

# B.C. SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM PRE-DOCTORAL INTERNSHIP TRAINING PROGRAM

**Guide to School Psychology  
Internship Training in B.C.  
2015-2016**



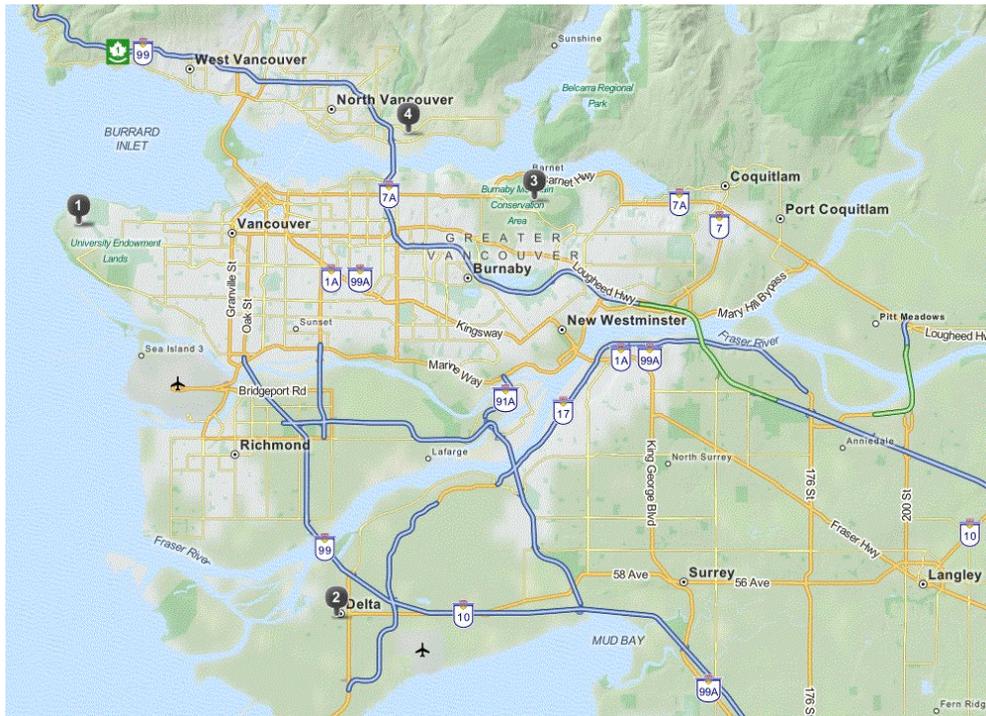
**Centre for Students with Disabilities**  
Simon Fraser University  
STUDENT SERVICES

## INTRODUCTION TO GREATER VANCOUVER

We welcome your interest in the B.C. School Psychology Internship Consortium. In the pages that follow you will find key information about the Internship Consortium and the training program for pre-doctoral students for the 2014 – 2015 school year. Please note that more comprehensive information is available in the *Policies and Procedures Manual* at [www](http://www).

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

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



# **Contents**

## **Greater Vancouver**

### **Relationship to the UBC Academic Training Program in School Psychology**

#### **Consortium Affiliates**

PRTC Assessment Clinics, University of British Columbia, Vancouver  
Provincial Outreach Program for Autism and Related Disorders (POPARD), Delta  
Centre for Students with Disabilities, Simon Fraser University, Burnaby  
Kenneth Gordon Maplewood School, North Vancouver

#### **The Pre-Doctoral Internship Training Program**

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

#### **Training Experiences**

Rotations  
Required Training Activities  
Advanced Skills Training Program  
Supervision/Evaluation

#### **Eligibility/Applicant Qualifications**

#### **Selection Process**

APPIC Match  
UBC School Psychology Students

The full *Policies and Procedures Manual* can be accessed at ...<http://ecps.educ.ubc.ca/school-psychology/scps-graduate-programs/bc-school-psychology-internship-program/>

## **RELATIONSHIP to the UBC ACADEMIC TRAINING PROGRAM IN SCHOOL PSYCHOLOGY**

The Internship Training Program has a capacity for six pre-doctoral interns with two positions available to interns from other training programs, and four positions where students from the UBC training program have preference. All potential interns must apply through the APPIC Match process for one of the advertised positions

For all interns, every effort is made to individualize training opportunities to suit the particular interests and needs of the intern, and provide supervision to support effective service delivery and increasing professional autonomy. Each intern is involved in the development of a formal 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.

