The Bay Area Psychological Services Center Internship is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program’s accredited status should be directed to the Commission on Accreditation:
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Please note that we are fully-affiliated with Alliant International University, and as such, we only accept applications from CSPP’s doctoral programs accredited through the American Psychological Association.

REACHING FOR EXCELLENCE

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TRAINING AT THE PSC
The California School of Professional Psychology (CSPP) Bay Area Psychological Services Center (PSC) is located in San Francisco, California. The PSC was established in 1983 to enrich the training of students at the California School of Professional Psychology (CSPP), now part of Alliant International University’s San Francisco Bay Area campus, and to serve the underserved. Currently, the PSC provides mental health services to more than 800 people a year at schools throughout the Bay Area and at the PSC located on the San Francisco campus.

The Bay Area PSC is sponsored by Alliant International University and shares the following overarching mission:

To prepare students for professional careers of service and leadership in psychology, as well as to the discovery and application of knowledge to improve the lives of people in diverse communities around the world.

The PSC not only trains practicum level students of the California School of Professional Psychology, but also trains interns and postdoctoral fellows. Through the PSC, interns have opportunities to engage in training experiences that serve a broad range of client populations. In turn, the internship provides a comprehensive psychology internship program in the Bay Area. Individual, family, and group therapy, as well as psychodiagnostic and neuropsychological assessment services, are provided for children, adolescents, and adults at the PSC as well as school-based settings.
EDUCATIONAL AND TRAINING GOALS

The Bay Area PSC realizes its mission “to offer a psychology internship that supports future professionals to acquire broad-based clinical skills and competencies that are evidenced-informed/evidenced-based, ethically sound, and culturally-sensitive” through a doctoral psychology internship training program that supports future professionals to acquire broad-based clinical skills and competencies that are evidenced-informed/evidenced-based, ethically sound, and culturally-sensitive. Clinical training focuses upon the specific competency areas:

- Professionalism
- Reflective Practice and Self-care
- Scientific Knowledge and Methods
- Relationships
- Individual and Cultural Diversity
- Ethical and Legal Standards
- Interdisciplinary Systems
- Assessment
- Intervention
- Consultation
- Research and Evaluation
- Supervision
- Advocacy

Via the supervised provision of individual, group, and assessment services, and through collaboration with other professionals, colleagues, and disciplines, interns further their knowledge, skills, and attitudes, laying a solid foundation for independent practice that advances both the profession and those we serve.

Training goals:

1. To provide high quality training that adheres to the Practitioner-Scholar Model.

2. To develop practitioners who are generalists, and who can apply knowledge based on various theoretical orientations and a range of evidence-informed and evidence-based psychological interventions.

3. To develop practitioners who accurately select, administer, score, and interpret multiple psychological assessment tools; who are able to synthesize assessment findings into well-integrated reports; and who are able to use assessment findings in the diagnosis and treatment of patients.

4. To develop practitioners who integrate research and theory in clinical practice.

5. To develop practitioners who recognize the importance of diversity and individual differences, and who are aware of the effects of their own cultural and ethnic backgrounds in clinical practice.

6. To develop practitioners who know and use ethical principles as a guide for professional practice, research, self-evaluation and professional growth.

7. To develop practitioners who are knowledgeable about one or more models of supervision and consultation and who, in their professional work, are able to make use of and to provide supervision and consultation to different constituencies, e.g., professionals, paraprofessionals, clients.

8. To develop practitioners who combine an awareness of personal and professional strengths and limitations with a commitment to respect and collaborate with others; an openness to new ideas; and a dedication to lifelong learning.
THE APPLICATION PROCESS

Please note that we are fully-affiliated with Alliant International University, and as such, we only accept applications from CSPP’s doctoral programs accredited through the American Psychological Association.

Prospective interns must have completed their required coursework, supervised practicum and be in good standing with their psychology training program. Interns from both PhD and PsyD APA-accredited doctoral programs are encouraged to apply.

