

36th ANNUAL ACCTA CONFERENCE
September 21-September 25, 2013
InterContinental New Orleans
New Orleans, Louisiana

**The Internship Crisis and Social Justice: Implications
for Selection and Training**

CONTINUING EDUCATION SESSIONS

NOTE: ACCTA does not receive any commercial support for its CE programs.

SUNDAY, SEPTEMBER 22, 2013

9:00 - 10:30 a.m. DIVERSITY SCHOLAR PRESENTATIONS (1.5 CEs)

How do you say “Rafting” in Spanish? The challenges of language mismatches in supervisory dyads.

Valerie Minchala, Ph.D.

As the number of bilingual students entering the mental health field increases, so does the possibility of meeting the needs of the many clients who are monolingual (non-English) or prefer to engage therapy in a non-English language. The ability to meet the needs of these populations, however, is not being widely addressed at the level of training programs. While the literature is primarily focused on Spanish-speaking trainees and clients, elements generalizable to other languages will be discussed, including barriers faced by trainees interested in providing services in a language other than English, the ethical dilemmas this raises for supervisors, and offer suggestions for supervisors who decide to supervise these trainees.

Learning Objectives

Participants will:

- Identify struggles faced by bilingual trainees interested in providing bilingual services
- Describe ethical dilemmas faced by supervisors of trainees interested in providing bilingual services when they do not speak the other language of the trainee
- Describe suggestions for how to supervise trainees who provide therapy services in another language

LGBTQ Mentoring Programs: What Can They Do for Your Counseling Center?

Carolyn O’Keefe, Psy.D.

This presentation is designed to give a general overview of an LGBTQ mentoring program as well as the role such a program can play within a counseling center and within a training program. The utility for this type of mentoring as an adjunct to, or in lieu of, counseling will be illustrated. The basic structure and regular functions of a

36th ANNUAL ACCTA CONFERENCE
September 21-September 25, 2013
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mentoring program will be presented. In addition, the ways in which an LGBTQ mentoring program can be integrated into a training program will be presented.

Learning Objectives

Participants will:

- Understand the role mentoring plays in LGBTQ identity development
- Identify common struggles LGBTQ students have while exploring their identities
- Understand how intersections of identity impact the LGBTQ experience
- Understand that gender is a cultural construct and that both gender and sexual orientation can be fluid
- Recognize the ways in which a mentoring program can be a helpful adjunct to therapy
- Recognize the ways in which a mentoring program can augment a training program

10:45 – 11:45 am Concurrent Session #1 (1.0 CE)

1. Survey Results - Internship Imbalance: Training Directors' Impressions and Coping Strategies as reported in the ACCTA survey

Mollie Herman, Ph.D. & Mary Ann Covey, Ph.D.

Presenters will review results of ACCTA survey relevant to internship imbalance including how training directors deal with current selection challenges, consequences of the imbalance on counseling center staff and intern applicants, and whether and how training directors conceptualize the internship imbalance as a social justice issue. Participants will be asked to react to results and share their own experiences and perceptions relevant to the issue.

Learning Objectives

Participants will:

- Discuss concrete steps that TD's have taken to manage the increase in applications
- Discuss implications of these steps on the selection process for staff and applicants
- Discuss TD's view of whether the internship imbalance is a social justice issue and why
- Discuss other results from the ACCTA survey as relevant to the internship imbalance issue

2. The Role of the Internship Imbalance in the Selection Process

Sarah Armstrong, Ph.D.

36th ANNUAL ACCTA CONFERENCE
September 21-September 25, 2013
InterContinental New Orleans
New Orleans, Louisiana

This program will address several important aspects of directing a training program: the multiple and varied tasks required of a training director and strategies for keeping track of them; knowing about and knowing how to access helpful resources; and self-care.

Learning Objectives:

Participants will:

- Identify strategies for managing and improving their respective internship programs.
- Be able to recognize challenges inherent in the training year/training schedule and discuss practical steps for organizing and prioritizing training director administrative tasks.
- Discuss helpful resources and answers to specific questions posed in order to gain knowledge which can be applied to their own training programs.

