May 5, 2004

Clayton D. Mote, Jr., Ph.D.
President
University of Maryland
College Park, MD 20742

Dear President Mote:

At its meeting on April 1–4, 2004, the Committee on Accreditation conducted a review of the internship program in psychology at the University of Maryland Counseling Center. This review included consideration of the program's most recent self-study report, the report of the team that visited the program on October 29-30, 2003 and the program's response to the site visit report on December 18, 2003.

I am pleased to inform you that, on the basis of this review, the Committee voted to award accreditation to this program. In so doing, the Committee scheduled the next accreditation site visit to be held in 2010. During the interim, the program will be listed annually among accredited programs of professional psychology in the American Psychologist and on the accreditation webpages. The Committee also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

The Committee would like to provide the program with a summary of its perceived relative strengths and weaknesses. This will be provided below according to each of the domains. At the end of the letter, the program will be provided with an itemized list of any actions that the program needs to take prior to the next accreditation review. A summary of the Committee's review of this program is provided below.

**Domain A: Eligibility**  As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.

The Counseling Center is housed in the Division of Student Affairs at the University of Maryland, College Park campus. The Center provides services to address mental health, educational and developmental needs of students. The program has been continuously accredited by the Committee on Accreditation since 1984 and is highly ranked among university counseling centers with respect to largest proportion of enrolled students, staff research productivity, range of counseling services provided, courses taught by staff and field placement in related disciplines. The program clearly prepares interns for the practice of psychology and provides interns with sufficient and variable experiences that successfully meet goals and objectives of the internship. The program is supported in the counseling center budget and interns are categorized as state employees. The program provides a one-year experience and has appropriate policies and procedures in place as well as attention to issues of diversity. The program meets the provisions of this domain.
**Domain B: Program Philosophy, Objectives and Curriculum Plan**  The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.

The internship program has a long-standing national reputation for offering a solid internship education and training curriculum in the professional practice of psychology. The program utilizes a scientist-practitioner model of training along with a pedagogy based on apprenticeship and a developmental approach. The program's mission is to provide intensive and comprehensive education and training experiences in the practice of psychology. The model of integration of science and practice of psychology is evident in encouragement of critical thinking in clinical practice to include existing research and scholarly work and by facilitation of investigation of new ideas. Training is sequential, cumulative, and graded in complexity. The program has seven well-articulated objectives and competencies specified under each goal. The program meets the provisions of this domain.

**Domain C: Program Resources**  The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals.

The program has a designated leader that takes responsibility for directing and organizing the internship program. It appears that she creates a positive and committed environment for training in which all staff members feel included as active participants in the program. The program has appropriately credentialed psychologists that comprise the faculty and serve as excellent role models to the students. Several are active in professional organizations and in contributing to the literature. The program has four interns a year and excellent physical resources in terms of facilities and office space. The program meets the provisions of this domain.

**Domain D: Cultural and Individual Difference and Diversity**  The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

The program clearly recognizes the importance of cultural and individual differences and diversity in the training of psychologists, both with regard to the recruitment of staff and interns and with regard to training. The program demonstrates a strong commitment to issues of diversity, cultural, and individual differences in many different ways including research efforts, supervision, recruitment, and promotion.

**Domain E: Intern-Staff Relations**  The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences.

The interns are treated with respect and trust. The program staff actively works on fostering good relationships with interns and individualizing goals. Supervisors and other staff are accessible to the interns, and interns are evaluated formally twice within the year and receive feedback regarding their performance. The program has appropriate procedures in place for processing grievances and dealing with performance issues. The program has activities the support socialization into the profession, and other resources are also available to interns, such as recreation, child support, international student issues, and health services. Strong positive mentoring relationships between staff and interns focus on the intern's development as a psychologist.

**Domain F: Program Self-Assessment and Quality Enhancement**  The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to
the fulfillment of its sponsor institution's mission.

The program engages in self-assessment on an ongoing basis. The counseling service staff provides feedback to the training committee about training issues that affect the interns. The program has several evaluation tools in place to assist with self-assessment. Interns evaluate the orientation program and the internship experience as a whole including training rotations, supervision, staff, training director, and professional development issues. The interns are evaluated by each supervisor in each area and they meet twice a week with the Training Director. The Training Director also has individual meetings with each intern twice within a year to review program goals and expectations.

The program is asked to clarify the use of evaluation instruments among supervisors to increase consistency in how these are employed in the next self-study. The program is also asked to review and possibly modify the current intern rating scales to ensure that growth over the course of the training year is accurately evaluated and provide these results in the next self-study. The program is planning to revise the intern evaluation form, please provide the revised evaluation form in the next self-study.

