APA-Accredited
Doctoral Psychology
Internship Program
In Health Service Psychology
2020-2021
Three Positions Available
Duke University
Counseling and Psychological Services
Division of Campus Life
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Training Statement

Duke University Counseling and Psychological Services (CAPS) offers an APA accredited 2000-hour internship in Health Service Psychology. This training occurs within an interdisciplinary agency of psychologists, clinical social workers and psychiatry professionals and an interprofessional working environment with health and wellness professionals from Student Health, Student Wellness Center and Duke Reach (case management).

The health service psychologist model is well suited to training and service delivery for emerging adults within a higher education context. Holistic health and wellness promotion and treatment of mental health disorders occur within an integrative emerging adult developmental framework. At CAPS, biopsychosocial assessment, intervention and consultation are provided for undergraduate, graduate and professional students, faculty, staff, parents and families. Considerations of micro and macrolevel aspects of diversity are paramount for trainees, professionals and service users within the collegiate context. Advances in psychiatry and clinical social work supplement the training experience.

Practice, research and scholarship form a symbiotic relationship, with opportunities for continuous feedback and enhancement of services and knowledge. An emphasis on scholarship facilitates an appreciation of multiple pedagogies and interdisciplinary knowledge streams. Historical and traditional psychological evidence-based research and theoretical models are simultaneously upheld and decentered. Interns are supported in developing the skills to become active consumers of clinical research and practice. They are encouraged to maintain a stance of curiosity and reflectiveness while they critically evaluate applications across contexts. Finally, the primacy of personal and professional growth within a health and wellness model is consistent with the goals of CAPS and Campus Life.

The training experience is service-oriented and individually tailored to provide a broad range of learning opportunities focused on the diverse emerging adult and adult populations within the higher education context. These include: clinical and developmentally focused individual and group psychotherapy and counseling; assessment; mental health consultation for students, families, academic faculty and administration and student support units; multidisciplinary treatment collaboration and referral; diversity apprenticeships; and outreach and community engagement.

Modalities of clinical intervention include individual, couple and group therapy and workshops. Community level interventions include mental health consultation, outreach, and community engagement. Each intern has the opportunity to participate in the development and leadership of workshops, with practice activities that assist students in areas such as life planning, interpersonal communication and effectiveness, health and wellness, diversity and identity development, and stress management.
Clinical and counseling psychologists, clinical social workers and psychiatrists work together to meet the training needs of psychology interns in a broad range of activities. These activities are relevant to the practice of psychology in the university counseling/mental health setting and other psychological service agencies. Supervision, training seminars, disposition teams, diversity apprenticeships, colloquia, research time, and professional development balance service activities. The internship year is coordinated and supervised by licensed psychologists.

Training Mission

The Counseling and Psychological Services (CAPS) doctoral psychology internship offers training for the practice of health service psychology with the emerging adult population within the context of college student mental health. This training occurs within an agency setting that values individual and cultural diversity.

Training Goals

1. To foster the intern’s professional identity as a health service psychologist including preparing the intern for rapid entry into a professional work setting.
2. To develop the intern’s assessment, individual, group, workshops, consultation and crisis intervention capabilities with the mental health and psychological concerns of service users.
3. To develop the intern’s skills in outreach, interdepartmental collaboration and community engagement.
4. To increase the intern’s awareness and knowledge of cultural and individual differences and diversity at the micro and macrolevels of intervention.
5. To increase the intern’s awareness and knowledge of the ethical principles of psychologists and how these principles are applied in a service setting.
Duke University

Duke University is a privately supported university with an enrollment of 15,192 students who come from 50 states and 124 foreign countries. The University provides a stimulating learning environment in its ten colleges and schools: Trinity College of Arts and Sciences, School of Law, Divinity School, Graduate School, School of Medicine, School of Nursing, Nicholas School of the Environment and Earth Sciences, Pratt School of Engineering, Sanford School of Public Policy and Fuqua School of Business. The University, with its national and international reputation for academic excellence, is located in Durham, North Carolina (pop. 311,640). It is situated amidst the 7,200-acre Duke Forest and in close proximity to North Carolina Central University (Durham), North Carolina State University (Raleigh) and the University of North Carolina (Chapel Hill). The four major universities provide a vibrant atmosphere for cultural, educational, athletic and student life. They are located adjacent to the Research Triangle Park, one of the largest planned research parks in the United States. The universities collaborate with organizations in many research and service endeavors.

The undergraduate (2016-17) student population of 6,532 is remarkable for its diversity. African Americans comprise 10% of the student population. Asian American/Asian comprise 22%, Hispanic/Latinx, 7%, Caucasian, 46% and International, 10%. The graduate and professional student population is 8,465 students with a total enrollment of 14,950. The gender ratio for the undergraduate population is female identified 49%, male identified 51%, Transgender/Gender Non-Conforming, .01%. 15% of the undergraduate students are North Carolina residents. Duke has a need-blind admission policy and approximately 50% of undergraduates receive financial assistance. The university registrar does not collect data regarding students who identify as LGBTQ+. 
Counseling and Psychological Services (CAPS)

CAPS evolved in 1977 with the merging of the existing Counseling Service and the Student Mental Health Service. University administrators believed that the most effective way to meet the broad needs of the student population would be through the close collaboration of mental health professionals of various disciplines. Some CAPS professional staff maintain clinical faculty appointments in the Department of Psychiatry and Behavioral Sciences, Duke University Medical Center.

CAPS is an agency within the Division of Campus Life. The mission of the Division of Campus Life is to support the optimal growth and development of our students and to provide services and support that will enhance their intellectual, social, cultural and physical development.

The mission of Counseling and Psychological Services is to enhance the education of Duke University students by addressing their mental health concerns and promoting their healthy emotional and social development.