3:00 – 4:30p.m. Standing Committee on Diversity Program (1.5 CE)
“Walking the Talk: Training Directors Journeys into Privilege”

This exercise encourages participants to become aware and critical of their personal privileges associated with several social identities and in particular, with a Training Director identity. Participants will be led through a privilege exercise to demonstrate how social identifiers that are, sometimes, out of participants’ control have affected their privilege and/or power.

Learning Objectives

Participants will:

- Increase their awareness about their own social locations as they have increased power in their professional careers.
- Increase their knowledge about what different and other Training Directors deal with at their institutions.
- Increase their multicultural competence and augment diversity work with doctoral interns

DISCLAIMER: Please note that this exercise is not meant to make anyone feel guilty or ashamed of her or his privilege or lack of privilege related to any social identity categories. Rather, the exercise seeks to highlight the fact that everyone has some and differing privileges, even as some people have more privilege than others. By illuminating our various privileges as individuals, we can recognize ways that we can use our privileges individually and collectively to work for social justice and within training/supervision roles. Also note that each list is not meant to be exhaustive or comprehensive. The main idea is to offer some possible insight, as TD’s tend to lead exercises and rarely get to self-reflect on their own process, and to invite reflection on concepts of privilege and intersectionality.

36th ANNUAL ACCTA CONFERENCE
September 21-September 25, 2013
InterContinental New Orleans
New Orleans, Louisiana

4:30 – 6:30p.m. Concurrent Session #2 (2 CEs) 1:30-3:30

1. Resources for developing internship programs: Conception to accreditation

Kathlyn Dailey, Ph.D.

Developing a psychology internship program can sometimes feel quite overwhelming. This program will focus on areas frequently of concern to training directors of developing programs (e.g., training calendar, staff relationships, selection, accreditation, etc.) and provide an opportunity for participants to ask questions about their own program.

Learning Objectives

Participants will:

- Be able to identify resources and strategies for developing their respective internship programs.
- Be able to discuss practical steps for organizing training director administrative tasks, including selection and accreditation tasks
- Discuss answers to specific questions posed in order to gain knowledge which can be applied to their own training programs.

2. (Still) Guarding the gate: How to effectively create and utilize a remediation plan

Christina Carroll-Pavia, Ph.D., Brigid Cahill, Ph.D., Frances Diaz, Psy.D., & Jenny Lybeck-Brown, Ph.D.

This program is designed to assist Training Directors in navigating the process of creating and utilizing remediation plans for their trainees. Participants will gain knowledge of how and when to initiate, construct, and evaluate progress of a remediation plan. Attendees can also expect to gain a better understanding of the potential impact of a remediation process on the trainee, the training cohort, the supervisor and training staff, and themselves. We will discuss the mutual impact of remediation and the internship imbalance, as well as cultural factors that may impact the remediation process. We will provide strategies for maintaining positive relationships with trainees and staff, and for appropriate self-care during what is often a difficult process. In addition to learning about available resources and support, attendees will learn tips on how to be prepared even before you need to initiate a remediation plan.

Learning Objectives

Participants will:

- Gain knowledge of how and when to initiate, construct, and evaluate progress of a trainee remediation plan, including how to maximize use of their existing evaluation systems and training program procedures.
- Learn about resources available to assist and support them during a remediation process.

36th ANNUAL ACCTA CONFERENCE
September 21-September 25, 2013
InterContinental New Orleans
New Orleans, Louisiana

- Increase understanding of the potential impact of a remediation process on the trainee, the training cohort, the supervisor and training staff, and themselves, as well as the mutual impact of remediation and the internship imbalance, and cultural factors that may impact the remediation process.
- Learn strategies for maintaining positive relationships with trainees and staff, and for appropriate self-care during a remediation process.

MONDAY, SEPTEMBER 23, 2013

8:30 – 10:00 a.m. Keynote Address (1.5 CEs)

Training Directors' Roles in Addressing the Internship Crisis: A Social Justice Perspective

Nadine Kaslow, Ph.D. & Greg Keilin, Ph.D.

