

## **THE HALF TIME INTERNSHIP: COMING INTO THE MAINSTREAM**

April 29-30, 2005 / The Claremont Resort and Spa, Berkeley, California

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The California Psychology Internship Council is convening a conference, The Half-Time Internship: Coming Into the Mainstream, April 29-30, 2005, in Berkeley, California. The purpose of the conference is to address the issues of high-quality psychology training in half-time internships, and to further develop models of such training, including structures, standards and evaluation guidelines.

### **BACKGROUND**

Half-time internship training is not new. However, standards specific to the half-time internship have not been widely considered. Now is the time to carefully examine the unique opportunities and challenges provided by half-time internships, which have significant implications for interns' development and for professional psychologists.

When formal internship training began in association with doctoral programs in clinical psychology shortly after World War II, the majority of graduate students were Caucasian males, who were unmarried and in their twenties. Typical psychology internships were located in medical settings, commonly VA Medical Centers, and required a 40-hour work week, one-year commitment and usually relocation. More than fifty years later, both American society and the profession of psychology have changed dramatically. Now the majority of psychology graduate students are female, and the number of minority and older students has increased considerably. At the same time, the population of the United States has also diversified significantly. Accordingly, the full-time internship in a medical setting may no longer adequately meet either the needs of graduate students or of society.

APA-accredited doctoral programs have grown and developed over the decades to accommodate the learning needs of the increasingly diverse group of students in clinical psychology. However, the APA-accredited internship has rarely provided the flexibility required by the demographic changes in the student population. For various reasons, one-year full-time internships are simply not an option for many of these students. Many graduate students must now work part-time while completing the internship. Often women and minority graduate students, especially, cannot accept full-time internships because the stipends are not sufficient for living expenses, for supporting children or meeting other financial obligations. Also, women and older graduate students with families often cannot relocate to another state or region to pursue an internship, because of other commitments.

Half-time internships, on the other hand, offer valuable services and train interns to work with diverse and underserved populations. These sites are often located outside of traditional hospital settings. They offer valuable services and provide training that is becoming increasingly important for the psychological professions. However, these community sites often lack the resources to provide stipends to interns.

### **THE ROLE OF CAPIC**

In California, the half-time internship has flourished, for a variety of complex economic and social reasons. The California Psychology Internship Council (CAPIC) was founded in 1991 with the mission of bringing order to the relationship of internship and doctoral training in the San Francisco Bay Area. CAPIC has since grown to include programs throughout California. CAPIC has instituted guidelines for the internship selection process and created a Uniform Notification Day. CAPIC has further endeavored to set minimum standards for doctoral internship training at agencies that are neither APA-accredited nor members of APPIC, and to assist internships in enhancing the quality of training at their

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sites. Annual regional internship information fairs, internship directories detailing the opportunities at CAPIC training sites, and membership forums for discussing topics of mutual interest are some of the benefits and services CAPIC provides. Over the past thirteen years, CAPIC has established itself as an integral part of graduate psychology education in California. State regulations now require that, in order to sit for the licensing exam, a candidate must have earned his or her internship hours at a site that is APA-accredited, or with membership in APPIC or CAPIC, or the equivalent.

CAPIC members include over 150 internships in northern and southern California, along with 17 member doctoral psychology programs. Similar to APPIC, CAPIC is a member organization. More than 450 students were trained last year in CAPIC internships. Approximately 70 percent of the CAPIC internships are half-time. While almost one-third of the CAPIC internships are situated within hospitals, the remaining two-thirds are found in a wide variety of settings, such as community mental health programs, correctional facilities, university counseling centers, school-based health centers, and child/adolescent and pediatric service centers.

