

Internship and Postdoctoral Consortia: Requirements, Challenges and Rewards

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Introduction:

- Who are we?
- Definition of a Consortia
- Requirements of Consortia Programs according to the Guidelines and Principles for Accreditation
- Common Pitfalls in Consortia Programs that are reviewed by CoA

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- **Two different examples of consortia programs and how those programs meet the current Guidelines and Principles for Accreditation**

 - **Discussion and Questions –please save to end.**

Who we are

- **Joyce Ilfelder-Kaye**
 - Current training director at Center for Counseling and Psychological Services at Penn State University.
 - 25 years as an internship training director.
 - Former Association of Psychology Postdoctoral and Internship Centers (APPIC) Board Member and liaison to consortia programs.
 - Former site visitor.
 - Current CoA member in my second year, nominated for CoA by APPIC.

□ **Linda Knauss**

- Current director of internship training at the integrated doctoral program in clinical psychology at Widener University
- Former training director at Eastern State School and Hospital in Trevese, Pennsylvania
- Current CoA member in her first term nominated for CoA by the National Council of Schools and Programs of Professional Psychology (NCSPP)

□ **Paul Margolies**

- Current internship consortium director at the Hudson River Regional Psychology Internship Program that is part of the New York State Office of Mental Health
- An internship training director for 24 years
- Serves as an APA Accreditation site visitor

What is a consortia?

- A consortia is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program.

(G and P – Domain C 4)

Consortia Program Requirements

- **Program must have a written consortial agreement that should articulate the following**
 - The nature and characteristics of the participating entities
 - The rationale for the consortia partnership
 - Each partner's commitment to the training/education program, its philosophy, model and goals

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- Each partner's obligations regarding contributions and access to resources
 - Each partner's adherence to central control and coordination of the training program; and
 - Each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations.

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- The consortial agreement must be signed by all members of the consortia
 - An individual consortia partner (member entity) of an accredited consortium may not publicize itself as independently accredited unless it also has independently applied for and received accreditation.

Common Pitfalls in Consortia Programs Reviewed by CoA

- **Lack of coherence in the program**
 - Lack of a true model and philosophy that guides the consortia program across all sites
 - Inconsistent implementation of goals and objectives across all sites
 - Inconsistent evaluation systems used to evaluate interns/postdocs and collect feedback and data about the program
 - Lack of a truly functioning centralized training committee that directs and organizes the program
 - Inconsistent policies and procedures for interns/postdocs located at different sites

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- Inclusion of weaker sites in order to get a consortia off the ground and as a result having sites and supervisors that do not understand the consortia philosophy, goals and objectives or share the commitment to training, in terms of time, resources, attendance at training committee meetings, etc
 - Lack of quality control across sites in the consortia
 - Public information that does not present the consortia program in a consistent, coherent and accurate manner

Hudson River Regional Psychology Internship Program

New York State Office of Mental Health

Paul J. Margolies, Ph.D.
Training Director

Agenda

- Brief description of the program
- Brief history
- Challenges in initiating the program
- Challenges in sustaining the program over the years
- Challenges in keeping the program fresh

BRIEF DESCRIPTION OF THE PROGRAM

Participating Facilities

- Hudson River Psychiatric Center
 - Inpatient location in Poughkeepsie, NY
 - Community location in Brewster, NY
 - 4 interns
- Rockland Psychiatric Center
 - Inpatient location in Orangeburg, NY
 - Community location in Middletown, NY
 - 2 interns in 2007-2008; there will be 3 interns beginning in 2008-2009

Brief Overview

- All interns spend one day together each week in a variety of seminars and workshops
- HRPC interns spend 2 days inpatient and 2 days outpatient
- RPC interns spend 3 days inpatient and 1 day outpatient
- Rigorous CQI process that utilizes LOTS OF DATA
- Executive Committee consists of faculty and intern representatives

BRIEF HISTORY

History

- Began at one state facility – Harlem Valley Psychiatric Center – originally accredited in 1982
- Downsizing of state hospital system in late 1980's threatens program's survival (potential for closure of HVPC)
- Consortium considered as a way to continue with program even if some specific facilities would be closed

History (Continued)

