The APPIC Board is aware that the recent significant changes in the internship "supply and demand" imbalance have resulted in an increased number of unfilled internship positions. Some internship programs, despite their best efforts, have not been able to meet the APPIC membership criterion of filling the minimum required number of positions (2), resulting in a "Less Than Two Cohort [LTTC]" for 2018-2019. The Board has been actively discussing this situation in order to provide guidance on the matter to internship and doctoral programs, students, and the broader training community.

The Board is aware there will need to be both short- and long-term strategies to address the issues related to LTTCs. While these efforts are ongoing, the information below provides immediate guidance to programs with a LTTC for the 2018-2019 training year, with an eye toward maintaining high quality internship training in such circumstances.

Please note that APPIC cannot speak for the APA Commission on Accreditation (CoA) nor the Canadian Psychological Association (CPA), so programs with LTTCs that are accredited or seeking accreditation are encouraged to contact APA CoA or CPA directly for guidance.

This information is organized around the following key themes:

1. Socialization and Peer Mentoring / Non-Evaluative Support & Learning
2. Recruitment
3. Doctoral Program Requirements
4. Licensure Issues
5. APPIC Membership
6. APA/CPA Accreditation
7. References
SOCIALIZATION AND PEER MENTORING/NON-EVALUATIVE SUPPORT & LEARNING

Summary:

Being part of a cohort of two or more supports intern internalization of the norms and competencies related to the practice of psychology through interaction with peers at the same developmental level of training who are participating in the same graduated and sequential learning experiences that includes service delivery, didactic, and supervision components.

In addition to socialization, being a part of a cohort of two or more allows interns to learn from and teach their peers. These non-evaluative, supportive, and mentoring relationships often support the success of interns in a manner that is qualitatively different than the teaching and mentorship provided by supervisors, Training Directors or other faculty members.

Strategies for Training Programs with One Intern:

   a. Find an intern peer group at another site (e.g., another internship) and arrange socialization by having your intern join meetings/seminars with the interns at the other site.

   While it might be preferable to locate intern peer groups in your local geographic area to allow in-person interactions, it is also possible to use technology (e.g., video conferencing, Skype, conference calls) to facilitate socialization and peer mentoring at sites outside of your region.

   We also recommend: (i) connect with other training sites that are in settings (e.g., medical centers, university counseling, etc.) similar to your site, and (ii) connect with sites that are APA- or CPA-accredited or APPIC members.

   b. Use another trainee peer group (e.g., practicum, postdoc, or inter-professional trainees), either at your site or at another site, for socialization.

   c. Increase supervision hours to address socialization, mentoring, and professional development needs of your intern.

   d. If your site has Early Career Psychologists, connect one of them to the intern to serve as a mentor.

   e. Fund professional development activities for your intern such as attending local training seminars or conferences as well as attending one or two state/national conferences with paid leave time to participate.
f. Monitor the intern’s professional development with regularly scheduled discussions from the Training Director about goals, objectives and career development.

g. APPIC will reach out to all Internship programs to encourage collaboration and responsiveness to other internship programs that have one intern if/when such sites reach out and request socialization opportunities/collaboration.

i. Please alert Greg Keilin, Ph.D. (gkeilin@mail.utexas.edu) if you would like to have your contact information shared with other programs that have one intern on site.

ii. You are welcome to reach out to Jeff Baker, Ph.D. (jbaker@appic.org), the APPIC Executive Director, if you would like to consult further regarding socialization plans for your single intern.

2. Long-term (planning ahead for future training years)

a. Consider creative solutions, such as developing a consortium with one or more internship programs in your area. Such programs may include internships with similar small cohort challenges, new and developing programs, or established programs that are already APA accredited and/or APPIC members. See the APPIC program list for 2018, below in the "Resources" section, and see the following references for more information: Concannon, 2014; Cornish, Smith-Acuña, & Nadkarni, 2005; Council of Chairs of Training Councils, 2013; Illfelder-Kaye, Knauss, & Margolies, 2008.

b. Consider connecting with established programs in your area to share resources and explore developing consortium programs.

c. Reach out for mentorship and assistance via training director mentoring programs (e.g., APPIC or other training councils).

d. On an ongoing basis, APPIC will reach out to all internship programs to encourage collaboration and responsiveness to other internship programs in need.

e. APPIC will provide a list of programs that have less than two interns (and that have given permission for contact information to be shared) so these programs can network with one another.

Resources

2. APPIC has a list of programs with one intern who have requested to have their contact information shared in hopes of supporting collaboration among those programs – Please contact Greg Keilin, Ph.D. (gregkeilin@mail.utexas.edu), if you would like to be connected with other programs on that list. You are also welcome to reach out to Jeff Baker, Ph.D. (jeffbaker@appic.org), to inquire about accessing the aforementioned list of programs.

