

Psychology internship as partnership: Four perspectives

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Internships for psychologists are intended to provide grounding and training for practice in the field. We posit that this, though certainly bringing focused attention to content and competencies, is best completed within collaborative working relationships intentionally nurtured between educational and practice settings on behalf of the intern to greater degrees than are normally present in most internships. This article brings views from four perspectives: Those of the University Programme Co-ordinator in overview, the Intern Psychologist, the Psychologist Site Supervisor, and the Psychologist University Supervisor. Using a mountaineering metaphor, we present a chronicle of the experience, useful learnings, and practical recommendations. The four authors worked together through the internship year, with the intern working in an on-campus student health centre. Internship detail of this setting is provided to anchor the narrative, but the learnings generalise across internship settings.

Keywords: *psychology internship; internship supervisor; site supervisor; university supervisor; internship competencies; competency-based learning; integrative learning.*

MODELS OF competency-based learning and practice in the field of psychology have steadily gained ground over the past 20 years (e.g. Fouad & Grus, 2014; Kenkel & Peterson, 2010) and serve as a basis for the following discussions. Competency-based teaching in coursework for integration in practice settings presents the educator with particular challenges for maintaining interface between the two that is identifiable by the intern, and substantive communication between university and practice supervisors is necessary for that interface to remain connected and become integrative for the intern. Perspectives of this process and its experienced outcomes are presented and illustrated in the next sections, and development of the ‘culture of competency’ (Rodolfo & Baker, 2014) is thus demonstrated.

University Co-ordinator’s Overview Perspective

Internship is perhaps the most critical stage of a professional psychologist’s career, much like a first mountaineering expedition if you will. Picture the intrepid and excited begin-

ning intern with a whole jumble of clothing and equipment, some of which is excellent and some of which will not be relevant; the university supervisor looking over the whole preparation and training regime, monitoring, liaising, problem-solving, cheering, supplying band-aids; the site supervisor alongside showing how to use this tool for this task in these particular conditions and assessing progress; the programme co-ordinator in the background organising the expedition, taking into account weather conditions, aiming to prevent disasters but mounting the rescue mission if needed. The intern climbs, but the contributions of all four are necessary to the journey. Taking a systematically coordinated and collaborative approach to partnership in the design and implementation optimises learning conditions for the intern, while triangulation provides rigour in assessment.

The internship marks the transition from preparatory learning of theory and research, to beginning professional. The transition involves learning how to apply the discipline’s body of knowledge to meet the needs

of the client, whether an individual, group, organisation, community, or system. Internship is a period of intensive learning and development, demanding not only in the sheer volume, complexity and novelty of the learning task, but also in the accompanying personal growth. Values and attitudes about professional practice are shaped in the new experiences of working with clients and colleagues. New skills are acquired, existing skills are extended or reshaped, and abilities honed, always building on the foundation of the discipline's scientific knowledge. Interns are socialised into the profession and its culture in relation to their own culture and that of their clients. The quality of the internship experience has far-reaching effects in terms of the trajectory of both the individual's professional effectiveness in their work with clients, and their long-term personal well-being. As described by Rodolfa et al. (2005), this multi-dimensional model for education and competent practice as a professional is foundational to the education and life-long learning of psychologists.

Although systems vary across international jurisdictions, internship is always a multi-stakeholder undertaking, involving at its core, the intern, professional supervisor(s), employer, academic staff and the university. Multiple stakeholder contexts inevitably provide challenges arising from differing cultures, needs, interests, values, perspectives and outcomes sought. To the extent that an appropriate accommodation is achieved amongst the stakeholder interests, the internship can be a rich and fulfilling learning experience and equip the individual well for at least the first phase of their professional career. At the heart of achieving this accommodation, is the intern and their supervisor(s), within the context set by the university program to meet regulatory requirements. Typically, a site supervisor, expert in both the particular field of practice and in supervision, is responsible for the development and immediate oversight of the intern's client work. In order to meet standards for registration, the university has responsibility for the curriculum and its

delivery along with the policies, procedures and guidelines required to manage a professional programme. Although the profession's code of ethics provides a common framework, a programme can neither assume absolute predictability nor attempt to legislate behavioural and attitudinal requirements of either interns or field supervisors. The programme must monitor and work with the influences arising from individual differences in perceptions, values, knowledge, experience, and skill, and from the inevitable limitations of the participant-observer status occupied by both intern and site supervisor. What might be the best route up the rock scree can look quite different to the beginner, the personal guide who knows these slopes intimately and is standing beside the climber in the moment, the general guide with experience of many types of slopes, and the expedition leader sitting at base-camp. They will all benefit at times from attentive mutual consultation.

