



ACCESS INSTITUTE

**DOCTORAL INTERNSHIP PROGRAM
IN CLINICAL PSYCHOLOGY**

2021-2022

Updated on September 23, 2020

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MISSION – VALUES – SERVICES

Access Institute for Psychological Services is a community-based mental health care non-profit based in San Francisco whose mission is to provide high-quality psychological care to people of all ages who fall through the socioeconomic cracks *while* training the next generation of mental health professionals through a model that values human complexity, supports socially-conscious practice, and promotes sustained human growth. Our goal is to provide high-quality, culturally-informed mental health care to anyone in need.

Access Institute serves some of the most vulnerable members of our community, those who want and need psychological support, but aren't able to access it for any number of reasons, including income, cultural barriers, disability, and mental health stigma. We provide a mental health safety net to individuals and families who are low-income with limited or no insurance coverage and are struggling with social problems like housing insecurity, employment instability, immigration challenges, and legal problems – all of which are complicated by their mental health struggles.

Access Institute offers mental health services at affordable sliding-scale rates at its outpatient clinic in the Hayes Valley neighborhood of San Francisco. Services include individual and couple psychotherapy, psychological assessment, psychiatric medication, and intensive case management services. Through partnerships with seven public elementary schools, an adult day health center, and a senior center, our postgraduate fellows also offer free, on-site mental health care to at-risk children, families, and seniors. We provide over 13,000 sessions of free and affordable services to more than 700 Bay Area residents every year.



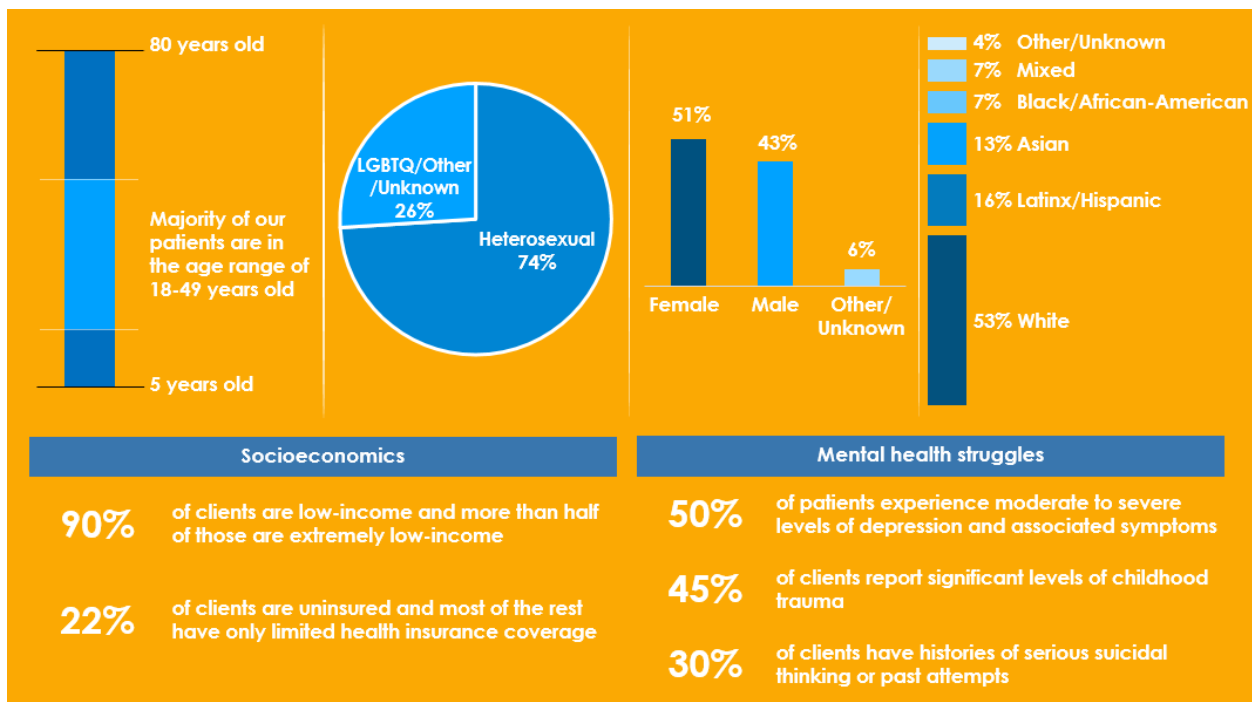
**Access
Institute is all
about
*accessibility.***

