

BC School and Applied Child Psychology Internship

POLICIES & PROCEDURES MANUAL 2019-2020

(September 1, 2018)

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POLICIES AND PROCEDURES MANUAL

PURPOSE OF THE CONSORTIUM

The BC School and Applied Child Psychology Internship (hereafter referred to as the Internship Program) is a predoctoral professional psychology internship training program, hosted by UBC's Psychoeducational Research and Training Centre (PRTC) and currently comprised of three tracks:

- **Neuropsychology and Neurodevelopmental Track (1 position)**
- **Postsecondary Students with Disabilities Track (1 position)**
- **School-Based Psychological Services Track (1 position)**

The Internship Program consists of a 12-month, 1600-hour internship. The Internship Program's goal is to facilitate the growth of knowledgeable predoctoral students into competent, autonomous professional psychologists. This goal is achieved through a developmental process that the internship program is committed to providing. In order to facilitate growth in our student interns, we are committed to providing students with a variety of experiences, in terms of the systems in which they work and learn, the supervisors with which they work, the types of clients they encounter, and the services they are providing. We are also committed to providing the students with access to quality didactic experiences that hone their skills to the level necessary for them to be independent. Finally, we provide them with supervision that ensures they have access to excellent models that can provide formative evaluation. With these elements, we believe that our internship program will produce the kinds of practitioners needed in our field.

TRAINING GOALS

The following general goals of training are common to all consortium affiliates and interns. Within each agency, there will also be unique applications of these goals relevant to setting, client population, and the services being provided. The Internship Program is a member of the Canadian Council for Professional Psychology Programs (CCPPP) and is pursuing membership in APPIC and accreditation status with the Canadian Psychological Association (CPA). We will participate in the National Matching Services computerized matching program. These memberships will ensure that this Internship Program meets professionally agreed upon standards for interns.

- Goal 1 Professional Values and Attitudes: Interns model behaviour and comporment reflecting the values and attitudes of professional psychology.
- Goal 2 Individual and Cultural Diversity: Interns demonstrate awareness, sensitivity and skills in working with diverse individuals, groups, and communities representing varied cultural and personal backgrounds, characteristics, and

- values.
- Goal 3 Ethical/Legal Standards and Policy: Interns apply ethical concepts and demonstrate awareness of legal issues regarding professional activities with individuals, groups, and organizations.
 - Goal 4 Reflective Practice/Self-Assessment/Self-Care: Interns demonstrate personal and professional self-awareness and reflection, and appropriate self-care.
 - Goal 5 Relationships: Interns practice effective and meaningful interactions with individuals, groups, and/or communities.
 - Goal 6 Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analyses, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge throughout their work.
 - Goal 7 Research and Evaluation: Interns apply and/or generate research that contributes to the professional knowledge base and/or evaluate the effectiveness of various professional activities.

The following are more specific, functional goals to be met by the end of the program.

- Goal 8 Evidence-Based Practice: Interns demonstrate the ability to integrate research and clinical expertise in their practice.
- Goal 9 Assessment: Interns are skilled in the assessment and diagnosis of problems, capabilities, and issues for individuals, groups, and organizations.
- Goal 10 Prevention and Intervention: Interns develop prevention and interventions designed to promote the success and well-being of individuals, groups, and/or systems.
- Goal 11 Consultation: Interns provide professional assistance in response to the needs of students/clients.
- Goal 12 Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies.
- Goal 13 Teaching: Interns are skilled in the provision of instruction, dissemination of knowledge, and evaluation of learning.
- Goal 14 Supervision: Interns provide training and supervision in a manner that enhances and monitors the professional functioning of others.
- Goal 15 Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines.
- Goal 16 Management/Administration: Interns engage in the direct delivery of services and/or the administration of organizations, programs, or agencies.
- Goal 17 Advocacy: Interns identify and take actions that target the impact of social, political, economic or cultural factors with the goal of promoting change at the individual, institutional, and/or systems level.

ORGANIZATIONAL STRUCTURE

CONSORTIUM TRAINING COMMITTEE

The work of the Consortium Training Committee is facilitated by the Director of Training. The committee reviews the development of documentation and the implementation of procedures related to the functioning of the Internship Program. The committee serves a critical role in reviewing the effectiveness of the Internship Program and is the final authority for the appeal process for interns.

The Consortium Training Committee consists of representatives from each consortium affiliate, who serve as primary supervisors and/or Site Coordinators, the Director of Training and the Executive Director. Current membership includes the following individuals: Dr. Rachel Weber, Dr. Glen Davies, Dr. James Christopher, Dr. Mitchell Stoddard, and Dr. William McKee.

Site Coordinators from each consortium affiliate have a responsibility to assist with the brochure description of their site, its staff, and the rotations at their site, and to liaise with the management of their agency. They are also responsible for assisting in the selection of interns by identifying members in their agency who will review applications, interviewing applications, and participating in the rank ordering of psychology internship candidates for the National Matching Service.

All members of the Consortium Training Committee attend regular Consortium Committee meetings or send an alternate representative. This committee will meet at least two times per year, with intern representatives invited to participate in each meeting. A standing agenda item in these meetings will involve the intern representative being asked to report on intern-related questions, concerns or ideas.

ADMINISTRATIVE STAFF

Director of Training (DoT)

Rachel Weber, Ph.D., Registered Psychologist

Rachel.weber@ubc.ca

The role of the Director of Training includes responsibility for the operation of the Internship Program, the function of the Consortium Training Committee, contact with APPIC and CCPPP, development and revision of the *Policy and Procedures Manual*, and evaluation of the internship program. The DoT serves as the first line of appeal for issues identified by interns regarding placement and/or supervision. The Director of Training works closely with the Executive Director to identify and support consortium affiliates; to maintain ongoing contact with all participating agencies; and to promote the role and needs of the Internship Training Program in the professional community.

Executive Director

William McKee, Ph.D.

**Director of the Psychoeducational Research &
Training Centre**

william.mckee@ubc.ca

The Executive Director is a faculty member in the Department of Educational & Counselling Psychology, & Special Education at UBC. He serves as liaison with relevant ministries, agencies, and regulatory bodies (e.g., CPA, CPBC, BCTF, BCASP); ensures alignment between Internship Program standards and the UBC training program requirements; solicits agency affiliates; and works with the Director of Training to support the development and functioning of all aspects of the Consortium, including future needs and directions.

LOCATION

The administrative staff is located in the host agency, the Psychoeducational Research & Training Centre (PRTC), within the Faculty of Education at the University of British Columbia.

PROGRAM EVALUATION

Annually, in May/June, feedback is solicited from all participants in the Internship Program. Results are analyzed and used in program review and development. This process is overseen by the Consortium Training Committee.

KEY COMMITMENTS

Interns

The training program has a broad range of supports in place for interns ranging from development of an individualized internship plan, daily access to supervisors, weekly one-on-one supervision sessions, collegial didactic and group discussion/ supervision activities, structured formative feedback, and procedures for appeal should conflicts arise.

Supervisors

The day-to-day work of an intern is guided and supervised by an experienced and qualified practitioner (a doctoral trained, registered psychologist). Each intern has access to at least two qualified supervisors.

Extended Professional Development

Attendance of the weekly Group and Didactic Activities is required for all interns and recommended for primary supervisors. Workshops are made available to other students, faculty members, and colleagues in the practice of psychology. The emphasis of these activities is on providing training experiences to enhance practice and broaden the repertoire of skills for

application in the practice of psychology. In addition, all interns participate in a variety of professional development activities, conferences, and workshops through their internship placements. Interns are also encouraged to attend annual conferences of relevant professional associations such as the British Columbia Association of School Psychologists (BCASP), the Canadian Psychological Association (CPA), the Council for Exceptional Children (CEC), and the National Association of School Psychologists (NASP). Consortium agencies offer financial support and/or release time for these activities.

INTERN RECRUITMENT

APPLICANT REQUIREMENTS (PRE-INTERNSHIP)

Predoctoral students who may apply for placement with the Internship Program are enrolled in an APA or CPA accredited doctoral training program, or a program with equivalent academic and practicum preparation. To be eligible to begin the internship, students must have:

- successfully completed all required academic coursework and practicum experiences in their training program *prior to submission of the application*,
- passed comprehensive examinations,
- gained approval of their doctoral dissertation proposal, and
- demonstrated an understanding of, and commitment to uphold, the ethical principles of the Canadian Psychological Association (CPA) and the College of Psychologists of British Columbia (CPBC).

APPLICATION PROCESS

APPIC MATCH

Qualified predoctoral students interested in seeking placement through the BC School and Applied Child Psychology Internship are required to participate in the APPIC Match. Applicants submit an online *APPIC Application for Psychology Internship (AAPI)*. Information regarding the application process is available on the APPIC website.

INTERNSHIP STRUCTURE

The Internship Program is hosted by the PRTC, which is located within the Faculty of Education at the University of British Columbia. The Director of Training (DT) is on faculty in the Educational & Counselling Psychology, and Special Education Department within the UBC Faculty of Education. The Internship Program is currently comprised of the UBC PRTC and several affiliate agencies.

In the **Neuropsychology and Neurodevelopmental Track**, the intern will spend 2.25 days per

week in the PRTC Neuropsychology Assessment Clinic and 2.25 days per week in one of the ABLÉ Developmental Clinic locations. In the **Postsecondary Students with Disabilities Track**, the intern will spend 2.25 days per week in the Simon Fraser Centre for Students with Disabilities and 2.25 days per week at the UBC campus, providing services through the UBC Access and Diversity Office and the PRTC Adult Assessment Clinic. In the **School-Based Psychological Services Track**, the intern will spend 10 months (September-June) splitting their time (2.25 days per week) between a Metro Vancouver School Placement and Kenneth Gordon Maplewood School, and the remaining 2 months (July- August) spending 4.5 days per week in the PRTC Child and Youth Assessment Clinic.

