



Psychology Training Brochure 2026-2027



**Behavioral Health Institute
W. O. Walker Building
10524 Euclid Ave.
Cleveland, Ohio 44106**

Program Overview

University Hospitals Behavioral Health Institute, offers a 2000-hour (minimum), one-year internship in clinical psychology to qualified graduate students from clinical or counseling psychology programs. The primary aim of the University Hospitals psychology internship program is to prepare scholar practitioners for independent clinical practice in academic medical settings caring for children, adolescents, adults, couples and families with complex behavioral health needs. The program is structured to facilitate the integration of didactically acquired knowledge into guided professional practice. Supervisors facilitate the incremental engagement of interns with highly complex cases from assessment and diagnosis to case conceptualization and treatment.

Interns are considered integral members of each rotation's treatment team. Interdisciplinary teams look to interns to provide assessment, testing, diagnostic recommendations and treatment facilitation across multiple rotations. Serving patients across the lifespan, our internship affords opportunities to develop areas of specialization early in their careers. Applicants are encouraged to identify a preference for either the child or adult tracks in their application.

Founded in 1886, University Hospitals serves the needs of patients through an integrated network of 21 hospitals (including five joint ventures), more than 50 health centers and outpatient facilities, and over 200 physician offices in 16 counties throughout northern Ohio. University Hospitals of Cleveland is consistently ranked among the nation's best by U.S. News & World Report. Additionally, University Hospitals Rainbow Babies & Children's Hospital is recognized as one of the nation's leading children's hospitals, with top rankings in nine pediatric specialties. University Hospitals provide compassionate care to more than a million patients a year – one patient at a time. We are guided in this work by our core values of Service Excellence, Integrity, Compassion, Belonging and Trust. We set the highest standards for quality and patient safety, and have received prestigious awards and recognition for our ethical work environment, high-quality care, a personalized patient experience, and the latest in medical and research innovations.

Facilities and Resources

Internship program offices are located in the W. O. Walker Building within the main UH campus. The campus sits at the heart of Cleveland's cultural center, University Circle. Adult and child outpatient services are based at the W. O. Walker building, and these include outpatient therapy, intensive outpatient services, psychological testing, addiction recovery services, and electro-convulsive therapy. With a complete suite of psychological tests and assessment instruments, administration of psychological test batteries for children and adults take place at the W. O. Walker Building. All didactic sessions take place at the W. O. Walker building as well. Child and adolescent inpatient services are housed on the third floor of Rainbow Tower. Units are within walking distance, and there is free transportation throughout the campus. Telepsychology services are available to patients from all clinical delivery areas.

Intern offices are located on the 1ST, 8TH and 12th floor of the W.O. Walker building. Individual laptop computers are provided for the duration of the internship. Interns are required to use only UH-approved devices for patient-related communications. EPIC is the system-wide electronic medical record, and interns receive basic training on its use as part of their onboarding process. All rotations provide adequate space for interns to fulfill their administrative and record keeping duties. Scheduling for all services is centralized, and interns are also part of the centralized scheduling process with its full complement of administrative support.

The stipend for interns is \$40,000 for 12 months. A comprehensive medical insurance and basic life insurance plan are available. Interns are required to show proof of malpractice insurance which can be

purchased through an APA-endorsed policy at student rates, provided to student members of APA, or can be a part of their university coverage.

The internship is 12 months in duration, beginning September 8 and ending September 3. Trainees are allowed 20 days of paid time off (PTO) per year. This time will be used for holiday, vacation, and sick time. Interns are also given additional days of leave time beyond PTO to use for a conference, dissertation, graduation, or post-doc/job interviews with approval from the intern's supervisor and the Training Director.

Philosophy and aims

The primary aim of the University Hospitals psychology internship program is to train scholar-practitioners in an academic medical setting in preparation for independent clinical practice. By caring for children, adolescents, adults, couples and families with complex behavioral health needs under close supervision, interns participate in a structured program that promotes increasing professional autonomy. The educational philosophy of the UH-BHI psychology internship program is based on a Practitioner-Developmental-Apprentice model.

This model centers around supervised, direct clinical practice consistent with the tradition of psychology training in the United States. Close supervision and guidance in the delivery of quality clinical services are the core educational processes of our program. The Behavioral Health Institute is dedicated to training motivated and well-prepared psychologists that are sensitive to the influences of cultural and socioeconomic factors on development and on psychopathology. Integration of research into clinical practice is woven into the program and provides the basis for the didactic curriculum.

