

Center for Counseling and Psychological Services (CAPS)

Pre-doctoral Internship Program

**APA Accredited
 Pre Doctoral Internship
 in Professional Psychology
 2010-2011**

Program Code: 154711



Penn State's central administration building, Old Main, was built on the site of the original Old Main in 1930.

[The Center for Counseling and Psychological Services \(CAPS\)](#) at Penn State offers a full-time twelve month pre-doctoral internship designed to provide high quality training in the multiple functions carried out within a major university counseling center. Intensively supervised experiences are offered in individual and group counseling/psychotherapy, crisis intervention, assessment and diagnosis, consultation/outreach, research, training, and other activities appropriate to the setting. Professional development is fostered within the context of a service-delivery system, which has a long-standing tradition of dedication to excellence in training. The Program has been APA accredited for the past 26 years. We had our last site visit in the spring of 2006 and received full accreditation for seven years.

The pre-doctoral internship in Professional Psychology is fully accredited by the [American Psychological Association](#), 750 First St., NE, Washington, D.C., 20002-4242, (202) 336-5979. The Center for Counseling and Psychological Services is a unit of Student Affairs.

ABOUT THE CENTER /ABOUT THE PROGRAM



CAPS is located on the fifth floor of the new Student Health Center

The Center

The Center is the major and primary mental health and personal counseling resource for the over 40,000 students at Penn State's University Park Campus. Each year our staff sees approximately 2,000 Penn State students for a total of over 15,000 contacts. During their years at Penn State, nearly one-sixth of all students use our services for a wide variety of problems ranging from normal developmental issues to more extreme psychopathology. Typical presenting problems include interpersonal concerns, depression, anxiety, lack of motivation or concentration, poor academic performance, eating disorders, and sexual difficulties. Less typical but frequently seen problems include various forms of more severe psychological disturbance.

The Center has four primary modes of service delivery, including brief counseling, short-term individual and couples therapy, group counseling/therapy, and crisis-intervention. Brief counseling refers to a program in which clients are seen immediately following intake for up to three sessions for further assessment, counseling, and referral as needed. Short-term individual therapy (up to 10 sessions) is offered to students with personal concerns, which do not seem appropriate for brief counseling or group intervention. Long-term therapy is not generally provided by the Center; however, interns are allowed to see a limited number of long-term therapy cases through occasional extended counseling for ethnic minority and LGBT students and others where clinical need and financial need warrant such continued services. CAPS also currently has a contract with the Department of Athletic Medicine to provide longer term counseling for athletes with drug and alcohol problems, eating disorders, or other emotional difficulties. An extensive [group program](#) is offered, with approximately 20-25 groups per semester being offered. The majority of groups offered are general therapy groups, including those directed at specific populations: e.g., undergraduate and graduate women's groups, returning adult and graduate student groups, and an LGBT graduate group. In addition, theme oriented groups on topics such as sexual assault recovery, stress reduction, mindfulness, eating disorders, loss, substance abuse, anxiety, depression, and family issues are offered. The Center also offers a number of Discussion and Support Groups directed at specific populations: e.g. Biracial Discussion Group, Veterans. Crisis intervention is provided during regular working hours.

Psychiatric services are also offered through a full-time psychiatrist and a psychiatric nurse practitioner. In addition, clinical assessments using a variety of psychological tests are conducted on clients when appropriate.

The Center also conducts extensive outreach programming for the University community as well as consultation for various departments and groups on campus. An active training program for graduate assistants and practicum students from various academic departments on campus as well as the internship program are major components of the Center. Major blocks of time are also devoted to staff development, training and research.

The Center is located on the fifth floor of the new Student Health Center, which also houses the University Health Services.

The Staff

We are a staff of ten psychologists with backgrounds in counseling psychology or clinical psychology, three social workers, a psychiatric nurse practitioner and a psychiatrist, a full-time addictions specialist, and full-time sexual assault counselor, four full-time interns, and four half-time graduate assistants as well as Associate Clinical Staff.

Approximately 50% of staff time is devoted to the delivery of direct clinical and counseling services. An equivalent amount of staff time is spent in training and supervision, consultation and outreach, staff development, administrative responsibilities, teaching and clinical training in the Department of Psychology and the Department of Counseling and Rehabilitation Education, as well as research and program evaluation.

The theoretical orientation of our staff is broadly psychodynamic and includes a range of theoretical orientations, within a context of strong humanistic values. Significant interest and expertise exist in psychodynamic, existential-humanistic, feminist, interpersonal, and cognitive-behavioral models, with most staff members being theoretically integrative and most operating within the short-term model.

Administrative Structure

The Center is a major budgetary unit under the jurisdiction of the Office of the Vice President for Student Affairs. Within the Center, in addition to the Director, there is an Associate Director responsible in part for Training, an Associate Director for Clinical Services, and an Assistant Director with responsibilities in the information technology realm. In addition, most senior staff members have an area of coordinative responsibility.

The University Setting

[Penn State](#) is the single greatest provider of higher education in the state, enrolling one of every ten college students in Pennsylvania. Since its founding in 1855, it has established an international reputation for excellence in education, research, and public service.



The University's 540-acre campus is located in [State College](#), a pleasant university community located in a lovely valley (affectionately known by local citizens as "Happy Valley"), closely surrounded by the Allegheny Mountains. The population of Centre County stands at over 130,000.



The University is the major intellectual, cultural, and recreational resource for Central Pennsylvania, providing access to extensive libraries and major artistic and musical events. [The Bryce Jordan Center](#) on Penn State's University Park campus brings major concerts and entertainment events to the area and the [Center for the Performing Arts](#) on campus also has an excellent Artist Series each year. [The State Theater](#) in downtown State College brings interesting performances to the area as well. Penn State has a reputation for outstanding sports programs and fine sports facilities (e.g., superb swimming pools, tennis courts, golf courses, running trails, etc.). Penn State is the most recent addition to the Big Ten Conference. In addition, the Centre Region offers ample outdoor recreational opportunities, including hiking, swimming, camping, fishing, and downhill and cross-country skiing. The University is located in the geographic center of Pennsylvania, approximately a four-hour drive to New York City, Philadelphia, and Washington, D.C., and a three-hour drive from Baltimore and Pittsburgh

Diversity at Penn State University



So you've examined our training goals, philosophy, and schedule and now you are wondering, so what is life like in State College? Are there opportunities to experience diversity? Penn State is committed to promoting diversity and has created a document outlining plans and efforts to this end, called [A Framework to Foster Diversity at Penn State: 2010-2015](#).