All interns will meet weekly for 0.5 days of group supervision and didactics at the UBC PRTC throughout the internship year.

ROTATIONS (2019-2020)

Interns meet their training requirements in rotations within the following eight agencies:

- PRTC Neuropsychological Assessment Clinic
- ABLÉ Developmental Clinic
- Metro Vancouver School Placement
- Kenneth Gordon Maplewood School (KGMS)
- PRTC Child and Youth Assessment Clinic
- Simon Fraser Centre for Students with Disabilities (CSD)
- UBC Access & Diversity Office/PRTC Adult Assessment Clinic

Current timelines and rotation placements are summarized in the following table.

Duration	Placement Site/Agency	Time Commitment
September 1 – August 31	APPIC #18611 - Neuropsychology and Neurodevelopmental Position PRTC Neuropsychological Assessment Clinic ABLÉ Developmental Clinic	0.4 FTE (2.25 days per week) 0.4 FTE (2.25 days per week)
September 1 – August 31	APPIC #186512 – Postsecondary Students with Disabilities Position Simon Fraser Centre for Students with Disabilities UBC Access & Diversity Office/PRTC Adult Assessment Clinic	0.4 FTE (2.25 days per week) 0.4 FTE (2.25 days per week)
September 1 – June 30	APPIC #186513 – School-Based Psychological Services Position Metro Vancouver School Placement Kenneth Gordon Maplewood School	0.4 FTE (2.25 days per week) 0.4 FTE (2.25 days per week)
July 1 – August 31	PRTC Child and Youth Assessment Clinic	1.0 FTE (5 days per week)

Specific responsibilities may vary across placement sites but each intern is required to meet all of the internship program goals, objectives, and activities outlined in this *Manual* and detailed in their individual internship plan.

CONSORTIUM AFFILIATES

The Internship Program is currently affiliated with a school district, independent school, post-secondary institutions, and service agencies in the greater Vancouver area of British Columbia. Affiliates embrace the policies and procedures outlined in this *Manual* and work together under the leadership of the PRTC, as coordinating agency, to provide a quality Internship Program. Rotations provide access to diverse training opportunities in the provision of services to a broad range of child, youth, and adult clients with significant educational and psychological needs. Individualized internship plans allow each intern to meet all of the goals, objectives, and activities required by the Internship Program over the course of the internship year.

PRTC NEUROPSYCHOLOGICAL ASSESSMENT CLINIC

The PRTC Neuropsychological Assessment Clinic offers neuropsychological assessments, consultation, and intervention to children, youth, and adults. Clients are self-referred or referred by their parents, community agencies, or practitioners in schools and community agencies. Some adult clients are also referred on the recommendation of a secondary school or postsecondary institution. Clinicians in this clinic include doctoral practicum students and interns.

The Role of the Intern

The intern joins a team of doctoral students and supervisor in providing neuropsychological assessment, consultation, and intervention services to clients. The intern will carry a caseload of approximately five postsecondary students referred for executive functioning coaching services throughout their internship year (two in September – December and two in January – May) and will also complete one-to-two neuropsychological assessments per month.

ABLE DEVELOPMENTAL CLINIC

ABLE Developmental Clinic Inc. is a large, private, multidisciplinary clinic serving children, youth, and adults with neurodevelopmental disorders and other mental health problems. The ABLE Clinic system consists of 18 registered psychologists, 10 behaviour analysts, 6 speech-language pathologists, 6 registered clinical counsellors, and 3 pediatricians. Services provided include assessment, diagnosis, individual treatment, group treatment, and consultation. Dr. Glen Davies, a registered psychologist and owner/director of ABLE, will serve as the site coordinator for the ABLE Developmental Clinic.

The Role of the Intern

The intern will participate in assessment, diagnosis, and treatment for children, youth, and adults with neurodevelopmental disorders including autism spectrum disorder, ADHD, learning disabilities, and other conditions. The intern will also observe and participate in the treatment of other mental health concerns including anxiety, depression, and parent-child relationship problems.

METRO VANCOUVER SCHOOL PLACEMENT

A public school board in the greater Vancouver will be the site of this placement. It will involve a mental health service provision focus.

The Role of the Intern

The intern will provide school-based mental health services to students, including group and individual therapy, consultation, and program evaluation services. They will also participate in school-wide and systems-level consultation. Finally, as needed, they may provide psychoeducational assessments for students.

KENNETH GORDON MAPLEWOOD SCHOOL (KGMS)

The Kenneth Gordon Maplewood School is recognized as a leader in teaching children with learning difficulties that include the acquisition, organization, retention, understanding and use of verbal and nonverbal information. The school is in its fortieth year of dedicated service to the unique and diverse learning needs of our students. The school provides developmentally informed instruction that empowers children with learning disabilities in a passionate and inspiring learning environment. The program is based on many years of experience and research and delivers tangible results. At KGMS, we celebrate differences and value diversity. The way to maximize any child's potential is to create an environment that is conducive to simultaneous growth in intellectual, emotional and physical development. We believe every child can engage in learning. It is our duty to unlock and remove the obstacles to learning for each child so that they can be empowered to experience success.

The Kenneth Gordon program is aimed at developing the whole child. In an emotionally safe environment, our students have opportunities to develop their many strengths. Tailoring our teaching to each student, we wrap the program around the child rather than requiring the child to fit within a rigid program. We prove to our children that they are entitled to learn joyously, to succeed and to reach their potential and beyond. Equipping them with an understanding of their own learning style and a vision of their own success enable them to be successful self-advocates in the real world. Mr. James Christopher, the head of school, will serve as the site coordinator for this rotation.

The Role of the Intern

The intern will work with students and faculty to provide individual and group level

interventions targeting students social, emotional, and behavioral needs at school. They will also provide consultation services at the individual, group, and systems-level regarding students learning and emotional needs. Finally, they will provide assessment and program evaluation services regarding intervention targets and outcomes.

PRTC CHILD AND YOUTH ASSESSMENT CLINIC

The PRTC Child and Youth Clinic offers psychoeducational assessments and consultation to children and youth. Clients are self-referred or referred by their parents, community agencies, or practitioners in schools and community agencies. Clinicians in this clinic include doctoral students, past graduates of the school psychology program, and interns. Drs. Rachel Weber and Ted Wormeli will serve as the supervisors at this location.

The Role of the Intern

The intern will conduct psychoeducational assessments and provide consultation services to children and youth referred to this clinic. As this will be a full-time placement for approximately three months, the intern will be expected to complete approximately three-to-four psychoeducational evaluations per month.

SIMON FRASER UNIVERSITY CENTRE FOR STUDENTS WITH DISABILITIES (CSD)

The Centre for Students with Disabilities at SFU provides disability-related information, support, and counseling, and acts as a liaison between students and faculty in the implementation of disability related services and accommodations. The role of the Centre for Students with Disabilities is to provide disability related information, support, and counseling to the SFU community and campus visitors; review eligible students' disability documentation and recommend reasonable academic accommodations to offset the effects of their disability on academic life; act as liaisons between students and faculty in the implementation of disability-related services and accommodations, and advocate on issues related to diversity, educational equity, and academic achievement. Dr. Mitchell Stoddard will serve as the supervisor at this location.

The Role of the Intern

The intern will provide supportive services to postsecondary students with disabilities at SFU, to include academic, social, and emotional interventions and consultation, as well as screening assessments for students who may require psychoeducational evaluation.

UBC ACCESS AND DIVERSITY OFFICE/PRTC ADULT ASSESSMENT CLINIC

The UBC Access and Diversity Office provides support and programming initiatives designed to remove barriers for students with disabilities and facilitates disability related accommodations for members of the UBC Vancouver community. The PRTC Adult Assessment Clinic provides psychoeducational evaluations for adults and postsecondary students. Drs.

Rachel Weber and Ted Wormeli will be the supervisors at this site.

The Role of the Intern

The intern will provide supportive services to postsecondary students with disabilities at UBC, to include group and individual interventions as well as consultative services. They will also conduct psychoeducational evaluations for postsecondary students.

CURRENT SUPERVISORS

Below is a list of current supervisors affiliated with the Internship Program.

Raazhan Rae-Seebach, PhD, RPsych
Claire Winson-Jones, PhD, RPsych
Rashmeen Nirmal, PhD, RPsych
Erin Christina Moon, PhD, RPsych
Roberta K. Heaven, PhD, RPsych
Kristen McFee, PhD, RPsych
Glen Davies, PhD, RPsych
Mitchell Stoddard, PhD, RPsych
Rachel Weber, PhD, RPsych
Ted Wormeli, EdD, RPsych

REQUIRED TRAINING ACTIVITIES

The list below identifies the required activities which ensure that each intern meets all goals and objectives outlined in this document. Interns and their supervisors will work together to develop an individualized Internship Plan that includes each activity in a manner relevant to the setting(s) in which they work and the learning needs of the intern. Although the specific application of activities may vary from one rotation to another, the comprehensive internship plan ensures that all required training activities are detailed and implemented for each intern. All activities should include elements dedicated to diverse clients and contexts.

1. Psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning
2. Planning and implementation of an individual intervention
3. Planning and implementation of a small group intervention project
4. Participation in multi-disciplinary team(s)
5. Provision of individual, group, or systems-level consultation
6. Program evaluation
7. Case presentation including review of relevant literature
8. Participation in ethics “roundtable” activity
9. Planning and implementation of a skill-building activity with peers, site personnel or practice colleagues to disseminate an empirically-supported assessment,

intervention, or consultation methodology

10. Co-Supervision of a psychoeducational assessment case and report

GROUP SUPERVISION AND DIDACTIC SCHEDULE

A series of meetings and workshops will provide group supervision, skill development, and enrichment opportunities for interns. These will take place every Friday for two hours.

