Efforts by the Education and Training Community to Mitigate the Internship Imbalance

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APA Education Directorate
Council of Chairs of Training Councils (CCTC)

- Partially supported by APA
- established in the mid-1980s
- 13 member training councils; liaisons including ASPPB, ABPP, National Register
- provides a forum for communication and to develop recommendations to be reviewed and possibly implemented by member organizations
Past and Ongoing Efforts

- 1997 Supply & Demand Conference
- Transparency Efforts
  - CoA Student and Program Outcomes data
  - Graduate Study in Psychology
  - APPIC data
- Scholarly Review
  - TEPP special issue 2007
  - TEPP update 2011
2008 Internship Imbalance Meeting

- Convened by the CCTC
- 1 representative from: APPIC, APA Education, APAGS, CCPTP, CUDCP, NCSPP, CDSPP, CCIDPIP
- Outcome: plan of actions “grid;” short-mid- and long-term steps; all groups take actions, but not same actions for all
- Reviewed at biannual CCTC meetings
Core Principles

• Collective responsibility to address the match imbalance

• Collaborative efforts will benefit students and psychology

• Continuing attention to the match imbalance is required

• The quality of education and training experiences must be maintained
Action Steps

• Innovative ways of increasing slots in existing accredited programs
• Doctoral councils will establish consensus of what are minimal requirements for eligibility to participate in the match
• Decrease barriers for internship programs to be accredited
• Develop Toolkits
• Changes to APPIC match

• Commitment to altering APPIC match imbalance by either increasing supply or decreasing demand
• National training conference on sequence of education and training
• Workforce analysis
• Truth in advertising
• Efforts to better educate potential consumers of graduate training through data and information dissemination
• Advocacy
APA Education Actions

- Transparency efforts
- Communications: GradPsych, Monitor
- Proposed Internship “Stimulus Package”
- Commission on Accreditation
  - Implementing Regulation D4.7: Program outcomes reported and reviewed annually
Education Advocacy

• Graduate Psychology Education Program:
  • In 2012 close to $3 million
  • SEC. 756. MENTAL AND BEHAVIORAL HEALTH EDUCATION AND TRAINING GRANTS
    • RFP expected April 2012
    • $5million in FY2012 to expand APA accredited internship programs
    • $5million total for FY2013
Education and Training for Health Service Psychology Work Group

- Outcome of discussions of imbalance
- Need to address big pictures issues in education and training
- Seven focus areas
Issue #1. There should be some guidelines for qualifications to enter doctoral programs that prepare health service psychologists.

Issue #2. The competencies of psychologists who provide health services should be clearly articulated and understood by faculty, students, regulators and the public.

Issue #3. Psychology needs to establish the standard of self-regulation for its education and training in the profession.

Issue #4. Psychology needs to evaluate and articulate the learning objectives for each level in its sequence of education and training of health service providers, as well as examine the sequence itself.

Issue #5. There needs to be increased focus on competency assessment in psychology education and training for the delivery of health care services.

Issue #6. The future of health service psychology rests on the integration of science and practice. Education and training should be an integrative endeavor, both within and across content and levels in the curriculum as well as across the activities of research and health service provision.

Issue #7. Psychology needs more research relevant to the preparation of health service psychologists and must have a comprehensive workforce analysis.
2012: Courageous Conversations II
Addressing the Internship Imbalance
Sharon Berry, PhD
APPIC Board of Directors
CE Objectives

• Participants will identify factors contributing to the Internship Imbalance.

• Participants will identify action steps by Training Councils to improve the Imbalance.