1. The program, with appropriate involvement from its interns, engages in regular, ongoing self-studies that address:
   - Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while interns are in the program and after completion, and including the interns' views regarding the quality of the training experiences and the program);

Interns are evaluated regularly with respect to their attainment of program goals and objectives. It was noted that interns demonstrated an advanced level of work and competence at the end of their internship. The program surveyed interns and graduates and the results noted that interns felt that the program prepared them for positions in counseling or a combination of counseling faculty arenas. Graduates have continued to develop in scholarly arenas as well.

Domain G: Public Disclosure The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

The program has complete and accurate program materials, well developed manuals, and website information. The program meets the provisions of this domain.

Domain H: Relationship with Accrediting Body The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

The program meets the provisions of this domain.

In closing, on behalf of the Committee on Accreditation, I extend congratulations to faculty and students of the professional psychology program for their achievements. The Committee also expresses its appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If the Office of Program Consultation and Accreditation may be of service at any time on administrative matters of accreditation, please call upon us.
Sincerely,

Susan F. Zlotlow, Ph.D.
Director
Office of Program Consultation and Accreditation

cc: Vivian S. Boyd, Ph.D., Program Director
    Sharon E. Kirkland-Gordon, Ph.D., Director of Psychology Internship Training Program
    Ruperto M. Perez, Ph.D., Chair of Site Visit Team
    Richard A. Lenox, Ph.D., Member of Site Visit Team
November 19, 2003

Clayton Mote Jr., PhD
President
University of Maryland
College Park, MD 20742-4411

Dear Dr. Mote:

On behalf of the Committee on Accreditation, I wish to express appreciation to you and the staff of the internship program in professional psychology at the University of Maryland for the assistance and cooperation shown to the site visit team representing the Committee when it reviewed the program on October 29-30, 2003.

In accordance with its operating policy, the Committee on Accreditation is forwarding the enclosed report prepared by the site visitors for your comments. It is very important that the program carefully review the content of the report to ensure that the facts contained therein are correct and that the program's interpretation of those facts, if different from that of the site visitors, is made known to the Committee. In addition, you may wish to highlight any aspects of the program which you feel did not receive adequate emphasis in the site visit report, or otherwise invite the Committee's attention to any other appropriate information which you believe documents the program's quality in meeting the "Guidelines and Principles for Accredited Programs in Professional Psychology."

The Committee will base its decision on the report of the site visitors, your comments in response to it, and your self-study report or application for accreditation. To ensure timely processing, we would appreciate your comments on the site visit report by December 19, 2003. Thank you for your cooperation and continued support of education and training in professional psychology.

Cordially,

Susan Zlotlow, Ph.D.
Director
Office of Program Consultation and Accreditation

Enclosure

cc: Sharon Kirkland-Gordon, Ph.D., Director of Training

750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
(202) 336-6123 TDD
Web: www.apa.org
Site Visit Report

Training Program & Institution: Predoctoral Internship Training Program
Counseling Center
Shoemaker Building
University of Maryland
College Park, Maryland 20742-8111

Director: Vivian S. Boyd, Ph.D.

Director of Psychology Internship Training Program: Sharon Kirkland-Gordon, Ph.D.

Site Visitors: Ruperto M. Pérez, Ph.D., Chair
Richard A. Lenox, Ph.D., Member

Date of Site Visit: October 29-30, 2003

INTRODUCTION AND BACKGROUND

Introduction: The purpose of this site visit was to conduct a review of the accreditation status of the predoctoral internship training program at the Counseling Center at the University of Maryland. The internship program was established in 1969 and has had a long history of continuous accreditation by APA as an internship training program since 1984.

Background: The University of Maryland (UMD) is the state’s flagship land-grant institution. UMD is located in College Park, MD and consists of 12 academic schools and programs and many other graduate degree programs. At present time, the total undergraduate student population is approximately 38,000 students. The campus is located in the Baltimore-Washington, DC corridor and enjoys convenient access to a number of cultural, historical, and technological resources, sites, and services.

The Counseling Center is a department within the Division of Student Affairs. Dr. Vivian S. Boyd has served as the Center’s director since 1988 and has been at the Counseling Center serving in various capacities since 1972. Dr. Boyd reports directly to the Vice President for Student Affairs, Dr. Linda M. Clement. The Counseling Center houses 5 service divisions under its operations; each service division is managed by 5 assistant directors: Counseling Service, Dr. Jonathan Kandell, Disability Support Service, Dr. Margaretha Lucas (Interim Assistant Director); Learning Assistance Service, Dr. Marcy Fallon; Testing, Research, Data Processing and Evaluation Unit, Dr. William Sedlacek; University Parent Consultation and Child Evaluation Service, Dr. Beth Warner. The largest of the service units is the Counseling Service unit comprised of 6 cluster areas (career, consultation and outreach, direct service, research, staff development, training) that are coordinated by other senior staff.

