



UCF

Counseling and Psychological Services

UNIVERSITY OF CENTRAL FLORIDA

Doctoral Internship in Health Service Psychology

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Welcome Letter

Hello and welcome to the University of Central Florida Counseling and Psychological Services (CAPS). We are happy that you are interested in our training site. We hope that the information helps you in determining whether UCF CAPS is a good fit for your doctoral internship year. Please feel free to email or contact me by telephone if you have any questions. I will be glad to discuss our internship program with you.

Best wishes to you in your internship selection process!

Sincerely,

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The Internship Setting

Orlando, Florida

Known as one of the world's premier travel and leisure destinations, Orlando is one of the fastest-growing cities in the United States with an estimated population of 255,400 individuals (Greater Orlando metropolitan area has a population of 2.13 million and the state of Florida has a population of over 19 million). Its temperate climate, tourism industry and cultural diversity make it a popular destination. Over 62 million people visited Orlando in 2014 and they enjoyed area attractions and theme parks such as Walt Disney World, Sea World, and Universal Studios, world-class beaches, shopping and dining, lakes, golf courses, jogging trails, and nature preserves.

University of Central Florida

The University of Central Florida is among the nation's largest universities, with an enrollment of over 64,000 students. As a major metropolitan research university, UCF plays a large role in Central Florida's fast-paced growth through its community and corporate partnerships, research programs, regional campuses and its nearly 11,000 employees. UCF offers 92 bachelor degree program, 83 master's degree programs, 31 doctoral programs, 3 specialist programs, and 1 professional program. UCF main campus is located 13 miles east of the city of Orlando, 45 miles from the Atlantic Ocean and Cape Kennedy, and 100 miles from Tampa and the Gulf of Mexico.

Counseling and Psychological Services (CAPS)

CAPS is a department within the Division of Student Development and Enrollment Services. Students come to CAPS with an array of developmental and mental health concerns ranging from adjustment issues to various kinds of severe psychological disturbance. Services offered by CAPS include brief individual and couples counseling, referrals, consultation, group therapy and workshops, crisis intervention, developmental programming and presentations, and psychological assessment.

CAPS currently has 6 administrative staff (Director; Associate Directors of Clinical Services, Outreach and Community Intervention, and Training; Assistant Directors of Clinical Services and Administration & Innovation), 22 staff clinicians, 6 administrative support staff, and Bodhi, an animal-assisted therapy dog. Please see our UCF CAPS Staff Website for more information.

CAPS is open 8-6 pm on Mondays-Thursdays and 8-5 pm on Fridays during the fall and spring semesters. During the summer semester, CAPS is open Monday-Friday from 8-5 pm. CAPS is Building 27 on the UCF campus.

Model of Training & Competencies

The UCF CAPS APA accredited internship program prepares strong generalists in the practice of psychology. The internship program utilizes a practitioner-scholar-developmental model of training. The focal point of this model entails a focus on service delivery with professional development being viewed as sequential in nature, and with the goal of helping interns move toward greater levels of autonomy and independent practice by the completion of the internship year. This model also includes an emphasis on experiential learning which allows interns to learn through concrete

experience, reflective observation, active experimentation, and establishment of mentoring relationships where training is viewed as relational and reciprocal. Our training model aims to produce competent and versatile generalists who are prepared to practice as entry-level professionals in college and university counseling centers as well as a variety of related clinical settings. The internship program serves to prepare interns to meet the requirements for psychologist licensure. As generalists, interns are expected to develop enhanced awareness, knowledge and skill in the following core areas of health service psychology competence: Ethical and Legal Standards; Individual and Cultural Diversity; Research; Professional Values, Attitudes, and Behaviors; Communication and Interpersonal Skills; Assessment; Intervention; Supervision; and Consultation and Interprofessional/Interdisciplinary Skills.