Potential topics for 2019-2020 are shown in the following table.

Date	Topic
September 6, 2019	Inaugural Consortium Meeting: Interns, Supervisors & Administrators
September 13, 2019	Special Education and Disability Services in BC
September 20, 2019	Journal Club
September 27, 2019	Grand Rounds/Case Conference
October 4, 2019	Progress Monitoring and Program Evaluation
October 11, 2019	Journal Club
October 18, 2019	Advanced Assessment Skills Workshop
October 25, 2019	Grand Rounds/Case Conference
November 1, 2019	Advanced Intervention Skills Workshop
November 8, 2019	Journal Club
November 15, 2019	BC Association of School Psychologists Annual Conference
November 22, 2019	Ethics and Jurisprudence Roundtable & Discussion
November 29, 2019	Grand Rounds/Case Conference
December 6, 2019	Journal Club
December 13, 2019	Grand Rounds/Case Conference
January 10, 2020	Journal Club
January 17, 2020	Advanced Consultation Skills Workshop
January 24, 2020	Supervision Seminar
January 31, 2020	Grand Rounds/Case Conference
February 7, 2020	Advanced Assessment Skills Workshop
February 14, 2020	Journal Club
February 21, 2020	National Association of School Psychologists (NASP) Annual Convention
February 28, 2020	Grand Rounds/Case Conference
March 6, 2020	Journal Club
March 13, 2020	Advanced Intervention Skills Workshop
March 20, 2020	Next Steps – Preparing for Registration
March 27, 2020	Grand Rounds/Case Conference
April 3, 2020	Journal Club
April 10, 2020	Good Friday – University Closed
April 17, 2020	Next Steps – Preparing Applications
April 24, 2020	Grand Rounds/Case Conference
May 1, 2020	Journal Club
May 8, 2020	Advanced Assessment Skills Workshop
May 15, 2020	Progress Monitoring and Program Evaluation
May 22, 2020	Next Steps – Preparing for Interviews

May 29, 2020	Grand Rounds/Case Conference
June 5, 2020	CPA Annual Convention in Calgary, AB
June 12, 2020	Journal Club
June 19, 2020	Advanced Intervention Skills Workshop
June 26, 2020	Grand Rounds/Case Conference
July 3, 2020	Journal Club
July 10, 2020	Advanced Consultation Skills Workshop
July 17, 2020	Grand Rounds/Case Conference
July 24, 2020	Year-end Documentation
July 31, 2020	Year-end Celebration

OVERVIEW OF REQUIREMENTS AND PROCEDURES FOR INTERNS

ROLE IDENTIFICATION as “PSYCHOLOGY INTERN”

The intern is identified as “Psychology Intern” in all professional contacts and written work, including interaction with parents/guardians, colleagues, and other persons.

Interns work on a paid contract with host agencies under the supervision of qualified psychologists. They are guided by the following requirements and procedures:

- Interns work full-time over the course of one year (September 1 to August 31).
- Interns log a minimum of 1600 hours of supervised professional experience over the course of their internship.
- Interns spend no more than two-thirds of their time commitment providing direct professional service to clients (providing intervention, assessment, or consultation services).
- The specific activities completed by each intern are detailed in the Internship Plan and ensure that the intern has the opportunity to meet all goals and objectives of the Internship Program.
- Interns will meet with their supervisors for at least 4 hours weekly, 3 of which are individual supervision).

THE INTERNSHIP AGREEMENT (Appendix C)

The Internship Agreement outlines the relationship between the site coordinator (where applicable), the intern, and the supervisor. It specifies the time commitments and salaries or stipends provided to the intern and supervisor, and briefly outlines the core requirements for both roles in order to meet training program criteria. It is the responsibility of the intern and supervisor to work together with the site coordinator to complete the document prior to the

commencement of the internship and submit it to the Director of Training.

THE SUPERVISOR/SUPERVISEE AGREEMENT(Appendix D)

The Supervisor/Supervisee Agreement is a statement of the working alliance between supervisor and supervisee in terms of responsibilities and procedures. Both intern and supervisor sign and keep a copy of the agreement; a third copy is filed with the Director of Training.

THE INTERNSHIP PLAN (Appendix E)

The Internship Plan is completed jointly by the intern, the primary supervisor, and the site coordinator (where applicable). Across each intern's internship plans for their respective rotations, the intern must document how they will complete each of the required intern activities. They will also set at least one goal for their training that is specific to each rotation.

THE LOG OF SUPERVISED PROFESSIONAL EXPERIENCE

Interns maintain a log of all activities and time spent in each activity on a weekly basis and consult with their supervisor about the allocation of time and assignment of activities across the appropriate categories. Discussions of the log as well as the Internship Plan are components of both formative and summative evaluation processes.

INTERN COMPETENCY EVALUATION (Appendix F)

Primary supervisors complete formal evaluations of interns at two points during the internship year. The formative evaluation takes place approximately half way through the intern's contract period (typically January) and the summative evaluation toward the end of the contract period (typically June). Both are submitted to the Director of Training.

The content of the Rating Form is discussed with the intern and co-signed as an indication that the discussion has taken place. Disagreements on ratings may be solved through discussion between intern and supervisor or addressed using due process procedures.

EVALUATION OF THE SUPERVISORY EXPERIENCE (Appendix G)

Interns submit a formal evaluation of their supervisory experience with each primary supervisor. The evaluation consists of both an anonymous rating form directed toward program feedback and improvement (Part 1), and a brief open-ended questionnaire which is shared with the supervisor and co-signed by intern and supervisor (Part 2).

Both portions are completed following the intern's summary evaluation process with the supervisor and submitted to the Director of Training.

CRITERIA FOR COMPLETION OF THE INTERNSHIP TRAINING PROGRAM

1. Satisfactory completion of all required training activities as outlined in the Internship Plan.
2. Supervisor ratings on the summative evaluation as follows:
 - No objectives rated Unsatisfactory (0)
 - A minimum of 80% of observed objectives rated Competent (3) or better
3. The log of supervised professional experience meets CPA requirements for both hours of professional practice activities and for supervision.
4. Participation in all scheduled components of the Group Supervision and Didactic Schedule unless written consent for absence is provided by the Director of Training.

With successful completion of the internship year, and in combination with their graduate training, predoctoral interns have the knowledge and skills to render them eligible to apply for registration as professional psychologists in any jurisdiction in Canada.

AUTHORITY AND RESPONSIBILITY IN INTERNSHIP PLACEMENTS

The internship experience draws on multiple interactive levels of authority and responsibility as defined below. Both interns and supervisors acknowledge the administrative structures within the systems in which they work and support the integrity of those systems in a professional manner. They foster a team approach to the development and implementation of strategies for planning, prevention, intervention, assessment, and monitoring of student/client progress.

Levels of Responsibility/Authority

- The Director of Training is responsible for ensuring that the academic preparation of applicants meets all criteria for placement through the BC School and Applied Child Psychology Internship.
- Currently, and subject to change in the future, interns are required to enroll in a UBC training program course for the pre-doctoral internship (EPSE 689) for 9 credits. The Executive Director is responsible for ensuring consistency between the internship training program and the requirements of the UBC school psychology training program. Enrolment in EPSE 689 for interns from other Canadian universities benefits from an inter-institution agreement for the recognition of course credits and offers the advantage of liability insurance coverage as a UBC student.

- The hiring agency holds administrative control over the intern in the role of employee. Such things as working schedules, holiday times, and financial reimbursement are the domain of the employer. In public school districts, a Director of Student Services or Special Education is usually the administrative authority for school psychologists. In independent schools, the principal is the administrative authority. In other settings, a Director is commonly the relevant administrative officer.
- For school-based practice, the school principal or head maintains operational control of the daily functioning of the school and holds ultimate responsibility for the instructional programming and emotional/behavioural welfare of all students. The principal relies on the shared roles of various staff members in providing the best services for students, but the final authority is in his/her hands.
- Primary supervisors assume responsibility for the professional work of interns including caseload, quality of service provision, and any written reports or case notes produced by interns. The latter responsibility requires approving and countersigning all written reports, as well as intern activity logs. Primary supervisors ensure that interns are fulfilling the activity agreements in the Internship Plans; and complete two written evaluations, formative and summative, for each intern as described on page 29.

AFFILIATION AGREEMENT (Appendix B)

The Affiliation Agreement represents a memorandum of understanding between each affiliated agency and the Internship Program. It outlines the commitment and responsibilities of participating agencies (affiliates) as members of the BC School and Applied Child Psychology Internship and is renewed on an annual basis.

The generic Affiliation Agreement, together with the specific Internship Agreement and the Internship Plan, provide the details of the Internship Program requirements for each intern and agency.

SUPERVISION

OVERVIEW OF THE INTERNSHIP SUPERVISOR

The role of supervisor requires a devotion to the professional responsibility of training psychologists. Supervisors enhance their opportunities for reflective practice and play a critical role in promoting professionalism and expertise in the practice of school psychology.

The internship supervisor is a doctoral trained, registered psychologist and an experienced master practitioner. The supervisor recognizes the role of supervision as a contribution to professional practice through training and mentoring new entrants to the field, and as having personal value through reflective practice and exposure to new learning. In many settings,

supervisors work in relative isolation from each other and from the university. The Consortium model counters this by introducing a collegial professional development component to the internship year. As part of the Group Supervision and Didactic sessions, interns and supervisors meet together to participate in group supervision exercises, skills training activities, and presentations by field-based psychologists or subject area experts. Supervisors also meet as a group to engage in readings and discussions. Primary supervisors are encouraged to attend the Group Supervision and Didactic sessions, engage in group supervision discussions, and actively participate in the didactic program through scholarly presentations and discussions on topics having relevance to the practice of school psychology in a variety of settings. Many affiliated group supervisors also participate in these activities.