The influences of ethnic, cultural and socioeconomic factors on health and development are a central focus of the internship experience. This focus intends to deepen the psychology intern's knowledge to evaluate and select individualized interventions for patients of diverse populations. Effective consultation, education and liaison skills within a pluralistic care setting are viewed as essential elements of effective clinical practice. The interdisciplinary, culturally diverse learning environment at The Behavioral Health Institute promotes the development of highly effective consultation and liaison skills.

Committed to providing an individualized, rich and varied educational experience, interns working closely with faculty supervisors learn through their direct clinical practice. Clinical practice is enhanced through didactic engagement and close supervision. The ongoing exchanges between clinical activities, didactic learning and supervision shapes and refines the intern's theoretical viewpoint, technical skills, diagnostic acumen and ethical sensitivity. Ongoing supervision and feedback along with formal evaluations substantiate the intern's development in these core professional competencies:

Program Expectations for Intern Performance

Interns are viewed in terms of their individually assessed needs and strengths, and they are provided with training experiences that facilitate the transition from student to professional. Interns are evaluated based on performance expectations at various levels of training. Goals and expectations for trainees evolve over the course of the internship year, as they acquire new clinical skills and professional competencies. The interns' areas of needs and strengths are formally evaluated three times annually in addition to receiving ongoing feedback during supervision.

Training methods, content & curriculum

General Structure of the Program

The internship is organized along two tracks with different developmental emphasis. One track focuses on child and adolescent populations, and the other track focuses on general adult populations. Additionally, the program progressively affords interns opportunities to select clinical activities based on their professional interests. Interns provide direct service in general outpatient therapy throughout the training year. All interns rotate for one half day per week on an inpatient unit for the first quarter of the training year. Over the remaining three quarters of the year, Interns have the opportunity to participate in elective rotations as available and approved by training directors and site supervisors with up to two rotations per training year. Interns must also fulfill assessment requirements as outlined below.

Hours of Training

Interns are expected to provide approximately 18 – 20 hours in direct service to patients weekly. Direct services include assessment and testing services, consultation, inpatient or outpatient psychotherapy, and group therapy. The majority of these direct service hours are focused in the outpatient setting each week. Interns spend .5-1 day per week in rotation settings, where direct services also take place. Supervision, didactics, meetings and other training events are also built into the weekly schedule. Interns receive at least **four** hours of direct supervision weekly.

Year-Long Experiences

General Outpatient Therapy: Child, Adolescent & Adult

Interns provide weekly outpatient therapy services to patient populations based on their expressed interests at the start of the program. Interns can expect to engage patients in therapy for the duration of their internship. Given the morbidity and acuity of the populations served, intern caseloads are targeted to be about 15- 20 active patients. This allows for time to participate in other service modalities. Clinical services are scheduled according to each supervisor's direction, however general outpatient hours are from 8:00 am to 5:00 P.M., Monday through Friday. Interns may not schedule clinical services during scheduled supervision or didactic sessions. Below are descriptions of the Psychology Trainee Committee Members, who serve as intern supervisors, and their areas of interest. Whenever possible supervisor-intern matches are based on shared interests.

Psychological Testing and Assessment

Interns conduct testing with clients seeking assessment in the outpatient therapy setting or during the inpatient or other elective rotation utilizing intelligence, neuropsychological, personality and achievement testing measures. Interns administer no less than two complete batteries of psychological tests during their internship. The battery will include the complete administration, scoring, interpretation and integration into a report. Both batteries must include at least one cognitive measure, one achievement measure and one instrument measuring psychopathology. The UH-BHI internship has a comprehensive suite of psychometric tools. Evaluation results, organized in a detailed written report, are presented to the patient to complete the assessment process. Interns interested in seeking greater experience in psychometrics may request to devote additional time to this service. Supervisors may require additional test administrations to address performance deficits.

Two administrations of a complete psychometric battery are required for interns to complete the internship. During supervision interns select the instruments comprising the battery specific to the assessment questions. The first assessment must be completed before the end of the first evaluation interval, and the second evaluation must be completed no later than when the last intern evaluation is completed. Interns are encouraged to complete both assessment batteries as early as possible to allow for effective feedback from supervisors. Fidelity of administration, scoring reliability, quality of the written report, and presentation of findings constitute the main evaluation domains for this area of practice.