In this paper, we seek to demonstrate the importance of a lived partnership amongst the stakeholders. This concept of partnership is especially salient in Aotearoa, New Zealand, where the profession of psychology actively upholds the principles of Te Tiriti o Waitangi, the Treaty of Waitangi, an agreement forged originally between Māori peoples and representatives of the then English government. One of the key principles is that of partnership; in the context of the Treaty, partnership between Māori and Pākehā. In the professional training programme that provides the context for this paper, partnership is fundamental not only to work with clients but also to the internship process. The programme described had its inception 10 years ago, and in an extension of the partnership model a destination study is planned for 2019–2020, tracking graduates' post-internship experience and their employees' perceptions of the graduates' work-readiness and resilience in early career practice and growth.

No climber ever really climbs on their own, and no intern completes internship without oversight and assistance. Preparation, practice, and performance are both

general and specific to the terrain and situation. Guides keep in mind both the overall view and developing circumstances and keep active communications with each of the individuals and systems that will help them to best support the climber, just as university supervisors and site supervisors, programs and organisations, will remain in close working relationships to best support the intern through the most successful internship experience.

The Student's Perspective

The internship year is a precious one during which the Intern completes the climb to the first peak of his or her career. It is a unique and short time where training begins to blend with practice. This means mistakes are no longer an abstract concept resulting simply in a lower grade, but have a direct implication, and thus more immediate opportunity for learning. The relative impact of a slip on the mountainside compared with a slip during a practice session in the local park seems somewhat similar.

Learning: Mistakes and supervision

I would like to open my discussion of the intern experience by mentioning mistake-making, because it has seemed to me that the way this is addressed lays the groundwork for much of the year to come. In an ideal intern year, the intern is not expected to be perfect, and is in fact expected to be learning. There are a range of ways my intern setting supported this including peer supervision where other therapists spoke about their own muddles and shortcomings, but by far the most useful was the way dialogue was set up by my supervisor, beginning from my very first day. 'If I don't know what's happened, I can't help', she said, and we practiced how I would share if I needed to. Roleplaying these conversations means practice for our brains to know and accept what to do when we need to. The analogy here is to finding 'time-out' strategies. If you imagine you might need to pause for thought during a client session, take this idea from the abstract

to the concrete and practice implementation before you need it. If you think you'll go for a walk to ground yourself after a heavy session, find your walking track before you need it. Know where your ropes are, train your muscle-memory for when its needed. We teach clients to practice diaphragm breathing before they need it; so too, interns should practice having transparent conversations with their supervisor before it's needed.

Supervision seems a misnomer to me, bringing with it implications of a one-directional and authoritarian kind of 'watching over'. But regardless what you name it, if you get it right, I believe it will be an incredibly valuable part of an internship. There is something indefinable about the ideal conditions under which this relationship is built. It is one of the competencies to utilise supervision well, and while a good supervisor is a multi-skilled individual, a lot of the work rests with the intern (Bor & Watts, 2010). Develop good list-making skills, always bring an open mind, have the mental space to take on information/critique/praise, reflect before your supervision session, and practice all the things you teach clients, assertiveness and clear communication being among them. Only you know where your fitness level really sits, so be honest, and tell your supervisor you're struggling!

Putting it together: Framework, links, and relationships

Aligning the intern psychologist's workload with the competencies that govern our profession is extraordinarily helpful. Competencies provide frameworks for identifying, measuring, providing feedback, and training based on learning outcomes (Grus et al., 2016).

While in some roles, certain competencies might receive more focus, the intern has opportunity to practice each competency. Near the beginning of the year, my supervisor verbally and explicitly linked tasks and occurrences in the workplace with the competencies, which assisted my understanding of the links and led me to begin making these myself, at first prompted, and then

unconsciously. For example, a legal dilemma might arise with an international student, and I immediately began to think about competencies relating to diversity, culture, professional, legal, and ethical practice, and communication. These connections mean our thinking becomes three dimensional and our practice becomes contextual, rather than unlinked domains floating about in a vacuum.

