

**THE UNIVERSITY OF BRITISH COLUMBIA**  
Faculty of Education  
Department of Educational and Counselling Psychology, and Special Education

**EPSE 589**  
**MASTER'S INTERNSHIP IN SCHOOL PSYCHOLOGY**  
(Approved by Program Faculty November 23, 2006)

The Master's Internship is an essential component of the graduate program in School Psychology. This internship is the culminating training experience to prepare School Psychologists at the master's level to assume professional practice roles in school settings. The Master's Internship provides students with the opportunity to undertake responsibility for professional functions as school psychologists under appropriate supervision. The Master's Internship further facilitates the development and integration of knowledge and skills gained from initial practicum work.

In contrast to other practicum experiences, *the Master's Internship occurs primarily apart from the program and students work under the administrative control of the internship setting*. Typically, the internship student is hired as an employee of the School District and operates as an Intern within the School District, under the direct supervision of the Field Supervisor. Rates of remuneration and specific responsibilities are negotiated between the School District and the Intern, prior to the start of the Internship. Throughout all aspects of the internship experience the School District and Field Supervisor maintain administrative control and responsibility for activities undertaken by the Intern. The school district should inform the Intern (and the Intern should inform all other supervisors and the Internship Coordinator) of any administrative or professional responsibilities to be assigned to the Intern, in addition to those agreed to in the Internship Agreement. Internship supervision is the responsibility, primarily, of the internship setting and the identified Field Supervisor(s). Typically, school districts assign internship students the status of "Intern" and provide the usual protection and coverage for liability and indemnity afforded all employees working in the agency. Interns are required to undergo a criminal record check prior to the internship. The internship is conducted consistent with the *Canadian Code of Ethics for Psychologists* (CPA, 2001), *American Psychological Association Ethical Principles and Code of Ethics* (APA, 2002), *Code of Conduct for the College of Psychologists of British Columbia* (2005), and the *Professional Conduct Manual for the National Association of School Psychologists* (NASP, 2000) and should follow criteria for delivery of psychological services, record-keeping and confidentiality procedures, legal mandates and requirements of the agency.

### **Eligibility to Apply for Internship**

To apply for internships, students must have the formal approval of the School Psychology Faculty. Students must request permission to apply for internships in the spring for internships that begin in September. This request should come to the School Psychology Faculty through the student's academic advisor or research supervisor.

### **Eligibility to Begin Internship**

The Master's Internship occurs after completion of all required program coursework, and with approval of the School Psychology Faculty.

*To be eligible to begin internship, a student must demonstrate appropriate applied professional skills and must have successfully completed the following:*

1. All academic coursework and practicum experiences on the program of study.
2. Demonstrated an understanding of and commitment to uphold the ethical principles of the *College of Psychologists of British Columbia*, the *Canadian Psychological Association (CPA)*, the *American Psychological Association (APA)* and the *National Association of School Psychologists (NASP)*.
3. Approval of the thesis proposal

### **Objectives for the Internship**

Each student will define specific objectives for his/her internship in their individual Internship Plan (discussed below). The internship is intended to provide experiences relevant to the following areas for all interns:

1. Knowledge of the organization and functioning of public schools in the context of their community.

2. Familiarization with psychological service delivery procedures;
3. Familiarization with the various roles and functions of professional psychologists, special and regular educators, school administrators, and other mental health care providers;
4. Exposure to a broad range of students and families including a range of students with special needs and students and families from diverse cultural and linguistic backgrounds;
5. Refinement of communication skills and the ability to engage in team efforts;
6. Refinement of assessment and diagnostic skills;
7. Refinement of consultation and collaboration skills;
8. Refinement of prevention and intervention skills;
9. Effective utilization of community and institutional resources;
10. Continued professional growth through inservice training, self-study, and supervisory evaluations;
11. Continued development and application of ethical and legal issues in professional psychology.

### **Placement**

Normally students will complete their internships in British Columbia and function as psychology interns in public school settings. Students may request alternative internship placement involving non public school settings and/or out-of-province/country settings.

Students occasionally desire to fulfill all or part of the internship requirements by working for the school district in which they are presently employed. Students wishing to complete an internship in a district in which they are or have been employed must demonstrate in a written application that he or she will be functioning in a *new capacity* under the direction of a qualified psychologist(s) who can and will provide direct, objective supervision.

### **Setting Requirements, General Range of Activities and Time Allocation**

The UBC School Psychology Master's Internship must conform to the general guidelines for master's level internships established by the National Association of School Psychologists. Interns may also want to consult the requirements for registration/licensure at the master's level in a jurisdiction where they plan to work upon graduation (e.g., BC College of Psychologists Requirements for Internship). The internship should provide experience in the range of prevention, assessment, intervention, and consultation activities conducted with and for children, adolescents, or their families. Activities that provide psychological services to adults who are not associated with a child or adolescent in need of service, are not appropriate for the Master's Internship in School Psychology. Additional activities *may* include planned research and evaluation activities, inservice and professional development activities, and administrative functions. As the case load and nature of the School Psychologist role varies between settings, interns normally have diverse responsibilities.