ROLE DEFINITIONS

Supervisors. Supervisors are doctoral-prepared, registered psychologists who are experienced in the practice of psychology or the nature of psychological services for which they are providing supervision. Each site coordinator will assign a primary supervisor to each intern, where appropriate, and maintain a pool of accessible secondary supervisors, again, where appropriate.

It is expected that all supervisors will provide appropriate professional role modeling and a continuum of progress monitoring to include instruction, support, and constructive feedback beginning with intensive contact (and intervention where necessary) and working toward increasingly autonomous practice as justified by the performance of the intern.

Primary Supervisors. Primary supervisors act variously as role models, mentors, consultants, instructors, and evaluators for their assigned interns. They assume responsibility for the case load of the intern; the quality of service provided by the intern; and they approve and countersign all written reports, log hours, and treatment plans or case notes produced by the intern. In fulfilling these requirements, primary supervisors ensure that interns are meeting the professional, ethical, and legal guidelines established by their training programs, their professional affiliations, and their placement sites.

Primary supervisors meet with interns and site coordinators prior to the beginning of the internship and work together to complete the following documentation:

- Internship Agreement
- Supervisor/Supervisee Agreement
- Internship Plan

Primary supervisors make themselves available to their interns on an ongoing basis. This is accomplished through direct discussion, or via email or telephone contact. Primary supervisors should also be in consistent contact with the site coordinator.

Secondary Supervisors. Secondary supervisors are available on request by an intern or primary

supervisor to provide additional support when the primary supervisor is not available, when a need for immediate consultation or support arises, to provide a second or alternate perspective, or to help broaden the information and experience base of the intern.

DEVELOPMENT OF THE INTERNSHIP PLAN

The primary supervisor works closely with the intern and in consultation with the site administrator in the development of the Internship Plan. It is the responsibility of the supervisor to ensure that all goals and objectives of the Training Program are addressed and that activities related to the attainment of the objectives are reviewed and clearly specified. It is also the responsibility of the supervisor to identify additional activities specific to the needs of the placement site or to the learning needs of the intern and to include these in the written copy of the Internship Plan.

THE PRACTICE OF SUPERVISION

- Supervision is regularly scheduled and provided at the minimum rate of four hours per week; at least three of which are individual supervision.
- The three individual hours are directed towards supervision of the psychological service provided by the intern directly to a client.
- Psychological service is defined as either time directly spent interviewing, assessing, consulting about, or intervening with clients, or time spent indirectly in activities related to client care (e.g., progress notes, report writing, etc.).
- The fourth hour can be provided in either group or individual format and is directed towards any other training or service-related activity.

Individual supervision (three of the four weekly hours): visual and/or verbal communication in person between a supervisor and intern in which:

- The supervisor observes the intern deliver psychological services either in person or using recordings or through case discussions.
- The supervisor and intern discuss case work and projects undertaken by the intern.
- The supervisor and intern review written reports or case studies produced by the intern.
- The supervisor and intern review the Internship Plan to ensure that all activities are being implemented.
- The supervisor serves as consultant for special projects or assignments.
- The supervisor and intern review the intern's log activities.

Individual supervision can occur between only the supervisor and supervisee

or in a group format with other supervisors and supervisees present.

Group supervision can include activities or meetings in which some combination of interns and supervisors meet to review or discuss:

- case issues in practice
- methods or techniques of psychological service delivery
- particular client problems or disorders
- professional or ethical issues affecting practice

Group supervision activities are included within the Group Supervision and Didactic Schedule.

APPENDIX A PROCEDURES FOR DUE PROCESS, REMEDIATION, AND APPEAL

The following due process procedures deal with (A) concerns about intern performance, and (B) interns' concerns about aspects of the training program. These procedures include the steps of notice, hearing, and appeal. Interns, supervisors, and agency administrators are informed about the due process procedures at the beginning of the internship period. All concerns are initially directed to the primary supervisor for response and intervention as deemed necessary by the supervisor. If a solution cannot be found or concerns prevail, the following steps are implemented.

A. Procedures to address concerns about intern performance

Supervisors are required to provide the Director of Training with a written evaluation of each intern's performance on two occasions – a formative evaluation at the midpoint of the internship, and a summative evaluation at the end of the internship. In the event that a supervisor believes that an intern's performance is unsatisfactory at any point in the internship, or if a concern is expressed to the supervisor by another individual involved with the intern, the following sequence is initiated.

Stage I: The supervisor is expected to immediately discuss the concern with the intern. If, after initial discussions with the intern, the supervisor continues to deem the intern's performance to be below expectations, the supervisor must:

- A.I.1 increase supervisory guidance; and/or
- A.I.2 direct the intern to other appropriate resources such as additional instruction and readings, and where appropriate, additional individual support (e.g., consultation with secondary supervisor). If the concern is substantial, the Director of Training should be informed of the concern.

Stage II: When these customary educational and supervision techniques are unsuccessful, remediation is indicated and the supervisor and intern will proceed to discuss a plan to remediate any deficiencies. For the purposes of this document, remediation is defined as a documented, procedural process that addresses observed inabilities in trainees' performance with the intent to provide trainees with specific means to remedy their inabilities. The plan for remediation should meet the following criteria:

- A.II.1 It must be completed in consultation with the Director of Training;
- A.II.2 It must be in the form of written communication to the intern, using the Competency Remediation Plan;
- A.II.3 It must outline specific behaviours and goals, including criteria for successful remediation; and
- A.II.4 It must include a timeline for successful completion, the specific timeline of which will be approved by the supervisor and the Director of Training.

Stage III: If concerns are not resolved or if the intern's performance does not improve within the assigned time, the supervisor will bring the matter to the Director of Training, whose practice will generally be as follows:

- A.III.1 The Director of Training will use reasonable efforts to notify the intern of concerns in writing and invite him or her and the supervisor to meet with the Director of Training and the Executive Director to discuss the matter. The intern will be informed of their option to invite a single advocate to accompany him or her to the meeting.
- A.III.2 The Director of Training and the Executive Director will meet with the intern and the supervisor to review the concerns. During this meeting, the intern will be given the opportunity to respond to the concerns. This may resolve the matter satisfactorily for all parties. If the intern does not respond to the invitation or if he or she refuses to meet with the Director of Training and the Executive Director, the meeting will proceed without the intern, and the intern will be informed in writing of the outcome of this meeting.
- A.III.3 If the matter is not resolved as a result of the meeting described in paragraph 2 above, the supervisor, within two weeks after the meeting described above, will submit to the Director of Training a written detailed account of the concerns (including the names of any professionals or facts that support his or her account). The Director of Training will provide the intern with a copy of this written account.
- A.III.4 Within two weeks after the Director of Training has provided the intern with a copy of the supervisor's written account, the intern will be requested to submit to the Director of Training, his or her own detailed account of the concerns (including the names of any people or facts that support his or her account).
- A.III.5 The Director of Training will ask the Executive Director to review the information provided in paragraphs 3 and 4 above. If, in the opinion of the Executive Director an investigation is required, the Executive Director will ask a sub-set of the Coordination Committee to investigate the matter and to provide a summary of their findings to the Director of Training and the Executive Director. The sub-committee may proceed in two ways:
 - i. The sub-committee may find that the complaint is unsubstantiated. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the intern in writing.
 - ii. The sub-committee may find that the complaint is substantiated. The sub-committee may determine that further remedial actions should be undertaken (e.g., repeating coursework, practicum, or the internship year), or may determine that the intern is unsuited to proceed with the internship and should be required to withdraw from the program. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the intern and the relevant

academic training program in writing.

A.III.6 In the event that an intern is not satisfied with the decision outlined in step 5ii, the intern may appeal for review of the decision to the head of the department and subsequently the dean of the faculty. If the intern is not satisfied, there is a standing committee of the University Senate, the Committee on Appeals on Academic Standing, that reviews all appeals made to the Senate, the senior academic authority in the university. Such appeals are addressed to Enrollment Services.

B. Procedures to address interns' concerns about the Internship Program

School psychology interns may have concerns about features of the internship program, including supervision, placement, or evaluation. To address concerns, the program has adopted the following stepwise procedure to guide interns to successfully identify and resolve any problems that may arise:

Discuss the concern with the supervisor. If, after the initial discussions with the supervisor, the concern is not resolved, the intern will bring the matter to the Director of Training, whose practice will generally be as follows:

- B.1 The intern will be invited to meet with the Director of Training and, if the intern prefers, also the relevant third party to discuss the concern. The Director of Training will summarize the concerns in writing. If concerns are not resolved during this meeting, proceed to B2.
- B.2 The Director of Training and the Executive Director will meet with the relevant third party and the intern to review the concerns. During this meeting, the relevant third party will be given the opportunity to respond to the concerns. This may resolve the matter satisfactorily for all parties. If the relevant third party does not respond to the invitation or if he or she refuses to meet with the Director of Training and the Executive Director, the meeting will proceed without the relevant third party and the relevant third party will be informed in writing of the outcome of this meeting.
- B.3 If the matter is not resolved as a result of the meeting described in paragraph 2 above, the intern, within two weeks after the meeting described above, will submit to the Director of Training a written detailed account of the concerns (including the names of any professionals or facts that support his or her account). The Director of Training will provide the relevant third party with a copy of this written account.
- B.4 Within two weeks after the Director of Training has provided the relevant third party with a copy of the intern's written account, the relevant third party will be requested to submit to the Director of Training, his or her own detailed account of the concerns (including the names of any people or facts that support his or her account)
- B.5 The Director of Training will ask the Executive Director to review the information provided in paragraphs 3 and 4 above. If, in the opinion of the Executive Director an investigation is required, the Executive Director will ask a sub-set of the

Coordination Committee (normally the Supervision Coordinator, Program Coordinator, an administrator representative and a supervisory representative) to investigate the matter and to provide a summary of their findings to the Director of Training and the Executive Director. The sub-committee may proceed in two ways:

- i. The sub-committee may find that the complaint is unsubstantiated. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the relevant third party in writing.
 - ii. The sub-committee may find that the complaint is substantiated. The sub-committee will determine any further steps. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the relevant third party in writing.
- B.6 If either the intern or the relevant third party is dissatisfied with the decision outlined in step 5, the intern or relevant third party have the option to request a hearing directly with the Coordination Committee.

