Doctoral Psychology Internship Program in Health Service Psychology (3 positions)

2022-2023

APA-Accredited

Duke University

Counseling and Psychological Services

Division of Student Affairs
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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, clinical mental health counselors, and psychiatry professionals. Broadly, didactic and applied learning exercises occur within an interprofessional working environment that includes health and wellness professionals from Student Health, DuWell, 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. 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. Agency values of promoting race equity and cultural humility are vital. 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 acquisition. Didactic and experiential modes of learning are valued, as well as an appreciation for interdisciplinary pedagogies. Conventional theories of development, behavior, and human functioning are closely examined alongside evidence-based research. Similarly, scientific inquiry from other knowledge streams is considered and thus complements learning. Emphasis is placed on self-interrogation, Use-of-Self, and critical consciousness raising. Interns are supported in developing skills to become active consumers of clinical research and practice. Counselors-in-training are encouraged to maintain a stance of curiosity and reflexivity 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 Student Affairs.

Duke Reach, Student Health, and Counseling and Psychological Services are among several offices whose mission is to support, retain, and engage students on topics of health, resilience, and wellness promotion. The training experience is service-oriented and individually tailored to provide a broad range of didactic, clinical, and outreach programs to emerging adult and adult populations.

Service delivery: Short- and long-term psychotherapy, group and relationship counseling, assessment, developmental programming/workshops, campus and community engagement, access triage, mental health consultation for students,
families, academic faculty and administration; multidisciplinary treatment collaboration, referral services and diversity apprenticeship planning.

Didactic opportunities include supervision, seminars, colloquia and professional development. Release time for research and dissertation-related projects 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 within university mental health. This training occurs within an agency setting that values individual and cultural diversity.

**Training Goals**

1. Foster the intern’s professional identity as a Health Service Psychologist, which includes rapid entry into a professional work setting.
2. Develop the intern’s assessment, individual, group, workshops, consultation and crisis intervention capabilities for service users.
3. Develop the intern’s skills in outreach, interdepartmental collaboration, and community engagement.
4. Increase the intern’s awareness and knowledge of cultural and individual differences and diversity at the micro- and macrolevels of intervention.
5. 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 institution 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.

Here is a snapshot of demographic data:

- Black/African American – 10%
- Asian American/Asian – 22%
- Hispanic/Latinx – 7%
- Caucasian – 46%
- International – 10%
- Female-identified 49%, 51% male-identified, and .01% Transgender/Gender Non-Conforming (numbers reflect those at the undergraduate level)
- North Carolina residents – 15%
- Graduate and professional student population – 8,465
- Total enrollment ~14,950

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)

In 1977, CAPS was developed following the merging of Counseling Service and Student Mental Health Service. University administrators believed the most effective way to meet the broad needs of the student population would be through close collaboration between mental health professionals of various disciplines. A few staff members maintain clinical faculty appointments in the Department of Psychiatry and Behavioral Sciences at Duke University Medical Center.

CAPS is an agency within the Division of Student Affairs. The mission of the Division of Student Affairs is to support the optimal growth and development of 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 fulfills this need by providing a comprehensive range of psychological and psychiatric services. Professionals are prepared to support students in managing psychological and social difficulties, with an immediate goal of strengthening their abilities to succeed in the University’s undergraduate, graduate, professional, and allied programs.

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, MSW, LCSW  she/her/hers
Licensed Clinical Social Worker

LaToya is originally from Milwaukee, WI, and relocated to North Carolina in 2015. As a social worker, she joined the Duke community and CAPS in September 2018. She brings 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. LaToya previously served on the Training Committee.

Her theoretical orientation is integrative and draws on cognitive behavioral therapy humanism. Her areas of clinical focus are anxiety, depression, self-care, life transitions, 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
Staff Psychologist

AY completed a PhD in Clinical/Community Psychology at the University of Maryland, College Park. She completed her internship training at Counseling and Consultation Services at The Ohio State University. AY previously served in many capacities at CAPS, including Training Director, Associate Director, and Co-Interim Director. 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; 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, 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.

Jennifer Bullock, MSW, LCSW she/her/hers
Licensed Clinical Social Worker

Jennifer returned to CAPS as a staff social worker, having completed her clinical 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 and recognizes the unique potential for discovery, growth, and change.

