

The B.C. School Psychology Internship Consortium

Master's Internship Training Program

POLICIES & PROCEDURES MANUAL

2014 – 2015
(September 2014)



**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 Coordinating Committee | 6 |
| Administrative Support Staff | 6 |
| Location | 7 |
| Consortium Affiliates | 8 |
| Interns & Placements 2014 – 2015 | 8 |
| Authority and Responsibility in Internship Placements | 9 |
| Affiliation Agreement | 10 |
| Part Two: | |
| The Master’s Internship Training Program | |
| Mission Statement | 11 |
| Key Commitments | |
| The Intern | 11 |
| The Supervisor | 11 |
| Professional Development | 12 |
| Relationship to the UBC School Psychology Master’s Training Program | 12 |
| Applicant Requirements (Pre-Internship) | 13 |
| Application Process | 13 |
| Recent Intern Placement Sites | 13 |
| Intern Competence Indicators | 14 |
| Training Activities | 15 |
| Case Conceptualization and Group Supervision | 16 |
| 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 |
| Goals and Objectives: Intern Competencies | 22 |
| The Internship Plan | 22 |
| The Log of Supervised Professional Activities | 22 |
| Intern Competency Evaluation | 22 |
| Evaluation of the Supervisory Experience | 23 |
| Internship Training Portfolio | 23 |

| | |
|-------------------------------------------------------|----|
| Criteria for Completion of the Training Program | 23 |
| Part Four: The Internship Supervisor | |
| Overview of the Internship Supervisor | 24 |
| Role Definitions | |
| The Supervision Coordinator | 25 |
| Supervisors | 25 |
| Primary Supervisors | 25 |
| Additional Supervisors | 26 |
| Development of the Internship Plan | 26 |
| The Practice of Supervision | 26 |
| Evaluation of Interns | 27 |
| Supervisors as Professional Ambassadors | 27 |
| Supervisors 2014 – 2015 | 27 |
| Part Five: The Agency Administrator | |
| The Affiliation Agreement | 28 |
| Site-Based Leadership | 28 |
| Support for the Role of School Psychology Intern | |
| Promotion | 29 |
| Informed Consent | 29 |
| Contacts | 30 |
| Feedback | 30 |
| Appendices | |
| A. Affiliation Agreement | 31 |
| B. Internship Agreement | 33 |
| C. Supervisor/Supervisee Agreement | 38 |
| D. Goals and Objectives: Intern Competence Indicators | 40 |
| E. Sample Internship Plan | 43 |
| F. Master's Intern Rating Form | 50 |
| G. Supervisory Experience Rating Form: Part 1 | 58 |
| Supervisory Experience Rating Form: Part 2 | 61 |
| H. Competence Remediation Plan | 62 |
| I. Sample Feedback Request Form | 67 |
| J. Internship Training Portfolio | 70 |
| Portfolio Evaluation Rubrics | 73 |
| K. Certificate of Completion | 83 |

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|---------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">PART ONE: THE BC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM</p> |
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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 training 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 2014-2015, the **Master's Internship Training Program** (hereafter referred to as the Training Program) consists of placement sites in public and independent schools from Vancouver Island to Toronto, 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 southern 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 and BC Association of School Psychologists);
- soliciting 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 ongoing 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 COORDINATING COMMITTEE

Role

The work of the Consortium Coordinating 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 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 Coordinating Committee consists of a representative from each of the participant groups: supervisors, agency administrators, and interns; as well as the Director of Training, Professional Practice Leader, Supervision Coordinator, and Executive Director.

Supervisor Representative: Sandy Stanton, Certified School Psychologist

Agency Administrator Representative: Rosemarie Janssen, Director Student Support Services, Langley School District #35

Intern Representative: Courtney Millhoff, School Psychology Intern

ADMINISTRATIVE SUPPORT STAFF

Director of Training (DoT)

Barbara Holmes, Ed.D., R.Psych., Certified School Psychologist, Supervisor

barbara.holmes@ubc.ca

The Director of Training is responsible for the operation of the Training Program, the function of the Coordinating 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 through semi-annual visits to all placements; to maintain ongoing contact with all participating agencies; and to promote the role and needs of the Internship Training Program in the professional community.

Professional Practice Leader

Suretha Swart, Ph.D., Certified School Psychologist, Supervisor

suretha@mail.ubc.ca

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. She works in collaboration with the Director of Training to provide ongoing clinical training

activities through the Advanced Skills Training component of the Training Program, and promotes public relations through serving as editor of the *Consortium Newsletter* and the PRTC Clinics' *Annual Report*.

Supervision Coordinator

Ted Wormeli, Ed.D., R.Psych., Certified School Psychologist, Supervisor

twormeli@deltasd.bc.ca

The Supervision Coordinator provides support for supervisors, and especially those new to the position. The Coordinator consults in all aspects of the supervisory role, both in concept and practice. The Coordinator is an experienced supervisor and school psychologist who serves as instructor in the UBC training program Supervision Seminar and assigns lunch hour readings and discussion topics for supervisors during the Advanced Skills Training Program sessions. He is also a contributor and participant in the Advanced Skills Training Program and in providing clinical and supervisory service in the PRTC Clinics.

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, the Professional Practice Leader, and the Supervision Coordinator 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, post-secondary institutions, and service agencies in British Columbia and Ontario. 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 allow each intern to meet all of the goals, objectives, and activities required by the Training Program over the course of the internship year.

INTERNS & PLACEMENTS 2014-2015

| Intern | Placement |
|--------------------|-----------------------------------------------------|
| Jamie Bartfai | Greater Victoria School District #61 |
| Anna Bowers | York Region District School Board, North York, ON |
| Rachel Caulfield | Maple Ridge – Pitt Meadows School District #42 |
| Rhonda Geres-Smith | Cowichan Valley School District #79 |
| Alyssa Idler | Langley School District #35 |
| Michelle Luedee | POPARD Delta School District #37 |
| Robyn McClure | Catholic Independent Schools, Vancouver Archdiocese |
| Courtney Millhoff | Delta School District #37 |

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.
- Currently, and subject to change in the future, interns are required to enroll in a UBC training program course for the internship (EPSE 589). The Executive Director is responsible for ensuring consistency between the internship training program and the requirements of the UBC school psychology training 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 Services or Special Education is usually the administrative authority for school psychologists. In independent schools, the principal is the administrative authority. In other settings, a Director is commonly the relevant administrative officer.
- For school-based practice, the school principal or head maintains operational control of the daily functioning of the school and holds ultimate responsibility for the instructional programming and emotional/behavioural welfare of all students. The principal relies on the shared roles of various staff members in providing the best services for students, but the final authority is in his/her hands.
- 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. Primary supervisors ensure that interns are fulfilling the activity agreements in the Internship Plans; and complete two written evaluations, formative and summative, for each intern.

AFFILIATION AGREEMENT (Appendix A)

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

The generic Affiliation Agreement, together with the specific Internship Agreement (Appendix B) and the Internship Plan (Appendix E), provide the details of the Training Program requirements for each intern and agency.

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| <p style="text-align: center;">PART TWO: THE MASTER’S INTERNSHIP TRAINING PROGRAM</p> |
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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, and
- a 10-month program to provide advanced skills training in areas relevant to the broad practice of school psychology.

With successful conclusion of the internship year, and in combination with their academic training, interns have the knowledge and skills to render them eligible for registration in any jurisdiction in Canada.

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 (primary and secondary); weekly one-on-one supervision sessions; collegial didactic and group discussion/ 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 is identified as the primary supervisor. In cases where schools or agencies do not have access to qualified supervisors among their staff, the Internship Program supports the hiring agency in identifying a qualified supervisor.

Each intern has access to multiple qualified supervisors. The Training Program formally identifies a pool of secondary supervisors and facilitates access to group supervision experiences that include both primary and secondary supervisors.

The Training Program has a strong commitment to professional enhancement and support for the role of the supervisor. The Supervision Coordinator is the instructor of the UBC training program supervision seminar and leads Consortium supervisors in assigned reading exercises and group discussions as part of the Advanced Skills Training Program.

