

Clinical Psychology Internship 2026-27: Child and Adult Track Information

The Mary A. Rackham Institute was founded in 1936 as a unit of the University of Michigan's Rackham School of Graduate Studies. The Institute's agencies have provided clinical services and related graduate training ever since. The psychology internship program is based in one of the two large, outpatient mental health training units within our Institute: the University Psychological Clinic (PC; serving adults) or the University Center for the Child and Family (UCCF; serving children, adolescents and families). These two clinics are housed together in comfortable facilities in downtown Ann Arbor, a few blocks from central campus. The Mary A. Rackham Institute is also home to the University Center for Language and Literacy (UCLL), but most psychology interns do not rotate through this center.

INTERNSHIP PROGRAM OVERVIEW

Interns match to one of our three training tracks:

- Adult Track —placement in the PC; clinical focus on general adult assessment and treatment services
- Child/Adolescent Track — placement at UCCF; clinical focus on general assessment and treatment services with youth and families
- ASD Track — placement at UCCF within our Autism Consultation and Treatment Services program (UM-ACTS); primary focus on assessment and treatment service with neurodivergent youth, young adults, and families along with some treatment of broader mental health in youth and families

This brochure will focus specifically on our Child and Adult tracks. Please see our [ASD Track brochure](#) for further information on our ASD track.

Educational Model and Training Goals

Training Program Model

Our program adheres to a scientist-practitioner model. We emphasize the importance of honing critical thinking and case conceptualization skills, reading and evaluating the current empirical literature, and integrating scientific attitudes, methods, and data into clinical work. We believe that professional development is best served by immersion in clinical service and intensive training and supervision, combined with intimate familiarity with the empirical literature. In our view, well-trained clinicians are prepared to be sophisticated consumers of, and potential contributors to, psychological research literature. Thus, the scientific bases of professional psychology are an inherent part of our practice and seminars; we attempt to integrate the practice of psychology with its scientific underpinnings.



We believe that a broad training in psychology is necessary for competence as a practicing psychologist. We assume that interns enter our program with a solid background in a variety of clinical settings, and some experience in psychological research. Our goal is to serve as a bridge between graduate training and professional practice. We accomplish this by providing clinical experiences with a wide variety of clients, treated with a number of different intervention techniques, clinical and theoretical techniques that vary widely in approach, and by providing high-quality, developmentally tailored supervision within an interdisciplinary behavioral health organization delivering excellent care to the communities we serve.

We view our primary responsibility as training highly competent clinicians who will be able to provide a wide range of evidence-based, outcomes-informed professional psychological services to a clinically diverse client population. We emphasize an individualized, personal, and collaborative approach to training that blends immersion in the clinical setting with appropriate guidance and structure. Interns are viewed as integral members of a highly experienced, interdisciplinary treatment team, and whose contributions to case discussions are highly valued. We strongly encourage interns to take an active role in program and curriculum development, and have worked hard to cultivate an atmosphere in which interns' suggestions and observations about our service delivery system are seriously considered. Training serves interns' professional development, not only by fostering the development of clinical competencies basic to professional psychology, but by instilling trainees with the skills and attitudes expected of well-qualified, humane, and ethical professional psychologists.

Commitment to Training

The Mary A. Rackham Institute's Internship Program is a significant expression of the Institute's ongoing, central commitment to training graduate students in clinical fields. An important feature of our internship is that commitment to excellence in clinical training equals our commitment to high quality, compassionate and evidence-based care.

Program Goals (in accordance with APA and APPIC internship requirements)

***Aim #1:** Interns will gain the clinical knowledge and skills needed for entry-level positions as professional psychologists.*

Competencies:

- **Assessment:** Interns will be able to conduct assessments using a variety of information sources, develop a comprehensive formulation of the client's difficulties, and make appropriate treatment recommendations;
- **Intervention:** Interns will be able to maintain a treatment relationship that facilitates effective client outcomes, and to implement several types of evidence-based psychotherapy and psychological interventions, at a level consistent with beginning professional practice.
- **Communication & Interpersonal Skills:** Interns will demonstrate effective interpersonal, communication, and presentation skills with clients and coworkers.