In order to ensure the quality of the internship experience for both the employer and the student, it is the requirement of the School Psychology Program at UBC that:

1. The Intern normally works on a full-time basis in an approved service unit or facility for a minimum of 1600 hours and shall follow the employer's calendar during that time period. Students may apply to complete their internship on a half-time bases over two consecutive school years. The internship must be completed in no less than 9 months and no more than 24 months.
2. With the approval of the School Psychology Faculty, an Intern may develop an internship with more than one rotation or placement in more than one setting with a minimum term in a rotation of 3 months.
3. The internship setting shall pay the Intern a reasonable salary for services rendered. When appropriate, the employer will reimburse the Intern for transportation costs for job-related activities.
4. The Intern will be under the administrative control of the internship setting, the academic control of the university, and the joint professional control of the field and university supervisors.
5. The Field Supervisor shall arrange with the Intern to establish regular weekly meetings. for the purposes of supervision and mutual feedback. The field supervisor shall also read and sign all written case reports produced by the Intern.
6. The Field Supervisor shall provide the university with: (a) a written evaluation of the Intern's performance at least once each term (typically at end of term). In addition the Field Supervisor is encouraged to consult with the University Internship Coordinator at any time concerning the progress of an Intern.
7. The internship should provide experiences in a range of activities including assessment, prevention, direct and indirect intervention, and consultation activities conducted with and for children, adolescents, adult

learners, and their families. Additional activities include psychological research, supervision, education, and administrative functions.

The following are recommended guidelines for the distribution of the Intern's time:

1. The Intern should spend at least 10% (approximately 160 hours) and no more than 50% (approximately 800 hours) of the time in any one of the primary school psychologist activities: assessment, prevention/intervention, and consultation.
2. At least 25% (approximately 400 hours) of the Intern's time must be spent in direct client contact. [Note: This is the UBC Guideline. Specific provinces and state guidelines may require more direct contact hours. For example, the BC College of Psychologists requires at least 30% of the Intern's time be spent in direct client contact]
3. A *minimum* of two hours each week must be spent in regularly scheduled formal, face-to-face individual supervision activities with the Intern. (see Supervision section below for details).
4. The Intern reports directly to and takes direction from the Field Supervisor with respect to clinical workload.
5. The Intern may spend up to 30% (approximately 480 hours) of the total time in secondary professional activities: research, dissertation, supervision, providing supervision, education learning activities, and administration. (See also Item 1.)
6. Because the internship is a training experience, it should include additional scheduled learning activities. An average of two hours per week (in addition to two hours of individual supervision) may be spent by the Intern in scheduled learning activities. These may include the following:
  - Case conferences
  - Seminars dealing with professional issues
  - Inservice training
  - Observing other agency units in delivery of services
  - Meetings with professionals other than school psychologists (e.g., persons from other disciplines or other agencies)
  - Professional conferences

### **Exploring Potential Internship Placements and Applying for Internship**

#### ***Internship Coordinator:***

Each year the School Psychology Faculty identifies a faculty member responsible for coordinating the Master's Internship. This person serves as the Internship Coordinator and supervisor for the internship. Students are encouraged to discuss options and work closely with both their Research Supervisor/Advisor and the Internship Coordinator to explore possible internship placements.

#### ***Exploring Potential Internship Placements:***

Though the identification of possible internship placement is the responsibility of the student, the School Psychology Faculty will provide support for students during the process of selecting an internship. Students at the master's level typically complete their internships as school psychologists working in school-based settings. Students are encouraged to reflect throughout their graduate study on the type of setting where they would like to complete their internship and make certain that they develop a Program of Graduate Study (PGS), and appropriate practicum and other clinical experiences that facilitate their success in obtaining an internship in their desired setting. Once an internship site is selected, the Internship Coordinator and the student's Research Supervisor/Advisor will give final approval of the the internship placement. In situations in which there is a disagreement between the Internship Coordinator and the student's Research Supervisor/Advisor as to the appropriateness of a particular internship setting, the placement will be brought to the entire School Psychology Faculty for final approval.

#### ***Applying For Internships:***

Normally, students work with both the Internship Coordinator and their Research Supervisor/Advisor in exploring internship options. All students should initiate discussions regarding their interests and possible internship sites with both their Research Supervisor/Advisor and the Internship Coordinator. In the early spring semester of each year, all prospective internship applicants will meet as a group with the Internship Coordinator to discuss the process and requirements.

Students should discuss several options for possible internship sites with their Research Supervisor/Advisor and the Internship Coordinator with a view to developing a formal proposal for the internship experience that meets the requirements outlined in this document. Any disagreement regarding proposed internship experiences should be resolved through discussion among the School Psychology Faculty. Pending approval by both the student's Research Supervisor/Advisor and the Internship Coordinator, the Internship Coordinator will work with the student to establish the internship experience.