Additionally, prospective candidates must have:

- At least 1,000 practicum experience hours, including a minimum of 125 hours of assessment experience, in settings appropriate for a doctoral level psychology student.
- Acquired practicum experience at two independent sites.

It is also preferred that candidates have approval of their dissertation proposal or final research paper by the time of acceptance of an internship.

The Bay Area PSC uses the APPIC Application for Psychology Internships (AAPI). To apply, please login to http://www.appic.org/AAPI. Applicants need to upload a cover letter along with the following:

1. A completed application form; APPIC form available at http://www.appic.org;
2. A current Curriculum Vitae;
3. Official graduate program transcripts;
4. Three letters of recommendation from professionals familiar with the interns’ clinical skills (at least one letter must be from a clinical supervisor);
5. One de-identified testing report completed by the applicant.

*The deadline for all applications in Phase 1 is November 15th.

Upon receipt of an application, the PSC will review all materials. If an application is deemed incomplete, the PSC will contact the prospective intern, providing him/her with an opportunity to submit complete documentation within a set timeframe. An applicant who has submitted a complete packet, and who meets internship eligibility advances to the second stage of the review process.

The Bay Area Psychological Services Center is a 12-month, full-time, APA-accredited doctoral internship site and a member of the Association of Psychology Postdoctoral and Internship Centers, APPIC. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

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E-mail: apaacred@apa.org
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INTERN SELECTION PROCESS

The intern selection process begins with an evaluation of the candidate’s application packet by the Training Director and selection committee comprised of licensed psychologists who supervise in the internship. Through this process, the selection committee rates each application based upon criteria including:

- Information contained in the application packet;
- The hours and type of direct client service experience;
- The hours and type of assessment experience;
- Breadth of experience in treating diverse populations;
- Breadth of experience in treating populations similar to those served by the PSC;
- Perceived level of interest in the PSC.

They are also rated using a system reflective of the program’s goals and values. Applicants eliminated from consideration during the initial evaluation will be notified in accordance with APPIC policies.

Candidates who pass the initial evaluation will be invited to an in-person interview with the Training Director and internship staff. Under special circumstances, a telephone interview may be permitted. All applicants are required to participate in a day long interview at the PSC. This in-person interview will take approximately five hours and consists of an informational session with the Internship Training Director, two group interviews (45 minutes each), one to two individual interviews (30 minutes each) and a light lunch, during which applicants will have a chance to speak with a panel of current interns.

An additional rating is assigned to each candidate based upon his/her interview. In accordance with APPIC guidelines, each prospective intern will be assigned a “rank,” reflective of the average of ratings from the initial evaluation and the interview. Additionally, the Training Director follows the guidelines outlined in “Interviewing Applicants with Disabilities for Doctoral and Postdoctoral Internship Positions,” published by the Disability Issues Officer of the American Psychological Association.

The Training Director completes the APPIC Ranking Form and then submits the rankings to APPIC. Once an intern is matched to the PSC, he/she will be notified by the APPIC matching service. Within 72 hours thereafter, the intern will receive an official follow-up letter from the PSC.

The PSC participates in APPIC Phase II and Clearinghouse Program. If an internship position goes unfulfilled following first and second round of matches, the position is submitted to the clearinghouse of unmatched applicants. The clearinghouse process will follow APPIC guidelines. The PSC fills positions with clearinghouse applicants, if applicable, as soon as possible. The PSC will extend a verbal or written acceptance to the applicant; acceptance services as a binding agreement with the internship and applicant.
THE TRAINING YEAR

The training year begins July 1st and is a full-time, 12-month, 40-hour per week internship program. Interns must accumulate 2,000 total internship hours. Interns are expected to be engaged in PSC internship activities Monday through Friday, during normal business hours, and approximately two evenings per week.

STIPENDS

The PSC selects a minimum of four interns. The stipend is $25,000 for a 12-month, full-time internship.