Another type of connection is the sense of cohesion between the academic and practical side of the year. I believe this is vital to the experience of an intern, and our sanity! If you see yourself working 40 hours a week, 'and then' going home to do assignments, it will be a long year. Your academic programme can help with this in setting assignments that are relevant to your work, but it is up to each of us to seek out the relevant threads. The ideal is when what you learn in your evenings has a direct and practical implication to the way you practice.

Relationships make up the backbone of a psychologist's role, and the ones developed during an internship are no different (Matthews & Walker, 2015). We might need to negotiate the connections between such roles as paid/non-paid staff member, psychologist/paraprofessional role, intern psychologist/qualified psychologist, psychologist/medical staff. The best advice I could give any (especially unpaid!) intern is to treat your role as if you were a full time, contracted and paid staff member. Involve yourself in all staff activities that you can, form bonds as you would if you were there with no end date in sight and put away any thought in your mind that you are 'just' an intern. When you're on the bus to the beginning of the trail, tell yourself you're a climber. If you tell your bus driver you're a newbie and ask to be dropped off for some shopping, you probably won't inspire anyone's confidence – least of all yours. On the other side, see the year as a learning opportunity you are lucky to have, learn all you can, and stay humble. In my experience, no staff member will object to having an enthusiastic and energetic person on the team, and labels are soon forgotten about. It is a good oppor-

tunity to practice boundary setting too. If your team sees you as only a meeting 'minute-taker' (gear cleaner!) by default, which can take up much of your time and affect your standing in the team, this is your opportunity to communicate. Additionally, it is an opportunity to employ the ethical principle of benefiting society. Your workplace may be filled with people who aren't certain what a psychologist does or how they are trained. They will probably ask you, and you can tell and show them.

Using ourselves: Past, present, future

Speaking of perceptions, a useful view of an intern is that they are in their current role to learn a lot about how to practice psychology in a particular setting, but that they also bring with them their lifetime of previous experience (McLeod, 2011). As well as being aware of personal biases and negatives to watch out for, more positively, what are you bringing with you that may assist your practice? You may not have climbed this particular mountain, but you might know how to plan an expedition, stretch your muscles, or have years of ski-racing behind you. What can you build on and develop further in your setting? I came to my role with previous research experience in the health psychology arena, well developed technology skills, an interest in health promotion and a background in counselling. I expected the 'counselling' to be squeezed out (it wasn't), thought I wouldn't be able to do much research (I did), and I never dreamed I'd be invited to put together health promotions for the medical centre. As an intern, sit down and make a list of everything you can contribute, or enjoy doing. If you're a great public speaker (or want to be), volunteer to give seminars; if you're a whiz on the computer, help other therapists with online research and how to recommend helpful apps to clients.

In addition to crediting one's past experience, crediting present experiences in service of the self-care that contributes to future success is important. I mention this last because

that is often where it takes its place in the priority list of an intern, and also because it is so important it deserves the last word. Good self-care practices among professional psychology students result in a great number of benefits, including increased self-compassion, decreased psychological distress, and increased life satisfaction (Colman et al., 2016). A shiny new intern can develop life-long positive self-care habits and inspire those more senior around them to do so as well. So, share your self-care strategies. Good snacks mid-climb, specific stretches or a rejuvenating break just before the final ascent; whatever works for you. My real-life version of soul-soothing time out involves being in the kitchen, and so I am lucky in that the outcome of my self-care is often a tasty plate of something I can put in the staffroom. But regardless of how you find your self-care, I think talking about it with people is crucial. A simple question: 'How do you find the time to bake?' is an opening to discuss how balance can be possible. My workmates often provided me ingredients, we bonded over recipes and cooking tips, and my self-care became something that flowed easily into my role rather than being left at the door like a forgotten habit. Workplaces are traditionally known to leave self-care up to the individual, but that doesn't mean it can't become part of the culture of your workplace. Checking in with others at the beginning of meetings, sharing my assignment deadlines, and deliberate choices to create spontaneous catch-ups were all helpful. Ask other climbers how they are doing. Also, I can't emphasise enough: make sure people get to know you when you're well so that they can tell, and help you identify, when you aren't. A comment from the receptionist that I looked 'tired' was worth its weight in gold for me, and resulted in my taking action.

