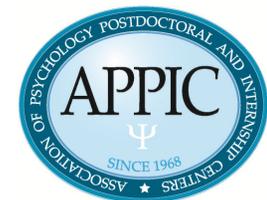


Interns (Webinar 5)

Developed by Clover Educational Consulting Group

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Webinar Agenda

- Conceptual overview of Interns
- Discussion of specific self-study prompts
- Required Tables
 - Table 5 (Intern Statistics)
 - Table 6 (Intern Demographics)
 - Table 7 (Intern Professional Activities)
 - Table 8 (Program Interns Pre-Internship Experience Education)

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

- C-10 I
 - Interns and the Use of the Title "Doctor"
- C-21 I
 - Position Titles of Psychology Interns
 - "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

Feedback to Interns

- Written feedback provided at least 2x/year
- Feedback notes extent to which 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 on interns as they progress through and complete the program
 - **Distal data:** Outcomes on interns after they have completed the program

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

IR C-17 I: Direct Observation

- Direct observation of interns is essential
- Must be conducted by immediate supervisor
- Must occur in each rotation (if applicable)
- 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 in health psychology
 - If unaccredited or from a different type of program, 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

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 Intern Selection Process and Criteria
 - III.A.3 Intern Sufficiency
 - III.B Intern Feedback

Self-Study Prompts

II.D.1

- For each profession-wide competency and any program-specific competencies, outline the minimal levels of achievement that the program requires for its interns to maintain good standing and to progress satisfactorily through/complete the program.

Self-Study Prompts

II.D.1

- Describe how the program ensures that these minimum achievement levels are met by the interns.
- Describe how each intern evaluation is based in part on direct observation.

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

Self-Study Prompts

- Discuss what data are available to demonstrate achievement of competencies
 - If you ***are not*** seeking contingent status:
 - Discuss what data are available to demonstrate achievement of competencies.
 - Provide detailed PROXIMAL & DISTAL data
 - Identify by cohort, includes all competency-based outcome measures (e.g., intern evaluations and program evaluations)
 - If you ***are*** seeking contingent status:
 - Outcome data is not necessary; however, you should provide evaluation forms to demonstrate how you will determine if competencies are being achieved.

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

Self-Study Prompts

- 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!

Self-Study Prompts

- 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!)

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

Self-Study Prompts

- Aggregated Data
 - Compilations of proximal data and compilations of distal data
 - Note: Do not combine proximal and distal data!
 - Broken down by cohort
 - Used to demonstrate the effectiveness of the program *as a whole*
 - Includes basic descriptive statistics
 - Sample sizes, means, percentages, range
- *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. 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.

- Minimum of 3 planned contacts
- Mid- and endpoint contacts must include formal written intern evaluations

TIP: Remember to upload sample communication with the home doctoral program.

Tables and Uploads

- **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)

- **Uploads**

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

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 5: Intern Statistics

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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
Member of Professional or Research Society				
Scientific Presentations (workshops, oral presentations and/or poster presentations at professional meetings of which a student was an author or co-author)				
Scientific Publications (books, book chapters, or articles in peer-reviewed professional/scientific journals of which a student was an author or co-author)				
Held leadership roles in state/provincial, regional or national professional organizations				

Applicant Rating Tool

- Individualize for what is most important to your program
- Consider using a 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

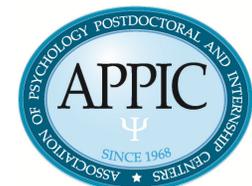
- Evaluation should be administered at least twice per year
- Form must include all profession-wide competencies and, if any, program-specific competencies
- Form must indicate achievement of intermediate to advanced competence for successful completion of internship
- Form may include individual learning elements and open ended comment boxes
- Refer to IR C-8 I on Profession-Wide Competencies for information on CoA expectations of measurement.

Alumni Survey

- Tailor to your program's needs
- Must include evaluation of the former intern's perception of how well internship prepared them for their early career roles and responsibilities.
- Useful to combine information required in the ARO with the Alumni Survey to minimize the number of forms
- Consider use of an online platform for data collection.

Thank You!

For questions about the content of this presentation, please contact
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