SB-PIC
Santa Barbara Psychology Internship Consortium

Brochure
2021-2022

Santa Barbara Psychology Internship Consortium (SB-PIC)
Santa Barbara County SELPA Office
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Santa Barbara Psychology Internship Consortium (SB-PIC)

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Aims:

*The Santa Barbara Psychology Internship Consortium’s* (SB-PIC) *aims is to train doctoral psychology interns dedicated to serving children and their families.*

**SB-PIC Objectives, Goals, and Intern Expectations**

**Objectives:** The Santa Barbara Psychology Internship Consortium (SB-PIC) represents the collaborative effort to share resources and faculty for the purpose of providing a diversified educational program for doctoral psychology interns. The training at SB-PIC is designed for doctoral interns to develop skills in psychological assessment, evidence-based intervention, and clinical consultation.

**Goals / Aims:** SB-PIC is designed to prepare interns to practice independent psychology and to meet California state School Psychology certification requirements. With respect to internship goals, the intern will:

1. further develop assessment (for intervention) and diagnostic skills in the areas of cognitive, educational, and social-emotional functioning;
2. further develop the ability to select and use a variety of developmentally appropriate psychotherapeutic techniques relevant for individuals, groups, and families to promote overall health;
3. continue to develop and apply research knowledge and skills relevant to evaluating, understanding, and promoting the cognitive, educational, and social-emotional development of youth; including selecting appropriate evidence-based interventions, effectively progress monitor implemented interventions, and make treatment recommendations;
4. develop consultation skills through interactions with parents, educators, staff, and other relevant constituents;
5. acquire further knowledge of the roles of other disciplines in educational and mental health, settings and function as an interdisciplinary team member;
6. be positioned to effectively function as a health service provider in school settings.

**Intern Expectations**

The SB-PIC training program is a 10.5 month, full-time doctoral internship experience. Interns are expected to complete at least 1500 hours of training during the year. For interns who are seeking 2000 hours of training, it may be possible to establish a plan in advance to extend the duration and fulfill additional hours, when desired. At least 50% of interns' time is in face-to-face services to students. Interns are also expected to achieve the goals and objectives of the internship program, as stated above and to abide by the APA Code of Ethics, the requirements of the SB-PIC training program, and the rules and regulations of the training site that employs
SB-PIC has a comprehensive Due Process procedure, which outlines the processes for addressing concerns about intern performance, as well as interns’ concerns about training. These procedures are provided to all interns during orientation and are available for download at www.SB-PIC.org under the “Policies & Procedures” tab.

Interns are expected to be active participants in shaping their training experiences in a variety of ways. Interns are required to take responsibility for their own learning by identifying individualized training goals, by self-observation, self-evaluation, and participation in continuing education. Interns are also expected to participate in the development and improvement of the training program itself by providing feedback and evaluation of supervisors and training experiences.

Training Model

The model of training of SB-PIC may be considered “general” as interns may gain training experiences across a range of school-age clients from preschool through high school, with diverse types of psychopathology, challenges, and needs. Training in ethical and professional standards will be incorporated in supervision and seminar presentations to prepare interns for the highest standards of professional conduct. SB-PIC’s core facilities, adjunct facilities, and affiliates are committed to the objectives, goals, and philosophy of SB-PIC. The Consortium’s members are strongly committed to offering a high quality internship experience with intensive supervision, didactic seminars, and opportunities for direct clinical experience.

Consistent with the mission of SB-PIC, the overarching theoretical orientation represented across sites is a developmental-ecological model. This developmental-ecological perspective in understanding human growth, development, learning and maladaptive behaviors is integrated into service delivery and seminar trainings. Services are nested within systems including the society (macrosystem), school as an organization (exosystem), classroom, family, and individual student. A developmental perspective is provided as the roles of these systems change as children mature. Through sequential and cumulative training experiences, interns are encouraged to become systematic, collaborative problem-solvers who can participate and facilitate the problem-solving of others in a variety of settings. The systematic approach to problem-solving includes moving through a sequence of stages. Although the specific labels for the stages may differ, they typically include problem identification, problem analysis, plan implementation, and plan evaluation. Throughout the internship experience, the importance of knowledge of, and experience with, a wide range of individual differences, including ethnicity, gender, age, culture, religion, race, SES, and lifestyle is emphasized. A central tenet of the internship experience is that students acquire the knowledge and skills to be leaders, innovators, and positive change agents in the service of children and families.