- **Consultation & Interprofessional/ Interdisciplinary Skills:** Interns will be familiar with concepts of consultation, and demonstrate beginning skills in this area;
- **Supervision:** Interns will be familiar with concepts of supervision, and demonstrate beginning skills.

***Aim #2:** Interns will demonstrate knowledge and skills for research-informed, professional, ethical and culturally sensitive practice as psychologists.*

Competencies:

- **Research:** Interns will demonstrate critical thinking of research and integration of science into practice.
- **Professional Values, Attitudes & Behaviors:** Interns will demonstrate professionalism in all aspects of their role.
- **Ethical & Legal Standards:** Interns will demonstrate knowledge of ethical and legal standards.
- **Individual & Cultural Diversity:** Interns will demonstrate culturally sensitive knowledge and skills.

Further Description of Internship Program

We emphasize the use of multiple key approaches to conceptualizing and treating clinical problems.

Our supervisory faculty vary in their primary theoretical orientations, and include clinicians with expertise in: cognitive-behavioral and third wave CBT approaches (CBT, ACT, DBT, RO-DBT), behavioral approaches (e.g. for Autism spectrum disorders), Family therapy, and Interpersonal and Attachment-based interventions, etc. Many have specific assessment and diagnostic skills (e.g., psychoeducational and ASD assessments).

We have found, however, that the complexity of the issues that our clients face, and that our trainees will contend with in their future roles as psychologists, require awareness of and the ability to use a range of perspectives and evidence-based methods. The overall position of the internship program and its supervisory faculty is integrative. We take this approach in our seminar program, our work with case evaluation, formulation and treatment planning, and our clinical meetings, at which multiple points of view are encouraged and taught.

We strive to develop thorough biopsychosocial case conceptualizations, inclusive of these dimensions:

- Developmental /Biological/Medical (e.g., genetic, constitutional, temperamental, medical, and/or developmental factors contributing to the presenting problems).
- Cognitive/Behavioral (e.g., maladaptive cognitions and behaviors and affect-based schemas)
- Behavioral (e.g. environmental modifications, learning via conditioning and role-modeling).



- Family Systems and Relational Structures (e.g., family structure, boundaries, roles, intergenerational issues, relational patterns, support systems).
- Interpersonal (e.g., relational patterns, attachment styles).
- Systems (e.g. family members, schools etc. response to client and client symptoms).
- Relationship/alliance with the evaluating/treating clinician.
- Individual and Cultural Differences/ Social Systems (we use the ADDRESSING framework).
- Client (and family if youth) strengths and capabilities.

Our evaluation and treatment planning conferences play a key role in implementing this approach to case conceptualization. In these conferences, the multiple points of view generate a biopsychosocial portrait of each client and provide information for making clinical decisions that are based on clinical judgment and core findings in psychotherapy research regarding therapeutic relationships and effective interventions.

We emphasize the use of research/empirical bases for psychotherapeutic assessment and intervention in several ways.

Interns use the research and clinical literature to consider and implement the conceptual/clinical approaches listed above. They also become familiar with the principles and practices of integrative, evidence-based therapy approaches, with the goal of tailoring treatments to the particular needs of the client. Interns also actively participate in empirical assessment of the effects of utilized treatment interventions (e.g. measure of symptoms, functioning, and/or alliance).

Depending on the results of the above considerations, treatments at the MARI centers may integrate more than one type of therapy, either in combination or sequence. In cases where certain approaches are well-supported for the presenting problems, these methods may be used almost exclusively (e.g., CBT for anxiety disorders, family systems approaches for family issues, applied behavior analysis for ASD, parent guidance for ADHD or childhood oppositionality). Couples therapy and Group therapy experiences are also available (e.g. adult groups focused on social and performance anxiety, self-compassion, dialectical behavior therapy (DBT)). Clinical consultation with other providers is also an integral part of clinical care. In addition, clients often receive practical, psychoeducational, and/or supportive interventions.

