kept by the intern, and discussed in individual supervision as well as in the Consult Groups.

On occasion, this meeting time is alternatively used for presentations on special topics or by guest speakers (e.g., staff psychiatrist presentation on changes and controversies surrounding the DSM-5).

**Child/Family Case Disposition meeting (UCCF; 1.5 hours weekly).** This weekly conference provides an interdisciplinary (psychology, social work, psychiatry, pediatrics, speech and language pathology) review of all new cases evaluated and/or treated at UCCF.

Interns present client case material and must then offer an integrated multi-axial formulation. The presentation must be informed by contemporary practice, theory and research, and include empirically supported treatments consulted in the development of the treatment plan.

### **Professional Development and Training Program Seminar (Psych Clinic and UCCF; 1 hour, 1/month).**

Dr. Cheryl King, Director of the Institute, leads the professional development topics in this seminar, and Dr. Van Etten Lee, the internship Training Director, leads discussion of training program policies.

Professional development topics include: Applying for a First Professional Position or Postdoctoral Fellowship, Legal Issues and Clinical Documentation, Clinical Supervision, Assessment and Management of Suicidal Individuals, Integration of Science and Practice, Career Pathways involving Administration, and the APA Ethics Code, among others. This seminar involves active discussion with the interns with ample opportunities for tailoring to individual intern's specific interests and training needs.

**Anxiety Disorders Seminar (Psych Clinic; Optional; 1.25 hour weekly, fall only).** Dr. Van Etten-Lee, Training Director, leads this introductory seminar which is optional for interns with notable prior training in CBT for anxiety. This seminar reviews CBT theory and practice for a variety of anxiety and disorders. Many interns attend selective sessions on topics with which they are less familiar (e.g., Impulsive Control Disorders, OCD, etc.).

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**LD/ADHD & Testing Seminar (Psych Clinic and UCCF; 1.5 hours weekly the first 2 months of the year).** This seminar is led by our testing supervisors and provides comprehensive training around the research, theory and assessment of adult and child ADHD/LD. Interns receive training in test administration, scoring, and interpretation of various testing batteries. This series also includes a segment provided by UCCF's educational consultant on dealing with educational and learning issues in children, and basic consultation to clients, families and schools about these issues. Group supervision of initial testing cases is integrated; Individual supervision of testing cases follows the remainder of the training year.

**Psychiatric Consultation Seminar (UCCF: 1 hour weekly, for 4 weeks, early in the training year)** This is a weekly, one-hour seminar led by our staff psychiatrist. Topics include: psychiatric referral, psychiatric assessment, major psychotropic medications used with children, and the DSM-IV diagnostic process.

### **Journal Club (UCCF & Psych Clinic; Monthly).**

Trainees attend this monthly potluck lunch meeting led by postdoctoral fellows at both our child/adolescent and adult clinics. Trainees choose scientific literature updates to read and discuss, and diversity/multicultural discussions are infused.

### **SUPERVISING FACULTY/AREAS OF INTEREST**

**Anupama Agrawal, MSW (Faculty, UCCF).** Clinical social worker with expertise in early childhood mental health and early childhood evidence-based interventions. Specifically interested in the birth - 3 time period, attachment security and attachment - based interventions, supporting the parent-child relationship, working with diverse populations, and families that have experienced trauma.

**Eileen Bond, MSW (Faculty, UCCF).** Clinical social worker with expertise in mind/body approaches to behavioral health including: imagination training, relaxation training, and stress management; parent education; family therapy; and the use of spirituality in psychotherapy.

**Barbara Cain, MSW, MSW (Faculty, Clinic).** Social worker with expertise in adult psychotherapy. Special interests in divorce and supervision.

**Kristin Chapman, M.A., CCC/SLP (Faculty, UCCF).** Speech and language pathologist specializing in disorders of speech, language, learning, social functioning, and attention; expertise in consultation with education systems on behalf of children with these disorders.

**Cindy Ewell Foster, Ph.D. (Director, UCCF).** Clinical child and adolescent psychologist with expertise in a variety of evidence-based psychotherapies for children and adolescents (e.g., parent behavior management training, cognitive-behavioral therapy for depression and anxiety, suicide risk assessment and management) as well as the development of family, community, and school supports for young people with emotional, behavioral, and learning problems.

**Todd Favorite, Ph.D. (Director, Psychological Clinic).** Clinical psychologist with expertise in a variety of evidence-based psychotherapies for adults; interest and expertise in trauma research and psychotherapy; certified in Cognitive Behavioral Analysis System of Psychotherapy (CBASP).

