



University at Buffalo
Psychology Doctoral Internship
Policies and Procedures Manual

<http://medicine.buffalo.edu/departments/psychiatry/education/psychology-internship.html>

Internship Framework

Internship Duration

Interns will complete the program over 12 months on a full-time (40 hours/week) basis. The internship year will run from July 1 to June 30 of the following year.

Stipend

The intern stipend for the internship year is \$35,000. Interns are paid on a monthly basis. Interns are contracted as 1099 employees through University Psychiatric Practice (UPP). Staff of UPP are available to discuss implications of the 1099 status prior to and during the intern's period of employment.

Leave Time and Other Benefits

As full-time interns, interns receive a benefits package that includes health insurance, paid state holidays, sick and personal leave, and use of University facilities.

Interns are given insurance through the medical insurance plan provided by UPP, on behalf of UB. Full-time interns may enroll in a single plan. Interns are eligible to enroll on their first day of employment, July 1. Information and enrollment forms may be obtained from the UPP Practice Plan Administrator.

To assist with the cost of insurance, our organization pays the entire high-deductible of the single plan. A summary of benefits booklet containing the details of the health insurance plan and eligibility requirements, may be obtained from the Practice Plan Administrator.

As interns of UPP, the following are observed, paid holidays where the intern is not expected to report to work:

New Year's Day
Memorial Day
Juneteenth
Independence Day
Labor Day
Thanksgiving
Christmas

As full-time interns, interns are given the following leave:

- 15 combined days for sick/PTO
- 3 professional development days

Vacation

Interns should submit written vacation requests to their supervisor(s) with as much advance notice as possible (no less than 60 days) so that backup arrangements can be made. Interns are responsible and are expected to arrange coverage for any responsibilities, clients or patients prior to taking vacation. Every effort will be made to accommodate vacation requests, unless clinical or training circumstances do not permit.

Sick Leave

If you are ill and cannot work, you must call your supervisor no later than one hour before your scheduled starting time. Thereafter, you must call in at least one hour prior to your normal starting time for each day you remain home ill.

Should you be absent from work for more than three consecutive work days, you are required to provide a physician's certificate when you return to work indicating the nature of your illness, and physician's approval for you to resume your job duties.

Failure of an intern to give required notice, or frequent absences, shall constitute cause for disciplinary action, up to and including discharge. If an intern is absent for two days without contacting their supervisor, the intern may be terminated without notice. Excessive absences, lateness, or a pattern of poor attendance are grounds for disciplinary action, up to and including discharge.

Internship Hours

The internship year consists of 2000 hours, averaging a 40-hour work week that combines clinical services and other learning activities.

Staffing Structure of the Internship Program

Administration

The program administration is primarily the responsibility of the Training Director (TD). The current staff is as follows:

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|-------------------------------------|------------------------|
| Training Director | Corey Leidenfrost, PhD |
| Director of Division of Psychology | Daniel Antonius, PhD |
| Associate Training Director - Adult | Sara Lowmaster, PhD |
| Associate Training Director - Child | Alex Cogswell, PhD |
| Program Administrator | Julie Mikula, MS |

Supervisory Faculty

The supervisory faculty for interns are licensed providers in the state of New York. Supervisors must have appropriate training and expertise in clinical supervision. They will actively participate in program planning, implementation, and evaluation. Supervisors will serve as professional role models consistent with the program's training goals and objectives, and will provide the following:

- Function as an integral part of the program and have primary responsibility for service delivery
- Contribute to setting the agenda for supervision
- Establish a safe environment in which professional and practice issues may be explored
- Assist the supervisee in clarifying, exploring, thinking, and reflecting on feelings and perceptions underlying their work practice
- Clear, concise, and constructive feedback where appropriate
- Facilitate appropriate information, experience, and skill sharing
- Challenge unhelpful assumptions and attitudes that may influence practice
- Establish other factors that may impact the supervisee's work including working relationships with colleagues or personal circumstances within the scope of personal and professional boundaries
- Challenge all practice that is considered unethical or incompetent using the profession's code of conduct/practice and the philosophies, policies, and procedures of the organization they work for
- Ensure trainees are practicing in ways that appreciate and are sensitive to the diversity of their patients and families
- Encourage the supervisee to take up issues with others where appropriate and to offer support
- Ensure that issues related to adult and child protection are embedded in professional practice and supervision

- Monitor that supervisees are coping with their clinical workloads and address burnout as required
- Document agreed outcomes/recommendations of the supervision session, if necessary

Intern Selection

APPIC and AAPI

The internship uses the online AAPI internship application through the APPIC match process. The Psychology Doctoral Internship at the University at Buffalo abides by all APPIC policies regarding application and notification procedures.