Self-care is a great metaphor for making the most of an internship: It is the intern's responsibility, but everyone can, should, and probably will help, and great things can happen when it works. A good climb has effects beyond the individual simply reaching the summit.

The Internship Site Supervisor's Perspective

Playing the part of site supervisor in an intern's journey can be a humbling experience, in my opinion best done with genuineness, a sense of humour, and continuous reflective practice. It is also a huge responsibility. Part of psychologists' code of ethics requires psychologists to protect the integrity of the profession. For supervisors, this means ensuring those being trained to take the title of psychologist are safe and competent to practice, much like ensuring that beginning climbers do not set out on treks for which they are not prepared. Although the programme itself is the gate keeper for this, the site supervisor has many rich opportunities within the intern's learning year to help in preparing them for success.

The fitting process: Intern, organisation, site supervisor

A good enough fit must exist between the learner, the teacher, and the learning environment, for training to be effective within the time allotted. Seeking to match the intern, the internship, and the site supervisor for the intern in that internship, is a good investment for best outcomes.

It is essential to have a good fit between the intern's learning needs and the opportunities that a potential placement may provide. Internship is the final step, and the time where student psychologists can put their academic knowledge into safe supervised practice. The end goal is that the intern will have the skills required to work as a psychologist in the type of setting that they have trained in. It is therefore important that the placement is chosen carefully in that the intern has a real interest in working with the population that the placement has to offer, and sufficient specific academic preparation to support the particulars of that placement.

For example, an intern has undertaken coursework in adult psychopathology, found that they were interested in the anxiety disorders, and then done further specific study or research or even found work experience

with an aspect of anxiety. When finding a placement, the intern could then investigate the kind of settings that involve work with anxious patients, for example, an anxiety disorders clinic, or a student counselling setting. Together with a potential supervisor the intern can then identify the opportunities that might be available to transfer their academic knowledge (and any previous volunteer/ para-professional work) into practice. This directly relates to the scientist-practitioner model to which psychologists adhere.

Organisations taking intern psychologists need to have a good understanding and acceptance of what position the trainee may hold, and what it is that they may contribute during their internship. It is important for the university and site supervisors to make sure that the jobs allocated are specifically for a psychologist, fit with the intern's learning plan, and can be classified in terms of the set core competencies of a psychologist (Hatcher, et al., 2013). The title 'Intern Psychologist' must be understood as describing someone who has been highly educated for the tasks undertaken, but who is training in supported performance of those tasks. Some internships are paid, many are voluntary, but regardless, it is essential that the organisation understand that the position of the intern is within a learning frame and not just a low-cost way of adding another worker. However, a psychologist internship can and should be mutually beneficial to interns and internship sites. Intern psychologists are enthusiastic, come with fresh knowledge, up-to-date research skills, have completed a great deal of pertinent study, and may also have relevant work experience. Good communication about expectations of the role is vital.

The site supervisor must be an experienced psychologist, and ideally working in the placement where the intern works. There should be a good fit between the knowledge the site supervisor has and the intern's learning plan. In the beginning of the placement an agreement should be made between the intern and supervisor that out-

lines expectations of each, the supervision and learning models to be used, learning tasks and assessments to be completed, and intended time frames for their completion.

Daily monitoring of intern psychologist's work by the site supervisor is necessary for efficacy and safety in the training process. I have been referred to as a 'guard dog' in my role (and accept the title proudly!), as part of the job is to advocate for what is needed and to ensure from the start that the learning experience is set to succeed. For example, this may mean screening which clients will see the intern, based on learning plan and level of competency. It will also mean establishing and tracking an appropriate pace with increasing case load requirements over time as level of competency rises. Time needs to be given to regular weekly supervision, reviewing logs and records, viewing therapy recordings, site visits with the university supervisor, and writing progress reports, as well as providing any needed ad hoc supervision.

Considerations for the learning process:

Opportunities, pace, self-care

Be creative about setting up learning opportunities for greatest intern gains. For example, I set up the supervision session within a cognitive behavioural therapy format to model this for the intern who could then be enabled to structure sessions similarly. Translation of theory into practice could occur through collaborating on a prioritised supervision agenda and writing it up on a whiteboard. This might include setting up and keeping to the time frame, checking on any tasks that were allocated in the prior supervision session, summarising the session, and agreeing upon more collaborative tasks. A homework example could be that if an intern initially has trouble sticking to the patient session time, he or she could keep a thought record on why they are going over time. Guide the intern to learn it for him or herself by doing, in just the way that a coach might assist the climber in

tracking and choosing experiences that will best incorporate learning.