**Jody Hoffman, Ph.D. (Faculty, Clinic).** Clinical psychologist with expertise in CBT, Acceptance and Commitment Therapy (ACT) & Interpersonal Psychotherapy (IPT).

**Erin Hunter, Ph.D. (Faculty, UCCF).** Clinical psychologist with expertise in evidence-based psychotherapies for children and adolescents, as well as parent emotion coaching, parent behavioral management training, and Third Wave Behavioral interventions [e.g., Mindfulness, Acceptance and Commitment Therapy (ACT), Functional Analytic Psychotherapy (FAP)].

**Helen Kaplan, MSW (Faculty/Intake Coordinator, UCCF).** Clinical social worker with expertise in school social work, group therapy for children including social skills training, devising behavior intervention plans for children, and a passion for evaluating and treating children who present with a variety of behavioral and emotional concerns.

**Cheryl King, Ph.D. (Director, MARI; Faculty, UCCF).** Clinical child and adolescent psychologist with expertise in developmental psychopathology, family systems, parent behavioral management training, cognitive-behavioral therapies for child/adolescent depression and

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anxiety, social skills training, family interventions for parents and adolescents, suicide risk assessment, and suicide risk management.

**Lawrence R. Kowalski, MS, BCBA** (*Faculty, UCCF*). Clinical psychologist and board certified behavior analyst with expertise in diagnosis and treatment of Autism Spectrum Disorders (ASD), social skills training, Applied Behavior Analysis (ABA), and Behavioral Therapy with Traumatic Brain Injuries (TBI).

**Fiona Miller, Ph.D.** (*Faculty, UCCF*). Clinical psychologist with expertise in the diagnosis and treatment of Autism Spectrum Disorders, developmental assessments, parent consults, parent behavioral management training, and interventions for aggression and fire-setting in young children.

**Jeffrey Urist, Ph.D.** (*Faculty, Clinic*). Clinical psychologist with expertise in adult psychotherapy and assessment, short term psychotherapy, and therapy with adolescents.

**Michelle Van Etten Lee, Ph.D.** (*Director of Psychology Training, MARI; Faculty, Psychological Clinic*). Clinical psychologist with expertise in adult psychotherapy and assessment, with a focus on CBT and anxiety disorders.

**Susan Watts, MSW** (*Faculty, Clinic*). Social worker with expertise in individual, couples and group therapy, and treatment of substance abuse.

**Teri Wolf, MD** (*Faculty, Clinic*). Adult psychiatrist with interest in influence of medical conditions on mental health.

### INTERNSHIP STIPEND AND BENEFITS

The annual internship stipend for the coming training year is \$23,000. Benefits include medical insurance, two weeks vacation plus December-January holiday week break, sick leave, and generous professional development leave.

### INTERNSHIP QUALIFICATIONS

Prospective interns must:

1. Be enrolled in a clinical or counseling psychology doctoral program.
2. Have satisfactorily completed all required coursework in preparation for their doctorate.
3. Have satisfactorily completed required practicum assignments, with training relevant to the MARI internship.

### HOW TO APPLY

**The deadline is Nov. 1, 2015.** All materials have to be submitted the APPI online portal:

**<http://www.appic.org/AAPL.aspx#APP>**

The following five items are required:

1. Completed online APPIC application
2. Letter of interest

3. Curriculum vitae
4. Three letters of recommendation
5. Graduate school transcript

Check our website for additional information at [mari.umich.edu](http://mari.umich.edu). Applicants will be notified of their interview status by Dec. 1, 2015. Two or three individual interviews with staff members from the sites will be arranged. You will also be invited to attend team meetings, case conferences, and/or seminars.

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.

### QUESTIONS?

Contact Michelle VanEtten Lee, Ph.D.

Director of Psychology Training, Mary A. Rackham Institute, University of Michigan, 500 E. Washington St., Suite 100, Ann Arbor, MI 48104; [vanetten@umich.edu](mailto:vanetten@umich.edu)

### ACCREDITATION

The Mary A. Rackham's Psychology Internship program is accredited by the *Committee on Accreditation, of the American Psychological Association: 750 First Street, NE Washington DC, 20002-4242 (202)336-5979*

**Regents of the University of Michigan:** Mike Behm, Grand Blanc; Mark J. Bernstein, Ann Arbor; Laurence B. Deitch, Bloomfield Hills; Shauna Ryder Diggs, Grosse Pointe; Denise Ilitch, Bingham Farms; Andrea Fischer Newman, Ann Arbor; Andrew C. Richner, Grosse Pointe Park; Katherine E. White, Ann Arbor; Mark S. Schlissel, *ex officio*