Rotations

Required Rotation: Inpatient rotation

The child and adolescent unit is located on the third floor of Rainbow Tower. This is a 14-bed unit for patients aged 6 to 18 with an average length of stay of under 4 days. The majority of patients present with acute suicidal ideation and with trauma complications. Some patients present with psychosis. Interns report to the respective unit on time for team meetings on Monday and Thursday mornings. Interns engage in a comprehensive, diagnostic analysis which involves a gathering of team providers to discuss child and adolescent inpatients. The intern may have the opportunity to present a case conceptualization to the medical team.

Interns spend one half day at the respective, child inpatient units. Interns are embedded into the treatment team; they participate in daily treatment team meetings, follow senior clinicians during morning patient evaluation, develop and present care and discharge plans to patients and families, and provide brief psychotherapy. Based on need, interns can meet the internship assessment requirements during their inpatient unit rotation.

Optional Rotation: The UH Mood Disorders Intensive Outpatient Program / Walker building, UH Cleveland Medical Center

This program was created for individuals who can benefit from a rapid stabilization program and education on how to manage symptoms related to mental illness within an intensive outpatient program. Interns provide group therapy, which is the program's primary treatment modality. Group topics include, but are not limited to: CBT, DBT, Art therapy, Assertiveness skills, Boundary Setting, Illness education and Medication management. This rotation could take place two half days per week or one half day per week while also completing the Transitional Adults and Youth Rotation.

Optional Rotation: Bariatric Surgery and Weight Management Clinic/Geauga Medical Center. Cleveland location (Adult Track Interns Only)

Interns conduct pre-surgery psychological evaluations for adult patients seeking metabolic bariatric surgery through University Hospitals Cleveland Medical Center's Bariatric Surgery and Weight Management Program. Interns conduct additional psychological testing when warranted, such as brief cognitive testing, intelligence testing, and personality testing. Interns write behavioral health clearance letters for bariatric surgery patients. Interns also provide assessments and therapy for patients with problematic eating behaviors (e.g., emotional eating, binge eating, night eating, post-surgery weight regain) to facilitate behavior and cognitive change. Interns co-lead pre- and post-surgical support groups. Interns learn basic information about weight loss medications and co-morbid conditions associated with Excess Weight. Interns gain experience collaborating with other healthcare professionals. A high percentage of patients in this area are women in the peri and postmenopausal range. Therefore, the Interns learn basic questions to assess for peri and post-menopause. Interns are expected to give a formal case presentation at the end of their rotation. This rotation consists of 8 hours per week.

Optional Rotation: IDD/Autism Assessment. Cleveland Location - Walker Building

Interns conduct targeted evaluations with parents to obtain information on developmental milestones and autism spectrum-related concerns for children ages 5-18. They will administer tests of cognitive ability, attention and executive functioning, and have exposure to ADOS-2 administration. Interns will be responsible for integrating all data collected including parent, teacher, and self-report forms, and results from all assessment measures.

Optional Rotation: Integrated Pediatric Primary Care. Cleveland location - UH Ahuja Center for Women and Children

Interns will be introduced to the patient centered behavioral health model and trained on brief

psychosocial interventions that can be integrated into primary care that addresses management of anxiety/internalizing symptoms, externalizing behavior, and ADHD. It is expected that interns would carry a small patient caseload (~5 patients). Interns would also be expected to provide pediatric consults at the Well Child Check on a variety of presenting concerns such as toileting, sleep, and feeding. Interns will have the option of being trained in the HealthySteps model. This rotation is best suited for an intern who is interested in early childhood mental health.

Optional Rotation: Behavioral Medicine in Collaboration with the Harrington Heart and Vascular Institute

Interns provide brief psychological assessment and short-term cognitive behavioral therapy (CBT) for adult patients referred from the Heart and Vascular Institute, including patients with peripheral artery disease, chronic limb-threatening ischemia, and cardiometabolic conditions. Interns conduct biopsychosocial assessments to identify psychosocial barriers and facilitators relevant to disease management, treatment adherence, and health-related quality of life. Interns deliver brief, structured CBT-based interventions targeting comorbid depression, anxiety, illness-related distress, and health behavior change. Interns learn foundational content in cardiovascular and vascular medicine, including basic knowledge of relevant diagnostic classifications, procedural interventions, and common comorbid conditions. Interns gain experience collaborating with vascular surgeons, cardiologists, and other healthcare professionals across an interdisciplinary care team. In addition to clinical training, interns have the opportunity to participate in ongoing research activities through the Behavioral Health Research Group and the Heart and Vascular Institute. As a culminating requirement, interns will complete either a formal case report or prepare an abstract submission to a regional or national conference.

