

The B.C. School Psychology Internship Consortium

Master's Internship Training Program

POLICIES & PROCEDURES MANUAL

2018 – 2019



**BC School Psychology
Internship Program**

Psychoeducational Research & Training Centre
Department of Educational & Counselling Psychology,
& Special Education
Faculty of Education
University of British Columbia

Table of Contents

	Page Number
Part One:	
The BC School Psychology Internship Consortium	
Introduction	4
Philosophy	5
Orientation	5
Organizational Structure	
Consortium Training Committee	6
Administrative Support Staff	6
Location	7
Consortium Affiliates	8
Interns & Placements 2017-2018	8
Authority and Responsibility in Internship Placements	9
Part Two:	
The Master’s Internship Training Program	
Mission Statement	10
Key Commitments	
Interns	10
Supervisors	10
Extended Professional Development	11
Relationship to the UBC School Psychology Master’s Training Program	11
Pre-Internship Requirements	12
Recent & Current Intern Placement Sites	12
Intern Competence Indicators	13
Training Activities	14
Case Conceptualization and Problem Presentation	15
Advanced Skills Training Program	16
Procedures for Due Process, Remediation, and Appeal	17
Competency Remediation Plan	20
Program Evaluation	20
Part Three: The School Psychology Intern	
Role Identification as “School Psychology Intern”	21
Overview of Requirements and Procedures for Interns	21
The Internship Agreement	22
The Supervisor/Supervisee Agreement	22
The Internship Plan & Summary Activities Report	22
Goals and Objectives: Intern Competence Indicators/Rating Form	22
The Log of Supervised Professional Activities	23
Evaluation of the Supervisory Experience	23
Criteria for Completion of the Training Program	23

Part Four: The Internship Supervisor	
Overview of the Internship Supervisor	24
Role Definitions	
Supervisors	25
Primary Supervisors	25
Additional Supervisors	25
Development of the Internship Plan	26
The Practice of Supervision	26
Evaluation of Interns	27
Supervisors as Professional Ambassadors	27
Participating Supervisors 2016 – 2017	27
Part Five: The Agency Administrator	
Site-Based Leadership	28
Support for the Role of School Psychology Intern	
Promotion	29
Informed Consent	29
Contacts	30
Training Program Evaluation	30
Appendices	
A. Internship Agreement	31
B. Supervisor/Supervisee Agreement	36
C. Internship Plan & Summary Activities Report	38
D. Goals and Objectives: Intern Competence Indicators/Rating Form	41
E. Supervisory Experience Rating Form: Part 1	49
Supervisory Experience Rating Form: Part 2	52
F. Competence Remediation Plan	53
G. Sample Feedback Forms	58

<p style="text-align: center;">PART ONE: THE BC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM</p>

INTRODUCTION

The **BC School Psychology Internship Consortium** (hereafter referred to as the Consortium) was initially developed, and members solicited, through a single coordinating site in the Psychoeducational Research & Training Centre in the Faculty of Education at the University of British Columbia. The Consortium was developed in conjunction with the UBC school psychology graduate program with the purpose of identifying placement sites for interns, at both master's and doctoral levels, and ensuring common standards for practice and outcome competencies within the internship experience. In effect, a form of internship program has existed since 2008 with ongoing growth and development leading to the recognition of two distinct internship training programs: one master's and the other pre-doctoral.

For 2018-2019, the Master's Internship Training Program (**hereafter referred to as the Training Program**) consists of placement sites in public and independent schools and agencies, coordinated through the Psychoeducational Research & Training Centre (PRTC) at UBC. Affiliated agencies work cooperatively with the Director of the PRTC and the Director of Training to ensure common acceptance of, and adherence to, the policies and procedures of the Training Program as they are laid out in this *Manual*.

The Psychoeducational Research & Training Centre, as the coordinating agency, establishes a cooperative relationship with and among all Consortium agencies and assumes responsibility for coordinating the development of policies and procedures, including agreements with participating agencies, and coordination of intern recruitment and placement.

PHILOSOPHY

The practice of school psychology spans a broad range of services including prevention, assessment, and intervention for individuals, groups, and systems in educational, health, and social services settings. School psychologists, applying a scientist-practitioner model, are committed to using empirically-based procedures, and to monitoring the effectiveness of all aspects of their work as reflected in outcomes for their clients and the systems in which they work.

ORIENTATION

The Role of the School Psychologist

The Consortium is committed to highlighting the role of the professional school psychologist in working with interdisciplinary teams and diverse populations where the focus of service delivery is on prevention, assessment, and interventions that support the educational needs, mental health, and well-being of diverse clients.

Agency Affiliates

The viability of an internship program hinges on access to placements for interns. This can be challenging in terms of building capacity for ongoing access to positions. The Consortium is committed to sustaining and increasing internship placement sites throughout the metro Vancouver, lower mainland and Vancouver Island. Components of this goal include:

- soliciting conceptual support for the role of intern from relevant administrators (e.g., Directors of Student Services and Human Resources) and professional groups (e.g., BC Council of Administrators of Special Education, BC Association of School Psychologists, and College of Psychologists of British Columbia);
- ensuring that there is financial support for program staffing and for school and clinic settings needing to hire qualified supervisors;
- seeking a variety of placement sites to meet interns' interests and professional needs; and
- creating and sustaining 10-month internship positions within schools and other educational settings.

Recruitment

The Consortium recognizes the potential of a vibrant internship training program in attracting competent persons to positions in educational settings. The Consortium plays an important role in recruiting and ultimately retaining highly qualified school psychology practitioners throughout B.C.

ORGANIZATIONAL STRUCTURE

CONSORTIUM TRAINING COMMITTEE

Role

The work of the 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 Consortium. The committee also serves a critical role in reviewing the effectiveness of the Training Program and is the final authority for the appeal process for interns.

Participants

The Training Committee consists of a representative from each of the participant groups: supervisors, agency administrators, and interns; as well as the Director of Training and the Executive Director.

Supervisor Representative: Ted Wormeli, R Psych

Agency Administrator Representatives: Jennifer Tong, Director, Catholic Independent Schools Vancouver Archdiocese; Adam Bauman, Director of Instruction, North Vancouver SD

Intern Representative: TBA

Member-at-Large: Barbara Holmes, R.Psych., Former Director of Training

ADMINISTRATIVE SUPPORT STAFF

Director of Training (DoT)

Rachel Weber, PhD, R Psych

Rachel.weber@ubc.ca

The role of Director of Training includes responsibility for the operation of the Training Program, the function of the 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 Internship Training Program in the professional community.