The university continues to successfully attract a vibrant, diverse student body as indicated in Fact book (<http://www.budget.psu.edu/factbook/>). With the influence of such a diverse student body, staff, and faculty, the State College community boasts a number of ethnically diverse restaurants, grocers, and merchants that give State College a cosmopolitan flavor. Centre County is rurally located with pockets of Amish communities not too far away. Together, the local and rural communities create a living experience that combines some of the best of both worlds (rural and cosmopolitan). For those who like

their urban experiences in larger doses, State College is a relatively short drive to more major metropolitan areas: Pittsburgh (3 hrs.), Philadelphia (4 hrs.), Washington, D.C. (4 hrs.), New York City (4 hrs.), and Baltimore (3 hrs.). Weekend visits are quite manageable.

In terms of campus and town, a number of groups exist which can provide a network for the interns to join. Internship is a year to transition from student to professional, so there are opportunities to join both student groups and professional faculty/staff groups. There are more than two dozen student organizations that serve various multicultural constituencies. These organizations include the Black Graduate Student Association, Chinese American Student Association, Caribbean Student Association, Puerto Rican Student Association, Latino Caucus, Black Caucus, Arab Social and Cultural Club, Lambda Student Alliance, Coalition of LGBT Graduate Students, Frontrunners (LGBT running group), as well as organizations for Indian, Korean, Filipino, Native American, and Vietnamese students, among others. Professional organizations include the Forum on Black Affairs, Women of Color, Asociación de Profesionales Latinos/as, LGBTA Professional Association, Jewish Social Organization of Centre County, Parents, Family, and Friends of Lesbians and Gays in State College, and various committees designed to examine the progress PSU is making in the area of recruitment and retention of individuals from diverse backgrounds.

In addition, there are ongoing cultural activities and programs throughout the year. The Distinguished Speakers Series has featured Edward James Olmos, Dr. M. Joycelyn Elders, Terry McMillan, Magic Johnson, Cornel West, and Elaine H. Kim, Maya Angelou to name a few. The [Paul Robeson Cultural Center](#) sponsors many cultural events and activities that reflect the diversity of the Penn State population, including art exhibits, educational speakers, films, plays, and musical presentations. Well attended annual events during the year include the Martin Luther King, Jr.



Memorial Banquet, Touch of Africa, Kwanzaa Extravaganza, Chinese New Year Celebration, and National Coming Out Day. The [LGBTA Student Resource Center](#) also sponsors many events and activities designed to bring LGBTA students, faculty, and staff together. University Park has hosted a number of popular concerts, including Nickelback, Black Eyed Peas, Bob Dylan, Martina McBride, O.A.R., and a range of other events from classical and jazz to country and R&B to Rap and popular music. There are also 34 religious groups on campus. [The Pasquerilla Spiritual Center](#), is a multimillion dollar facility that serves as a home for all of these groups. Check out [Penn State's Diversity Calendar](#) for the events planned this coming year.

The Program

Philosophy and Goals

Our internship program was formulated and exists within the context of the value and priority our Center places on the role of high quality training in professional preparation. By tradition and emphasis, we are an agency in which excellence in training is held in high regard. Within that context, our program rests on this basic premise: We are committed to the promotion of professional excellence and personal maturity in an atmosphere of humanistic concern and respect.

This commitment underlies the overarching goal of our internship program, the training not only of clinicians who are developing areas of expertise, but of "generalists"-highly competent and versatile professionals, who keep abreast of changes in the field and who use this information to inform their clinical practice. The objective of the internship program which relates to this goal is to train

psychologists whose expertise extends to a variety of clinical domains, including individual and group psychotherapy, intake, crisis intervention, drug and alcohol counseling, assessment, multicultural counseling, supervision of trainees, and program evaluation and collaboration with other disciplines.

As a part of the overarching goal, we also hope to provide interns with some opportunity to develop areas of concentration of their own choosing that fit within the scope of our agency. The objective under this goal is for interns to develop competence in a select number of the areas listed, but not all, including couples, projective testing, career counseling, research in applied settings, consultation, race dialogues, and certain areas of clinical competence such as eating disorders, sexual abuse, stress management, or sexual assault. Interns are welcome to develop areas of concentration not on this list, since this list was not designed to be exhaustive.

We strive to provide training experiences that represent a healthy balance of diversity and depth. This balance is represented in our program by a hierarchy of training emphases, structured according to a combination of professional relevance, applicability to a variety of settings, and areas of agency emphasis and expertise. Though expansive in scope, our program is integrative in focus. Training emphasizes personal integration of as well as exposure to new information and ideas.

A secondary and pervasive goal of our Program is the development of professionalism. As a part of the development of professionalism interns are learning a process of self-evaluation of their work and its effectiveness, through supervision, didactic seminars, case conferences, and collaborative work with other professionals. Three major objectives, which follow from this goal, are: a strong emphasis on enhancing the intern's internal sense of ethical responsibility (conformity to accepted professional standards of conduct), social responsibility (sensitivity to the full range of human differences), and personal responsibility (awareness of self and one's personal impact in professional interactions).

While the objectives described under the overarching goal above primarily represent discrete areas of clinical competence, the goals and objectives related to professionalism described above, cut across clinical areas, and are not seen as discrete areas to be evaluated by only one supervisor.

In pursuit of the objective of ethical responsibility, interns are encouraged not only to know and understand the laws and ethical principles and other guidelines, which guide our profession, but also to demonstrate an ability to apply them. Interns are encouraged to embrace a process of thoughtful ethical decision making, and are aided in the process by each of their supervisors, as well as through initial ethical and legal issues training which takes place at the end of the orientation period. Emergent ethical and legal issues of concern are also discussed in the professional development seminar.

In pursuit of the objective of social responsibility, interns are encouraged to embrace and develop an appreciation for the myriad differences among people and to become multiculturally competent. Interns are encouraged to have an awareness of and respect for individual differences: racial, cultural, sexual orientation, etc. and to understand clients as well as colleagues both in terms of individual as well as cultural differences.