Components of our Training Philosophy

Mentoring and Modeling

An important aspect of our training philosophy is the importance of mentoring and modeling. Consistent with our practitioner-scholar-developmental model of training, interns have opportunities to work collaboratively with professional staff members who represent diverse training disciplines including psychology, mental health counseling, social work, marriage and family therapy, and psychiatry. Our training program endorses an “open-door policy,” encouraging interns to interact with staff who function in a variety of roles such as mentor, supervisor, consultant, teacher, advocate, and administrator. Mentoring occurs through a progressive and experiential “learning by doing” process that is augmented by close supervision, co-facilitation and co-presentation opportunities and shadowing of staff during clinical or programmatic activities. Mentoring also occurs in the context of didactic training activities, staff meetings, project collaborations, and informal consultations with center staff. This range of experience allows interns to gain exposure to a variety of styles and perspectives, to expand their clinical and conceptual repertoire, and to cultivate areas of interest or specialty. In our approach to mentoring interns, we strive to model professional behaviors and demonstrate our commitment to ethical practice and all types of diversity. In addition, we strive to model open and healthy communication, critical thinking skills, self-care, continuing education and lifelong learning, and active membership in professional organizations.

Socialization Process & Professional Identity

Another tenet of our philosophy is based on our belief that the internship year is a time when a critical socialization process occurs for interns. This process helps foster the emergence and integration of a professional identity which is essential during their important transition from graduate student to practicing professional. We believe that a professional identity entails balancing of multiple professional roles and responsibilities, effective communication with clients and colleagues, and development of sound judgment and personal maturity. It also encompasses awareness and adherence to professional and ethical conduct, consolidation of theoretical orientation, and the ability to work collaboratively within larger systems. The socialization process of interns occurs in the context of daily interactions, formal supervision and training activities, and through professional relationships with members of the community. Developmentally, we expect interns will enhance their

breadth and depth of clinical skills and assume increasing levels of autonomy and independent functioning.

Learning in a Supportive Environment

Another element of our training philosophy is the belief that interns learn most effectively in a supportive atmosphere that is professional, collegial, and encouraging. With a strong investment in intern training and supervision, our training staff strives to cultivate a safe and welcoming environment in which interns can grow and develop as professionals. We consider interns as an integral part of our staff, and believe that interns have as much to offer us as we have to offer them. Interns receive ongoing mentoring, constructive feedback and evaluation which is reciprocal in nature, and ongoing encouragement to move steadily toward greater levels of independence and confidence. We are also aware that interns may enter our internship at different levels regarding clinical and conceptualization skills, practicum experience, integration of theoretical orientation, communication skills, and sensitivity to cultural diversity. As a result, we believe it is important to assess the developmental level of interns early on so that their training needs, interests and goals can be met during the course of the year.

Self-Awareness

Another philosophical premise is our belief that self-awareness is critical to the development of effective therapy skills as a psychologist. In this regard, interns will be asked to engage in a process of self-reflection and personal exploration with supervisors and training staff to reflect upon how their life experiences, personal qualities and interpersonal dynamics relate to their clinical and therapeutic work. Supervisors take great care to develop training relationships with interns that are characterized by trust, safety and respect. As such, we believe that care should also be taken to differentiate between therapy and supervision, and that personal exploration with interns should always be carried out with an emphasis on enhancing their therapeutic effectiveness and professional functioning rather than conducting therapy with them. The use of ongoing and constructive feedback is also essential in enhancing intern self-awareness and professional growth during the year. We believe it is important to use a strength-based approach while also encouraging areas for continued growth, and to strike the important balance of support and challenge in interns' acquisition of clinical skill, self-awareness, and professional development.

Integration of Scholarly Knowledge and Practice

Another principle is our belief that interns should be informed by the integration of scholarly knowledge and research findings as it impacts clinical practice. We emphasize the consumption of scholarly research in the application of clinical practice through training activities, didactic seminars and professional dialogues with center training staff. We encourage interns to gain understanding of a variety of empirically-informed treatments and interventions, analysis of current trends in the field, and the use of critical thinking in the process of clinical decision-making.