The challenges of college life are great and demand a variety of personal strengths and problem-solving skills. CAPS is available to help students enhance their strengths and develop their abilities to deal with the experiences of living, growing, and learning at Duke. CAPS fills this need by providing a comprehensive range of psychological and psychiatric services. They are designed to intervene in and prevent emotional and psychological difficulties and to strengthen students’ abilities to succeed in the University’s undergraduate, graduate, professional and allied health programs.

These services include brief individual and group psychotherapy, crisis intervention, integrative health coaching, referral, emergency response, psychiatric services, assessment, consultation, outreach and workshops and community engagement interventions.
Training Staff

LaToya Adkins, LCSW she/her/hers*
LaToya is originally from Milwaukee, Wisconsin and relocated to North Carolina in 2015. She joined the Duke community and CAPS in September 2018, and she serves as a Staff Social Worker and a member of the Training Committee. She brings with her experience working in public schools, non-profit settings, the legal field, higher education, and in state and federal government.

At CAPS, LaToya appreciates the opportunity to build relationships and work collaboratively with students. As a first generation college student, it has always been important to LaToya to support students in overcoming the barriers of navigating educational institutions.

Her theoretical orientation is integrative and draws on cognitive behavioral therapy (CBT) and a humanistic approach. Her areas of clinical focus are anxiety, depression, self-care, student transition, attachment theory, mindfulness, and community engagement and outreach. Additional counseling interests involve restorative practices, the effects of solitude on mental health and well-being, and guiding students to use solitude as a tool to improve their relationships with themselves.

LaToya is an active member of the National Association of Social Workers and the North Carolina Society for Clinical Social Work. When not at work, LaToya enjoys candlemaking, going to the gym, Bikram yoga, cooking, writing poetry, and photography.

Anita-Yvonne (AY) Bryant, PhD she/her/hers
AY completed her PhD in Clinical/Community Psychology at the University of Maryland, College Park. She completed her internship training at Counseling and Consultation Service at The Ohio State University. AY serves as the Associate Director for Training Programs. She is a Clinical Associate in the Department of Psychiatry and Behavioral Sciences and an Integrative Health Coach.

AY’s professional interests include: multicultural counseling and training which encompasses culture, gender, sexual orientation and other aspects of identity and experiences; the psychology of African American women; program development and evaluation; and community level consultation and outreach.

Clinical interests include understanding the impact of educational environmental oppression, increasing access to successful collegiate outcomes, and spirituality in the healing process. Current scholarly interests focus on academic performance and collegiate experiences and critical race psychology.

Her counseling style reflects an African-centered multicultural philosophy, which integrates transpersonal, narrative and cognitive approaches in therapy. She is a member of the American Psychological Association, the Association of Black Psychologists and the Association of Counseling Center Training Agencies.
Jennifer Bullock, LCSW  she/her/hers
Jennifer is returning to CAPS as a staff social worker, having completed her social work internship here in 2000. During the intervening years, Jennifer worked as a social worker at Duke Hospital and as a psychotherapist in private practice. Jennifer values working with college students at a university and recognizes the unique potential for discovery, growth and change that undergraduate, graduate students, and their partners possess.

A graduate of Smith College School for Social Work, Jennifer's theoretical underpinnings are psychodynamic. She approaches students and their challenges using a collaborative, interpersonal, developmental approach and incorporates elements of cognitive behavioral therapy and mindfulness into her work. Jennifer has experience working with students from a wide range of backgrounds, including students who are marginalized in one or more of their identities.

Some of Jennifer's areas of clinical focus are depression, anxiety, grief/bereavement, and couples therapy. Jennifer has a strong commitment to social justice and to helping those impacted by racism and other forms of discrimination and oppression.

When she's not working, Jennifer enjoys reading, running, and playing with her children.

Tara Chandrasekhar, MD  she/her/hers
Tara Chandrasekhar is a staff psychiatrist at CAPS. She received her medical degree from the University of Missouri-Columbia. She completed residency training in General Psychiatry and Child and Adolescent Psychiatry at the University of North Carolina-Chapel Hill. Prior to joining Duke, she was a Clinical Assistant Professor with the UNC Department of Psychiatry. Currently she has an appointment as a Medical Instructor in the Department of Psychiatry and Behavioral Sciences at Duke University. In addition to her work at CAPS, Dr. Chandrasekhar provides psychiatric evaluations and medication management to those with Autism spectrum disorders. She has a research interest in novel treatments for Autism spectrum disorders and participates in clinical research at the Duke Center for Autism and Brain Development.

Ayesha K. Chaudhary, MD  she/her/hers/they/them/theirs
Ayesha received her medical training at The Aga Khan University Medical College in Pakistan and specialized in general adult psychiatry during her residency at Duke University Medical Center. Dr. Chaudhary serves as the Psychiatric Services Coordinator. She completed a clinical psychopharmacology preceptorship through Duke Glaxo Welcome and served as Executive Chief Resident during her time at Duke Medical Center.

She is a Diplomate of the American Board of Psychiatry & Neurology and a member of the American Psychiatric Association. She is a Clinical Associate in the Department of Psychiatry and Behavioral Sciences at Duke. Her clinical experience is broad based, and she has a special interest in chronic psychiatric illness and cross-cultural issues.
Jason Y. Cho, MD, MFA
Jason completed his medical degree at the University of Toledo in Toledo, Ohio. He finished his General Psychiatry training and Child and Adolescent Psychiatry fellowship at Duke University. Currently, in addition to his work at CAPS, he has an appointment as Clinical Associate in the Child Psychiatry Division at Duke. His varied clinical pursuits include treating patients in the Duke Autism Center, serving as a Consult and Liaison psychiatrist in the Duke Children's hospital, and teaching psychiatry fellows, residents, and medical students.

Prior to becoming a physician, he earned a Masters of Fine Arts in Painting and Drawing and produced several short animated films.

Mazella Fuller, PhD, MSW, LCSW, CEDS she/her/hers
Mazella joined CAPS in September 1995. She received her Doctorate in Human Services from Walden University-Institute for Advanced Studies, and her Master of Social Work from Smith College. Mazella served her internship in the Mental Health Division at University of Massachusetts at Amherst.