The Counseling Center provides a wide variety of individual and group services to assist a student population of approximately 38,000 in addressing personal/social, career, and academic concerns. The services offered through the Counseling Center include a wide variety of preventative and developmental programs targeted to the University community. The Counseling Center also serves as a major training facility for graduate practicum students and externs in psychology. The psychology predoctoral internship program is structured as a one year, full-time training experience. Interns are
carefully selected and are ready for the broad scope of services and training opportunities offered to them at the Counseling Center.

As a result of their last site visit in 1988, the internship program was successful in implementing a number of suggestions to enhance the program. Changes made in the program included:

- creating an Intern Handbook
- revision of Counseling Services Handbook
- acquisition of additional 3,000 sq. ft. of space for Testing Office, including computer-based testing services
- interns from UMD’s counseling psychology program now invited to serve on Training Committee
- additional evaluation meetings of interns’ progress
- intern supervision of practicum students
- ongoing intern evaluation by senior staff of “small r” research project

Additionally, since that time, the internship program underwent a change in the Training Director role. Dr. Sharon Kirkland-Gordon assumed the role as Training Director in 1998 (check this) and worked closely with the former Training Director, Dr. Margaretha Lucas, to assure a smooth transition. Feedback from senior staff confirmed a sound and even transition (“The transition from Margaretha to Sharon was smooth and flawless”, “Sharon and Margaretha worked well together to manage the transition with the support of all the staff.”). Dr. Lucas remains on staff at the Counseling Center and serves as the Interim Director for Disability Support Service.

**DOMAIN A: ELIGIBILITY**

The internship program at the University of Maryland Counseling Center has a long-standing national reputation of being an APA accredited internship site that offers a solid internship education and training curriculum in the professional practice of psychology. The internship program is clear in its mission to train and prepare doctoral students for the practice of professional psychology as was evidenced in our meetings with all faculty, staff, current and past interns as well as survey results of past interns. From our interviews, all feedback was consistent in that the internship program more than adequately prepares interns for the practice of psychology. A number of intern alumni enter professions in counseling centers, academic departments, consultation, and independent practice. In addition, a number of intern alumni continue their professional involvement in professional organizations and continue their research pursuits.

The internship training program is a full-time, 1-year program in which interns are involved in a broad scope of service and training activities. The services offered by the Counseling Center are consistent with the training program and its goals and objectives. The program is engaged in primary service delivery that provides interns with sufficient and variable experiences that successfully meet the goals and objectives of the internship. As such, the internship is seen an integral part of the Counseling Center as evidenced by highly supportive feedback during our interviews with a number of university administrators and Center liaisons. In our meeting with the University President, Dr. C.D. Mote stated that the Counseling Center is seen as an integral part of the academic mission of the University of Maryland; a majority of the Counseling Center staff have formal affiliations with academic departments and are active in teaching a number of courses. President Mote also expressed his appreciation for the Counseling Center’s service to students and stated that its service to the University Community is highly valued (“The Counseling Center is one of the top operations we like the most”), recognizing the positive leadership of Dr. Boyd as the director. Additionally, Dr. Mote expressed his deep appreciation of the
Counseling Center’s response during a number of campus crisis in 2001 and recently in their continued efforts to serve the University.

The Counseling Center is an agency that is fully integrated within the Division of Student Affairs. Both the Center and internship have strong support from the Vice President of Student Affairs, Dr. Linda M. Clement, and is highly valued within the Division in its service students and the University community with quality and comprehensive services ("The Counseling Center is so ingrained within the University and within Student Affairs... the Counseling Center and Training Program are well-reflective of the mission and strategic plan of the University"). Interns are seen as an important part of the Counseling Center offering valuable service to students and consultation to various University departments and groups. Similar to Dr. Mote, Dr. Clement echoed her deep appreciation for the Counseling Center in its service to the University community, particularly over the past few years and recently in addressing the crisis needs of students and the campus.

The internship program is an integral part of the University of Maryland and has stable financial support and funding. Interns’ stipend is currently at $23,403. Interns receive full staff benefits and also receive approximately $400 for professional development. In addition, the Center provides for additional funding for university conferences, area meetings, etc. Due to current budget restraints, cost of living increases for 2003-2004 may be prohibited.