• Participants generate ideas for possible solutions to the Internship Imbalance
APPIC as the Switzerland of Training Councils
Action Steps by APPIC

• Collaborative Model

• Imbalance Grid - Consensus
Survey Summary

- CCTC Survey
  - Outpouring of support
  - DCT’s or TD’s
  - 42 states plus Canadian provinces

Collaboration with Division 42
- New Volunteer Listing
- Check CCTC and APPIC websites
Clearinghouse Changes

• Phase 2 of the Match
• Committee – Multiple constituencies
• Two surveys (one through CCTC)
• Formal APPIC Member Vote
• Overwhelming support for change (confirmed through surveys)
Readiness for Internship

• Action by Doctoral Programs

• Reassurance from DCT and graduate faculty that applicant is “ready”

• Solidifies the team approach between graduate program and internship
Emphasis on Accreditation

- Outgrowth of Imbalance Grid Requests
- Accreditation as Universal Standard
- Trying to help member programs move in this direction
- CCTC Work Group
Transparency

• Importance of updating public materials
• Standard against which held accountable
• Important information for applicants
CCTC 2010 Conference

Huge Success – 14 Training Councils
Accountability for Match Imbalance

- Each graduate program held accountable
- 75% Placement rate expected or must take responsibility to either:
  - Increase internship positions
  - Decrease students
- How to encourage and enforce?
Thank you APPIC and CCTC!
Sharon Berry
Internship Imbalance April 2012

CUDCP RESPONSE
Current Efforts to reduce Imbalance

1. Many programs are voluntarily reducing enrollment by 1 to 3 students (even in already small programs)

2. Encouraging programs that are developing affiliated internships

3. Support COA in setting a 50% matching rate in accredited programs as a requirement for continued accreditation
Educational Efforts

1. Developed and distributed a handout to educate graduate school applicants so they understand the risk of programs with low match rates and the potential unexpected costs that may be incurred if they fail to match so individuals will not make uninformed decisions.

2. Developed a list of recommended competencies to be demonstrated before internship application and asked DCTs to indicate students who meet these when they certify students as ready for internship.
We support ways to potentially reduce student burden

1. Make the initial evaluation based on paper credentials or skype, then

2. Limit sites to 3 in person interviewees and applicants to 4 in person interviews

3. Ask each internship to provide a clear statement of minimum # of acceptable assessments and contact hours (and any other requirements)
Increase Options for Unmatched Students – Lets Get Creative

Put a value on the cost of waiting another year to reapply and on the travel costs incurred
NCSSPP
Report on Internship Imbalance Grid

David M. Cimbora, Ph.D.
April 27, 2012
APPIC Conference
Introduction

• NCSPP: National Council of Schools and Programs of Professional Psychology
• Founded in 1976, NCSPP is an organization composed of delegates from programs and schools of professional psychology.
• There are 65 Member programs (all APA-accredited) and 23 Associate Member programs in NCSPP
• Our programs tend to adhere to a “Scholar-Practitioner” or “Practitioner-Scholar” model
Creating Internships

• Through 2011, NCSPP programs had developed 267.5 internship slots
• This spring, 2012, NCSPP programs were surveyed again
• To date, 45 out of 65 member programs have created internship sites
• 10 out of 21 associate members have created internship sites.
Types of Internships Created

- 30 programs have set up their own affiliated consortium
- 6 have developed external consortiums (e.g., a state-wide consortium associated with the state’s psychology association)
- 13 have set up individual clinics to provide internship training
- 10 sites are APA-accredited
- 30 are APPIC members (not-APA accredited)
- 5 are CAPIC members
- 4 are non-accredited internships and not members of APPIC or CAPIC
- Narratives of internship creation currently begin authored and edited
Number of Slots

• Across these sites, 386 slots have been developed, up from 267.5
• 118.5 new slots were created since Spring, 2011
Establishing Minimal Requirements for Internship Eligibility

- In January 2012 the NCSPP membership voted in favor of adopting agreed upon Internship Eligibility Guidelines
- Will now be included in NCSPP student internship applications certifying that minimal expectations were met in order to be eligible to apply.
Internship Toolkit

• Participated in the creation of the Psychology Internship Development Toolkit, finalized in 2010
• 4 NCSPP delegates were a part of that workgroup (Campbell, Mangione, Emmons, Hutchings)
Mentorship of Programs