As a result of our integrative approach, we expect our interns to gain substantial beginning-professional competence in the core domains of assessment and intervention that we teach, and useful knowledge in areas in which we offer exposure. We emphasize a wide range of professional competencies necessary for successful professional practice. Our Evaluation form measures nine key professional competencies at the start, during, and at the end of the internship program. Desired outcomes are specifically established at the start of training and evaluated during the training process.



Competencies include:

- Research (critical thinking skills and use of science in clinical practice)
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behaviors
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision (use of and peer supervisory skills)
- Consultation and Interprofessional/ Interdisciplinary Skills

Of note, our training in assessment competencies includes formal psychological testing, primarily focused on ADHD/LD evaluations for general track adult and child interns. ASD interns will complete ASD diagnostic evaluations and combination psychoeducational/ASD evaluations. If desired, general track interns may also choose to have some exposure to developmental evaluations and/or ASD evaluations (amount of exposure available varies depending on interns' previous experiences and supervisory capacity). Interns develop proficiency in the use of appropriate psychological measures to assess psychological functioning across a range of domains within child or adult populations depending on their internship track. They become knowledgeable regarding the psychometric properties and the standardization samples that support the use of these instruments with particular groups. Proficiency is developed in the ability to administer these tests in a standardized manner, to synthesize the results of testing in written testing reports, and to provide written and verbal testing results feedback to clients and consultants.

Equipped with these competencies, we expect our internship graduates to be able to function effectively as psychologists in a range of contemporary settings, including clinical/ institutional (group practice, counseling and family agencies, schools), private practice, and academic settings.

Monitoring Program Effectiveness

An important part of our educational model is evaluation of program effectiveness. Our faculty receive and monitor feedback from students on the training program and its effectiveness, and make plans to modify programs accordingly.

The Contribution of Interdisciplinary Training

The Mary A. Rackham Institute trains students at many levels and from several disciplines. These include practicum, internship and postdoctoral psychology trainees, pre- and post-masters social work trainees, and occasionally psychiatry residents. Many opportunities for informal consultation and sharing occur in the training-focused environments of the MARI internship, among faculty and trainees at different levels, and from different disciplines.

We believe that the continual formal and informal interaction among trainees at different levels and from different disciplines provides a rich and supporting learning setting that is key to our program. Although



there are seminars oriented specifically to the needs of beginning psychology interns, all students participate in the major meetings together. We believe that, in addition to experiences shared across disciplines, differences between disciplines in training provide diverse, mutually enhancing perspectives that enrich the experience of all staff and trainees.

Accreditation History

The Mary A. Rackham Institute's Clinical Psychology Internship Program has been re-accredited by the American Psychological Association through 2027. We are currently working on our self-study and will have a site visit in 2027. We expect to receive ongoing accreditation following our upcoming site visit.

Ties to U of M

Staff and students at the Mary A. Rackham Institute participate actively in a wide range of activities at the University of Michigan, including lectures and colloquia, scholarly and research collaborations, clinical meetings and exchanges with the Department of Psychiatry, and recreational sports and cultural events.

INTERNSHIP PROGRAM STRUCTURE

Each intern cohort consists of 8 interns across all tracks.

INTERNSHIP SITES

Adult Track: Psychological Clinic

The Psychological Clinic, founded in 1938, was the original locus of the Clinical Psychology program at the University of Michigan. The Clinic began its modern existence in 1954 as a psychoanalytic training center. Over the years, the clinic has evolved significantly in its integration of science and practice. We have expanded our perspectives to include interpersonal, developmental, couples/ systems, biological /psychiatric, cognitive-behavioral approaches, and third wave approaches; an overall multicultural perspective infuses all of our work. We bring these perspectives to bear in our initial assessment and treatment planning for our clients, and seek to teach the fundamentals of these approaches through supervision, seminars and staff meetings.

Interns receive careful supervision of their work beginning with the initial interview and objective testing. This occurs through individual supervision and within our weekly team meetings, which include case presentations, where clinical training and client care is enhanced through interdisciplinary and multi-theoretical discussions across our clinical staff. Our staff represent a wide range of theoretical and evidence-based perspectives, such as Cognitive Behavioral (including ERP), Third Wave (e.g., Acceptance and Commitment Therapy, DBT, RO-DBT), Internal Family Systems, Mindfulness Based, and Emotion-Focused Therapy (EFIT, EFCT) approaches. All voices are valued at our team meetings, and we emphasize a collaborative and supportive environment at the Psychological Clinic.



