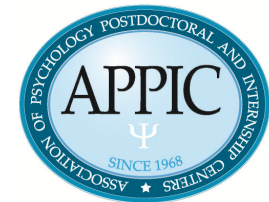


# Interns (Webinar 5)

Developed by Clover Educational Consulting Group

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# Webinar Agenda

- Conceptual overview: “Interns”
- Discussion of specific self-study prompts
- Required Tables and Uploads

# IR C-10 I & C-21 I: Titles

- C-10 I
  - Interns and the Use of the Title "Doctor"
    - Use of the title "doctor" orally and/or in writing in the absence of an earned doctorate is a violation of the Ethical Principles of Psychologists
- C-21 I
  - Position Titles of Psychology Interns
    - Internship must have an "identifiable body of interns who have a training status at the site that is officially recognized in the form of a title or designation such as 'psychology intern'"
    - "Psychology Intern" is preferred

**Tip: Ensure that all staff understand the roles and title associated with interns.**

# Evaluation of Intern Competencies

- Programs must evaluate interns in all competencies. For each competency the program must:
  - Specify how it evaluates intern performance
  - Identify minimal levels of achievement (MLAs) required to demonstrate competency
    - Must be “intermediate” to “advanced” levels
  - Provide outcome data that demonstrates graduates have attained MLAs
  - Base each evaluation, in part, on direct observation
  - Include data that reflects assessment that is consistent with accepted practices

# IR C-8 I Profession Wide Competencies

- CoA requires internship programs to ensure intern competence in
  - 9 Profession Wide Competencies
  - Associated Learning Elements
- See Webinar 2: Mission, Aims, and Competencies for an in-depth review

# Feedback to Interns

- Written feedback provided at least 2x/year
- Feedback notes extent to which interns are meeting requirements
- Feedback is linked to minimal levels of achievement for all competencies
- Must include:
  - Notification of problems and opportunity to discuss them
  - Guidance regarding steps to remediate problems
  - Substantive written feedback on success of corrective actions
  - Documentation that the evaluation was reviewed and discussed by the intern and supervisor

# IR C-16 I: Outcome Data

- C-16 I. Outcome Data for Internship Programs
  - Clarifies data needed for accreditation
  - Program responsible for collecting, presenting, and utilizing aggregated proximal and distal outcome data
  - Data must be directly tied to profession-wide and program-specific competencies
    - **Proximal data:** Outcomes related to intern competency as they progress through and complete the program; **MUST** include at least mid-point and year-end evaluations of interns
    - **Distal data:** Outcomes related to intern competency after they have completed the program (i.e. perceptions of how well they were trained within each competency area)

**TIP: Ratings of intern satisfaction are useful but not sufficient.**

# Outcome Data

- Proximal Data

- Outcomes on interns *as they progress through and complete the program*
- Must include evaluation of interns by immediate supervisor(s)
- Must address success in attainment of competencies
- Must occur at least twice (mid- and endpoint)
- Self-ratings and ratings of satisfaction with training are not sufficient.

**TIP: Evaluation should parallel the competencies!**



# Outcome Data

- Distal Data
  - Outcomes on interns *after they have completed the program*
  - Typically includes information obtained from alumni surveys
    - Degree to which the program promoted mastery of competencies
    - Overall satisfaction with program (not sufficient!)
    - Professional accomplishments and activities (not sufficient!)

# IR C-17 I: Direct Observation

- Direct observation of interns is required
- Must be conducted by immediate supervisor responsible for the activity or experience being evaluated
- Must occur in each evaluation period
- Allows supervisors to provide a more accurate assessment and evaluation of competency
- May include:
  - In person observation
  - Synchronous audio-video streaming
  - Audio-video recording

**TIP: Audio recording ALONE is not sufficient.**

# IR C-18 I: Selection of Interns

- Programs must have an identifiable body of interns
  - Must be enrolled in an accredited doctoral program
    - If unaccredited or from a program other than health service psychology, must indicate how intern is appropriate
  - Must have interests, aptitudes, and prior academic and practicum experiences that are appropriate for the aim/competencies
  - Must have adequate and appropriate training that includes face-to-face delivery of health service psychological services

# Intern Sufficiency

- Programs must have at least two interns who
  - Are provided with opportunities that ensure appropriate peer interaction, support, and socialization
  - Are provided with opportunities for socialization and interaction with professional colleagues in a manner consistent with the program's training structure
  - Have an understanding of the program's philosophy, aims, and expected competencies
  - Have a training status that is officially recognized in the form of a title or designation such as "psychology intern"

# Self-Study Completion

- Self-study focused questions related to this topic are found in:
  - Standard II
    - II.D.1 Evaluation of Interns' Competencies
    - II.D.2 Evaluation of Program Effectiveness and Quality Improvement Efforts
  - Standard III
    - III.A.1 Intern Selection Process and Criteria
    - III.A.3 Intern Sufficiency
    - III.B Intern Feedback

# Self-Study Prompts

## II.D.1

- Describe how the program ensures that the minimum levels of achievement (MLAs) discussed in Table 2 and 3 that are associated with the outcome measures for all Profession Wide and Program-Specific Competencies are met by interns by program completion.