Over our 16-year history, we have developed a model of care that is intensive, comprehensive, long-term, and serves people who need help recovering from serious psychological difficulties. At Access Institute, we utilize a psychoanalytically-oriented model of mental health care. This model takes an in-depth approach to treatment and appreciates the complexity of each individual and the varied and idiosyncratic forms of mental suffering. We not only believe in reducing symptoms, but also value the long-term goals of expanding people’s psychological capacities and ability to live more meaningful and satisfying lives.

We value every member of our community and believe that everyone deserves access to comprehensive and high-quality mental health care. We reject the idea that lack of adequate financial resources should be a barrier to this type of treatment. Our service model recognizes that individual experience in all its complexity is embedded in one’s social context, and working within that context is a critical element to fostering therapeutic growth.

Unique among community clinics, we don’t impose arbitrary eligibility requirements or limits on care. Treatments are tailored to patient needs and can be brief and problem-focused or in-depth, intensive, and extensive.

Patient demographics at a glance:



DOCTORAL INTERNSHIP PROGRAM

Access Institute offers a 12-month, full-time Doctoral Internship Program in Clinical Psychology for the 2021-2022 academic year. We are a partially affiliated site with the Wright Institute and, out of the four (4) internship placements at Access Institute, we reserve three (3) positions for Wright Institute students.

Our internship program is specifically designed to support psychoanalytic work in a community setting:

Community-based mental health

We offer an intellectually rigorous and emotionally immersive training in psychoanalytic psychology with the mission of training the next generation of mental health professionals who are committed to serving marginalized populations. The goal of Access Institute's psychology internship is to prepare doctoral students for the professional practice of psychotherapy and psychological assessment in community-based mental health clinics as well as in a variety of related clinical settings. Our intensive training program provides interns with the opportunity and the professional support they need to work effectively with diverse patient populations and varied clinical presentations, to engage in multidisciplinary collaboration, as well as participate in didactic trainings and supervision that address intrapsychic, interpersonal, and systemic contributions to an individual's functioning.

Psychoanalytic framework

Our training program is designed to develop the intern's psychoanalytic stance through work with culturally diverse populations. It is defined by a flexible and reflective approach to patients and a respect for the unconscious both in the patient and in the therapist. This psychoanalytic attitude integrates the capacity to hold and creatively make use of psychoanalytic theory, the development of an authentic clinical voice, the appropriate use of clinical hypothesis testing, an integrative approach to knowledge from related disciplines, an openness to emerging possibilities, and an awareness of the inherent limits on knowledge.

We encourage critical thinking, holding complexity, and integrating different perspectives. We value deep listening and curiosity on the part of our clinicians as we train them to assess and treat a full range of psychological disorders. We see the therapist as a healer who knows the relationship to the patient is essential, is willing to struggle personally, and utilizes the self as an instrument for

healing and growth. We place a strong emphasis on interns' growing ability to integrate science and practice and to evaluate the effectiveness of treatment. Our expectation is that graduates of the program will develop their unique clinical approaches within the psychoanalytic field and utilize those to make ongoing contributions to community mental health.

Location and work setting

Our interns engage in patient care with a diverse group of individuals at our community clinic, located at 110 Gough Street in San Francisco. Interns provide individual therapy to adults and couples. The psychoanalytic approach allows for more intensive treatments and many patients are seen in psychotherapy at the clinic two or three times per week. Besides providing psychotherapy, interns also conduct comprehensive psychological assessment batteries of children, adolescents, and adults.

Our doctoral interns work alongside our postgraduate fellows. We strive to foster a community of caring and mutual responsibility among Access Institute interns and postgraduate fellows, as we believe that a sense of belonging can directly translate into better support for the people in most need in the community. We aim to create a professional home that allows for cohesive interaction between interns, postgraduate fellows, and staff through all-member community meetings, case material discussions, and mentorship activities. We encourage interns to apply to train with us for a second year as postgraduate fellows.