This presentation will provide an overview of the historical trends, current statistics, and human impact of the internship supply and demand imbalance. The major recommendations that have been offered for addressing this serious crisis, along with their advantages and disadvantages, will be discussed. We will offer a social justice perspective for considering next steps and future directions, and will highlight the important role that internship Training Directors can play in influencing the discourse and action plans.

Learning Objectives

Participants will:

- Understand the historical context and current state of affairs with regard to the internship imbalance in Professional Psychology
- Gain familiarity with the multitude of recommendations that have been offered to address this situation.
- Gain an understanding of the Social Justice implications of the imbalance, including the human impact of the crisis as well as the impact on the Education and Training Community and the profession as a whole.
- Recognize the unique roles that internship Training Directors can play with regard to addressing the imbalance and to feel empowered to take action.

10:00 – 12:00 Liaison Panel (2.0 CEs)

The impact of the Internship crisis on the psychology training community: ACCTA liaison panel

Pam Epps, Ph.D.

Panel discussion: representatives from psychology training councils will discuss how their constituents have been impacted by the internship imbalance.

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36th ANNUAL ACCTA CONFERENCE
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Participants will:

- Learn how the imbalance has impacted Psychology Clinics and their training programs.
- Understand how the imbalance has impacted Counseling Centers based on the Director's perspective.
- Understand how the imbalance has impacted Counseling Psychology Academic Programs.
- Learn how the imbalance has impacted Professional Schools of Psychology.
- Learn how the imbalance has impacted APPIC.

TUESDAY, SEPTEMBER 24, 2013

10:00 – 12:00p.m. Passages Through ACCTA (2.0 CEs)

Tim Paquette, Ph.D.

The presenter will discuss and review the stages or passages identified as those Training Directors experience in their positions over time. Participants will then be invited to divide into groups according to how they self-identify with a particular stage. Discussions in the groups will be prompted by a list of questions and issues typically associated with each stage. Participants will have opportunities to discuss concerns, challenges, and accomplishments in their particular stage as well as factors that would contribute to remaining in the same stage or moving into another stage.

Learning Objectives

Participants will:

- Identify the stage that is most relevant to them using the Passages stage model for Training Directors.
- Discuss experiences and factors associated with a particular stage with others who self-identify as being in that same stage.
- Discuss experiences and factors that would contribute to remaining in the same stage or moving into another stage.

1:30 – 3:30 p.m. Concurrent Session (2.0 CEs)

1. Implications of the internship crisis: What do our ethical principles tell us?

Glade Ellingson, Ph.D.

This program explores the internship crisis in light of psychologists' ethical principles. What do principles such as Justice, Fidelity, and Responsibility teach us about our profession's internship predicament? More importantly, what practical implications may training directors glean from this exploration? Consider these and related questions.

Learning Objectives

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36th ANNUAL ACCTA CONFERENCE
September 21-September 25, 2013
InterContinental New Orleans
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- Reference the Ethical Principles of Psychologists and Code of Conduct as it relates to the current internship crisis.
- Describe how ethical principles such as Justice, Fidelity, and Responsibility are relevant to the administration of internship training programs.
- Practice applying ethical principles and codes to the administration of internship training programs, especially as related to the internship imbalance.

2. Social Justice issues in the supervision of international student interns

Karen Taylor, Ph.D.

This program will address the supervision issues that sometimes arise with interns for whom English is not their native language. Working from a social justice framework and a multiculturally sensitive practice requires thoughtful reflection regarding supervision practices and policies for clinical writing and other forms of written and spoken communication. As an inclusive and multicultural organization, ACCTA strives to be cutting edge regarding social justice considerations and this is one arena that has not received much attention. An ACCTA list serve discussion earlier in the year led to the development of the idea for this program.

Learning Objectives

Participants will:

- Identify the typical issues that arise in supervision of interns who are not native English speakers.
- Generate and discuss strategies to address maintaining excellent communication in written and spoken clinical documentation with domestic and international interns
- Discuss the gatekeeper function of language acquisition as a social justice concern.