Professional Practice Leader

TBA

The Professional Practice Leader provides clinical and professional practice leadership for delivery of and training in multi-faceted psychoeducational assessment and intervention services at the PRTC and serves as the chief psychologist for the Training Program. The Practice Leader is involved in the planning, coordination, development, delivery, supervision and administration of PRTC clinical services as the host agency for the Internship Consortium. The PPL normally develops ongoing clinical training activities through the Advanced Skills

Training component of the Training Program and has primary responsibility for development of the PRTC Clinics' *Annual Report*.

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

Neville Scarfe building, 2125 Main Mall, Suite 1100

Telephone 604-827-4433 or 604-822-1364: Fax 604-822-9097

CONSORTIUM AFFILIATES

The Consortium is currently affiliated with school districts, independent schools, and service agencies in British Columbia. Affiliates embrace the policies and procedures outlined in this *Manual* and work together under the leadership of the PRTC, as coordinating agency, and the Director of Training to provide a quality Training Program for interns. Individualized internship plans, developed by the intern and supervisor in collaboration with the agency administrator, support each intern in meeting all of the goals, objectives, and activities required by the Training Program over the course of the internship year.

INTERNS & PLACEMENTS 2018-2019

Intern	Placement
Jovana Durica	Catholic Independent Schools (CISVA)
Stephanie Martin	Catholic Independent Schools (CISVA)
Nathalie Sagar	Catholic Independent Schools (CISVA) & Kenneth Gordon Maplewood School
Rochelle Picardo	Provincial Outreach Program for Autism and Related Disorders - Delta SD #37
Alexandra Ruddy	Maple Ridge –Pitt Meadows School District #42
Ryan Paddack	Langley School District #35
Sophie Cooper	Surrey School District #36
Rachel King	North Vancouver School District #44
Carolyn Taylor	North Vancouver School District #44
Meagan Murphy	Vancouver School District #39

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 School Psychology Internship Consortium.
- Interns are required to enroll in a UBC training program course for the internship (EPSE 589 during Winter terms 1 & 2 and Summer Term 1). The Executive Director is responsible for ensuring consistency between the internship training program and the requirements of the UBC school psychology graduate program.
- 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 or Learning Services is usually the administrative authority for school psychologists. In independent schools, there may be a student services director or the individual school principal may be administrative authority.
- 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.
- Classroom teachers carry broad responsibility for the instructional program and the evaluation of all students enrolled in their classes. For many students, classroom teachers rely on the additional help of learning assistance teachers, counselors, speech language pathologists, school psychologists, special education assistants, child care workers, and others to support multiple student needs. Because of the nature of teamwork both within schools and with parents and families, student success is a shared goal between school and home.
- 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. Supervisors ensure that interns are fulfilling the activity agreements in the Internship Plans; and complete two written evaluations, formative and summative, for each intern.

PART TWO: THE MASTER'S INTERNSHIP TRAINING PROGRAM

MISSION STATEMENT

The Training Program model is based on a developmental process that supports interns in navigating the critical continuum from knowledgeable student to competent, autonomous practitioner. We facilitate this transition drawing on our core commitments to:

- a variety of placements in schools and agencies,
- guided activities to meet expectations across a comprehensive range of competencies,
- supervision by highly qualified and experienced professional psychologists,
- a 10-month program to provide advanced skills training in areas relevant to the broad practice of school psychology, and
- participation in periodic group supervision sessions.

We recognize the interrelatedness of all participants including site administrators, supervisors, interns, and university training program faculty members. Our integrated model supports the vision of school psychology as a team/community-oriented profession with a focus on serving children, youth, and adults with diverse needs in multiple settings.

KEY COMMITMENTS

Interns

The training program has a broad range of supports in place for interns including development of an individualized internship plan; daily access to supervisors; weekly one-on-one supervision sessions; collegial didactic and group supervision activities within the Advanced Skills Training Program; 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 registered psychologist or certified school psychologist) who serves as the primary supervisor. In cases where schools or agencies do not have access to qualified supervisors among their staff, the Consortium assists the hiring agency in identifying a qualified supervisor.

Each intern has access to more than one qualified supervisor. The Training Program engages all supervisors together with other qualified professional school psychologists in structured group supervision activities and discussions on a frequent basis as part of the Advanced Skills Training Program.

Extended Professional Development

Participation in the Advanced Skills Training Program series (p. 16) is required for all interns and recommended for supervisors. Workshops are made available to other students, faculty members, and colleagues in the practice of school and counselling psychology. The emphasis is on providing training experiences to enhance practice and broaden the repertoire of skills for application in the practice of psychology in schools and other settings.

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 normally offer some financial support and/or release time for interns to participate in these activities.

RELATIONSHIP TO THE UBC SCHOOL PSYCHOLOGY MASTER'S TRAINING PROGRAM

The Internship Training Program commits to placing master's interns from the host graduate academic program at UBC. Most interns seek placements in the Metro Vancouver area or on Vancouver Island. Interns who may wish to serve their internship in other jurisdictions (e.g., Ontario) are supported in this request and contact is maintained with the affiliated school district or agency throughout the internship year. Interns typically maintain involvement in the advanced skills training activities in person (for those in the lower mainland) and via electronic means when direct access is not feasible. When this is not feasible, interns develop an individual professional development plan as part of their internship plan.

For each intern, every effort is made to individualize training opportunities to suit the particular interests and needs of the intern, and to provide supervision to support effective service delivery and increasing professional autonomy. Each intern is involved in the development of an internship plan to reflect their individualized path to meeting the goals, objectives, and activities required by the Training Program over the course of the internship year.

PRE-INTERNSHIP REQUIREMENTS

To be eligible to begin the internship, students must have:

- successfully completed all required academic coursework and practicum experiences in their training program,
- demonstrated an understanding of, and commitment to uphold, the ethical principles of the Canadian Psychological Association (CPA), the College of Psychologists of British Columbia (CPBC), the National Association of School Psychologists (NASP), and the BC Association of School Psychologists (BCASP), and
- gained approval of their thesis proposal if seeking the Master of Arts degree where the thesis is a program requirement.