• The EC (Executive Committee) annually reviews C-20 data for internship placement data
• Programs with low placement rates for APA/CPA, APPIC, or CAPIC sites are contacted by the EC to discuss these results and explore ways to improve them
• The EC and member programs also provide consultation and mentoring for accreditation and internship development
Difficult Dialogues

• BEA’s statement on accreditation and COA’s implementation
• Quality of training within NCSPP programs
• Size of Programs
• Collaboration across councils and “Laying our Swords at the Door”
Internship Imbalance:

CCPTP RESPONSE AND ACTIONS
Guiding Principles

• Quality Training Experiences
  – Expectation is for -accredited internship
  – Majority of programs require accreditation to apply

• Ensuring Readiness for Internship
  – Focus on competencies and assessment
  – Attending to the sequence of clinical training

• Perspective on the role of Internship
  – It is one of several critical training experiences
  – Striving for appropriate balance with scholarship
DCT and Program-level Responses

• 15% of CCPTP Institutional Members have volunteered for the CCTC Volunteer Resources to develop new internships

• Advocacy efforts

• Expanding diversity of Practica

• Additional mentoring of students

• Minimum requirements to apply
CCPTP-level Responses

- Discussing CCPTP minimum requirements
- Advocacy awareness & training
- Communicating with programs
  - Keep informed of all relevant CoA changes
  - Reinforce need to attend to match/placement rate
  - Eventual goal of 90%
- Established Internship Resource Group
  - Identified programs matching at <75% over 3 years
On-going Efforts

• Communicate with students
  – Student Affiliates of Seventeen (SAS)

• Communicate with APPIC
  – Maintain liaison relationships

• Support member programs
  – Information, mentoring, and programming

• Participate in accountability efforts
  – CCTC work group and action grid

• Responding to CoA public comment - current
Update on the CCTC Imbalance Grid

Council of Directors of School Psychology Programs
Cyndi Riccio
Texas A&M University
CDSPP Activities Related to Internship Imbalance

• Internship Task Force initiated to examine effect of imbalance on school psychology doctoral students
• Re-examination of CDSPP Internship Guidelines
• Discussion of ‘provisional accreditation’
Task Force findings (T. Hughes, Chair)

- As of 2009, the match rate tends to be higher for school psychology applicants at 84% (D’Angelo, 2009)
- At the same time, the majority of School Psychology doctoral programs encourage, but do not require APPIC/APA internships
  - Limited number of school-based or school-related settings
  - Many non-school sites will not accept applications from school psychology applicants
CDSPP Activities (cont)

• Task Force findings (cont.)
  o Barriers to development of additional sites or consortia explored
  • Financial burden on schools (funded by tax dollars) not only for initial accreditation process and fees, but for continuing costs
  • Limited number of doctoral level school psychologists who are also licensed as psychologists given that the LP is not the credential required for practice in the schools
CDSPP Activities (cont)

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CDSPP Activities (cont.)

• “Local” solution
  o Historically, CDSPP established guidelines for doctoral internships that were not APA-accredited to accommodate School Psychology students
  o CDSPP Mid-Winter Meeting focused on updating and revising these criteria
  o Draft forwarded to HSP/National Registry, and APS for comment
  o Final version will be sent to all programs for review before the 2012 Internship guidelines are approved
  o Each program will be responsible for ensuring that any site used that is not APPIC/APA meets these guidelines
2008 Imbalance Grid Update: APAGS

Milo S. Wilson, M.S.
APAGS Past-Chair
APAGS Liaison to APPIC
Ohio University
Systemic Changes

- APAGS has provided comments on changes to the Match and Accreditation processes.

- Frequent feedback from membership
  - Listservs
  - Social media
Communication & Dissemination

- Education and truth in advertising for undergraduate students
- Education and resource dissemination for graduate students
Advocacy

- Building awareness
- Collaboration with key stakeholders
- Internship retreat, working group, and policy statement
- APAGS – ACT
  - NY22