

Antioch University
New England PsyD Student Handbook
(revised August, 2021)

Note: This Handbook addresses most PsyD Program policies, regarding Internship. This PsyD Handbook is posted to the program website.

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Introduction

The pre-doctoral internship is the final experience in the clinical training sequence, customarily done on a full-time basis during the fifth year, or, at times, it can be done on a half-time basis during the fourth and fifth years, or during the fifth and sixth years.

In order to accept an application for internship, the Association of Psychology Postdoctoral and Internship Centers (APPIC) requires an endorsement from an applicant's doctoral program of her/his readiness to apply. Antioch New England's PsyD program will not endorse a student's APPIC application until the student has produced a dissertation proposal that the Dissertation Chair/Advisor is willing to declare ready for distribution to the Dissertation Committee for review (consonant with the proposal guidelines in the PsyD Dissertation Handbook). The internship occurs in an organized health care setting away from Antioch, and requires an application process overseen by the Director of Internships. During the internship the student is expected to assume significant responsibilities and to perform major professional functions under the supervision of qualified psychologists. The internship is expected to provide the student with a variety of appropriate role models, as well as intensive and diverse supervised opportunities to function in the various roles performed by a clinical psychologist.

APPIC and APA

The requirements below reference both *APA accreditation* and *APPIC membership* requirements. APPIC (the Association of Psychology Postdoctoral and Internship Centers) is a membership organization, which operates the national APPIC matching process, and ensures certain minimum standards for APPIC member internship sites (see section V, below). APA (the American Psychological Association) accredits internship and postdoctoral programs, just as it does doctoral programs. APA accreditation represents a higher standard than APPIC membership: virtually all APA accredited internships are APPIC members, but not all APPIC members are APA accredited. At this time, AUNE's PsyD Program *strongly encourages*, but does not *require*, students to complete an APA accredited internship.

Internship and licensure

State licensing boards typically accept internships with APA or CPA (Canadian Psychological Association) accreditation with no further documentation. An applicant who attends an unaccredited internship assumes a greater burden for demonstrating to a licensure board that the internship complied with state specifications. Information on licensing in the United States and Canada is available on the website of the Association of State and Provincial Psychology Boards at ASPPB.org, and information on specific licensing requirements by state and province is available (at the time of this writing) at <http://www.asppb.net/?page=BdContactNewPG>

AUNE Program Internship Requirements for Students

All students are *required* to:

- Participate in the APPIC internship match process (see <https://www.appic.org/Match/FAQs/Applicants/Eligibility-and-Participation>)
- Complete an internship that meets APPIC requirements.

All students are *encouraged* to:

- Apply to a minimum of 15 internship sites (the threshold beyond which APPIC research shows that additional applications do not enhance the probability of obtaining a placement).
- Apply to a minimum of 10 *APA accredited* sites (in recognition of the value of completing an APA accredited internship; see below).
- Develop an application strategy that includes a mix of highly competitive sites, moderately competitive sites, and less competitive sites.
- APPIC provides minimum requirements; some states may have additional internship requirements, including a different minimum level of required pre-doctoral internship hours and coursework, which must be met for licensure/certification. It is the responsibility of the student to be familiar with the specific regulations of the state or states in which they wish to practice so that their internship experience conforms to the guidelines of those states.

Faculty Responsibilities

Faculty advisors play a central role in the internship process.

- The advisor writes a reference letter about the student describing the program's point of view and taking the student's files into consideration.
- The advisor provides internship selection advice.
- The advisor reviews the APPIC essays and helps students improve them. This is often done in a group so students can see each other's essays.
- The advisor helps students prepare for interviews. This may include role playing. ▪

The advisor reads the match updates to help students understand them.

Internship Availability

In recent years, the number of available internship sites has grown to approximately match the number of applicants. It was therefore no longer necessary to encourage students and supervisors to develop new sites, as AUNE has done in the past. Those who have this interest or need are required to get special permission from the Director of Internships. A detailed contract that shows how the proposed internship meets all APPIC requirements is required.