Optional Rotation: Transitional Age Youth (TAY) Program / Walker building, UH Cleveland Medical Center (Child or Adult Track Interns)

The TAY (Transitional Adults and Youth) program includes a weekly interactive workshop series for young adults 18-29 years olds. This group focuses on young adults that have not been employed or engaged in education/trades for more than six months. The curriculum intends to increase goal-directed behaviors of participants. Interns co-facilitate once weekly 1.5 hr. long sessions delivering psychoeducational content; the content introduces young adults to effective management processes and their implementation. This rotation takes place one half day per week and can be completed simultaneously with the Intensive Outpatient Rotation, if desired.

From Zero to One: Time Management, Goal Setting, and Starting New Things	Dealing with Humans: Friendship, Workplace, and Family
Adulting 101: Knowledge to Navigate	Knowing Yourself: Values, Identity, and Fulfillment

Learning Activities

Research: IRB Meeting OPTIONAL

Interns have the opportunity to attend an OPTIONAL IRB meeting once every two weeks. IRB meetings would be appropriate for interns who have a strong interest in research, and learning about the logistics of this process. An institutional review board (IRB) is a type of committee that applies research ethics by reviewing the methods proposed for research and to ensure that they are ethical. The main goal of the IRB is to assure that appropriate steps are taken to protect the rights and welfare of human subjects participating in a research study. The board is formally designated to monitor, review and approve or

reject biomedical and behavioral research involving humans. Committee board meetings occur biweekly and include introducing, reviewing and voting on the proposed studies. Each study is reviewed and analyzed ahead of the meeting by at least two reviewers.

Optional Rotation: University Hospitals Behavioral Health Institute Research Rotation, Walker Building/Cleveland location

This rotation focuses on exploring a research project of your choosing, working on a team of psychiatry and/or psychology trainees with the goal of creating a poster to present or an article to submit for publication. Trainees have the opportunity to work towards publishing their dissertation. Trainees will attend once-a-month research meetings to provide an update on their project to faculty and others participating in BHI trainee research. Faculty will assist in guidance and completion of project, with trainees as primary or lead on their own project. Trainees will have access to CWRU and University Hospitals library for sources, and learn IRB protocols. Trainees can join IRB meetings, and have the opportunity to present at CAP research day.

Didactics

Attendance to didactic activities is expected and considered protected time for interns. Didactics sessions are attended by advanced learners from various disciplines with a focus on mental health. Attendees include psychiatry interns and fellows, advanced nurse practitioners, counselors and social workers among others. Interns are expected to contribute to the didactic experience through active participation and by presenting relevant content during these sessions. The interdisciplinary environment of our didactic program furthers interns' appreciation of what psychology contributes to patient care. Didactic sessions at UH Behavioral Health Institute are organized along the two specialization tracks, child and adult. All sessions take place weekly at the W.O. Walker building. Adult track didactic sessions are held on Wednesdays from 8:00 until 11:00 A.M. Didactic sessions for the child track are held weekly on Thursdays from 2:30 until 4:30. Both didactic tracks involve article reviews, case presentations, and advanced lectures. The content of the didactic programs assumes that interns possess graduate-level knowledge of psychopathology, assessment and diagnostic procedures, and intervention practices. Both didactic tracks present current knowledge and in-depth analysis of a broad set of topics ranging from genetics to social psychology.

On Fridays interns from both tracks participate in joint didactic sessions. Starting at 8:00 A.M. with Grand Rounds and followed by additional lectures the Friday program ends at noon. With thirteen endowed lectures annually and an uninterrupted history spanning more than a century, Grand Rounds attracts thought leaders world-wide. After each endowed lecture interns have the opportunity to meet with the guest speaker in small informal groups to discuss topics relevant to the presentation.