# Self-Study Prompts

## II.D.1

- Describe how each intern evaluation is based in part on direct observation.

**TIP: Remember that interns must be directly observed in each evaluation period.**

**BONUS TIP: Include space on your evaluation form to indicate that evaluation data is informed by direct observation.**

# Self-Study Prompts

- Outcome Data (PROXIMAL)
  - If applying for “**accredited on contingency**” status:
    - Outcome data are not necessary at this time.
    - Provide any evaluation forms used to determine if required outcomes are being achieved.
  - If applying for “**full accreditation**” status:
    - Provide detailed aggregate proximal outcome data
    - Provide for all interns as they progress through the program and at completion, identified by cohort.

**TIP: Refer to IR C-26 I for more information on statuses.**



# Self-Study Prompts

- Outcome Data (DISTAL)
  - If applying for “**accredited on contingency**” status:
    - Outcome data are not necessary at this time.
    - Provide any evaluation forms used to assess the extent to which alumni feel prepared in the profession-wide and program-specific (if any) competencies.
  - If applying for “**full accreditation**” status:
    - Provide detailed aggregate distal outcome data for program completers.
    - Discuss what data are available to demonstrate the program’s achievement of the profession-wide and program-specific (if any) competencies

**\*Refer to IR C-16 I as needed!**

# Self-Study Prompts

- II.D.2 Evaluation of Program Effectiveness and Quality Improvement Efforts
  - Describe how your program appropriately involves training supervisors, interns, and former interns in its self-study process.
  - How does the program evaluate the effectiveness of its training and make necessary changes?

# Self-Study Prompt

- III.A.I Identifiable Body of Interns
  - Explain how the program determines interns are currently enrolled in a doctoral program accredited by an accrediting body recognized by the US Secretary of Education or by the Canadian Psychological Association. If the internship accepts an intern from an unaccredited program, the program must discuss how the intern is deemed to be an appropriate candidate for the internship program.

**TIP: Remember to abbreviate AAPI correctly!**

# Self-Study Prompt

- III.A.I

Explain how the program determines that interns' overall interest, aptitudes, and clinical and academic qualifications are appropriate for the training program's aim(s). A description of Match procedures is not alone sufficient.

# Self-Study Prompt

- III.A.I

List practicum requirements used during intern selection to ensure that interns' educational and practicum experiences are consistent with the program's aim(s) and are appropriate for doctoral training in health service psychology. As requested above, if the program has instructions for applicant review and/or a review sheet to review intern applicants, upload and identify attachment name.

# Self-Study Prompt

- III.A.3 Intern Sufficiency
  - Describe briefly how the program fosters meaningful peer interaction, support, and socialization and how it determines whether the number of interns is sufficient for these purposes. Any program in which interns are often dispersed across sites should note how interns at different sites have the opportunity to interact with one another.
  - What is the training status label for internship used within the program?

# Self-Study Prompt

- III.B Feedback to Interns

Describe in detail how the program's procedures and timeline for providing written feedback to interns is consistent with all provisions of Standard III.B.

TIP: Formal evaluation must occur at least **two times** during the training year.

# Self-Study Prompt

- III.B

Describe in detail the program's procedures and timeline for providing feedback and fostering communication with the intern's home doctoral program.

- CoA requires a minimum of 2 planned contacts
- Mid- and endpoint contacts must include formal written intern evaluations
- APPIC also requires contact upon successful Match

**\*TIP: Remember to upload communication samples!**



# Tables and Uploads

- **Required Tables**

- Table 4 (Post Internship Experience)
- Table 5 (Intern Statistics)
- Table 6 (Intern Demographics)
- Table 7 (Intern Professional Activities)
- Table 8 (Pre Internship Experience/Education)

- **Required Uploads**

- Applicant Rating Tool(s)
- Intern Evaluation
- Distal Data Survey
- Aggregate Proximal and Distal Data

# Annual Report Online (AROs)

- APA requires programs to complete annual reporting online related to the internship program, supervisors/faculty, interns, and alumni.
  - ARO data preparation sheets are online (<http://www.apa.org/ed/accreditation/annual-report.aspx>)
- Information for several of the following tables may be pulled from completed Intern and Alumni ARO sheets

# TABLE 4: Program Interns: Post-Internship Experience

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Self-Study Standard II.D.1.b

**Instructions:** Starting with the most recent intern cohort **COMPLETING** the program, provide the following information for each intern who completed your program for the last **ten (10)** years. Interns are listed by ARO identification numbers (not by name) in the data table online. Records are in chronological order with most recent trainees first. Some fields in the online data table are automatically filled in by ARO data. Feel free to cut/paste these data into the required Table 5 upload, and add the additional information required. Please label upload as - TABLE 4 Post Internship Experience.