In pursuit of the objective of personal responsibility, interns are encouraged to develop the qualities that will make them good colleagues, as well as good clinicians. These qualities include conscientiousness (e.g., in following appropriate procedures, completing work promptly, reliability, etc.), independence (e.g., works independently when appropriate.), cooperation (e.g., with supervisors, peers, other professionals, agencies, etc.), attitude (demeanor, and maturity, etc.), and personal responsibility (e.g., awareness of impact of one's own personality and personal perspectives in interactions with others.)

Our Program is designed to implement these goals in the training of students in both clinical and counseling psychology. Agency functions and staff education and expertise lend themselves to training in each of these perspectives. Dual training opportunities are enhanced by the diversity of our client population, which ranges from mild situational and developmental concerns to severe psychopathology.

Interns actively participate in all relevant agency services, which provides opportunities not only for carrying out major professional functions but also for close contact with our staff. As staff members, we view interns as valued colleagues-in-training; as such, interns are treated with a high degree of professional as well as personal respect.

Educational Model

Our internship program is designed to effectively train psychologists in either the practitioner-scholar model or the scientist-practitioner model while on internship, depending on an intern's previous training and their current preference. We believe both models share a commitment to keeping abreast of changes in the field through continuing education, and through reviewing current theoretical and research findings. We also believe both models of training support that psychologists should be engaged in a process of evaluating the effectiveness of their clinical work, either formally or informally. In our view, the major difference in the two models relates to the place of research in each. Interns have the opportunity at present to select research as one of their areas of concentration depending on where they see research fitting into their own professional future. We feel comfortable giving this choice to interns, since we see both models of psychology as valid, and as reflecting the state of the profession at this time.

Our Training Program

Our goal is to train clinical and counseling psychologists who are competent generalists, as well as skilled clinicians who are developing areas of expertise. Toward that end, we offer a relatively structured program with several mandatory components. In addition, interns are given the opportunity to select areas of concentration as described below. The mandatory components generally fall within the areas of primary emphases -- clinical and counseling intervention. These areas are listed below.

The optional components fall within the areas we have labeled as secondary emphases. Following basic training and exposure in all of these areas, interns are asked to choose one concentration options from among the following: Advanced Assessment, Couples, Research, Race Dialogues, or Outreach/Consultation. In addition, there are two optional external rotations during the summer term. Interns may select only one of these external rotations one at Career Services on campus and the other at a private psychiatric hospital or may choose to remain at CAPS full-time.

As a part of our training program we value a focus on self-examination. Many of our supervisory opportunities (beyond the two hours of individual therapy supervision per week and group therapy supervision) take place in a group format. Interns are invited and are expected to share personal reactions and to engage in a process of self-examination in a group context as well as in individual supervision. This also involves providing interpersonal feedback to one another.

<u>Primary Emphases:</u> <u>(Mandatory)</u>	<u>Secondary Emphases (One Choice from below)</u>	<u>Other Training Opportunities</u>
Clinical/Counseling Interventions	Advanced Assessment <u>or</u> Couples, <u>or</u> Research <u>or</u> Dialogues on Race <u>or</u> Consultation/Outreach	Development of a Professional Context
Intake	(and an additional Choice from below)	Orientation
Individual Counseling/ Psychotherapy (including time-limited therapy and evidence-based practice)	Inpatient Rotation <u>or</u> Career Development Rotation	Professional Development Seminar
Group Counseling/ Psychotherapy		Intern Support Group
Crisis Intervention and Triage		Staff Meetings
Multicultural Competence (including spirituality)		Staff Development
Collaboration with Psychiatric Services		Apprenticeships
Drug and Alcohol		Areas of Concentration including: Working with Athletes Eating Disorders Sexual Assault Relationship Violence Other areas of clinical expertise
Supervision		
Research Team		

Our supervisory/training structure consists of the Associate Director, Training (who also serves as the Director of Intern Training), Program Coordinators, and Supervisors. The Associate Director, Training, is in charge of developing training goals, overall program development and implementation, and the coordination and general supervision of intern activities within the Program Emphases. The Associate Director maintains a close and active working relationship with interns on a regular basis. Within each Program Emphasis, the Coordinator of the corresponding agency functions (e.g., Groups, Assessment, Consultation, etc.) is responsible for assessment of skills, for general program implementation, and for individualized planning of intern activities. Supervisors are responsible for monitoring, supervising, and collaborating with the Intern in each of his or her specific activities (e.g., individual counseling/psychotherapy, crisis intervention, consultation activities). The Associate Director, Training,

program coordinators and supervisors meet together periodically to discuss intern progress. In addition, the Center has a training committee that meets periodically to contemplate programmatic changes.

Interns are assisted in developing at least a minimal level of proficiency in each of their areas through the training experiences described below. Interns' progress in achieving proficiency in each Program Emphasis is rated each semester; to successfully complete the Program, interns must be able to perform relevant skills in each area without supervision by the end of the internship year (which translates to an overall minimum rating of 3 on each of their performance evaluations by the end of the training year).

Detailed Description of Program

Primary Emphases

Clinical/Counseling Interventions

Competence in various forms of clinical/counseling intervention is considered to be fundamental to the successful professional functioning of any clinical or counseling psychologist. In our Program, Clinical/Counseling Intervention consists of the following mandatory components.

Intake (Initial Consultations)

Interviewing skills, accurate diagnosis, appropriate referrals for psychodiagnostic testing, and arranging suitable disposition are all considered by our agency to be necessary skills for thorough intake evaluations. These skills are developed in our Assessment Seminar and in Individual Psychotherapy Supervision as well as through training seminars taught during the orientation period. The two to four intakes interns see each week are supervised throughout the year in Individual Supervision.

Individual Counseling/Psychotherapy

Individual counseling and psychotherapy, prominent functions of our agency, are considered a core part of intern training. Interns carry a diverse caseload of 8-13 clients per week for which they receive intensive individual supervision (two hours per week minimum). While the majority of clients will be seen within our time-limited (10 session) model, at least one of these clients will be seen on a long-term basis. Long-term clients may be seen through our extended service program for athletes with drug and alcohol problems, eating disorders, or other psychological difficulties or through occasional extended counseling for ethnic minority and LGBT students and others where clinical need and financial need warrant such continued services. Potentially, supervision occurs each semester with a different supervisor in order to provide a variety of therapeutic perspectives, though at times, interns may continue with the same supervisor. Interns have an opportunity to rank order their preferences for supervisors, and assignments are made by the Associate Director, Training, who takes these preferences into account whenever possible. Throughout the fall and spring semesters, all interns participate in a seminar on Time Limited Individual Therapy and a seminar on Evidence-Based Practice.