RECENT & CURRENT INTERN PLACEMENT SITES

ABLE Developmental Clinic (North Vancouver)
Asante Centre (Abbotsford)
Catholic Independent Schools Vancouver Archdiocese (Abbotsford, Burnaby, North Vancouver, Port Coquitlam, Richmond, Surrey, Vancouver)
Conseil Scolaire Francophone (province-wide)
Douglas College, Centre for Students with Disabilities
Island Catholic Schools (Duncan, Victoria)
Jewish Independent Schools (Richmond, Vancouver)
Provincial Outreach Program for Autism and Related Disorders (POPARD)
Psychoeducational Research & Training Centre Assessment Clinics, Faculty of Education, UBC
Public School Districts (Burnaby, Chilliwack, Cowichan Valley, Delta, Greater Victoria, Langley, Maple Ridge/Pitt Meadows, Nanaimo, Richmond, Regina Catholic Schools, Regina Child and Family Services, Sunshine Coast, Sooke, Surrey, Sooke, York Region in Ontario, Vancouver, Coquitlam)
Simon Fraser University, Centre for Students with Disabilities
Society of Christian Schools of BC (Burnaby, Richmond, Surrey)
Khals Schools (Surrey)
The Wishing Star: Lapointe Developmental Clinic (Surrey)

INTERN COMPETENCE INDICATORS (Appendix D)

The goals and objectives of the Training Program reflect adaptations of the APA Competency Benchmarks for Professional Psychology, the Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada, the former doctoral internship evaluation criteria of the UBC School Psychology Training Program, the Canadian Interprofessional Health Collaborative, and the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services. They also reflect a Training Program commitment to the promotion of mental health and well-being in practitioners' skill development.

Foundational Goals

- Goal 1 Professional Values and Attitudes: Interns model behaviour and comporment that reflect the standards of practice for professional school 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 best practice and 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 engage in appropriate self-care.
- Goal 5 Relationships: Interns relate effectively and meaningfully 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.

Functional Goals

- Goal 7 Evidence-Based Practice: Interns integrate research and clinical expertise in schools and other settings.
- Goal 8 Assessment: Interns are skilled in the assessment and diagnosis of problems, capabilities, and issues for individuals, groups, and/or organizations.
- Goal 9 Prevention and Intervention: Interns develop prevention and intervention activities designed to promote the success and well-being of individuals, groups, and/or systems.

- Goal 10 Consultation: Interns provide professional assistance in response to the needs of students/clients.
- Goal 11 Mental Health and Well-Being: Interns participate in supporting mental health and well-being through awareness and/or implementation of evidence-based programs and strategies.
- Goal 12 Supervision: Interns participate in supervision as a means of enhancing and self-monitoring professional practice.
- Goal 13 Interprofessional Systems: Interns effectively identify and interact with professionals in multiple disciplines.

TRAINING ACTIVITIES

The list below defines required activities or projects intended to ensure that interns meet all goals and objectives. Interns and their supervisors 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 placement to another, the comprehensive internship plan ensures that all required training activities are detailed and implemented for each intern. During the year, each intern documents involvement in the training activities and submits the Summary Activity Report as part of the completion requirements for the Internship Training Program (see Appendix C).

Field-Based Activities

1. Participate in school-based teams, referral teams and/or agency consultation teams
2. Conduct individual psychoeducational assessments that demonstrate a broad knowledge of assessment tools as well as application of the CHC model and cross-battery approach
3. Prepare comprehensive written reports that:
 - include relevant background and referral information,
 - summarize and integrate assessment findings,
 - apply DSM-5 and Ministry of Education (as relevant) diagnostic and identification criteria, and
 - include links to intervention, treatment planning, and outcome monitoring
4. Engage in a Response to Intervention activity: consultation, direct delivery of service, and/or progress monitoring
5. Engage in activities at all three tiers of prevention/assessment/intervention:
 - 5.i Tier One (Universal/Large Scale):
Participate in systems-level consultation and planning
Implement a school- or agency-wide assessment, screening, or intervention activity
Evaluate and report on outcomes using data-based, progress monitoring procedures

- 5.ii Tier Two (Group):
Participate in small group or class-wide consultation and planning
Implement a small group or class-wide assessment, screening activity, or intervention activity
Evaluate and report on outcomes using data-based, progress monitoring procedures
- 5.iii Tier Three (Individual):
Plan and implement an individual intervention (in consultation with school-based or agency teams)
Apply data-based, progress monitoring procedures to evaluate the success of the intervention and to adjust it as needed
Report to team on an ongoing basis
- 6. Provide professional services to students with diverse needs and from diverse backgrounds (e.g., language, culture, learning, and social-emotional needs)
- 7. Investigate and report on a mental health service, program or activity that is a resource for students or clients within the school system or in the broader community
- 8. Engage in weekly supervision sessions, including preparation for and active engagement in discussions

Advanced Skills Training Program Activities

- 9. Working with supervisor and agency administrator(s), complete and submit:
 - Internship Agreement(s) (Appendix A)
 - Supervisor/Supervisee Agreement(s) (Appendix B)
 - Internship Plan (Appendix C)
- 10. Attend all scheduled didactic sessions and actively participate in scheduled group supervision activities
- 11. Prepare and present case conceptualization (n=3) and case problem presentations (n=2), and contribute to peer consultation, and discussion of presentations
- 12. Prepare and present a final integrated case study with supporting research
- 13. Identify an issue that raises an ethical dilemma and report on how it was managed/resolved
- 14. Attend professional workshop, conference, and/or other professional development activities
- 15. Submit the Supervisory Experience Rating Form(s), Parts 1 & 2
- 16. Submit the Internship Training Program Feedback Form
- 17. Submit the Activities Summary Report (Appendix C)

CASE CONCEPTUALIZATION and PROBLEM PRESENTATION

The Training Program includes a series of case conceptualization and problem presentation activities and assignments to enhance the clinical and professional presentation skills of interns. The purpose is to create a culture of reflective practice and to share the development of skills

through a group process involving both interns and supervisors. The enrichment of exposure to the total supervisory group is a valuable asset in encouraging a broad approach to learning.

ADVANCED SKILLS TRAINING PROGRAM

The Advanced Skills Training Program consists of a series of meetings and workshops to extend skill development and enrichment opportunities for interns. Following is a tentative schedule for 2018-2019.

Date	Topic
September 7, 2018	Consortium Orientation Meeting: Interns & Supervisors Introduction to Case Conceptualization/Group Supervision
September 14, 2018	Policies, Procedures & Guidelines for Special Education in BC
September 28, 2018	Mental Health First Aid Training Part 1
October 5, 2018	Mental Health First Aid Training Part 2
October 19, 2018	Provincial Pro-D Day
November 2, 2018	Applied Skills Workshop: Assessments, Referrals and Caseload Group Supervision: Case Conceptualizations
November 13-16, 2018	BC Association of School Psychologists (BCASP) Annual Conference
November 30, 2018	Ethics and Jurisprudence Roundtable Discussion Group Supervision: Case Conceptualizations
December 14, 2018	Mental Health Promotion: Primary and Secondary Prevention in Schools Group Supervision: Case Conceptualizations
January 25, 2019	Working with Special Populations Group Supervision: Case Conceptualizations
February 22, 2018	Advanced School Psychology practice Group Supervision: Case Progress Roundtable
February 26- March 1, 2019	National Association of School Psychologists (NASP) Annual Convention, Chicago
March 8, 2019	Providing School Psychology Services to Refugee and Immigrant students, and English Language Learners
March 18-April 1, 2019	Two-week School Spring Break (dates vary)
April 12, 2019	Mental Health Services in school community Group Supervision: Problem-based Case Presentations
April 26, 2019	Advanced Skills Workshop: School Neuropsychology Group Supervision: Problem-based Case Presentations
May 17, 2019	Working with Special Populations Group Supervision: Problem-based Case Presentations
May 31 – June 2, 2019	Canadian Psychological Association Annual Convention (Halifax)
June 7, 2019	Group Supervision: Final Integrated Case Presentations (Intern and Supervisor)
June 21, 2019	Group Supervision; Evaluation Year End Lunch