Note: At any point during the above outlined process the intern or the relevant third party has the option to invite a single advocate to accompany him or her to the meeting/s.

COMPETENCE REMEDIATION PLAN

Date of Competence Remediation Plan Meeting:

Intern:

Supervisor:

Names of All Persons Present at the Meeting:

Date for Follow-up Meeting(s):

Indicate the goal domain(s) in which the intern's competence indicators have been judged unsatisfactory:

Description of the problem(s) in each goal domain circled above:

Date(s) the problem(s) was brought to the intern's attention and by whom:

Steps already taken by the intern to rectify the problem(s) that was identified:

Steps already taken by the supervisor to address the problem(s):

<u>Goal Domain/ Essential Components</u>	<u>Problem Behaviours</u>	<u>Expectations for Acceptable Performance</u>	<u>Intern's Responsibilities /Actions</u>	<u>Supervisor's Responsibilities/ Actions</u>	<u>Timeframe for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):
 Date (s):
 In Attendance:

<u>Goal Domain Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Outcomes Related to Competence Indicator(s) (met, partially met, not met)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued and plan modified)</u>	<u>Next Evaluation Date (if needed)</u>

I (intern), _____, have reviewed the above summative evaluation of my competency remediation plan with my supervisor and the Director of Training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. *(PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).*

Trainee

Date

Director of Training

Date

Supervisor

Trainee's comments (Feel free to use additional pages):

APPENDIX B

BC SCHOOL AND APPLIED CHILD PSYCHOLOGY INTERNSHIP AFFILIATION AGREEMENT 2019-2020

The following agreement specifies the commitment to, and roles of, participating agencies (Consortium Affiliates) as members of the BC School and Applied Child Psychology Internship. By their signature on this document, a Consortium affiliate agrees to hire an intern during 2019-2020 according to the specifics in the individualized Internship Agreement.

In recognition of the fact that a single independent agency may not have the capacity to support an intern in fulfilling all of the multiple goals, objectives, and activities required by the Internship Program, Consortium affiliates agree to enter into a collaborative relationship with the express purpose of providing a portion of the intern's training needs.

The Psychoeducational Research & Training Centre (PRTC) serves as the coordinating body and host agency for the Internship Program. The Executive Director of the PRTC and the Director of Training of the Internship Program work with all agencies both individually and collectively to ensure consistency and quality of the training program across all facilities and for all interns. At the individual agency level, there is ongoing interaction between agency administrators and supervisors to further support and maintain the standards of the Internship Training Program.

A Consortium affiliate accepts the purpose and implementation of the Internship Training Program as it is defined in the *Policies and Procedures Manual*. Critical components include:

- Acknowledgement of the Psychoeducational Research & Training Centre (PRTC) as the coordinating body for the Internship Consortium and the Executive Director of the PRTC as the administrative leader
- Participation in the annual training meeting for all affiliates, supervisors, and interns held in early September
- Agreement to provide the intern with a salary commensurate with the guidelines in the individualized Internship Agreement (Appendix C)
- Agreement to provide access to qualified supervision as outlined in the Internship Agreement (Appendix C)
- Participation in the development of the Internship Plan (Appendix D) which details the activities the intern will undertake to meet the required goals and objectives
- Provision of training and resources to allow the intern to work toward implementation of the activities specified in the Internship Plan
- Participation in annual site visits initiated by the Director of Training and the Director of the PRTC that allow for feedback regarding the broad functioning of the Internship Program

- Adherence to the appeal process if there are concerns about intern performance (Appendix A)
- Participation in the annual feedback rating of the Consortium and Training Program (Appendix G)

Documentation

- The Affiliation Agreement represents the broad terms of commitment to the Internship Consortium and the relationship to the coordinating body, the Psychoeducational Research & Training Centre
- The Internship Agreement specifies the details of the administrative commitment among an individual intern, supervisor, and agency
- The Internship Plan is a working document which outlines the specific work the intern will undertake in meeting all goals, objectives, and activities of the Internship Training Program in the context of the individual agency and under supervision. The Internship Plan is intern-specific and relates only to the year of his/her internship (2014 – 2015).

Name of Agency: _____

Agency Administrator: _____

PRTC Administrator: _____

Director of Training: _____

Date: _____

This agreement applies to the 2019-2020 internship year only. Affiliation agreements are reviewed and renewed on an annual basis.

APPENDIX C

THE INTERNSHIP AGREEMENT

The Internship Agreement provides details of the roles of interns and supervisors and the compensation or release time agreements required. Note that this agreement is distinct from the contractual employment documents developed with individual interns and supervisors. Further information is available in the *Policies & Procedures Manual 2019-2020* or by contacting the Director of Training of the BC School and Applied Child Psychology Internship.

<p>Name of Agency: _____</p> <p>Name of Administrator: _____</p> <p>Phone: _____ Email: _____</p> <p>Site Address: _____</p> <p>Name of Intern: _____</p> <p>Phone: _____ Email: _____</p> <p>Name of Supervisor: _____</p> <p>Phone: _____ Email: _____</p> <p>Duration of Internship: _____</p>

Description of the Internship

The intern is required to complete a total of at least 1600 hours of supervised practice. This is typically formatted as approximately 1400 hours between September and June and approximately 200 hours during July and August.

The Internship Plan

The internship requires a breadth of experiences in a wide range of psychological services including assessment, intervention and consultation at both the individual and systems level. The agency agrees to provide opportunities to work with a diverse range of clients and to enhance professional skills in a community-based context. The nature of the internship activities and psychological services provided are defined in a detailed individualized

Internship Plan developed by the supervisor and intern in consultation with the agency administrator. Further goal-related activities requested at a placement site may be discussed with the supervisor and added to the plan. A copy of the Internship Plan is filed with both the agency administrator and the Director of Training of the BC School and Applied Child Psychology Internship.

Terms of the Agreement

Intern

Hours

Total hours minimum per week in placement site: _____OR

Days per week in placement site (specify days): _____

FTE equivalent: _____

Salary

Total monthly or per contract term (specify): _____(approximately equivalent to \$35,500 for 1.0 FTE over a 12-month period) and including holidays, sick leave and benefits, etc., as itemized below:

Title

For the period of the internship, the intern will use the title: **Psychology Intern.**

Supervisor

Hours

Total hours per week at internship site: _____OR days per week: _____

Salary (For sites hiring outside supervisors)

As determined in consultation with the supervisor and approximately equivalent to \$14,000 for an intern at 1.0 FTE: _____

OR

Release Time (For sites with supervisors on staff)

Release time for supervision duties equivalent to 0.2 FTE or one day per week for an intern at 1.0 FTE.

Administration

The intern works under the administrative control of _____(agency).

The intern is expected to follow the same daily schedule and yearly calendar as other psychology staff employed by the agency. The intern is not guaranteed employment beyond the term of the internship.

Responsibility to the Internship Training Program

The agency, the intern, and the supervisor are responsible to the training standards and criteria of the Predoctoral Internship Training Program. All parties agree to act in a manner consistent with the commitment of the Consortium as a member of the Canadian Council of Professional

Psychology Programs (CCPPP), and with the standards and criteria for internship training of the Canadian Psychological Association (CPA) as outlined in the *Policy and Procedures Manual*.

Internship Activities

Interns understand and play an integral role in the application of the agency's mission; however, interns' primary roles are as trainees. While training needs can be accommodated through service demands, those demands do not erode the full complement of training goals. Therefore, **interns do not spend more than two-thirds of their time commitment providing direct service to clients**. Other applied activities are necessary and are identified in the full statement of goals and objectives in the *Policies & Procedures Manual* as well as adapted per intern needs and agency options in the individual Internship Plan.

The Internship Plan

The full list of required activities during the internship year is included below with the acknowledgement that not all of them will apply to any single setting. At each agency, the intern will engage in the activities developed together with the supervisor, delineated in the individualized Internship Plan, and agreed upon in consultation with the agency administrator. It is the responsibility of the intern and supervisor to ensure that all activities are implemented across rotation agencies.

1. Psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning
2. Planning and implementation of an individual intervention
3. Planning and implementation of a small group intervention project
4. Participation in multi-disciplinary team(s)
5. Provision of individual, group, or systems-level consultation
6. Program evaluation
7. Case presentation including review of relevant literature
8. Participation in ethics "roundtable" activity
9. Planning and implementation of a skill-building activity with peers, site personnel or practice colleagues to disseminate an empirically-supported assessment, intervention, or consultation methodology
10. Co-Supervision of a psychoeducational assessment case and report

The Supervisor

The supervisor is a registered psychologist, with a doctoral degree, and experience in the field(s) of school psychology and/or child psychology.

The supervisor has responsibility for the professional practice of the intern and ensures that the services provided by the intern meet high professional standards, including adherence to CPA's *Canadian Code of Ethics for Psychologists* and *Practice Guidelines for Providers of Psychological Services*, and the College of Psychologists of B.C.'s *Code of Conduct*.