Group Counseling/Psychotherapy

Interns are active participants in our agency's group program. A fall and spring semester seminar on group process and principles provides training and supervision in effective group facilitation. Each intern will typically co-lead two groups with a senior staff co-leader in the fall and spring semesters. and thus have the experience of serving as a senior co-leader. Group assignments will be made by the

Group Coordinator in consultation with the Associate Director, Training. Interns have an opportunity to rank order their preferences for groups. Co-leadership of groups forms a substantial component of the training experience. Each intern will receive supervision from their senior staff co-leader for each group being conducted. Please see our list of group offerings at http://www.sa.psu.edu/caps/group_list.shtml. Each semester we typically offer 20-25 groups.

Crisis Intervention and Triage

Interns are an important part of the crisis system at CAPS, devoting two hours a week to crisis duty. They attend a nine-week Crisis Intervention Seminar along with our four graduate assistants that looks at crisis theory and specific crisis issues, such as suicidality and hospitalization, loss, violence, victimization, drug/alcohol abuse, psychotic clients, and considering cultural contexts. After the seminar ends, supervision for the interns as a group is provided for one hour per week by the Crisis Coordinator. Cases are discussed and the group selects relevant topics to explore more deeply. CAPS crisis system operates Monday through Friday from 8:00 a.m. - 5:00 p.m. There is not a 24-hour on-call system. Our center has also recently implemented a triage system, and interns will have an opportunity to gain experience with our triage system.

Awareness of Differences

While most of the Internship Program Emphases represent relatively discrete areas of service delivery, the Emphasis in Awareness of Differences cuts across programmatic boundaries. Sensitivity to human differences is a fundamental tenet of our training program and center initiatives.

Multicultural Seminar/Case Conference: Specific attention is paid to fostering interns' awareness of differences in the fall and spring multicultural seminar/case conference. Interns will review current theoretical models on multicultural counseling, identity development models (racial/bicultural, LGBT, White identity, etc.), and explore implications for counseling. Attention will be given to self-awareness and one's "worldview," in particular, as it relates to clinical work. One or more staff development presentations each year supplement the training in this area.

Interns are expected to include two or three clients from diverse groups on their caseloads each semester. As part of this seminar, they will be required to give a cross-cultural case presentation to the entire staff. In addition, interns are expected to participate in consultation projects or outreach workshops with multicultural groups on campus. Participation in the Race Dialogues option also adds to experience in this area. Ongoing supervision is provided for all the above-mentioned activities.

Spirituality Seminar: Interns will have the opportunity to develop and/or further an appreciation of differences that exist along spiritual and religious lines. Because clients vary widely on spiritual and religious dimensions, it is important for clinicians to embrace a wide range of spiritual perspectives. Interns will review current literature, assessments, and interventions, and be exposed to various spiritual and religious traditions through guest speakers. Particular attention will be given to personal awareness as it relates to clinical work. The fall and spring seminar will incorporate information dissemination, self-exploration, and case supervision.

Collaboration with Psychiatric Services

Through a Psychiatric Consultation Seminar/Case Conference with the CAPS psychiatrist in the fall semester, interns learn how and when to make referrals for psychiatric evaluation, including consideration for medication. DSM IV diagnoses are reviewed as well as treatment of most disorders.

Various medications, their intended effects and adverse effects will be introduced. Issues which arise when collaborating with a psychiatrist will be explored: the different perspective of the psychiatrist and psychological impact of medication use. These issues will be reinforced through actual collaboration with the psychiatric providers on staff. Experience in the crisis system offers opportunities to learn when and how to make referrals for psychiatric hospitalization. Interns may also have the opportunity to sit in and observe psychiatric evaluations with the clients they refer.

Drug and Alcohol Treatment

Interns will gain experience in the area of drug and alcohol treatment and will have the opportunity to work with our Addiction Specialist. Interns will spend 2 hrs./wk. providing drug and alcohol intervention services (brief or short-term counseling to students whose primary diagnosis is some type of Substance-Related Disorder). One intern may also co-lead the process-oriented therapy group for drug and alcohol clients offered by the Addictions Specialist each semester. Interns may also become involved in developing and facilitating outreach programs for this population.

Supervision

Interns will supervise one of the Center's practicum students during Spring Semester. One and a half hours of group supervision on the process of supervision is provided throughout the spring with the center's practicum coordinator. Practicum students are typically advanced doctoral students in the APA accredited Counseling Psychology program.

Secondary Emphases

While we consider clinical/counseling intervention to be a central and critical focus of training, the generalist model of professional preparation demands broadly based exposure to a variety of major functions performed by the professional psychologist.

Assessment

All interns participate in a four hour Assessment training during the orientation period in addition to the Psychological Assessment Seminar with the Assessment Coordinator. In addition, individual supervision is provided as needed. Interns choosing the Advanced Assessment Concentration option participate in an additional advanced training in assessment at the beginning of spring semester, and then participate in weekly supervision for the balance of the spring semester. Supervision during the spring and summer is provided for those interns who have not completed the required amount of assessment experience and is scheduled based on their needs. The focus of the seminar is on the clinical application of various assessment methodologies for the evaluation of clients' psychological processes. Specifically, the Assessment Coordinator works with the interns on mastering the clinical interview, administration and interpretation of the MMPI, MCMI, Rorschach, TAT, Bender-Gestalt, WAIS, as well as measures to assess symptoms in the areas of attention deficits, eating disorders, and trauma. Interns also learn report writing, and communicating assessment results to clients and colleagues. Interns are taught how to formulate and implement treatment recommendations as part of an assessment. Special topics including multicultural and ethical issues are covered.

Couple's Counseling/Therapy – concentration option

Interns who select the couples counseling concentration option will have 2 couples included in their caseloads. Biweekly group supervision for couples work is provided during the spring semester as well as a 4 hr. didactic seminar at the beginning of spring semester.

Research

We view the development of research knowledge and skills as essential to the preparation of professional psychologists. All interns participate in our biweekly Research Team meeting throughout the training year. The Research Team is open to all interested CAPS staff and trainees and is charged with overseeing and conducting ongoing internal research projects as well as evaluating outside requests to conduct research at CAPS. The Research Team represents a cross-disciplinary, experiential, hands-on group experience that is designed to further interns' applied knowledge of, and experience with, ethical, political, practical and methodological issues that are central to conducting research in a clinical setting. Participation in the Research Team constitutes the Basic Research Option.