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, and developmental approach, while also incorporating elements of cognitive behavioral therapy and mindfulness into her work. Jennifer has experience working with students from a wide range of backgrounds, including those who are marginalized in one or more of their identities.

Jennifer's areas of clinical focus are depression, anxiety, grief/bereavement, and couples therapy. Jennifer has a strong commitment to social justice and 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
Staff Psychiatrist

Tara received a 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 Medical Center. In addition to her work at CAPS, Dr. Chandrasekhar provides psychiatric evaluations and medication management to those with Autism Spectrum Disorders (ASD). She has a research interest in novel treatments for ASD and participates in clinical research at the Duke Center for Autism and Brain Development.
Jason Y. Cho, MD, MFA  he/him/his  
Staff Psychiatrist

Jason completed a medical degree at the University of Toledo. 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 Master of Fine Arts in Painting and Drawing and produced several short-animated films.

Mazella Fuller, PhD, MSW, LCSW, CEDS  she/her/hers  
Licensed Clinical Social Worker

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 completed internship at the 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, and outreach programs. She is also committed to supporting students enhance their self-esteem. 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 at Duke University. Mazella is an Integrative Health Coach and Certified Eating Disorders Specialist (CEDS).

Lia Gilmore, MSW, LCSW  she/her/hers  
Licensed Clinical Social Worker and Referral Services Coordinator

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 a MSW in 1992, and since that time has worked in many clinical settings.

In her practice, Lia is particularly interested in psychotherapies that combine mind and body treatment. She 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  
*Staff Psychiatrist*

Cat 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 in 2014 at CAPS. Prior to returning, Cat completed a postdoctoral fellowship at the University of Chicago, before becoming 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 students, and ACT.

When not working, Cat enjoys hiking, volleyball, travel, and time with her family.

Qin Hu, PhD  she/her/hers  
*Staff Psychologist*

Qin joined the CAPS staff in 2017. She received a 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 acculturative issues.

As the first person to go to college in her family, she is also passionate about helping first-generation and international students overcome 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  
*Staff Psychologist*

Rebecca joined CAPS in August 2012. 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  
Director of Clinical Services and Co-Director

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 and worked with post-doctoral staff.

Jeff earned a PhD in Counseling Psychology from the University of Texas at Austin, and completed his internship at the Olin E. Teague Veterans Center in Temple, TX. Additionally, he also worked for 10+ 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, MSW, LCSW  she/her/hers  
Licensed Clinical Social Worker and Group Services Coordinator

Ping-Tzu earned a MSW and PhD at the School of Social Work at Colorado State University.

Prior to arriving in the US, she was a mental health provider in Taiwan. Ping-Tzu is interested in helping clients work on a 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 who are marginalized.

In counseling, 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 integral to adaptive 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.
**Marvice D. Marcus, PhD  he/him/his**  
*Director of Training Programs and Assistant Director*

Marvice earned a PhD in Counseling Psychology from Washington State University and completed his doctoral internship training at Duke University CAPS. He is a native of Las Vegas, Nevada, and has worked in three regions of the US. He previously worked as the Assistant Director of Training Programs, before advancing as the Chief Training Psychologist and Assistant Director of CAPS.

Marvice enjoys working with students who present with adjustment concerns, mood and anxiety disorders, and social and familial conflict. He is especially interested in matters of identity development, including ethnocultural identity, sexual orientation, and gender identity/expression. Marvice employs psychodynamic and interpersonal theories in his clinical work.

Other professional and/or scholarly interests include anti-Blackness, men and masculinities, critical race theory and cultural studies, and issues of diversity and meaningful inclusion. Marvice uses critical epistemology to contextualize human suffering, as well as to elucidate the underpinnings of thought processes and behavior.

**Lisa Milliger, PMHNP-BC  she/her/hers**  
*Psychiatric Nurse Practitioner*

Lisa is an ANCC Board-Certified Psychiatric Mental Health Nurse Practitioner. She joined CAPS in November 2016. Lisa received her Master's in Nursing from the University of North Carolina – Chapel Hill and her Bachelor's in Nursing from Duke University. Prior to joining CAPS, she was employed at 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; 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.
Demah S. Payne III, PhD, LCMHC he/him/his  
*Licensed Clinical Mental Health Counselor and Referral and Case Management Liaison*

Demah completed a PhD in Counseling and Counselor Education at North Carolina State University. Demah’s cultural background and identity have driven him to prioritize counseling with marginalized, discriminated, and oppressed communities. Demah’s counseling style is person-centered and infuses principles of cognitive behavioral therapy and positive psychology. Demah enjoys working with students on a variety of issues, including anxiety, depression, stress, self-care, suicidal ideation, and student-athletes.