Supervision is provided for interns psychotherapy work with individuals, couples and groups, with both short and longer term treatments, and for formal psychological testing. Interns are exposed to a wide range of outpatient problems and to clients of varying cultural, racial and economic backgrounds in our diverse university community. Interns participate in a wide variety of seminars and meetings, and have multiple opportunities to present their clinical work in formal meetings as well as informal consultation.

Child/Adolescent Track: University Center for the Child and Family (UCCF)

UCCF was founded in 1988 and is a well-established and respected center for training and clinical care for children, adolescents, and families. UCCF offers a wide range of clinical assessment and treatment services to youth from early childhood through the young adult years. UCCF houses both a general child and family outpatient mental health clinic as well as the University of Michigan Autism Consultation and Treatment Services (UM-ACTS) clinic. Our general clinic offers consultation, psychotherapy, and psychoeducational services. Our UM-ACTS clinic offers consultation services, individual and family therapy for individuals with Autism and their family, Applied Behavior Analysis (ABA) services, and Autism Spectrum Disorder evaluations; UCCF is an Approved Autism Evaluation Center (AAEC) in the state of Michigan.

UCCF emphasizes integration of clinical science into compassionate and respectful clinical care and training. As a part of our clinical training and client care, therapy clients receive an assessment of presenting issues, which includes collecting information about their history as well as of biological, developmental, psychological, and social/environmental factors potentially contributing to the development and maintenance of these presenting issues, with the goal of developing a comprehensive case conceptualization, followed by a collaborative, tailored, and evidence-based treatment plan. Weekly Team Meetings include case presentations, where clinical training and client care is enhanced through interdisciplinary and multi-theoretical discussions across our clinical staff. Our staff represent a wide range of theoretical and evidence-based perspectives, including Cognitive Behavioral, Behavioral, Third Wave (e.g. Acceptance and Commitment Therapy), Family Systems, and Attachment- and Relationally-based approaches. All voices are valued at our team meetings, and we emphasize a collaborative and supportive environment at UCCF.

General child and family interns engage in supervised experience across areas of child and family therapy. These include psychological assessments, case conceptualization, and treatment planning; psychoeducational and/or Autism Spectrum Disorder testing; individual, conjoint, parent, and family-based treatments; therapy and psychoeducational groups; consultations; community outreach; report writing; and formal presentations. Interns are exposed to a wide range of outpatient problems, including anxiety, depression, ADHD, ASD, disruptive behavior, noncompliance, toileting skills deficits, sleep problems, learning issues, adjustment to life transitions, and family conflict. The youth and families seen at UCCF are of varying cultural, racial and economic backgrounds. Interns also participate in a wide variety of training seminars and meetings, and have multiple opportunities to present their clinical work in formal meetings as well as informal consultation.



ASD-focused Track: University of Michigan - Autism Consultation and Treatment Services (UM-ACTS) at University Center for the Child and Family (UCCF)

Please refer to our [ASD track specific brochure](#).

HYBRID OFFICE MODEL

The COVID-19 pandemic beginning in March, 2020 forced us to quickly adapt to the need for working virtually. We have found since that time that we are able to meet many clinical service and training needs using a hybrid format, without sacrificing excellence, and with some benefits to staff and clients alike. Data from a May, 2021 APPIC survey also supports the feasibility and benefits of virtual clinical training and clinical care. As such, we have decided to continue our hybrid office model for the future, with interns, faculty and staff all working some days onsite and other days virtually. Currently, child and ASD track interns are present in the office on Mondays, Wednesdays and Thursdays and work virtually on Tuesdays and Fridays. Our adult track interns are present in the office on Tuesdays, Wednesdays, and Fridays as needed. All interns are present together one day each week to promote cohort building. At present, this is on Wednesdays. Any interns unable to work virtually due to space, privacy, or other constraints, will be accommodated for onsite work. Interns will be equipped with technology necessary to support them on both onsite and offsite work days.