In addition, interns who opt to pursue research as an area of concentration will collaborate with the Assistant Director of Research and Technology to develop a more comprehensive research experience during the spring semester. The Research Specialty can be an independent or a collaborative research project. Research Specialty work will be conducted in the two hours per week during the spring semester and summer of the internship year.

Dissertation research time is provided throughout the year for all interns who have not completed their dissertations. During the fall semester, interns are given three hours per week for dissertation research, while in the spring semester, two hours per week are available and during the summer, three to four hours per week are provided for this purpose. Additional research time is available during the down time periods. An optional biweekly dissertation support group with the Assistant Director of Research and Technology is available to interested interns.

Race Dialogues

CAPS has undertaken a major effort over the past several years entitled *Race Dialogues*. Interns have an opportunity to become co-facilitators of one of the *Race Dialogues* groups during the spring semester along with a graduate assistant or practicum student co-facilitator. These semester-long race dialogue groups meet twice weekly for two-hour sessions, and their membership consists of diverse members of the Penn State undergraduate and graduate student community, who have expressed interest in these groups. The purpose of these groups is to facilitate an open and frank dialogue among diverse members of the Penn State community around issues related to race and culture. Interns selecting this option will spend eight hours in training at the beginning of spring semester. Co-leader pairs meet weekly as part of the two-hour supervision group with a CAPS senior staff member during the spring semester. In addition to obtaining supervision, interns are able to further develop their self-awareness in relation to diversity issues.

Consultation and Outreach

During the orientation period, all interns participate in a four-hour consultation and outreach seminar, which offers training on workshop design and presentation, as well as a basic overview of consultation. All interns will be involved in at least three outreach presentations each semester, during their internship year. This constitutes the Basic Outreach Option. Supervision, assistance with workshop design, and debriefing after events will be provided on an as-needed basis by the outreach coordinator or by the senior staff co-presenter.



Interns, who opt to pursue outreach and consultation as an area of concentration while on internship, will have the opportunity to develop a consulting relationship with another organization or group on campus. These interns will also do at least four outreach presentations in the spring semester. These interns will participate in bi-weekly supervision with the consultation and outreach coordinator. In addition, they may have an opportunity to participate in efforts within our Center to improve our own system.

Administration

While no training experiences are required in the area of administration, the elective apprenticeship is available during the summer. In addition, exposure to administrative functions is provided through attendance at the monthly staff meeting in the fall and spring semesters and the weekly senior staff meeting in the summer, and active participation in agency decision-making, and opportunities to be involved in Center committees.

Inpatient Rotation

* Optional Rotation (Summer session). Interns interested in participating have the opportunity to spend approximately 80 hours at a private psychiatric hospital. Interns spend twenty hours per week at the hospital working under supervision in an inpatient setting for a period of four weeks. Interns typically have the opportunity to participate in the Treatment Team Meetings on the unit and they have the opportunity to provide psychotherapy for two patients per week, typically seeing them each three times/week. Supervision is provided by a licensed psychologist at the hospital.

Career Services Rotation

* Optional Rotation (Summer Session). Interns interested in participating have the opportunity to spend approximately 32 hours at Career Services (CS) on campus (since no career counseling is offered at our Center). After an orientation, interns spend one four-hour half day per week at CS working under the supervision of the Associate Director of Career Services, for a period of eight weeks. Interns will have an opportunity to be exposed to computer-assisted career guidance including SIGI-plus and DISCOVER, as well as major career assessment instruments.

*Interns may select only one of the optional rotations and please note that involvement in these rotations will necessitate cutting out certain other training involvements during the Summer Session.

Other Training Opportunities (Development of a Professional Context)

Orientation

Interns are introduced to our internship program through a two and a half week orientation period. The orientation process serves to acquaint interns with the University, the Center, and the Training Program. In addition, it includes a three-hour workshop on ethical and legal issues related to the practice of psychology, a three-hour workshop on suicide prevention, assessment training, outreach and consultation training, and other areas. In addition there is training in our scheduling program and record keeping system, and other relevant policies and procedures. The orientation period is also utilized for the initial assessment of intern skills to assist in individualization of our training structure as well as to facilitate the monitoring of interns' progress through our program. Finally, the orientation period affords the opportunity for interns to become acquainted with Center and adjunct staff and to become comfortable in new surroundings.

Professional Development Hour

The Associate Director meets with the Interns for a professional development seminar throughout the year. These meetings provide interns with an opportunity to discuss reactions to the Internship, and provide a forum for discussing professional perspectives gained during the internship year and to prepare for entry into the employment market

Intern Support Group

Interns meet alone on a weekly basis in the fall and on a biweekly basis in the spring and summer. The purposes of this group are to allow interns to share and discuss interests and concerns and to facilitate the development of mutual support.

Staff Meetings

Interns attend a General Staff Meeting once a month in the fall and spring, and are given the opportunity to participate actively in staff discussions. Opportunities to be involved in improvement efforts, as well as other center committees, add to interns experience with counseling center administration and policy making. As the internship year approaches the end, interns are included in the senior staff meetings over the summer.

Staff Development

In addition to training experiences specifically designed for the internship, interns also participate in All-Staff Development for one and three quarter hours every other week. These training modalities typically cover not only ethical and legal issues and multi-cultural issues, but often heavily emphasize clinical intervention models and strategies. Other Program Emphases are also frequently covered.

Apprenticeships

Interns who do not choose an external summer rotation may choose one 2-hour per week apprenticeship in the summer in one of the following Program Emphases: Direct Service, Consultation and Outreach, Training, and Administration. Working closely with the Coordinator of the selected area, interns develop a special project or gain first-hand experience in the coordination of one of these important agency functions.

Areas of Concentration

Interns who are interested in developing certain areas of concentration that fit within the scope of our agency may have the opportunity to do so within the existing structure of the program. These areas include but are not limited to the following:

Sexual Assault/Relationship Violence: Interns interested in working with these issues can volunteer to have a certain number of their counseling hours reserved for work with sexual assault or relationship violence survivors who come to our agency in order to deal with the trauma of these experiences. In addition an opportunity exists to co-lead a Sexual Assault or Relationship Violence Recovery Group with our Sexual Assault Counselor.

