

Why and How to Develop a **Counselling Psychology Internship Program** at your University Counselling Centre

CACUSS

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Benefits of Internships

- Cost effective service provision
- Program and professional development
- Enhance profile of counselling centre
- Compliment training mission of university
- Mentor and train talented & knowledgeable interns
- Build relationships with accredited training programs and internships

Video Presentation 1:

Dr. Tim Osachuk
University of Manitoba
Student Counselling and Career Centre (SCCC)
Counselling Psychology Internship Program
CPA accredited since 1991-92

Common Strengths for New Internship Programs

- Initiatives to secure funding
- Responsiveness to intern and community needs
- Strong commitment and responsiveness by program staff
- Clear support from administration
- Training role recognized in staff job descriptions
- Clear intern training plans and standards for completion, along with mechanisms for review
- Breadth of training opportunities
- Didactic and practical training in issues of diversity

Common Challenges for New Internship Programs

- Regular – not coincidental – contact among interns
- Supervision training for supervisors
- Clear training plans and standards for completion, along with mechanisms for review
- Cohesive training experiences across consortia sites
- Documentation of how meeting goals and objectives / program evaluation activities
- Clarity of info provided (thoroughness, organization, etc.)

How to Work Towards Program Development & Meeting the CPA Accreditation Standards

Video Presentation 2:

Dr. George Hurley
Memorial University of Newfoundland
University Counselling Centre
Counselling Psychology Internship Program
CPA accredited since 2002-03

Where to Start with the Standards

- CPA Accreditation manual available online at:

<http://www.cpa.ca/accreditation/resources/>

- Start with pages **45 to 55 / 97 to 100** which refer to the internship standards (you can read the rest some other time!)
- Can also find on this same webpage various application documents and some relevant power point slide decks

Key Points to Remember

- No program is perfect!
- Accreditation essentially involves documenting how your program reflects construction versus convenience, and demonstrating the HOW and WHY
- Start by defining and articulating your program's mission, philosophy and training goals – and connect this back to program evaluation
 - For e.g., HOW does the program CONTINUALLY use the outcome data they collect (for e.g., competency ratings, career paths, etc.) to FEED BACK INTO program development
 - How does the program use the info to review and revise their standards for completion, policies and procedures, etc.?

In a Nutshell...

The accreditation standards ask programs to answer:

- *What do you do?*
- *Why do you do it?*
- *How do you do it?*
- *How well do you do it?*
- *How do you ensure that you continue to do it well and better?*
- This is a helpful global template for the information that the Panel expects to see addressed in a self-study

Starting the Self-Ax Process

Where is your program
at currently?

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<p>IX. PROGRAMME EVALUATION AND QUALITY IMPROVEMENT</p> <p>A. Programme reviews training model, goals and objectives and curriculum in light of:</p> <ol style="list-style-type: none"> 1. Evolving body of science as applies to practice 2. Standards of best professional practice 3. Needs for psychological services 4. Careers of graduates <p>B. Evaluation of emerging technologies</p>	
	<p>X. RELATIONSHIP WITH CPA ACCREDITATION PANEL</p> <p>A. Comply with standards including:</p> <ol style="list-style-type: none"> 1. Submission of self studies 2. Scheduling and preparing for site visits 3. Submission of annual reports 4. Supplying Panel with other information as relevant 5. Submission of fees <p>B. Maintain records of compliance with standards</p> <p>C. Inform Panel of change</p>	
	<p>INTERNSHIP PROGRAMMES Clinical, Counselling and School Psychology</p> <p>I. ELIGIBILITY</p> <p>A. Organization</p> <ol style="list-style-type: none"> 1. Support of host discipline and organization including stable and specifically-designated budgeting 2. Host department and organization committed to supporting training. Recognition and reward for faculty 3. Director of Training appointed. Not the same person as Professional Practice Leader or Chief Psychologist <p>B. Programme</p> <ol style="list-style-type: none"> 1. Applicants enrolled in CPA accredited programmes 2. Eligibility: <ul style="list-style-type: none"> - All coursework - 600 hours practicum experience - Completion and approval of the thesis proposal 3. Systematic review of applicants' qualification for internship to include goodness of fit and readiness for internship 4. Full-time 1600 hours or half-time over two consecutive years 5. Close working relationships with doctoral programmes to ensure goodness of fit 6. At least two, preferably more, interns per year 7. Compliance with APPIC procedures 	
	<p>II. PHILOSOPHY, MISSION, AND MODEL</p> <p>A. The philosophy and mission are</p> <ol style="list-style-type: none"> 1. Fully developed and articulated 	

- **CCPPP Membership & Mentoring**
www.ccppp.ca
- **APPIC Membership & Mentoring**
www.appic.org
- **CCTC Internship Development Toolkit**
www.apa.org/education/grad/internship-toolkit.aspx
- **Consultation with CPA Accreditation Panel**
www.cpa.ca/accreditation