SUPERVISION and TRAINING

A substantial part of each student's internship time (about 30%) is spent in supervision and/or training activities. All interns have individual and group supervisions and receive additional supervision for all specialty activities in which they are engaged (e.g., psychological testing, couples work, group therapy, psychoeducational groups, work with special populations, etc.). Interns also attend weekly staff meetings, team case conferences and seminars (described below).

Activity	Adult Track Hours/Week	Child/Adolescent Track Hours/Week	ASD Track Hours/Week
Therapy Face to Face Contact	15	13	10
Individual supervision	2-3	2-3	2-3
Group supervision	1.5-3.5	1.5-3	1.5-3
Total Individual & Group Supervision	4-6	4-6	4-6
Testing Activities	9 cases/year (range 8-10)	9 cases/year (range 8-10)	16-20 Comprehensive ASD/Psychoed cases/year
Team Case Conference	1.5	1.5	1.5
Seminars	2.5	2.5	2.5



Specialized training rotation	4	4	4
Paperwork/Preparation	9	9	9
Collateral Contacts	0	2	2
Administration/Reading	3	4	4
TOTAL	45-50	45-50	45-50

Approximate Breakdown of Activities

Interns meet regularly with their supervisors and Training Director to prepare their training plan and to monitor it over time. A Training Committee is led by the Psychology and Social Work Training Directors and composed of the Director of the mental health clinics and other representative faculty. This Committee reviews the training plans and helps fine-tune the internship experience throughout the year. Evaluations of the intern's work are prepared by all supervisors involved in the interns' training, and these are then reviewed by the Training Committee. The Committee also receives and responds to feedback from interns evaluating the internship through trainee representatives who are present for the meetings except for the portions when we are discussing specific trainees and their evaluations.

PRIMARY TRAINING EXPERIENCES across all Internship tracks:

Individual Outpatient Treatment (All Tracks): All interns provide individual diagnostic assessment and individual psychotherapy throughout the year. Adult track and Child/Adolescent track interns see a broad range of clients across many diagnostic categories and presenting problems. ASD-Child track interns also see a broad range of clients but with focus on neurodiversity.

Psychoeducational Assessment: All interns also provide formal testing. Testing focuses primarily on psychoeducational and psychodiagnostic testing for ADHD and LDs. Interested Child and Adult track interns may have the opportunity to be involved in our comprehensive testing service, which also includes ASD diagnostic testing, dependent on supervisor capacity. The ASD track will focus primarily on ASD and comprehensive diagnostic assessment.

ADDITIONAL MINI TRAINING EXPERIENCES:

All interns choose additional mini- training experiences to supplement their primary individual therapy and assessment experiences. These mini experiences total up to 4 hours per week, and are completed simultaneously with the primary experiences. Interns work with supervisors early in the year to identify options that interest them. Mini experiences may be arranged for a quarter, semester, or the entire year based on interest and availability. The listing of mini experiences is subject to change each training year based on available resources, but currently include those listed in our [MARI Mental Health Clinics Specialized Training Opportunities document](#).



SEMINARS and MEETINGS

Some meetings are attended by just Adult or Child/Adolescent/ASD interns, some include all interns, and some are held jointly along with all trainees and staff. Attendance is required unless noted below as optional.

Administrative/Consultative Outpatient Clinics Meeting (All interns, 0.5 hour weekly)

Interns in all tracks, together with all trainees and staff across both clinics, attend this weekly meeting. Twice a month this is an administrative meeting covering policy updates, announcements, and appreciations. On alternating weeks this meeting is set aside for case consultation, especially of those cases that would benefit from discussion with our psychiatrist or across the adult and child clinics. New cases are briefly presented, discussed by the interdisciplinary team, and prepared for assignment.

Joint Training Seminar (All interns, 1-1.5 hours weekly).