LEAVE

Interns receive 9 paid holidays and 12 days of vacation, sick leave, or professional development and research leave. This time off must be formally approved by the primary supervisor, site supervisor, and Internship Training Director using the designated Vacation/Sick Request and Tracking Form. Unexpected sick days are tracked and removed from the 12 allotted days. As training is of utmost importance at the PSC, unless otherwise excused, interns are not permitted to miss more than three designated clinic training days over the course of the year without entering into a Performance Improvement Plan (PIP) with their supervisors. In addition, the clinic is closed for a two-week Winter Holiday Break the last week of December/first week of January.

ORIENTATION

The training year begins with an orientation at the PSC during which interns are provided extensive information regarding the PSC’s program, policies, procedures, and expectations. A schedule of didactic training is disseminated. Interns are encouraged to ask questions and seek clarification on any aspect of the PSC internship program.

Additionally, interns are provided with information on the multiple avenues through which they can communicate any future questions or concerns, including via their Internship Training Director or the PSC Director. Interns are introduced to key program staff, and to the clinic’s operational and personnel policies and procedures. Interns are also provided a preliminary supervision schedule, and begin to work collaboratively with the Training Director to develop Individual Learning Plan(s).

Moreover, over the course of the next six weeks, interns are oriented to additional topics ranging from review of theory, charting procedures, off-site specific policies and procedures, crisis intervention and risk assessment, as well as ethical and multicultural considerations across settings and in multidisciplinary team settings.

DIRECT SERVICE

Individual Therapy

Interns are responsible for the diagnosis and treatment of approximately 18 school-based individual and group therapy clients. Interns are expected to provide case management, crisis intervention, family therapy, and interdisciplinary consultation for their clients as needed. In order to ensure exposure to a diversity of clients, interns’ caseloads are carefully selected and monitored.

Group Therapy

Interns conduct weekly therapy groups with children, adolescents, parents, and families. Groups focus on a topic or theme which is selected by the group leader in conjunction with the supervisor. Topics include, but are not limited to, anger management, social skills development, independent living skills, and parenting skills. Groups may be structured and on a particular topic, psychoeducational, or process oriented. Additionally, interns may offer suggestions for group topics or develop groups for the PSC or community partners as part of an elective experience.

Assessment

Interns complete three to five psychodiagnostic batteries during the training year. These batteries are designed to address the referral question and may include tests of cognitive, personality, perceptual, and/or academic functioning. The clients assessed are representative of the various populations of the greater Bay Area community. The referral questions range from differentiating diagnoses to recommendations for treatment planning. Interns receive supervision from the PSC’s intern testing supervisor. A full range of tests is available to interns. Tests are scored by hand, as well as by computer scoring programs. Interns are expected to provide feedback to clients and other professionals through written reports and verbal feedback.
SUPERVISION

Individual Supervision
Interns receive a minimum of 2 hours of regularly scheduled supervision from their supervisor(s) per week. All supervisors are licensed psychologists. The primary supervisor monitors the intern’s caseload, supports the development of clinical skills, promotes the intern’s professional growth, and evaluates intern’s progress through frequent and actionable feedback. At the beginning of the internship, the supervisor and intern work together to develop an Individual Learning Plan (ILP), which reflects an assessment of the intern’s strengths and weaknesses, as well as the intern’s goals and objectives for the internship year.

The name of the primary supervisor will be recorded on the ILP. The original ILP will be retained by the PSC and a copy will be provided to the intern.

In general, the individual assigned as the intern’s primary supervisor remains consistent through the entirety of the program year. In the event that circumstances require a change in the primary supervisor, the intern and the new primary supervisor will review the intern’s ILP, make any corrections/additions (if warranted), and sign and date the updated copy. The updated original will be retained by the PSC and a copy will be provided to the intern.

Group Supervision: Intervention
Each intern receives 1.0 hour of group supervision per week. As is the case with individual supervision, a licensed clinical psychologist provides group supervision. The objectives of group supervision are to provide interns with opportunities to apply psychological theory and research, to review case conceptualization, to develop skills for offering and receiving feedback, and to support intern professional development.

Group Supervision: Assessment
Supervision of assessment is provided by the PSC’s assessment supervisor. Interns receive 1.5 hours of group assessment supervision per week. Interns also receive individual assessment supervision as needed.