In getting started with the learning, there are a surprising number of tasks involved in clinic work. It is not just seeing the client and talking about whatever they bring in; it is about learning all of the core competencies, how to undertake psychological assessment, creating the case conceptualisation and treatment/ therapy plan, writing notes, planning sessions, planning for relapse prevention, and managing good endings (Grus, et al., 2016). Before starting, the intern will need to have some idea of how long the session should take and how to structure the session within the timeframe. Practicing an explanation of client confidentiality can be useful preparation. Processes such as checking for risk can be challenging, along with balancing the learning involved with the limits of one's capacity and knowledge. The first few times an intern sees a client can be emotionally taxing and require supervisor debriefing. The supervisor will have a wealth of information to impart, and watching for opportunities to arise and teachable moments to arrive is a part of efficacy in that role. Pacing is important in the provision of information; during the first few sessions focus only on what is immediately important, with more critical thinking expected over time. Just as a beginning climber learns best through a series of lessons followed by practice, so an intern will incorporate instruction best through gradually putting into practice and thoughtfully incorporating what is offered through supervision.

In common with many internship settings, the university employment setting we are referring to in this article has a yearly life cycle. Each year tertiary students arrive from all over the country and the world and settle into life on campus. At the health and counselling clinic we start the year organising outreach presentations such as welcomes and workshops for orientation week. Student life is socially busy during this time and clinic client numbers are often low despite the expected adjustment problems and home-

sickness. After orientation, we are running workshops and setting up, planning, and then running therapy and support groups. Thus, interns working in this setting are best to start early in the year, partially because of the prescribed internship hours they must complete but also as it is ideal for an intern to start when our clinic is slower and the quieter time can be used for finalising the supervision agreement, learning, and self-care plans. The intern may do some guided readings and prepare to start seeing clients along with participating in the clinic preparations for the year's clinic offerings.

The internship year also has in itself a cycle. Following a beginning with orientation and settling-in period, by midway through the year progress should be visible and the intern typically managing three to four consultations per day. In our clinic setting, psychologists are expected to manage an average caseload of five sessions per day, so towards the end of the year the intern should have a chance to demonstrate that they can maintain this alongside balanced self-care. By the end of the year the intern should have allowed enough time to end well with their clients, finish research projects, and effectively complete other commitments.

Many of the core competencies for psychology involve psychologist self-examination, reflection, and self-care, for maintaining balance in life and practice. Research supports self-care as being an important component of training (Zahniser et al., 2017). As a site supervisor I feel it is as important to review and encourage this plan on a regular basis, as it is to review and encourage the core learning plan. Supervisors can effectively model their own self-care with mindfulness and self-validation throughout the workday. An example of how this concept can be practiced came about with a shared observation during supervision of how busy the university placement setting becomes during student exam times. The intern and I reflected on the evident staff stress with limited time for relaxation and breaks. We then took this opportunity to create a staff

resilience plan with a mindfulness corner in the staffroom presenting a different self-soothing activity each week. The alert site supervisor can frequently take advantage of such everyday situations to provide intern learning and experience with incorporation of balance, teamwork, and self-care, just as can the coach for the climber during the course of a climb.

The University Supervisor's Perspective

As we have seen, the intern is training for a particular climb that brings new challenges and requires use of many skills previously learned as well as new skills specific to the particular terrain, climate, passing weather, and partners planned for the climb. If this is so, we might then liken the university supervisor to the event trainer and coach, supporting the preparation for the climb and providing peripheral oversight and input during the climb.

Preparing for the internship

The university supervisor is in a unique position of observation. Being privy to the intern's transcripts and curriculum vita, alongside seeing the ways in which they participate in the shared classroom events with other interns and university teaching staff, knowing the various internship sites' offerings and characteristics, and being acquainted with the site supervisors' skills and backgrounds, provides a rich tableau of puzzle pieces. Fitting these together to create an internship plan that meets the intern's goals, university requirements, core competencies as defined by the professional governance agencies, and internship site needs, is the initial order of business for the university supervisor. As discussed by Fouad and Grus (2014), continuing attention to benchmarking in our profession is necessary to ensuring growth and excellence which of course begins during internship training.