**We train the next generation
of psychoanalytically
informed therapists who
believe that everyone
deserves responsive,
attentive mental health care.**

TRAINING GOALS AND OBJECTIVES

The training philosophy at Access Institute's Doctoral Internship Program subscribes to a practitioner-scholar model. By engaging in different educational activities and clinical experiences throughout the year (i.e. combination of didactics, supervised professional experience, case presentations, and community and cohort meetings), interns are expected to develop proficiency as entry-level professionals in the following profession-wide and program-specific competencies of Access Institute:

Aim 1:

To foster interns' capacities for self-reflection and self-awareness, critical thinking, and communication skills in the service of developing interns' into ethical, culturally sensitive professionals as well as to facilitate the development of interns' entry-level professional skills in various areas of clinical psychology, including therapeutic interventions, psychological assessment, supervision, consultation, and scientific research.

Interns will be able to:

Profession-wide Competency 1.1. Research

- Demonstrate the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
- Demonstrate the substantially independent ability to disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Profession-wide Competency 1.2. Ethical and Legal Standards

- Be knowledgeable of and act in accordance with each of the following:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.
- Seek appropriate information and consultation when faced with ethical issues.

<p>Profession-wide Competency 1.3. Individual and Cultural Diversity</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Be knowledgeable of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. • Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. • Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship. • Address the social and systemic impacts on clients and clinicians within community mental health settings. • Think critically about issues of power/privilege/differences, non-defensiveness, curiosity, openness to one's own cultural biases.
<p>Profession-wide Competency 1.4. Professional Values, Attitudes, and Behaviors</p>	<ul style="list-style-type: none"> • Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
<p>Profession-wide Competency 1.5. Communication and Interpersonal Skills</p>	<ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

**Profession-wide
Competency 1.6.**
Assessment

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
- Be knowledgeable of evidence-based assessment measures and practices for comprehensive assessment and differential diagnosis of a wide variety of presentations and disorders
- Select and apply empirically reliable and valid and culturally sensitive measures
- Evaluate cultural considerations as they relate to limitations of test validity
- Provide research-informed case conceptualization

**Profession-wide
Competency 1.7.**
Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
- Recognize and address transference and countertransference dynamics.
- Modify relevant evidence-based approaches based on patient characteristics.
- Understand the appropriate timing of interventions.

Profession-wide Competency 1.8. Supervision	<ul style="list-style-type: none"> • Apply supervision knowledge in simulated (role played) practice with psychology trainees, or other health professionals. • Demonstrate the ability to competently perform peer supervision with fellow interns.
Profession-wide Competency 1.9. Consultation and Interprofessional/ Interdisciplinary Skills	<ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Aim 2:

To facilitate competency in psychoanalytically informed psychotherapy. Interns will be able to:

Program-specific Competency 2.1. Psychoanalytically Informed Framework	<ul style="list-style-type: none"> • Be knowledgeable of contemporary psychoanalytic diagnosis and case formulation, through the use of the Psychodynamic Diagnostic Manual (PDM) • Integrate theories and techniques from various contemporary psychoanalytic schools of thought • Demonstrate respect for the unconscious both in the patient and in the therapist and an openness to emerging possibilities • Understand the benefits/uses and limits of psychoanalytically informed work with various patient populations and clinical situations
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STRUCTURE OF PROGRAM AND TRAINING METHODS

Our rigorous curriculum is comprised of seminars on a diverse array of topics that lay the foundation for profession-wide competencies as well as for contemporary, psychoanalytic thinking about complex clinical presentations in community mental health settings. The curriculum emphasizes a socially-focused, “person-centered” model of care that addresses the individual needs of each patient within their socio-cultural contexts. At Access Institute, interns are taught and supervised by contemporary thinkers who have evolved psychoanalytic practice in meaningful ways.

Before beginning training and providing clinical services, we start the year with a week-long orientation process. The orientation includes training on clinic policy and procedure; the history, mission, and vision of Access Institute; introductions to patient services and patient populations; as well as introductory discussion on the psychoanalytic framework, among others.