Extended Professional Development

Attendance at the Advanced Skills Training Program series (pp. 16-17) is required for all interns and recommended for primary supervisors. Workshops are made available to other students, faculty members, and colleagues in the practice of 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 financial support and/or release time for 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 academic training 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 available.

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.

APPLICANT REQUIREMENTS (PRE-INTERNSHIP)

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.

RECENT INTERN PLACEMENT SITES

ABLE Developmental Clinic (North Vancouver)
Adult Assessment Clinic, Faculty of Education, UBC
Catholic Independent Schools Vancouver Archdiocese (Abbotsford, Burnaby, Coquitlam, North Vancouver, 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, Delta, Langley, Maple Ridge, Sunshine Coast, Sooke, Surrey)
Simon Fraser University, Centre for Students with Disabilities
Society of Christian Schools of BC (Burnaby, Richmond, 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 new 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 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 comportment reflecting the values and attitudes of 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 practices 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 appropriate self-care.
- Goal 5 Relationships: Interns practice effective and meaningful interactions with individuals, groups, and/or communities.
- Goal 6 Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analyses, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge throughout their work.
- Goal 7 Research and Evaluation: Interns apply and/or generate research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

Functional Goals

- Goal 8 Evidence-Based Practice: Interns demonstrate the ability to integrate research and clinical expertise in schools and other settings.
- Goal 9 Assessment: Interns are skilled in the assessment and diagnosis of problems, capabilities, and issues for individuals, groups, and organizations.

- Goal 10 Prevention and Intervention: Interns develop prevention activities and interventions designed to promote the success and well-being of individuals, groups, and/or systems.
- Goal 11 Consultation: Interns provide professional assistance in response to the needs of students/clients.
- Goal 12 Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies.
- Goal 13 Supervision: Interns engage in training and supervision in a manner that enhances and monitors their professional functioning.
- Goal 14 Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively 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 develops and maintains a portfolio detailing their training activities and submits the portfolio as part of the completion requirements for the Internship Training Program (see Appendix J).

1. Formal case presentation in collaboration with supervisor, including reference to relevant identification and diagnostic criteria and related literature.
2. Completion of psychoeducational assessments with diverse clients and contexts.
3. Completion of psychoeducational assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts.
4. Application of a cross-battery approach in a psychoeducational assessment, including written report and verbal presentation of assessment results.
5. Consultation on and/or implementation of a small group, class-wide, or school-wide assessment or screening activity.
6. Consultation on and/or implementation of a small group, class-wide, or school-wide intervention or prevention activity.
7. Implementation of or consultation on an individual intervention activity.
8. Consultation on and/or implementation of a small group (targeted) intervention activity.
9. Provision of individual or group consultation.
10. Presentation and/or written report of consultation case outcomes.
11. Demonstration of skill in case conceptualization (case summary, assessment plan, and hypotheses).

12. Demonstration of skill in case problem presentation (case background, conceptualization, data summary, and interpretation question or problem).
13. Completion of a Response-to-Intervention assessment or consultation case.
14. Participation in school-based teams and/or school or agency consultation teams.
15. Observation and report on a multi-disciplinary referral, problem-solving, or consultation activity.
16. Investigation and report on a specific school district, agency, or community psychological, educational, or mental health promotion service, program, or activity.
17. Attendance and active participation in all Advanced Skill Training Program didactic activities
18. Collaboration with supervisor in development and implementation of supervisor/supervisee agreement and internship plan.
19. Engagement in supervision, including preparation for and active engagement in supervision sessions.
20. Prompt completion and timely submission of forms and logs of internship activities.

CASE CONCEPTUALIZATION and GROUP SUPERVISION

The Training Program includes a series of case conceptualization activities and assignments to enhance the clinical 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.

| Date | Topic |
|----------------------|---------------------------------------------------------------------------------------------------------------------------|
| August 21-22, 2014 | Promoting Mental Health in BC Schools: Summer Institute |
| September 12, 2014 | Inaugural Consortium Meeting: Interns, Supervisors & Administrators |
| September 26, 2014 | Policies, Procedures & Guidelines for Special Education in BC Introduction to Case Conceptualization/Group Supervision |
| October 17-18, 2014 | Advanced Skills Workshop: Psychoeducational Assessments and ASD |
| October 31, 2014 | Report Writing: Interventions |
| November 13-14, 2014 | BC Association of School Psychologists (BCASP) Annual Conference |
| November 21, 2014 | Ethics and Jurisprudence Roundtable & Discussion |
| December 5, 2014 | Group Supervision |
| December 12-13, 2014 | Advanced Skills Workshop: PREPARE |
| January 16-17, 2015 | Advanced Skills Workshop: WISC-V or WJIV |
| January 23, 2015 | Group Supervision |
| February 13, 2015 | Group Supervision |
| February 18-21, 2015 | National Association of School Psychologists (NASP) Annual Convention |
| February 23-24, 2015 | Advanced Skills Workshop: PATH (Planning Alternative Tomorrows with |

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| | Hope) Training |
| March 6, 2015 | Field trip to the Refugee Welcoming Centre, Coquitlam School District |
| March 27 | Group Supervision |
| April 10, 2015 | Field trip to Kenneth Gordon Maplewood School: Executive Functions & Social Emotional Learning |
| April 17, 2015 | Group Supervision |
| May 8, 2015 | Working with Special Populations: OCD/Anxiety; Epilepsy; FASD |
| May 22, 2015 | Group Supervision |
| June 4 - 6 | Canadian Psychological Association Annual Convention (Ottawa) |
| June 12, 2015 | Year End Activities |

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, 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.

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

to submit to the Director of Training, his or her own detailed account of the concerns (including the names of any people or facts that support his or her account).

- B.5 The Director of Training will ask the Executive Director to review the information provided in paragraphs 3 and 4 above. If, in the opinion of the Executive Director an investigation is required, the Executive Director will ask a sub-set of the Coordination Committee (normally the Supervision Coordinator, Program Coordinator, an administrator representative and a supervisory representative) to investigate the matter and to provide a summary of their findings to the Director of Training and the Executive Director. The sub-committee may proceed in two ways:
- i. The sub-committee may find that the complaint is unsubstantiated. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the relevant third party in writing.
 - ii. The sub-committee may find that the complaint is substantiated. The sub-committee will determine any further steps. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the relevant third party in writing.
- B.6 If either the intern or the relevant third party is dissatisfied with the decision outlined in step 5, the intern or relevant third party have the option to request a hearing directly with the Coordination Committee.

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

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 Request Form)

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, and reported in the fall issue of the Consortium's *Newsletter*.

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| <p style="text-align: center;">PART THREE: THE SCHOOL PSYCHOLOGY INTERN</p> |
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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 training, and case conferences.

THE INTERNSHIP AGREEMENT

(Appendix B)

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 C)

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.

GOALS and OBJECTIVES: INTERN COMPETENCIES

(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.

THE INTERNSHIP PLAN

(Appendix E: Sample Internship Plan)

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.

THE LOG OF SUPERVISED PROFESSIONAL EXPERIENCE

(<http://ecps.educ.ubc.ca/scps/scpe-program-documents>)

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.

INTERN COMPETENCY EVALUATION

(Appendix F: Master's Intern Rating Form)

Primary supervisors complete formal evaluations of interns using the Doctoral Internship Rating Form at two points during the internship year. The formative evaluation takes place approximately half way through the intern's contract period, typically January; and the

summative evaluation toward the end of the contract period, typically June. Both are submitted to the Director of Training.

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

EVALUATION OF THE SUPERVISORY EXPERIENCE

(Appendix G: 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.

INTERNSHIP TRAINING PORTFOLIO

(Appendix J)

Interns submit a training portfolio that documents in detail their completion of all training program requirements and activities.

CRITERIA FOR COMPLETION OF THE INTERNSHIP TRAINING PROGRAM

1. Satisfactory completion of all required training activities as outlined in the individual Internship Plan.
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 is provided by the Director of Training.
5. Satisfactory completion of the Internship Training Portfolio (see Appendix J).

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 licensure as school psychologists in BC and 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 to participate in case study discussions, skills training activities, and presentations by field-based psychologists or subject area experts. Supervisors also meet as a group to engage in readings and discussions under the guidance of the Supervision Coordinator. Primary supervisors are encouraged to attend the Advanced Skill 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. It is hoped that many secondary supervisors will also participate in these activities.