- Four state facilities (inpatient and community sites), all within reasonable distance of one another, entered into the initial consortium in 1993
- Assumption was that one or more of these facilities would be closed/consolidated over time
- Goal was for internship program to continue despite closure/consolidation of specific facilities

History (Continued)

- Over time, two of the four facilities closed/consolidated, leaving the two remaining participating facilities
- Despite these changes, able to maintain APA accreditation

CHALLENGES IN INITIATING THE PROGRAM

Initiating the Program

- Identifying a shared felt need
- Developing a shared vision
- Understanding the issues that will need to be addressed and monitored
 - Decision making
 - Communication
 - Coordination
- Development of a mechanism for administering and nurturing the program

Shared Felt Need

- Develop psychologists with expertise in working with serious mentally ill adults whose post-internship careers can contribute to
 - Our facilities
 - Other NYS OMH facilities
 - The field
- Build our psychology departments by hiring graduating interns
- Attract high quality psychologists who desire to work in a setting that offers APA-accredited internship

Shared Felt Need

- Advantage of a consortium
 - Build upon expertise at Harlem Valley Psychiatric Center
 - Efficient use of staff and other resources across facilities
 - Survival of program despite likely closure(s) of one or more participating facilities over time

Shared Vision

- Attract interns who want to work with this underserved population
- Attract interns who value public service
- Continually improve the program to keep up with exciting growth of practices being developed
 - Neuropsychological evaluation
 - DBT
 - Psychiatric rehabilitation
 - Cognitive remediation
 - Other evidence-based practices
- Training is priority – not facility's service needs

Issues Needing to be Addressed and Monitored

- Decision making
- Communication
- Coordination

Executive Committee

- Chaired by Training Director with whom “the buck stops”
- Membership includes each facility’s Director of Psychology, other staff representative(s), and intern representatives from each participating facility
- Minimum of quarterly formal meetings/conference calls
- Informal contact virtually daily

Executive Committee

- Reviews changes in APA and APPIC expectations
- Focuses APA self-study efforts and preparation for site visits
- Reviews program's policies/procedures
- Prepares for each year's recruitment efforts
- Reviews data re: how is the program doing, makes changes as necessary, and monitors the implementation of these changes

CHALLENGES IN SUSTAINING THE PROGRAM OVER THE YEARS

Sustaining the Program

- Shared program values
- Shared program goals
- Shared policies and procedures
- Memorandum of understanding between participating facilities
- **Program's relevance to the missions of participating facilities – do we help or are we a drain on resources?**

SHARED PROGRAM
VALUES

Six Values

- **Our clinical practice must be informed by science.**
- **Cultural competency is the foundation for all of our efforts.**
- **We place the highest priority on respect for all with whom we work: patients, families, peers, colleagues, administrative and clinical supervisors.**

Six Values (Continued)

- **Psychology has a great deal to offer the seriously mentally ill.**
- **Hope is an essential aspect of working with the seriously mentally ill. This is reflected in an emphasis on recovery, as defined by the individual.**
- **A rigorous continuous quality improvement process is necessary to insure that our training program accomplishes its goals and grows with the profession**

SHARED PROGRAM GOALS

Five Goals

- A primary goal of the training program is to provide interns with the opportunity to develop expertise in providing psychological services to the seriously and persistently mentally ill, many of whom are diagnosed with schizophrenia, major affective disorders, personality disorders and often are dually diagnosed with substance abuse disorders. The training occurs in supervised inpatient and community placements and is supported and enhanced by a variety of seminars. Interns learn about the values, principles and practices of psychiatric rehabilitation and other psychosocial and psychotherapeutic approaches to this patient population. The training program emphasizes the utilization of evidence-based best practices, that is, practices that are based on clinical research that verifies the effectiveness of the treatment being offered.

Five Goals (Continued)

- A second goal is to strengthen interns' skills in providing a wide range of psychological services: psychological assessment and evaluation, treatment planning, individual therapies, group therapies, psychiatric/psychosocial rehabilitation, case management, and consultation.
- A third goal is to assist interns in developing a comfortable professional identity and individualized therapeutic style. This is facilitated by a diverse faculty providing supervision of the interns' clinical work.