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" (Dufrene & Henderson, 2009). The plan for remediation should meet the following criteria:

A.II.1 be completed in consultation with the Director of Training;

A.II.2 be in the form of written communication to the intern, using the Competence Remediation Plan (Appendix H);

A.II.3 outline specific behaviours and goals, including criteria for successful remediation; and

A.II.4 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 in a timely manner, 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 (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 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 ii above, the intern may appeal on one occasion, for review of the decision by a second sub-committee to be identified by the Director of Training.

A.III.7 Consistent with the appeals processes available to students of the university as stated in the Academic Calendar: Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably an instructor, and progress to the head of the department concerned and then to the dean of the faculty. 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. The Calendar details the policies and procedures of this Committee.

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

School psychology interns may have concerns about features of the internship consortium or training program, including supervision, placement, or evaluation. To address concerns, the Consortium 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 intern and any relevant third party and 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 in a timely manner, 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.

References:

Dufrene, R. L. & Henderson, K. L. (2009). A framework for remediation plans for counseling trainees. In G. R. Walz, J. C. Bleuer, & R. K. Yep (Eds.), *Compelling counseling interventions: VISTAS 2009* (pp. 149-159). Alexandria, VA: American Counseling Association.
School of Social Work. University of British Columbia. Student Handbook. 2011-2012.

COMPETENCY REMEDIATION PLAN (Appendix H)

The Competency Remediation Plan is one component of procedures to address concerns about intern performance.

PROGRAM EVALUATION (Appendix I: Sample Feedback Forms)

Annually, in May/June, feedback is solicited from all participants in the Consortium and Training Program: administrators, interns, and supervisors. Results are analyzed and used in program review and development.

<p style="text-align: center;">PART THREE: THE SCHOOL PSYCHOLOGY INTERN</p>
--

ROLE IDENTIFICATION as “SCHOOL PSYCHOLOGY INTERN”

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

OVERVIEW OF REQUIREMENTS AND PROCEDURES FOR INTERNS

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 are employed for the equivalent of 4 days per week (0.8 FTE) over the course of one school year (September 1 to June 30) under the supervision of qualified psychologists.
- Interns log a minimum of 1200 hours of supervised professional experience over the course of their internship. [Graduates seeking registration with the College of Psychologists of BC are required to complete an additional 400 hours of supervised practice (total = 1600 hours). This may apply to licensure in other jurisdictions as well.]
- Interns spend at least 30% and not more than 50% of their time in any of the primary school psychologist activities: assessment, prevention/intervention, and consultation. At least 30% of the intern’s time must be spent in direct professional service to clients.
- Interns may spend up to 30% of the total time in secondary professional or support activities: scoring and/or report writing, or gathering information about the client, but not in the actual presence of the client; activities outside direct client contact but still focused on the client/patient (e.g. chart review, writing process notes, consulting with other professionals about cases, video/audio tape review); planning interventions, assessment interpretation and report writing; professional development activities and time spent in didactic training (e.g. case presentations, seminars, or in-service training).
- The minimum amount of supervision provided is 2 hours per week of regularly scheduled face-to-face supervision.
- Because the internship is a training experience, it includes additional structured learning activities. An average of 2 hours per week (in addition to the 2 hours of individual supervision) is spent by the intern in scheduled learning or didactic activities. The Advanced Skills Training Program contributes to this requirement. Other activities may include: seminars dealing with professional issues, in-service professional development training, and case conferences.

THE INTERNSHIP AGREEMENT

(Appendix A)

The Internship Agreement outlines the relationship among the agency administrator, 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 administrator to complete the document prior to the commencement of the internship and submit it to the Director of Training.

THE SUPERVISOR/SUPERVISEE AGREEMENT

(Appendix B)

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 & SUMMARY ACTIVITIES REPORT

(Appendix C)

The Internship Plan is completed jointly by the intern, the primary supervisor, and the agency administrator. It is a working document that serves to operationalize the objectives statements in terms of activities to be undertaken by the intern, and to define competence indicators that represent achievement of each objective. Interns, supervisors, and agency administrators work together to add specific activity plans relevant to the internship setting and the learning needs of the intern.

GOALS and OBJECTIVES: INTERN COMPETENCE INDICATORS/RATING FORM

(Appendix D)

The work of the intern is guided by a comprehensive list of goals, objectives, and competencies which are defined within the context of the specific agencies and reflected in the Internship Plan.

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.

THE LOG OF SUPERVISED PROFESSIONAL EXPERIENCE

Interns use the APPIC log to record their 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.

EVALUATION OF THE SUPERVISORY EXPERIENCE

(Appendix E: Supervisory Experience Rating Form)

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 developed in the individual Internship Plan and described in the Summary Activities Report (Appendix C).
2. Supervisor ratings on the summative evaluation as follows:
 - No objectives rated Unsatisfactory (0)
 - A minimum of 80% of observed objectives rated Satisfactory (2) or better
3. The log of supervised professional experience meets Training Program requirements for both hours of professional practice activities and for supervision.
4. Participation in all scheduled components of the Advanced Skills Training Program unless written consent for absence or alternative activity is provided by the Director of Training.

With successful completion of the internship year, and in combination with their graduate training, interns have the knowledge and skills to render them eligible to apply for certification (or licensure) as school psychologists in BC and many other jurisdictions in Canada.

PART FOUR THE INTERNSHIP SUPERVISOR

Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. It involves observation, evaluation, feedback, the facilitation of supervisee self-assessment, and the acquisition of knowledge and skills by instruction, modeling, and mutual problem solving. In addition, by building on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy. Supervision ensures that clinical consultation is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large.

[From Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association, p.3.]

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 an experienced master practitioner who is **either a registered psychologist with the College of Psychologists of BC or a certified school psychologist with the BC Association of School Psychologists**. 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 Advanced Skills Training Program sessions, interns and supervisors meet together periodically to participate in group supervision activities and attend presentations or workshops by subject area experts. Supervisors also meet as a group to engage in discussions about issues and concerns, typically over the lunch hour, during the Friday sessions. Primary and group supervisors are encouraged to attend the Advanced Skills Training 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.