Qualifications

Applicants must be matriculated in a PhD or PsyD program in Clinical, Counseling, or School Psychology. Applicants must also demonstrate adequate preparation for internship as indicated by their credentials and their graduate training director's endorsement. As a condition of employment, interns must pass a background check conducted by the New York State Central Registry, which screens for founded cases of child abuse or maltreatment. Further, interns who wish to complete Forensics rotations must complete a criminal background check conducted by Erie County. Background check decisions are subject to the discretion of New York State, Erie County, and Erie County Sheriff's Office. These regulations apply to interns as well as faculty, staff, and other trainees.

The program and University are committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, or domestic violence victim status. All members of the University community may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic. The Psychiatry Department and Internship Program are committed to respecting and understanding cultural and individual diversity in its admission and training policies and the program is committed to the recruitment of culturally and ethnically diverse interns. Inquiries and applications are encouraged from all qualified individuals.

Applicants must provide:

- APPIC Application for Psychology Internship (AAPI), available at the APPIC website
- Confirmation of practicum training with a minimum of 500 direct hours
- Two letters of recommendation from resources with direct knowledge of clinical experiences and abilities
- Official transcripts detailing completed course and training
- Current curriculum vita

Applicant Review

The University at Buffalo abides by all APPIC rules governing the application and selection process. Under these rules, once a candidate's application is under consideration, very little information about the status of the applicant may be released. After applications are reviewed, potential candidates will be contacted to interview with faculty from our Internship program.

Supervision and Evaluation

Each intern is assigned **rotation** and **psychotherapy** supervisors throughout the internship year. All supervisory assignments are given by the TD, and all supervisors are Psychologists or other qualified supervisors (e.g., psychiatrists, clinical social workers, licensed mental health counselors, psychiatric nurse practitioners) licensed to practice in the state of New York.

Supervisors coordinate and oversee all training experiences for each intern in collaboration with the TD. With regard to clinical questions, all discussions should begin with either rotation or psychotherapy supervisors. Items pertaining to policies and procedures should be raised with the TD.

Rotation Supervisors are assigned to be responsible for overseeing: 1) Core training program experiences; 2) Major Rotations; and/or 3) Elective Rotations. As such, throughout the training year a given intern may be supervised by up to four Rotation Supervisors at a given point in time. Interns may also work with, receiving training from, and be partially supervised by a variety of other licensed professionals within their training environments.

Psychotherapy Supervisors are assigned to be responsible for overseeing a trainee's work with outpatient psychotherapy cases. As such, an intern has up to two Psychotherapy Supervisors for the duration of the training year.

Rotation and Psychotherapy Supervisors are required to provide written evaluations to interns three times per year (at 4, 8, and 12 months). Any concerns of interns and/or supervisors should be attempted to be addressed in individual meetings amongst involved parties. Any concerns that cannot be resolved through this avenue can be brought to the TD or Associate Training Director (ATD) to assist in an appropriate resolution.

Training

Our program consists of two tracks: 1) The Developmental Approach to Mental Illness Track; and 2) the Substance Use and Mental Illness Track. Interns across the two tracks form a single cohort with many shared training experiences. Each track utilizes a similar structure, but they differ with regard to specific training goals and rotations.

Developmental Approach to Mental Illness Track

The Developmental Track embodies a developmental perspective on serious mental illness and its early identification. This track provides in-depth clinical training in:

- What constitutes the prodromal indicators of serious mental illness in children and adolescents
- Exposure to patients and their families who are experiencing early and first episode psychosis
- Understanding the long duration of serious mental illness and its social consequences
- Embracing cultural humility and sensitivity, along with developing an understanding of how culture may affect the development and expression of serious mental illness. Our program recognizes and embraces the diversity of our various patient populations, and works with interns to provide all services in ways that are culturally sensitive.