The supervisor(s) will provide the intern with a minimum of four hours per week of direct supervision (across agencies; three hours individual and one hour of individual or group supervision). The supervisor has professional responsibility for all casework undertaken by the intern, is identified on informed consent forms signed by parents or clients, and co-signs all written reports and case work records produced by the intern.

Site Coordinator

The site coordinator, where applicable, plays a key role in the internship experience and agrees to engage in ongoing involvement with the intern, the supervisor, and the Internship Consortium. Any concerns about the work of the intern should be discussed directly with the intern's supervisor.

Site Coordinator Signature: _____ Date: _____

Intern Signature _____ Date: _____

Supervisor Signature: _____ Date: _____

APPENDIX D

SUPERVISOR/SUPERVISEE AGREEMENT

Internship Year: _____ to _____

Name of Psychology Intern (Supervisee): _____

Name of Supervisor: _____

The purpose of this agreement is to clarify our roles and responsibilities as supervisee and supervisor.

As the supervisor:

1. In assisting you to develop your clinical skills, I agree to:
 - facilitate a positive learning environment which will enhance your professional growth and autonomy
 - work with you to apply empirically demonstrated assessment and intervention techniques
 - discuss with you the application of ethical standards and codes of conduct including diversity themes
 - concentrate on the development of your skills and help you to identify weaknesses or limitations that you will need to address
 - provide timely information about emergency procedures in critical situations for clients, and support you through any such emergency responses
 - discuss with you how best to arrange appropriate supervision for cases that may not be within my area of competency to supervise. We will determine together the appropriateness of a case, given your level of skill and my areas of competency.

2. In providing feedback, I agree to:
 - provide ongoing informal feedback
 - provide scheduled formal feedback using the *Intern Competency Evaluation* (formative and summative)

3. I agree to take steps to continually improve our relationship and my supervision practice by:
 - responding in an open and professional manner to any concerns you bring to me about the supervisory relationship and engaging in finding solutions
 - discussing specific issues arising in my supervision with you and, if unresolved, with the Director of Training

As the supervisee:

4. I agree to:
 - act in accordance with professional ethical standards and codes of conduct (CPA, CPBC)
 - observe the policies and procedures of my placement site
 - seek clarification when needed

5. I agree to provide clients with:
 - written informed consent and limits of confidentiality at initial contact; explaining informed consent and the limits of confidentiality; and noting this discussion in the client file
 - your credentials, indicating that you supervise me, that we will be discussing their assessment and intervention, and that you will be co-signing any documents or reports

6. I agree to participate in the supervisory process and specific activities, including:
 - case discussions
 - supervisor observations
 - discussion of ethical issues and related codes
 - identification of my weaknesses , with commitment to address these issues as needed
 - exploration of possible sources of counter-transference, i.e., overly positive or negative reactions to clients or their parents
 - providing feedback about supervision, including suggestions for improving the supervision experience
 - engaging with you in a professional manner regarding disagreements, differences of opinion, and conflicts in the supervisory relationship
 - being open to learning and being receptive to feedback
 - seeking consultation from others as requested or needed

7. I agree to provide timely information on:
 - problems arising in my case work or work setting
 - clients who are at high risk for harming themselves or others and how I have responded in relation to established emergency procedures

This agreement will be formally reviewed as necessary and may be revised at the request of either the supervisee or the supervisor. Revisions will be made only with the joint consent of supervisee and supervisor.

By our signatures, we, _____(supervisor)
and _____(supervisee), agree to the terms outlined in this document
and to conduct ourselves in keeping with our stated Ethical Standards and Codes of Conduct,
laws, and regulations.

APPENDIX E
BC School and Applied Child Psychology Internship:
Sample Internship Plan

Internship Dates _____

Psychology Intern _____

Internship Supervisor _____

Site Specific Goal(s):

Required Intern Activity	Intended Activity	Competence Indicators
<p>Psychoeducational or psychological assessment</p> <p>Neuropsychological assessment of children, youth, and post-secondary clients will be conducted in this internship rotation.</p>	<p>Intern will complete a minimum of 6 neuropsychological evaluations during the course of this rotation.</p>	<ul style="list-style-type: none"> • Report completed within timely manner (no more than 4 weeks) • Diagnostic criteria clearly linked to intervention/treatment recommendations • Brain-behavior relationships documented
<p>Individual intervention</p> <p>Executive functioning coaching services will be provided to postsecondary students in this internship rotation.</p>	<p>Intern will complete 13 sessions of executive functioning coaching with a minimum of 5 postsecondary students during this rotation.</p>	<ul style="list-style-type: none"> • End of coaching manual reached by 13th session • Students demonstrate competency in skills taught during sessions
<p>Small group intervention</p> <p>The postsecondary students receiving executive functioning coaching services will meet as a group every other week, for a total of 6 sessions per term.</p>	<p>Intern will complete a total of 12 group sessions with the executive functioning coaching clients.</p>	<ul style="list-style-type: none"> • End of group coaching manual reached by each 6th session • Students demonstrate competency in skills taught during sessions

Required Intern Activity	Internship Program Activities	Competence Indicators
<p>Consultation</p> <p>Consultation services will be provided to the UBC Access & Diversity staff and to UBC faculty members providing accommodations to students with disabilities.</p>	<p>Intern will complete at least 10 hours of consultation during this rotation.</p>	<ul style="list-style-type: none"> • Sets consultation goals and methods for evaluating whether these goals are reached
<p>Program Evaluation</p> <p>Evaluation of the executive functioning coaching program will be completed during this rotation.</p>	<p>The intern will collect data to evaluate the executive functioning coaching services provided.</p>	<ul style="list-style-type: none"> • Identifies measurement strategy for program evaluation • Collects data to evaluate program • Evaluates data
<p>Case presentation</p> <p>The intern will present an assessment case at the PRTC case conference.</p>	<p>The intern will present a case at the PRTC case conference.</p>	<ul style="list-style-type: none"> • Case presented with all relevant data • Intern answers questions and receives constructive criticism in a professional manner

Required Intern Activity	Internship Program Activities	Competence Indicators				
<table border="1"> <tr> <td data-bbox="73 228 680 298" style="background-color: #cccccc;">Co-supervision of assessment case/report</td> <td data-bbox="680 228 716 298"></td> </tr> <tr> <td data-bbox="73 298 680 539">A current practicum student will be co-supervised at least once during this rotation.</td> <td data-bbox="680 298 716 539"></td> </tr> </table>	Co-supervision of assessment case/report		A current practicum student will be co-supervised at least once during this rotation.		<p>The intern will co-supervise a neuropsychological assessment case of a practicum student.</p>	<ul style="list-style-type: none"> • All feedback is provided in a professional manner. • Feedback is provided in a timely manner. • Practicum student is given 1-2 goals for future report and case work.
Co-supervision of assessment case/report						
A current practicum student will be co-supervised at least once during this rotation.						

APPENDIX F

INTERN COMPETENCY EVALUATION

Intern Name: _____

Name of Placement: _____ Date of Evaluation: _____

Name of Evaluator: _____

Was this intern supervised by individuals also under your supervision? Yes No

Type of Review:

Mid-placement
review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers: _____ to _____

Please use the following rating scale in evaluating the intern on the characteristics listed below:

0=Unsatisfactory: The intern's skills reflect insufficient mastery of this competency and requires additional course-based instruction

1=Needs Improvement: The intern requires extra practice in this competency prior to leaving the program; plans to accomplish this should be included in the overall assessment summary

2=Satisfactory: The intern's skills are adequate for practice as an entry level school psychologist; the intern should continue to develop this competency with access to supervision and/or mentoring

3=Competent: The intern is ready for independent practice in this area

4=Outstanding: The intern's skills in this area are exceptionally strong; the intern could serve as a model school psychologist in this area

[N/O]=No Opportunity to Observe

TRAINING GOALS

I. PROFESSIONALISM

1. Professionalism: Professional Values and Attitudes: Interns model behaviour and comporment reflecting the values and attitudes of professional psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Monitors and independently resolves situations that challenge professional values and integrity; recognizes the need for and seeks supervisor and/or peer consultation.	0	1	2	3	4	[N/O]
1B. Deportment						
Conducts self in a professional manner across multiple settings and situations: uses appropriate verbal and non-verbal communication, demonstrates flexibility in meeting requirements of different settings and outcomes.	0	1	2	3	4	[N/O]
1C. Accountability						
Accepts personal responsibility across settings and contexts: enhances own professional productivity; holds self accountable; seeks supervisor and administrator review of quality of performance.	0	1	2	3	4	[N/O]
1D. Concern for the welfare of others						
Acts as an advocate for the welfare of others: is respectful, compassionate, pro-active, and tolerant of diversity in all domains.	0	1	2	3	4	[N/O]
1E. Professional Identity						
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice. Keeps up with advances in the profession through a broad range of continuing education activities.	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Interns demonstrate awareness, sensitivity and skills in working with diverse individuals, groups, and communities representing varied cultural and personal backgrounds, characteristics, and values						
2A. Understanding Self as Shaped by Individual and Cultural Diversity and Context (e.g., cultural, individual, and role differences, including those based on age, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status)						
Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Seeks consultation or supervision when needed.	0	1	2	3	4	[N/O]
2B. Understanding Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation.	0	1	2	3	4	[N/O]
2C. Understanding Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation. Acts as an advocate for others when needed.	0	1	2	3	4	[N/O]

