Welcome and Workshop Objectives

- Learn effective strategies for intern and postdoctoral recruitment and selection.
- Learn effective strategies for managing internship and postdoctoral programs.
- Learn effective strategies for evaluating their training programs.
- Identify common training director concerns and resources for assistance.
Agenda

Outline

Questions & Interaction

Breaks

CEUs

Additional Resources
Role Identity Exercise

1. Role, process, and content of Training Director position
2. Rewards and satisfactions as TD
3. Challenges
4. Resources
5. Your workshop goals or questions?
Role Identity Exercise

- Administrator
- Recruiter/Selector
- Buffer
- Advocate
- Mom
- Evaluator
- Supervisor
- Teacher
- Launcher
Overview of APPIC Resources
Organizing the Training Year

- Yearly cycle – recurring tasks
  - Selection
  - Preparing and orienting new trainees
  - Training rotations and evaluations
  - “Launching” interns or fellows
- APA accreditation – annual reports
- APPIC – Directory update and Match registration
Developmental Cadence of a Training Program

Tasks:
- Selection
- Orientation
- Clinical/research focus of year
- Evaluation
- Sending forth
# Organizing the Training Year

<table>
<thead>
<tr>
<th>Internship</th>
<th>Postdoc</th>
<th>Selection/New class</th>
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<tbody>
<tr>
<td>September</td>
<td></td>
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<tr>
<td>Intern orientation</td>
<td>Postdoc orientation (could be early October depending on postdoc start dates)</td>
<td>Email internship brochures for internship</td>
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<td>Send supervisors “start-up” checklist</td>
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<tr>
<td>Send new interns electronic forms (tour of duty, evaluations, hours logs, etc.)</td>
<td>Meet with postdoc preceptors about training plans in late Sept or early Oct</td>
<td>Send Match registration to NMS</td>
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<tr>
<td>Intern seminar starts – plan first few seminars</td>
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<tr>
<td>Mail final intern evaluations to former interns’ universities</td>
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<tr>
<td>Update former intern contact information (including job email list)</td>
<td>Update former postdoc contact information (including job email list)</td>
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<tr>
<td><strong>November</strong></td>
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<tr>
<td>Send out mid-rotation evaluations</td>
<td>Send quarterly evaluation reminder to supervisors</td>
<td>Set up intern applicant files</td>
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<tr>
<td>Meet individually with interns about current status, second rotation, CV revisions, and postdoc search</td>
<td>Meet with preceptors</td>
<td>Schedule intern Selection Committee meeting by late November and ask for interview times from Committee members</td>
</tr>
<tr>
<td>Seminar planning, including job and postdoc search process</td>
<td>Check in with postdocs about job search</td>
<td>Review applicant folders by end of November</td>
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<tr>
<td></td>
<td></td>
<td>Email postdoc announcement to supervisors, interns, and listservs</td>
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<td>Email postdoc brochure as needed</td>
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<tr>
<td><strong>December</strong></td>
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<tr>
<td>Seminar planning</td>
<td></td>
<td>Determine all staff interview times</td>
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<td>Selection Committee meeting</td>
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<td></td>
<td>Choose interviewees by Dec 15(^{th}) and notify those not invited for interviews</td>
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<td></td>
<td>Arrange intern interviews</td>
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<td></td>
<td></td>
<td>Start intern interviews</td>
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<tr>
<td><strong>January</strong></td>
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<tr>
<td>Send out end of rotation evaluations</td>
<td>Send second quarter evaluation reminder to supervisors and Preceptors</td>
<td>Continue intern interviews</td>
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<tr>
<td></td>
<td></td>
<td>Selection Committee meets intensively</td>
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<tr>
<td>Finalize second rotation plans</td>
<td></td>
<td>Pay APPIC dues</td>
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<tr>
<td></td>
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<td>Postdoc application deadline</td>
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<tr>
<td><strong>June</strong></td>
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<tr>
<td>Start APA Annual Reports (send email to interns and intern supervisors with mid-June deadline)</td>
<td>Start APA Annual Reports (send email to postdocs and clinical supervisors with mid-June deadline)</td>
<td>Work on brochure updates</td>
</tr>
<tr>
<td>Sign completion certificates and get frames</td>
<td></td>
<td>Review internship application format</td>
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<tr>
<td></td>
<td></td>
<td>Complete planning of rotations for incoming interns</td>
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<td></td>
<td></td>
<td>Remind to order orientation supplies (binders, etc.)</td>
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<tr>
<td><strong>August</strong></td>
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<tr>
<td>Exit interviews by staff (early August) Exit questionnaires</td>
<td>Exit interviews Program evaluations</td>
<td>Update internship application letter and complete website update for internship</td>
</tr>
<tr>
<td>Interns process out</td>
<td>Postdocs process</td>
<td>Send final 2 emails to incoming interns Complete orientation plans</td>
</tr>
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</table>
Developmental Stages in Internship - Helping Interns Cope