### **CONSORTIUM AFFILIATES**

The Consortium community is comprised of public school districts, independent schools, post-secondary institutions, and support agencies in British Columbia. The Psychoeducational Research & Training Centre (PRTC) at UBC, as the coordinating host agency, establishes a cooperative relationship with and among all Consortium affiliates and assumes responsibility for the development of policies and procedures, including agreements with participating agencies, as well as the management of intern recruitment and placement through APPIC.

Currently, the Consortium consists of four independent service agencies providing rotation sites for six interns.

### **PSYCHOEDUCATIONAL RESEARCH & TRAINING CENTRE (PRTC) ASSESSMENT CLINICS (University of British Columbia)**

(<http://prtc.educ.ubc.ca/>)

The Clinics offer psychoeducational assessments to children, youth, and adults in the PRTC which is housed in the Faculty of Education at UBC. Young clients are referred by their parents, community agencies, or practitioners in schools and agencies; while many adult clients (post-secondary students) are referred either by themselves or on the recommendation of a secondary school or post-secondary institution. Clinicians are interns, current doctoral students, or recent graduates from the UBC school psychology training program. Overall coordination of work in the Clinics is provided by the Professional Practice Leader, working with other doctoral trained, registered psychologists. Interns commonly fulfil this rotation during the summer months.

The assessment process is oriented toward efficiency for the client with a clear focus on referral problems and a commitment to detailed recommendations for intervention and support in educational and workplace settings. Waiting lists are minimal and the assessment process is expected to be completed within about two weeks following completion of the testing process.

### **The Role of the Intern**

The intern joins a team of clinicians in providing psychoeducational assessment and consultation services to clients. The intern is also a member of the Administration Committee, attends monthly meetings, and assists with some administrative duties. An opportunity for training in supervision is also provided to interns who have not had this experience during their doctoral training program.

### **PROVINCIAL OUTREACH PROGRAM FOR AUTISM AND OTHER RELATED DISORDERS (POPARD)**

(<http://www.autismoutreach.ca>)

POPARD is an agency that provides consultation, training, and support services to all public and independent schools across the province of B.C. with a primary focus on increasing the capacity of school district staff to support students with autism spectrum disorder (ASD). POPARD is located in Delta and is affiliated with the Delta School District.

The agency provides consultation, training and support services to all public and independent schools across the province of British Columbia with a primary focus on increasing the capacity of school district staff to support students with autism spectrum disorder (ASD). POPARD provides leadership in collaboration with educators who request support for children and youth with ASD. This includes meaningful consultation with parents and community teams, and the promotion of a wide range of evidence-based practice to facilitate inclusive educational programs in the least restrictive environment. POPARD staff includes certified school psychologists, registered psychologists, teachers, counselors and speech/language pathologists.

The intern works under the administrative direction of the principal of POPARD and is supervised by a registered psychologist. Additional mentoring is provided, as appropriate, by other POPARD staff. This is a 10-month position, September to June, however, the intern is expected to attend two courses as early as possible: a week-long introduction to Autism Spectrum Disorder and a 4-day Applied Behaviour Analysis (ABA) course. These courses are offered in the summer, and it is to the intern's advantage to take one or both before the school-year begins. The intern will be expected to co-teach or teach at least one of these courses during the year.

POPARD offers a rich and varied training experience. Our goal is to build capacity, and, to that end, we routinely upgrade our skills and knowledge. Staff members are encouraged to devote time to their own professional development, as well as to applied research, and to share what they have learned with their clients.

### **The Role of the Intern**

The intern is a member of the POPARD staff providing direct service to individuals in the form of assessments, to schools and families in the form of consultation and intervention planning, and to school communities as workshop trainers.

### **CENTRE FOR STUDENTS WITH DISABILITIES (CSD) (Simon Fraser University)**

(<http://students.sfu.ca/disabilityaccess.html>)

The Centre for Students with Disabilities at SFU provides counselling support and disability-related information, and acts as a liaison between students and faculty in the implementation of disability related services and accommodations.

The role of the Centre for Students with Disabilities is to:

- provide disability related information, support, and counseling to the SFU community and campus visitors,
- review eligible students' disability documentation and recommend reasonable academic accommodations to offset the effects of their disability on academic life,
- act as liaisons between students and faculty in the implementation of disability-related services and accommodations, and
- advocate on issues related to diversity, educational equity, and academic achievement.

### **The Role of the Intern**

The intern works as a Disability Advisor who is responsible for reviewing and verifying all student documentation and determining which academic accommodations are appropriate for each student. The Disability Advisor works with students to provide learning skills support and provide advice on disability related issues. The intern also assists with the development and delivery of workshops and training sessions for other service departments (e.g., counselling) at SFU based on specific needs and agreements among departments. For example, an assignment may be to prepare and participate in a workshop on managing ADHD for adult students.