ROLE DEFINITIONS

SUPERVISORS

Supervisors are experienced in the practice of school psychology or the nature of psychological services for which they are providing supervision. A primary supervisor is assigned to each intern; there is also a pool of accessible secondary or group supervisors with roles as defined below.

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-based administrators 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, and/or via email or telephone contact.

Additional Supervisors

Additional or group supervisors are available on request by an intern or primary supervisor to provide additional support:

- during scheduled group supervision activities,
- when the primary supervisor is not available and a need for immediate consultation or support arises,
- by providing a second or alternate perspective, and
- through helping to broaden the information and experience base of the intern.

Group supervision activities are an integral component of the Advanced Skills Development Program.

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 (Appendix C). It is the responsibility of the supervisor to ensure that all required activities of the Training Program are addressed and implementation plans are developed. 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 2 hours per week, directed towards supervision of the psychological services provided by the intern directly to clients. Psychological service is defined as either time directly spent interviewing, assessing, or intervening with clients, or time spent indirectly in activities related to client care (e.g., progress notes, report writing, etc.). Additional supervision can be provided in group or individual format and is directed towards any other training or service-related activity.

Individual supervision: visual and/or verbal communication 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 on an ongoing basis 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 of activities

Group supervision: activities or meetings in which interns and supervisors meet together to review or discuss:

- case conceptualizations and problem presentations
- 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 format of the Advanced Skills Training Program (see p. 16).

EVALUATION OF INTERNS

Direct responsibility for the evaluation of interns lies with the primary supervisor. Each intern is evaluated on the basis of the individualized activities developed in their Internship Plan (see Appendix C) and referenced to the Training Program goals and objectives in the Rating Form (see Appendix D).

Evaluations occur twice during the internship year: a formative evaluation in January and a summative evaluation in June. All evaluations are submitted to the Director of Training.

Procedures for dealing with concerns for intern performance are included in the section on Due Process, Remediation, and Appeal (pages 17-20).

SUPERVISORS AS PROFESSIONAL AMBASSADORS

Supervisors are critical in modeling the role of the professional school psychologist in the field, and in guiding interns toward exemplary practice in all aspects of service delivery. Supervisors also assist in demonstrating the value of the school psychology internship and in supporting the relationship between the requirements of the Training Program and the needs of the placement sites.

PART FIVE THE AGENCY ADMINISTRATOR

SITE-BASED LEADERSHIP

The Training Program acknowledges the role of the site-based administrator and encourages a strong partnership with intern and supervisor in assuring that multiple needs are met: those of the agency in terms of delivery of service relevant to the context of the needs of clients and colleagues; those of the Training Program in terms of breadth of experience and required activities; those of the intern in progressing toward autonomous practice; and those of the supervisor in terms of assuring quality of service in relation to both the needs of the agency and the requirements of the Training Program.

In recognition of the authority of the administrator, the following statements are reprinted from Part One of this document.

- The hiring agency, clinic, school, or school district 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 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.

It is expected that regular meetings will be scheduled between administrator, intern, and supervisor and that these will offer a forum for open discussion regarding the activities of the intern and outstanding needs of the agency.

Concerns about the performance of an intern should be directed to the supervisor who will assist in determining the steps for intervention and remediation as judged necessary. Formal evaluation of the professional work of the intern is the responsibility of the supervisor.

SUPPORT FOR THE ROLE OF SCHOOL PSYCHOLOGY INTERN

PROMOTION OF THE INTERN ROLE

The intern is identified as an emergent professional who has completed graduate coursework and practicum experiences in an accredited university training program (or one with parallel standards) and is now entering the final training stage as practitioner under supervision. It is expected that the intern will be assigned responsibilities commensurate with this level of training and parallel to the role assumed by other school psychologists in the placement setting. While it is recognized that an intern requires the oversight of a supervisor, it is also accepted that he/she has acquired the knowledge and skills needed to meet role expectations with a reduced case load at the beginning of the internship year and move toward a full case load and decreased need for supervision by the end of the internship year.

It is requested that administrators support interns according to this role definition and promote acceptance of the intern as a knowledgeable and skilled practitioner. Parents or other clients who may question the ability of the intern to fulfil the assigned role should be assured of the competence level of the intern and that the supervisor accepts professional responsibility for the nature and quality of the intern's work. Ongoing contact among interns, supervisors, and administrators is recommended so that any questions or concerns are aired and dealt with as they may arise. Any issue that cannot be dealt with internally should be immediately referred to the Director of Training.

INFORMED CONSENT

Informed signed consent is required for any assessment or intervention undertaken by an intern working individually with a student or client. Consent forms are available at the placement site on their letterhead, or may be supplied by the PRTC, and must identify both the intern and the supervisor and their professional relationship, with information for contacting both of them.

CONTACTS

Primary Supervisor

The first line of contact for any issues regarding the work of the intern is always the primary supervisor.

Director of Training

The Director of Training is available anytime to address questions or issues regarding all aspects of the Training Program and any problems encountered with implementation of the program.

The Director of Training is the second line of contact for any issues regarding the work of the intern.

The Executive Director

The Executive Director is available to support any issues with or among Consortium affiliates and is available for ongoing contact with all agency administrators.

Administrator Representatives on the Internship Program Training Committee

Agency administrators with experience with the Internship Program are identified to serve as representative of general administrator needs and issues.

TRAINING PROGRAM EVALUATION (Appendix G: Sample Feedback Forms)

Annually, in May, administrators are asked to participate in a feedback interview to assist in evaluating the strengths and weaknesses of the Consortium and the Training Program and to help in the ongoing development of processes and procedures in our operation. Feedback from administrators is highly valued and plays a major role in future planning.

APPENDIX A

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 by agencies with individual interns and supervisors. Further information is available in the *Policies & Procedures Manual 2018 – 2019* or by contacting the Director of Training of the BC School Psychology Internship Consortium.

<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 1200 hours of supervised practice.

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 Psychology Internship Consortium.

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 \$34,000 for 0.8 FTE over a 10-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: **School Psychology Intern.**

Supervisor

Hours

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

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 0.8 FTE.

OR

Salary (For sites hiring outside supervisors)

As determined in consultation with the supervisor and approximately equivalent to \$12,000 for an intern at .08 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 Master's Internship Training Program. Both interns and supervisors are required to

participate fully in the Advanced Skills Training Program. A schedule will be provided to the hiring agency at the time of signing this agreement.

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 practice is also consistent with criteria established by the BC Association of School Psychologists (BCASP) and the National Association of School Psychologists (NASP).

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 half of their time commitment providing direct service to clients** (see p. 21). Other applied activities are necessary and are identified in the full statement of goals and objectives in the *Policies & Procedures Manual* (see pp. 14-15) 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 agencies.