Mazella’s professional interests include: brief individual and couples therapy, ethnic and cross-cultural issues, women’s issues, group therapy, supervision and training outreach programs. An additional counseling interest involves her focus on self-esteem issues within a developmental framework. Mazella is a member of the National Association of Social Workers and the Association of Black Social Workers. She is a Clinical Associate in the Department of Psychiatry and Behavioral Sciences, Duke University.

Lia Gilmore, LCSW she/her/hers
Liadainn (Lia) Gilmore, LCSW is the Referral Services Coordinator at CAPS. She came to CAPS in 2011 from the Emergency Department at Duke Hospital where she was a clinical social worker and performed urgent psychiatric assessments for children and adults. She earned her MSW in 1992 and since that time has worked in many clinical settings with a significant emphasis on outpatient treatment and community mental health.

In her practice, Lia is particularly interested in psychotherapies that combine mind and body treatment and has studied energy psychology, mindfulness and Reiki. She is a member of NASW. At CAPS, Lia enjoys helping students find the right connection with a community therapist or psychiatric services practitioner.

Catherine (Cat) Goyeneche, PsyD she/her/hers
Cat is a staff psychologist at CAPS. She completed her graduate degrees in Clinical Psychology at the Illinois School of Professional Psychology in Chicago, IL and The Citadel Graduate College in Charleston, SC. Cat is returning to Duke after completing her doctoral internship here in 2014. Prior to returning, Cat completed a Postdoctoral Fellowship at the University of Chicago then worked there as a Staff Psychologist and Coordinator for the Academic Skills Assessment Program.
Cat has professional interests in the areas of: anxiety, depression, perfectionism, acculturative stress, couples counseling, outreach, and training. She also has particular interest in multicultural competency, Critical Mixed Race Studies, international study, and ACT. When not working, Cat enjoys hiking, volleyball, travel, and time with her family.

**Qin Hu, PhD**
Qin joined the CAPS staff in 2017. She received her doctorate degree in Counseling Psychology at the University of Utah. She received her Master’s in School Counseling from Boston College. Qin has received training in various clinical settings, including university counseling centers, hospitals, community mental health clinics, and private practice. Her clinical interests include identity development, interpersonal process, executive functioning, career counseling, as well as acculturation issues.

As the first person to go to college in her family, she is also passionate about helping first generation and international students overcome their barriers and achieve their full potential. Qin is able to provide therapy and consultation in English and Mandarin Chinese.

**Rebecca Hurst, PhD she/her/hers**
Rebecca joined CAPS in August of 2012 as a staff psychologist. She earned her PhD in Counseling Psychology from the University of Oklahoma and completed an internship and post-doctoral residency at University Counseling Services at Virginia Commonwealth University. Her theoretical orientation is primarily informed by relational and multicultural approaches to therapy.

Rebecca’s clinical interests include LGBTQ issues, gender identity and its expression, cultural diversity, group therapy, and working with student-athletes. She enjoys training, clinical supervision, and collaborative efforts to promote community-level change.

**Jeff Kulley, PhD he/him/his**
Jeff is the Associate Director for Clinical Services. Jeff joined the CAPS staff in May of 2001 as a staff psychologist and Coordinator of Alcohol and Substance Abuse Services. Prior to joining our staff, Jeff worked for seven years as a Staff Psychologist at the Counseling and Mental Health Center of the University of Texas. There he served as Coordinator of Testing Services and Supervisor of Alcohol and Substance Abuse Assessment and Treatment. He also coordinated the Individual Therapy Practicum Training Program, taught practicum students, interns, and post-doctoral staff during his tenure at The University of Texas.

Jeff earned his PhD in Counseling Psychology from the University of Texas at Austin and completed his internship at the Olin E. Teague Veterans Center in Temple, Texas. He also worked for over ten years in the community of Austin as a group facilitator and trainer for a domestic violence prevention program. His special interests include EMDR and other trauma treatments, risk and threat assessment, legal and ethical issues in college mental health, and clinical systems administration.
Ping-Tzu Lee, PhD, LCSW  she/her/hers
Ping-Tzu is a clinical social worker. She completed her MSW and PhD at the School of Social Work at Colorado State University and completed clinical training at Colorado State University Health Network Counseling Services. Prior to arriving in the US, she was a mental health provider in Taiwan. Dr. Lee is interested in helping clients work on variety of issues, including traumas, sexual orientation and cultural identities, depression, and anxiety. Because of her cultural backgrounds and identities, she is committed to providing treatment for individuals with marginalized identities.

In the therapy room, Ping-Tzu is particularly interested in self-relations psychotherapy and interpersonal process therapy. She believes the relationship between a person and his/her own self is crucial to mental health, and the relationship between a client and a therapist is essential to change. She enjoys having deep conversations with college students and seeing their desire to figure out relationships between themselves and others. Ping-Tzu helps students reconnect to their mind and body, and believes this mindful practice is the basic foundation for mental health.

Outside of the traditional therapy room, Ping-Tzu enjoys conducting research in the area of equine-assisted psychotherapy and learning this emerging approach.

Marvice D. Marcus, PhD  he/him/his
Marvice earned a Ph.D. in Counseling Psychology from Washington State University and completed his doctoral internship training at Duke University CAPS. He is the Assistant Director for Training Programs. He has primarily worked in university mental health across three regions of the United States.

Dr. Marcus enjoys working with students who present with concerns related to adjustment, mood and anxiety disorders, social and familial conflict, and sexual identity and gender expression. He adopts an integrative approach to counseling, drawing on cognitive-behavioral therapy and interpersonal process.

Other professional interests include men and masculinities, race and gender politics, and issues of diversity and inclusion. He is especially interested in developing ways to effectively use cultural studies to contextualize human suffering, as well as to elucidate the underpinnings of thought processes and behavior. Dr. Marcus is a member of the American Psychological Association (Division 44) and the Association for Contextual and Behavioral Science.