Ascertaining that the climber has engaged all the necessary pre-requisite general training preparatory for the internship climb is a first step for the university super-

visor, and this is followed by ascertaining that the intern's team for the particular climb chosen is securely in place. I have noticed that the match that is made between intern and the internship is often an important component to the satisfaction of each.

Setting up the internship

Components of base camp functioning for climbers include collecting the proper equipment for the particular climb and putting the climber together with the team that will best support the climb. Ensuring that an intern is equipped for the job in the chosen setting, and that the internship site team can provide the training support for the work there, is essential to successful internship climbs. The university supervisor can utilise knowledge components held of the intern's preparation and assist with fitting these beginning points to the overall goals of learning professional core competencies with the lens of the particular internship's learning potentials.

Construction of an excellent communications centre is an important part of setting up the base camp or supporting hub for the intern's climb. Oversight is essential through regular reporting from the intern to the internship site supervisor, with further communications to the university supervisor as needed. Pre-arranged monitoring shared by the university supervisor and site supervisor can be quite helpful as a projected expectation for the intern setting up the climb schedule and may include such check-points as site visits and evaluations, as well as review of an intern's various work products.

The intern climber is assured security with the regular check-ins, and emergencies may be immediately addressed through advice from the base camp site supervisor or alternatively through calling for emergency support from the university supervisor. This might take the form of shared conferencing between the site and university supervisors and the intern, some specific coaching from the university supervisor, or other appropriately tailored intervention. As uni-

versity supervisor, I have learned to take initiative to follow-up any small cues of puzzlement, dissatisfaction, or distress of which I might become aware, and in this way have been able to more effectively support successful learning experiences.

Climbing the mountain: Daily progress through internship

When the university supervisor is assured that the intern, internship site, and site supervisor have a clear understanding of the university's expectations and a shared map for reaching the goal of the climb for which the intern has prepared, the site can provide, and the site supervisor can support, the daily progression of learning can proceed smoothly. While the unexpected may occur in the course of the internship experience just as weather can affect climbers' experiences, responsive support can be made available if the communications system between intern and supervisors is robust and remains functional. The carefully prepared internship plan can be revised with appropriate additions or subtractions, and with continued connection to the foundational core competencies, just as the climber's map will guide the way without dictating details when circumstances or changes intervene. I have been gratified to observe the positive learning curves that have resulted from the situations and circumstances for which assisted adaptations to the initial plan have been made, with joint consideration between the intern, site supervisor, and university supervisor.

Debriefing the climb: Site visits, reflection logs, cohort events

Planned reviews at intervals through the internship with the university supervisor, can be crucial to attaining the goal efficiently and effectively. Just as a trainer has an important vantage point for the climber, the vantage point that the university supervisor has developed of the intern can be an asset in reminding the intern of areas of focus required, specific strengths that may

be brought to bear, and areas of challenge through which to move cautiously, while maintaining solid connections with the goals of core competency function.

Site visits are an opportunity for the intern and site supervisor in reviewing progress made toward the goals of the internship plan and reaching a beginner's functioning level in the core competencies. Discussion between the intern and her or his supervisors, can bring clarity to achievements accomplished, to gaps remaining, and to revisions that may need to occur in the plan. The university supervisor's observation of the work being done by the intern provides an additional triangulation of evaluation. Placing these at regular intervals in the intern's journey, after a thorough preparation process, gives ample opportunity for revision of the plan or addition of supports as progress may indicate. An extra site visit may be utilised by some interns, should difficulties require further support or planning for successfully reaching the end goals.

Reflection logs of learning process are kept by the intern, and periodically reviewed by site supervisors and designated university teaching staff for regular input. Review of the log by the university supervisor as well, can bring an overview perspective for input to the intern regarding progression in relation to the internship plan and points of university curriculum. This material may also provide an early signal that communication between the site supervisor and university supervisor could be helpful to the intern, or that the intern's experience warrants some supportive pastoral care from the university supervisor.

Cohort classes and supervision groups are also times of review and progression. The university supervisor's involvement and support during these concentrated learning experiences can be helpful in aiding interns with explicit integration of the internship site practices and content knowledge, and the curriculum overviews of epistemology and process.