Throughout the year, interns provide psychotherapy (individual and couple) and conduct comprehensive psychological testing for 17 hours per week; participate in 3 hours of individual supervision and 1.5 hours of group supervision; and 7.5 hours of training (didactics, case conferences, community and cohort meetings) weekly, and spend the rest of their time in other meetings and administrative activities. Below is a detailed description of weekly activities:

1. Direct Service Activities (17 hours)

Individual and Couple Psychotherapy (11 hours/week): Each intern is expected to carry an average of 11 clinic therapy hours on a weekly basis. Individual and couple psychotherapy includes weekly visits at minimum or may be more intensive with multiple sessions per week. Four hours of an intern's weekly clinic hours must be available to patients at 5:00 PM or later. In exchange for one of these evening hours, interns may make available an 8:00 AM hour.

Psychological Assessment (5 hours/week): We expect each intern to complete at least 4 comprehensive evaluations during the year. Test batteries may include: measures of intelligence, cognitive and mental functioning, attention and focus, personality measures, projective measures, among others.

Assessment Intake/Consultation (1 hour/week): Each intern is expected to take turns in attending to the assessment intake line. Assessment patients are first screened over the phone to see if Access Institute is the right place to find answers to their referral question.

2. Training Activities (7.5 hours/week)

Seminars (4.5 hours/week): Interns attend three weekly didactic seminars that are geared towards establishing profession-wide competencies in clinical psychology as well as program-specific skills in providing community-based, psychoanalytically informed therapy. Training seminars are taught by various members of the Access Institute staff and experienced mental health professionals.

- **Theory and Technique Seminar** (1.5 hours/week): Didactic experiences include a full range of topics on the foundations of psychoanalytic work in the community, major psychoanalytic theories, resistance–impasse–enactment, substance use treatment within an integrated psychodynamic framework, working with specific populations, and termination.
- **General Topics Seminar** (1.5 hours/week): throughout the year, interns engage in various seminars covering such topics as diagnosis and case formulation, pharmacology and care coordination in the community, crisis intervention, working with fees, ethics, neuropsychanalysis, and research and evaluation of the effectiveness of treatment. Interns also have the opportunity to integrate different parts of their professional identities during discussions of how to become a supervisor, as well as during presentations of invited experienced clinicians.
- **Assessment Seminar** (1.5 hours/week): Interns gain specialized training and experience in addressing complex diagnostic referral questions around areas of specific learning disorders, attention-deficit/hyperactivity disorder, and personality/emotional functioning. Interns also gain experience conducting intakes for prospective psychological assessment referral patients, and providing psycho-education on the testing process and outcomes. During the training year, interns have the opportunity to further develop their skills by researching and presenting on a specialized area of their assessment interests as well as through invited advanced clinicians' case presentations. In all areas of assessment work, fellows are trained to employ a multicultural, social justice approach to psychological assessment. This approach supports interns in accounting for cultural differences in the interpretation of measures and validity of test outcomes, as well as in considering the current and historical cultural factors that impact their evaluations.

Therapy Case Conference (1.5 hours/week): The therapy case conference provides interns with the opportunity to choose a patient/couple from their active therapy caseload and present the case to the members of the training cohort. A case is followed for several consecutive weeks, which gives group members ample time to reflect on and attend to the different layers of the material as well as to expand their clinical skills by thinking together. The therapy case conference is facilitated by experienced licensed clinical psychologists.

The same facilitator runs the case conference for half a year, which allows the collaborative, clinical thinking of the group to develop.

Community Meeting (1 hour/week): Interns, postgraduate fellows, and Access Institute staff members all engage in a weekly community meeting. Community meetings provide space for specialized trainings, discussion of clinic processes, institute-wide presentations, multidisciplinary discussions, professional development conversations, birthday celebrations, and retreats.

Cohort Meeting (0.5 hours/week): The intern cohort meets with the Director of Training twice-monthly. Cohort meetings provide space for conversations related to professional development and discussion about interns' training experiences.

3. Supervision (4.5 hours/week)

Individual Supervision of Therapy Cases (2 hours/week): Each intern receives two hours of regularly scheduled weekly individual supervision for their psychotherapy cases from licensed psychologists. Interns have two individual supervisors: one primary supervisor and one adjunct supervisor. Supervision is designed to develop the interns' self-awareness and capacity to recognize both their strengths and limitations related to the emerging unconscious material. Interns are expected to bring process notes to their supervisory meetings and explore the material through the lenses of transference and countertransference. Individual supervision also supports the exploration of questions related to professional development and ethical functioning.