Appreciation for Differences

A final essential theme woven throughout the entire training program is that we value openness and appreciation for all differences among individuals including center staff and interns. We believe that honoring the richness of our similarities and differences facilitates growth and development and enhances quality of life in our community and the world in which we live. In order to effectively

respond to the unique needs of our diverse student population and broader campus community, we consider our own cultural contexts including understanding of the interaction of worldviews and experiences of oppression and privilege. As such, we are committed to promoting awareness and understanding of cultural diversity at all levels. We actively infuse this philosophy into the planning and implementation of all professional activities including 1) counseling services, 2) internship training, 3) programming and presentations, 4) consultation activities, 5) creation of brochures and website, 6) development of policies and procedures, 7) recruitment of staff and interns, 8) continuing education and professional development, and 9) research and scholarly activity. Interns are expected to develop enhanced multicultural competence during the year and to be skilled in addressing the needs of the various populations we serve.

CAPS' Diversity Statement

The staff at the University of Central Florida Counseling and Psychological Services have a commitment to providing a safe, welcoming environment for all students regardless of their gender, gender expression, ethnicity, race, language, culture, religious beliefs, sexual orientation, national origin, age, size, physical and mental abilities, and/or socioeconomic status. We aim to demonstrate our view of diversity issues through our work with individual and group counseling, consultation, outreach presentations, program development, assessment, supervision, training, and research. In our professional roles, we stand at the intersection of diversity and mental/emotional health by recognizing the impact of diversity issues on all individuals such as discrimination, stereotypes, oppression, prejudice, acculturation, and identity development. We make an effort to promote the acceptance and understanding of individuals with diverse backgrounds and to educate ourselves and others on diversity-related matters. We strive to be affirming, respectful, and open minded of individuals with diverse backgrounds not only among ourselves within the Center, but across the campus community through our contact with all students, staff, faculty, and administrators. We not only want to share this vision, but we hope to contribute to the reduction of problems such as prejudice, discrimination, and exploitation. We strive to recognize when our own diversity affects how we may relate to or work with our colleagues and the individuals we serve. It is part of our professional responsibility to gain continuing education for ourselves and our trainees regarding individuals of diverse backgrounds. We work towards recognizing and understanding the value of our similarities and differences. We uphold the freedom for people to remain committed to personal values. Our hope is that individuals in our Center, campus, and community feel at peace to live and be themselves.

Goals of the Internship

The following is a list of our training goals embedded within the health service psychology competency areas.

1. Clinical Competence:

- Interns will be able to conduct clinical interviews in which they accurately evaluate the psychological needs of clients, make accurate diagnoses, and assess the need for brief psychotherapy, psychiatric medication, or other psychological interventions including referrals and appropriate documentation.

- Interns will be able to provide brief individual psychotherapy to diverse clients with a variety of presenting concerns by the completion of the internship. Interns will practice integrative psychotherapy and learn how to apply ideas and strategies of change from different theoretical approaches.
- Interns will be able to facilitate process-oriented psychotherapy groups and/or theme-oriented psycho-educational groups.
- Interns will be able to provide crisis intervention for clients experiencing personal distress or acute symptomatology related to stress, trauma, or loss. Interns will be able to help students in crisis reduce their immediate distress and mobilize resources. Interns will be able to make decisions about clients' safety based on a risk-assessment of their danger to self and others.

2. Competence in Clinical Supervision:

- Interns will learn about the theory and practice of supervision from a developmental perspective.
- Interns will be able to supervise doctoral and/or master's level students for one semester and be supervised by a licensed psychologist for supervision of supervision.

3. Outreach and Consultation Competence:

- Interns will be able to design and facilitate psycho-educational workshops and engage in other types of developmental programming and presentations.
- Interns will be able to provide consultation with faculty, staff, parents and others who are concerned about a student, and develop formal consultation relationships with residence life and other members of the campus community to help meet the needs of students.

4. Individual and Cultural Diversity Competence:

- Interns will be able to demonstrate multicultural competence in their work with clients from diverse cultural backgrounds and who display other forms of individual difference. Multicultural competence is defined by the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change of the American Psychological Association (2003).