**Note: \*Employment Setting Options** = Academic Teaching; Community Mental Health Center; Consortium; Correctional Facility; Health Maintenance Organization; Hospital/Medical Center; Independent Practice; Psychiatric Facility; School District or System; University Counseling Center; Other

ARO ID	Initial Post-Internship Employment Setting (use setting options*)	Initial Job Title	Current Employment Setting (use setting options*)	Current Job Title	Year Degree Completed	Psychology Licensure (Y/N)

**TIP: Add these items to your graduate survey to reduce the number of forms your graduates need to complete.**

# Table 5: Intern Statistics

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## Table 5: Intern Statistics

Self-Study Standard III.A.1

**Instructions:** Provide required intern enrollement information. Most fields are automatically filled in by ARO data; however, depending on the timing of your submission, the most recent cohort may not be included and/or additional data might be missing. Feel free to cut/paste these data into this table. Please label upload as - TABLE 5 Intern Statistics.

IN THE LAST 10 YEARS, REPORT THE NUMBER OF:	2016-2017	2015-2016	2014-2013	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Applicants to program:										
Applicants Submitted on APPIC rank order list:										
Interns who Entered the Program as Full-Time :										
Interns who Entered the Program as half-Time:										
Inters who Were funded:										
Interns who were less than fully funded										

# Table 6: Intern Demographics

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Self-Study Standard III.A.1

**Instructions:** Provide required intern demographic information. Most fields are automatically filled in by ARO data; however, depending on the timing of your submission, the most recent cohort may not be included and/or additional data might be missing. Feel free to cut/paste these data into this table. Please label upload as - TABLE 6 Intern Demographics.

NUMBER OF INTERNS ENTERING EACH YEAR WHO IDENTIFY THEMSELVES AS:		2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
African-American/Black	F									
	M									
	O									
American Indian-Alaska Native	F									
	M									
	O									
Asian	F									
	M									
	O									
Hispanic-Latino	F									
	M									
	O									
Native Hawaiian - Other Pacific Islander	F									
	M									
	O									
White	F									
	M									
	O									
Non-Hispanic Multi-Ethnic	F									
	M									
	O									

# Table 7: Intern Professional Activities

**Table 7**  
**Intern Professional Activities**

<i>Number of interns entering each year who during Internship:</i>	2016-2017	2015-2016	2014-2015	2013-2014
<b>Member of Professional or Research Society</b>				
<b>Scientific Presentations (workshops, oral presentations and/or poster presentations at professional meetings of which a student was an author or co-author)</b>				
<b>Scientific Publications (books, book chapters, or articles in peer-reviewed professional/scientific journals of which a student was an author or co-author)</b>				
<b>Held leadership roles in state/provincial, regional or national professional organizations</b>				

# Table 8: Pre-Internship Experience/Education

Table 8: Pre-Internship Experience/Education

## Table 8: Pre-Internship Experience/Education

Self-Study Standard III.A.1

**Instructions:** Provide the following information for each intern ENTERING the program for the last **ten (10)** training years. Interns are listed by ARO identification numbers (not by name) in the data table online. Records are in chronological order with most recent admissions first. Some fields in the online data table are automatically filled in by ARO data. Feel free to cut/paste these data into the required Table 8 upload, and add the additional information required. **Also, please be sure to include information for the 2 most recent cohorts - these data may have not yet been reported in the ARO** ( create your own ID# for these individuals based on the ARO ID format). Please label upload as - TABLE 8 Pre Internship Experience\_Education

ARO ID	DOCTORAL DEGREE INSTITUTION	AREA OF HEALTH SERVICE PSYCHOLOGY (CLINICAL, COUNSELING, SCHOOL, ETC.)	DEGREE PROGRM TYPE (PHD, PSYD, EDD)

# Required Upload: Applicant Rating Tool

- Individualize for what is most important to your program
- Consider using a form or spreadsheet that allows for ratings and comments
- Ensure that you have included prompts for all required and preferred criteria that you discuss in the self-study
- Make certain all prompts can be assessed with the AAPI and any supplemental materials required



# Intern Evaluations

- Intern Evaluation form **MUST**
  - Be administered at least twice per year
  - Include all 9 SoA Profession Wide Competencies and all associated learning elements (**see IR C-8 I**)
  - Include Program-Specific Competencies (if any)
  - Include at least two learning elements for each competency
  - Indicate achievement of intermediate to advanced competence for successful completion of internship

# Required Upload: Distal Data Survey

- Tailor to your program's needs
- Must include evaluation of the former intern's perception of how well internship prepared them within each required competency area
- Useful to combine information required in the ARO with the Alumni Survey to reduce the need to re-survey
- Consider use of an online platform for data collection.