You will evaluate and treat youth and adults, and provide services to groups and/or families. Additionally, you will have opportunities to gain expertise in individual psychotherapy throughout the life span, neuropsychology, health psychology, substance use intervention, forensic issues, inpatient and outpatient assessment and treatment, as well as family and group psychotherapy. Program supervisors practice from a variety of theoretical orientations, including cognitive, behavioral, and psychodynamic.

Developmental Track Structure

Our Developmental Track interns' Core Program entails year-long responsibilities in the Children's Psychiatry Clinic, the On Track first episode psychosis program, and Erie County Medical Center's (ECMC) psychiatric adult inpatient program.

Major Rotations

Developmental Track interns are required to complete three four-month rotations, and at least two of these must be selected from the Major Rotations list found below. During

each of these three rotation periods, interns work closely with attending psychologists, psychiatrists and/or psychiatric nurse practitioners who provide clinical and administrative supervision for the wide variety of clinical services and team activities performed at each rotation site. At least one rotation is on an inpatient unit.

Major Rotations include:

Forensic Adult
Forensic Child/Adolescent
Inpatient Adult
Inpatient Child/Adolescent

Elective Rotations

In addition to completing two Major Rotations, Developmental Track interns will select one Elective Rotation from the list below, which offers an opportunity to receive a more individualized training opportunity. Interns will be involved in all clinical and didactic elements of the elective for one four-month period during the training year.

Elective Rotations offered include:

Chemical Dependency Services
Comprehensive Psychiatric Emergency Program (CPEP)
Neuropsychology Adult and Child
Obsessive Compulsive Disorder Clinics
Rehabilitation
Research

Substance Use and Mental Illness Track

The Substance Use Track focuses on the intersection of substance use and opioid use disorders and serious mental illness. This track provides in-depth clinical training in:

- Assessing and intervening in SUDs and OUDs in emergency, inpatient, and outpatient settings
- Exposure to patients across the lifespan experiencing serious mental illness
- Embracing cultural humility and sensitivity along with developing an understanding of how culture may affect the development and expression of serious mental illness and substance abuse concerns. Our program recognizes and embraces the diversity of our various patient populations, and works with interns to provide all services in ways that are culturally sensitive.

You will evaluate and treat primarily adults with SUDs and OUDs, with options to work with other patients across the lifespan. Intervention will include individual and group formats, in a variety of settings. Additionally, you will have the opportunity to gain expertise in other areas including neuropsychology, health psychology, forensic issues, and family psychotherapy. Program supervisors practice using a variety of theoretical orientations, including cognitive, behavioral, and psychodynamic.

Substance Use Track Structure

Our Substance Use Track interns' Core Program consists of year-long responsibilities in the Inpatient Withdrawal and Stabilization program, and ECMC's Outpatient Substance Use Treatment Services. Interns will choose a third year-long experience to complete the Core Program, from among the following options:

Children's Psychiatry Clinic
ECMC Adult Inpatient Psychiatry
Forensic Adult
Rehabilitation

In addition to this Core Program, Substance Use Track interns will choose one Elective Rotation, which will change every four months. These Elective rotations can be chosen from any of the Core Program sites above that were not selected for a year-long experience, or from any of the other Elective Rotation sites listed below:

Comprehensive Psychiatric Emergency Program (CPEP)
Forensic Child/Adolescent
Research

Training Program Evaluations

Required Evaluations of Interns

Evaluation of interns is an ongoing, year-long process throughout the internship. Formal, written evaluations are provided to interns 4-month, 8-month, and 12-month benchmarks.

The types of evaluations completed for each intern during the training program include:

- Evaluation of Clinical Practice, Skills and Knowledge
- Case/Research Presentation Evaluation
- Supervision of Supervision Evaluation

In addition to Faculty feedback, Staff at internship locations will also offer feedback to an intern either directly or through the designated Supervisor. Following review of written evaluations with Supervisors, interns will review and receive a single written composite evaluation from the TD

Upon successful completion of the internship program, interns are presented with a certificate documenting completion of all requirements.

Required Evaluation by Interns

Interns are also required to provide evaluations throughout the year in order to offer feedback about the program and its Faculty and Staff.