Working with Athletes: Penn State offers 28 intercollegiate sports teams and is a consistent contender for national titles in many sports. By special arrangement with the Department of Intercollegiate Athletics, CAPS provides direct clinical services to student athletes. Interns with interest in this area can choose to work with student athletes. In addition to clinical services, CAPS staff may consult with coaches, trainers and team physicians on athletes' personal concerns. Finally CAPS is occasionally invited to provide programs of importance to student athletes, with topics ranging from sexual assault/date rape, alcohol/drug issues, and post-ventions around critical incidents.

Other areas of clinical expertise: Other areas of clinical expertise such as eating disorders may be developed through special requests as to the types of clients to be included in an individual therapy caseload, types of groups co-lead and types of outreach programs selected.

An Invitation

We view the internship as a unique experience in professional development; it is the singular opportunity for psychologists to perform extensive professional functions for the primary purpose of training. We are committed to making the year a special professional and personal experience for our interns. If our program seems well-suited to your interests and needs, we encourage and welcome your application.

Weekly Time Breakdown Part I

Fall Semester

Please note that the first two and a half weeks will be devoted to an orientation to the University, the Agency, and the Program. In addition, ethical and legal issues (suicide assessment, formal assessment, outreach and consultation, spirituality, multicultural, theory, and group therapy orientation) will be reviewed during the orientation period. What follows is a breakdown of time for the Fall Semester following the two and a half week orientation.

DIRECT SERVICE	
Intake	3 hrs. weekly
Crisis Intervention	2 hrs. weekly
Assessment	0-2 hrs. weekly (total=minimum 3 assessments/semester)
Brief Counseling	2 hrs. weekly
Short-Term Psychotherapy	7-8 hrs. weekly
Long-Term Psychotherapy	1 hr. weekly
Group Psychotherapy	3 hrs. weekly
Total Direct Service	19-21 hrs. weekly
TRAINING TIME (Supervision and Training Seminars)	
Individual Psychotherapy Sup.	2 hrs. weekly
Group Psychotherapy Sup.	2 hrs. weekly
Assessment Seminar/Sup.	10 hrs. of seminar time for the semester plus individual assessment supervision as needed.
Crisis Intervention Seminar/Sup.	1 hr. weekly
Multicultural Seminar/Case Conf.	8 hrs. of seminar time for the semester
Drug and Alcohol Supervision	1 hr. biweekly
Psychiatric Consultation Seminar/Case Conf.	6 hrs. of seminar time for the semester
Group Therapy Seminar	1 hr. biweekly
Outreach/Consultation	4 hrs. of seminar training during orientation and supervision as needed
Spirituality Seminar	5 hrs. of seminar time for the semester
Time Limited Therapy Seminar	1 hr. biweekly
Professional Development Seminar	1 hr. biweekly
Intern Support Group	1 hr. weekly
All Staff Development	≈ 2 hrs. biweekly
Total Training Received	12 hrs.
OTHER	
Dissertation Research	3 hrs. weekly
Research Team	7 hrs of team meeting for the semester

Staff Meetings	1 hr. monthly
Notes and Recordkeeping etc.	5 hrs. weekly
Total Other	Approximately 9 hrs. weekly
GRAND TOTAL	40 hrs. weekly

+Some evening time will also be involved for these activities. Interns not opting to specialize in Outreach/Consultation will be expected to do at least 3 workshops/semester, including at least one per year, which will involve multi-cultural student outreach.

Please note that while the internship is designed to be approximately a 40 hour work week in the office, there is the expectation that interns will do some reading on their own time related to the seminars that are offered as part of the training program throughout the internship year. Interns can log these hours in their professional activity logs so that they can count towards their 2000 hours to complete the internship program.

Weekly Time Breakdown Part II

Spring Semester

DIRECT SERVICE	
Intake	3 hrs. weekly
Crisis Intervention	2 hrs. weekly
Assessment	0-3 hrs. weekly for those choosing the Assessment specialty
Brief Counseling	2 hrs. weekly
Short-Term Psychotherapy	7 hrs. weekly
Long-Term Psychotherapy	1 hr. weekly
Group Psychotherapy	3 hrs. weekly (two groups)
Drug & Alcohol Clients	2 hrs. weekly
Dialogues on Race Group	4 hrs. weekly for those choosing the Race Dialogues concentration
Total Direct Service	≈ 18 -21 hrs. weekly depending on areas of concentration chosen
TRAINING TIME (Supervision and Training Seminars)	
Individual Psychotherapy Sup.	2 hrs. weekly
Group Psychotherapy Supervision	2 hrs. weekly
Assessment Supervision	As needed for Basic Option. 1 hr. weekly for those choosing the Advanced Assessment concentration
Crisis Intervention Supervision	1 hr. weekly
Multicultural Seminar/Case Conference	8 hrs. of seminar time for the semester
Drug & Alcohol Supervision	1 hr. weekly
Group Seminar	1 hr. biweekly
Consultation/Education Supervision	1 hr. biweekly for those choosing the Consultation concentration
Time Limited Therapy	1 hr. biweekly
Evidence-Based Practice Seminar/Case Conference	8 hrs. of seminar time for the semester
Couples Supervision	1 hr. biweekly for those choosing Couples concentration
Research Supervision	1 hr. biweekly for those choosing the Research concentration
Spirituality Seminar	5 hrs. of seminar time for the semester
Supervision of Supervision	1.5 hrs. weekly
Professional Development Seminar	1 hr. biweekly
Intern Support Group	1 hr. weekly
All Staff Development	≈ 2 hrs. biweekly
Dialogues on Race Supervision	2 hrs. weekly for those choosing the Race Dialogues specialty
Total Training Received	12-15 hrs.
OTHER	

Consultation & Outreach	2 hrs. weekly for those choosing the Consultation concentration
CAPS Research Project	2 hrs. weekly for those choosing the Research concentration
Supervision of Trainees	1.5 hrs. weekly
Dissertation Research	2 hrs. weekly
Staff Meetings	1 hr. monthly
Notes, Record Keeping, Phone Calls, etc.	5 hrs. weekly
Research Team	1 hr. biweekly
Total Other	Approximately 10 hrs. weekly
GRAND TOTAL	40 hrs. weekly

Weekly Time Breakdown Part III

Summer Session

Interns selecting one of the two optional rotations will have a somewhat different summer schedule than those not opting to do a rotation during the time of the rotation.