The word ‘servant’ is so degrading. Why don’t we just call you ‘intern’.
Lamb, Baker, Jennings, & Yarris introduced the concept of 5 “Passages” in internship training.

1. Pre-entry Preparation
2. Early Intern Syndrome
3. Intern Identity
4. Emerging Professional
5. Resolution
Pre-entry Preparation

3 Phases:
1. Application
2. Acceptance
3. Pre-entry apprehension
Early Intern Syndrome

3 (overlapping) Phases:
1. Sizing up the agency
2. Establishing a place in the agency
3. Undergoing initial evaluation
Intern Identity

1. Realization of Strengths and Limitations
2. Self-Doubt & Confrontation
3. Role Differentiation
Emerging Professional

• Growing confidence & independence
• Feeling that work is comfortable, not as difficult
• Willingness to challenge or disagree with more supervisor
• Emerging focus on life after internship
Resolution

• Planning for separation
• Saying goodbye
• Changing relationships with patients/clients
• Talk about how internship was
Recruitment & Selection

- Historical context of recruitment
- Current climate of imbalance
- Determine structure & process of selection
- Selection criteria
- Correspondence with applicants (APPIC guidelines)
AAPI Online
Match, Phase II and Post Vacancy
Directory

- Update period
- Critical to keep information updated for future recruitment
- Upcoming developments
Uniform Notification Date

- Overview of Hx of UNDr
- Preparations for postdoctoral applications, interviews, and selection
- Addressing requests for reciprocal offers
- Managing intern anxiety related to UNDr
Break
What is a Program Model?

A model is a pattern, plan, representation, or description designed to show the workings of a system.
Why Employ a Training Model

- Forces one’s program to define its product & associated competencies
  (e.g. Clinical Psychologist, Child Psychologist, Counseling Psychologist, Neuropsychologist, a psychologist who is or is not competent to provide psychodiagnostic assessment)

- Facilitates the development and implementation of a curriculum

- Provides the structure for measuring the effectiveness of a training program (i.e. outcome measures)
TYPES OF MODELS

• Scientist – Practitioner
• Practitioner – Scholar
• Development-Apprenticeship
• Apprenticeship- Mentor
• Practitioner-Mentor-Scholar
• Mentor
CREATING A MODEL

1. Define your program’s product
2. Articulate the competencies that are required of that product
3. What training components are required to produce that product or products & its competencies?
   a. Experiential components
   b. Didactic Components
   c. Research Components
4. Develop tools to measure progress towards the defined competencies (intern progress evaluation by competencies)
5. Develop a tool to determine how well your program has done in producing the product it stipulated (outcome measures).
APA Accreditation Issues
Quality Training
A-Eligibility
B-Philosophy/Model
C-Program Resources
D-Individual & Cultural Diversity
E-Relationships
F-Program Outcomes
G-Public Information
H-Relationship w/ CoA
Accreditation Issues
Why Accreditation
Time
Costs
Redundancy
Increase in Applications
Credibility
Quality Standards
Curriculum Issues

APPIC Membership Criteria:

Minimum of 2 hours of didactics per week
Curriculum

- Training goals/objectives/competencies
- Pre-arrival assessment
- Orientation
- Develop structure(s) for delivery of training programs
  - OSU example: 9 training themes begin in orientation
  - Seminars, Case Conference, Supervision, cohort meeting, rotation meeting
Experience versus Training

Experience + Competency Skills + Professional Skills = Training

A program’s *model* dictates the experience, competency skills, and professional skills that comprise the internship curriculum.
Competency Skills

• Evidence Based Treatments
• Assessment & Psychodiagnostic Skills
• Research
• Suicide Assessment
• Program Consultation
• Supervision & Teaching
• Diversity
Professional Skills

• Ethics
• Utilization Review
• Life After Internship
• Licensing
• ABPP Board Certification
• Employment & Private Practice
Miscellaneous Issues