Diversity is a high priority value at the Center. In all our interviews, staff and interns valued importance and commitment to issues of diversity. Over the years, the clients at the Counseling Center have reflected an equal and, in some cases, higher percentage of ethnic and racial minority clients (37%) than are representative of the total student population (34%); there was a 7% increase in the use of counseling services by racial and ethnic minority clients last year. Additionally, Counseling Center clients reflect other aspects of diversity including sexual orientation, ability, and age. Diversity as an important value was reflected in all staff and intern interviews. The commitment to diversity is reflected in various aspects counseling services (e.g., Students of Color Walk-in Hour, Rainbow Walk-in Hour, group programs) and the internship program. Interns have opportunities to gain experience in working with diverse populations as well as obtain additional training and supervision via intern seminars, outreach programs, and consultation. In addition, the internship has been able to continue successful recruitment of diverse intern classes over the past 5 years. Over the recent years, the internship program has been successful in recruiting an increased number of ethnic and racially diverse intern applicants, based on past intern applicants and estimated/self-reported racial/ethnic minority status as reported below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of estimated/self-reported racial/ethnic minority candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>29%</td>
</tr>
<tr>
<td>2001</td>
<td>26%</td>
</tr>
<tr>
<td>2002</td>
<td>42%</td>
</tr>
<tr>
<td>2003</td>
<td>40%</td>
</tr>
</tbody>
</table>

It is evident that the internship program’s regular efforts to recruit and retain diverse intern candidates have been successful and that the program regularly engages in actions and planning that reflect its commitment to cultural diversity.

The program’s written policies regarding intern selection and needed academic requirements are explicitly stated and made available via printed materials and the program’s website (http://www.inform.umd.edu/CC/Structur/intern.htm). The program has clearly written procedures for grievances, evaluation, retention, and termination made available to staff and interns. Procedures conform to the guidelines and policies of the University.
DOMAIN B: PROGRAM PHILOSOPHY, OBJECTIVES, AND CURRICULUM PLAN

The internship training program at the University of Maryland has its intrinsic goal the preparation of professional psychologists as generalists in the scientist-practitioner tradition. The program explicitly states a model of training (scientist-practitioner) that facilitates learning through an apprenticeship model. The program reflects a well-planned, well-sequenced organization and curriculum; training activities are structured and organized in a way that reinforces the developmental approach taken by supervisors and the rest of the center.

The program identified 7 major training goals in order to meet the expected competencies of its interns:

- To foster interns’ development as generalist psychologists;
- To foster competency in several skill areas I the provision of emotional-social and educational-vocational counseling, and crisis intervention;
- To cultivate a commitment to the integration of science and practice through research, scholarly inquiry and problem-solving;
- To assist interns in developing competency in promoting psychological well-being of members of the campus community through prevention, outreach and consultation;
- To encourage interns’ understanding, appreciation and skill development in the provision of counseling services to culturally different populations;
- To facilitate the understanding and promote the adherence to ethical principles and standards required of psychologists;
- To foster the development of professionalism as it relates to administrative and other work responsibilities and relationships.

We found that the program’s philosophy, goals and objectives were consistent throughout all aspects of the internship. The interns’ educational and practicum experiences are consistent with the program’s philosophy of training as evidenced in criteria for intern selection (i.e., selecting interns from scientist-practitioner backgrounds). Each training goal is operationally defined well with clear objectives and goals. These competency areas adequately reveal a breadth of scientific inquiry and psychological practice. Program goals/objectives are satisfied through the objectives and training methods for each. Interns are expected to successfully complete all identified goals and objectives in each of the 7 training areas in order to fulfill the program requirements. In our review of intern performance, interns demonstrated advanced levels of work and competence at the end of their internship experience as evidenced in supervisors’ evaluation of interns.

Utilizing the Scientist-Practitioner model and operationalized through an apprenticeship model of teaching, the internship program exposes interns through a graded, sequential, and cumulative training program (as evidenced in the thorough orientation schedule and the intentionality with which interns are assigned clients) to a wide variety of experiences that allows them to be well-trained in the professional practice of psychology as evidenced, for example, in intern seminars covering various theories, formal assessment requirement, Research & Development programming, support for research and completing dissertation, and case conferences.

The overall training experience for interns is comprehensive, integrating elements of science and professional practice into the curriculum. Guided by the scientist-practitioner philosophy, interns are provided thorough supervision (both formal and informal), that allows them to learn and integrate empirical client information and data with the theory and practice of psychology. Interns are trained in the importance of using empirical data and integrating objective information into practice. Science is also integrated into the internship experience through various research opportunities for interns to work...
collaboratively with identified staff and with each other ("small ‘r’ research project"). There is a strong emphasis and support for interns to compete their dissertations while on internship (if not already completed before the start of internship). Interns are provided with constant supervision and modeling of professional behavior and are supported toward more autonomous functioning as the internship year progresses. We noted, however, that interns are not provided training in formal treatment planning which could provide for additional opportunities to integrate science and theory into clinical experience.