Field-Based Activities

1. Participate in school-based teams, referral teams and/or agency consultation teams
2. Conduct individual psychoeducational assessments that demonstrate a broad knowledge of assessment tools as well as application of the CHC model and cross-battery approach
3. Prepare comprehensive written reports that:
 - include relevant background and referral information,
 - summarize and integrate assessment findings,
 - apply DSM-5 and Ministry of Education (as relevant) diagnostic and identification criteria, and
 - include links to intervention, treatment planning, and outcome monitoring
4. Engage in a Response to Intervention activity: consultation, direct delivery of service, and/or progress monitoring
5. Engage in activities at all three tiers of prevention/assessment/intervention:

- 5.i Tier One (Universal/Large Scale):
Participate in systems-level consultation and planning
Implement or assist with a school- or agency-wide assessment, screening, or intervention activity
Evaluate and report on outcomes using data-based, progress monitoring procedures
 - 5.ii Tier Two (Group):
Participate in small group or class-wide consultation and planning
Implement or assist with a small group or class-wide assessment, screening activity, or intervention activity
Evaluate and report on outcomes using data-based, progress monitoring procedures
 - 5.iii Tier Three (Individual):
Plan and implement or assist with an individual intervention (in consultation with school-based or agency teams)
Apply data-based, progress monitoring procedures to evaluate the success of the intervention and to adjust it as needed
Report to team on an ongoing basis
6. Provide professional services to students with diverse needs and from diverse backgrounds (e.g., language, culture, learning, and social-emotional needs)
 7. Investigate and report on a mental health service, program or activity that is a resource for students or clients within the school system or in the broader community
 8. Engage in weekly supervision sessions, including preparation for and active engagement in discussions

Advanced Skills Training Program Activities

9. Working with supervisor and agency administrator(s), complete and submit:
 - Internship Agreement(s) (Appendix A)
 - Supervisor/Supervisee Agreement(s) (Appendix B)
 - Internship Plan (Appendix C)
10. Attend all scheduled didactic sessions and actively participate in scheduled group supervision activities
11. Prepare and present case conceptualization (n=3) and case problem presentations (n=2), and contribute to peer consultation, and discussion of presentations
12. Prepare and present a final integrated case study with supporting research
13. Identify an issue that raises an ethical dilemma and report on how it was managed/resolved
14. Participate in the two day-long Mental Health First Aid Workshops
15. Attend professional workshop, conference, and/or other professional development activities
16. Submit the Supervisory Experience Rating Form(s), Parts 1 & 2
17. Submit the Internship Training Program Feedback Form
18. Submit the Activities Summary Report (Appendix C)

The Supervisor

The supervisor is a registered psychologist or certified school psychologists with experience in the field of school 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 two hours per week of direct supervision (across agencies). 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 Visits

The Internship Consortium's Director of Training will conduct annual visits with the goal of maintaining contact with all site administrators and providing an ongoing liaison between the Training Program and the agencies.

The Administrator

The administrator, whether at the site or system level, 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.

Administrator Signature: _____ Date: _____

Intern Signature _____ Date: _____

Supervisor Signature: _____ Date: _____

APPENDIX B

SUPERVISOR/SUPERVISEE AGREEMENT (Adapted from Judith Adelman)

Internship Year: _____ to _____

Name of School 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 *Master's Internship Rating Form* (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 Supervision Coordinator and/or the Director of Training

As the supervisee:

4. I agree to:
 - act in accordance with professional ethical standards and codes of conduct (CPA, CPBC, BCASP)
 - 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
 - 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 C

INTERNSHIP PLAN & SUMMARY ACTIVITIES REPORT

Goal	Required Training Activity	Implementation Plan	Summary Report (Interim or Final)
1. Professionalism	Attend scheduled didactic sessions and actively participate in group supervision activities. (Skills Training Program)		
	Attend professional workshops, conferences, & other professional development activities.		
2. Individual and Cultural Diversity	Provide professional services to students with diverse needs and from diverse backgrounds		
3. Ethical Legal Standards and Policy	Identify an issue that raised an ethical dilemma and report on how it was resolved (STP)		
4. Reflective Practice/Self-Assessment/Self-Care	Engage in weekly supervision sessions that include reflection, consultation, and problem solving		
5. Relationships	Participate in school-based teams, referral teams and/or agency consultation teams		
6. Scientific Knowledge and Methods	Engage in a Response-to-Intervention activity		
	Participate in case conceptualization and case problem presentations and discussions		

Goal	Required Training Activity	Implementation Plan	Summary Report
7. Evidence-Based Practice	Apply the CHC model and cross-battery approach in psychoeducational assessments		
	Evaluate and report on intervention outcomes using data-based, progress monitoring procedures		
	Active participation in the two day-long Mental Health First Aid Workshops		
8. Assessment	Conduct individual psychoeducational assessments that demonstrate a broad knowledge of assessment tools and their use		
	Prepare comprehensive written reports that: a) include relevant background & referral information, b) summarize and integrate assessment findings, c) apply DSM-5 & Ministry of Education diagnostic and identification criteria , and d) include links to intervention, treatment planning, and outcome monitoring		
9. Prevention and Intervention	Participate in systems-level consultation and planning		
	Participate in small-group or class-wide consultation and planning		

Goal	Required Training Activity	Implementation Plan	Summary Report
	Plan and implement or assist in an individual intervention (in consultation with school-based or agency teams.		
10. Consultation	Participate in school-based teams and/or agency consultation teams		
	Participate in systems-level consultation & planning		
	Participate in small group or class-wide consultation & planning		
11. Mental Health and Well-Being	Investigate and report on a mental health service, program, or activity that is a resource within the school system or in the broader community		
12. Supervision	Engage in weekly supervision sessions, including reflection and problem solving		
	Complete and submit the Supervisor/Supervisee Agreement		
	Submit the evaluation of Supervisory Experience Rating Form(s), Parts 1 & 2 (<i>Manual, Appendix G</i>)		
13. Interprofessional Systems	Participate in school-based teams and/or agency consultation teams		

APPENDIX D

GOALS and OBJECTIVES: INTERN COMPETENCE INDICATORS RATING FORM

Intern Name: _____

Placement Agency: _____

Supervisor: _____

Date: _____

Type of Review:

Formative

Summative

Other (please describe):

Use the following rating scale in evaluating the intern's level of competence for each objective:

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

1=Needs Improvement: The intern requires extra practice in this competency prior to leaving the Internship Training Program; plans to accomplish this should be included in the 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 autonomous practice as school psychologist 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

Important Information

The typical range for ratings on a Formative Evaluation is from 0 – 2 as measured at mid-year of the training experience. It is expected that most interns will have room to improve their practice in most areas.

The standard for completion of the Internship Training Program on the Summative Evaluation is: No objectives rated Unsatisfactory (0); and Satisfactory (2) or better in at least 80% of observed objectives.