Desirability of APA Accreditation

At this time in history (2017), the program strongly recommends that all students secure APA accredited internship sites. Completion of APA accredited internships is a requirement for employment with Federal agencies, such as the Veterans Administration (about 20% of American psychologists are employed by the VA). As mentioned above, APA accreditation is the standard for licensure at the State level, and the burden of proof for demonstrating that one's internship met those standards shifts to the applicant if s/he has not attended an APA accredited internship.

APPIC Internship Requirements (see APPIC.org)

A psychology internship is an organized training program, which in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

Clarification. The organization of an internship program is evident in a clear:

1. Statement of the goals and objectives of the training activities.
2. Description of the plan, location, and sequence of direct service experiences.
3. Description of the training curriculum; i.e., the content, duration, and frequency of the training activities.
4. Description of how the psychology training program is integrated into the larger organization.

For programs with multiple sites, the services rendered by interns, the supervision offered, and the training director's involvement is clearly described at each site.

The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.

Clarification. The internship is administered by a doctoral level licensed (certified or registered for independent practice) psychologist who:

1. Directs and organizes the training program and its resources.
2. Is responsible for selection of interns.
3. Monitors and evaluates the training program's goals and activities.
4. Documents and maintains interns' training records.

The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors and who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists.

Clarification. "Full time equivalent" typically refers to 40 hours/week. However, there may be a range of hours that qualify as "full time equivalent" depending on the norms of the program. 35 hours/week is the minimum that will qualify for "full time equivalent" for APPIC member programs. "Full time" for interns could also be set at 35 hours/week if this meets licensure requirements in your jurisdiction. APPIC believes supervisor expectations should be similar to intern expectations.

It is expected that interns receive supervision during the year from at least two different supervisors.

Clarification. Interns' primary clinical supervision and role modeling must be provided by psychologists on the program's staff members who are licensed (certified or registered) for independent practice at the doctoral level and who are:

1. Officially designated as psychology intern supervisors.
2. Significantly involved in the operation of the training program.

Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.

Clarification. Supervisors need to be clearly designated by the agency as clinically responsible for the cases (for example, countersigning documentation or having their name on the treatment plan or case summary). Depending on clinical needs, increased hours of supervision are expected. The required hours shall be through face-to-face individual supervision (rural sites may use visual telecommunication technology in unusual circumstances and when face-to-face supervision is impractical, but must demonstrate that such technology provides sufficient oversight). Programs shall adhere to all requirements of their state licensing boards.

The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

Clarification. Internship training in Psychology is primarily based on experiential learning which:

1. Provides psychological services directly to consumers in the form of psychological assessment, treatment, and consultation.
2. Exposes interns to a variety of types of psychological services and consumers.

At least 25% of trainees' time is in face-to-face psychological services to patients/clients.

The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.

Clarification. The Psychology training program should have scheduled didactic experiences available to meet the training needs of their interns, a minimum of 2 hours per week on average with not less than 8 hours in any given month. "Didactic activities" refers to actual training opportunities and should include training activities beyond Intern Case Presentations. Formal processes must be in place to encourage intern socialization.

Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.

Clarification. Interns must have completed adequate and appropriate prerequisite training prior to the internship. This would include both:

1. Completion of formal academic coursework at a degree-granting program in professional psychology (clinical, counseling, school), and
2. Closely supervised experiential training in professional psychology skills conducted in non-classroom settings.

The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week). The minimum number of interns must be on site and in training at the time of the initial application for APPIC membership.

Clarification. The intention of this criterion is to allow opportunities for personal (face-to-face) interaction with peers in formal settings in the training program and on the training site during each training week. Part-time internships must ensure that intern schedules sufficiently overlap to allow substantial and meaningful peer contact.

The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.

The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.

Clarification. Internship programs must make available descriptions of their training program which give their applicants and interns a clear understanding of the program in terms of:

1. The program's training goals and objectives.
2. The program's training methods, content, and curriculum (for example, required rotations, sample weekly schedules, or available training seminars).
3. The program's training resources (e.g., training/supervisory staff, physical facilities and training equipment, clerical support, etc.)
4. The sites at which training and services are provided. For programs with multiple sites, clear descriptions are given for each site of services rendered by interns, supervision offered, and involvement of the training director.