3. APPIC e-mail discussion lists for sharing ideas and information - https://appic.org/E-Mail-Lists/Summary-of-APPICs-E-Mail-Lists

4. APPIC website materials on consortia - https://www.appic.org/Joining-APPIC/Members/Consortia

RECRUITMENT

Summary:

Obviously, difficulties recruiting a cohort of at least two interns may be linked to the increasing supply of internship sites and decreasing numbers of applicants. However, difficulties recruiting a cohort of at least two interns may also indicate that there are other challenges that the internship site will need to address. Such challenges will vary from site to site, but may include geographic location, low stipend, insufficient benefits, saturation of training programs in a geographic area, non-accredited and/or non-APPIC member status, low current intern morale, specialized patient population, etc. Thus, recruitment challenges provide an opportunity for prompt reflection, self-study, and quality improvement efforts on the part of the internship site.

Strategies:

   a. If you currently have zero interns, you may want to consider discontinuing recruitments efforts at this point for the 2018-2019 training year, as the chances of finding two interns at this point are very low.

   If you continue with Post Match Vacancy Service (PMVS) recruitment, strongly consider the implications of having only one intern at your site and how you will address those issues. In other words, proceed with caution and transparency (e.g., be clear with applicants that they would likely be a cohort of one intern and that there are potential consequences associated with this situation as noted elsewhere in this document).
2. Long-term (planning ahead for future training years)

   a. Self-reflection (e.g., engage in self-study) “why aren’t students coming to our program?” and what can you do to address those factors (as noted above, some of these may be about broader internship market forces that are beyond control of your local program). Strategies for self-study can include:

      i. Conducting a needs assessment for your program.

      ii. Asking doctoral programs what they and their students are looking for in internship training. Similarly, ask doctoral program DCTs about what they are hearing from students about your internship.

      iii. If you have them, ask previous trainees what they would recommend for improving the training experience and/or better communicating the strengths of the site with applicants.

      iv. If you have them, ask applicants who applied to your program about what they perceived to be strengths and weaknesses as well as what would have made your program more desirable to them.

   b. Increase stipends, benefits, resources, and/or family leave to be more competitive for recruitment. The current average internship stipend is $27,000, but averages vary depending upon type of site and location. Recent averages can be found by going to the following link and downloading the latest .pdf of the APPIC Directory and scrolling to Appendix A (located near the end of the pdf):

      https://www.appic.org/Directory/APPIC-Directories-PDF-Copies

   c. You may also wish to consider other creative financing ideas -- such as providing some financial support for applicants' travel costs for an on-site interview with your program, conducting interviews using video technology (e.g., Skype of Zoom) to eliminate travel cost, and/or coordinating regional interview periods with other local programs.

   d. Review your sites "marketing" materials (e.g., web site, brochure, APPIC Directory listing). Is this material user-friendly and attractive? Does it sufficiently summarize the various aspects of your program? Are your listed intervention and assessment hour minimums set so high as to prevent students from applying? Are your application deadlines too early (e.g., prior to November 1)? Is there language that could be discouraging for certain groups of applicants (e.g., PsyDs are "acceptable"). Are there ways it could be enhanced (e.g., video tour of your facility, video interviews with the TD/faculty/staff/interns)?
e. Consider your interview process. In addition to allowing your program to gather information about candidates, does that process provide applicants with a sufficient understanding of your program? Is there sufficient time for questions? If you do on-site interviews, are they organized in a way to provide applicants enough time to understand your training opportunities, culture, and your staff?

f. Consider how you can best cultivate a supportive training environment where people want to work and learn. Ensure that your "marketing" materials reflect those qualities. Internship applicants highly value speaking to current interns. Prior to interview season, speak to your current intern(s), if applicable, to determine whether there is anything you can do to enhance their learning environment. Consider involving current interns in the selection process as it communicates respect for the trainees as junior colleagues to the applicants.

g. Consider creative solutions – e.g., developing consortiums with other programs (established programs, other new programs, and/or local universities) or developing postdoctoral training positions as it can be very attractive to a prospective applicant to not have to think of relocating again for postdoctoral training.

h. Consider creating stronger relationships with specific doctoral programs (e.g., local programs or those that have matched with your site historically, programs that have a similar specialization to your internship) to help increase recruitment from these programs. Offer to come and speak to prospective applicants at local doctoral programs about your internship in early Fall.

i. Engage in recruitment outreach efforts at local, state, and national conferences where training staff attend or present.

j. Reach out for mentorship (formally or informally) from other Training Directors, especially of similar and well-established programs, to ask about their start-up experiences and any recruitment advice they have.