Prior to joining the CAPS, Demah worked as a school counselor in Wake and Pitt County public school systems.

Kaity Pechanek, MA, LCMHC, NCC she/her/hers  
*Licensed Clinical Mental Health Counselor*

She received a Master of Arts degree in Clinical Mental Health Counseling from Wake Forest University. Kaity has practiced in community mental health and university counseling settings. Her clinical areas of interest include depression, anxiety, interpersonal relationship concerns, life transitions, grief and loss, multicultural concerns, and identity development.

Kaity’s goal as a counselor is to create an environment of support through culturally responsive treatment interventions that enable students to feel heard and understood as they begin the challenging process of working towards their goals. She utilizes an integrated counseling approach based on a student’s individual needs; however, she is guided by a person-centered, psychodynamic, and cognitive behavioral approach.

Mary Sharp, MSW, LCSW she/her/hers  
*Licensed Clinical Social Worker*

Mary joined CAPS in August 2017. She completed a MSW degree 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 units, focusing on 0-3-year-olds impacted by HIV and substance use; emergency room settings, and private practice. Mary has held roles and interests in diversity and multicultural trainings. 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  
Staff Psychologist

Joe is a counseling psychologist 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, techniques in brief and very brief psychotherapy, and the interface of spirituality and psychology. He is the 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. He is a former Chair and Chief Executive Officer of the Council of Presidents of Psychology Specialty Academies.

Joe previously served in several administrative roles at CAPS.

Nerine Tatham, MD she/her/hers  
Staff Psychiatrist

Nerine earned a medical degree from Howard University College of Medicine in 1992. She completed a residency at Albert Einstein College of Medicine/Montefiore Medical Center, Bronx, New York in 1996. There, she served as a Chief Resident for the Jacobi Nurses Residence/Psychiatry Resident Outpatient Clinic. Her training background is in psychodynamic psychotherapy, psychopharmacology, and group therapy. She is also trained as a Dialectical Behavior Therapy practitioner.

Before coming to CAPS, Nerine worked as an early-career psychiatrist in Fairmont, West Virginia. Additionally, Nerine worked in inpatient and outpatient settings at Duke University Medical Center.

Administrative Staff

Mary Louise Cicinnati she/her/hers  
Staff Assistant

Mary moved from Long Island, NY, in June 2006, and began at CAPS in March 2007. She has professional experience in both legal and administrative fields. Currently, her responsibilities include assisting the staff in administrative and creative roles, working closely with campus and community engagement efforts, as well front desk operations.
Kate Davies, BA  she/her/hers
Administrative Assistant

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

Gwen Lloyd, BSW  she/her/hers
Administrative and Finance Coordinator and Co-Director

Gwen completed an undergraduate degree in social work at East Carolina University. She completed her internship training in social work with K-12 children. 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  she/her/hers
Administrative Assistant

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 and front desk reception.

Colette Smith, BS  she/her/hers
Administrative Assistant

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 include front desk operations, as well as supporting the training programs.
<table>
<thead>
<tr>
<th>Year</th>
<th>Interns</th>
<th>Universities</th>
</tr>
</thead>
</table>
| 2020-2021  | Brittany Griffin  
             Cheryl Kwok  
             Destiny Randall | University of Akron  
                                           University of Kentucky  
                                           University of Akron |
| 2019-2020  | Blanka Angyal  
             Tiffany Jones  
             Aisha Woods Zarb-Cousin | University of Kentucky  
                                           UW – Madison  
                                           Our Lady of the Lake University |
| 2018-2019  | Salvia Artman  
             Christine Edralin  
             Dani Rosenkrantz | University of Utah  
                                           Florida State University  
                                           University of Kentucky |
| 2017-2018  | Matthew Chester  
             Della Mosley  
             Cierra Whatley | UT – Austin  
                                           University of Kentucky  
                                           University of Akron |
| 2016-2017  | Qin Hu  
             Nahal Kaivan  
             Kendra Varnell | University of Utah  
                                           Wash. State University  
                                           Fuller Graduate School of Psychology |
| 2015-2016  | Greg Welikson  
             Marvice Marcus  
             Erin Reilly | Fordham University  
                                           Wash. State University  
                                           UT – Austin |
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 and dentist, 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 members; books and journals are pertinent to university counseling, psychology and social work.