Lisa Milliger, PMHNP-BC
Lisa is an ANCC Board-Certified Psychiatric Mental Health Nurse Practitioner. She joined CAPS in November, 2016. Lisa received her Master's Degree in Nursing from the University of North Carolina-Chapel Hill and her Bachelor's Degree in Nursing from Duke University. Prior to joining CAPS, she was employed by Duke University Hospital. Lisa participated in the LEND (Leadership Education in Neurodevelopmental and Related Disabilities) fellowship program at the Carolina Institute for Developmental Disabilities.
Her professional interests include working with young adults in the context of a developmental framework; reducing mental illness-related health disparities, the association between belief structures and health-related behaviors, the biopsychosocial basis of mental health conditions and subsequent interrelated responses, and holistic wellness. She is passionate about access to mental health care for marginalized and underserved populations. Lisa is a member of the American Nurses Association, the North Carolina Nurses Association, and the American Psychiatric Nurses Association.

Mary Sharp, LCSW she/her/hers
Mary is a staff Clinical Social Worker and has been at CAPS since August 2017. Mary completed her Masters of Social Work at the University of Michigan. She worked at a university counseling center in the past and is pleased to continue her interest in supporting students in meeting their academic, interpersonal/developmental and professional goals. Mary has worked in Infant Mental Health focusing on 0-3yo impacted by HIV and substance use; emergency room/hospital social work; early childhood development; family and children counseling; and private practice serving all ages and needs.

Mary has held roles and interests in diversity and multicultural training. Her clinical interests include trauma focused interventions, CBT, and self-compassion. She enjoys gardening and time with her family.

Joseph E. Talley, PhD, ABPP he/him/his
Joe is a counseling psychologist, Associate Director and Clinical Professor of Medical Psychology in the Department of Psychiatry and Behavioral Sciences. Joe’s special interests include the use of imagery, hypnosis, Jungian Psychology, technique in brief and very brief psychotherapy and the interface of spirituality and psychology. He has been the primary author/editor of seven books, most of which are in the field of university student counseling services and psychotherapy. He is certified as a practitioner and a supervisor/consultant in clinical hypnosis by the American Society of Clinical Hypnosis and has served on its Ethics Committee.

Joe completed his doctorate and internship at the University of Virginia. He is Board Certified (ABPP) in Counseling Psychology and in Clinical Psychology. He is a Fellow and a former President of the American Academy of Counseling Psychology, a Fellow of the American Academy of Clinical Psychology and is currently Special Liaison to Government and Related Professional Groups and a former Chair and Chief Executive Officer of the Council of Presidents of Psychology Specialty Academies of the American Board of Professional Psychology.

Nerine Tatham, MD she/her/hers
Nerine is a full time staff psychiatrist at CAPS. She earned her medical degree from Howard University College of Medicine, in Washington, D.C. in 1992. She completed her residency in psychiatry at Albert Einstein College of Medicine/Montefiore Medical
Center, Bronx, New York in 1996, where she served as Chief Resident for The Jacobi Nurses Residence, Psychiatry Resident Outpatient Clinic. Her training background is in psychodynamic psychotherapy, psychopharmacology and group therapy with a subsequent special interest in dialectical behavior therapy and a holistic approach of utilizing evidenced based treatments to help each person acquire the skills needed to achieve their health goals and self-actualized life without barriers or stigma.

Before coming to CAPS, Nerine worked as an early career psychiatrist in Fairmont, West Virginia doing inpatient/outpatient and community mental health combined practice; Duke University Medical Center as a Clinical Associate in the Department of Psychiatry and Medical Director of the Williams Inpatient Psychiatric Unit, Consulting psychiatrist at Lincoln Community Health Center and North Carolina Central University Student Health Service and in private psychiatry practice.
Administrative Staff

Mary Louise Cicinnati  she/her/hers
Mary is a Staff Assistant at CAPS. She moved here from Long Island, New York in June 2006, and began at CAPS in March 2007. She has backgrounds in both legal and administrative work. Her responsibilities include assisting the staff in an administrative and creative role, working closely with Campus and Community Engagement as well as assisting with front desk operations.

Gwen Lloyd, BSW
Gwen completed her undergraduate degree in social work at East Carolina University in Greenville, NC. She completed her internship training in social work with K-12 children. Gwen is the Administrative and Finance Coordinator for CAPS. She works closely with the Director in oversight of the budget and administrative functions, supervises support staff, handles financial and payroll aspects of the office, and works on special projects as assigned.

Christine Mello, BBA
Christine is a Staff Assistant at CAPS. Christine holds a Bachelor’s degree in Business Administration. Most recently she pursued certification in web design and before this spent many years as a project manager, systems analyst and programmer. Her current responsibilities include administrative support for CAPS, front desk reception, and maintaining the referral database.

Kate Sakofsky, BA
Kate is an Administrative Assistant at CAPS. She attended Meredith College in Raleigh, NC and holds a Bachelor’s degree in Pre-Art Therapy. Kate came to CAPS in January of 2006. Her responsibilities include overseeing front desk operations, maintaining the Titanium scheduling system and data collection for agency research.

Colette Smith, BS  she/her/hers
Colette is a Staff Assistant at CAPS. Colette holds a Bachelor’s Degree in Business Management and Organizational Development. She has also been awarded certificates in Customer Service from American Management Association. Her current responsibilities are working with supporting front desk reception, and assisting with the Internship Training Program.