5. Professionalism, Professional Identity Development and Ethical Conduct and Practice:

- Interns will interact with a wide variety of professionals in a courteous and respectful manner and follow CAPS' policies and procedures.
- Interns will gain professional competence and confidence in their work, increase self-awareness that promotes professional growth, and develop a clearer sense of professional identity.
- Interns will be able to conduct themselves in an ethical manner throughout their internship. Ethical conduct is defined by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

6. Research/Program Development and Evaluation:

- Interns will participate in a seminar where they develop knowledge about evidence-based practice and skills in program evaluation.
- Interns will evaluate their own clinical practices and complete their own evaluation project related to the provision of services at UCF CAPS.

Internship Activities

Direct Service

Initial Assessment (2-3 hrs. weekly) –

Every UCF student who requests services at CAPS is entitled to an initial assessment. The purpose of an initial assessment is to gather information about the student's background and presenting concerns, gain a comprehensive understanding of their needs, and determine appropriate treatment planning and recommendations, which may include making referrals to on-and off-campus providers. Interns will conduct the assessment and complete a report which is reviewed by their supervisor and case disposition facilitators.

Brief Individual and Couples Therapy (11-16 hrs. weekly) –

Through our brief therapy framework, as defined by CAPS as an average of 4-6 sessions, interns assist clients in resolving issues which cause emotional distress and interfere with personal goals and academic success. Interns have the opportunity to broaden their clinical experience through exposure to culturally diverse clients and a variety of client issues ranging from developmental concerns such as adjustment to college and relationship difficulties to more psychologically challenging clinical issues such as eating disorders, mood disorders, trauma concerns and substance abuse. Interns also have the opportunity to provide longer term therapy with 1-2 clients during the internship year.

Timely Access (1-2 hours weekly) –

For students requesting same day services, interns will either conduct a regular intake assessment and/or provide crisis intervention. Interns may be responding to clinically urgent and complex client situations (e.g., suicidal or homicidal risk, psychotic episodes, or overwhelming trauma). Interns assume greater levels of responsibility for crisis intervention after receiving didactic training along with opportunities to shadow and observe staff in responding to crisis situations.

Counselor on Duty (3-5 hours monthly) –

After completing the first month of training, interns will be added to the counselor-on-duty rotation. They will be able to serve as consultants to therapists and field any calls coming into CAPS. This gives interns good experience in consultation at various levels.

Group Therapy (1.5 hours weekly, minimum) –

Intern will co-facilitate at least one process group each semester, and they have the option of co-facilitating additional process, structured, or support groups as desired each semester.

Interns are also encouraged to initiate the formation of a structured workshop during the year that reflects an area of interest and compliments CAPS' clinical needs.

Crisis Intervention –

In addition to serving individuals in crisis, CAPS also responds to the psychological and emotional needs of the larger campus community in the aftermath of a traumatic event (e.g., suicide, homicide, hurricane, etc.). Interns may have opportunities to assist staff in the planning and implementation of these interventions depending on the nature of the crisis and training interest of the interns.

Assessment –

All interns will conduct 2 psychological batteries over the course of their internship year. When psychological testing or career assessment is deemed appropriate, it is integrated into the therapy process. Opportunities for additional assessment experience may exist depending on intern interests, consultation requests from staff members as well as the interest and availability of staff members with expertise in this area.

Supervision

Individual Supervision (2 hours weekly)

Interns receive individual supervision from a licensed psychologist. Supervisors and interns are expected to clarify the training goals, the supervision expectations, responsibilities and roles, and the evaluation procedures. Interns will have an opportunity to switch supervisors prior to the start of the spring semester in order to receive a diverse supervision experience.

Group Therapy Supervision (.50 hour per week for each group)

Interns will receive supervision immediately after the group session from their staff co-facilitator for each group being conducted.

Case Conference Supervision (1.5 hours weekly fall/summer semesters; 1 hr. weekly spring semester)

Interns attend a weekly case conference facilitated by a staff member. In this meeting, interns will make formal and informal case presentations and have opportunities to engage in clinical dialogues with their colleagues regarding their work with clients.

Supervision of Supervision (1 hour bi-weekly fall semester, 1.5 hrs. weekly spring semester)

A licensed psychologist will be supervising interns providing supervision during the spring semester.

Conducting Supervision with a Pre-Master's or Pre-Doctoral Practicum Student (1 hr. weekly spring semester)

Interns will be able to supervise a graduate student engaging in a practicum experience at UCF CAPS. Interns will be learning about supervision while being engaged in the process of conducting supervision.