APPIC must be notified in writing of substantive changes to the training program (personnel, placements, etc.) that have the potential to impact quality of training or which substantially alters the advertised training experience. The training program is likewise responsible for maintaining an up-to-date and accurate description of the program in the APPIC Directory.

Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing, and appeal, and are given to the interns at the beginning of the training period.

Clarification. Due process procedures describe how an agency deals with intern deficiencies and how the interns' handle grievances with the training program. The documentation would include:

1. Description of formal evaluation and complaint procedures.
2. The program's and intern's responsibilities and rights in the process.
3. The appeal process.
4. Description of procedures if interns have grievances about their training or supervision. Programs need two written policies: (1) Due Process and (2) Grievance Process. The procedures must be specific to the internship training program; reliance on a more general HR policy is insufficient. Both procedures should be provided to interns at the commencement of training. Due Process is a written procedure that comes into use when an intern's behavior is problematic. (The use of the term "impaired" is discouraged because if one identifies an intern by that term, legal issues having to do with the Americans with Disabilities Act (ADA) could be invoked). Due process must include three elements: *Notice* (i.e. the intern must be notified that problematic behavior has been identified and that the internship is addressing the problem); *Hearing* (i.e. the program must have a formal process by which the identified problematic intern has an opportunity to hear concerns and to respond to the concerns); and *Appeal* (i.e. the intern must have an opportunity to appeal the actions taken by the program in regards to the identified problematic behavior. The appeal should extend at least one step beyond the Training Director). Grievance Procedure is a process that is invoked when an intern has a complaint against the training program. The procedure should include specific steps an intern takes in the complaint process and be broad enough to cover any and all complaints that may arise for interns (e.g. complaints about evaluations, supervision, stipends/salary, harassment, etc.).

The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.

Clarification. Internships may be conducted on a full or part-time basis. Only School Psychology programs will be accepted at 1500 hour or for 9-10 month internships. It is required that internships provide training that meets the requirements for licensure eligibility in the state, province, territory or jurisdiction in which it is located.

APPIC member programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.

At least twice a year the internship program conducts formal written evaluations of each trainee's performance.

Clarification. The written evaluation process provides comprehensive evaluative feedback to

doctoral psychology interns as follows:

1. The evaluation provides summary information of performance in all major competence areas that are a focus of internship training.
2. Interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns.
3. Evaluation procedures provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training.
4. The program provides the doctoral psychology intern's graduate training director with feedback concerning the intern's progress in the internship program.

The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be reasonable, fair, and stated clearly in advance. Unfunded internship positions are allowable only in unusual and infrequent circumstances.

Clarification. APPIC requires internship positions to be equitably funded across the site. Intern stipends shall be set at a level that is representative and fair in relationship to the

geographic location and clinical setting of the training site. Stipends should be reasonable based on a comparison with other APPIC member programs in your area. Unfunded or poorly funded internship positions are allowed only in unusual and infrequent circumstances in which the creation of such a position would serve to alleviate a hardship for the potential intern candidate. The "burden of evidence" lies with the program to demonstrate that the lack of funding does not adversely affect morale or quality of training. In addition, training resources should be sufficient to afford the same training for an unfunded or poorly funded position as for fully funded positions.

The payment of a stipend is a concrete acknowledgment that a trainee in the agency is valued and emphasizes that the primary task of the year is educational in nature. Stipends are generally lower than a salary received by a regular employee and implies that there is a significant training component in addition to experiential learning. Stipends are equal among trainees unless there is an extenuating circumstance (e.g., specialized skills, consortia agreements). This distinction between trainee and regular employee emphasizes that an internship is "an organized training program, in contrast to supervised experience or on-the-job training.

Other AUNE Internship Matters

Internship and a Paid Professional Position at the Same Site: A paid professional position may never serve as an internship.

Private Practice as an Internship: Independent private practice may not be used as an internship. Because of the large amount of resources that must be committed to an internship program, even large group practices normally find it prohibitive to support such a training experience.

Compensation: Students on internship should expect to be compensated with a stipend.

Dual Relationships with Supervisors: It is unethical for students to engage in an internship which is administered by or in which they receive supervision from a person with whom they

relate in some other professional capacity.