These non-medical, non-traditional internships have several important advantages. First, many of them give interns the opportunity to provide mental health services to the most critically underserved members of our communities. This opportunity helps us to achieve a goal, conceptualized by Don Peterson many years ago, "to make psychology indispensable". Second, these internships provide training with populations in skills that interns will likely need in order to be prepared for their future careers in psychology: working with minority populations, the drug addicted, the homeless, the incarcerated, children and the elderly. The Surgeon General's most recent report (Mental Health: A Report of the Surgeon General, 1999), which called for greater sensitivity to the effects of culture on issues of mental health, only underscores the need for high-quality internships in which psychology practitioners can learn to address the needs of the underserved and often disenfranchised.

### **THE NEED FOR GUIDELINES**

The need for the training opportunities provided by half-time internships is real. The advantages to psychology graduate students, the profession of psychology, and more importantly, the underserved people in our communities, are enormous.

Because of the growing number of students trained in half-time internships, the issue of defining quality training has become critical. The variety of half-time internship settings challenges the ability of any organization or group of educators to establish uniform standards. There is a pressing need to recognize alternative and innovative models of internship training, and to define appropriate and relevant competencies that must be achieved by interns. To establish better guidelines for half-time internships, we must refine our methodologies for evaluating the competencies of individual interns and the functioning of entire internship training programs. An especially important task will be to develop guidelines for doctoral programs on how to sequence half-time internship rotations to provide a comprehensive training experience for students. National guidelines must also be developed for supervision at half-time internships and appropriate methodologies for evaluating the supervisory process. Given the fact that resources are scarce at many training sites for half-time internships, we must consider criteria and methods for funding the development of these internships, including the payment of stipends and our advocacy efforts for training in psychology. Finally, we must ensure that our training experiences are consonant with licensing practices and regulations across the country.

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As an organization committed to developing procedures and guidelines for internships on a state level, CAPIC seeks to initiate a dialogue with representatives from all groups that have a stake in professional psychology education. Together we can begin to address the issues of defining, preserving, and promoting the highest quality of training in half-time internships, and to consider the prospects for developing new opportunities in training.

### **WORKGROUPS AND OUTCOMES**

The conference program includes both plenary and small workgroup sessions. Each workgroup will be charged with preparing a brief list of recommendations that address one aspect of defining guidelines for half-time internships. Recognizing and understanding issues of social responsibility and diversity will be integral to the discussion of all workgroups, including the role of half-time internships in serving the underserved, responding to local community needs, serving racial and ethnic minority populations, and increasing social responsibility within the profession of psychology.

Workgroups will be organized into the following areas:

#### **The Rationale: Making the Case for Half-Time Internships**

This workgroup will seek to construct a coherent rationale for the creation and maintenance of half-time internships. Multiple perspectives will inform this rationale, including the needs and objectives of students, academic programs, client populations, and internship programs.

#### **Broad and General Preparation, Sequence and Regulations**

This workgroup will address the underlying issues of broad and general preparation in the half-time internship, the sequence of training using the half-time internship structure to provide a comprehensive training experience, and how these issues relate to both state regulations for licensure and the practice of professional psychology.

#### **The Structure of Half-time Internships**

This workgroup will look at current and new structures for half-time internships. It will seek to describe appropriate structures for these internships, to articulate successful models, and to develop innovative structures for the field.

#### **Creating Half-Time Internships: Obstacles and Solutions**

This workgroup will address obstacles to the creation, utilization and accreditation of half-time internships. The group will recommend solutions to such obstacles, as well as incentives for internship programs to develop half-time internships.

#### **Funding and Advocacy**

This workgroup will deal with the issue of funding for half-time interns. It will address resources at the systemic level, considering new and different ways to fund internships, and at the individual level, considering intern stipends. It will examine the rationale for the necessity of funding, questions about exploitation of students, the value placed on the work of interns, the philosophy of providing stipends, and the reality of funding problems.

#### **Quality Assurance**

This workgroup will focus on the issues surrounding quality assurance in half-time internships, more broadly than assessment of individual programs. Traditional and non-traditional approaches to ensuring high-quality training will be discussed. This group will consider how assessment would be accomplished in a half-time internship with a focus on competencies, goals, objectives and outcomes.