This seminar series includes lifespan, adult and child/adolescent/family topics; interns attend sessions relevant to their track, and staff also attend select sessions. The seminar focuses on a variety of important issues in clinical work with children, adolescents, adults, couples, and families. The seminars are planned and scheduled in a cumulative, graded fashion to meet the needs of beginning clinicians as they learn to do and think about diagnosis and treatment. The schedule changes year to year and includes a combination of presentations from our core supervisors and presenters from outside our clinic with specific expertise in a variety of areas. We also try to leave space at the end of the year for presentations on topics specific to interests in that year's class of trainees. We are able to find presenters with expertise on most topics, given our wealth of resources at the university and in our network of previous trainees. All topics infuse elements of cultural competency development and cultural humility and we also have a specific curriculum woven throughout the year with this focus. We hold multiple sessions on some topics and single sessions on others.

Below is a list of some recent topics presented:

- Integrative Behavioral Couples Therapy and Emotional Focused Couples Therapy (IBCT; EFT)
- Radically Open Dialectical Behavior Therapy (RO-DBT)
- Acceptance and Commitment Therapy across the lifespan (ACT)
- Mindfulness based interventions across the lifespan (MBCT/MBSR)
- Autism-Spectrum Disorder Assessment across the lifespan
- Modifications to evidence-based interventions for individuals with ASD across the lifespan
- Psychiatric Medications across the Lifespan
- Endings and Terminations
- Cultural humility and the Reflective Local Practice model
- Ethical and Legal issues in mental health care
- Family systems, intergenerational trauma, and the clinical use of genograms



- Exposure and Response Prevention
- Motivational Interviewing
- Seminars related to testing including
- Various Guest topics (e.g. Working with Non-Binary clients, Trauma from a Multicultural Lens)

Guest speakers may also be invited to speak on a wide range of advanced topics relevant to clinic services and training needs (e.g., self-compassion, working with non-binary clients, understanding privileged identities, college student and adolescent sleep issues, substance abuse evaluation, trauma-focused CBT; evaluation and treatment of aggression in preschool children, educational and learning issues in children and consultations with schools and families about these issues, tailoring Interventions to Asian Populations, body focused repetitive behavior (BFRBs) interventions; trauma interventions).

UCCF and PC Clinical Team Meetings (All interns attend their respective clinic's meeting; 1 hour weekly).

Interns, other trainees, and staff take turns presenting client case material and then offer a biopsychosocial case formulation and treatment plan informed by contemporary practice, theory, and scientific research. Consultation is provided on continued assessment, diagnostic formulation, intervention decisions and implementation, including treatment sequencing, and additional referrals (e.g. specialty clinics, school consultations, medication evaluation). Interns present cases in this meeting two times each year, typically focused on cases that are challenging and will benefit from feedback from the entire team. Infusion of research data is required for the second presentation to demonstrate competency in the infusion of research into clinical practice. Some team meeting time is reserved for professional development presentations that will benefit both trainees and staff or socialization time for the group to encourage building connections and camaraderie in the context of remote work.

Professional Development and Training Program Seminar (All Interns, 1 hour/month).

Various Institute staff and/or guest speakers lead the professional development topics in this seminar, and the Internship Program Training Director leads discussion of training program-specific meetings.

Professional development topics often include: Applying for a First Professional Position or Postdoctoral Fellowship, Becoming a Clinical Supervisor, Integration of Science and Practice, Considerations in running a mental health clinic (with our marketing, front office management and billing staff as panelists), ABPP considerations, Grant-writing, Conducting Program Evaluations, and How to start a private practice & Considerations in joining a group practice, among others. The seminar involves active discussion, and there is ample opportunity for tailoring to individual interns' specific interests.

Group Supervision of Supervision Seminar (Optional, 1 hour, 1-2x/month).

This meeting is co-led by the psychology and social work training directors. It is held twice per month. The first session of the month focuses on didactic topics such as models of supervision, supervision contracts,



providing feedback, ethical issues in supervision etc. The second session of the month includes only those trainees providing tiered supervision and evolves into small group supervision discussing issues that arise within members' tiered supervisions. This seminar focuses on the process of supervision, whereas specific cases are discussed within tiered individual supervision. Trainees providing mentorship to undergraduate students have a similar session focused on building the mentorship relationship with their undergraduate intern.