**TIP: Use skip logic in your alumni survey to allow past respondents to provide a quick update.**

# Required Upload: Aggregate Data

- Compilations of proximal data and compilations of distal data
  - Note: Do not combine proximal and distal data!
  - Broken down by training year
  - Used to demonstrate the effectiveness of the program *as a whole*
  - Includes basic descriptive statistics
    - Sample sizes, means, percentages, range
  - Should be presented at the Competency level

**\*Refer to IR C-16 I as needed!**

# Required Upload: Aggregate Data

**Aggregated Proximal Data**  
**Supervisors' Evaluations of Intern Competency in Sample Doctoral Internship Program (SDIP)**

Scoring Criteria:												
1 Significant Development Needed--Significant improvement in functioning is needed to meet expectations												
2 Below Expected Level- Some improvement in functioning is needed to meet expectations												
3 Intermediate Skill--Functions adequately and meets expectations												
4 Above Expected Level--Functions above average and exceeds expectations												
5 Advanced--Functions exceptionally for level of training												
N/A--Not Applicable/Not Observed/Cannot Say												
	Cohort 16-17 (n = 3 interns)				Cohort 15-16 (n = 3 interns)				Cohort 14-15 (n = 3 interns)			
	Mid year		End of year		Mid year		End of year		Mid year		End of year	
	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean
Research					(2-4)	3.00	(4-5)	4.50	(2-4)	3.00	(4-5)	4.50
Ethical and Legal Standards					(3-5)	4.00	(4-5)	4.50	(4-5)	4.50	5.00	5.00
Individual and Cultural Diversity					(3-4)	3.50	(5-5)	5.00	(3-5)	3.50	(4-5)	4.50
Professional Values, Attitudes, and Behaviors					(3-5)	4.00	(3-5)	4.00	(3-5)	4.00	(3-5)	4.00
Communication and Interpersonal Skills					(3-5)	3.50	(4-5)	4.50	(4-5)	4.50	(4-5)	4.50
Assessment					(2-4)	3.00	(4-5)	4.50	(2-4)	3.00	(4-5)	4.50
Intervention					(3-5)	3.50	(3-5)	4.00	(3-5)	4.00	(3-5)	4.00
Supervision					(3-5)	3.67	(4-5)	4.50	(3-5)	3.50	5.00	5.00
Consultation and interprofessional/interdisciplinary skills					(2-4)	3.00	(4-5)	4.50	(2-4)	3.00	(4-5)	4.50

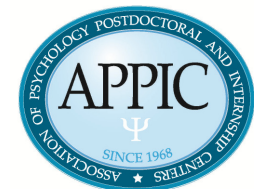
# Required Upload: Aggregate Data

## Sample Doctoral Internship Program Aggregate Distal (graduate) Data

<b>Survey instructional text:</b> SDIP has outlined 9 competencies, which guide the program's curriculum and evaluations. Following the completion of your internship, how well prepared did you feel in each of the following areas? Please consider all exposure to each area in your response. Your exposure may have been through didactic/other seminars or supervision, or through direct clinical or other experiences.					
Rating Scale:	1 Not Well Prepared	2	3 Adequately Prepared	4	5 Well Prepared
	2015-2016 (N= 3 graduates)		2014-2015 (N= 3 graduates)		
Survey Items:		Range Score	Mean Rating	Range Score	Mean Rating
Research		(3-5)	4	(4-5)	4.5
Ethical and legal standards		(4-5)	4.5	(3-5)	4
Individual and cultural diversity		(4-5)	4.5	(3-5)	3.5
Professional values, attitudes, and behaviors		(3-5)	5	(4-5)	4.5
Communication and interpersonal skills		(4-5)	4.5	(3-5)	4
Assessment		(3-5)	4	(4-5)	4.5
Intervention		(3-5)	4	(3-5)	4
Supervision		(3-5)	3.5	(3-5)	4
Consultation and interprofessional/interdisciplinary skills		(4-5)	4.5	(3-5)	3.5
Overall, how well did your internship with SIP prepare you for your current professional role?		(4-5)	4.5	(4-5)	4.5
<b>Survey instructional text:</b> The aim of the SDIP is to prepare competent psychologists to provide behavioral interventions in general outpatient facilities.					
Rating Scale:	1 Not Well	2	3 Adequately	4	5 Very Well
Survey Item:		Range Score	Mean Rating	Range Score	Mean Rating
How well does the curriculum you completed while on internship reflect the program's aim?		(3-5)	4	(4-5)	4.5

# Thank You!

For questions about the content of this presentation, please contact  
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