Program Structure

The Consortium offers 10.5 month, full-time internships beginning in August each year. The Consortium is comprised of four agencies and will provide a range of clinical and didactic experiences that represent the necessary depth and breadth required for future professional
psychological practice. Across training sites, interns will complete an average of 15-20 hours per week of face-to-face direct service delivery.

**Supervision and Didactics**

A licensed psychologist serves as the primary supervisor for each SB-PIC Consortium site. Supervision is regularly scheduled and sufficient relative to the intern’s professional responsibility assuring, at a minimum, that a full-time intern receives two hours of individual supervision per week from their primary supervisor. Additional supervision will be provided through required group supervision and didactics trainings. All interns will receive a minimum of two hours of individual supervision per week and an average of 2 hours per week of group training and supervision.

During individual supervision, supervisors engage in in-depth analysis of intern skill development, discuss all direct service activities and professional development issues, directly observe activities, monitor the welfare of service recipients, and sign-off on intern’s case records. The supervisor is considered the primary provider and is responsible for all services delivered to each client by an intern. All interns must function under the supervision of the supervisor at all times. Despite consultation and evaluation being provided by various training staff, the individual supervisor is ultimately responsible for supervision of all of the intern’s activities, and discusses all of the intern’s activities periodically. Interns will complete written supervision contracts with the individual supervisor at the beginning of the internship period.

Interns and supervisors will participate in the presentation of Psychology Intern Seminars which will meet one time per month at one of the facilities and will consist of at least eight hours of training (e.g., didactics, case presentations, and peer socialization). Any additional didactic training offered by a Consortium agency will be available to all Consortium interns. Supervisors from all participating agencies will facilitate the attendance of interns at Consortium-wide training opportunities. The annual calendar of didactics, including dates and topics can be found at www.SB-PIC.org under the “Training Schedule” tab.

Interns will communicate with clients and consumers that they are trainees and provide the name of their supervisor(s). Also, all documents will be co-signed to indicate that the supervisor is responsible for the work.

**Stipend, Benefits, and Resources**

The annual stipend across all of the Consortium sites will be $30,000. No fringe benefit packages are available. SB-PIC interns have access to numerous resources. Assessment and other training materials are provided by each training site, and additional materials that may be needed may be purchased by individual training sites. Additionally, each intern has access to administrative and IT support through their primary training site.
Research

Interns will continue to develop and apply research knowledge and skills relevant to evaluating, understanding, and promoting the cognitive, educational, and social-emotional development of youth. Research opportunities will vary across placement sites and will be determined based on the needs of the intern and the opportunities at the time of the internship. Interns may request time to complete dissertation work on an as needed basis with their primary placements.

APPIC Membership Status

SB-PIC has been an APPIC member since 2018 (APPIC Program Member Code #2455).

Internship Positions

The Consortium offers full-time internship positions.

The internship sites are each within the Santa Barbara County SELPA area.

Additional information about participating sites is available at www.SB-PIC.org

Website

More information about the SB-PIC can be found at www.SB-PIC.org
Policies and Procedures

Evaluation and Feedback

Feedback is provided to the intern during weekly supervision and through semi-annual formal written evaluations of intern performance. If significant concerns about an intern’s performance are identified, the intern will be formally notified in writing of the specific problem and steps for remediation will be reviewed. In the case of a Probation Notice, the problem’s status will be reviewed within the time frame set by the notice.

Additionally, interns complete an evaluation of their internship site following each internship experience which are reviewed and discussed by the Consortium Coordinating and Training Committee to assist in program planning.

Evaluation forms can be found at www.SB-PIC.org under the “Policies” tab.

Due Process

Due process ensures that decisions made by internship supervisors about interns are not arbitrary or biased, requires the internship site to identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the intern to challenge the internship’s actions. The full due process policy is included in the intern handbook and can be found at www.SB-PIC.org under the “Policies” tab.