(see Policies & Procedures Manual, p. 23)

FOUNDATIONAL GOALS AND OBJECTIVES

I. PROFESSIONALISM

1. Professionalism: Interns model behavior and comportsment that reflect the standards of practice for professional school psychology.						
1A. Integrity - Honesty, personal responsibility, and adherence to professional values						
Adheres to professional standards; recognizes personal challenges and seeks supervisor consultation to resolve issues.	0	1	2	3	4	[N/O]
1B. Deportment						
Communication and physical conduct (including attire) are professionally appropriate.	0	1	2	3	4	[N/O]
1C. Accountability						
Accepts responsibility for own actions: timeliness, accuracy, availability, and responsiveness to supervision. Demonstrates respect for authority roles and structures within schools, agencies, and systems.	0	1	2	3	4	[N/O]
1D. Concern for the welfare of others						
Seeks to understand and safeguard the welfare of others: respectful, responsive, sensitive to diverse perspectives and backgrounds.	0	1	2	3	4	[N/O]
1E. Professional Identity						
Displays emerging professional identity as a school psychologist; uses resources (e.g., supervision, literature) for professional development; seeks membership in professional organizations; participates in professional development activities including the Advanced Skills Training Program.	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Interns demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities representing varied cultural and personal backgrounds, characteristics, and values.						
2A. Self as Shaped by Individual and Cultural Diversity and Context						
Acknowledges the potential impact of one's own cultural identity on professional practice and responsiveness to supervision.	0	1	2	3	4	[N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context						
Recognizes and accepts others as diverse beings in assessment, treatment, and consultation.	0	1	2	3	4	[N/O]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Demonstrates sensitivity to the role of diversity in interactions with others.	0	1	2	3	4	[N/O]
2D. Applications based on Individual and Cultural Context						
Works effectively with diverse others in assessment, intervention, and consultation.	0	1	2	3	4	[N/O]

3. Ethical Legal Standards and Policy: Interns apply ethical concepts and demonstrate awareness of best practice and legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates knowledge and application of the CPA <i>Code of Ethics for Psychologists, Third Edition</i> , the CPBC <i>Code of Conduct (September 2014)</i> , and other relevant ethical and professional codes, standards and guidelines, laws, statutes, rules, and regulations within the context of school-based practice. Identifies ethical dilemmas and seeks consultation when relevant.	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Demonstrates knowledge and application of an ethical decision-making model.	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Integrates moral principles/ethical values in professional conduct. Actively seeks supervisor input when issues arise.	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						
Engages in reflection regarding own professional practice; uses resources, including supervisor, to enhance reflectivity	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Monitors and evaluates one's own practice activities. Seeks input and feedback from supervisors and colleagues	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Monitors issues related to self-care with supervisor/administrator	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Openly participates in supervision; initiates discussion; responds to feedback; seeks supervisor's perspective and advice. Engages in group supervision activities in the Skills Training Program.	0	1	2	3	4	[N/O]

II. RELATIONAL

5. Relationships: Interns relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Establishes effective working relationships with students, parents, and professional colleagues.	0	1	2	3	4	[N/O]
5B. Affective Skills						
Handles conflict satisfactorily; provides effective feedback to others and receives feedback in a non-defensive manner.	0	1	2	3	4	[N/O]

5C. Expressive Skills						
Communicates clearly; demonstrates appropriate use of professional language. Provides verbal feedback to students, parents, and teachers regarding assessment and diagnosis using language they can understand.	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 analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Demonstrates valuing and application of scientific methods to professional practice: uses literature to support ideas; formulates appropriate questions regarding case conceptualization and procedures.	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Critically evaluates scientific literature relevant to practice and applies the knowledge effectively.	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Engages in evidence-based practice (e.g., data-based decision making, RTI, progress monitoring).	0	1	2	3	4	[N/O]

FUNCTIONAL GOALS AND OBJECTIVES

IV. APPLICATION

7. Evidence-Based Practice: Interns integrate research and clinical expertise in schools and other settings.						
7A. Knowledge and Application of Evidence-Based Practice						
Applies evidence-based practices in assessment. Develops intervention plans that integrate empirical findings, clinical judgment, and student needs.	0	1	2	3	4	[N/O]
8. Assessment: Interns are skilled in the assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.						
8A. Knowledge of Measurement and Psychometrics						
Selects psychoeducational assessment measures and techniques with attention to issues of reliability and validity. Applies measurement knowledge to the interpretation of scores. Describes limitations of assessment data reflected in assessment reports.	0	1	2	3	4	[N/O]

8B. Knowledge of Assessment Methods						
Demonstrates efficiency in application of a cross battery approach. Shares relevant information about the use of assessment instruments and techniques with relevant others in school settings.	0	1	2	3	4	[N/O]
8C. Application of Assessment Methods for Individuals and Small Groups						
Demonstrates familiarity with a range of assessment materials for diagnosis and intervention planning for students. Selects appropriate assessment measures to address referral questions.	0	1	2	3	4	[N/O]
8D. Diagnosis						
Integrates information from the assessment process in the diagnosis of individual outcomes and needs. Applies relevant identification and diagnostic criteria (e.g., Ministry of Education, Ministry of Advanced Education, Community Living BC, adjudication for provincial exams, etc.).	0	1	2	3	4	[N/O]
8E. Conceptualization and Recommendations						
Utilizes systematic approaches of gathering and integrating data to inform decision-making. Makes decisions based on the relationship between referral concerns, diagnosis, and recommendations.	0	1	2	3	4	[N/O]
8F. Communication of Assessment Findings						
Writes assessment reports in a clear and informative manner; effectively communicates assessment findings to students, parents, teachers, and relevant others.	0	1	2	3	4	[N/O]
8G. Use of Computer Assessment Materials and Scoring Programs						
Uses technology accurately and appropriately. Applies clinical knowledge to the interpretation and use of computer generated score reports.	0	1	2	3	4	[N/O]
9. Prevention and Intervention: Interns develop prevention activities and interventions designed to promote the success and well-being of individuals, groups, and/or systems.						
9A. Knowledge of the School Psychology Service Delivery Model						
Assists with the planning and implementation of a range of school psychology services. Works to broaden awareness of school psychology roles in school-based settings.	0	1	2	3	4	[N/O]
9B. Prevention Planning and Implementation (Universal)						
Assists in the planning and implementation of school-wide or large-group prevention activities.	0	1	2	3	4	[N/O]
9C. Intervention Planning and Implementation (Targeted)						
Consults and assists in the planning and implementation of evidence-based interventions with classroom or other groups in school settings.	0	1	2	3	4	[N/O]
9D. Individual Assessment and Intervention (Intensive)						
Develops intervention recommendations and strategies consistent with assessment results.	0	1	2	3	4	[N/O]
9E. Intervention Implementation						