Leaving an Internship Before Its Completion:

A student needing to leave an internship before completing the agreed upon minimum amount of time should notify their Advisor and the Director of Internships as soon as the need becomes known. Early termination of an internship may have serious implications for the student and the site, thus any steps in this direction must be considered carefully. Students should remember that they must complete the internship within 24 months and that it is usually very difficult to begin new internship experiences in mid-year.

There could be rare exceptions where a student has completed all other PsyD Program requirements, yet their internship's contract end date lands after the university's degree conferral date for a given year (e.g., the contractual end date being September 1, and degree conferral date being August 27). In these cases, the student may elect to qualify for the degree conferral that is prior to the internship program's contractual end date. To qualify for this exception, the student must take the following steps: (1) they must complete *all* their internship requirements by the degree conferral date; (2) they must take vacation days at the end of their term, and, under no circumstances, can they step back onto the site (virtually or in person) after their degree conferral date; (3) they must obtain written documentation from their internship training director, verifying their successful completion of all internship program requirements by the degree conferral date; and, (4) they must ensure this documentation and their final evaluation is emailed to the Director of Internship by the degree conferral date. In such instances, it is important for the student to be aware that their internship program's contract end date and degree conferral date will be part of their academic record, and could come under scrutiny by third parties.

Coordination with Academic Advisor: Fourth-year students on half-time internship are required to attend classes at Antioch on Mondays and, as part of this experience, participate in a Doctoral Research Seminar. For them, their Advisor is Antioch's primary link with the internship site.

Students on full-time internship or on half-time internship during the fifth year or beyond do not attend classes at Antioch and, thus, for them Antioch's Director of Internships serves as the Doctoral Program's link with the training program. It is expected that students on full or half time internship will coordinate their specific training experiences with their Academic Advisor.

Resolution of Conflicts: In the case of conflicts that may arise the student should first attempt to resolve them directly with the internship site. If resolution is impossible at that level, the student should contact their Academic Advisor and then, if appropriate, the Director of Internships should be contacted.

Professional Liability Insurance: All students will be assessed a liability insurance fee each semester, to be paid when tuition is due. This insurance provides professional liability coverage when students are doing internships and practica. This policy does not cover the student while engaging in non-school related professional activities.

Recording Practicum Hours for Preparation for Internship Application

In the second year of the program, students begin to accumulate "clinical hours" as part of their first practicum experience. As it is important to keep track of these activities, it is recommended that students make use of the Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Application form. The Department will also provide information regarding formats for tracking hours, such as Time2Track (<http://time2track.com/>).

Using the APPIC application, students customarily note information about clients (age, gender, race/ethnicity, diagnosis), treatment protocols, tests used in assessments, and duration of evaluation and therapy processes. It is also important to keep track of hours of supervision and professional credentials of supervisors. All of this information will assist students in filling out internship applications when they apply during the fourth year.

As it might be necessary for students to provide copies of testing reports and case summaries with internship applications, students need to obtain clients' permission to send a copy of their report, with their names and all identifying information removed, to an internship site. Students need to make sure that confidentiality is assured.

Internship Selection

The process of internship selection begins at least one year prior to the time at which the student wants to begin the internship. In addition to several informational meetings in the first three years of the program with the Director of Internships, there are a series of more formal meetings specifically designed to guide students through the internship application process. The first of these meetings takes place at the end of the spring semester of the third year of study. This timing is designed to help students begin to prepare many of the documents they will need as part of their applications. At least three more meetings are held during the Fall semester and early in the Spring semester to discuss other aspects of the application process. All students planning to apply for internships during a specific academic year are expected to attend all of the internship advisement meetings for that academic year. Also, it is expected that students will work closely with and specifically coordinate their application process with their Academic Advisor.

Students applying for internships which would begin the following academic year need to submit an Application for Approval to Pursue an Internship to the Director of Internships by the end of the Spring semester preceding the application year. The application needs to have been approved and signed by the student's Case Conference Leader and Academic Advisor before it is submitted. This process is essential before the Director of Internships can formally declare a student eligible to pursue an internship.

It is anticipated that most students will have completed the process of internship selection by the end of February of the year they intend to begin the internship. Students applying to APA accredited and/or APPIC listed programs finalize their choices during February as part of the APPIC internship match process.