ROLE DEFINITIONS

THE SUPERVISION COORDINATOR

The Supervision Coordinator role was developed to provide specific and focused support for all supervisors, and especially those new to the position. The Coordinator consults in all aspects of the supervisory role, both in concept and practice. The Coordinator is an experienced supervisor and school psychologist who serves as instructor for the UBC training program Supervision Seminar and provides lunch hour readings and discussion topics for supervisors during the Advanced Skills Training Program sessions.

SUPERVISORS

Supervisors are experienced in the practice of school psychology or the nature of psychological services for which they are providing supervision. The Consortium assigns a primary supervisor to each intern and maintains a pool of accessible secondary 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 supervisors are available on request by an intern or primary supervisor to provide additional support:

- 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.

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

THE PRACTICE OF SUPERVISION

Supervision is regularly scheduled and provided at the minimum rate of 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 issues in practice

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

Group supervision activities are included within the 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 in reference to the individualized activities developed in their Internship Plan (see Appendix E) and referenced to the Training Program goals and objectives in the Master's Intern Rating Form (see Appendix F).

Evaluations occur twice during the internship year: a formative evaluation in January and a summative evaluation in June.

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

All evaluations are submitted to the Director of Training.

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 Training Program and the needs of the placement sites.

SUPERVISORS 2014 – 2015

| | |
|---------------------|-------------------|
| Simon Bazett | Sterett Mercer |
| Michaela Evans (ON) | David Pugh |
| Ying Hoh | Georgina Robinson |
| Barbara Holmes | Sandy Stanton |
| Vanessa LaPointe | Suretha Swart |
| Diane Lood (ON) | Rachel Wood |
| Bill McKee | Ted Wormeli |
| Margaret Martens | Peter Yang |

| |
|-----------------------------------------------------------------------------------------|
| <p style="text-align: center;">PART FIVE THE AGENCY ADMINISTRATOR</p> |
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THE AFFILIATION AGREEMENT
(See Appendix A)

Each agency within the Consortium consents to the Affiliation Agreement which outlines the relationship among the agency administrator, the intern, and the supervisor. The Agreement 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 Executive Director and the Director of Training to work with agencies to complete this documentation.

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

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 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 Representative on the Internship Program Coordinating Committee

Each year one of the agency administrators is identified to serve as representative of general administrator needs and issues.

FEEDBACK

(Appendix I: Sample Feedback Request Form)

Annually, in May, all administrators, supervisors, and interns are asked to complete a brief feedback questionnaire 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

BC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM AFFILIATION AGREEMENT 2014-2015

The following agreement specifies the commitment to, and roles of, participating agencies (Consortium Affiliates) as members of the BC School Psychology Internship Consortium. By their signature on this document, a Consortium affiliate agrees to hire an intern during 2014-2015 according to the specifics in the individualized Internship Agreement.

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

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

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

- Acknowledgement of the Psychoeducational Research & Training Centre (PRTC) as the coordinating body (host agency) for the Internship Consortium and the Executive Director of the PRTC as the administrative leader
- Participation in the annual training meeting for all affiliates, supervisors, and interns held in early September (Friday, September 12, 2014)
- Agreement to provide the intern with a salary commensurate with the guidelines in the individualized Internship Agreement (Appendix B)
- Agreement to provide access to qualified supervision as outlined in the Internship Agreement (Appendix B)
- Participation in the development of the Internship Plan (Appendix E) which details the activities the intern will undertake to meet the required goals and objectives
- Provision of training and resources to allow the intern to work toward implementation of the activities specified in the Internship Plan
- Participation in annual site visits initiated by the Director of Training and the Director of the PRTC that allow for feedback regarding the broad functioning of the Internship Consortium and Training Program

- Adherence to the appeal process if there are concerns about intern performance (*Manual*, pp. 17-20)
- Participation in the annual feedback rating of the Consortium and Training Program (Appendix I)

Documentation

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

Name of Agency: _____

Agency Administrator: _____

PRTC Administrator: _____

Director of Training: _____

Date: _____

This agreement applies to the 2014 – 2015 internship year only. Affiliation agreements are reviewed and renewed on an annual basis.

APPENDIX B

MASTER'S 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 2014 – 2015* or by contacting the Director of Training of the BC School Psychology Internship Consortium.

Name of Agency: _____

Name of Administrator: _____

Phone: _____ Email: _____

Site Address: _____

Name of Intern: _____

Phone: _____ Email: _____

Name of Supervisor: _____

Phone: _____ Email: _____

Duration of Internship: _____

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: _____

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: _____

OR

Release Time (For sites with supervisors on staff)

Release time for supervision duties equivalent to 0.2 FTE or one day per week for an intern at 0.8 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. 14-16) 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.

1. Applied assessment, intervention and consultation practice
2. Case presentation, including reference to relevant identification and diagnostic criteria and related literature
3. Completion of psychoeducational and/or psychological assessments with diverse clients and contexts
4. Completion of psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts
5. Application of a cross-battery approach in a psychoeducational assessment, including written report and verbal presentation of assessment results
6. Consultation on and/or implementation of small group, class-wide, or school-wide assessment or screening activity
7. Consultation on and/or implementation of small group, class-wide, or school-wide intervention or prevention activity
8. Consultation on and/or implementation of individual intervention activity

9. Consultation on and/or implementation of small group intervention activity
10. Provision of individual or group consultation
11. Verbal presentation and/or written report of consultation outcomes
12. Contribution to peer case conceptualization and case problem presentation
13. Completion of a Response-to-Intervention consultation case
14. Participation in school-based teams and in school or agency consultation teams
15. Observation and report on a school-based referral, problem-solving, or consultation activity
16. Investigation and report on school district, agency, or community psychological, educational, or mental health promotion service, program or activity
17. Attendance and active participation in all Friday Professional Development Program didactic activities, and assigned peer reporting of district, agency and community programs and services
18. Collaboration with supervisor in development and implementation of supervisor/supervisee agreement and internship plan
19. Engagement in supervision, including preparation for and active engagement in supervision sessions
20. Prompt completion of forms and logs of internship activities

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), at least three of which are individual supervision. The supervisor has professional responsibility for all casework undertaken by the intern, is identified on informed consent forms signed by parents or clients, and co-signs all written reports and case work records produced by the intern.

Site Visits

The Internship Consortium's Executive Director and Director of Training will conduct site visits on two occasions, late fall and mid spring. The purpose of the visits is to maintain contact with all site administrators and supervisors and provide 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 C

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 D

GOALS AND OBJECTIVES: INTERN COMPETENCE INDICATORS

FOUNDATIONAL GOALS & OBJECTIVES

I. Professional

Goal 1. Professional Values and Attitudes: Interns model behaviour and comportment reflecting the values and attitudes of professional school psychology.

- 1A. Integrity
- 1B. Deportment
- 1C. Accountability
- 1D. Concern for the welfare of others
- 1E. Professional identity

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.

- 2A. Self as shaped by individual and cultural diversity and context
- 2B. Others as shaped by individual and cultural diversity and context
- 2C. Interaction of self and others as shaped by individual and cultural diversity and context
- 2D. Applications based on individual and cultural context

Goal 3. Ethical Legal Standards and Policy: Interns apply ethical concepts and demonstrate awareness of legal issues regarding professional activities with individuals, groups, and organizations.

- 3A. Knowledge of ethical, legal and professional standards and guidelines
- 3B. Awareness and application of ethical decision making
- 3C. Ethical conduct

Goal 4. Reflective Practice/Self-Assessment/Self-Care: Interns practice with personal and professional self-awareness and reflection, awareness of competencies, and appropriate self-care.

- 4A. Reflective practice
- 4B. Self-assessment
- 4C. Self-care
- 4D. Participation in supervision process

II. Relational

Goal 5. Relationships: Interns engage in effective and meaningful interactions with individuals, groups, and/or communities

- 5A. Interpersonal relationships
- 5B. Affective skills
- 5C. Expressive skills

III. Science

Goal 6. Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analyses, biological bases of

behaviour, cognitive-affective bases of behaviour, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge throughout their work.