Evaluations completed by each intern during the training program include:

- Individualized Training Plan
- Orientation Survey
- Weekly didactics evaluations
- Supervisor Assessment (4-month, 8-month, and 12-month benchmarks)
- Program Evaluation (12-month)
- Alumni Survey
- Recruitment Survey

Maintenance of Records

All records related to supervision of interns are stored electronically and securely in a locked office drawer in the Program Administrator's office. Individual files are maintained and kept indefinitely. They can, at any time, be reviewed by the TD.

Standards for Internship Completion

Interns will demonstrate and be evaluated in their achievement of nine profession-wide competencies, and will have worked a minimum of 2,000 total hours in this internship. All evaluations are completed and based in part on direct observation, either in person or through video review, and assessed using the following rating scale. Any rating that does not meet the minimum requirements for each competency evaluation must include a narrative explanation. All interns are expected to achieve the following milestones to be considered as progressing their internship experience:

4-month Evaluation: An intern's performance is considered satisfactory if each competency is rated at a minimum skill level of Early Internship.

8-month Evaluation: An intern's performance is considered satisfactory if each competency is rated at a minimum skill level of Intermediate Internship.

12-month (Final Evaluation): An intern's performance is considered satisfactory if each competency is rated at a minimum skill level of Entry Level/Practice.

At every benchmark period, interns are evaluated on all profession-wide competencies by each of their Rotation and Psychotherapy supervisors using the following rubric

(Competency Objective Rating Scale). Individual evaluations are reviewed with interns by Psychotherapy and Rotation Supervisors, and are subsequently incorporated by the TD into a single composite Evaluation. This composite Evaluation is reviewed formally with interns, during which time interns may add their own commentary to the Evaluation. Once completed, Evaluations are signed by interns and the TD, and shared with the interns' home program Directors of Clinical Training.

Competency Objective Ratings Scale:

N/A: Not applicable or not assessed by evaluator.

Unsatisfactory/Needs Remediation: Displays significant problems. May have apparent lack of aptitude for particular task/role. This includes unethical practice or boundary violations.

Early Internship: Typical Advanced Practicum level skill set. Requires continuous supervision. Expected no longer than the first 1 – 4 months of internship. Has classroom knowledge and understanding of tasks, psychological theories, techniques, and skills, yet displays limited experience in putting knowledge into practice. Requires additional supervision and monitoring to carry out tasks.

Intermediate Internship: Typical skill set for practice during months 4 – 8 of internship. Displays significant knowledge of role, and functions professionally with regular supervision.

Entry Level Practice: Typical skill set for completion of internship, and demonstrating readiness for entry level practice. Functions largely independently. Displays highly developed professional skills and judgment. Supervision required is minimal, and is focused on consultation, non-routine tasks, and refinement of advanced skills. Generally achieved in months 8 – 12 of internship.

Advanced/Autonomous: Indicates knowledge and skills necessary for fully autonomous practice. Consults when appropriate. Typical level for completion of postdoctoral training.

In the event an intern does not achieve a sufficient rating during the course of their internship, the Training Director will apply necessary remediation steps as outlined below in *Intern Performance Policy and Due Process, Grievance, and Appeals Procedures*.

Intern Performance Policy and Due Process, Grievance, and Appeals Procedures

Purpose

Members of the internship training staff are committed to promoting and supporting diversity and inclusion in our research, clinical and educational missions to meet the needs of the students, faculty, staff and the communities we serve. Additionally, and as outlined by the APA, the doctoral internship allows faculty involved in training to help improve and maintain quality control of the profession by ensuring that psychologists entering the field are competent to practice psychology. Interns are covered by the University at Buffalo's equal opportunity and sexual harassment policies that UPP fully accepts and supports.

This policy provides faculty and interns the standards for successful completion of the internship and steps UB Department of Psychiatry faculty may take in response to behavior which interferes with performance and responsibilities outlined in this manual.

UB Department of Psychiatry faculty reserves the right to take actions that may be necessary and required that may fall outside of this policy.

Definition and Evaluation of Problematic Behavior

An intern – as with all faculty, staff and guests – is required to treat all others with respect. Behavior that a reasonable person would consider offensive and inappropriate in the workplace, even if it does not rise to the level of unlawful conduct, violates the respect rule. Interactions with other trainees, faculty, staff, and the community we serve should be guided by courtesy and common sense in addition to the APA ethical principles, code of conduct and guidance from internship staff and supervisors.

