

Creating Affiliated Internships

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Introduction:

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

- An example of a fully affiliated internship model how the program meets the current Guidelines and Principles for Accreditation
- Some examples of other models out there

Discussion and Questions –please save to end.

Who we are

- Joyce Illfelder-Kaye
 - Current training director at Center for Counseling and Psychological Services at Penn State University.
 - 26 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 third 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 second year nominated for CoA by the National Council of Schools and Programs of Professional Psychology (NCSPP)

What are Affiliated and Partially Affiliated Internship Programs?

- An **exclusively affiliated** internship is an accredited internship that only admits interns who are students from a specific accredited doctoral program. A **partially affiliated** internship is an accredited internship in which a portion of the interns admitted are students from a specific accredited doctoral program.

(Implementing Regulation C-10)

**Affiliated Internships
United States**

- University of Michigan Internship Consortium
- University of Texas Southwestern Medical Center at Dallas
- Widener University Internship
- University of Denver Graduate School of Professional Psychology
- University of Rochester

**Affiliated Internships
Canada**

- McGill University Psychology Internship Consortium
- University of Ottawa Centre for Psychological Services

CoA Perspective on Affiliated Programs

- The CoA understands that affiliated internships (formerly known as captive internships) involve close integration with the affiliated doctoral programs. However, affiliated internship programs are independently accredited and must be reviewed by the CoA as separate entities and meet all the accreditation requirements expected of a non-affiliated internship program.

Affiliated and Partially Affiliated Internship Program Requirements

- The internship program and the academic program with which it is affiliated will be site visited and accredited separately and in the same manner as other internship programs and will require separate self studies
- As part of the internship self study the program must indicate that it is an affiliated or partially affiliated internship
- As part of the academic program self study the program must make clear that it is a program that places students at an affiliated internship.

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- Affiliated internships must provide the CoA with information specific to the internship program during the course of review. As such, **an internship self-study may not simply reference aspects of a doctoral program's self-study** to fulfill the internship requirements of the *Accreditation Guidelines and Principles*.
 - All relevant program materials must be submitted within the internship self-study, and **all information** (e.g. policies and procedures, outcome data, etc.) **should be specific to the internship training program**.

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- The internship clearly states its status as exclusively affiliated or partially affiliated in all descriptive material and representations to the public.
 - If approved, the affiliated internship will be listed in the *American Psychologist* listing for accredited internships. The listing for the internship agency will state that it is an exclusively affiliated or partially affiliated internship; the name of the accredited doctoral program also will be stated (e.g., X Internship [affiliated with Y University Training Program]).

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- Any affiliated internship programs that make use of multiple independently administered entities as training sites will be reviewed as a consortium and will be required to meet all aspects of Domain C.4 of the *Accreditation Guidelines and Principles* for internship programs.

(See IR-C10 for complete policy)

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.

Caveats

- Not all affiliated and partially affiliated internship programs are consortia
- Not all consortia are affiliated or partially affiliated programs

So why talk about them together?

- Many of the programs we review that are affiliated or partially affiliated internships are consortia programs.

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

Some Models of Consortia Programs

Rotational Model

- Several sites come together and interns complete several month rotations at each site and come together for training
- At any given time each site has a set number of interns, but not the same interns throughout the year
- Program still needs to insure that training is sequential cumulative and graded in complexity even though interns are not all going through rotations in the same sequence

Divided Week Model

- Several sites come together and interns spend a few days a week at two or three different sites throughout the year and all interns come together for training
- At any given time each site has a set number of interns, but any given intern is not with a given site for 40 hours per week.
- Program needs to insure that there are overall training goals and objectives that are being met for the program as a whole and that training is sequential, cumulative and graded in complexity

Wheel Model

- An academic program is at the center of a wheel and develops an affiliated consortia program making use of multiple sites that are spokes in the wheel. Each site interacts with the academic program that is coordinating the internship.
- Interns may train at only one site for the year, or train at two different sites over two years half-time at each site.
- All interns come together for training coordinated by the academic program which is at the center of the wheel.
- Program needs to insure that there are overall training goals and objectives that are being met for the program as a whole and that training is sequential, cumulative and graded in complexity

Creating an Exclusively Affiliated Internship Program

Widener University Psychology Internship Program

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.
 - There is a strong collaborative relationship between the doctoral program and the training rotations.
- 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, its 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 (NCSPP).

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
- 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.
- An evaluation form is completed during each visit.
- Students evaluate their site every six months.

Implications

- Students in good standing are guaranteed an APA approved internship when they enter the program.
- This is a major recruitment strategy for the doctoral program.

Advantages of Affiliated Internships

- Meets the need to increase number of internship positions nationally
- Meets the needs of students who want or need to stay in the area of their university
 - Can be part or full time
- Sites that offer psychological specialties such as forensic or health psychology can be included as part of a larger program
 - Innovative concentrations and rotations

Advantages to Students

- Students who participate in the affiliated internship matching process may not have to complete the APPIC application.
- Students do not have to participate in the national match process.
- Students save time and money by not having to travel nationally for interviews.

Advantages to Students

- Shared seminars
- Opportunity to learn what other interns are doing at other sites and rotations
- Large intern cohort
- Greater collegiality

Advantages to Rotations

- 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 program has many interns at many rotations.
 - A rotation may not have assessment materials, but the program has these materials for the use of the interns.

Advantages to Rotations

- Rotations have an APA accredited quality program without their own labor intensive self-studies and site visits.
- Rotation supervisors meet and work with psychologists from other agencies.
- Supervisors participate in seminars to expand their own professional growth.

Advantages to the Doctoral Program

- More (or all) students receive an accredited, paid internship.
- Students can work closely with faculty on dissertations while on internship.
- Doctoral program is involved in the quality control of the internship.
- Faculty members increase professional contacts and expand opportunities for professional growth.
- Affiliated internships help doctoral programs recruit and retain quality students including diverse candidates.

Disadvantages

- Decreased diversity
 - All interns are from the same doctoral program.
 - Need to recruit diverse students to the doctoral program.
 - Less cross fertilization of ideas.
- If partially affiliated, sites may end up with students who were unsuccessful in the national match.
- Students compete with classmates for rotations.

Conclusion

- One centralized program.
- Central control.
- One program director.
- Training Committee.
- Rotations meet training needs of students.
- Stable program with room to evolve.
- No individual rotation publicizes itself as independently accredited.

Conclusion

- Affiliated internships 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.

Affiliated Internships

□ QUESTIONS

Affiliated Internships

□ THANK YOU