• Updated Readings
• Adjunct Faculty
Multicultural & Diversity Issues

- Self Reflection (Awareness, Knowledge, Skills)
- Recruitment/selection
- Curriculum
- Resources
  - APA Guidelines
Guidelines

- **Guideline #1:** Psychologists are encouraged to recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves.
- **Guideline #2:** Psychologists are encouraged to recognize the importance of multicultural sensitivity/responsiveness, knowledge, and understanding about ethnically and racially different individuals.
- **Guideline #3:** As educators, psychologists are encouraged to employ the constructs of multiculturalism and diversity in psychological education.
Multicultural Guidelines, cont

- Guideline #4: Culturally sensitive psychological researchers are encouraged to recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.
  - Research generation and design
  - Assessment
  - Analysis and interpretation

- Guideline #5: Psychologists strive to apply culturally-appropriate skills in clinical and other applied psychological practices.
  - Client-in-context
  - Assessment
  - Interventions
Multicultural Guidelines, cont.

- **Guideline #6:** Psychologists are encouraged to use organizational change processes to support culturally informed organizational (policy) development and practices.
  - Changing Context for Psychologists
  - Psychologists in Transition
  - Frameworks and Models for Multicultural Organizational Development
  - Examples of Multicultural Practices within Organizations
  - Psychologists as Change Agents and Policy Planners
Cultural and Individual Differences & Diversity

1. Outreach and recruitment/retention
2. Curriculum
3. Opportunities to work with diverse patients (clinical and research)
4. Mentoring
5. Work and training environment
6. Specific training objectives
Cultural and Individual Differences & Diversity

1. Outreach and recruitment/retention
   - Public materials
   - Relationship with graduate programs
   - Relationship with professional organizations (e.g., APA Divisions, ethnic minority psychological associations)
   - Participating in internship “fairs” and informational sessions
Cultural and Individual Differences & Diversity

2. Curriculum
   • Orientation – diversity awareness exercises
   • Seminar series – separate diversity topics and infused within seminars
   • Diversity journal club
Cultural and Individual Differences & Diversity

3. Opportunities to work with diverse patients
   - Specialty training rotations, e.g., with LGB clients, with African American clients
   - Research opportunities with diverse populations

4. Mentoring
   - Pairing intern with professional or supervisor of same ethnic or other background
   - Forming support and mentoring group
Cultural and Individual Differences & Diversity

5. Specific training objectives that are required and trainees are evaluated on

- Demonstrate awareness of diversity issues and awareness of own biases and assumptions
- Conduct treatment and assessments with patients from different cultural backgrounds than themselves
- Obtain consultation and/or supervision from a psychologist or staff member of the same cultural background as the client on at least one therapy and assessment case in which cultural issues are a significant issue
- Write up a "cultural formulation" on a patient for whom cultural issues might present a barrier to access to competent treatment
Cultural and Individual Differences & Diversity

6. Work and training environment
   • Programmatic commitment to diversity (e.g., included in program mission and goals)
   • Diverse staff in visible administrative, teaching, and selection roles
   • Modeling being lifelong multicultural learners
   • Support for diverse faculty and trainees and diverse clinical and research interests
Supervising your Supervisors
Evaluation

Two targets for evaluation assessment:
- Interns/postdocs
- Training program

Program evaluation
- Effectiveness of training interventions
- Satisfaction with training program components
- Evaluation of TD
Program Evaluation

Effectiveness of training interventions

Satisfaction with training program components

Evaluation of TD
Trainee Evaluation

Review evaluation process & forms during orientation; quality evaluation is not a surprise; should reflect development of skills

Self-Assessment....learning goals and outcomes

Types, source, and delivery method of evaluation:
360; supervisors/faculty; clients
on-line; paper-pencil; in vivo;
Trainee Evaluation

- Part of yearly cycle of recurring tasks
- Schedule of evaluation depends on rotation structure (e.g., 3-mo, 4-mo, 6-mo rotations)
  - Need for mid-rotation evaluations to allow for mutual feedback and mid-course corrections
- Evaluations must include assessment of specific competencies related to program training goals and objectives
Trainee Evaluation

- Evaluation forms should have behaviorally anchored ratings
- Need for specific ratings that indicate trainee competence or behavioral problems
- Need for specific minimum thresholds for successful completion of rotations and the training year
- Evaluation processes should include trainee evaluation of supervisors and program
QUALITY ASSURANCE