Individual Supervision of Assessment Cases (1 hour/week): Each intern receives one hour of regularly scheduled weekly individual supervision with a licensed psychologist for their assessment cases. Interns work with two assessment supervisors during the year, and each supervisor is responsible for two of an intern's required four assessment cases.

Assessment Group Supervision (1.5 hours/week): During the training year, interns have the opportunity to present their psychological evaluation cases in a group supervision setting. The assessment group supervision is a place where interns receive support on their ongoing testing cases by the discussion of the collected assessment data. Interns present one of their assessment cases over the course of a few consecutive weeks to the other group members and to the licensed

psychologist supervisor in order to use the collective experience of the group to guide the interpretation process.

4. Other activities (11 hours/week)

Reading/Preparation for Supervision (5.5 hours/week): Interns are given time to read assigned articles and book chapters for their seminar as well as to prepare process notes for their supervisory meetings.

Paperwork/Case Management (3 hours/week): Interns have time weekly to attend to their case management responsibilities, including progress notes, patient correspondence, chart updates, etc.

Lunch (2.5 hours/week): Interns receive half an hour per day for lunch included in their schedules.

WEEKLY ACTIVITIES OVERVIEW

Training Activities and Meetings		Direct Clinical Services	
Theory and Technique Seminar	1.5	Individual and Couple Therapy	11
General Topics Seminar	1.5	Psychological Assessment	5
Assessment Seminar	1.5	Assessment Intake/Consultation	1
		Supervision	
Psychotherapy Case Conference	1.5	Individual Supervision of Therapy Cases	2
		Individual Supervision of Assessment Cases	1
		Assessment Group Supervision	1.5
Community and Cohort Meetings	1.5	Other Activities	
		Reading/Preparation for Supervision	5.5
		Paperwork/Case Management	3
		Lunch	2.5

Current primary supervisors:

- Tori Branch, Psy.D. – Director of Clinical Services
- Gergely Földesi, Psy.D. – Associate Director of Training
- Anjali George, Ph.D. – Director of Elder Services
- Loong Kwok, Psy.D. – Interim Director of Training, Director of Child Services
- Bart Magee, Ph.D. – Founder and Executive Director
- Molly Russo, Psy.D. – Staff Psychologist and Supervisor

In addition to our primary supervisors, adjunct supervisors provide psychotherapy supervision to our interns.

Successful completion of doctoral internship program:

1. Complete 2,000 hours during the internship year
2. Complete a minimum of 450-hours of face-to-face clinical contact (including psychotherapy and assessment) with clients
3. Complete a minimum of four (4) comprehensive psychological assessment batteries
4. Attendance and participation in required educational activities
5. Successful completion of at least one therapy case presentation
6. Successful completion of at least one assessment case presentation
7. Attainment of at least a passing level (defined below) in each of the program's competencies:

Interns are expected to enter internship at a minimum rating of “Beginning/Entry-level Competence Level” (rating of “2”) as outlined in the Intern Evaluation Form based on a 5-point scale. At mid-year, interns are expected to be rated a minimum of “Intermediate Competence Level” (rating of “3”) or higher on all evaluative items for each competency of the Intern Evaluation Form. To successfully complete the internship and receive a Certificate of Completion, the intern must achieve ratings of “Advanced Competence Level” (rating of “4”) or higher on all evaluative items for each competency by the end of the internship year and must not have engaged in any significant unethical conduct.