* [https://studentaffairs.duke.edu/csgd/training-resources/gender-pronouns](https://studentaffairs.duke.edu/csgd/training-resources/gender-pronouns)
Psychology Interns 2015-2020

2019-2020

Blanka Angyal University of Kentucky
Tiffany Jones University of Wisconsin-Madison
Aisha Zarb-Cousins Our Lady of the Lake University

2018-2019

Salvia Artman University of Utah
Christine Edralin Florida State University
Dani Rosenkrantz University of Kentucky

2017-2018

Matthew Chester University of Texas – Austin
Della Mosley University of Kentucky
Cierra Whatley University of Akron

2016-17

Qin Hu University of Utah
Nahal Kaivan Washington State University
Kendra Varnell Fuller Graduate School of Psychology

2015-16

Marvice Marcus Washington State University
Erin Reilly University of Texas – Austin
Greg Welikson Fordham University
The Facility

CAPS is located on the third floor of the Student Wellness Building. The building along with the Brodhead Center/West Union, Bryan Center Plaza, Page Auditorium and Penn Pavilion, comprise the Campus Center. CAPS is co-located with Student Health, DuWell (Wellness Center) Duke Pharmacy, Duke Reach (case management), Nutrition Services and Physical Therapy.

CAPS has three mixed-use group rooms with video recording capabilities.

Each intern has a separate office, fully equipped with a desk, cabinet and shelf space and a comfortable seating arrangement. All offices are soundproof and carpeted. CAPS maintains a professional library for staff, interns and residents that includes books and journals pertinent to university counseling/psychotherapy and psychology in general. In addition, four libraries (William R. Perkins/Bostock Library, Medical Center Library, Divinity School Library, East Campus-Lilly Library) are within easy access to staff and interns. Combined they maintain over 4,400,000 volumes.

All interns have a Macintosh computer workstation in their offices. The workstation is networked to the other CAPS computers and those within the Division of Campus Life. Current versions of software available include: Titanium, Microsoft Word, Excel, FileMaker Pro, Adobe InDesign, and PowerPoint. The Internet is accessed via Chrome, Safari or Firefox. An e-mail account is established for each intern. Logitech cameras are available for recording sessions.
The Practice Experience

At the beginning of the first half and second half of the internship year, interns and coordinating supervisors will review the training and practice opportunities available and the amount of time that can be devoted to each. Interns spend an allocated amount of time in all of the areas outlined below; however, the degree of emphasis on each will be flexible and negotiable in order to respond to individual training needs.

Access Consultation

Interns gain experience with rapid assessment, risk assessment and referral to services based on presenting concerns and motivations for counseling.

Initial Counseling Assessment

Interns gain experience doing initial counseling assessments including: Reason(s) for referral, history of the precipitating event, mental status information, risk assessment, relevant family personal and academic developmental history, formulation of a diagnostic impression, and development of an intervention plan.

Case Consultation and Management

Interns meet weekly as a part of a multidisciplinary disposition team where they discuss case consultation, referral information and treatment planning.

Crisis Intervention and Very Brief Psychotherapy

A significant number of students present with emotional crises and are provided crisis intervention and very brief therapy (1-5 sessions). A portion of the intern’s clinical work is directed at working with this client population.

Brief Psychotherapy

Many students seek brief psychotherapy with respect to a central psychological problem. These students are typically seen for about 6-10 counseling sessions.

Year-Long Psychotherapy

Interns are expected to carry 1-2 cases in open-ended, "long-term" psychotherapy. The duration of intervention is 8-12 months.
**Psychological Assessment**

Interns gain experience in assessment in several ways:

- In addition to the initial counseling interview, interns utilize the CCAPS Questionnaire and a problem checklist to clarify and define the presenting problem(s).

- Interns conduct formal diagnostic comprehensive assessments, a component of the psychological assessment portfolio. This assessment will assist the intern and the client in defining a symptom-focused formulation of the problem appropriate for brief psychotherapy.

**Mental Health Consultation**

Interns gain experience in providing mental health consultation to the university community, parents, families and outside agencies.

**Group Therapy**

Each semester, CAPS offers a series of counseling and psychotherapy group experiences. The most common group format is the Understanding Self and Others group. These groups are co-facilitated with a licensed staff member. The internship offers opportunities to design, and co-lead group interventions during the second half of the internship. Interns may also co-lead identity/theme-based discussion and support groups.

**Workshops**

Workshops opportunities are included in the internship. There are opportunities to make presentations and conduct skills-based learning for a variety of constituencies. Examples of recent workshops include: Koru (mindfulness and meditation), Worrying Well (ACT) and Stress for Success. A hallmark of the workshops is the evidence-based framework designed to address common anxiety, stress and depression symptoms in the emerging adult population. During the second half of the internship, interns are encouraged to be creative when developing programming both in response to outreach requests and while initiating programming to meet student needs.

**Outreach and Campus and Community Engagement**

Interns collaborate with other staff members on outreach requests to numerous departments. Activities include orientation to CAPS services, liaison meetings, mental health consultations, and community crises and interventions.

**Apprenticeships**

Interns will be able to work as apprentices with one or more training staff members who are engaged in ongoing clinical, consultation and/or programming efforts directed at
issues of student development and/or the needs of specific student populations, including women, students of color, international students, first generation and lesbian, gay, bisexual and transgender students. A licensed psychologist supervises the apprenticeship and interns meet periodically as a group to discuss the apprenticeship.

The goal of the apprenticeship is to provide interns with an opportunity to play a longitudinal role in the development of a range of psychological interventions with specific populations. Through this ongoing experience, interns will be able to cultivate skills needed in developing a range of population specific interventions.

**Couples Psychotherapy**

CAPS receives requests from couples seeking therapy regarding relationship concerns. Interns have the opportunity to engage in this modality of psychotherapy. Interns can discuss this with their coordinating supervisors and front desk staff. In this way, couples can be assigned more routinely.

**Professional Development Time**

Beginning in September, three hours on Friday mornings (8:00-11:00 a.m.) are allocated as Professional Development Time (PDT). One hour of professional development can be used for tape review and supervision preparation. Two hours are allocated for the following:

- **Scholarly Research.** To complete work on the dissertation or other graduate competency project. Interns will present on an administrative, programmatic or clinical application of the scholarly research during a spring colloquium.