Training Activities

Orientation

Interns are introduced to the internship program through a 2-week orientation period which occurs prior to the start of the academic year in August. Interns receive didactic and experiential training during this period.

Training Seminar (1.5 hours weekly)

Interns are required to attend a didactic training seminar which is taught by various members of the staff. These seminars focus on assessment, group therapy, clinical interventions, cultural diversity, and ethics/professionalism.

Supervision of Supervision (1 hr. bi-weekly fall semester)

Interns will learn about various theories of supervision and learn skills to become a competent supervisor.

Outreach Seminar and Presentations (1 hr. every month)

Interns will learn about developmental programming that is both psychological and preventative in nature. In addition, interns will learn about engaging in consultations and liaisons with organizations and offices throughout the university. Interns are expected to facilitate 9 outreach presentations and attend 9 tabling events during the year. Interns are invited to focus on special areas of interest through their outreach work.

Program Development and Evaluation Seminar and Projects (1 hr. every month)

Interns will learn about the foundations, methods, and applications of program development and evaluation practices as applied to clinical work, center programs, and university wide initiatives. Interns will work in a group and individually during the fall and spring semesters, respectively, on various CAPS' initiatives (e.g., Black Institute) and/or individual interest areas.

Meeting with the Training Director (1 hr. monthly)

Interns will meet as a cohort or individually for ongoing support and to discuss experiences within the internship program. This is also an opportunity to discuss professional identity development concerns (e.g., post-doc and job search process).

CAPS' Primary Committee Participation (1 hr. every other week during semester assigned)

Interns will participate as an intern representative in training committee for one semester. Interns will engage in committee tasks alongside staff members.

Diversity Experience (1 hr. monthly fall, spring, and summer semesters)

Interns will engage in a process of an open dialogue about diversity related issues and topics that may impact their clinical and professional work.

Staff Events

Interns are expected to participate in designated staff meetings, to attend staff professional development workshops, and to engage in sunshine events as colleagues, which helps promote the development of their professional identity.

Professional Presentation

Interns will conduct 1 presentation on a topic that demonstrates expertise to an audience that consists of staff and community members. With guidance from CAPS' Professional Development Coordinator, this presentation occurs during the spring semester.

Clinical Records/Admin/Planning/Research (2-5 hours weekly)

Interns will be given time to work on client documentation, supervision preparation, outreach planning, and/or dissertation/research.

Sample Schedule for Interns

Direct Clinical Service

	Fall Semester	Spring/Summer Semester
Total Percentage = Direct Hours	52% = 21 Hours	50% = 20 Hours
Initial Assessments	3	2
Timely Access Appointments	1	2
Group Counseling	1.5	1.5
Counselor on Duty (1x/month)	0 – 5.0	0 – 5.0
Individual/Couples Therapy	11.5 - 16.5	9 – 14
Supervision (Given)	0	1.5
Assessment	0-	0-1

Indirect Service

	Fall/Summer Semester	Spring Semester
Total Percentage = Indirect Hours	48% = 19 Hours	50% = 20 Hours
Supervision – Received	2	2
Group Therapy Supervision – Received	0.5	0.5
Clinical Case Conference	1.5	1.0
Supervision of Supervision	0	1.5
Outreach Seminar (1x/month) Program Evaluation Seminar (1x/month) Sup of Supervision Seminar (2x/month)	1.0	0
Outreach Seminar (1x/month) Program Evaluation Seminar (1x/month) Diversity Experience Seminar (2x/month)	0	1.0
Staff Meeting/Professional Development Supervision Meeting with Training Director	1.5	1.5
Training Seminar/Prof. Development*	2.0	2.0
Committee (Clinical, Outreach, Training – 2x/month)	0 – 1.0	0 – 1.0
Outreach (3 presentations & 3 tablings per semester)	0 – 1.0	0 – 1.0
Admin Planning/Documentation/Research	Min 8.5 – Max 10.5	Min 9.5 – Max 11.5

Doctoral Internship Admissions, Support, & Initial Placement Data

Date Program Tables are updated: 8/27/2018

Briefly Describe in narrative form important information to assist potential applicants in assessing their likely fit with your program.		
A number of sources of information are used to assess candidates for the internship, including the written application and letters of recommendation. Following review of written materials, a skype interview is offered to candidates under consideration. We prefer applicants from doctoral programs in counseling psychology or clinical psychology. Stronger consideration will be given to applicants from APA accredited programs. Applicants should have a minimum of at least 500 intervention hours and 25 assessment hours on the APPI by the application due date. All coursework, practicum experience and comprehensive examinations required for the doctoral degree should be completed prior to internship. Applications are not considered complete until all materials are received.		
Does the program require that the applicants have received a minimum number of hours of the following at the time of application? If Yes, indicate how many:		
Total Direct Contact Intervention Hours	YES	500
Total Direct Contact Assessment Hours	YES	25
Describe any other required minimum criteria used to screen applicants:		
Applications for the UCF Doctoral Health Services Psychology Internship position, your online APPIC application must include the following components: <ul style="list-style-type: none"> • Completed online APPIC Application for Psychology Internship (AAPI) form. • Cover letter stating your interest in the UCF CAPS Internship program and your training goals • APPIC Academic Program’s Verification of Internship Eligibility and Readiness • Current vita • Official transcripts of all graduate work • Three letters of recommendation with at least 2 from licensed professionals familiar with your clinical work 		

Financial and Other Benefit Support for Upcoming Training Year*	
Annual Stipend/Salary for Full Time Interns	\$27,500
Annual Stipend/Salary for Half Time Interns	N/A
Program provides access to medical insurance for intern? If access to medical insurance is provided:	Yes
Trainee contribution to cost required?	Yes
Coverage of family member(s) available?	Yes (dependents)
Coverage of legally married partner available ?	Yes

Coverage of domestic partner available?	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	40
Hours of Annual Paid Sick Leave	40
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits: In addition, interns receive 40 hours (5 days) professional development leave for professional activities such as dissertation defense and conferences. There are approximately 9 university holidays. All interns have a private office with video equipment, a personal computer linked to the University network, and library privileges.	

Initial Post-Internship Positions (Aggregated tally for the preceding 3 Cohorts) 2015-2018		
Total # of interns who were in the 3 cohorts	3	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center	5	2
Veterans Affairs medical center	2	
Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital		
Academic university/department		
Other medical center or hospital		
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institute		
Correctional facility		
School district/system		
Independent practice setting		
Not currently employed		
Changed to another field		
Other		
Unknown		

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

Application Procedure

The UCF Counseling and Psychological Services is a member of APPIC (Association of Psychology Post-Doctoral and Internship Centers), so please go to the APPIC website for more information about rules and guidelines for applying to APPIC internship sites. **Our APPIC code number is 203711.**

To be considered for internship during the academic year 2019-2020, all application must be uploaded on to AAPI Online by November 1, 2018. Interview notification date will be no later than **November 30, 2018.** Telephone / internet video conference interviews will be set up and conducted in December/ January.

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.

Accreditation

Our doctoral internship in psychology is **accredited by the American Psychological Association.** UCF CAPS has been an APPIC member since 2007 and we take part in the national match process. CAPS is also accredited by the International Association of Counseling Services (IACS), Inc.

Inquiries about the accreditation state of our psychology internship program may be directed to:

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

Training year

Academic Dates for the UCF 2019-2020 academic year are not available at the time of this posting. Interns will accrue and document a minimum of 2,000 professional hours, of which 500 hours will be in direct clinical services during the internship year.

Positions

CAPS provides 3 internship positions for the 2019-2020 academic year. Interns will have to pass a background check as part of the onboarding process as an UCF OPS (Other Personal Services) employee.

Policies on Use of Leave Time

Interns are strongly encouraged to take their annual leave in between semesters and during summer sessions. All annual leave and professional development days must be approved by the Training Director. Due to interns' status as OPS (Other Personal Services) employees at the University of

Central Florida, it is recommended that interns view the UCF Human Resources page regarding family/parental leave policies.