Journal Club (All interns, Monthly).

All interns and some additional psychology and social work trainees attend this monthly meeting led by postdoctoral fellows. Trainees choose readings to discuss on selected diversity-focused topics of particular interest to each trainee. Discussions are focused on diversity and multicultural issues, including limitations of the current literature.

SUPERVISING FACULTY and AREAS OF INTEREST

- ★ **Anupama Agrawal, M.S.W. (Faculty, UCCF).** Clinical social worker with expertise in early childhood mental health and early childhood evidence-based interventions. Specifically interested in the birth - 3 time period, attachment security and attachment - based interventions, supporting the parent-child relationship, working with diverse populations, and families that have experienced trauma.
- ★ **Christine Asidao, Ph.D. (Senior Director, MARI).** Counseling psychologist who is integrative and incorporates Acceptance and Commitment Therapy (ACT), self-compassion, and mindfulness based approaches within a strengths-based, culturally humble, and multicultural framework addressing the intersectionality of multiple social identities. Clinical areas of interest: anxiety, depression, relationships, college student development, grief/loss, career and graduate/professional exploration, identity development, second generation issues, work/family balance, family of origin, and the effects of multiple social identities on well-being.
- ★ **Nina Banozic, M.S.W. (Faculty, UCCF).** Clinical social worker providing evidence-based treatments for children, adolescents, and families experiencing a variety of mental health challenges. Special training and interest in trauma-informed mindfulness.
- ★ **Ellen Barrett-Becker, Ph.D. (Faculty, UCCF & Psychological Clinic)** Clinical psychologist specializing in psycho-educational assessment and evidence-based treatment for children, adolescents, and adults. Specifically interested in the impact of attachment relationships, trauma, mood disorders, and ADHD across the lifespan. Treatment approaches include parent management training, emotion focused therapy, cognitive behavioral therapy, dialectical behavior therapy, mindfulness-based interventions, and trauma-informed interventions.
- ★ **Rich Dopp, M.D. (Institute Medical Director and staff psychiatrist; UCCF & Psychological Clinic).** Board certified psychiatrist (adult and child/adolescent) with experience treating a variety of



mental health disorders including depression, anxiety, ADHD, ASD and more. Specifically interested in combination treatment including psychotherapy, medication, and exercise.

- ★ **Meaghan Fesler, M.S., LLP (Clinician, UCCF & Psychological Clinic).** Psychometrist for psychoeducational testing across the lifespan.
- ★ **Angela Fish, Ph.D. (Director of Psychology Training, MARI; Faculty, UCCF).** Clinical psychologist with expertise in evidence-based assessment and treatment of Autism Spectrum Disorder and co-occurring conditions. Specifically interested in early childhood and transition to adult aged populations and parent-mediated interventions.
- ★ **Lily Gershenson, MSW (Faculty, Psychological Clinic).** Clinical social worker with expertise in treatment that incorporates theory and research related to trauma and attachment. Special interest and training in mindfulness-based approaches and Internal Family Systems.
- ★ **Jody Hoffman, Ph.D. (Faculty, Psychological Clinic).** Clinical psychologist with expertise in Acceptance and Commitment Therapy (ACT), Radically Open DBT (RO-DBT), ERP, HRT & ComB, and Interpersonal Therapy (Klerman/Weissman IPT). Specific interests in behavioral therapies, disorders of overcontrol (including lifespan treatment of anxiety and OCD-spectrum disorders) and adaptations of ACT/ERP (e.g., neurodiversity).
- ★ **Erin Hunter, Ph.D. (Faculty, UCCF & Director of MARI's Mental Health Clinics).** Clinical psychologist with expertise in evidence-based psychotherapies for children and adolescents, as well as parent support and training (e.g. PMT, emotion coaching, Collaborative Problem Solving), family-based therapy, and Third Wave Behavioral interventions [e.g., Mindfulness, Acceptance and Commitment Therapy (ACT), Functional Analytic Psychotherapy (FAP)]. Specific interests in working with adolescents and young adults as well as LGBTQIA+ youth and families.
- ★ **Sarah Jonovich, Ph.D. (Faculty, UCCF & Psychological Clinic).** Clinical psychologist with expertise in evidence-based psychotherapies for children, adolescents, and adults. Supervisor to University of Michigan psychotherapy practicum students and tiered graduate student supervisors.
- ★ **Kristen Kalymon, Ph.D. (Faculty, UCCF; Director, UM-ACTS).** Clinical psychologist and board certified behavior analyst (BCBA) with expertise in assessing and treating behavioral concerns displayed by children and adolescents with Autism Spectrum Disorders, as well as other developmental disabilities, through the use of evidence-based parent-training and individual psychotherapy.
- ★ **Lawrence R. Kowalski, M.S., B.C.B.A. (Faculty, UCCF).** Clinical psychologist and board certified behavior analyst with expertise in diagnosis and treatment of Autism Spectrum Disorders (ASD), social skills training, Applied Behavior Analysis (ABA), and Behavioral Therapy with Traumatic Brain Injuries (TBI).