6A. Scientific mindedness

6B. Scientific foundation of psychology

6C. Scientific foundation of professional practice

Goal 7. Research/Evaluation: Interns apply and/or generate research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

7A. Scientific approach to knowledge generation

7B. Application of scientific method to practice

FUNCTIONAL GOALS & OBJECTIVES

IV. Application

Goal 8. Evidence-Based Practice: Interns integrate research and clinical expertise in schools and other settings.

8A. Knowledge and application of evidence-based practice

Goal 9. Assessment: Interns apply knowledge and skills in the assessment and diagnosis of problems, capabilities, and issues for individuals, groups, and organizations.

9A. Knowledge of measurement and psychometrics

9B. Knowledge of assessment methods

9C. Application of assessment methods for individuals and small groups

9D. Diagnosis

9E. Conceptualization and recommendations

9F. Communication of assessment findings

Goal 10. Prevention and Intervention: Interns develop prevention and intervention activities designed to promote the success and well-being of individuals, groups, and/or systems.

10A. Knowledge of school psychology service delivery model

10B. Prevention planning and implementation (Universal)

10C. Intervention planning and implementation (Targeted)

10D. Individual assessment and intervention (Intensive)

10E. Intervention implementation

10F. Progress monitoring and program evaluation

Goal 11. Consultation: Interns provide collaborative guidance or professional assistance in response to student, teacher, or family need.

11A. Role of Consultant

11B. Addressing Referral Questions

11C. Communication of Consultation Outcomes

Goal 12. Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies.

12A. Knowledge of Issues in Mental Health

12B. Familiarity with a Range of Programs

- 12C. Role in Implementation
- 12D. Progress Monitoring and Evaluation

V. **Education**

Goal 13. Supervision: Interns engage in training and supervision in a manner that enhances and monitors their professional functioning.

- 13A. Expectations and Roles
- 13B. Skills Development

VI. **Systems**

Goal 14. Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines.

- 14A. Knowledge of the Shared and Distinctive Contributions of Other Professions
- 14B. Team Functioning
- 14C. Interprofessional Communication

APPENDIX E

BC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM SAMPLE INTERNSHIP PLAN (2013 – 2014)

Name of Intern: _____

Start and End Dates of Internship: _____

Site Supervisor (Primary Supervisor): _____

Site Administrator(s): _____

DESCRIPTION OF THE SETTING OR SETTINGS IN WHICH THE INTERN WILL WORK:

(DESCRIBE THE INTERNSHIP SETTING(S), INCLUDING ALL SETTINGS AND ROTATIONS. PROVIDE A DESCRIPTION OF THE INTENDED TRAINING TO BE UNDERTAKEN AT THE SITES DURING THE INTERNSHIP. PROVIDE A DESCRIPTION OF ANY PLANNED PROFESSIONAL DEVELOPMENT ACTIVITIES OFFERED BY THE SITE (DISTRICT, AGENCY -- CONFERENCES, SEMINARS, IN SERVICE TRAINING, ROUNDS, OR PROFESSIONAL DEVELOPMENT ACTIVITIES.))

DESCRIPTION OF THE RANGE OF EXPERIENCES PLANNED FOR THE INTERNSHIP AND THE POPULATIONS TO BE SERVED:

(DESCRIBE THE PLANNED, PROGRAMMED SEQUENCE OF TRAINING ACTIVITIES THAT PROVIDE BREADTH AND QUALITY OF TRAINING. DESCRIBE THE RANGE OF PSYCHOLOGICAL SERVICES TO BE CONDUCTED DIRECTLY WITH RECIPIENTS OF PSYCHOLOGICAL SERVICES. A MINIMUM 30% OF TIME IN PROVIDING DIRECT PSYCHOLOGICAL SERVICES, SEEING A SUFFICIENT NUMBER OF CLIENTS TO ENSURE THE INTERN REACHES A LEVEL OF COMPETENT CLINICAL SERVICES IN THE AREA OF INTENDED PRACTICE. DESCRIBE ANY ADDITIONAL ACTIVITIES.)

DESCRIPTION OF THE STRUCTURE OF SUPERVISION:

(INCLUDING AT LEAST TWO HOURS PER WEEK REGULARLY SCHEDULED INDIVIDUAL FACE-TO-FACE SUPERVISION.)

Sample Master's Intern Plan Developed by:

School Psychology Intern: Alina Lyons Internship Supervisors Sandra Stanton and Vanessa Lapointe

| REQUIRED INTERNSHIP ACTIVITY | WILL MEET REQUIREMENT BY: | GOALS/OBJECTIVES FULFILLED: | DATE COMPLETED: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1. Formal case presentation, in collaboration with supervisor including reference to relevant identification and diagnostic criteria and related literature | <ul style="list-style-type: none"> Conducting case presentation in group supervision session – second term | <ul style="list-style-type: none"> 8A. Evidence-Based Practice 9D. Diagnosis 9E. Conceptualization and Recommendations 9F. Communication of Assessment Findings | |
| 2. Completion of psychoeducational assessments with diverse clients and contexts | <ul style="list-style-type: none"> Assessing students with broad referral questions, levels of cognitive functioning, & cultural and medical backgrounds in both K-12 and post-secondary/adult settings (<i>examples: to be added</i>) | <ul style="list-style-type: none"> 9A. Measurement/Psychometrics | |
| 3. Completion of psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts | <ul style="list-style-type: none"> Making appropriate recommendations for individual cases – see above Functional behavioural assessments with ongoing behavioural consultation (XXXX School) | <ul style="list-style-type: none"> 6C: Scientific Foundation of Professional Practice 9B. Knowledge of Assessment Methods 9C. Application of Assessment Methods for Individuals and Small Groups 9D. Diagnosis 9E. Conceptualization/Recommendations 9F. Communication of | |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | <p>Assessment Findings</p> <ul style="list-style-type: none"> • 10D. Individual Assessment/ Intervention (Intensive) • 11B. Addressing Referral Question in Consultation • 12A. Knowledge of Issues in Mental Health and Well-being | |
| 4. Application of a cross-battery approach in a psychoeducational assessment, including written report and verbal presentation of assessment results | <ul style="list-style-type: none"> • Completing several cross-battery assessments across internship sites. Presentation of cross-battery assessment in group supervision session. | <ul style="list-style-type: none"> • 8A Evidence-Based Practice) • 9A Measurement/Psychometrics • 9B Knowledge of Assessment Methods • 9C. Application of Assessment Methods for Individuals and Small Groups | |
| 5. Consultation on and/or implementation of a small group, class-wide, or school-wide assessment or screening activity | <ul style="list-style-type: none"> • Consultation on and implementation and interpretation of school-wide “DIBELS” early reading skills assessment and “IDAPEL” French early reading skills (<i>grades K through 6 at XXXX schools</i>) • Implementation of Early Intervention Program, a screener for early reading and math skills in kindergarten (<i>XXXX Schools</i>) | <ul style="list-style-type: none"> • 9C. Application of Assessment Methods for Individuals and Small Groups • 10B. Prevention Planning and Implementation (Universal) • 10F. Progress Monitoring and Program Evaluation | |
| 6. Consultation on and/or implementation of a small-group, class-wide, or school-wide intervention or prevention activity | <ul style="list-style-type: none"> • Consultation and implementation of social skills intervention for a group of elementary ages students with social skills deficits (<i>XXXX School</i>) | <ul style="list-style-type: none"> • 10B. Prevention Planning and Implementation (Universal) • 10F. Progress Monitoring and Program Evaluation • 11A: Role of Consultant | |

| | | | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 7. Implementation of or consultation on an individual intervention activity | <ul style="list-style-type: none"> • Training and ongoing consultation and progress monitoring for HELPS reading fluency intervention for several students in Grades 3 through 7 (XXXX School) • Consultation and implementation of social skills intervention for a group of elementary ages students with social skills deficits (XXXX School) | <ul style="list-style-type: none"> • 9C. Application of Assessment Methods for Individuals and Small Groups • 10D. Individual Assessment and Intervention (Intensive) • 10E. Intervention Implementation • 10F. Progress Monitoring and Program Evaluation | |
| 8. Consultation on and/or implementation of small-group (targeted) intervention activity | <ul style="list-style-type: none"> • Consultation and implementation of social skills intervention for a group of elementary ages students with social skills deficits (XXXX School) | <ul style="list-style-type: none"> • 10C. Intervention Planning and Implementation (Targeted) • 10E. Intervention Implementation • 12C. Role in Implementation in Mental Health and Well-being • 12D. Progress Monitoring and Evaluation of Mental Health and Well-being | |
| 9. Provision of individual or group consultation | <ul style="list-style-type: none"> • Providing ongoing consultation with teachers and support staff e.g., classroom observations; recommending behavioural strategies; interpretation of DIBELS data; graphing/progress monitoring (XXXX schools) | <ul style="list-style-type: none"> • 9D. Diagnosis • 10A. Knowledge of the School Psychology Service Delivery Model • 10F. Progress Monitoring and Program Evaluation • 11A. Role of Consultant | |
| 10. Presentation and/or written report of consultation case outcomes | <ul style="list-style-type: none"> • Presentations in group supervision session • Report-out meetings to parents and school staff. | <ul style="list-style-type: none"> • 9F. Communication of Assessment Findings; • 11C. Communication of Consultation Findings | |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 11. Demonstrate skill in case conceptualization (case summary, assessment plan and hypotheses) (n=6) | <ul style="list-style-type: none"> Participating in case conceptualization activities in group supervision sessions throughout the year | <ul style="list-style-type: none"> 5C: Expressive skills 9B. Knowledge of Assessment Methods 9C: Application of Assessment Methods for Individuals and Small Groups 9E. Conceptualization and Recommendations 11B: Addressing Referral Question | |
| 12. Demonstrate skill in case problem presentation (case background, conceptualization, data summary and interpretation question or problem) (n=3) | <ul style="list-style-type: none"> Participating in case problem activities in group supervision sessions throughout the year | <ul style="list-style-type: none"> 9B. Knowledge of Assessment Methods 9D: Diagnosis 9F. Communication of Assessment Findings 10D. Individual Assessment/ Intervention (Intensive) 13B: Skills Development | |
| 13. Completion of a Response-to-Intervention assessment or consultation case | <ul style="list-style-type: none"> Monitoring the HELPS program implemented with several elementary age students (XXXX School) | <ul style="list-style-type: none"> 10A. Knowledge of the School Psychology Service Delivery Model 10D. Individual Assessment and Intervention (Intensive) 10E: Intervention Implementation 11B. Addressing Referral Question in Consultation | |
| 14. Participation in school-based teams and/or school or agency consultation teams | <ul style="list-style-type: none"> Providing ongoing consultation at all internship sites. Participation in IEP meetings (XXXX Schools) | <ul style="list-style-type: none"> 10A. Knowledge of the School Psychology Service Delivery Model 11A. Role of Consultant | |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none"> Assisting LAC team prepare folders and make decisions re: funding categories (XXXX School) | <ul style="list-style-type: none"> 14B. Interprofessional Team Functioning 14C. Interprofessional Communication | |
| 15. Observation and report on a multi-disciplinary referral, problem-solving or consultation activity | <ul style="list-style-type: none"> Attended IEP meeting for “H” designated student with integrated case workers and subsequent discussion with supervisor. | <ul style="list-style-type: none"> 14A. Knowledge of the Shared and Distinctive Contributions of Other Professions | |
| 16. Investigation and report on a specific school district, agency, or community psychological, educational, or mental health promotion service, program or activity | <ul style="list-style-type: none"> Choosing one internship site and reporting on mental health resources, programs, or activities in community (e.g., mental health resources available to students attending XXXX schools) | <ul style="list-style-type: none"> 10B. Prevention Planning and Implementation (Universal) 12A. Knowledge of Issues in Mental Health and Well-being 12B. Familiarity with a Range of Mental Health Programs | |
| 17. Attendance and active participation in all Advanced Skill Training Program didactic activities, and group supervision sessions | <ul style="list-style-type: none"> Attending all training and group supervision sessions & BCASP conference | <ul style="list-style-type: none"> 12A. Knowledge of Issues in Mental Health and Well-being 12B. Familiarity with a Range of Mental Health Programs 12C. Role in Implementation in Mental Health and Well-being 12D. Progress Monitoring and Evaluation of Mental Health and Well-being | |
| 18. Collaboration with supervisor in development and implementation of Supervisor/Supervisee Agreement and Internship Plan | <ul style="list-style-type: none"> Contribute to discussing and reviewing agreement and plan with supervisor | <ul style="list-style-type: none"> 13A. Expectations and Roles in Supervision 4B. Self-Assessment 4D. Participation in Supervision Process | |

| | | | |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 19. Engagement in supervision, including preparation for and active engagement in supervision sessions | <ul style="list-style-type: none"> • Ongoing group and individual supervision | <ul style="list-style-type: none"> • 13A. Expectations and Roles in Supervision; • 13B. Skills Development in Supervision Process | |
| 20. Prompt completion and timely submission of forms and logs of internship activities | <ul style="list-style-type: none"> • Completing APPIC log and internship activities throughout year | <ul style="list-style-type: none"> • 13B. Skills Development in Supervision Process • | |

APPENDIX F

MASTER'S INTERN RATING FORM

Intern Name: _____

Name of Placement: _____ Date of Evaluation: _____

Name of Evaluator: _____

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

Type of Review:

Mid-placement
review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers: _____ to _____

Please use the following rating scale in evaluating the intern on the areas of competence listed below:

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

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

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

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

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

[N/O]=No Opportunity to Observe

FOUNDATIONAL GOALS & OBJECTIVES

I. PROFESSIONALISM

| | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of professional school psychology. | | | | | | |
| 1A. Integrity - Honesty, personal responsibility and adherence to professional values | | | | | | |
| Adherence to professional values infuses work as intern; recognizes situations that challenge adherence to professional values 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. Demonstrates sensitivity to the impact of personal behavior, language, and demeanor on identity as a school psychologist | 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 | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics. | | | | | | |
| 2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context | | | | | | |
| Monitors and applies knowledge of self as a cultural being in assessment, treatment, consultation, and supervision | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2B. Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Applies knowledge of others as cultural 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 | | | | | | |
| Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others | 0 | 1 | 2 | 3 | 4 | [N/O] |

| 2D. Applications based on Individual and Cultural Context | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, intervention, and consultation. Demonstrates knowledge of relevant literature and policies | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3. Ethical/Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | | | | | |
| 3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines | | | | | | |
| Demonstrates knowledge and understanding of the CPA <i>Code of Ethics for Psychologists, Third Edition</i> , the CPBC <i>Code of Conduct</i> , and the NASP <i>Principles for Professional Ethics</i> and other relevant ethical and professional codes, standards and guidelines, laws, statutes, rules, and regulations within context of school-based practice. Identifies ethical dilemmas; recognizes limits of own ethical knowledge 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; applies relevant elements of ethical decision making to a dilemma | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3C. Ethical Conduct | | | | | | |
| Integrates own 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: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 4A. Reflective Practice | | | | | | |
| Displays a sense of self-awareness; utilizes self-monitoring; engages in reflection regarding own professional practice; uses resources, including supervisor, to enhance reflectivity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4B. Self-Assessment | | | | | | |
| Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills. 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; understands the central role of self-care in effective practice; takes action as recommended | 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 | 0 | 1 | 2 | 3 | 4 | [N/O] |

II. RELATIONAL

| | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities. | | | | | | |
| 5A. Interpersonal Relationships | | | | | | |
| Forms and maintains productive and respectful relationships with students, parents, school colleagues, supervisors, administrators, and professionals from other disciplines. Establishes effective working relationships with students, parents and school personnel | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5B. Affective Skills | | | | | | |
| Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback in a non-defensive manner. Demonstrates effective problem-solving and decision-making skills; initiates discussion regarding disagreements with colleagues or supervisors; provides feedback re supervisory process; maintains affective equilibrium and focus in the face of client distress; tolerates ambiguity and uncertainty | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5C. Expressive Skills | | | | | | |
| Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language. Prepares clearly written assessment reports. 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: 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. Respect for scientifically derived knowledge. | | | | | | |
| 6A. Scientific Mindedness | | | | | | |
| Demonstrates valuing and application of scientific methods to professional practice. Uses literature to support ideas in case conferences and supervision; formulates appropriate questions regarding case conceptualization and procedures | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6B. Scientific Foundation of Psychology | | | | | | |
| Demonstrates core knowledge of scientific bases of behaviour. Critically evaluates scientific literature relevant to practice and applies the knowledge effectively in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6C. Scientific Foundation of Professional Practice | | | | | | |
| Demonstrates knowledge, understanding, and application of the concept of evidence-based practice. Applies evidence-based practice in case conceptualization and intervention planning in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 7. Research and Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. | | | | | | |

| | | | | | | |
|----------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 7A. Scientific Approach to Knowledge Generation | | | | | | |
| Understands basic application of scientific methods to evaluating practices, interventions, and programs | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 7B. Application of Scientific Method to Practice | | | | | | |
| Uses scientific methods in school-based practice: (e.g., data-based decision making, RTI, progress monitoring) | 0 | 1 | 2 | 3 | 4 | [N/O] |

