

# Santa Barbara – Psychology Internship Consortium Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: 12.2.2023

## Program Disclosures

<p>Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?</p>	<p style="text-align: right;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p>
<p>If yes, provide website link (or content from brochure) where this specific information is presented:</p>	
<p> </p>	

## Internship Program Admissions

<p>Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:</p>
<p><b>The Santa Barbara Psychology Internship Consortium trains doctoral psychology interns dedicated to serving children and their families. SB-PIC is designed to prepare interns for independent practice, in addition to meeting state requirements for certification as a school psychologist.</b></p> <p>The Santa Barbara Psychology Internship Consortium (SB-PIC) represents the collaborative effort between the Santa Barbara County SELPA office, school districts throughout Santa Barbara county, and contributions of the school psychology faculty of the University of California, Santa Barbara, to share resources for the purpose of providing a range of clinical and didactic experiences that represent the necessary depth and breadth required for future professional psychological practice. The SB-PIC training program is a full-time doctoral internship experience, beginning in August of each year. Across training sites, interns will complete an average of 15-20 hours per week of face-to-face direct service delivery. Interns are expected to complete 1500 hours of training across 10.5 months. Interns are also expected to achieve the goals and objectives of the internship program, 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 them.</p> <p>The aim of the Santa Barbara Psychology Internship Consortium (SB-PIC) is to train doctoral interns who are dedicated to serving children and their families in psychological assessment, evidence-based intervention, clinical consultation, and practice as health service psychologists, in addition to meeting state requirements for certification as a school psychologist.</p> <p>With respect to internship goals, the intern will:</p> <p>further develop assessment (for intervention) and diagnostic skills in the areas of cognitive, educational, and social-emotional functioning;</p> <p>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;</p>

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;  
develop consultation skills through interactions with parents, educators, staff, and other relevant constituents;  
acquire further knowledge of the roles of other disciplines in educational and mental health, settings and function as an interdisciplinary team member;  
be positioned to effectively function as a health service provider in school settings.

### **Duration**

SB-PIC Interns train over a 10.5 month period starting at the beginning of August of each school year. Interns will meet weekly with on site supervisors, and also meet at least once per month for didactic sessions and group supervision. Each group meeting will include the delivery of a didactic topic, group supervision, and case presentation. See SB-PIC internship brochure for more details about the training opportunities.

### **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.

### **Theoretical Orientation**

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), family, school as an organization (exosystem), classroom, family, and individual student. A developmental perspective is provided as the roles of these systems changes 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.

### **Commitment to Serving Culturally, Linguistically, and Racially Diverse Students**

SB-PIC is committed to advancing diversity, equity, and inclusion in the field of school psychology. Interns have an opportunity to work with culturally, linguistically, and racially diverse populations of children and families. Supervision, didactic sessions, and other professional development opportunities include an emphasis on understanding, supporting, and promoting the social, emotional, academic, behavioral, and mental health development of diverse students. The SB-PIC welcomes and embraces the contributions of interns from historically underrepresented and / or marginalized

backgrounds, as well as those with Spanish language proficiency.

SB-PIC embraces and endorses the following school psychology commitments to serving culturally, linguistically, and racially diverse students;

Enedina García-Vázquez, Linda Reddy, Perna Arora, Franci Crepeau-Hobson, Pamela Fenning, Clifford Hatt, Tammy Hughes, Shane Jimerson, Celeste Malone, Kathleen Minke, Kisha Radliff, Tara Raines, Sam Song & Kelly Vaillancourt Strobach (2020). **School Psychology Unified Antiracism Statement and Call to Action**. *School Psychology Review*, 49:3, 209-211, DOI: [10.1080/2372966X.2020.1809941](https://doi.org/10.1080/2372966X.2020.1809941)

Dieu M. Truong, Marie L. Tanaka, Jennifer M. Cooper, Sam Song, Devadrita Talapatra, Perna Arora, Pamela Fenning, Elizabeth McKenney, Stacy Williams, Kasee Stratton-Gadke, Shane R. Jimerson, Lauren Pandes-Carter, David Hulac & Enedina García-Vázquez (2021). **School Psychology Unified Call for Deeper Understanding, Solidarity, and Action to Eradicate Anti-AAAPI Racism and Violence**. *School Psychology Review*, 50:2-3, 469-483, DOI: [10.1080/2372966X.2021.1949932](https://doi.org/10.1080/2372966X.2021.1949932)

Shane R. Jimerson, Perna Arora, Jamilia J. Blake, Gary L. Canivez, Dorothy L. Espelage, Jorge E. Gonzalez, Scott L. Graves, Francis L. Huang, Stacy-Ann A. January, Tyler L. Renshaw, Samuel Y. Song, Amanda L. Sullivan, Cixin Wang & Frank C. Worrell (2021). **Advancing Diversity, Equity, and Inclusion in School Psychology: Be the Change**. *School Psychology Review*, 50:1, 1-7, DOI: [10.1080/2372966X.2021.1889938](https://doi.org/10.1080/2372966X.2021.1889938)

American Psychological Association. (2021). **Equity, Diversity, and Inclusion: Inclusive language guidelines**. <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf>

### **Common Activities of Interns**

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)

12% **Supervision** (APA PWC #8; NASP #10; SB-PIC #6)

12% **Assessment** (APA PWC #6; NASP #1; SB-PIC #1)

10% **Counseling** (APA PWC #7 & #3; NASP #4 & #8; SB-PIC #2)

10% **Consultation** (APA PWC #9; NASP #4; SB-PIC #4)

10% **Report Writing** (APA PWC #2 & #3; NASP #10 & #8; SB-PIC #6)

10% **Meetings** (APA PWC #5; NASP #7; SB-PIC #4)

8% **Intervention** (APA PWC #7; NASP #3; SB-PIC #2)

8% **Systems Level** (APA PWC #9; NASP #5 & #6; SB-PIC #6)

7% **Research and Evaluation** (APA PWC #1; NASP #9; SB-PIC #3)

7% **Didactic Sessions** (APA PWC #3 & #4; NASP #8; SB-PIC #5)

6% **Case Management** (APA PWC #2 & #3; NASP #7; SB-PIC #6)

<b>Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:</b>			
Total Direct Contact Intervention Hours	Y		Amount:100
Total Direct Contact Assessment Hours	Y		Amount:100

<b>Describe any other required minimum criteria used to screen applicants:</b>
<b>Not applicable</b>

### **Financial and Other Benefit Support for Upcoming Training Year\***

Annual Stipend/Salary for Full-time Interns	\$40,000	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	Yes	<b>No</b>
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	Yes	No
Coverage of family member(s) available?	Yes	No
Coverage of legally married partner available?	Yes	No
Coverage of domestic partner available?	Yes	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)		
Hours of Annual Paid Sick Leave		
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	No
Other Benefits (please describe):		

\*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

## Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2019-2020-2021	
Total # of interns who were in the 3 cohorts	12	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	1	
	<b>PD</b>	<b>EP</b>
Academic teaching	1	2
Community mental health center		
Consortium		
University Counseling Center		
Hospital/Medical Center	1	
Veterans Affairs Health Care System		
Psychiatric facility		
Correctional facility		
Health maintenance organization		
School district/system		6
Independent practice setting	1	
Other		

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.