INTERN SELECTION

We welcome applications of doctoral students attending APA-accredited graduate programs in clinical, counseling, and school psychology, who:

- are in good academic standing and meet the requirements of internship readiness approved by graduate program training director before application deadline
- have successfully completed their comprehensive examination(s)
- have completed a minimum of 500 practicum hours approved by graduate program training director
- have prior experience conducting psychological assessment (both child and adult), with a minimum of 50 assessment hours
- preferably have prior clinical experience with adults and couples
- preferably have completed coursework in psychological assessment, preferably including training on the R-PAS system
- preferably have strong writing skills
- preferably have prior experience at community-based clinics
- preferably have an interest in training to work from a psychodynamic perspective
- preferably have multicultural interest and experience working with diverse populations

STIPEND AND BENEFITS

The internship training year **starts on September 7, 2021 and ends on September 2, 2022**. Interns receive a **stipend of \$30,000** for the 12-month, full-time Doctoral Internship Program during the 2021-2022 academic year as well as the following benefits:

- 10 paid **vacation days**
- Up to 40 hours **sick leave**
- **PPO (Preferred Provider Organization) medical insurance:** Access Institute covers half the cost of the premium for PPO plan (i.e. \$200 of the total

premium of \$400 per month). Interns may choose to join the plan at \$200 per month, or they may opt out of this plan and receive a \$200 supplement to their stipend.

- **Professional Development Time** and **Dissertation Release Time:** Interns receive professional development time and dissertation release time for professional activities such as job interviews, conferences, and dissertation defense. Requests for professional development time and dissertation release time need to be discussed with the Director of Training prior to approval.
- **Commuter Benefits:** Interns are eligible for a monthly pre-tax deduction from their paycheck (maximum monthly deduction \$265) for transit expenses.

APPLICATION AND INTERVIEW PROCESS

Access Institute will use the AAPI Online Application system. Hard-copy, mailed-in applications will not be accepted. To be considered for the internship of the academic year 2021-2022, application materials must be submitted by **Friday, November 13, 2020**. To find out more about the AAPI online procedure and to access the applicant portal, please go to the APPIC website: <https://portal.appicas.org>.

Please include with your online application the following supporting documents:

- Current curriculum vitae
- Cover letter
- Three letters of recommendation from those familiar with your clinical work
- Official transcripts from graduate school(s)
- De-identified psychological assessment report
- The AAPI

All applications received through the APPIC portal will be reviewed and considered for Access Institute's Doctoral Internship Program in Clinical Psychology. All candidates will be notified if they are being offered an interview via email no later than December 1st, 2020. Every qualified candidate will be offered an individual interview with the Director of Training. Some candidates will

be offered second individual interviews with additional staff members. Interviews will be held during the month of November and December via videoconferencing, given the restrictions on traveling and meeting in person. Virtual tours and contact with current interns will be offered to those who are offered second interviews.

APPIC application deadline	November 13, 2020
Interview notification date	December 1, 2020
Interviews	November and December, 2020
Match ranking	February 5, 2021
Match notification	February 19, 2021

Applicants must register for the Match using the online registration system on the NMS Match System website at www.natmatch.com/psychint to be able to rank our site. Our APPIC Match number is 209511.

Access Institute does not discriminate on the basis of any legally protected category, including race, color, national origin, sex, sexual orientation, religion, age, disability, marital status, veteran status, or public assistance in the admission, access to, or employment in its programs or activities.

Accreditation and Affiliation Status

We are a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). We are a partially affiliated internship site with the Wright Institute and reserve 3 spots for Wright Institute students.

The internship program is not currently accredited. Access Institute's internship program submitted an application for APA accreditation and was approved for a site visit. Please be advised that there is no guarantee that we will ultimately achieve accreditation.

Access Institute will be participating in the APPIC Internship Matching Program and will abide by APPIC Match Policies established by the Association for Psychology Postdoctoral and Internship Centers. Please note: 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

prior to the release of the APPIC Match results. If you have not yet requested an Applicant Agreement Form and materials describing the APPIC Internship Matching Program for positions beginning in 2018, please contact:

National Matching Services, Inc.
20 Holly Street, Suite 301
Toronto, Ontario, Canada M5S 3B1
Email: psychint@natmatch.com
Phone: 800-461-6322
Fax: 844-977-0555

Alternatively, you can request an Applicant Agreement package by completing and submitting the form available on the APPIC Internship Matching Program Web Site. Please read this important information about the APPIC Match Policies: <https://natmatch.com/psychint/rules.html>.

If you have any questions, please contact: Loong Kwok, Psy.D., Interim Director of Training and Director of Child Services, at training@accessinst.org

We look forward to considering your application!