Friday Didactic Schedule:

- 8-9 Grand Rounds (Once per quarter this time is used for a Department Meeting)
- 9:30-11 Meet the Speaker (monthly after an endowed lecture; attended by either Adult or Child Track interns based on the focus of the lecture)
- 9:30-10:30 Subjects related to CBT (presenters for each track to focus on the specific population)
- 10:30-12 Advanced Topics in Psychopathology (may be combined or split between adult and child tracks)

Scholarly Presentation

Interns are required to give at least one scholarly presentation during the internship year. This requirement can be fulfilled by presenting during Grand Rounds or during Block Six training to first year medical students.

Supervision

Interns receive a minimum of **4 hours** of direct supervision per week. Supervisors oversee clinical activities and have a legal and ethical responsibility to ensure quality of care to patients, adherence to codes of ethics, and hospital rules. Supervisors support the professional development of trainees and maintenance of program policies and procedures with promotion of developmental progress. Two hours of direct individual supervision weekly are provided by the primary supervisor, who is a licensed psychologist. Two additional hours of group supervision are provided by the Training Director on Thursdays from 1:00 pm to 2:30. Secondary supervision time may be scheduled as required during elective rotations. Below the faculty biographical sketches describe some of the faculty members' interests. Additional hours of supervision are available for interns involved in elective rotations or special projects.

Names, credentials, and professional interests of internship supervisors

Felipe Amunategui, PhD (Ohio license # 5482) – Training Director

Ph.D. Psychology, Kent State University

Assistant Professor, Department of Psychiatry University Hospitals Case School of Medicine

Vice-Chair Institutional Review Board, University Hospitals Case School of Medicine

Director, Psychology Education and Training University Hospitals Case School of Medicine

Associate Director, Child Psychiatry Fellowship, Division of Child and Adolescent Psychiatry

A member of the Division of Child and Adolescent Psychiatry since 2001, he plays key leadership roles in the Department of Psychiatry. Advancing professional education through didactic learning, supervision and practice are the main focus of practice for Dr. Amunategui. He lectures weekly during didactics on various aspects of Cognitive Behavior Therapy and its applications. Additionally, he provides individual supervision and guides the weekly group supervision for the psychology internship.

Dr. Amunategui specializes in treating complex cases from early childhood to young adulthood.

Refractory presentations of anxiety and disruptive behavior disorders, early onset major psychopathology, and mood disorders are his main clinical focus. He has considerable experience delivering individual, family and group services across all levels of care from outpatient to residential and correctional settings.

Kimberly Burkhardt, P.hD. (Ohio license # 7127)

Assistant Professor, Department of Psychiatry University Hospitals Case School of Medicine Ph.D. in Clinical Psychology from Case Western Reserve University

Dr. Burkhardt's areas of interests include Autism spectrum disorders, their assessment and treatment. She has considerable expertise in the assessment of children's neurodevelopmental disorders. Additionally she is a leader in the integration of behavioral health into primary pediatric care. Her clinical interests focus on providing cognitive-behavioral interventions to individuals and families delivered in pediatric care settings. A nationally recognized expert in the area of child maltreatment prevention and intervention, Dr. Burkhardt leads research and lectures on the subject nationally. She provides direct supervision while interns rotate through Behavioral Pediatrics.

Jamie Huckins-Barker, Ph.D. (Ohio license #7388)

Assistant Professor, Department of Reproductive Biology at CWRU SOM Ph.D in Clinical Psychology, Health track from Ohio University

Jamie Huckins-Barker has clinical interests that include women's health, chronic illness self-management, illness management as it pertains to fertility care (including oncology), whole health and multidisciplinary team care. Her research interests focus on service and clinical care, in the context of illness management for fertility care, and increasing service utilization for groups who repeatedly under-utilize mental and physical healthcare services.

She has a personal interest in continually challenging my own multicultural competency and she is interested in equity in healthcare. She also likes running, gardening, reading a good novel, her kids, yoga, and any time she can grab with friends.

Danette Conklin, Ph.D. (Ohio license # 7013)

Assistant Professor, Department of Psychiatry University Hospitals Case School of Medicine
Ph.D. from Fielding Graduate University

Danette Conklin, PhD is a clinical and health psychologist in the Division of Adult Psychology for the Department of Psychiatry at University Hospitals Cleveland Medical Center. She is an assistant professor of Psychiatry and Reproductive Biology at Case Western Reserve University, School of Medicine. Her clinical interests include, weight management, post bariatric surgery, behavioral health complications, binge eating disorder, and the psychological and physical aspects of early, peri-and-postmenopausal. Her research interests include healthcare and racial disparities for menopausal women and group intervention studies for the menopause and bariatric populations.