DIRECT SERVICE	
Intake	2-3 hrs. weekly
Assessment	as needed to complete requirements
Crisis Intervention	2 hrs. weekly
Brief Counseling	2 hrs. weekly
Short-Term Psychotherapy	8-10 hrs. weekly
Long-Term Psychotherapy	1 hrs. weekly
Group Psychotherapy	1.5-3 hrs. weekly
Alcohol Intervention	2 hrs.
Total Direct Service	19-21 hrs. weekly
EXTERNAL ROTATIONS	
Career Services	4 hrs. week for 8 weeks
Meadows Psychiatric Center	20 hrs. week for 4 weeks
TRAINING TIME	
Supervision and Training Seminars	
Individual Psychotherapy Sup.	2 hrs. weekly
Group Supervision	1 hr. weekly per group
Assessment Supervision	1 hr. as needed
Crisis Intervention	1hr. weekly
Research Supervision	1 hr. biweekly for those choosing the Research concentration
Professional Development Seminar	1 hr. biweekly
Intern Support Group	1 hr. biweekly
Drug & Alcohol Supervision	1 hr. weekly
Total Training Received	6-7 hrs. weekly
OTHER	
CAPS Research Project	2 hrs. weekly for those choosing the Research concentration
Apprenticeships	2 hrs. weekly for those not choosing an external rotation
Dissertation Research	4 hrs. weekly
Notes, etc	5 hrs. weekly
Research Committee	as needed
Staff Meetings	1 hr. weekly

Total Other	14 hrs. weekly
GRAND TOTAL	40 hrs. weekly

Please note that a certain amount of flexibility exists within direct service requirements and that the total number of hours may be distributed differently according to individual intern's needs, and that continuing involvement with consultation concentration would alter short-term client hours slightly, or eliminate apprenticeship.

Staff Members

Psychologists

Jo-Ann Cohn

Psy.D. (2001) Clinical Psychology, George Washington University.

Staff Psychologist, Assessment Coordinator.

Interests: Psychodynamic psychotherapy, couples counseling, individual and relationship resilience, anxiety disorders, attention deficit/hyperactivity disorder

Dennis Heitzmann

Ph.D. (1974) Counseling Psychology, University of Texas at Austin

Director

Affiliate Professor of Psychology and Counseling Psychology

Interests: Counseling center administration, organizational consultation, student athletes, and theories and methods of counseling and psychotherapy.

Joyce Ilfelder-Kaye

Ph.D. (1980) Counseling Psychology, The Ohio State University

Associate Director (Intern Training Director)

Affiliate Associate Professor of Counseling Psychology

Affiliate Assistant Professor of Psychology

Interests: Psychodynamic therapy, women's issues, group psychotherapy, ethics and legal issues, professional issues.

Ben Locke

Ph.D. (2002) Counseling Psychology, Boston College

Assistant Director of Research and Technology

Affiliate Assistant Professor of Counseling Psychology

Interests: Anxiety, OCD, and panic attacks; relationships and communication; family-of-origin issues including ACOA; men's issues; research and technology; personality and assessment.

Sean Lukens

Ph.D. (2002) Clinical Psychology, Penn State University

Staff Psychologist

Interests: Anxiety and pain management, post-trauma growth, grief and meaning making, mindfulness and meditation existential and Buddhist psychology.

Shannan Smith-Janik

Ph.D. (2008) Clinical Psychology, University of Virginia

Staff Psychologist

Interests: Anxiety, mood disorders, assessment, cognitive behavioral therapy

Julie States

Ph.D. (2001) Counseling Psychology, West Virginia University

Staff Psychologist

Interests: Group therapy, spiritual and religious issues in counseling, women's issues, trauma and recovery, supervision and addiction.

Will Wadlington

Ph.D. (1983) Psychology, Penn State University

Associate Director, Clinical Services

Interests: Existential psychotherapy, Rankian constructive therapy, personal growth, ego development, research on the creative process, personality theory, history of psychoanalysis, postmodern psychotherapies, time-limited therapy.

D'Andre Wilson

Ph.D. (2006) Counseling Psychology, Penn State University

Staff Psychologist

Interests: Multicultural counseling and theory, supervision, racial identity theory, counseling student athletes.

Social Workers**Chris Fahey**

M.S.W. (1979) Smith College School for Social Work

M.S. (1972) Counseling, SUNY at Brockport

Intake Specialist

Interests: Victims of trauma, eating disorders, group therapy, loss.

Mary Anne Knapp

M.S.W. (1975) Social Work, West Virginia University

Outreach and Consultation Coordinator

Interests: Depression/suicide prevention, stress management, trauma, compulsive disorders, eating disorders, substance abuse, relationship addiction, self-help resources and psycho-educational interventions, women's issues.

Cathie St. Andrews

M.S.W (2002) Social Work, University of Pittsburgh

Triage Coordinator

Interests: Case management, problem solving, crisis intervention, self esteem, anxiety, and life transitions

Psychiatric Providers

Victoria Stout

D.O. (1983) Philadelphia College of Osteopathic Medicine
Staff Psychiatrist

Interests: Mood disorders, anxiety disorders, eating disorders, and attention-deficit disorder.

Sandra Brill

MSN (2002) Drexel University
Nurse Practitioner

Interests: Mood disorders, anxiety disorders.

Certified Addiction Counselor

Stephen Shetler

MA (1979) Community Psychology, Temple University.

Interests: Substance misuse, substance abuse, chemical dependence, dual diagnosis, "co-dependence," ACOA's, and LGBT clients.

Sexual Assault Counselor

Patricia Johnstone

M.S. (1972) Counseling and Guidance, University of Wisconsin

Interests: Trauma, women's issues, violence against women, resiliency, male-female relationships, gender communication, and crisis intervention.