School-Based Team Meeting
Interns attend a school-based team meeting 1.5 hour per week. This team meeting addresses the nature of multidisciplinary work and provides resources and tools for interns to use at their school sites. Discussion focuses on relevant clinical and program matters specific to each setting.
Supervision of Supervision
Throughout the year, students gain experience in supervision. The interns are introduced to supervision starting with readings that are disseminated during orientation. In the fall they are scheduled for a didactic on supervision that is designed to orient them to the basics of supervision and building on any knowledge they may have learned in school. In December or early January they have a second didactic on supervision meant to orient them to supervisory styles and orientations. In January, interns begin their rotation in supervision of supervision with the first few weeks scheduled to meet with their Supervision of Supervisors group. By mid January, interns are matched with their supervisees and determine supervision schedules. Between January and May interns meet weekly (1 hour) with their supervisees to provide secondary supervision, and weekly with their group (1 hour) to discuss their supervisory experience. Discussion in this group includes promoting a safe environment for the supervisee to speak openly, identifying and tracking the supervisee’s concerns about a case, making recommendations to a supervisee about interventions, understanding the supervisor/supervisee relationship, and understanding the distinction between supervision and psychotherapy. Tapes of supervision sessions are reviewed in this supervision group. In this group, interns have the opportunity to discuss their experience of being a supervisor. Relevant peer-reviewed articles that address various aspects of the supervisory process are also discussed.

DIDACTIC TRAINING
The PSC’s extensive Didactic Training Program is designed to reinforce applied training, facilitate skill development, support peer interaction, and offer training in specific specialty areas. The content, coordination, and scheduling is determined by the PSC Training Director and training committee and is responsive to feedback from agency staff and interns.

Weekly Didactic Training: All interns attend three-hour, weekly didactic sessions. Didactic training offers the interns opportunities to socialize with peers, as well as to learn about a wide variety of evidenced-based practices, and contemporary issues.

SAMPLE WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Service</td>
<td></td>
</tr>
<tr>
<td>Individual, group and family therapy</td>
<td>18.0</td>
</tr>
<tr>
<td>Assessment</td>
<td>4.0</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Clinical notes; scoring and report writing; participation in department and interdisciplinary meetings</td>
<td>9.0</td>
</tr>
<tr>
<td>Training and Supervision</td>
<td></td>
</tr>
<tr>
<td>Individual Supervision</td>
<td>2.0</td>
</tr>
<tr>
<td>Group Supervision</td>
<td>2.5</td>
</tr>
<tr>
<td>Didactic Training</td>
<td>3.0</td>
</tr>
<tr>
<td>School-Based Team Meeting</td>
<td>1.5</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>40.0</td>
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</tbody>
</table>

Supervision of Supervision occurs in the Spring only and is 2.0 hours, which reduces Administration to 7.0 hours in Spring only.
MULTICULTURALISM AND DIVERSITY

The PSC recognizes the importance of cultural and individual difference and diversity in the training of psychologists. The Bay Area PSC Internship is committed to attracting and retaining interns and staff from differing ethnic, racial, and personal backgrounds. Consistent with such efforts, the program acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a wide spectrum of individuals. Further, the internship avoids any actions that would restrict program access on grounds that are irrelevant to success in internship training or a career in professional psychology.

Alliant International University prohibits unlawful discrimination in employment and in its educational programs and activities, including internal promotions, training, opportunities for advancement, terminations, relationships with outside vendors, use of contractors and consultants and in its admission or access thereto, on the basis of race, ethnicity, national origin or descent, color, creed, religion, sex, age, marital status, disability (including physical, disease, psychiatric or psychological disability), medical condition, pregnancy, veteran status, sexual orientation, gender identification or expression, or physical characteristics. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders.

The following persons are designated to coordinate the University’s responsibilities under the law and to insure compliance with the University’s policy against discrimination:

Tracy Heller, PhD
Provost and Vice President for Academic Affairs
858.635.4763

Director of Campus Services, San Francisco