2D. Applications to Practice based on Individual and Cultural Context						
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional practice. Adapts behavior and/or seeks consultation as needed. Articulates and uses an alternative and culturally appropriate repertoire of skills, techniques, and behaviors.	0	1	2	3	4	[N/O]
3. Ethical Legal Standards and Policy: Interns apply ethical concepts and demonstrate awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Models and promotes knowledge and application of the CPA <i>Code of Ethics for Psychologists, Fourth Edition</i> and the CPBC <i>Code of Conduct</i> and other relevant ethical, legal and professional standards and guidelines in multiple settings relevant to the practice of professional psychology. Seeks to prevent and resolve problems and unprofessional conduct in self and others.	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Models the identification and resolution of professional practice dilemmas using an ethical decision-making model in professional work: clinical cases, professional writings and presentations, teaching, research	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Independently integrates ethical and legal standards with all competencies; continuously monitors own performance; takes responsibility for continuing professional study and development.	0	1	2	3	4	[N/O]
4. Reflective Practice/Self-Assessment/Self-Care: Interns demonstrate personal and professional self-awareness and reflection, and appropriate self-care.						
4A. Reflective Practice						
Demonstrates reflectivity both during and after professional activity; acts upon reflection. Monitors and adjusts professional performance in multiple settings. Engages in peer and/or group consultation.	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; develops a personal plan to enhance knowledge/skills. Adjusts professional performance as situation requires. Addresses own problems, minimizing interference with competent professional functioning. Seeks continuing professional development activities.	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Self-monitors issues related to self-care and promptly intervenes when disruptions occur. Appropriately seeks consultation with supervisors and colleagues	0	1	2	3	4	[N/O]

4D. Participation in Supervision Process						
Seeks and accepts supervision, both professional and administrative as needed. Provides supervision to others as requested or required	0	1	2	3	4	[N/O]

II. RELATIONAL

5. Relationships: Interns engage in effective and meaningful interactions with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities. Effectively negotiates conflictual, difficult and complex relationships; maintains effective interpersonal relationships with clients, peers, administrators, allied professionals, and the public.	0	1	2	3	4	[N/O]
5B. Affective Skills						
Manages difficult communication; models advanced interpersonal skills. Offers and accepts feedback to and from others; maintains and promotes professional dialogue in the face of client or colleague negativity or criticism; allows, enables, and facilitates clients' exploration and expression of affectively difficult issues.	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts and applies these in multiple settings.	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analyses, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge in their practice.						
6A. Scientific Mindedness						
Values and applies scientific methods to practice. Accesses and applies scientific knowledge and skills appropriately to the solution of problems; implements appropriate methodology to address research questions. Teaches and informs others about the application of scientific methods and practice.	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates advanced knowledge of scientific bases of behaviour. Accurately evaluates scientific literature regarding clinical issues; identifies multiple factors and interactions of those factors that underlie behaviour in a variety of settings.	0	1	2	3	4	[N/O]

6C. Scientific Foundation of Professional Practice	
Independently applies knowledge and understanding of scientific foundations to practice. Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization and intervention; applies evidence-based practice and evaluates its effectiveness in relation to other theoretical perspectives. Shares knowledge and experience with others.	0 1 2 3 4 [N/O]
7. Research/Evaluation: Interns apply and/or generate research that contributes to the professional knowledge base and/or evaluate the effectiveness of various professional activities.	
7A. Scientific Approach to Knowledge Generation	
Generates knowledge. Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing appropriate research. Consults and partners with community stakeholders when conducting research in diverse communities. Seeks to share findings through professional conferences and writings	0 1 2 3 4 [N/O]
7B. Application of Scientific Method to Practice	
Applies knowledge. Evaluates practice activities; compiles and analyzes data relevant to own practice; adopts findings from research to own practice; participates in program evaluation; seeks opportunities to teach/share knowledge with peers and the broad scholarly community	0 1 2 3 4 [N/O]

FUNCTIONAL GOALS

I. APPLICATION

8. Evidence-Based Practice: Interns demonstrate the ability to integrate research and clinical expertise in their practice.	
8A. Knowledge and Application of Evidence-Based Practice	
Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. Models the integration of current research in professional practice.	0 1 2 3 4 [N/O]
9 Assessment: Interns apply knowledge and skills in the assessment and diagnosis of problems, capabilities, and issues for individuals, groups, and organizations.	
9A. Knowledge of Measurement and Psychometrics	
Selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, families, groups, and context. Seeks opportunities to teach or consult with others about the principles of measurement and their application in psychological assessment.	0 1 2 3 4 [N/O]

9B. Knowledge of Assessment Methods						
Understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and intervention planning. Stays abreast of new developments and provides training and consultation to others in various settings.	0	1	2	3	4	[N/O]
Selects and administers a variety of assessment tools appropriate to the practice site and broad areas of practice (e.g., educational and mental health settings) and integrates results to accurately evaluate presenting question	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods at Systems Level						
Applies assessment methods to the evaluation of systems issues such as program change, service effectiveness, and administrative structures	0	1	2	3	4	[N/O]
9D. Diagnosis						
Applies information from assessment process to the diagnosis of individual outcomes and needs using diagnostic criteria relevant to various settings, both educational and mental health. Applies relevant and appropriate diagnostic criteria across diverse settings	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Based on the results of assessment, independently and accurately conceptualizes the multiple dimensions of the case and develops outcome recommendations. Demonstrates the ability to teach and supervise others in this process	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner across diverse settings. Supervises others and provides constructive feedback regarding oral and/or written communication of assessment results	0	1	2	3	4	[N/O]
10. Prevention and Intervention: Interns develop prevention and intervention activities designed to promote the success and well-being of individuals, groups, and/or systems.						
10A. Knowledge of the Psychology Service Delivery Model						
Identifies need for and designs services at the primary, secondary, and tertiary levels. Provides training and/or support to others.	0	1	2	3	4	[N/O]
10B. Prevention Planning and Intervention (Universal)						
Independently develops plans for universal services with fidelity to empirical models and flexibility to adapt as needed in various settings. Trains and/or support others in application of the process.	0	1	2	3	4	[N/O]
10C. Intervention Planning and Implementation (Targeted)						

Works as team member in the planning and implementation of evidence-based interventions tailored to the specific needs of groups of students/clients in various settings.	0	1	2	3	4	[N/O]
10D. Individual Assessment and Intervention (Intensive)						
Independently develops intervention or treatment plans consistent with assessment findings in schools and other settings. Implements the plans individually or as part of a team as relevant to the setting.	0	1	2	3	4	[N/O]
10E. Intervention Implementation						
Develops case conceptualizations and intervention plans that are specific to case and context: relates theses to the educational settings and to at least one specialized population and/or interprofessional context.	0	1	2	3	4	[N/O]
10F. Progress Monitoring and Program Evaluation						
Independently evaluates treatment progress or service delivery and modifies planning, even in the absence of established outcome measures. Instructs/supports others in developing progress monitoring and program evaluation skills.	0	1	2	3	4	[N/O]
11. Consultation: Interns provide professional assistance in response to the needs of students/clients.						
11A. Role of Consultant						
Contributes specialized knowledge as a psychology consultant to both individuals and groups in various settings. Is able to assume a leadership role in developing and managing a consultation process and assuring relevant outcomes.	0	1	2	3	4	[N/O]
11B. Addressing Referral Questions						
Demonstrates knowledge of and ability to select appropriate and contextually-sensitive means of assessment/data-gathering that are focused on specific referral questions. Is able teach and supervise others in this process.	0	1	2	3	4	[N/O]
11C. Communication of Consultation Findings						
Provides effective information and direction to others in order to facilitate their understanding of assessment, evaluation, intervention and progress monitoring activities and outcomes.	0	1	2	3	4	[N/O]
11D. Application of Consultation Methods						
Draws on literature to provide effective consultative services (assessment, evaluation, intervention and progress monitoring). Is able to facilitate the development of consultation skills in others in most routine and some complex cases.	0	1	2	3	4	[N/O]

12. Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies.						
12A. Knowledge of Issues in Mental Health						
Identifies issues and needs related to the mental health and well-being of individuals, groups, and systems in multiple settings.	0	1	2	3	4	[N/O]
12B. Familiarity with a Range of Programs						
Assumes a leadership role in identifying and/or tailoring specific programs and strategies that promote the mental health and well-being of individuals, groups, and systems.	0	1	2	3	4	[N/O]
12C. Role in Implementation						
Assumes a leadership role in the development and implementation of programs and strategies to address mental health and well-being for individuals, groups, and systems.	0	1	2	3	4	[N/O]
12D. Progress Monitoring and Evaluation						
Develops and applies strategies to monitor and evaluate the effectiveness of targeted interventions with individuals, groups, and systems.	0	1	2	3	4	[N/O]

II. EDUCATION

13. Teaching: Interns are skilled in the provision of instruction, dissemination of knowledge, and evaluation of learning.						
13A. Knowledge						
Selects and adapts teaching methods and learning materials to support individual and group needs in various settings.	0	1	2	3	4	[N/O]
13B. Skills						
Demonstrates effective teaching skills; engages in ongoing reflection on teaching performance; seeks colleague/ peer feedback; relates outcomes for learners to effectiveness of instruction.	0	1	2	3	4	[N/O]
14. Supervision: Interns provide training and supervision that enhances and monitors the professional functioning of others.						
14A. Expectations and Roles						
Demonstrates knowledge of, and purposes for, the roles of supervisor and supervisee. Understands and applies ethical, legal, and contextual issues of the supervisor role, both clinical and administrative.	0	1	2	3	4	[N/O]

14B. Processes and Procedures						
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of own competency to supervise.	0	1	2	3	4	[N/O]
14C. Skills Development						
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals. Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients.	0	1	2	3	4	[N/O]
14D. Supervisory Practices						
Provides effective supervision to less advanced students, peers, or other service providers in schools and other practice settings, both individually and in groups through implementation and reporting on a supervision project during the internship year..	0	1	2	3	4	[N/O]