- **Independent Study.** The intern may choose to work with a training staff member on an independent study or administrative project focused on some aspect of psychological treatment/service with emerging adults.

- **Professional Writing.** The intern may choose to work on a research or theoretical paper that may be submitted for publication. It is expected that the PDT be used by interns to strengthen, foster and develop their identity as a psychologist.

**Race Equity and Organizational Change**

In June 2016 CAPS committed to a long-term process of understanding, exploring and dismantling race inequity. During the first eighteen months, CAPS worked with an external consultant to explore how supremacy has an impact on agency organizational policies, procedures, clinical practice and interpersonal connections. Interns have the opportunity to participate in agency initiatives and discussions.

While CAPS as an organization continues to explore the process of understanding and dismantling race inequity, the doctoral internship program has a philosophy and approach of preparing emerging psychologists to address the many components of
inequity, privilege and identity at the individual and systemic levels through critical self-reflection and culturally responsive social justice focused professional development and interventions.
Supervision

Supervision is the primary mode through which interns receive their training and socialization into the profession. Falendar and Shafranske (2004) note:

In general terms, supervision monitors and ensures competency in client care and contributes to the education and training of a psychologist. The most important task of the supervisor is to monitor the supervisee’s conduct to ensure that appropriate and ethical professional practices are implemented leading to the best possible clinical outcome for the client. Quality assurance is the primary ethical responsibility of the supervisor and supersedes educative, training, and evaluative functions (p.8).

Coordinating supervisors serve as clinical supervisors, mentors and advocates. They also serve an administrative function and collate evaluation and other materials at mid-point and the end of the internship.

A coordinating supervisor is assigned for the internship year. This person is a licensed psychologist and meets with the intern for a two-hour supervision block each week. The responsibility of the coordinating supervisor is to oversee the intern’s progress during the year. This person serves as a supervisor and also collates evaluations from other supervisors at mid-year and at the conclusion of the internship. Interns also receive two hours of combined group and individual supervision of group. During the first half of the internship year, interns receive one hour of group supervision of Access consultations. Supervision of psychological assessment and the diversity apprenticeship are also a part of the internship. Finally, the intern is encouraged to utilize any training staff for consultation any time. Training staff are very amenable to being approached for assistance.

The principal supervisory mechanism for counseling/psychotherapy is videotape. In addition, the supervisor may directly observe the intern’s work; this opportunity is most notably available in co-leading work with the supervisor.

Training staff have differing theoretical orientations and approaches to supervision. All are guided by a developmental framework and incorporate approaches that are grounded in the discipline of the staff member.
Core Components of Primary/Coordinating Supervision

These are the common components of the coordinating or primary supervision at CAPS:

- The learning contract/self-assessment of supervision goals or supervision agreement. This is a written statement signed by the coordinating supervisor and supervisee.
- Ongoing review of the training experience and case management to maximize wellness and self-care and minimize compromised professional competency.
- Ongoing conversations regarding the range of human diversity and its impact on supervision, developing culturally competent practice and professional development.
- Ongoing discussions of the ethical considerations of supervision and practice.
- A discussion of the purposes of supervision and information regarding the supervisor’s supervisory orientation and approaches.
- An explicit articulation of the expectations, roles and responsibilities of the supervisor and supervisee.
- An overview of the logistics of supervision.
- Ongoing discussion of evaluation, rights and concerns/dispute resolution policies and procedures.
- The use of videotaping as the primary vehicle for assessing clinical quality assurance.
Seminars, Colloquia and Meetings

Training seminars provide a combination of lecture presentation, discussion and application relevant to significant topics in university mental health and emerging adulthood. Seminars occur weekly for two hours. The training seminar is built around a series of modules. The modules and a sampling of topics follows:

- **Clinical Topics**: psychological emergencies, depression and its relationship to suicide, psychotropic medications
- **Ethics**: professional ethics in clinical practice, ethics and supervision, ethical considerations and decision making in professional psychology
- **Brief Interventions**: brief psychotherapy, very brief psychotherapy/crisis intervention, DBT and ACT
- **Cultural Diversity and Special Populations**: multicultural considerations in working with university students; psychotherapy with LGBTQ students, clinical cultural formulations, environmental assessment; psychotherapy with women/men
- **Technical Considerations**: closing in brief psychotherapy, use of self- psychology, use of imagery and early memories, therapeutic strategies with perfectionistic students; Koru mindfulness.
- **Professional Development**: licensure, job search, rhythms of the internship year
- **Supervision**: Developmental perspectives of supervision

Interns also attend a two-day multicultural/diversity seminar in January and an eight-hour group training seminar during orientation.

A monthly 1.5-hour colloquium provides an ongoing continuing education training program for CAPS staff and interns. Speakers are invited from the professional community. Topics have included: Developing competencies in group psychotherapy; ACT treatment for anxiety and depression; Legal issues in university counseling center settings and assessment of Bipolar Disorder.

All CAPS clinical staff and the interns participate in one of three multidisciplinary clinical teams. They meet for disposition, consultation and discussion of special cases or clinical concerns. Members provide mutual consultation and supervision in assessment, diagnosis, treatment planning and clinical approaches. Staff meetings occur weekly. Interns learn about mental health concerns within the larger university context, agency initiatives and agency policy.
**Typical Weekly Schedule**

### Training

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern Seminar</td>
<td>2.00</td>
</tr>
<tr>
<td>Monthly Colloquium</td>
<td>.25</td>
</tr>
<tr>
<td>Intern Meeting</td>
<td>.50</td>
</tr>
<tr>
<td>Clinical Team</td>
<td>1.50</td>
</tr>
<tr>
<td>Professional Development</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7.25</strong></td>
</tr>
</tbody>
</table>