FUNCTIONAL GOALS AND OBJECTIVES

IV. APPLICATION

| | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 8. Evidence-Based Practice: Integration of research and clinical expertise in schools and other settings. | | | | | | |
| 8A. Knowledge and Application of Evidence-Based Practice | | | | | | |
| Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications. Creates intervention plans that integrate empirical findings, clinical judgment, student needs, and resources in school-based settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | | | | | | |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 9A. 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. Demonstrates awareness and competent use of culturally sensitive instruments, norms. Describes limitations of assessment data reflected in assessment reports | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9B. Knowledge of Assessment Methods | | | | | | |
| Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of assessment methods. Demonstrates efficiency in application of a cross battery approach. Shares knowledge and basic training in the use of assessment instruments and techniques to relevant others in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9C. Application of Assessment Methods for Individuals and Small Groups | | | | | | |
| Demonstrates familiarity with a range of assessment materials for diagnosis and intervention planning for students, both individually and in groups. Selects appropriate assessment measures to address referral questions and integrate findings in educational settings | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 9D. Diagnosis | | | | | | |
| Applies information from assessment process to the diagnosis of individual outcomes and needs in school settings. Demonstrates familiarity with diagnostic criteria relevant to school settings (e.g., Ministry of Education, Ministry of Advanced Education, Community Living BC, adjudication for provincial exams, etc.) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9E. Conceptualization and Recommendations | | | | | | |
| Utilizes systematic approaches of gathering data to inform decision-making. Makes decisions based on the relationship between hypotheses, diagnosis, and recommendations within school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9F. Communication of Assessment Findings | | | | | | |
| Writes assessment reports and progress notes in a clear and informative manner; effectively communicates assessment findings verbally to students, parents, teachers, and relevant others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10. Prevention and Intervention: Preventions and interventions designed to promote the success and well-being of individuals, groups, and/or systems. | | | | | | |
| 10A. Knowledge of the School Psychology Service Delivery Model | | | | | | |
| Assists with planning and implementation of a range of school psychology services in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10B. Prevention Planning and Implementation (Universal) | | | | | | |
| Consults and assists in the planning and implementation of school-wide or large group assessment, intervention and prevention activities | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 10C. Intervention Planning and Implementation (Targeted) | | | | | | |
| Consults with others in the planning and implementation of evidence-based interventions with classroom or other groups in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10D. Individual Assessment and Intervention (Intensive) | | | | | | |
| Develops intervention recommendations and strategies consistent with assessment results. Works with individuals or school-based teams on the planning and implementation of individual student interventions in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10E. Intervention Implementation | | | | | | |
| Assists in planning and implementing evidence-based interventions in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10F. Progress Monitoring and Program Evaluation | | | | | | |
| Evaluates student progress and assists in modifying interventions utilizing established outcome measures | 0 | 1 | 2 | 3 | 4 | [N/O] |

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. Consultation: The ability to provide collaborative guidance or professional assistance in response to a student's or client's needs or goals. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|

| 11A. Role of Consultant | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| Works effectively as a member of school-based teams; demonstrates sensitivity and respect for the roles and expertise of others on the team; contributes a school psychology perspective to team deliberation and planning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11B. Addressing Referral Question | | | | | | |
| Focuses assessment process on referral issues; analyzes needs through effective background searches and interviews with relevant persons | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11C. Communication of Consultation Findings | | | | | | |
| Effectively communicates with all relevant persons (students, parents, and school personnel) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12. Mental Health and Well-Being: Building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies. | | | | | | |
| 12A. Knowledge of Issues in Mental Health | | | | | | |
| Demonstrates knowledge of a range of issues related to the mental health and well-being of students in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12B. Familiarity with a Range of Programs | | | | | | |
| Is familiar with programs and strategies that promote the mental health and well-being of individuals and groups in school settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12C. Role in Implementation | | | | | | |
| Is aware of needs assessment and evidence-based prevention and intervention programs and strategies at the individual, group, or school level | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12D. Progress Monitoring and Evaluation | | | | | | |
| Is able to apply and support progress monitoring and evaluation strategies for interventions | 0 | 1 | 2 | 3 | 4 | [N/O] |

V. EDUCATION

| 13. Supervision: Supervision and training in the professional knowledge base of enhancing and self-monitoring their professional functioning. | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| 13A. Expectations and Roles | | | | | | |
| Demonstrates knowledge of, and purposes for, the roles of supervisor and supervisee. Actively and collaboratively engages as supervisee | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13B. Skills Development | | | | | | |
| Actively participates in supervision; initiates discussion; responds to feedback; seeks supervisor's perspective and advice | 0 | 1 | 2 | 3 | 4 | [N/O] |

VI. SYSTEMS

| | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 14. Interprofessional Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

| 14A. Knowledge of the Shared and Distinctive Contributions of Other Professions | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------|
| Demonstrates knowledge of the principles and procedures of school-based team functioning including the role expectations and responsibilities of members from other professions (e.g., counselor, learning assistance teacher, speech/language pathologist) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14B. Team Functioning | | | | | | |
| Participates effectively as school psychologist working with other professionals in school-based team activities | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14C. Interprofessional Communication | | | | | | |
| Collaborates and communicates with multi-professional colleagues in school-based teams. Contributes own expertise to the success of the team | 0 | 1 | 2 | 3 | 4 | [N/O] |

Please indicate here the 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 on the Internship Plan? If changes in the plan are required, please summarize the changes here.

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 applicable, is the intern ready to move to the next level of training, or independent practice?

APPENDIX G

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, and experiences | 1 | 2 | 3 | 4 |
| Is attentive to progress according to goals, tasks, and experiences | 1 | 2 | 3 | 4 |
| Provides helpful feedback regarding goals, tasks, and experiences | 1 | 2 | 3 | 4 |
| Comments: | | | | |
| OVERALL EVALUATION: | 1 | 2 | 3 | 4 |

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

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

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

SUPERVISORY EXPERIENCE RATING FORM: PART 2

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

Overall, my supervisor's strengths include:

I wish I had gotten more:

I wish I had gotten less:

Intern

Supervisor

Date

APPENDIX H

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> |
|----------------------------------------------|---------------------------|------------------------------------------------|-------------------------------------------|-----------------------------------------------|---------------------------------------------|---------------------------|----------------------------|--------------------------------------------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

I (intern), _____, have reviewed the above 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 decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If intern disagrees, comments, including a detailed description of the intern's rationale for disagreement, are REQUIRED*).

| | | | | | |
|--------|-------|----------------------|-------|------------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ |
| Intern | Date | Director of Training | Date | Supervisor | Date |

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

All persons with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

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 I

INTERNSHIP PROGRAM SAMPLE FEEDBACK FORM Feedback Request 2012 - 2013

Dear Internship Program Participant:

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

Please identify yourself:

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

Use the ratings below to respond to all items that are relevant to you on the basis of your position or placement and experience with the Internship Program this school year (2012/2013). Interns or supervisors in multiple placements are asked to copy this form and respond separately for different field sites and/or persons. Please add any comments you may wish.

