

PROGRESS REPORT: THE HALF-TIME INTERNSHIP CONFERENCE
The Half-Time Internship: Coming into the Mainstream

To: Conference Delegates, Sponsors and CAPIC members
From: Luli Emmons, Ph.D., Conference Chair and Organizer
Date: January 19, 2006

It has been several months since the Berkeley conference and I would like to take this opportunity to speak with you about where we have gone since that time and what directions seem most important now. Concluding remarks at the half-time internship conference included a number of recommendations for specific “next steps” to continue the work we accomplished. I will summarize several of these and subsequent developments since. As many of you convene at psychology organizations and council meetings this winter, I want to encourage all of you who have contributed your hard work and creative thinking to this endeavor to continue the dialogue about half-time internships and all the related issues.

"The Half-Time Internship: Coming Into the Mainstream."

The conference sought to expand the recognition and development of half-time psychology internship programs and to further develop models of half-time internship training, including structures, standards and evaluation guidelines for quality training. For a detailed synopsis of conference proceedings, go to www.capic.net, “conference synopsis”.

Recommendations:

A key recommendation addressed to all constituent groups in education and training in psychology was to actively encourage and support development of more half-time internship training programs along with other innovative models of training. Many of the specific steps that follow are subsumed under this larger recommendation:

1. Create a working synopsis about the conference.
2. Dissemination of conference information and submission of manuscripts on the conference issues for publication.
3. Develop a needs assessment survey to determine the motivation and desired locations for half-time internships.
4. Review APA/APPIC/licensing board policies to determine if they do in fact present obstacles to the creation of half-time internships and if changes can be made.

Steps Taken:

1. A short summary of the conference was emailed to all conference participants, sponsors and members of the California Psychology Internship Council, followed by a more detailed synopsis, which is now posted on the CAPIC website (www.capic.net).
2. The APA Monitor reported on the proceedings in the July/August 2005 issue, in an article titled “Considering the half-time internship”.
3. APA Convention: I reported on the half-time conference as a member of the panel, Expanding Internship Models: Half-time, Captive, Consortia, and Others, at the APA Convention in Washington, D.C., August 2005. The panel and presentation manuscript are based largely the work of the Clinical Training Task Force of the Education and Training Committee of NCSP. Participants: Lorraine Mangione, Ph.D., Leon VandeCreek, Ph.D., Luli Emmons, Ph.D., Lavita Nadkarni, Ph.D., John McIlvried, Ph.D.,

Doug Carpenter, Psy.D. and Emil Rodolfa, Ph.D. To view the complete manuscript, go to the NCSPP website, go to “products”, and use the password “internship”. These summaries could be very helpful for people looking for a range of innovative structures for internship.

4. August 2005: The APPIC Board announced at the August business meeting that, after hearing input from the half-time internship conference participants, they have proposed a modification of APPIC criteria regarding the required number of interns at one site and required hours of supervision for half-time interns. APPIC previously required two full-time, or four half-time interns at each site in order to have sufficient peer interaction among interns. The proposed change in criteria is that two half-time interns are sufficient, and that one instead of two hours of individual supervision is sufficient for half-time internships.
5. To date, three manuscripts have been submitted for publication and are now in the review process:
 - a. A Framework for Half-time Internships for Training in Psychology

This article makes a case for the half-time predoctoral internship. A history and context of the half-time internship, culminating in the Berkeley conference, is presented. Benefits of the half-time internship to students, doctoral programs, and the community are described in support of the rationale for this model. Obstacles and solutions for its implementation are presented as well as a discussion of the implications of supporting and developing more half-time internships.
 - b. The “How to” of Half-time Internships: Exemplars, Structure, and Quality Assurance

Through a description of four existing half-time internship programs, and delineation of issues of structure and quality assurance, this paper provides an overview of the many faces of half-time internships and the implications for students, clients, and the field.
 - c. Reconsidering Assumptions: Toward Half-Time Internships

The historical assumptions that have influenced internships in professional psychology are reconsidered in order to articulate what actually happens in current training programs and what the graduate students gain. This paper invites the reader to question many previously held assumptions about clinical training.
6. Surveys: Drs. Deane Rabe, Lorraine Mangione, Luli Emmons, and Clark Campbell have developed two questionnaires on needs for and attitudes about half-time internships, for students and directors of training. Plans for distribution are pending.
7. Conversations with the Education Directorate have yielded the following ideas for ongoing discussion and development:
 - a. Expand the number of regional organizations like CAPIC, using CAPIC as a model.

- b. Create information resources, e.g., publish a toolkit for innovative internship programs, or develop a resource guide to help establish processes, procedures, and means for quality assurance to encourage internship development and to enhance the collaboration between doctoral programs and internship sites.
 - c. Plan for a major conference on graduate psychology education in the next couple of years.
8. Finally, I want to mention a project not directly related to the conference objectives but inspired by issues raised at the conference. Conference panelists Gilbert Newman and Abner Boles are working on a community demonstration project involving chronic violence and the post-traumatic stress experience of the inner city community in San Francisco. This collaboration is meant to direct the efforts of psychologists from just providing individual treatment to being able to organize community level interventions that engage agencies, service programs and community in addressing these problems.

I want to thank you once again for your attention to these important issues and commitment to progress in psychology training and education. We know that ultimately it is each individual carrying this message forward that will make ripples and larger changes. For future progress reports and developments, please let me and the conference steering committee and advisors* know your ideas and news about the half-time internship.

As many of you know, I will be stepping down from the Executive Director position at CAPIC. However, my involvement with professional psychology training is ongoing, and I am happy to keep you informed of future steps as they develop. You can continue to reach me at the email address, luliemmons@gmail.com.

Respectfully submitted,

Luli Emmons, Ph.D.

*Conference Steering Committee: Drs. Kathi, Borden, April Fernando, Mary Beth Kenkel, Lorraine Mangione, Andrea Morrison, Gilbert Newman, Emil Rodolfa, and Gloria Saito.
Conference Advisors to the Steering Committee: Drs. Jeanette Hsu, Thomas Parham, Roger Peterson, and Leon VandeCreek.