### Supervision

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision of Individual Psychotherapy</td>
<td>2.00</td>
</tr>
<tr>
<td>Supervision of Group Counseling</td>
<td>.50</td>
</tr>
<tr>
<td>Group Supervision and Case Conference</td>
<td>1.50</td>
</tr>
<tr>
<td>Access Supervision/ Group Special Topics</td>
<td>1.00</td>
</tr>
<tr>
<td>Psych Assessment/DAP</td>
<td>.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5.50</strong></td>
</tr>
</tbody>
</table>

### Health Service Provider Activities (Direct Service)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Assessment</td>
<td>1.00</td>
</tr>
<tr>
<td>Access Consultation</td>
<td>4.00</td>
</tr>
<tr>
<td>Group Psychotherapy</td>
<td>1.50</td>
</tr>
<tr>
<td>Initial Counseling</td>
<td>2.00 (3.00 not doing group)</td>
</tr>
<tr>
<td>IC Documentation</td>
<td>1.00</td>
</tr>
<tr>
<td>Counseling Appointments</td>
<td>10.00- (12.00 not doing group)</td>
</tr>
<tr>
<td>Case Documentation/Mgmt.</td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21.50 - 23.50</strong></td>
</tr>
</tbody>
</table>
**Service Delivery**

- Workshops and Campus and Community
  - Engagement/DAP: 2.00

**Agency Administration**

- Staff Meeting: 1.00
- Committee/Planning Meetings: .50
  - Total: 1.50

**After Hours Coverage (Spring/Summer)**: 2.00
  - Total: 39.75 - 42.75

*Time allocations are approximate and vary during peak and non-peak clinical times.*
Evaluation and Feedback

During the training experience, interns participate in formative and summative evaluation processes. Interns receive and provide evaluations during the internship year. Both formative (continuous and ongoing) and summative feedback and evaluation are conducted. Summative evaluation is formalized and evaluates performance against training criteria. Interns participate in a mid-training and end-of-training evaluation process. Training staff meet twice (mid-year and end of year) to discuss internship progress. A committee of training staff meets with the intern to review the assessment portfolio. The coordinating supervisor is responsible for collating evaluation information from other supervisors and providing feedback.

Interns evaluate supervisors at mid-year and end of year. Additionally, interns provide feedback on the training year at mid-year and end of year.

Clients also provide feedback on their counseling services during the spring and the fall. These results are discussed with the coordinating supervisor.

In keeping with the expectations of the home department, a mid-year and end-of-year progress letter will be sent to the intern’s chairperson or major advisor. This letter will cover all aspects of the training experience.
Intern Rights and Dispute Resolution

CAPS has a comprehensive rights and dispute resolution policy that covers:

- Rights of interns
- Professional competency development
- Procedures for advising and assisting interns who are not performing at the program's expected level of professional competence
- Dispute resolution guidelines
- Handling concerns and conflicts
- Discrimination and Harassment

These policies and procedures are in compliance with the University Human Resources policies and the policies of the Division of Campus Life.
Working Hours, Benefits, and Vacation

The work week is forty hours, 8:00 a.m. to 5:00 p.m. Occasionally, the intern will be engaged in a weekend workshop or an extended group meeting in the early evening. The intern receives fifteen days of paid vacation. In addition, the University provides ten days of paid holidays. Two days are given for defense of the dissertation (if needed).

All new hires and internal transfers at Duke are subject to a 90-calendar day orientation and probationary period. During this period, interns only accrue vacation, professional leave and sick time. Interns are not eligible to take vacation, sick, professional development or professional conference leave time during this 90-day probationary period. At the conclusion of the orientation and evaluation period, if performance meets expectations, interns will move to regular status as defined by the terms of their appointment.

In light of the cyclical nature of work demands in a university counseling service, the intern is expected to schedule vacation periods at “non-peak demand” times, (e.g., winter and spring breaks). Five days of vacation are automatically taken the last week in July. Interns assume primary clinical responsibilities in the agency from mid-May through the end of July. Ten days of sick leave are available and medical health insurance can be obtained. Professional liability insurance is provided.

A professional development stipend of $800.00 is provided each intern. This money can be used to attend the North Carolina Psychological Association’s fall or spring meeting, assist in offsetting the cost of a national or regional conference or pay the registration fees for local workshops and/or seminars. Periodically, additional travel funding may be available.

Stipend

The internship positions are for the academic year August 1, 2020 through July 31, 2021. Each of the three full-time positions carries a stipend of $48,700.
Qualifications of Candidates

Applicants for internship must be degree candidates in APA accredited COUNSELING OR CLINICAL PSYCHOLOGY programs and have a major interest in working with an emerging adult population. Comprehensive exams must be completed by the application deadline. The dissertation or major paper proposal defense must be completed prior to the application deadline.

A minimum of two years of supervised practicum experience prior to the internship is expected with one year of experience in college/university counseling settings highly preferred.

Application Process

In order to apply, please complete the AAPI online application, which may be accessed through www.appic.org by clicking on “AAPI Online”. Supervisors who are directly familiar with your counseling center and clinical practicum experiences should write two of the three letters of reference.

Please send an electronic copy of all materials via the APPIC website. Please note: The internship site will not accept any printed materials.

Should you be appointed as an intern, upon hire, all appointments at Duke University require legal eligibility for employment in the United States. (I-9 certification). A background check confirming that educational records are accurate/valid and that prospective employees have no criminal or other record that would prevent employment at the University is also required.

PLEASE SUBMIT ALL APPLICATION VIA WWW.AAPIC.ORG BY CLICKING ON THE “AAPI ONLINE” LINK.

All application materials should be submitted online. The site will not accept any printed application materials.

The application deadline is Sunday, November 3, 2019 8:00 p.m. ET.

For further information please contact: Anita-Yvonne Bryant, Ph.D., Associate Director for Training Programs, Counseling and Psychological Services, 305 Towerview Road Box 90955, Duke University, Durham, NC 27708-0955. E-mail: ay.bryant@duke.edu.
Selection Process

“Is CAPS a good match for my training goals and interests?”