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

| 1 | 2 | 3 | 4 |
|-------------------|----------|-------|----------------|
| Strongly Disagree | Disagree | Agree | Strongly Agree |

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

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

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

A. Administrators Only

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

- ☐ Definitely _____
- ☐ Conditionally _____
- ☐ Unlikely _____

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

B. All Respondents

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

Goal III. Support and enhance the work of the intern

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

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

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

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

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

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

APPENDIX J

BC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM INTERNSHIP TRAINING PORTFOLIO

Interns who participate in the School Psychology Internship Training Program are required to prepare a training portfolio to document their satisfactory completion of training activities and projects they undertake during the internship training program. Interns develop individual Internship Plans in collaboration with their supervisor to operationalize the internship objectives and develop specific activity plans that are relevant to the internship setting and learning goals of the intern. The Internship Plan must also integrate the required learning activities of the internship training program. The content of the portfolio will include illustrative samples of work completed throughout the internship program as well as documentation created specifically for the portfolio to reflect specific training activities and outcomes. One printed copy of the portfolio will be retained by the internship training program as a record of intern completion of training program requirements and attainment of internship program goals and objectives.

Development of the Portfolio:

The intern is the primary person responsible for Intern Training Portfolio. However, interns will normally work closely with their internship supervisor in the development of their portfolio.

Contents of the Portfolio:

The following outlines the elements that must be included in all portfolios.

- 1. Table of Contents with numbered pages and/or section tabs*
- 2. Up-to-date Professional Resume or Vita*
- 3. Summative Evaluation by Supervisor*
- 4. Evaluation of Supervisory Experience: Part 2*
- 5. Final log of Supervised Professional Activities*
- 6. Documentation of satisfactory completion of required training activities:*

Required Training Activities:

1. Formal case presentation in collaboration with supervisor, including reference to relevant identification and diagnostic criteria and related literature (second term).
Documentation to include presentation slides, 1 page case summary and references.
2. Completion of psychoeducational assessments with diverse clients and contexts.
Documentation should include summary table that explicates how diversity of clients and contexts is represented in client cases undertaken during internship.
3. Completion of psychoeducational assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts.

Documentation should include a minimum of 6 blinded, annotated sample case reports. The annotation should highlight the case formulation (links between assessment data, diagnosis and treatment and/or intervention plans).

4. Application of a cross-battery approach in a psychoeducational assessment, including written report and verbal presentation of assessment results.

Documentation should include a blinded copy of the case report, a 1 page case summary or illustrative figure, and a maximum 1 page narrative summary of the analysis presented.

5. Consultation on and/or implementation of a small group, class-wide, or school-wide assessment or screening activity.

Documentation should include relevant artifacts of the activity and a 1-2 page narrative description of the planning and activity undertaken and the subsequent action undertaken to analyze, interpret, and link to follow-up activities.

6. Consultation on and/or implementation of a small group, class-wide, or school-wide intervention or prevention activity.

Documentation should include relevant artifacts of the activity and a 1-2 page narrative description of the activity undertaken and the action undertaken to analyze, interpret, and link to follow-up activities.

7. Implementation of or consultation on an individual intervention activity. *Documentation should include relevant artifacts of the activity and a 1-2 page narrative description of the activity undertaken and the action undertaken to analyze, interpret, and link activities to evidence base.*

8. Consultation on and/or implementation of a small group (targeted) intervention activity. *Documentation should include relevant artifacts of the activity, and a 1-2 page narrative description of the activity undertaken and the action undertaken to analyze, interpret, and link activities to evidence base.*

9. Provision of individual or group consultation.

Documentation should include relevant artifacts of the activity and a 1-2 page narrative description of the activity undertaken and the action undertaken to analyze, interpret, and link to follow-up activities.

10. Presentation and/or written report of consultation case outcomes.

The intern prepares a consultation case report with individual or group outcome data.

Documentation should include a brief case summary and case conceptualization, display of data and interpretation of outcomes.

11. Demonstrate skill in case conceptualization (case summary, assessment plan, and hypotheses).

Documentation for a minimum of 6 case conceptualizations should each include 1-2 page summary description of relevant case background information and links to psychoeducational case formulation (rationale for assessment plan and hypotheses).

12. Demonstrate skill in case problem presentation (case background, conceptualization, data summary, and interpretation question or problem).

Documentation for a minimum of 3 case problem presentations should each include 1-2 page brief case background and psychoeducational case formulation (assessment plan and hypotheses), summary display of relevant data and narrative description of problem the intern has identified.

13. Completion of a Response-to-Intervention assessment or consultation case.
Documentation should include a blinded copy of the case report, a 1 page case summary or illustrative figure, and a maximum 1 page narrative summary of the analysis presented.
14. Participation in school-based teams and/or school or agency consultation teams.
Documentation should include brief description of teams in which the intern participated, record of attendance, and brief description of highlights.
15. Observation and report on a multi-disciplinary referral, problem-solving, or consultation activity.
Documentation should include a brief report of the activity, description of the participants, description of intern role in the activity, and analysis of the Interprofessional functioning in the activity.
16. Investigation and report on a specific school district, agency, or community psychological, educational, or mental health promotion service, program or activity. (second term).
Documentation should include a 1 page summary of the specific service, program or activity as well as any relevant artifacts (e.g., web page, brochure, poster).
17. Attendance and active participation in all Advanced Skill Training Program didactic activities and group supervision sessions.
Documentation of attendance.
18. Collaboration with supervisor in development and implementation of Supervisor/Supervisee Agreement and Internship Plan.
Include copy of agreement and plan in portfolio.
19. Engagement in supervision, including preparation for and active engagement in supervision sessions.
As documented in intern evaluations.
20. Prompt completion and timely submissions of forms and logs of internship activities.
Include dated and signed copies of all forms and logs as required.

Submission of the Portfolio:

A final copy of the portfolio should be provided to the Director of Training at the conclusion of the internship. The Director of Training will review the portfolio to assess satisfactory completion using the portfolio evaluation rubric. Satisfactory completion of the portfolio is a criterion for completion of the Internship Training Program.

Evaluation Appeal Process:

In the event that an intern wishes to appeal the portfolio evaluation, the Internship Consortium procedures for "due process, remediation and appeals" should be followed.

Portfolio Evaluation Rubrics

ELEMENTS:

Up-to-date professional Resume or Vita

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • Materials complete • Exceptional appearance and organization • Complete, detailed, accurate information • Well written |
| Comments: | | |

Summative supervisor evaluation

| Below Standard | Meets Standard | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> • One or more objective(s) rated unsatisfactory • Less than 80% of observed objectives rated Satisfactory (2) or better | <ul style="list-style-type: none"> • Materials complete • No objectives rated Unsatisfactory (0) • A minimum of 80% of observed objectives rated Satisfactory (2) or better | |
| Comments: | | |

Log of supervised professional activities

| Below Standard | Meets Standard | |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Does not meet minimum hours | <ul style="list-style-type: none"> • Supervisor signoff on logged hours • Final log indicates a minimum of 1200 hours of supervised professional experience • At least 30% of the intern's time in direct professional service to clients. | |
| Comments: | | |

Required Training Activities

1. Documentation of *formal case presentation in collaboration with supervisor, including reference to relevant identification and diagnostic criteria and related literature.*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete • Professional appearance and organization • Accurate, competent practice • Clearly written | <ul style="list-style-type: none"> • Materials complete • Exceptional appearance and organization • Complete, detailed, accurate information • Outstanding practice competence • Well written |
| Comments: | | |

2. Documentation of *completion of psychoeducational assessments with diverse clients and contexts.*

| Below Standard | Meets Standard | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Insufficient evidence of diverse client or context • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete • Diversity of client and context well illustrated • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • |
| Comments: | | |

3. Documentation of *completion of psychoeducational assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete • Professional appearance and organization • Accurate annotation of case formulation • Clearly written | <ul style="list-style-type: none"> • Materials complete • Exceptional appearance and organization • Complete, detailed annotation with outstanding case formulation, • Well written |
| Comments: | | |

4. Documentation of *application of a cross-battery approach in a psychoeducational assessment, including written report and verbal presentation of assessment results.*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete • Professional appearance and organization • Clear and concise case summary or illustrative figure • Accurate narrative summary • Clearly written | <ul style="list-style-type: none"> • Materials complete • Exceptional appearance and organization • Complete, detailed, accurate summary or figure to illustrate XBA concepts • Narrative demonstrates outstanding application of XBA concepts • Well written |
| Comments: | | |