Grievance Procedures

Grievance procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or the internship training program. These guidelines are intended to provide the intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program, there is an informal review and a formal review process. The full due process policy is included in the intern handbook and can be found at www.SB-PIC.org under the “Policies” tab.
Crosswalk of Training Objectives, Competencies, and Benchmarks

Summary table delineating the linkages between the SB-PIC training objectives, considering:

A. The APA Profession-Wide Competencies in Health Service Psychology
B. The NASP Domains of School Psychology Training
C. The APA Competency Benchmarks for Professional Psychology

<table>
<thead>
<tr>
<th>SB-PIC Goals/aims</th>
<th>APA Competency Benchmarks</th>
<th>NASP Domains of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Further develop assessment for intervention and evaluation.</td>
<td>Function: Assessment</td>
<td>NASP: 1. Data Based Decision Making and Accountability, NASP: 3. Interventions and Instructional Support to Develop Academic, Skills</td>
</tr>
<tr>
<td>2. Further develop the ability to select and use a variety of developmental, appropriate, diagnostic skills in the area of cognitive, educational, and social-emotional functioning.</td>
<td>Function: Assessment</td>
<td>NASP: 1. Data Based Decision Making and Accountability, NASP: 3. Interventions and Instructional Support to Develop Academic, Skills</td>
</tr>
<tr>
<td>3. Continue to develop and apply research knowledge and skills relevant to evaluating, understanding, and providing educational, and social-emotional development of youth, including selecting evidence-based interventions, implementing interventions, and monitoring recommendations.</td>
<td>Function: Research and Program Evaluation</td>
<td>NASP: 1. Research and Program Evaluation</td>
</tr>
<tr>
<td>5. Acquire further knowledge of the role of other disciplines in educational and mental health settings, and function as an interdisciplinary team member.</td>
<td>Function: Professional Practice</td>
<td>NASP: 8. Diversity in Development and Learning, NASP: 10. Ethical, Ethical, Professional Practice</td>
</tr>
<tr>
<td>6. Be prepared to effectively function as a health service provider in school settings.</td>
<td>Function: Supervision</td>
<td>NASP: 10. Ethical, Ethical, Professional Practice</td>
</tr>
</tbody>
</table>
Application Process

Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org).

A complete application consists of the following materials:

1. A completed On-line AAPI (APPIC’s standard application)
2. Cover letter (part of on-line AAPI) stating your preferred training site(s) and why you are interested in those sites specifically
3. A current Curriculum Vitae (as part of the on-line AAPI)
4. Three letters of recommendation, two of which must be from persons who have directly supervised your clinical work (as part of the on-line AAPI). Please submit no more than three letters
5. Official transcripts of all graduate coursework
6. All applicants are required to include a work sample as part of the application process. Applicants should upload one integrated psychological evaluations. Please submit no more than the requested document.

All application materials must be received by November 10 in order to be considered for an internship position. Successful applicants will be notified by December 10 via email or telephone of the opportunity to attend an on-site interview in January.

SB-PIC will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship are preferred:

1. A minimum of 300 hours of practicum experience
2. Assessment, intervention, consultation, and counseling practicum experiences
3. Dissertation proposed (preferred, not required)

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.

Questions regarding the application or interview process may be directed to SB-PIC’s Co-Directors of Operations

Dr. Ray Avila ravila@sbceo.org
Dr. Shane Jimerson jimerson@ucsb.edu

Director of Clinical Training

Dr. Erin Dowdy edowdy@ucsb.edu
SB-PIC Internship Facilities

Core Internship Partners

Santa Barbara County Special Education Local Plan Area (SB-SELPA) - Santa Barbara County Special Education Local Plan Area (SB-SELPA) is located on the central coast of California, with offices in several locations throughout Santa Barbara County SB-SELPA provides oversight, guidance, training and support to member local education agencies (LEAs), parents, guardians, and the community related to identifying and providing compliant, best practice Individualized Education Plan (IEP) services to students with disabilities. SB-SELPA is a mandated agency by the California Department of Education that is responsible for implementation and oversight of the SB-SELPA Local Plan. The SBCSELPA Local Plan ensures that individuals with disabilities receive a free and appropriate public education as per the Individuals with Disabilities Education Act PL 94-142 amended by PL 108-446 (Regulations 34CFR parts 300 and 301) and California Laws and Regulations (California Special Education Programs: A Composite of Laws Database). SB-SELPA is governed by a Joint Powers Agency (JPA) board comprised of superintendents from districts in Santa Barbara County SELPA and the Santa Barbara County Superintendent of Instruction. SB-SELPA encompasses the 20 school districts, Santa Barbara County Education Office, and two charter schools.