When the selection committee reviews applications, we keep in mind the factors listed below. We include these areas in our application materials to assist you in determining the fit between your training goals and interests and the training opportunities provided by CAPS.

- Professional contributions to the home department, institution, local community or state, regional, national and international professional organizations. Evidence of a commitment to the field of psychology and practice within higher education settings
- Commitment to cultural and individual diversity in multiple areas of practice (e.g., outreach and workshops interventions, clinical areas of interest, scholarship, advocacy). Promotion of equity and justice and reduction of inequity at the individual, micro and macro levels
- Interest in providing group psychotherapy and assessment interventions
- Clinical, outreach and workshop interventions with emerging adults and students at the undergraduate and graduate/professional levels
- Exposure to different clinical settings and populations; appreciation of a multidisciplinary work setting; desire to work in multidisciplinary teams
- Interest in working in consultation and collaboration with colleagues in Student and Academic Affairs
- Commitment to reciprocal learning; growing from the internship experience and contributing unique skills and perspectives to our training site

Notification

Every effort is made to notify candidates of their interview status by December 15. Given the heavy service demands in November and December, applicants should be aware that they might receive later notice. Applicants not being considered further for the internship will receive an e-mail. Candidates being considered for the internship will receive an e-mail confirmation.

CAPS affirms APA’s position statement, “Preparing Professional Psychologists to Serve a Diverse Public found at:

**Interviews**

Candidates being considered for the internship complete a 45-minute videoconference interview. CAPS is mindful of the cost-prohibitive nature of travel to multiple internship sites for interviews. Consequently, we only conduct videoconference interviews.

After the interview, we can also facilitate conversations with other CAPS staff members and psychology interns. These staff members welcome the opportunity to speak with candidates via telephone or email regarding candidate interests and questions about CAPS, Duke University, and living in the Triangle area.

Occasionally, candidates may decide to visit the center and the campus. We are able to accommodate these informal visits as well. Phone conversations and visits after the phone interviews are offered for candidates to gain as much information about CAPS as possible. Please understand that these contacts will not be factored into the formal selection process.

**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.**

**CAPS abides by the uniform notification guidelines of internship offers and acceptances outlined by the Association of Psychology Postdoctoral and Internship Centers (APPIC).**
Internship Admissions

Date Program Tables are updated: By September 1

Applicants for internship must be degree candidates in APA accredited CLINICAL OR COUNSELING PSYCHOLOGY programs and have a major interest in working with an emerging adult population. Comprehensive exams must be completed prior to the application deadline. A minimum of two years of supervised experience in college/university counseling settings is highly preferred.

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

<table>
<thead>
<tr>
<th>Total Direct Contact Intervention Hours</th>
<th>N</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Contact Assessment Hours</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

CAPS requires a minimum of 500 direct service hours (combined intervention hours and assessment hours). These hours may be accrued across the masters and doctoral program.

Describe any other required minimum criteria used to screen applicants:

- Professional contributions
- Commitment to the field of psychology and practice in higher education settings
- Commitment to cultural and individual diversity in multiple areas of practice
- Promotion of equity and justice and reduction of inequity at multiple levels of intervention
- Exposure to group psychotherapy
- Exposure to rapid assessment/ triage interventions
- Interventions with emerging adults and undergraduate and graduate/professional students
- Exposure to different clinical settings and populations; appreciation of multidisciplinary work settings, desire to work in multidisciplinary teams
- Interest in working in consultation and collaboration with colleagues in Student and Academic Affairs
- Commitment to reciprocal learning; growing and contributing unique skills and perspectives to the training site
**Internship Support**

Financial and Other Benefit Support for Upcoming Training Year*

<table>
<thead>
<tr>
<th><strong>Annual Stipend/Salary for Full Time Interns</strong></th>
<th>48,700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program provides access to medical insurance for intern</td>
<td><strong>Yes</strong></td>
</tr>
</tbody>
</table>

**If access to medical insurance is provided:**

| **Trainee contribution to cost required?** | **Yes** | **No** |
| **Coverage of family member(s) available?** | **Yes** | **No** |
| **Coverage of legally married partner available?** | **Yes** | **No** |
| **Coverage of domestic partner available?** | **Yes** | **No** |

| **Days of Annual Paid Personal Time Off (PTO and/or Vacation)** | 15* |
| *5 days must be taken the last week of internship |

| **Days of Annual Paid Sick Leave** | 10 |

| **In the event of medical conditions and 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** | **No** |

**Reasonable leave after the university 90-day probationary period**

| **Other Benefits (please describe)** |
| 10 days of paid university holidays |
| 2 days for dissertation defense if needed |
| $800 professional development funding |
| Malpractice liability insurance |
### Initial Placement Data

Initial Post-Internship Positions

*(Provide an Aggregated Tally for the Preceding 3 Cohorts)*

<table>
<thead>
<tr>
<th></th>
<th>2016-17 - 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # of interns who were in the 3 cohorts</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</strong></td>
<td>0</td>
</tr>
<tr>
<td>Community mental health center</td>
<td></td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td></td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td></td>
</tr>
<tr>
<td>University counseling center</td>
<td>PD 2, EP 3</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td></td>
</tr>
<tr>
<td>Military health center</td>
<td></td>
</tr>
<tr>
<td>Academic health center</td>
<td></td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td></td>
</tr>
<tr>
<td>Academic university/department</td>
<td>1</td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td></td>
</tr>
<tr>
<td>Independent research institution</td>
<td></td>
</tr>
<tr>
<td>Correctional facility</td>
<td></td>
</tr>
<tr>
<td>School district/system</td>
<td>1</td>
</tr>
<tr>
<td>Independent practice setting</td>
<td>1</td>
</tr>
<tr>
<td>Not currently employed</td>
<td></td>
</tr>
<tr>
<td>Changed to another field</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
</tbody>
</table>

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.
Equal Opportunity Policy

Duke University does not discriminate on the basis of race, color, national or ethnic origin, sexual orientation or preference, sex, age, or handicap in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity.