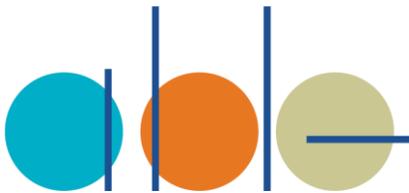


BC SCHOOL AND APPLIED CHILD PSYCHOLOGY INTERNSHIP PREDOCTORAL INTERNSHIP TRAINING PROGRAM GUIDE 2019-2020

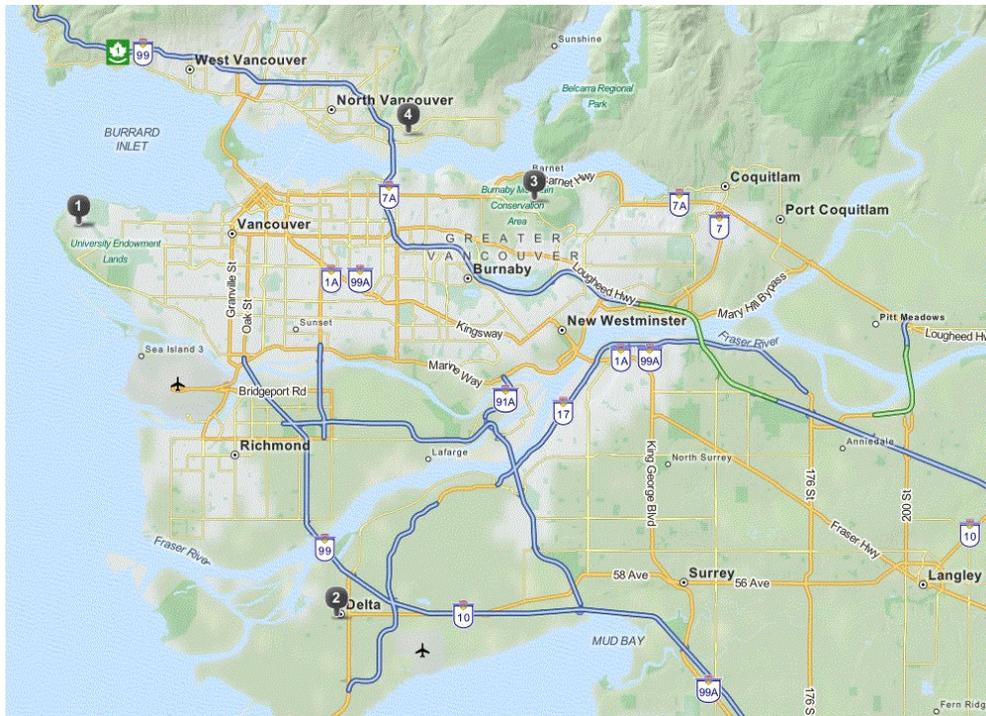


INTRODUCTION TO GREATER VANCOUVER

We welcome your interest in the BC School and Applied Child Psychology Internship. In the pages that follow you will find key information about the Internship Program for predoctoral students for 2019-2020. Please note that more comprehensive information is available in the *Policies and Procedures Manual*.

Greater Vancouver occupies the southwest corner of mainland British Columbia, Canada. It consists of 21 municipalities and is the most densely populated regional district in the province. The broad area includes 11 colleges or universities; many regional hospitals as well as the BC Children’s Hospital and Sunny Hill Health Centre for Children, the BC Cancer Agency, and the BC Women’s Hospital; 12 school districts; 59 Child and Youth Mental Health Centres; and numerous specialty services and provincial resource centres for children and youth with special needs such as learning disabilities, autism, and sensory disabilities. We are a culturally and linguistically diverse community with large populations of Asians, South Asians, and Aboriginal groups. Intake centres to assess language learning needs and plan support for immigrants and refugee families exist in many school districts.

The Vancouver area is known for its “sea-to-sky” physical beauty, temperate coastal climate, dedicated city bicycle routes, and access to parks and beaches that appeal to recreation-loving residents and visitors alike. We boast year-round access to sailing, golfing, running, hiking, and mountain sports. Three ski hills are visible from downtown Vancouver and are accessible within 30-40 minutes, while the world class Whistler Ski Resort is a scenic hour-and-a-half drive north along the coast.



Contents

Greater Vancouver

2019 – 2020 Internship Placements

Consortium Affiliates

- PRTC Neuropsychological Assessment Clinic
- ABLE 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

The Pre-Doctoral Internship Training Program

- Mission Statement
- Key Commitments (Intern, Supervisor, Professional Development)
- Goals/Competence Indicators

Training Experiences

- Rotations
- Required Training Activities
- Advanced Skills Training Program
- Supervision/Evaluation

Eligibility/Applicant Qualifications

Selection Process

- APPIC Match

2019 – 2020 Internship Placements

Pre-doctoral intern placements are in a variety of settings ranging from a university disability centre, to mental health centres, schools, and assessment clinics in the lower mainland. Intern competencies are evaluated across 17 goal areas including assessment, prevention & intervention, consultation, research & program evaluation, teaching, and systems change.

Placements for 2019 – 2020 include the following:

APPIC #186511 – Neuropsychology and Neurodevelopmental Position

PRTC Neuropsychological Assessment Clinic — 0.4 FTE (2.25 days per week; September 1 — August 31)

ABLE Developmental Clinic –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 — 0.4 FTE (2.25 days per week; September 1 – August 31)

UBC Access & Diversity Office/PRTC Adult Assessment Clinic — 0.4 FTE (2.25 days per week; September 1 – August 31)

APPIC #186513 – School-Based Psychological Services Position

Metro Vancouver School Placement — 0.4 FTE (2.25 days per week; September 1 – June 30)

Kenneth Gordon Maplewood School — 0.4 FTE (2.25 days per week September 1 – June 30)

PRTC Child and Youth Assessment Clinic — 1.0 FTE (4.5 days per week; July 1 – August 31)

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. 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.

Currently, the Internship Program consists of three tracks, each offering one internship position.

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. Dr. 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.

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 two 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 site coordinator and primary 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.

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.

THE PRE-DOCTORAL INTERNSHIP TRAINING PROGRAM

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.

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.

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.

TRAINING EXPERIENCES

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

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

Duration	Placement Site/Agency	Time Commitment
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September 1 – August 31	APPIC #18611 - Neuropsychology and Neurodevelopmental Position PRTC Neuropsychological Assessment Clinic ABLE 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 (4.5 days per week)

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

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 DIDACTICS

A series of meetings and workshops will be provided to provide group supervision, skill development, and enrichment opportunities for interns. Advanced skills workshops will be offered for assessment, intervention, and consultation, as well preparation for the next steps in the interns' careers.

SUPERVISION/EVALUTION

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 work together with interns and site coordinators to develop the internship plan which guides the activities and commitments of the intern within each rotation. Supervisors make themselves available to interns and administrators on an ongoing basis through direct discussion, email, or telephone contact.

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.

Evaluation of Intern Performance

Direct responsibility for the evaluation of interns lies with the primary supervisor. Each intern is evaluated in reference to the individualized activities developed in their individualized internship plan as referenced to the Internship Program goals and objectives.

Evaluations occur twice during the internship year: a formative evaluation mid rotation (usually at the end of January) and a summative evaluation (usually the end of June). When a rotation placement involves other than a 12-month term, as in the Child & Youth and Adult Assessment Clinics, the evaluation times are adjusted accordingly.

ELIGIBILITY/APPLICANT QUALIFICATIONS

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).

SELECTION PROCESS

APPIC MATCH

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