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### **LEADERS**

#### **Conference Chair:**

- Dr. Luli Emmons, Executive Director, CAPIC

#### **Keynote Speakers:**

- Dr. Cynthia Belar, Head of the Education Directorate, APA,
- Dr. Roger Peterson, Professor and Chair, Department of Clinical Psychology, Antioch New England Graduate School, Past-President of the National Council of Schools and Programs of Professional Psychology (NCSPP) and member of the APA Committee on Accreditation 1998-2004

#### **Steering Committee:**

- Dr. Kathi Borden, Ph.D., Professor and Associate Chair, Department of Clinical Psychology, Antioch New England Graduate School, Member Steering Committee, Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology, Past-President of the National Council of Schools and Programs of Professional Psychology (NCSPP)
- Dr. April Fernando, Clinical and Training Director, WestCoast Children's Clinic, Associate Professor of Psychology and Counseling Psychology, Holy Names University, Oakland, CA
- Dr. Mary Beth Kenkel, Dean, School of Psychology, Florida Institute of Technology, Editor, Professional Psychology: Research and Practice and Past-President of the National Council of Schools and Programs of Professional Psychology (NCSPP)
- Dr. Lorraine Mangione, Professor and Director of Practica, Department of Clinical Psychology, Antioch New England Graduate School, Chair, Clinical Training Task Force, NCSPP, and Chair, Training Committee, Massachusetts Psychological Association
- Dr. Andrea Morrison, Dean of the School of Psychology and Behavioral Sciences at Argosy University San Francisco, Past-President of the National Council of Schools and Programs of Professional Psychology (NCSPP) and member of the APA Committee on Accreditation
- Dr. Gilbert Newman, Director of Clinical Training, The Wright Institute, President-Elect, California Psychological Association
- Dr. Emil Rodolfa, Director, Counseling and Psychological Services, University of California at Davis, former Chair, APPIC, 2004 BEA Education Advocacy Distinguished Service Award winner, Member at Large, Association of State and Provincial Psychology Boards
- Dr. Gloria Saito, Berkeley, Board Member, Association of Counseling Center Training Agencies (ACCTA)

#### **Consultants to the Steering Committee:**

- Dr. Roger Peterson
- Dr. Leon VandeCreek, Professor, School of Professional Psychology, Wright State University and President-elect, APA Division 29 (Psychotherapy)
- Dr. Jeanette Hsu, VA Palo Alto Health Care System, APPIC Board Member
- Dr. Thomas Parham, Assistant Vice Chancellor for Counseling and Health Services, Director, Counseling Center, University of California, Irvine and Past-President of the National Association of Black Psychologists

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### **SPONSORS**

CAPIC wishes to gratefully acknowledge the generous support of the following sponsors:

#### **Major Sponsors**

- National Council of Schools and Programs of Professional Psychology (NCSPP)

#### **Sponsors**

- American Psychology Association Board of Educational Affairs
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- Fielding Graduate University
- Forest Institute of Professional Psychology
- John F. Kennedy University
- Pacific Graduate School of Psychology
- Phillips Graduate Institute
- The Wright Institute
- Antioch New England
- Pacifica Graduate Institute
- California School of Professional Psychology (CSPP) at Alliant International University

#### **Supporters**

- American Psychological Association, Division 12 (Society of Clinical Psychology)
- American Psychological Association, Division 29 (Psychotherapy)
- California Institute of Integral Studies (CIIS)
- California Psychological Association (CPA) Div. II (Training and Education)
- Association of Counseling Center Training Agencies (ACCTA)

### **PARTICIPANTS**

Participants will include leaders in professional psychology education from across the nation and from Canada, including members of the Board of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the National Council of Schools and Programs of Professional Psychology (NCSPP), representatives of the National Register, the Committee on Accreditation, and the California Psychological Association (CPA), representatives from CAPIC agencies who have been engaged in implementing the half-time internship model for many years, as well as Internship Directors of Training representing the Canadian Psychological Association, American Psychological Association and APPIC internships. Representatives of other organizations will be present as well.