Problematic behavior is defined as a problem, or source of concern, that interferes with the professional functioning of an intern to do the following:

- Acquire and integrate professional behavior and ethical standards into his/her professional activities in keeping with the expectations set by the APA ethical principles and code of conduct.
- Manage personal stresses that may interfere with client care or other professional activities, in keeping with the APA ethical principles regarding compromised clinicians (see code 2.06 Personal Problems and Conflicts).
- Gain the level of professional skills necessary to reach an acceptable level of competency, including being open to constructive feedback, asking questions

when unsure of a next step or best practice, and embracing the internship experience as one dedicated to learning and growth.

Problematic behavior is identified when it involves at least one of the following characteristics:

- Risk is increased regarding ethical and/or legal ramifications if the behavior is not addressed.
- Issues identified and addressed with the intern do not reach an acceptable level of improvement as defined in the performance improvement plan (including with the suggested and agreed upon action items and the agreed time period for remediation).
- The quality of services provided by the intern under professional guidance do not meet professional standards or the existing standards for the program and/or facility the intern is supporting.
- Other professionals involved with the program management (be that site supervisors, facility management, etc.) express concerns with the intern's observed behavior that, upon investigation, the internship staff agrees have merit.
- The behavior is not merely a reflection of a skill deficit, which can be improved through additional academic, didactic, or experiential training.

Due Process Procedures

The following steps will be taken to address problematic behavior to ensure that decisions made by the internship program are not subjective or personally biased. Steps may escalate if the targeted inappropriate behavior(s) are not resolved in the agreed upon timeline.

1. Verbal Warning
2. Written Warning
3. Remediation Plan
4. Dismissal and/or Withdrawal

Verbal Warning

A verbal warning stresses the need for an intern to terminate inappropriate behavior. No formal record of the warning is kept in the intern's permanent file; verbal warnings are filed only in an evaluation file as a reference when computing benchmark Evaluations. Verbal warnings will include written acknowledgement addressing the problematic behavior.

A written acknowledgement to the intern recognizes the following:

- The TD is aware of and concerned about the problem or the competency rating.
- The concern has been brought to the attention of the intern.
- A plan for improved performance is developed and agreed upon.
- The intern will work directly with the TD to address the issue.
- The behaviors associated with the verbal warning, if not addressed according to the performance improvement plan, could lead to an escalation to a written warning.

The written acknowledgement will be removed from the intern's file when the intern responds to the concerns and successfully completes the internship.

Written Warning

A written warning to the intern indicates the intern has not resolved the concerns raised with a verbal warning, and/or there are additional concerns regarding inappropriate behavior and our program continues to expect the intern to terminate inappropriate behavior that is interfering with the intern's performance.

Written warnings will include the following:

- A description of the inappropriate behavior(s) that are/is unsatisfactory.
- Expected actions required by the intern to correct the inappropriate behavior(s).
- The timeframe allotted for the intern to correct inappropriate behavior(s).
- Acknowledgement that, if unsatisfactory behavior is not corrected within the specified timeframe, that implementation of a Remediation Plan may be indicated.
- The TD has been notified and consulted.
- Documentation that the intern has been notified regarding their right to request a review of the action.

Remediation Plan

A remediation plan consists of a closely supervised period of training intended to assist the intern in meeting the expectations required to complete the internship and mitigate the previously identified inappropriate behavior(s). Escalation to this step may occur if a verbal warning and subsequent written warning has not resolved the underlying inappropriate behavior(s). This period will include increased supervision and review of the intern's work and professional obligations by any Supervisor related to the concerns at hand, in conjunction with the TD.

Remediation will include the following:

- A detailed description, with dated examples, of the intern's inappropriate behavior(s).
- Specific actions, including steps for remediation, needed by the intern to rectify the inappropriate behavior(s).
- The timeframe allotted for the intern to correct inappropriate behavior(s).
- Needed action if inappropriate behavior(s) is not corrected within timeframe, up to and including termination from the internship.
- Procedures to determine whether the problem has been corrected, including when and how any corrective actions were or were not successful in addressing prior verbal and written warnings.