The bulk of the training experience is experiential in nature and service delivery and learning take precedence over revenue generation. Interns receive excellent experience in client case loads, outreach, consultation, and rotation opportunities in different service areas within the Center. From initial orientation and intake training to final evaluation, interns gain a comprehensive training experience in all aspects of the Center services. A unique strength to this site is the breadth of training opportunities afforded to interns through rotations in the various service areas of the Center. In talking with present interns, all expressed that they have appreciated the variety of training opportunities available to them. Interns stated that they have ample opportunities to become involved in the Center’s operations as well as a number of training opportunities afforded to them. Outside of their direct service training opportunities (e.g., individual and group counseling, couples counseling), interns have the chance to plan and implement consultation and outreach programs, crisis intervention, and provide supervision to practicum students. In addition, interns are socialized well as emerging professionals by high-quality staff who consistently echo us the value of the interns to the Center. In addition, current and past interns echoed the strength of commitment that senior staff have to the training of interns and their strength of dedication to the training program. Senior staff also voiced their strong commitment to the internship program and to their involvement with training.

Clients are assigned to interns throughout the year and interns are provided opportunities to work with a variety of clients and to express areas of interest in which they would like to gain more experience. Supervision is provided in all aspects of intern training. Senior staff members supervise interns in all areas of their direct service and interns related their appreciation of their supervision experience. As well, senior staff appreciated the opportunity to contribute to the development of interns’ professional growth as supervisors. It was clear from all our interviews with interns and senior staff that supervision is a highly valued experience ("Supervision is the glue that binds the staff to the training program", "Supervision is the heart and soul of the center", "Apprenticeship comes alive in supervision"). Documentation and evaluation of competency acquisition is carefully documented and monitored by the intern supervisors and Training Director. Interns are aware throughout the year of their progress through the competency areas. Review of current and past intern evaluations indicated overall high levels of competencies and skills among interns.

Interns’ caseloads reflected a good range of diversity. Over the years, the clients at the Counseling Center have reflected an equal and, in some cases, higher percentage of ethnic and racial minority clients than are representative of the total student population. A random sample of current interns’ client notes revealed that interns have a diverse caseload, reflecting diversity in broad areas (race, ethnicity, sexual/affectional orientation). In our meeting with past interns, they also reiterated the diversity of their client caseload and expressed valuing the experience.

The internship is well-organized with clear expectations and objectives as evidenced by the Intern Contract and our interviews with previous and current interns. The program has a well-functioning Training Committee that serves to systematically coordinate and oversee the program. Staff and interns have open input into making recommendations to the Training Committee and TC makes changes based on feedback received from staff and intern evaluations of the program (e.g., changes in interview questionnaire for intern candidates). The Training Committee receives good support from the staff to oversee the internship program has the trust of staff to perform its tasks. The Training Committee meets
regularly and as needed during the year. Constant monitoring and evaluation of program occurs by members of the Committee with input from staff and interns.

A challenge to a program with a longstanding history of providing quality training to interns is how to continue to nurture the program while also keeping it fresh. In our meetings with senior staff and interns, we found that the internship program is continually "freshened" through the efforts of the Training Committee and the Center to constantly evaluate the program and make changes as needed. In addition, the arrival of a new intern class each year keeps senior staff "fresh" and revitalizes the program from year to year ("The strength of interns keep the program fresh... their contributions are valued", "The training program freshens the staff", "The program adds to the youth of the staff", "We have a really good staff who are invested in continued training in practice, research, and training", "Sharon's weekly meetings are very positive. Her meetings with staff are very useful to help monitor the training program", "Sharon is good at keeping senior staff invested and keeping the internship fresh"). In addition, interns credited the support staff for their valuable support and gratefully recognized the ways in which support staff contribute to the internship program through their effective and efficient practices.

The program has a designated leader who is clearly identified and takes responsibility for directing the internship program. Dr. Kirkland was consistently recognized by senior staff and interns for her strong and effective leadership as Training Director. In all our meetings, Dr. Kirkland's role as Training Director was highly valued and appreciated, particularly for her ability to foster collaboration and consensus building and to foster positive interactions and relationships with staff and interns ("Sharon is the organizer", "Sharon has a nice way with the interns, Training Committee, and managing concerns", "She [Dr. Kirkland] does a lot to foster positive interactions with staff... all staff feel included", "Sharon is a strong advocate for the interns and the program", "Sharon is a phenomenal person... accessible role model, a good leader", "We could spend a whole hour on how much we love Sharon").

**DOMAIN C: PROGRAM RESOURCES**

The internship program is fortunate to have a multigenerational staff reflecting a wide range of years of counseling center experience and dedication to mentoring interns. Supervisors we interviewed reflected a high quality of professionalism and commitment to the training program, enjoying their roles and contributions to the internship.