Support Staff

Lori Schoch - Office Manager

Lynne Gilham - Staff Assistant

Andrea Chaposky- Staff Assistant

Sandy Minichiello - Staff Assistant

Current Interns

Natalie DePalma	Counseling Psychology Penn State University
Nadia D'Iuso	Counseling Psychology SUNY at Albany
Jennifer Hardy	Counseling Psychology Penn State University
Ryan Weatherford	Counseling Psychology Lehigh University

Previous Interns

Here's a list of our previous interns for the past five years and their last known positions:

2008-2009

Carson Ham Counseling Psychology Penn State University	Staff Psychologist Counseling Center University of Florida, Gainesville
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Leann Terry Counseling Psychology Indiana University	Completing her degree
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Jean Tzou Counseling Psychology University of Kentucky	Post-Doctoral Fellow Counseling Center University of Wisconsin, Madison
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Maria Vinca Counseling Psychology Penn State University	Post-Doctoral Fellow Sunpointe Behavioral Health State College, PA
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2007-2008

Kelly Blasko Counseling Psychology The Pennsylvania State University	Post-Doctoral Fellow Counseling and Psychological Services University of Michigan
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Erin Hammond Clinical Psychology George Washington University	Staff Psychologist Counseling Center Texas Women's University
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Bindu Methikalam Counseling Psychology The Pennsylvania State University	Staff Psychologist Counseling Center Villanova University
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Shannan Smith-Janik Clinical Psychology University of Virginia, Charlottesville	Staff Psychologist Counseling & Psychological Services Penn State University
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2006-2007

(Ryan) Lee Counseling and School Psychology Florida State University	Assistant Professor Seoul, Korea
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Sandra Testa Michelson Clinical Psychology The Pennsylvania State University	Staff psychologist The Psychological Clinic Penn State University
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Eleonora Odes Counseling Psychology The Pennsylvania State University	Post-Doctoral Resident Shepherd-Pratt Baltimore, MD
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Elizabeth Olson Counseling Psychology University of Missouri, Kansas City	Director, Counseling Services Simpson College Indianola, IA
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2005-2006

Anna Dendy Counseling Psychology The Pennsylvania State University	Staff Therapist Counseling and Psychological Services Penn State University
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Joseph Roberts Counseling Psychology West Virginia University	Assistant Professor Carlow College Pittsburgh, PA
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Shauna Wickham Clinical Psychology Loyola College in Maryland	Training Director Counseling Center University of Nevada, Las Vegas
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Ginger Wickline Clinical Psychology Emory University	Assistant Professor Miami University of Ohio (Middletown campus) Middletown, OH
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2004-2005

Deb Gardner Counseling Psychology New Mexico State University	Staff Psychologist The Counseling Center Lehigh University
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Pam Nilsson Clinical Psychology Case Western Reserve University	Staff Psychologist University Counseling Services Case Western Reserve University
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Cathy Roberts Clinical Psychology Nova Southeastern University	Staff Psychologist Geo Care, Inc./South Florida State Hospital Pembroke Pines, FL
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Michael Wolff Counseling Psychology The Pennsylvania State University	Assistant Director The Psychological Clinic Penn State University
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Application Eligibility

Doctoral students in APA or CPA accredited Clinical and Counseling Psychology programs are eligible to apply. At least 600 hours of pre-internship practicum experience (including at least 400 hours of direct client contact and at least 200 hours of indirect practicum) are required. All course work and qualifying exams required for the doctorate should be completed prior to internship. Qualifying exams must be completed prior to rank order submission.

The Training Year

Mid-August, 2010 through mid-August, 2011.

Stipends and Benefits

The stipend for the training year currently is \$24,120.

Interns are entitled to full university employee benefits, including health insurance and vacation. Interns will need to document completion of at least 2,000 hours as a part of satisfactorily completing the internship program at least 500 of which must be in direct clinical service. Each intern is allocated up to \$200 for additional training activities such as attending conferences, to be arranged with the Training Director.

Number of Interns

Positions are available for four full-time interns.

Application Procedure

PROGRAM CODE: 154711

For selection of the 2010-2011 internship class, CAPS will begin using the AAPI Online Application as are all APPIC member internship programs. Hard-copy, mailed-in applications will no longer be accepted. In order to find out more about the AAPI on line procedure and to access the applicant portal, please go to the APPIC website <https://portal.appicas.org/>

To be considered for internship at CAPS, your online application must include the following components:

- Completed APPIC Application for Psychology Internship (AAPI) form.
- A cover letter or letter of interest up to 500 words that describes your qualifications and professional experience that you believe make you a good match with our site. Please be sure to elaborate your specific goals for internship.
- Current vita.
- Official transcripts for all graduate work.
- Three letters of recommendation, at least two from supervisors familiar with your more recent clinical work. At least one letter of reference must be from someone in your academic program.

PLEASE NOTE: Penn State appointments conform to a variety of requirements, including legal eligibility for employment in the U.S. (sometimes called the I-9 requirement) and a background check that verifies that educational credentials are valid and that candidates have no criminal or other record that would preclude employment in the University's judgment. Please refer to Policy HR96 available at <http://guru.psu.edu/policies/OHR/hr96.html>. These are conducted following the APPIC Match, but the outcome of these background checks have the potential to preclude appointment.

Application Deadline

To be considered for the internship of the academic year 2010-2011, all application materials must be uploaded on to the AAPI Online by **Sunday, November 15, 2009**.

A telephone interview or an in-person interview will be arranged with strong candidates following this deadline. Strong candidates interested in interviewing in person are welcome to do so. Arrangements can be made through the Director of Intern Training. We plan to notify applicants whether or not they are receiving an offer for an interview on or before December 15, 2009.

Training Director Address and Contact Information

Joyce Illfelder-Kaye, Ph.D.
Director of Intern Training
Center for Counseling and Psychological Services
501 Student Health Center
Penn State University
University Park, PA 16802
(814)863-0395
Fax: (814) 863-9610
e-mail: jx11@sa.psu.edu

Notification Procedure

PROGRAM CODE: 154711

The Center will be participating in the APPIC Internship Matching Program and will abide by APPIC Match Policies established by the Association for Psychology Postdoctoral and Internship Centers.

Please note: 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 prior to Uniform Notification Day. If you have not yet requested an Applicant Agreement Form and materials describing the APPIC Internship Matching Program for positions beginning in 2010, please contact:

National Matching Services, Inc.
595 Bay Street
Suite 301, Box 29
Toronto, Ontario, Canada M5G 2C2
Telephone: (416) 977-3431
Fax: (416) 977-5020

Alternatively, you can request an Applicant Agreement package by completing and submitting the form available on the [APPIC Internship Matching Program Web Site](#)

Please read this important information about the [APPIC Match Policies](#)

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 201 Willard Building, University Park, PA 16802-2801; tel. (814) 865-4700.

Student Health Center, University Park, PA 16802
(814) 863-0395

[Counseling and Psychological Services](#)

This publication is available in alternative media on request.

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

Date Updated: Monday, November 16, 2009