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 Student Affairs. 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.

The Practice Experience

At the beginning of the first- and self-halves of internship, 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 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 ~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, including a:

- Counseling interview;
- CCAPS Questionnaire and problem checklist to clarify and define the presenting concern(s);
- Personality assessment; and
- Diagnostic formulation

**Mental Health Consultation**

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

**Group Therapy**

Each semester, CAPS offers a series of counseling and psychotherapy group experiences, with the Understanding Self and Others (USO) group being the most common. 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 internship. Interns may also co-lead identity/themed discussion and support groups.
Workshops

Workshop 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), virtual showcases of art and mental health for queer students; Stress for Success, and Brother to Brother for Black men. 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 internship, interns are encouraged to be creative when developing programs to meet specific outreach requests or the needs of a specific demographic.

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, consultative, and/or programming efforts. Projects are intended to serve and increase visibility of underresourced populations. 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 supervisor 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 projects. 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 multi-year process of understanding, exploring, and dismantling race inequity. During the first eighteen months, CAPS worked with an external consultant to explore how white supremacy has impacted agency policies, procedures, service provision, office culture and interpersonal connections. Since its inception, the race equity initiative has included partnering with a host of external consultants, as well as community members, all of whom have been committed to advancing human dignity.

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 identity and its relation to inequity, power and privilege, as well as the maldistribution of resources. These goals are promoted at both individual and systemic levels vis-à-vis self-reflection, exposure to critical pedagogies, and professional development.

Interns have the opportunity to participate in race equity initiatives and discussions.

**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 the 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 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. Supervision of psychological assessment and the diversity apprenticeship are also part of the internship. Finally, the intern is encouraged to utilize training staff for consultation at 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 subscribe to a variety of theoretical orientations with respect to supervision; however, these models are guided by a developmental framework.

**Core Components of Primary/Coordinating Supervision**

- An overview of the logistics of supervision.

- The learning contract/self-assessment of supervision goals or supervision agreement. This is a written statement signed by the coordinating supervisor and supervisee.

- A discussion of the purposes of supervision and information regarding the licensed professional's approach to supervision.

- An explicit articulation of the expectations, roles and responsibilities of the 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.
• 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 didactic and discussion-based conversations on significant topics relevant to university mental health and emerging adulthood. Seminars occur weekly for two hours. The training seminar is built around a series of modules, including but not limited to:

• **Clinical Topics**: psychological emergencies, mood disorders, suicide and self-harm, eating and body image concerns, and psychotropic medications.

• **Ethics**: professional conduct in clinical practice, ethics in supervision, ethical considerations and decision making in professional psychology.

• **Brief Interventions**: brief psychotherapy, very brief psychotherapy/crisis intervention and stabilization, and single session therapy.

• **Cultural Diversity and Special Populations**: multicultural considerations; diversity, equity and inclusion in psychotherapy and higher education, psychotherapy with LGBTQ+ students, cultural formulations and environmental assessments; and psychotherapy focused on (dis)ability.

• **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, and rhythms of the internship year.

• **Supervision**: Developmental and administrative perspectives of supervision.

Multicultural/Diversity seminars occur throughout the spring seminar.

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, or Duke University. Topics have included: Developing competencies in group psychotherapy; ACT for anxiety and depression; legal issues in university counseling center settings; and assessment and treatment of Bipolar Disorder.

All clinical staff, including interns, participate in one of three multidisciplinary Disposition/Clinical teams. Members provide mutual consultation and supervision in assessment, diagnosis, treatment planning, and clinical approaches. Office operations, when appropriate, are also discussed.