Primary supervisors for clinical cases are assigned out of a pool of eleven available staff members who are doctoral level licensed psychologists – more than sufficient in number to meet the needs of four interns. In addition, other senior staff members supervise/mentor interns in the areas of consultation, group therapy, supervision of supervision and in the intern's rotation of choice. Rotation supervisors, both within other divisions of the Counseling Center (e.g., Testing, Research and Data Processing) and within other campus agencies (e.g., Office of Human Relations Programs) also adhere to the program's high standard of training. Supervisors appear to give much attention to integrating the program's Scientist-Practitioner philosophy into all aspects of intern training. In addition, the staff effectively models this philosophy through their own clinical, academic and research pursuits: most staff members have faculty status in one of several academic departments on campus; many staff have either presented at national conferences (e.g., APA) or published in respected journals (e.g., Journal of College Student Development, Journal of Counseling Psychology, The Counseling Psychologist) within the last five years. All staff members are invested in the intern training program and have a voice in its structure and implementation. The structure and leadership of the training program and training committee is detailed in B3e.

The program currently supports four predoctoral interns per year. Interns are selected from regionally accredited, degree granting institutions; and are of high quality. Interns selected have goals
and aspirations that are well-suited to and consistent with the training program and its philosophy. The site visitors were impressed with the current intern class members who spoke knowledgeably about the program’s training philosophy and its implementation. Comments from senior staff within the Counseling Center supported the consistent quality of the interns in terms of adequate preparation and professional functioning across time. The program has been very successful in recruiting interns who are familiar with the Scientist-Practitioner philosophy from a Counseling Psychology perspective (the self-study indicates that all interns since 1998 are enrolled in Ph.D. programs in Counseling Psychology that follow a Scientist-Practitioner training model). Interns at the Counseling Services have a clear designation of Psychology Intern. In addition, interns are included in general staff meetings where discussions and decisions affecting the status and operation of Counseling Center are communicated. One intern sits on the Training Committee, providing a voice for interns in the structure and implementation of the training program. In addition, the internship has been able to continue successful recruitment of diverse intern classes over the past 5 years. Over the recent years, the internship program has been successful in recruiting an increased number of ethnic and racially diverse intern applicants, based on past intern applicants and estimated/self-reported racial/ethnic minority status.

Stipends for pre-doctoral psychology interns at University of Maryland are competitive for the region at $23,403. In addition, interns receive health and retirement benefits as full time student affairs employees. Professional development funds for interns have been protected by the center. Each intern has his/her own office, equipped with a computer with printer and Internet access, telephone with voicemail, and have the capacity for videotaping or audiotaping individual and group sessions.

**DOMAIN D: CULTURAL AND INDIVIDUAL DIFFERENCES AND DIVERSITY**

The program clearly recognizes the importance of cultural and individual differences and diversity in the training of psychologists. This commitment is demonstrated in both recruitment and training. The visitors felt that both Counseling Center and the internship program have done very well in the area of recruiting and retaining staff and interns from diverse groups. In each of the past five years the program has been successful in attracting an intern group that is diverse with respect to ethnicity (i.e., for the years 1998 to 2003 reported in the self-study, 10 of the 20 interns represented ethnically diverse populations). In addition, the program’s recruitment success can be seen in the increasing percentage of diverse applicants to the program over the last few years. The Counseling Center staff historically and currently represents ethnic/racial and sexual orientation diversity and the visitors were impressed with the lengthy tenure of many of these staff members.

The value placed upon diversity by the agency and the training program is evident in various ways and the efforts of the agency to be accessible to all students at the University have been successful. For example, the Center has designated walk-in hours (e.g., Students of Color Walk-In Hour, Rainbow Walk-In Hour) designed to promote a welcoming environment for diverse student groups. Over the past 5 years, the clients at the Counseling Center have reflected an equal and, in some cases, higher percentage of ethnic and racial minority clients (37%) than are representative of the total student population (34%); there was a 7% increase in the use of counseling services by racial and ethnic minority clients last year. Additionally, Counseling Center clients reflect other aspects of diversity including sexual orientation, ability, and age.

Diversity was echoed as an important value in all our interviews with staff and interns. The commitment to diversity is reflected in various aspects counseling services (e.g., Students of Color Walk-In Hour, Rainbow Walk-In Hour, group programs) and the internship program. Interns have opportunities to gain experience in working with diverse populations as well as obtain additional training and supervision via intern seminars, outreach programs, and consultation. As well, diversity training is integrated into intern orientation, supervision, and seminars. Diversity is evident in the leadership of the
agency and there is a commitment to continuous learning of all staff of the agency.

The interns maintain a diverse caseload, as does the agency as a whole, especially in contrast to the general campus population. Emphasis on diversity seems to be integrated into all aspects of training (including both didactic training and clinical supervision). Comments from interns noted some concern that although diversity issues are mentioned throughout their intern training, the depth of training on diversity issues may not provide for a continuation of the intensive diversity training they received in their academic programs.

**DOMAIN E: INTERN-STAFF RELATIONS**

*A notable strength of the program is the strong positive relationship apparent between the staff and interns.* This was particularly highlighted when the program celebrated its 30th reunion at the 2002 APA Convention. The positive intern-staff relationships allow the program to successfully train interns via the apprenticeship model within the scientist-practitioner philosophy in an exemplary fashion. Interns are treated with courtesy and respect by all supervisors and the interns' presence is clearly valued by the senior staff within the Center.

All previous and current interns with whom we spoke positively and confidently of the environment of respect and trust which they feel exists in the program at the University of Maryland. Interns were clear regarding who had supervisory and/or administrative responsibility for each aspect of their training. Each expressed confidence in their ability to go to the appropriate staff member with a concern and believed that their concerns would be heard and responded to appropriately. Interns all had easy access to written grievance policies which had been explained and provided in writing during orientation.

The internship program at the University of Maryland is built on a model of mentoring trainees into new areas of growth while attending to their developmental needs and personal professional goals. The Training Director, Clinical Supervisor and other staff are readily available and accessible to the interns for as-needed consultation. Interns consistently expressed that they feel both challenged to try new things and very well supported while they do so. In meetings with interns, a prevailing atmosphere of respect and investment in training by staff was emphasized to the visitors.

Interns receive regular feedback about their performance in each area of their program and formal written evaluation from clinical supervisors two times per year. This evaluation is discussed with the intern and plans for further goals are generated with the intern. At the same time, interns formally evaluate clinical supervisors with opportunity for discussion of that evaluation. The visitors noted that intern files were complete, containing clear evidence that these procedures are regularly followed, although the format for written evaluation did vary somewhat among clinical supervisors (i.e., some preferring a narrative-only evaluation; others using ratings plus narrative comments). Some staff expressed having a difficult or confusing time in using the current rating scheme (4=Strong, 1=Unsatisfactory) to reflect a more developmentally-based evaluation scheme (e.g., intern is functioning appropriately for expected level of development).

The University of Maryland has written grievance procedures (Policy on Grievances for Associate Staff and Classified Personnel). The program reports that no formal grievances have been submitted by interns since the last site visit. The program issues a certificate of internship completion, as sample of which is included in the self study materials.
DOMAIN F: PROGRAM SELF-ASSESSMENT AND QUALITY ENHANCEMENT

Within this domain, the program has a number of strengths. First, the program offers ample opportunities for interns to provide on-going feedback and commentary regarding their training experiences. Opportunities are available at regular intervals using a number of formal evaluation procedures as well as informal opportunities offered through the accessibility of the Training Director. Interns have felt open in providing feedback to staff and the Training Director and the Training Committee (comprised of senior staff as well as a member from the intern cohort) has been receptive to responding in appropriate and effective ways in meeting and addressing the interns' needs and concerns.

Second, the Training Committee is responsible for monitoring the training program in all its dimensions. Overall, the Training Committee appears to be open to feedback from interns in addressing changes to their training needs. Additionally, the Training Committee regularly integrates suggestions from the interns on how to continually improve the training program for future interns. Third, the interns' training objectives and goals are assessed and evaluated regularly both in written form as well as through formal meetings of senior staff throughout the year. The evaluation forms for supervision are thorough and extensive, reflecting comprehensive areas of clinical training consistent with the program's training goals and objectives. Regarding the "Intern Progress Reports," we noted that the current rating scale does not seem to capture or reflect the developmental perspective through which supervisors view intern skill development and professional identity development. Some staff echoed having a difficult or confusing time in using the current rating scheme (4=Strong, 1= Unsatisfactory) to reflect a more developmentally-based evaluation scheme (e.g., intern is functioning appropriately for expected level of development).

Again, a challenge to a program with a longstanding history such as the internship program at the University of Maryland is how to continue to nurture the program while also keeping it fresh. We found that the internship program is continually "freshened" through continuous self-assessment and thoughtful planning of the Training Committee and the Center and to make changes as necessary. Based on feedback from staff, each year's intern class helps to keep senior staff "fresh" and re-energizes the program from year to year. Additionally, during our meetings and general feedback session with the staff and interns, all expressed an openness to receiving and an invitation to providing comments and suggestions in the ways that the program could continue to be enhanced and strengthened.

