

# Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: 8/30/2023

## Program Disclosures

<b>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes, provide website link (or content from brochure) where this specific information is presented:</b>	
N/A	

## Internship Program Admissions

**Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:**

Applications are accepted via the online APPIC Application for Psychology Internships (AAPI) online. All applications are screened to ensure that prospective interns have accrued at least 500 clinical hours.

Preference is given to applicants who:

- Have enough clinical experience and/or skill to work effectively with diverse children, adolescents, and their families in an outpatient setting (with supervisory support) using solid theoretical background (e.g.: psychodynamic, systemic, cognitive behavioral approaches);
- Demonstrate interest and ability in our core domains, e.g., practicum experiences in outpatient child/family therapy, developmental assessment, child and adolescent group therapy, and professional identity and development
- Demonstrate sustained and specific interest in, and readiness for, focused training in the treatment of children and families with particular emphasis on individually tailored treatments for each individual;
- Exhibit cultural humility and a willingness for continued learning and reflection regarding identity and systems of power and privilege;
- Have skills and humility regarding diversity issues and willingness to continue to grow in this area;
- Have experience in assessment with children, particularly early childhood and autism assessment; and,
- Demonstrate maturity, professionalism, and a commitment to ongoing development

As such, interns who come to CGC will have the experience needed to achieve the program's aim of producing professional psychologists equipped with the essential intervention and assessment skills requisite to improving the mental and behavioral health of children and families who present with a broad range of psychosocial configurations and to provide therapy, assessment, and crisis services to the diverse population we serve.

The interview process is utilized to ensure that the candidate has appropriate experience to prepare them for the clinical work and professional competencies expected of them on internship at CGC. For example, students are asked to conceptualize cases and provided supervision to assess their level of proficiency in theory and intervention, as well as assess how they utilize and incorporate supervisory feedback. Application materials are reviewed thoroughly to ensure that the intern has completed appropriate coursework needed prior to internship (e.g., a course in lifespan development, diagnosis, psychopathology, assessment, etc.) In addition, if the doctoral program is not APA-accredited, psychology staff research the student's program to ensure that they are in the process of seeking accreditation, so that the program is modeled after APA guidelines.

**Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:**

Total Direct Contact Intervention Hours	<u>NO</u>	Yes	Amount: N/A
Total Direct Contact Assessment Hours	<u>NO</u>	Yes	Amount: N/A

**Describe any other required minimum criteria used to screen applicants:**

We require a minimum of 500 clinical contact hours including both assessment and intervention.

## Financial and Other Benefit Support for Upcoming Training Year\*

Annual Stipend/Salary for Full-time Interns	\$38,000	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of domestic partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	21	
Hours of Annual Paid Sick Leave	Included in PTO	
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?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other Benefits (please describe): Option to participate in a 403(b) 8 hours of paid continuing education leave \$250 toward continuing education reimbursement		

---

\* Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

## Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2019-2022	
Total # of interns who were in the 3 cohorts	12	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	1	
	<b>PD</b>	<b>EP</b>
Academic teaching	PD = 0	EP = 0
Community mental health center	PD = 3	EP = 0
Consortium	PD = 0	EP = 0
University Counseling Center	PD = 0	EP = 0
Hospital/Medical Center	PD = 2	EP = 0
Veterans Affairs Health Care System	PD = 0	EP = 0
Psychiatric facility	PD = 0	EP = 0
Correctional facility	PD = 0	EP = 0
Health maintenance organization	PD = 0	EP = 0
School district/system	PD = 0	EP = 1
Independent practice setting	PD = 5	EP = 0
Other	PD = 0	EP = 0

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.