5. Documentation of *consultation on and/or implementation of a small group, class-wide, or school-wide assessment or screening activity.*

| Below Standard | Meets Standard | Exceeds Standard |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information • Lacks evidence of appropriate activity | <ul style="list-style-type: none"> • Materials generally complete, including relevant artifact(s), narrative description and related actions • Professional appearance and organization • Evidence of relevant role in activity • Clearly written | <ul style="list-style-type: none"> • Materials complete including relevant artifact(s), narrative description and related actions • Exceptional appearance and organization • Evidence of significant contribution to activity • Evidence of advanced understanding of processes and outcomes of the activity • Well written |
| Comments: | | |

6. Documentation of *consultation on and/or implementation of a small group, class-wide, or school-wide intervention or prevention activity.*

| Below Standard | Meets Standard | Exceeds Standard |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information • Lacks evidence of appropriate activity | <ul style="list-style-type: none"> • Materials generally complete, including relevant artifact(s), narrative description and related actions • Professional appearance and organization • Evidence of relevant role in activity • Clearly written | <ul style="list-style-type: none"> • Materials complete including relevant artifact(s), narrative description and related actions • Exceptional appearance and organization • Evidence of significant contribution to activity • Evidence of advanced understanding of processes and outcomes of the activity • Well written |
| Comments: | | |

7. Documentation of *implementation of or consultation on an individual intervention activity.*

| Below Standard | Meets Standard | Exceeds Standard |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information • Lacks evidence of appropriate activity | <ul style="list-style-type: none"> • Materials generally complete, including relevant artifact(s), narrative description and related actions • Professional appearance and organization • Evidence of relevant role in activity • Clearly written | <ul style="list-style-type: none"> • Materials complete including relevant artifact(s), narrative description and related actions • Exceptional appearance and organization • Evidence of significant contribution to activity • Evidence of advanced understanding of processes and outcomes of the activity • Clear links to evidence base • Well written |
| Comments: | | |

8. Documentation of *implementation of or consultation on a small-group (targeted) intervention activity*.

| Below Standard | Meets Standard | Exceeds Standard |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information • Lacks evidence of appropriate activity | <ul style="list-style-type: none"> • Materials generally complete, including relevant artifact(s), narrative description and related actions • Professional appearance and organization • Evidence of relevant role in activity • Clearly written | <ul style="list-style-type: none"> • Materials complete including relevant artifact(s), narrative description and related actions • Exceptional appearance and organization • Evidence of significant contribution to activity • Evidence of advanced understanding of processes and outcomes of the activity • Clear links to evidence base • Well written |
| Comments: | | |

9. Documentation of *participation in an individual or group consultation*.

| Below Standard | Meets Standard | Exceeds Standard |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information • Lacks evidence of appropriate activity | <ul style="list-style-type: none"> • Materials generally complete, including relevant artifact(s), narrative description and related actions • Professional appearance and organization • Evidence of relevant role in activity • Clearly written | <ul style="list-style-type: none"> • Materials complete including relevant artifact(s), narrative description and related actions • Exceptional appearance and organization • Evidence of significant contribution to activity • Evidence of advanced understanding of processes and outcomes of the activity • Well written |
| Comments: | | |

10. Documentation of *presentation and/or written report of consultation case outcomes*.

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete, including summary and conceptualization, display and interpretation of data • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • Materials complete, including summary and conceptualization, display and interpretation of data • Exceptional appearance and organization • Demonstrates application of relevant advanced consultation concepts (treatment integrity, evidence based treatments, data display and analysis) • Well written |
| Comments: | | |

11. Documentation of *case conceptualization (case plans) across 6 cases*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete, including summary of relevant background, clear, linked assessment plan and hypotheses • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • Materials complete, including summary of relevant background, clear, linked assessment plan and hypotheses • Outstanding psychoeducational rationale linking background, plan and hypotheses • Exceptional appearance and organization • Complete, detailed, accurate information • Well written |
| Comments: | | |

12. Documentation of *case problem presentation (cases in progress) across 3 cases.*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete, including summary and psychoeducational case formulation, assessment data and clear statement of psychoeducational problem • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • Materials complete, including summary and psychoeducational case formulation, assessment data and clear statement of psychoeducational problem • Rationale demonstrates advanced integration of data • Exceptional appearance and organization • Complete, detailed, accurate information • Well written |
| Comments: | | |

13. Documentation of *completion of a Response-to-Intervention assessment or consultation case.*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete, including blinded copy of case report, case summary or illustrative figure, and narrative summary of analysis • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • Materials complete, including blinded copy of case report, case summary or illustrative figure, and narrative summary of analysis • Illustrates advanced understanding and application of concepts of RTI • Exceptional appearance and organization • Complete, detailed, accurate information • Well written |
| Comments: | | |

14. Documentation of *participation in school-based teams and/or school or agency consultation teams*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete, including description of team(s), record of attendance, description of team activity highlights • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • Materials complete, including description of team(s), record of attendance, description of team activity highlights • Evidence of significant contribution to activity • Evidence of advanced understanding of processes and outcomes of the activity • Exceptional appearance and organization • Complete, detailed, accurate information • Well written |
| Comments: | | |

15. Documentation of *observation and report on a multi-disciplinary referral, problem-solving, or consultation activity.*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete, including report of the activity, description of participants, description of intern role, analysis of Interprofessional functioning • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • Materials complete, including report of the activity, description of participants, description of intern role, analysis of Interprofessional functioning • Evidence of significant contribution to activity • Evidence of advanced understanding of processes and outcomes of the activity • Exceptional appearance and organization • Complete, detailed, accurate information |

| | | |
|-----------|--|------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • Well written |
| Comments: | | |

16. Documentation of *investigation and report on a specific school district, agency, or community psychological, educational, or mental health promotion service, program or activity.*

| Below Standard | Meets Standard | Exceeds Standard |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete, including summary of service, program or activity and relevant artifacts • Professional appearance and organization • Accurate • Clearly written | <ul style="list-style-type: none"> • Materials complete, including summary of service, program or activity and relevant artifacts • Evidence of advanced awareness of relevant community resources • Exceptional appearance and organization • Complete, detailed, accurate information • Well written |
| Comments: | | |

17. Documentation of *attendance and active participation in all Advanced Skill Training Program didactic activities.*

| Below Standard | Meets Standard | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Insufficient evidence of attendance and/or participation • Evidence of unexcused absence and/or unsatisfactory participation • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials generally complete, including documentation of attendance at all activities • Evidence reflects satisfactory participation • Professional appearance and organization • Accurate • Clearly presented | <ul style="list-style-type: none"> • |
| Comments: | | |

18. Documentation of *collaboration with supervisor in development and implementation of supervisor/supervisee agreement and internship plan.*

| Below Standard | Meets Standard | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Evidence of unsatisfactory participation • Poorly organized • Poor appearance • Inaccurate or misleading information | <ul style="list-style-type: none"> • Materials complete, including supervision agreement and internship plan • Evidence reflects satisfactory participation • Professional appearance and organization • Accurate • Clearly presented | <ul style="list-style-type: none"> • |
| Comments: | | |

19. Documentation of *engagement in supervision, including preparation for and active engagement in supervision sessions.*

| Below Standard | Meets Standard | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <ul style="list-style-type: none"> • Incomplete or lacks essential information • Insufficient evidence of participation • Evidence of unsatisfactory participation | <ul style="list-style-type: none"> • Materials complete, including documentation of preparation and engagement in supervision | <ul style="list-style-type: none"> • |
| Comments: | | |

20. Documentation of *prompt completion of forms and logs of internship activities.*

| Below Standard | Meets Standard | |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> • Incomplete or lacks essential elements | <ul style="list-style-type: none"> • Materials complete, including all required forms and logs with relevant dates and signatures | |
| Comments: | | |

THE BRITISH COLUMBIA SCHOOL
PSYCHOLOGY INTERNSHIP
CONSORTIUM

CERTIFIES THAT

{NAME}

has successfully completed a 1200- hour Internship in
School Psychology, and is therefore awarded this

CERTIFICATE OF COMPLETION

Dated this 4th day of July, 2014

Director of Training

Executive Director