- ★ **Jon Ross, M.S.W. (Faculty, Psychological Clinic).** Clinical Social Worker providing evidence-based treatments for adults experiencing a wide variety of challenges. Special training and interest in dialectical behavior therapy.
- ★ **Michelle Van Etten Lee, Ph.D. (Faculty, Psychological Clinic).** Clinical psychologist with expertise in psychology training, adult psychotherapy and assessment, and specifically, CBT for anxiety disorders.
- ★ **Sara Villegas-Boykins, Ph.D. (Faculty, Psychological Clinic).** Clinical psychologist who uses trauma-informed integrative and evidenced-based treatments (primarily third wave CBT). Specialization working with historically marginalized populations, emerging adult, and multicultural community psychology. Clinical interests include trauma, mild depression and anxiety, grief and loss, intersectionality, identity development, immigrant mental health, and mindful self-compassion.
- ★ **Ashley Wright, M.S., LLP (Clinician, UCCF & Psychological Clinic).** Psychometrist for neuropsychological and psychoeducational testing across the lifespan.

Please also see our Get to Know MARI Mentors slides on our [website](#).



HOW TO APPLY

The deadline is Nov. 1. All materials have to be submitted via the APPI online portal:
<https://www.appic.org/AAP-APPA>

These five items are required:

1. Completed [Online AAP-APPA application](#)
2. Letter of interest
3. Curriculum vitae
4. Three Standardized Reference Forms
5. Graduate school transcript

Check for additional information at mari.umich.edu. Applicants will be notified of their interview status by Dec. 1. Interview days will be all virtual. Candidates will interview with 2 or more faculty supervisors. Virtual interview days will include attending a team case conference and meeting with current interns.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

ACCREDITATION

The Mary A. Rackham's Psychology Internship program is accredited through 2027 by the Office of Program Consultation and Accreditation of the American Psychological Association, 750 1st Street, NE, Washington, DC 20002, (202) 336-5979.

INTERNSHIP STIPEND and BENEFITS

The annual internship stipend for the training year is \$35,000. Benefits include medical & dental insurance, 22 days paid time off for vacation, sick time, and professional development, plus major holidays and a seasonal week leave during the last week of December.

INTERNSHIP QUALIFICATIONS

Prospective interns must:

- Be enrolled in an APA- or CPA-accredited clinical, counseling, or school psychology doctoral program;
- Be on track to satisfactorily complete all required coursework for their doctorate, prior to starting internship;
- Have satisfactorily completed required practicum assignments, with training relevant to the MARI internship;
- Have their dissertation proposal accepted prior to the application deadline;
- Have accrued a minimum of 350 intervention hours and 100 assessment hours, by the application deadline; and
- Have completed 4 or more years of graduate training, by the start of internship.

COMMITMENT TO DIVERSITY

We have a strong commitment to creating an environment that is positive and supportive of growth around individual and cultural differences. We welcome applicants from all minoritized groups.

QUESTIONS?

Contact Angela Fish, Ph.D., Director of Psychology Training,
amfish@umich.edu; 734-764-9466

Updated 9/22/2025, AMF