Celebrating the accomplishment: Supporting the intern in joining those who have succeeded

Internships are both a process of value in themselves, as well as a means to an end. Just as climbers value the climb, they also look forward to joining a particular group of people who have achieved this accomplishment. Psychologist interns complete the internship with the goal of joining other licensed psychologists and establishing a professional career. University supervisors may be part of this process through such practices as attending cohort dinners or other events, and graduations following internship.

Time following graduation as a new psychologist is also important in the continued support of graduates. Contributing nominations for joining psychologist associations or providing references for jobs to which the new graduate may be applying are additional avenues of celebration and acknowledgement. Extended support may be offered in introducing the graduate to others who attended the programme in years past through annual events that are arranged, and to the wider groups of psychologists in special interest areas, geographic regions, and professional development events for psychologists.

My time as university supervisor has highlighted the realisation that socialisation to the profession is a progression that begins with psychology students looking to teachers, psychology interns looking to supervisors, and new psychologists looking to experienced psychologists for what the profession expects, as well as what it brings to individuals joining it.

Four Perspectives Summary and Analysis

The following discussion brings summary and analysis of the perspectives contributed by the programme co-ordinator, the intern, site supervisor, and university supervisor detailed above.

Collaboration was a repeated theme of each set of perspectives. The programme co-ordinator's and university supervisor's concerns with collaboration between the

university and organisations, and between supervisors, and with intern was mirrored by the site supervisor's interest in assuring this understanding and communication. Sharing information for the successful set-up of the internship, for tracking progress and any needed changes, and for evaluation were some of the collaborative threads for those overseeing the internship. When staff collaborate effectively in this aspect of internship development, the intern's sense of safety and security are fostered and greater focus on the learning process is possible. Collaboration between the intern and the site supervisor was also a developed theme from both of these role perspectives. Sharing the planning and process of competency gains was important to the intern and acknowledged and accepted by the site supervisor as component to success in progress. This aspect of collaborative practice might be seen as deriving from embedded modelling experienced from the collaboration of the programme and supervisors.

Integration of knowledge and practice was another shared theme across roles from each perspective, as might be expected in the competency-based frame of internship. Careful collation of information about the intern's academic and experience preparation and the practice site, along with focus on the principles underlying competent practice development from the perspective of the programme and university supervisor is facilitative to scaffolding the internship learning plan created. Collaboration between the university supervisor, site supervisor, and intern, in developing the internship plan within this frame make evident the connections and trajectory in integrating what is brought to the internship with what may be derived in the internship learning setting to best effect and for best outcomes.

Induction process for the intern to the professional practice of psychology was a thread that also ran through each perspective. This was seen variously from the different vantage points as socialisation to the profession by the programme co-ordinator,

as professional participation with colleagues and learning to elicit useful supervision by the intern and the site supervisor, and through utilising the different avenues for joining shared communities of practice by the university supervisor. Integration of these experiences in the profession brings an appreciation for the lifelong learning to which the psychologist commits for continued competency in practice.

Recommendations from Four Voices

Internship is a difficult but incredibly important part of a psychologist's training, and the successful internship is designed with professional, ethical, legal, academic, and practical components to produce competent beginning psychologists.

As an intern, it is important to lay the groundwork in preparation for mistakes that will happen, understand the framework we are working within, and make the most of supervision to ensure safety for our clients. Relationships between the intern, university supervisor, site supervisor, and internship site staff should be constantly nurtured and proactively managed and knowing what we bring to our work from prior training/life experience is essential.

As an internship site supervisor, identifying and filling the learning gap is a major

component of the work, including ensuring a fit between intern and site supervisor, and intern and internship site. The life cycle of the setting should be in our awareness when planning, as well as the intern's workload. Self-care should be modelled consistently, and creativity employed in the blending of science and art.

The university supervisor draws many strands together to help with internship planning, including direct observation and awareness of prior training. Setting up good support and communication will help throughout the initial phase and the climb, for check-ins and emergencies alike. And of course, the celebration at the summit should not be minimised.

A programme co-ordinator needs to hold an awareness of the needs, strengths and progress of each of the interns and supervisors; monitoring all the data and attending promptly to any signs of emerging difficulties. They also have responsibilities of vigilance about the programme's place in the wider professional and university contexts, to make sure needed resources are available, and that the expeditions are headed safely away from cliff and crevasse. It is valuable to continue with some of one's own mountain-climbing to stay fresh in learning yourself and in compassion for the novice climbers.

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