DOMAIN G: PUBLIC DISCLOSURE

The program relies both on printed material (brochures, advertisements in professional publications) and on an internet brochure to promote itself. The content of the website is thorough and accurate. It includes a description of the program, brief descriptions of each staff person and information about accreditation status. It also provides clear information about application procedures, contract dates, stipend and benefits. Interns felt that what was advertised is accurate. The program provided site visitors with all necessary documentation to conduct an intensive site visit. The program is listed in the on-line APPIC directory. Conversely, the program website materials include links to the APPIC directory, APPIC application materials, and the National Matching service

DOMAIN H: RELATIONSHIP WITH ACCREDITING BODY

The internship program has continued to maintain its obligations to the COA by filing annual reports. Program correspondence has been timely and up-to-date. Since its last site visit, the program has had a number of staff changes, including an anticipated change in directorship of the intern training program. The program is encouraged to continue its relationship with COA by informing COA of the changes in directorship as they occur.
APA Site Visit
University Counseling Center
October 29th & 30th, 2003

Site Visitors:

Ruperto M. Perez, Ph.D. (Chair) Richard Lenox, Ph.D.
Counseling Psychologist Associate Director/Training Director
University of Florida Texas Tech University
Counseling Center Counseling Center
Gainesville, FL 32611-4100 Lubbock, TX 79409-5008

Tuesday, October 28, 2003

11:04 a.m. Perez: Arrive at Reagan National Airport, Delta Airlines, Flight 0378, 
TIME: 11:04 a.m.
1:19 p.m. Lenox: Arrive BWI, American Airlines, Flight 1624, TIME: 1:19 p.m.

Wednesday, October 29, 2003

8:00 a.m. Pick up form Greenbelt Marriott Hotel
8:20 a.m. Tour of Center and Meeting with Dr. Vivian Boyd and Dr. Sharon Kirkland-Gordon
9:30 a.m. Meeting with the Training Committee (Perez and Lenox)
Dr. Sharon Kirkland (TD) Dr. Linda Tipton
Dr. Yvonne Oslin Christa Schmidt (intern)
Dr. David Petersen

10:30 – 10:45 **************************BREAK***********************

10:45-11:45 Meeting with Supervisors (Clinical, Consultation, Group) (Perez and Lenox)
Dr. Jonathan Kandell Dr. Pepper Phillips
Dr. Margaretha Lucas Dr. Brenda Sigall
Dr. Arnold Medvence Dr. Linda Tipton
Dr. Yvonne Oslin Dr. Franklin Westbrook
Dr. Akira Otani Dr. Kathy Zamostny
Dr. David Petersen

11:45-1:30 Lunch at Adele’s
1:30-2:30 Meeting with Interns (Perez and Lenox)
Armando Hernández-Morales Yu-Wei Wang
Christa Schmidt Anika Warren

2:45-3:00 Travel to President Mote’s Office (Perez and Lenox)
3:00-3:30  Meeting with President C. D. Mote (Perez and Lenox)
3:30-3:45  Travel to the Center
3:45-4:00  ***********************************SNACK BREAK*******************************
4:00-4:45  Counseling Center Administrative Group (Lenox)
          Dr. Marcy Fallon-Marinelli – Learning Assistance Service
          Dr. Margaretha Lucas (Interim Assistant Director, Disability Support Service)
          Dr. Bill Sedlacek, (Testing, Research, and Data Processing Unit)
          Dr. Beth Warner (University Parent and Child Consultation Service)

          Counseling Service Assistant Director (Perez)
          Dr. Jonathan Kandell in AD’s Office

4:45      Review of Records (Kirkland-Gordon)
          (Perez and Lenox)
5:45-6:30  Meeting with Former Interns (Perez)

          Meeting with Practicum Students (Lenox)

6:30      Travel to Dinner (open)
DAY 2: Thursday, October 30, 2003

7:30 a.m.  Pick up from the Greenbelt Marriott Hotel

8:00 – 8:45  Meeting with Sharon Kirkland-Gordon (Perez and Lenox)

8:45 - 9:45  Preparation Time

9:45-10:15  Meeting with Faculty (Perez)

Meeting with Center Liaisons (Lenox)

10:15-10:30  Travel to Dr. Linda Clement's Office (Perez and Lenox)

10:30-11:00  Dr. Linda Clement, Vice President for Student Affairs

11:00-11:15  Travel to the Counseling Center

11:15-12:15  Training Staff Feedback Session
Group Room (2122 Shoemaker)

BROWN BAG LUNCHES

Departure Plans

12:15  Perez: Leave for Reagan National Airport
Delta Flight 0725, Departs: 3:05 p.m., Terminal B

Lenox: Leave for BWI, American Airlines, Flight 1025,
Departs: 3:49 p.m.