Staff meetings occur weekly. Interns learn about mental health concerns within the larger university context, agency initiatives, and agency policies.
## 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>Psych Assessment/DAP</td>
<td>.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.50</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 (when appropriate)</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 w/o group)</td>
</tr>
<tr>
<td>IC Documentation</td>
<td>1.00</td>
</tr>
<tr>
<td>Counseling Appointments</td>
<td>10.00 (12.00 w/o 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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops/Engagement/DAP</td>
<td>2.00</td>
</tr>
</tbody>
</table>
**Agency Administration**

- **Staff Meeting**: 1.00
- **Committee/Planning Meetings**: .50

**After Hours Coverage (Spring/Summer)**: 2.00

*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. Both formative (continuous and ongoing) and summative feedback and evaluation are conducted. Summative evaluation is formalized and evaluates performance against training criteria. Training staff meet twice (mid-year and end-of-year) to discuss interns’ progress. The coordinating supervisor is responsible for collating evaluation information from other staff members and providing the intern 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 services rendered during the spring and fall semesters. Results are discussed with the coordinating supervisor.

A committee of training staff meet with the intern to review the Assessment Portfolio.

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.

**Interns’ 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 Student Affairs.

**Working Hours, Benefits, and Vacation**

The work week is forty hours, 8:00 a.m. to 5:00 p.m. Occasionally, the intern will engage in a weekend workshop or an extended group meeting in the early evening. Interns receive 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 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 center, interns are expected to schedule vacation periods at “non-peak demand” times, (e.g., winter and spring breaks). Five days of vacation are reserved for the last week of 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 to 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 national or regional conferences, or to pay for workshop registration fees. Periodically, additional travel funding may be available.

**Stipend**

The internship positions are for the academic year, August 1, 2022 through July 31, 2023. Each of the three full-time positions carry 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 approved before the ranking 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](http://www.appic.org). Supervisors who are directly familiar with your counseling center and clinical practicum experiences should write two of the three letters of reference.

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 is conducted, as well as a review of criminal record.

**All application materials should be submitted online (www.appic.org). The portal will not accept any printed application materials.**

The application deadline is **Sunday, November 7, 2021 11:59 p.m. EST.**

For further information, please contact:

Marvice D. Marcus, Ph.D.
Director of Training Programs/Assistant Director
Counseling and Psychological Services
305 Towerview Road, Box 90955
Durham, NC 27708-0955.

Email: marvice.marcus@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, and an appreciation of a multidisciplinary work setting.

- Interest in working in consultation and collaboration with colleagues in Student and Academic Affairs

- Commitment to reciprocal learning; cultivating greater curiosity; interest in 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. Candidates being considered for the internship will receive an e-mail confirmation and arrangements will be made for their interview. Applicants no longer being considered for the internship will also receive an e-mail.

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 others CAPS staff members and psychology interns. Staff members welcome the opportunity to speak with candidates via telephone or email regarding personal interests, inquiries about CAPS or the University, or living in the Triangle area.

Occasionally, candidates may decide to visit the center and campus. We are able to accommodate 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. **Candidates will not meet members of the selection team.**

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.

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Contact Intervention Hours</td>
</tr>
<tr>
<td>Total Direct Contact Assessment Hours</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>Benefit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Stipend/Salary for Full Time Interns</strong></td>
<td>$48,700</td>
</tr>
<tr>
<td>Program provides access to medical insurance for intern</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>If access to medical insurance is provided:</strong></td>
<td></td>
</tr>
<tr>
<td>Trainee contribution to cost required?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of family member(s) available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of legally married partner available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of domestic partner available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Days of Annual Paid Personal Time Off (PTO and/or Vacation)</td>
<td>15*</td>
</tr>
</tbody>
</table>

*5 days must be taken the last week of internship

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days of Annual Paid Sick Leave</td>
<td>10</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Reasonable leave after the university 90-day probationary period

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Benefits (please describe)</td>
<td></td>
</tr>
<tr>
<td>10 days of paid university holidays</td>
<td></td>
</tr>
<tr>
<td>2 days for dissertation defense if needed</td>
<td></td>
</tr>
<tr>
<td>$800 professional development funding</td>
<td></td>
</tr>
<tr>
<td>Malpractice liability insurance</td>
<td></td>
</tr>
</tbody>
</table>
Initial Placement Data

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

<table>
<thead>
<tr>
<th>Setting</th>
<th>PD</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Community mental health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federally qualified health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent primary care facility/clinic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University counseling center</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Veterans Affairs medical center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic health center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic university/department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent research institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctional facility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School district/system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent practice setting</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Not currently employed</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Changed to another field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>1</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.