Resources

1. Short-term
   a. Match Coordinator - https://www.appic.org/contact
   b. PMVS - https://appic.org/Match/Post-Match-Vacancy-Service

2. Long-term
   a. For developing consortia - https://www.appic.org/Joining-APPIC/Members/Consortia
c. For developing specialty training - Council of Specialties in Professional Psychology - [https://www.cospp.org/](https://www.cospp.org/)

**DOCTORAL PROGRAM REQUIREMENTS**

**Summary:**

While this may not be true in the majority of doctoral programs, some doctoral programs may have specific requirements regarding the nature of internship training that is required to successfully complete the doctoral program. These requirements may include a minimum internship cohort size of two or more interns. Thus, interns who are part of a cohort of one may not be able to meet their doctoral program requirements. It is very important that internship sites with one intern are aware of the requirements for the doctoral programs from which they are receiving students.

**Strategies:**

1. If you currently have one intern only for your 2018-2019 training cohort, it is imperative to reach out to the doctoral program DCT to determine if that program requires a cohort of two or more.

2. If this is the case and the doctoral program does not make an exception to their requirement, please contact APPIC as that the intern may need to have a match release from your internship site.

3. APPIC will share this guidance document with Doctoral Program Associates (DPA) who participated in the 2018 match.

**Resources**

2. CPA - [https://cpa.ca/accreditation/](https://cpa.ca/accreditation/)

**LICENSURE ISSUES**

**Summary:**

While this may not be true in all jurisdictions, some licensing boards may have specific requirements regarding the nature of internship training that is required to obtain licensure. These requirements may include a minimum internship cohort size of two or more interns. Therefore, interns who are part of a cohort of one may have difficulties
obtaining licensure in certain jurisdictions. It is very important that internship sites are aware of the licensure requirements for the jurisdiction in which they train and make sure that interns are license eligible, in their jurisdiction, when they have completed internship.

Internships with only one intern should have open and frank discussions about this topic with their intern as soon as possible (well before internship begins) given that the intern may want to become licensed in a state/province/territory other than the one in which they trained for internship. In situations where potential licensure difficulties exist, consulting with APPIC is highly recommended.

Strategies:

1. Some jurisdictions require an internship cohort of two or more to meet licensure expectations for the jurisdiction. Sites with a cohort of one intern for 2018-2019 should check the expectations for your jurisdiction (call the state/provincial/territorial board) to determine if this will pose a problem in your jurisdiction.

2. Sites with a cohort of one intern for 2018-19 should provide this guidance information to their incoming intern. That intern should check with any jurisdictions in which they wish to become licensed to ascertain if being a cohort of one will pose problems in those jurisdictions.

3. If the TD or the intern investigates and finds there will be a licensure problem – the internship program and/or student should consult with APPIC as soon as possible in order to determine the best course of action.

Resources

1. ASPPB - http://www.asppb.net/
2. CPA - https://cpa.ca/accreditation/PTlicensingrequirements

APPIC MEMBERSHIP

Summary:

APPIC membership criteria #9 for internship programs states “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.”

Member programs: The APPIC Board would like to provide the following information about whether having less than two interns will affect your APPIC membership. In
most cases, having less than two interns this year will not affect a program’s APPIC membership if the program has made a good faith effort to recruit a minimum of two interns (which generally includes participating in both Phases of the APPIC Match and the Post-Match Vacancy Service). Programs that have only one intern are expected to make a good faith effort to implement appropriate socialization alternatives. Programs with no interns are allowed to remain members of APPIC for up to one year without interns on site. Please see the APPIC policy at https://www.appic.org/About-APPIC/APPIC-Policies/Member-Internship-Withdrawing-or-Inactive-Status

**Strategies:**

1. Contact the APPIC Central Office if you have questions or concerns about this policy.

2. Member programs can always appeal to the board regarding an exception if necessary.

**Resources**

1. Membership criteria - https://www.appic.org/Joining-APPIC/Members/Internship-Membership-Criteria
2. APPIC contact information - https://www.appic.org/contact
3. APPIC problem consultation request - https://www.appic.org/Problem-Consultation

**APA/CPA ACCREDITATION**

**Summary:**

The APA Standards of Accreditation (2015) requires in standard III.A.3 that accredited programs have “at least two interns” (page 31). The CPA Accreditation Standards and Procedures (2011) state “Because interns contribute to and support the training of their peers, the program has at least two, and preferably more, interns each year” (page 47).

**Strategies:**

1. Contact APA’s Office of Program Consultation and Accreditation to consult.
2. Contact CPA’s Registrars and Accreditation Staff to consult.

**Resources**

2. CPA - https://cpa.ca/accreditation/
REFERENCES