University of California, Santa Barbara (UCSB) – The Gevirtz Graduate School includes graduate programs in the Department of Education and the Department of Counseling, Clinical, and School Psychology. The School Psychology program is within the Department of Counseling, Clinical, and School Psychology (CCSP). The School Psychology Program prepares students to be eligible to practice independent psychology and to become credentialed / certified school psychologists. The School Psychology Program includes seven core faculty members. The faculty contribute their expertise to interns through presentations, consultation, and as well as supervision experiences.

Participating Consortium Schools 2020-2021

Guadalupe Union School District (GUSD) is a school district in Guadalupe, California, in northwestern Santa Barbara County. The district is composed of two schools, Mary Buren School and Kermit McKenzie Junior High School and there are over 1,000 students enrolled in this school district. The district is committed to providing high quality education to all students. The Guadalupe Union School District will provide each student the academic, social, and technological skills that will prepare them for a successful high school experience. In collaboration with parents and community, GUSD professionals assist students in becoming independent thinkers, lifelong learners, college and career oriented, and responsible, productive members of society. The GUSD Board and leadership is proud of the close-knit community and recognizes the importance of establishing and maintaining a ‘family-style’ culture throughout the school district. The mutual respect and support they provide for each other help make the district an enjoyable place to work and learn. As a district in a rural region, the student and family population served by GUSD includes many working within agricultural and ranch settings. Interns have an opportunity to work
with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

**Santa Barbara County Special Education Local Plan Area (SB-SELPA)** - Santa Barbara County Special Education Local Plan Area (SB-SELPA) is located on the central coast of California, with offices in several locations throughout Santa Barbara County. SB-SELPA provides oversight, guidance, training, and support to member districts, parents, guardians, and the community related to identifying and providing compliant, best practice Individualized Education Plan (IEP) services to students with disabilities. SB-SELPA is a mandated agency by the California Department of Education that is responsible for implementation and oversight of the SB-SELPA Local Plan. SB-SELPA encompasses the 20 school districts, Santa Barbara County Education Office, and two charter schools (over 70,000 students county-wide). Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

**Santa Maria Bonita School District (SMBSD)** is in Santa Maria and has made educating the young people of the Santa Maria Valley its top priority. The district serves over 16,000 students and their families. The district goal is to engage all of its stakeholder groups to create the absolute best educational experience for their students. The district prepares all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement. The district has 7 core values: 1) We believe every person has value and potential. 2) We believe in the power of teaching. 3) We believe families are critical partners in a child's education. 4) We believe the greatest learning occurs in a safe environment. 5) We believe all students should be given the best education possible. 6) We believe in being advocates for our district's excellence. and 7) We believe in dignity and respect for all. The district provides specialized educational services to 20 suburban and rural schools. Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

**Santa Ynez Valley Consortium (SYVC)** is in the Santa Ynez Valley. The Santa Ynez Valley Special Education Consortium is an association of school districts who work collaboratively to provide special education programs and services to individuals with exceptional needs who reside within the districts that comprise the Santa Ynez Valley Special Education Consortium. The consortium includes 7 school districts; Ballard, Buellton, College, Los Olivos, Santa Ynez Valley, Solvang and Vista Del Mar. The SYVC is committed to providing evidence-based and culturally responsive support services to meet the needs of students with disabilities. SYCV professionals provide direct student support services, as well as consultation to teachers, administrators, and parents. The districts provide specialized educational services to 11 rural schools. Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.

**Santa Barbara Unified School District (SBUSD).** The mission of the Santa Barbara Unified School District is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world. The district serves over 14,000
students and their families. The Core Beliefs and Commitments of the SBUSD include: 1) We believe that the achievement of the district’s mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members, and the community. 2) We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. 3) We will effectively and transparently manage our financial and human resources to support our educational goals. 4) We will maintain safe and orderly school environments for all students and employees. 5) We will promote a culture of mutual trust and respect among students, parents, staff, and community members. and 6) We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities. The district provides specialized educational services to 22 suburban schools. Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families, including Latinx, Black, Native American, Asian, White, and mixed-race.
Activities of SB-PIC Interns

At each site at the LEAs in the SB-SELPA, interns will engage in the responsibilities common among contemporary school psychologists. As outlined by the National Association of School Psychologists, it is expected that interns would be involved in professional activities in each of the 10 practice domains of school psychology (including those that permeate all aspects of service delivery and direct and indirect services for children, families, and schools, and those domains that are foundation for all service delivery).