Courses of action included in a remediation plan will and/or may contain the following:

- Increased supervision by previous or other supervisors.
- Change in the format, emphasis, and/or focus of supervision.
- A recommendation of steps to assist the intern in appropriately performing their duties, including a recommendation of personal therapy and/or a medical evaluation.
- Reducing the intern's clinical or other workload.
- Required specific academic coursework and/or readings.

The TD, in conjunction with relevant training faculty, will determine the length of the remediation period along with when and if the intern can resume their regular schedule.

Dismissal and/or Withdrawal

Dismissal from the internship program involves the permanent withdrawal of all responsibilities and privileges. The internship will be considered incomplete. When specific interventions, as noted in prior sections, do not remedy the problematic behavior and/or the intern is unable or unwilling to alter their behavior, dismissal may be warranted.

This action may be invoked by the TD in any situation including, without limit, cases of severe or repeated violations of professional ethical codes or applicable laws, rules, or regulations. The intern will be informed in writing by the TD and will meet to review the decision.

If an intern cannot complete the internship due to a physical, mental, or emotional issue, or other situations not related to disciplinary action, a consultation can be arranged with the TD. Administrative leave can potentially be granted with or without pay.

Appeals

Should an intern choose to appeal any aforementioned actions, they must inform the TD within one week of receiving notification of the action. An appeal will be heard by an independent panel of UB Psychiatry faculty and/or staff and all evidence will be presented during a review hearing. The intern maintains the right to be present during the hearing and have the opportunity to dispute or explain their behavior in question, prior to the review panel's discussion. All decisions by the review panel will be made by majority vote, and within one week of completion of the hearing, reports will be submitted to the TD and intern. Any recommendations for further disciplinary action will be included. Within one week of receipt, the TD will accept, reject, or provide an alternative to the panel for further deliberation. Any further deliberation will require a report filing of results by the panel. The intern and all other appropriate individuals will be contacted in writing once the final decision is made by the TD.

Should an intern appeal a decision made by the TD, they must inform the Director of the Division of Psychology (DDP) within one week of receiving notification of any aforementioned action. The DDP will form an independent review panel of UB Psychiatry faculty and/or staff and all evidence will be presented during a review hearing. The intern maintains the right to be present during the hearing and have the opportunity to dispute or explain their behavior in question, prior to the review panel's discussion. All decisions by the review panel will be made by majority vote, and within one week of the completion or hearing, reports will be submitted to the DDP and the intern. Any recommendations for further disciplinary action will be included. Within one week of receipt, the DDP will accept, reject, or provide an alternative to the panel for further deliberation. Any further deliberation will require a report filing of results by the panel. The intern and all other appropriate individuals will be contacted, in writing, once the final decision is made by the DDP.

Verbal and/or Written

A verbal or written warning may be appealed in writing to the DDP. A written response from the DDP will either confirm the warning or result in removal of the warning from the intern's evaluation file. The decision is final and *not* subject to appeal.

Remediation Plan

The remediation plan may be appealed in writing to the DDP. Interns may include any materials they deem relevant in the appeal process. A written response provided by the DDP will either confirm the remediation plan and its specific elements, alter the remediation plan, or direct the removal of the plan and its elements from the intern's evaluation file. The decision is final and *not* subject to appeal.

Dismissal and/or Withdrawal

Dismissal decisions and voluntary withdrawal with voluntary severance are *not* subject to appeal.

Grievance Procedures

If a complaint is issued by an intern against a member of the UPP or UB staff, the following procedures will be followed:

- The intern should discuss the nature of the concern with the staff member involved; if the situation is not resolved, the issue should be discussed with the TD. The TD will then facilitate a meeting between the intern and staff member to resolve the concern.
- If the situation is not resolved during this meeting, the intern may pursue additional consultation with their supervisor or TD.
- In circumstances where a more formal complaint is filed, the intern will submit a complaint in writing to the TD. The TD will then review and investigate the complaint.
- In circumstances where a formal complaint is filed against the TD, or the TD's involvement presents a conflict of interest, the formal complaint is sent to the DDP, who then will review, investigate, and may take appropriate action to resolve the complaint.

Guidance for both interns and the TD may also be sought from the American Psychological Association (APA), the Committee on Accreditation for Psychology Internships (CoA), and the Association of Psychology Postdoctoral and Internship Centers (APPIC).