Five Goals (Continued)

- A fourth goal is to increase interns' familiarity with mental health systems and organizational dynamics. In this way, the training program prepares interns for leadership roles in clinical settings. Special emphasis is placed upon developing excellence in the public sector.
- A fifth goal is to facilitate each intern's development of her/his personal training goals for the year and arranging training opportunities to accomplish these goals.

SHARED POLICIES AND PROCEDURES

Policies and Procedures

- Due process
- Grievance
- Use of training plans for each placement/supervisor
- Expectations for completion of program
- Expectations of feedback from interns
- Evaluation of interns

MEMORANDUM OF UNDERSTANDING

Memo of Understanding

- Objectives of program
- Administration of program
- Curriculum
- Resources
- Terms of agreement
- Signed by each facility's CEO, Director of Psychology and the Training Director
- REVIEWED AND RENEWED ANNUALLY

PROGRAM'S RELEVANCE TO MISSIONS OF PARTICIPATING FACILITIES

Program's Relevance

- Faculty and interns initiate needed new clinical services
 - Neuropsychological evaluation
 - DBT
- Psychology departments have benefited by hiring graduates of the internship program
 - 5 of our 2006-2007 interns hired by NYS OMH
 - 11 former interns currently working for HRPC or RPC

CHALLENGES IN KEEPING THE PROGRAM FRESH

Continuous Quality Improvement

- New ideas – seminars, placements, services offered under supervision – discussed at Executive Committee
- Data reviewed at Executive Committee meetings
 - Opportunities for improvement identified
 - Follow up action plans developed
 - Implementation of changes monitored very closely

CQI – Data includes

- Feedback from former interns concerning status of careers and their perceptions of how the internship program did or did not contribute to career path
 - Including relevance of each of the program's five training goals for current position
- Feedback from supervisors concerning current interns' performance, problems identified, etc
- Recommendations from supervisors concerning improvements in program

CQI – Data includes

- New interns, prior to arrival, recommend seminar topics of interest
- Interns provide individual quarterly feedback reports about quality of placements, supervision, seminars
- Interns provide semi-annual group feedback reports about pros and cons of the program
- At the end of the training year, each intern rates how the program has delivered on each of the five training goals (1 – 5 rating scale)

THANK YOU

The logo consists of a vertical line intersected by a horizontal line, with a colorful gradient (red, yellow, blue) behind the intersection.

Widener University
Psychology Internship Program

Linda K. Knauss, Ph.D., ABPP
Director of Internship Training



History

- Widener University
- Institute for Graduate Clinical Psychology
 - (IGCP)
- APA Approved Pre-doctoral Internship



History

- The internship was initially accredited in the context of the doctoral program in 1979.
- Due to changes in accreditation procedures, the internship received separate accreditation in 1986.



Overview

- This is a 2-year, half-time exclusively affiliated integrated internship that is an essential component of the Doctor of Psychology program.
- Exclusively affiliated means that only students from IGCP are accepted into the internship and all students at ICGP participate in it.



Overview

- Integrated means that students continue to receive training in the doctoral program during their internship training.
- Thus academic work and clinical field experiences are integrated.



Overview

- Most of the didactic training of the internship program is provided through the doctoral program.
- Students attend classes two days per week during their internship years.
- Classes include case conferences which serve as advanced group supervision.



Overview

- The Widener Internship is a unique type of internship because it is an integral part of the Doctor of Psychology program.
- The Widener Internship is also a unique type of consortium.



Internship Contract

- The Guidelines and Principles state that a consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program.
- The rotation sites work with the IGCP to conduct a training program, and each rotation site has a formal written contract with the IGCP.



Internship Contract

- The contract with Widener University (IGCP) includes:
 - Each rotation's commitment to the training/education program;
 - Each rotation's philosophy, model, and goals;
 - Each rotation's obligations regarding contributions and access to resources;



Internship Contract

- The contract with Widener University (IGCP) includes:
 - Each rotation's adherence to coordination of the training program by the IGCP; and
 - Each rotation's commitment to the administration and implementation of the program's training principles, policies, and procedures by the IGCP.



Internship Contract

- Each rotation provides payment to Widener University for the intern's services.
 - Every intern is paid the same hourly rate.
- Thus the intern is not an employee of the rotation site.
- Widener University either pays the intern directly, or uses the stipend to offset tuition.