The SB-PIC offers multiple internship opportunities. Interns are typically on-site from 8am until 4pm weekdays. Interns at each site are involved in professional activities to further develop knowledge and skills in each of the 10 practice domains of school psychology (NASP); including; 1. Data-Based Decision Making and Accountability, 2. Consultation and Collaboration, 3. Interventions and Instructional Support to Develop Academic Skills, 4. Mental and Behavioral Health Services, 5. School-Wide Practices to Promote Learning, 6. Services to Promote Safe and Supportive Schools, 7. Family, School, and Community Collaboration, 8. Equitable Practices for Diverse Student Populations, 9. Research and Evidence-Based Practice, and 10. Legal, Ethical, and Professional Practice, as well as the the Profession-Wide Competencies of the American Psychological Association; 1. Research, 2. Ethical and Legal Standards, 3. Individual & Cultural Diversity, 4. Professional values, attitudes & behaviors 5. Communication & Interpersonal Skills, 6. Assessment, 7. Intervention, 8. Supervision, 9. Consultation & Inter-professional / interdisciplinary skills.

Across all sites, there are numerous professional development opportunities available to all interns, offered through the Santa Barbara County Special Education Local Plan Area (SB-SELPA) and the University of California, Santa Barbara (UCSB). Monthly didactic full day seminar sessions (8:30-5:00) feature the presentation information addressing contemporary topics to support the development of culturally and linguistically diverse youth. The monthly didactic sessions also in include the presentation of cases that interns would benefit from further support, and also includes an opportunity for further professional development and socialization to facilitate intern development and future success. Each intern is assigned an office space and provided with the necessary equipment and materials to complete their professional responsibilities.
Below is a brief summary of the percentage of time reported by interns in various service areas (with associated APA Profession Wide Competencies (PWC), NASP school psychology professional domains, and SB-PIC aims delineated).

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Associated Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision</td>
<td>(APA PWC #8 &amp; #4; NASP #10; SB-PIC #6)</td>
</tr>
<tr>
<td>Assessment</td>
<td>(APA PWC #6; NASP #1; SB-PIC #1)</td>
</tr>
<tr>
<td>Counseling</td>
<td>(APA PWC #7 &amp; #3; NASP #4 &amp; #8; SB-PIC #2)</td>
</tr>
<tr>
<td>Consultation</td>
<td>(APA PWC #9; NASP #4; SB-PIC #4)</td>
</tr>
<tr>
<td>Report Writing</td>
<td>(APA PWC #2 &amp; #3; NASP #10 &amp; #8; SB-PIC #6)</td>
</tr>
<tr>
<td>Meetings</td>
<td>(APA PWC #5; NASP #7; SB-PIC #4)</td>
</tr>
<tr>
<td>Intervention</td>
<td>(APA PWC #7; NASP #3; SB-PIC #2)</td>
</tr>
<tr>
<td>Systems Level</td>
<td>(APA PWC #9; NASP #5 &amp; #6; SB-PIC #6)</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>(APA PWC #1; NASP #9; SB-PIC #3)</td>
</tr>
<tr>
<td>Didactic Sessions</td>
<td>(APA PWC #3 &amp; #4; NASP #8; SB-PIC #5)</td>
</tr>
<tr>
<td>Case Management</td>
<td>(APA PWC #2 &amp; #3; NASP #7; SB-PIC #6)</td>
</tr>
</tbody>
</table>

*Note: Interns who match with the SBSELPA site have opportunities across all areas, with a larger percentage of time focused Systems Level, Consultation, and Research and Evaluation.*
Consortium Contact Information

For more information about SB-PIC, feel free to contact:

Co-Directors of Operations
Dr. Ray Avila ravila@sbceo.org
Dr. Shane Jimerson jimerson@ucsb.edu

Director of Clinical Training
Dr. Erin Dowdy edowdy@ucsb.edu

or

go to at www.SB-PIC.org