Domain B To F: Program Self-Assessment and Quality Enhancement

- The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its interns and training staff, and contributes to the fulfillment of its host institution’s mission.
Program Self Assessment

- The program, with appropriate involvement from its interns, engages in regular, ongoing self-studies that address: 1) Expectations; 2) Effectiveness; 3) Procedures to maintain achievement; 4) Goals, objectives, and outcome data.
- The program provides resources and/or opportunities to enhance the quality of its training and supervision staff through continued professional development.
- The program and its host institution value and recognize the importance of internship training and of the staff’s training and supervisory efforts and demonstrate this valuing in tangible ways.
Due Process

AND

Grievance Procedures
The Two Procedures

**DUE PROCESS**
A procedure employed when a program has a concern or problem with an intern.

**GRIEVANCE**
A procedure employed when an intern has a complaint or problem with an internship program.
Sample Problematic Behaviors

- Intern does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit which can be easily rectified by training.
- The quality of services delivered by the intern is sufficiently negatively affected.
- The trainee’s behavior does not change as a function of feedback, remediation efforts, &/or time.
- The problematic behavior has potential for ethical or legal ramifications if not addressed.
The 3 Elements of Due Process

1. **NOTICE:**
   An intern must be formally notified that the program has identified problematic behavior and plans to address the behavior.
3 Elements of Due Process

2. **HEARING:**

A meeting of internship faculty with the intern is held in which the problematic behavior is articulated and in which the intern has the opportunity to present information regarding the problematic behavior.
3 Elements of Due Process

3. **APPEAL:**
Provides the intern with an opportunity to appeal the decision made after the Hearing. The intern should have the opportunity to appeal to a person above the Training Director.
Sample Grievance Issues

- Agency has misrepresented itself in public documents.
- Supervision is lacking or insufficient.
- Boundary violations.
- Salary/stipend dispute.
- Harassment.
Grievance

- Interns should be able to grieve any perceived injustice – not just an evaluation/progress report.
- The procedure should afford a review at one level above the Training Director.
Boundary Issues

- **Definition of boundaries:** “rules of the professional relationship that set it apart from other relationships”
- **Acknowledge power differentials in relationship**
- **Boundary crossings become violations if they**
  - Reflect exploitation of supervisee or trainee
  - Contribute to supervisor’s or TD’s loss of objectivity
  - Disrupt the supervisory or TD relationship
  - Have the likely potential of harm to trainee
Boundary Issues

- Benefits of a personal relationship with supervisees and trainees
  - Opportunity for role modeling, mentoring, and professional networking
  - Multiple roles are common (e.g., evaluative and supportive roles)
- Negative consequences more likely to occur if:
  - Supervisor or TD acting on own personal needs
  - Perceptions of coercion by trainee
Boundary Issues

- Important to foster an environment that supports ethical relationships with trainees
- Trainee’s best interests and training needs are first priority
- Evaluate potential role conflicts prior to initiation of supervisory relationships
- Monitor professional and personal difficulties by supervisors since judgment can become impaired
Boundary Issues

- Examples of possibly appropriate activities
  - Invitation to social gatherings, having a group lunch or dinner, co-presenting at professional conference, traveling together to professional event

- Examples of possibly inappropriate activities
  - Excessive touch, excessive self-disclosure, offering gifts or special treatment to trainee
  - Social activities when alone with trainee
Boundary Issues

- Ethical decision-making with supervisors
- Reasons to be in the multiple relationship – is there a benefit to the trainee?
- Acknowledging degree of power in the supervisory role and trainee’s vulnerability
- Parameters of the activities, including location, presence of others, and course of development in supervisory relationship
- Trainee’s likely perceptions of the activities
- Perceptions by others in the training class
APPIC Policies

Policies & Procedures

These are a list of Policies & Procedures relating to the different areas of the APPIC Program:

- APPIC Bylaws
- Membership Criteria: Internship Programs
- Membership Criteria: Postdoc Programs
- Membership Criteria: Consortium
- APPIC Standards And Review Committee (ASARC)
- APPIC Match Policies
- APPIC Match and Clearinghouse Policies for Non-APPIC Member Internship Programs
- APPIC Member Inactive Status
- APPIC Member Policy
- APPIC Mission Statement
- APPIC Privacy Policy
- Intern Applicant Policy
- Directory Inclusion Criteria
- Unfunded Internships & Postdocs
- APPIC Copyright & Legal Notices

27 October 2006
APPIC Resources
Questions and Discussion