Sara Zryl, PsyD (Ohio license # 7666)- Associate Training Director

Assistant Professor, Department of Psychiatry University Hospitals Case School of Medicine
Psy.D. in Psychology from Argosy University, Chicago

Sara Zryl, PsyD is a clinical psychologist in the Adult Division of Psychiatry at University Hospitals Behavioral Health Institute. She is a supervisor for trainees in the psychology internship program. Sara is an Assistant Professor within Case Western Reserve School of Medicine. Her clinical interests include women's mental health, anxiety disorders, trauma focused therapy and informed care, posttraumatic stress disorder, grief and loss, exposure therapy, and college mental health. She is also a part of an intensive outpatient program treatment team, which facilitates group therapy. She has great interest in supervision, training, program development, and non-profit work.

Sample Weekly Schedule

Adult Track

Monday	Tuesday	Wednesday	Thursday	Friday
8-12 Rotation	8-12 Outpatient Therapy	8-11 Adult track didactics	8-12 Rotation	8-9 Grand Rounds
		11-12 Outpatient Therapy		9-12 Joint didactics
Lunch	Lunch	Lunch	Lunch	Lunch
1-2 Individual Supervision	1-5 Outpatient Therapy	1-2 Individual Supervision	12:30-2:30 Group Supervision	1-5 Outpatient Therapy
2-5 Documentation		2-5 Documentation	2:30-4:30 Administrative Time	

Child Track

Monday	Tuesday	Wednesday	Thursday	Friday
8-12 Rotation	8-12 Outpatient Therapy	8-11 Administrative Time	8-12 Rotation	8-9 Grand Rounds
		11-12 Outpatient Therapy		9-12 Joint didactics
Lunch	Lunch	Lunch	Lunch	Lunch
1-2 Individual Supervision	1-5 Outpatient Therapy	1-2 Individual Supervision	12:30-2:30 Group Supervision	1-5 Outpatient Therapy
2-5 Documentation		2-5 Documentation	2:30-4:30 Child/adolescent track didactics	

Applicant Eligibility

Applications for internship are accepted from persons who have met the following requirements:

- Enrollment in a clinical or counseling psychology doctoral program at a degree-granting institution
- Comprehensive Examination successfully completed
- Letter of attestation from program Director of Clinical Training that applicant has fulfilled all practicum training requirements and is ready for internship
- Dissertation or Doctoral Project proposal approved by match ranking deadline
- Completion of a minimum of 1000 total practicum hours, of which:
 - 300-500 should be Intervention and Assessment hours
 - 100 should be Supervision hours
- Completion of all required coursework for doctoral degree (other than dissertation/doctoral project)
- Approval to participate in the APPIC National Match

The following documents should be included in the application packet:

1. Resume/Curriculum Vitae
2. Two writing samples of psychological reports. These samples should reflect assessments completed on children and/or adolescents ages 4-18 years or adults 18+. Please remove identifying information.
3. Three letters of recommendation written by faculty or clinical supervisors.
4. All graduate transcripts.

Selection of trainees for the training program:

Selection includes review of applications, credentials, and letters of recommendation by all Psychology Training Committee members. The Psychology Training Committee will review application packets, and selected applicants will be contacted by Email to schedule an interview. When eligible applicants are identified, interviews will be scheduled on a first come, first served basis. Personal interviews will be held virtually by at least three Psychology Training Committee members, and candidates have the opportunity to meet with some of the current interns as well. Interviews will be evaluated utilizing a quantitative and qualitative rating system.

Employment is contingent upon:

- Satisfactory professional references, previous employment, and education verifications
- Successful completion of a pre-employment screening
- Confirmation you are legally authorized to work in the United States

University Hospitals requires background checks, vaccinations and drug screens prior to beginning the internship. Eligibility to begin internship, even after match, is contingent upon the intern passing these tests. If a matched intern fails to pass a background check or drug screen University Hospitals reserves the right to withdraw the invitation to match with the intern.

APPLICATION PACKETS MUST BE RECEIVED BY NOVEMBER 3RD