### **KENNETH GORDON MAPLEWOOD SCHOOL (KGMS)**

(<http://kgms.ca/>)

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

The Kenneth Gordon program is aimed at developing the whole child. In an emotionally safe environment, our students have opportunities to develop their many strengths. Tailoring our teaching to each student, we wrap the program around the child rather than requiring the child to fit within a rigid program. We prove to our children that they are entitled to learn joyously,

to succeed and to reach their potential and beyond. Equipping them with an understanding of their own learning style and a vision of their own success enable them to be successful self-advocates in the real world.

### **The Role of the Intern**

The school psychology intern works as a collegial member of the school faculty to help meet individualized goals for all students and to support all aspects of program delivery. In general, service delivery is at the systems level (Tier 1) rather than oriented toward individual students. Professional activities include interpretation of psychoeducational report information and recommendations; participation in creating a developmental curriculum and assessment rubric for social emotional learning; partnering with others on the preparation and presentation of a workshop for all staff on executive functioning in students; and assisting in display and analysis of data in an evidence-based instructional setting.

## **THE PRE-DOCTORAL INTERNSHIP TRAINING PROGRAM**

### **MISSION STATEMENT**

The training model applied in the Consortium 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:

- dynamic placements and rotations,
- guided activities to meet expectations across a comprehensive range of competencies,
- supervision by highly qualified and experienced professional psychologists, and
- focussed professional development training activities.

With successful conclusion of the internship year, and in combination with their graduate training, interns have the knowledge and skills to render them eligible to apply 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**

#### **The Intern**

The Training Program has a broad range of supports in place for interns ranging from development of an individualized internship plan; regularly scheduled weekly supervision sessions as well as daily access to supervisors (primary and secondary; collegial didactic and group discussion/ supervision activities within the context of the Professional Development Program; structured formative feedback; and procedures for appeal should conflicts arise.

**The Supervisor**

The day-to-day work of an intern is guided and supervised by an experienced and qualified practitioner (a doctoral trained, registered psychologist). 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 and hiring a qualified person for this role.

The Training Program has a strong commitment to professional enhancement and support for the role of the supervisor. The Supervision Coordinator acts as consultant to supervisors and provides leadership through group discussions including reference to relevant professional literature and research.

## **Professional Development**

Attendance at the Advanced Skills Training Program workshops and didactic sessions, scheduled from September through June, is required for all interns and primary supervisors. In addition, all interns participate in a variety of professional development activities, conferences, and workshops through their internship placements. Interns are also encouraged to attend annual conferences of relevant professional associations such as the British Columbia Association of School Psychologists (BCASP), the Canadian Psychological Association (CPA), the Council for Exceptional Children (CEC), and the National Association of School Psychologists (NASP). Consortium agencies offer financial support and/or release time for these activities.

## **GOALS/COMPETENCE INDICATORS**

The goals 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. To see a complete list of objectives associated with each goal, please refer to the *Policies and Procedures Manual*.

### **Foundational Goals**

- Goal 1 Professional Values and Attitudes: Interns model behaviour and comportsment 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 awareness of legal issues regarding professional activities with individuals, groups, and organizations.
- Goal 4 Reflective Practice/Self-Assessment/Self-Care: Interns demonstrate personal and professional self-awareness and reflection, and appropriate self-care.
- Goal 5 Relationships: Interns practice effective and meaningful interactions with individuals, groups, and/or communities.
- Goal 6 Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analyses, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge throughout their work.
- Goal 7 Research and Evaluation: Interns apply and/or generate research that contributes to the professional knowledge base and/or 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 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 goals of students/clients.
- Goal 12 Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies.
- Goal 13 Teaching: Interns are skilled in the provision of instruction, dissemination of knowledge, and evaluation of learning.
- Goal 14 Supervision: Interns provide training and supervision in a manner that enhances and monitors the professional functioning of others.
- Goal 15 Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines.
- Goal 16 Management/Administration: Interns engage in the direct delivery of services and/or the administration of organizations, programs, or agencies.
- Goal 17 Advocacy: Interns identify and take actions that target the impact of social, political, economic or cultural factors with the goal of promoting change at the individual, institutional, and/or systems level.

## **TRAINING EXPERIENCES**

### **ROTATIONS**

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

- \*Psychoeducational Research & Training Centre (PRTC)
- \*Provincial Outreach Program for Autism and Related Disorders (POPARD)
- \*Simon Fraser Centre for Students with Disabilities (CSD)
- \*Kenneth Gordon Maplewood School (KGMS)
- Child and Youth Mental Health (CYMH)
- Living Effectively with Anxiety and Panic (LEAP)

\*These four agencies participated in the 2014 - 2015 APPIC Match process (see below).

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

<b>Duration</b>	<b>Placement Site/Agency</b>	<b>Time Commitment</b>
September 1 – June 30	<b>Intern 1 (APPIC #186512)</b> SFU Centre for Students with Disabilities, <i>and</i> Kenneth Gordon Maplewood School, <i>and</i> PRTC Assessment Clinics	0.4 FTE (2 days per week) 0.4 FTE (2 days per week) 0.2 FTE (1 day per week)
September 1 – June 30	<b>Intern 2 (APPIC #186511)</b> POPARD	1.0 FTE (5 days per week)
January 13 – November 13	<b>Intern 3</b> Child and Youth Mental Health, <i>and</i> LEAP Clinic	0.5 FTE (2.5 days per week) 0.4 FTE (2 days per week)
July & August	<b>Interns 1 &amp; 2</b> PRTC Assessment Clinics	1.0 FTE (5 days per week)

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

## **REQUIRED TRAINING ACTIVITIES**

The list below defines required activities or projects to ensure that the intern meets the requirements of 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 rotation to another, the comprehensive internship plan ensures that all required training activities are detailed and implemented for each intern. Further, the Intern Rating Form addresses each goal and objective and requires response to each of these in reference to the internship plan.

1. Psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts
2. Planning and implementation of an individual intervention
3. Planning and implementation of a small group intervention project
4. Implementation of a group, class-wide, or school-wide assessment or screening activity
5. Participation in a prevention or early intervention program
6. Participation in school or agency consultation teams
7. Provision of individual and/or group consultation
8. Involvement in a Response-to-Intervention consultation case
9. Completion of a systems-level consultation
10. Development and presentation of a universal prevention or intervention project plan
11. Investigation and report on school district, agency, or community psychological, educational, or mental health promotion service, program or activity

12. Case presentation including review of relevant literature
13. Contribution to peer case conceptualization and case problem presentation, consultation and discussion
14. Participation in ethics “roundtable” activity
15. Planning and implementation of a skill-building activity with peers, site personnel or practice colleagues to disseminate an empirically-supported measurement or evaluation practice (assessment measure, progress monitoring procedures, measurement technique)
16. Presentation of a workshop, in-service or information session, including evaluation of presentation
17. Co-Supervision of a psychoeducational assessment case and report
18. Completion of a supervision project as co-supervisor for a less advanced student
19. Submission of a proposal for conference paper or grant funding
20. Development and implementation of an applied/practice research project

## **ADVANCED SKILLS TRAINING PROGRAM**

Each year a series of workshops, didactic training sessions, and group supervision sessions are provided to extend skill development and enrichment opportunities for interns. Topics include Applied Behaviour Analysis, Cognitive Behaviour Therapy, transition planning for low incidence students, crisis intervention, issues in diversity, and ethics in everyday practice.

## **SUPERVISION/EVALUATION**

Supervisors are doctoral-prepared, registered psychologists who are experienced in the practice of school psychology or the nature of psychological services for which they are providing supervision. The Training Program assigns both a primary and a secondary supervisor to each intern with roles as defined below.

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

### **Primary Supervisors**

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

Primary supervisors work together with interns and site-based administrators to develop the internship plan which guides the activities and commitments of the intern within each rotation.

Supervisors make themselves available to interns and administrators on an ongoing basis through direct discussion, email, or telephone contact.

### **Secondary Supervisors**

Secondary supervisors provide additional support to interns:

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

### **Evaluation of Intern Performance**

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

Evaluations occur twice during the internship year: a formative evaluation mid rotation (usually the end of January) and a summative evaluation (usually the end of June). When a rotation placement involves other than a 10-month term, as in the Child & Youth and Adult Assessment Clinics, the evaluation times are adjusted accordingly.

## **ELIGIBILITY/APPLICANT QUALIFICATIONS**

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

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

## **SELECTION PROCESS**

### **APPIC MATCH**

Qualified pre-doctoral students, including those in the UBC school psychology training program, interested in seeking placement through the Consortium are required to participate in the APPIC Match. Applicants submit an online *APPIC Application for Psychology Internship (AAPI)*. Information regarding the application process and relevant dates is available on the APPIC website.

## **UBC SCHOOL PSYCHOLOGY STUDENTS**

Students from the UBC training program, with an interest in a specific placement in B.C., may apply for an internship placement through the Consortium directly. A full application format parallel to the AAPI is available in the PRTC and is submitted directly to the Director of Training