Descriptive Outline

- Every internship rotation completes a Descriptive Outline document which further describes the nature and characteristics of the participating facilities.
- These Descriptive Outlines are kept on file in the IGCP and used by prospective interns to help them decide which rotations they would like to complete.



Program Goals

- To train interns as generalists who can apply their training to a great range of contexts.
- To train interns in the role of a professional psychologist.
- To achieve these goals, interns are expected to master the following seven core competencies identified by the National Council of Schools and Programs of Professional Psychology.



Competency Areas

- Relationship
- Assessment
- Intervention
- Research and Evaluation
- Consultation and Education
- Management and Supervision
- Diversity



Shared Values

- Each rotation facility is committed to the training program's philosophy, model, and goals.
- The goals and objectives of the training program are operationalized through the program requirements.



Program Requirements

- Each intern completes two rotations.
- Each rotation is approximately 1200 hours.
- 3 days per week for 12 months



Program Requirements

- Four assessments involving the use of a battery. The assessment must result in a psychological report and entail the provision of feedback to the assessment subject.
- Six therapy cases, two of which must be planned brief psychotherapy.



Program Requirements

- One supervised supervision of a practicum student.
- One presentation of clinical case material or research material in the clinical setting or an interdisciplinary setting.
- One supervised clinical consultation, e.g., consultation to schools, treatment team, or parents.



Challenges

- The IGCP at Widener University is the administrative entity responsible for the internship.
- The internship is fully integrated with the doctoral program at Widener University.
- The internship director is a faculty member at the IGCP.



Challenges

- All fourth and fifth year students in the doctoral program are in the internship program.
- This is a large program.
- Thus there are approximately 70 interns in the program each year.



Challenges

- There are about 40 internship rotations that are part of the program.
- Rotations include state hospitals, residential treatment facilities, outpatient mental health clinics, private psychiatric hospitals, school districts, rehabilitation hospitals, community mental health centers, and university counseling centers.



Challenges

- Each year a few rotations drop out of the program due to funding or other reasons.
- Thus a few rotations need to be added each year (or existing rotations need to accommodate more interns) to provide an internship for every student in the doctoral program.



Policies and Procedures

- The IGCP internship director assigns the interns to interview at various rotations and makes the final matches between the interns and the rotations.
- Every intern develops a Clinical Training Plan with his/her on-site supervisor at the beginning of the training year.



Policies and Procedures

- The IGCP internship director also develops the performance expectations and evaluations.
- Each intern is evaluated by his/her rotation supervisor in the middle and at the end of the internship year.
- All intern evaluations are sent to the IGCP internship director.



Training Committee

- Chaired by the IGCP internship director who has ultimate responsibility for the training program.
- Membership includes students from each internship class year, representative rotation supervisors, and doctoral program faculty.



Training Committee

- Meetings are held four times per year.
- Discuss APA accreditation changes.
- Prepare for self-study and site visits.
- Reviews program's policies/procedures.
- Reviews data on how the program is doing, and makes changes as necessary.



Supervisors' Day

- Held once each year.
- All rotation supervisors are invited to Widener University.
- Program update by internship director.
- Feedback to internship director from supervisors.
- Free 3 hour CE program on supervision topic.



Continuous Quality Improvement

- Each internship rotation agency is visited each year.
- Doctoral program faculty assist the internship director with this task.
- A evaluation form is completed during each visit.
- Students evaluate their site every six months.



Internship Consortium

- One centralized program.
- Central control.
- One program director.
- Training Committee.
- No individual rotation publicizes itself as independently accredited.



Advantages

- Rotations can be part of an APA accredited internship without meeting all of the accreditation standards alone.
 - A rotation may have only one intern while the consortium has many interns at many rotations.
 - A rotation may not have assessment materials, but the IGCP has these materials for the use of the interns.



Conclusion

- Consortiums provide additional opportunities for internship training.
- The APA Guidelines and Principles for Accreditation encourage programs to be innovative within the framework of the Guidelines and Principles and the Implementing Regulations.



Internship Consortium

- QUESTIONS



Internship Consortium

- THANK YOU