Assists in planning and implementing evidence-based interventions.	0	1	2	3	4	[N/O]
9F. Progress Monitoring and Program Evaluation						
Evaluates student progress and assists in modifying interventions utilizing established outcome measures.	0	1	2	3	4	[N/O]
10. Consultation: Interns provide professional assistance in response to the needs of individuals and groups.						
10A. Role of Consultant						
Works effectively as a member of school-based or agency teams; contributes a school psychology perspective to team deliberation and planning.	0	1	2	3	4	[N/O]
10B. Addressing Referral Question						
Focuses assessment and intervention processes on referral issues; analyzes needs through background searches and interviews with relevant persons.	0	1	2	3	4	[N/O]
10C. Communication of Consultation Findings						
Effectively communicates with all relevant persons (students, parents, school and community personnel).	0	1	2	3	4	[N/O]
11. Mental Health and Well-Being: Interns participate in supporting mental health and well-being through awareness and/or implementation of evidence-based programs and strategies.						
11A. Knowledge of Issues in Mental Health						
Demonstrates knowledge of a range of issues related to the mental health and well-being of students and school settings.	0	1	2	3	4	[N/O]
11B. Familiarity with a Range of Programs						
Demonstrates familiarity with programs and strategies that promote the mental health and well-being of individuals and groups.	0	1	2	3	4	[N/O]
11C. Role in Implementation						
Demonstrates awareness of needs assessment and evidence-based prevention and intervention programs and strategies.	0	1	2	3	4	[N/O]
11D. Progress Monitoring and Evaluation						
Applies progress monitoring and evaluation strategies to assess the effectiveness of programs and strategies.	0	1	2	3	4	[N/O]

V. EDUCATION

12. Supervision: Interns participate in supervision as a means of enhancing and self-monitoring professional practice.						
12A. Expectations and Roles						
Discusses and signs the Supervisor/Supervisee Agreement with assigned supervisor(s).	0	1	2	3	4	[N/O]
12B. Skills Development						
Actively participates in supervision, both individual and group; initiates discussion; responds to feedback; seeks perspective and advice from supervisor(s).	0	1	2	3	4	[N/O]

VI. SYSTEMS

13. Interprofessional Systems: Interns effectively identify and interact with professionals in multiple disciplines.						
13A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates knowledge of the principles and procedures of school-based team functioning including the roles and expertise of team members (e.g., classroom teachers, counselors, learning assistance teachers, speech/language pathologists).	0	1	2	3	4	[N/O]
13B. Team Functioning						
Participates effectively as school psychologist working with other professionals in team activities.	0	1	2	3	4	[N/O]
13C. Interprofessional Communication						
Collaborates and communicates with a variety of professional colleagues in schools and the community.	0	1	2	3	4	[N/O]

Indicate current cumulative hours of supervised practice recorded in the intern's log for this internship:

Has this review of competency included a review of goals in the Internship Plan?

Overall Assessment of Intern's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this intern's current level of competence. In your narrative, please be sure to address the following questions:

- What are the intern's particular strengths and weaknesses? Specific areas for growth identified?

- Do you believe that the intern has reached the level of competence expected by the program at this point in training? If not, please elaborate.

- If applicable, is the intern ready to move to the next level of training, or autonomous practice?

Evaluator's Signature: _____

Intern's Signature: _____

(Intern signature indicates only that the evaluation has been discussed with the intern.)

APPENDIX E

SUPERVISORY EXPERIENCE RATING FORM: PART 1

(Adapted from the Louisiana School Psychology Internship Consortium Handbook)

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,	1	2	3	4

and experiences				
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 F

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):

Circle all goal domains in which the intern's competence indicators have been judged unsatisfactory:

Foundational Goals: Professionalism, Individual and Cultural Diversity, Ethical/Legal Standards and Policy, Reflective Practice/Self-Assessment/Self Care, Relationships, Scientific Knowledge and Methods, Research and Evaluation

Functional Goals: Evidence-Based Practice, Assessment, Prevention and Intervention, Consultation, Mental Health and Well-Being, Teaching, Supervision, Interprofessional Systems, Management/Administration, Advocacy

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	Date

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

APPENDIX G

SAMPLE FEEDBACK FORMS

Program Review 2018-2019

Administrators

The internship is the culmination of a 3-year training process for new entrants into the field of school psychology practice. The purpose of the review is not to evaluate personnel, but to review the effectiveness of the structure and roles of the Consortium (organizational) and the Training Program (functional).

1. How comfortable are you with the training requirements of the internship year? Is there access to all of these, and if not, are they difficult to structure?

Commitment of supervisor time: equivalent of one day per week	
Participation of intern in school based teams	
Application of best practice activities: RTI, assessment model (CHC)	
Provision of psycho-educational assessments	
Engagement in prevention & intervention activities (Individual, Group/class, System/school)	
Consultation	
Working with diversity	

Program Review 2018-2019
Interns

The purpose is NOT to evaluate personnel, but to review the role of the Consortium in finding placements for interns and of the Internship Training Program in extending the professional development of interns.

On the following scale where 1=low and 10=high, please rate your degree of satisfaction with your internship experience. Place an "X" anywhere along the scale to indicate your response.

Low 1 2 3 4 5 6 7 8 9 10 High

For each of the following questions, please provide a brief written response.

How prepared do you feel to assume the role of autonomous school psychology practitioner in September 2019?

Is there something you feel may be a particular challenge to you that could have been better addressed during the internship?

To what degree was the paperwork required at the commencement of the internship year clear and user friendly?

Internship Agreement:

Supervisor/Supervisee Agreement:

Internship Plan:

.How well does the Activities Summary table provide an adequate way for you to demonstrate your activities and attainment of learning progress within the Training Program?

How did you experience the receptivity of the following groups to you as “school psychology intern”?

School staff members:

Students/Clients:

Parents:

Other comments?

Did you have access to adequate resources to do your work?

Access to broad range of assessment materials:

Assigned office space, computer, and private telephone:

To what degree did you find the required Training Program activities as laid out in *Policies and Procedures Manual* applicable to, and accepted in, your setting(s)?

Access to students and families with diverse backgrounds and needs:

Implementation of small group or systems level activities:

Consultation activities:

The following section applies to the Friday sessions of the Advanced Skills Training Program.

Please comment on the usefulness of the didactic sessions. Please refer to specific sessions:

Please comment on the following as instructive training activities within the context of the Group Supervision sessions.

Case conceptualizations:

Case problem presentations:

Case study presentation with supervisor involvement:

We sincerely welcome any constructive criticism or suggestions that may lead to improving the internship experience in the future.