III. SYSTEMS

15. Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines.						
15A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; shows knowledge of common and distinctive roles of other professionals; is aware of roles of others in determining own professional and interprofessional roles; and integrates competencies and roles seamlessly into models of service delivery.	0	1	2	3	4	[N/O]
15B. Team Functioning						
Supports effective team functioning and respect for ethical values of members; facilitates discussion and interaction among team members; participates in collaborative decision making; reflects on own functioning within the team; respects team ethics, including confidentiality, resource allocation, and professionalism.	0	1	2	3	4	[N/O]
15C. Collaborative Leadership						
Advances interdependent working relationships among all participants to enable effective outcomes; facilitates effective team processes and decision making that help create climate for collaborative practice and shared leadership; applies collaborative decision-making principles; monitors and facilitates the effectiveness of processes and outcomes	0	1	2	3	4	[N/O]
15D. Interprofessional Communication						
Helps establish team work communication principles including active listening and ensuring common understanding; promotes trusting relationships among team members; effectively uses information and communication technology.	0	1	2	3	4	[N/O]

15E. Interprofessional Conflict Resolution						
Recognizes and values the potentially positive nature of conflict and knows strategies to deal with it; identifies common situations likely to lead to disagreements; works to address and resolve disagreements; helps to establish a safe environment in which to express diverse opinions.	0	1	2	3	4	[N/O]
16. Management-Administration: Interns engage in the direct delivery of services and/or the administration of organizations, programs, or agencies.						
16A. Appraisal of Management and Leadership						
Develops and offers constructive criticism and suggestions regarding management and leadership.	0	1	2	3	4	[N/O]
16B. Management						
Participates in management of direct delivery of professional services; responds appropriately within management hierarchy.	0	1	2	3	4	[N/O]
Demonstrates <i>emerging</i> ability to participate in administration of service delivery or clinical program	0	1	2	3	4	[N/O]
16D. Leadership						
Participates in system change and management structure through management of a small program team	0	1	2	3	4	[N/O]
17. Advocacy: Interns identify needs and take actions that target the impact of social, political, economic or cultural factors with the goal of promoting change at the individual, institutional, and/or systems level.						
17A. Empowerment						
Applies awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision. Intervenes to promote action on factors impacting development and functioning.	0	1	2	3	4	[N/O]
17B. Systems Change						
Demonstrates skills to implement system change at the level of classroom, school, institution, or community.	0	1	2	3	4	[N/O]

APPENDIX G

SUPERVISORY EXPERIENCE RATING FORM: PART 1

Interns complete this rating form for each primary supervisor following final evaluation from the supervisor. Responses remain anonymous and are used for program development purposes. Completed forms are submitted to the Director of Training.

CLIMATE AND STRUCTURE OF SUPERVISION				
	Marginal	Adequate	Good	Excellent
Availability of supervisor	1	2	3	4
Committed to intern's growth and development	1	2	3	4
Effective use of time in supervision	1	2	3	4
Develops sense of trust and respect	1	2	3	4
Open to exploring the supervisory relationship	1	2	3	4
Effectively resolves conflict within the supervisory relationship	1	2	3	4
Provides timely and helpful comments on the intern's competence and limitations				
Comments:				
OVERALL EVALUATION:	1	2	3	4

GOAL SETTING AND MONITORING				
	Marginal	Adequate	Good	Excellent
Establishes clear and achievable goals	1	2	3	4
Establishes realistic expectations for supervision	1	2	3	4
Helpful in maintaining focus for supervision				

Helps in selecting appropriate professional and training goals, tasks, and experiences	1	2	3	4
Is attentive to progress according to goals, tasks, and experiences	1	2	3	4
Provides helpful feedback regarding goals, tasks, and experiences	1	2	3	4
Comments:				
OVERALL EVALUATION:	1	2	3	4

FOCUS ON HUMAN RELATIONSHIPS				
	Marginal	Adequate	Good	Excellent
Provides useful feedback about my interpersonal skills	1	2	3	4
Is helpful with support/information about forming/maintaining relationships with clients	1	2	3	4
Is helpful with support/information about forming/maintaining relationships with colleagues	1	2	3	4
Is helpful with support/information on relationships involving team interactions	1	2	3	4
Comments:				
OVERALL EVALUATION:	1	2	3	4

SUPERVISOR AS RESOURCE AND INFORMATION PROVIDER				
	Marginal	Adequate	Good	Excellent
Uses a range of resources/references to encourage interns' skill development	1	2	3	4
Demonstrates knowledge and use of an effective problem solving model	1	2	3	4
Promotes awareness of ethical issues	1	2	3	4
Heightens awareness of professional issues	1	2	3	4
Demonstrates knowledge of and sensitivity to issues related to client gender, ethnicity, and other individual differences	1	2	3	4
Demonstrates knowledge of and sensitivity to issues related to client problems	1	2	3	4
Comments:				
OVERALL EVALUATION:	1	2	3	4

THE SUPERVISORY RELATIONSHIP				
	Marginal	Adequate	Good	Excellent
Extent of learning from the relationship	1	2	3	4
Extent to which supervisory relationship enhanced my competence in my work	1	2	3	4
Extent to which supervisory relationship addressed my professional issues	1	2	3	4
Extent of trust	1	2	3	4
Comments:				
OVERALL EVALUATION:	1	2	3	4

SUPERVISORY EXPERIENCE RATING FORM: PART 2

Interns complete this rating form for each primary supervisor following final evaluation from the supervisor. Responses are discussed with the supervisor and signed by both intern and supervisor. Completed forms are submitted to the Director of Training and are used for program development purposes.

Overall, my supervisor's strengths include:

I wish I had gotten more:

I wish I had gotten less:

Intern

Supervisor

Date

APPENDIX H

**INTERNSHIP PROGRAM SAMPLE FEEDBACK FORM
Feedback Request 2019-2020**

Dear Internship Program Participant:

Every year at this time, we seek feedback on the function and operation of the BC School and Applied Child Psychology Internship to help guide our planning in the future. Your experience and reactions are important to us as we seek to align our process and your needs. Please take a few minutes to respond to the following; we will make our findings available in the fall newsletter.

Please identify yourself:

- Administrator (District or Institution Level)**
- Administrator (School-Based)**
- Intern**
- Supervisor**

Use the ratings below to respond to all items that are relevant to you on the basis of your position or placement and experience with the Internship Program this school year (2019/2020). Interns or supervisors in multiple placements are asked to copy this form and respond separately for different field sites and/or persons. Please add any comments you may wish.

NOTE that Goal IIA is for Administrators only; Goal V is for Interns and Supervisors only.

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Goal I. Promote recognition of the professional title and role of *School Psychology Intern*

Response

I.1	The title <i>Psychology Intern</i> is appropriate in this setting.	
I.2	Administrators are aware of and endorse the role of the intern in this setting.	
I.3	School/agency colleagues are supportive of the role of the intern.	
I.4	Parents and students are comfortable working with a school psychology intern.	
I.5	The services provided by the intern contributed effectively to the practice of school psychology in this setting.	

	Comments:	
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Goal II. Create and sustain dedicated intern positions in school districts and agencies

A. Administrators Only

As an administrator, would you support future placement of interns in your jurisdiction?

- Definitely _____
- Conditionally _____
- Unlikely _____

What contractual and/or financial constraints impact your ability to hire an intern?

B. All Respondents

Response

II.1	Internship Program staff were available as needed or requested.	
II.2	Internship Program requirements and expectations for the role of the intern were made clear.	
II.3	Internship Program requirements and expectations for the role of the intern are workable in this setting.	
II.4	Caseload expectations were appropriate at an internship level of training.	
	Comments:	

Goal III. Support and enhance the work of the intern

		Response
III.1	The intern is accepted as part of a group of professional colleagues: e.g., school psychologists, teachers, school based teams, and other relevant persons in this setting.	
III.2	The intern has an assigned working space for his/her exclusive use.	
III.3	The intern has access to materials and equipment as needed.	
III.4	Access to supervised time was sufficient to meet the learning needs of the intern.	
III.5	The intern has had opportunities to provide school psychologist services beyond individual assessments of students (e.g., consultation, individual/small group intervention).	
III.6	The intern was sufficiently well prepared to begin the internship in September.	
III.7	At this time of year (mid May) the intern is demonstrating entry-level competence to work independently as a school psychologist.	
	Comments:	

Goal IV. Provide access to and support for highly qualified supervisors

		Response
IV.1	The supervisor is knowledgeable about the practice of school psychology relevant to this setting.	
IV.2	The supervisor kept in contact with the relevant administrator in this setting.	
IV.3	The supervisor was available for a minimum of two hours weekly for individual supervision.	
IV.4	The supervisor provided relevant, constructive feedback.	
IV.5	The degree of supervision is sufficient to allow the intern to perform job duties effectively.	
	Comments:	

Goal V. Foster ongoing professional development and dialogue among interns, supervisors, and experts in areas of practice: the Friday Professional Development Program

Interns and Supervisors Only

		Response
V.1	The didactic component of the Friday Professional Development Program has been instructive and relevant to the practice of school psychology.	
V.2	The didactic component of the Friday Professional Development Program has been helpful in broadening knowledge beyond daily practice in the field.	
V.3	The Friday Professional Development Program provided opportunities for collegial contact among interns and supervisors.	
V.4	Case study discussions provided an effective and constructive means to support interns' practice.	
V.5	The Friday Professional Development Program provided access to secondary and group supervision.	
	Comments:	

From the entire Internship Program faculty, we thank you for taking the time to complete this feedback form. Please use the enclosed addressed and stamped envelope to return this to our office immediately so that we can incorporate responses into our planning and reporting for next year.