To assist in completing internship applications, students are strongly encouraged to maintain detailed logs of their professional experiences beginning their first semester of graduate training. The school psychology program has developed a common practicum log (Appendix E) to assist students in keeping track of their practicum experiences in preparation for internship application, but it is the student's responsibility to ensure that his/her documentation meets the application requirements for any given internship site.

Students applying for internship will make available to the Internship Coordinator :

- a current CV
- a brief summary log of their current experiences
- one or two samples of their work
- a current criminal record check
- an initial set of goals for their internship experience

### **Supervision of the Internship**

Internship supervision by the school district is the prime responsibility of the Field Supervisor, who acts as the liaison between the Intern and the University. The Field Supervisor is normally a master's or doctoral level psychologist who has certification or registration/licensure in School Psychology. However, the BC College of Psychologists requires that Field Supervisors be Registered/Licensed Psychologists for internship hours to be approved by the College. Furthermore, the Field Supervisor should have demonstrated teaching and supervisory skills, and have worked as a psychologist for more than two years and in the present setting for at least one year. Normally, supervision activities occur throughout the week, at a ratio of approximately one hour of supervision for each five hours of direct client contact. At least 2 hour per week of regularly scheduled, face-to-face individual supervision are provided by one or more psychologists. The Field Supervisor may be an employee of the school district or an affiliate of the district who carries major responsibility for cases being supervised. In some unusual circumstances, when a registered psychologist is not available at the site, some contracting of supervision may be allowed. Any supervisor who is not an employee of the school district, must be approved by the UBC School Psychology Faculty. ***At all times during the practicum, the Field Supervisor maintains full responsibility for the casework undertaken by the Intern. Although case reports prepared by the Intern will indicate the involvement of the student and their status as a Psychology Intern, the Field Supervisor maintains full responsibility for the case report.*** Supervision is provided with the specific intent of dealing with psychological services rendered directly by the Intern. Administrative supervision and/or personal growth experiences are not included as part of the required supervision, except as required as conditions of employment.

Interns are required to maintain a detailed log of all internship activities, including contacts, decision-making, and supervision activities. The detailed log is seen as an essential element of supervision and will be submitted to the Internship Coordinator at the conclusion of the Internship. Interns are required to submit a copy of their updated log monthly and provide a brief written reflection/summary of their internship activities to the Internship Coordinator (usually by email). At the conclusion of the internship, students submit to the Internship Coordinator the final detailed log and copies of documents (e.g., case reports, teacher/parent handouts, and intervention plans or other samples of their work) developed during the internship. In order to preserve confidentiality, these should be blinded. A description of log requirements and samples will be provided by the Internship Coordinator. The internship setting may also require the use of an district-specific log that may or may not meet the requirements of the practicum.

The Internship Coordinator will provide the contact between the University and the school district. The Intern, Field Supervisor, and Internship Coordinator normally confer jointly at least three times during the internship: initially to establish the objectives and activities of the practicum, at the mid point of the internship, and again toward the end of the internship. This may occur by telephone for distant internship sites. The Internship

Coordinator is available to both the Intern and the Field Supervisor for consultation at any time during the practicum.

### **Evaluation of the Intern**

Field Supervisors are required to provide the University Internship Coordinator with a written evaluation of the Intern's performance on two occasions – a formative evaluation at the mid-point of the internship, and a summative evaluation at the end of the internship. ***In the event that a student is not making satisfactory progress at any time during the internship, the Field Supervisor should contact the University Internship Coordinator immediately.*** The university provides a standard *School Psychology Master's Internship Evaluation Form* to be completed by the Field Supervisor and discussed with the Intern. The Intern is responsible for providing a copy of the evaluation to the University Internship Coordinator. Field Supervisors normally complete an additional, open-ended, evaluation of the Intern's performance and brief description of the activities undertaken in the internship. The latter evaluation typically is accomplished by means of a letter sent to the University Internship Coordinator.

The University Internship Coordinator maintains a file of the contacts with the Field Supervisor and Intern, including a copy of all documents related to the internship, and is responsible for assigning a grade for student performance on the internship. Overall student performance is based on satisfactory attainment of program objectives for professional preparation, and completion of internship objectives including demonstration of competence in clinical and professional practice. The summative evaluation provided by the Field Supervisor provides part of the information used to grade overall student performance. A record of hours of work, including direct and indirect client contact hours, range of activities, supervision hours, work samples and examples of evaluation and feedback procedures should be maintained by the University Internship Coordinator, and at the internship site for evaluation by representatives of the CPA/APA, the BC College of Psychologists, or UBC if needed. If all work is satisfactory, a grade of "P" or Pass will be assigned.

### **Evaluation Appeal Process**

In the event that a student wishes to appeal a Field Supervisor's evaluation, procedures for appeal should be followed in the internship setting first. The Intern should also inform the University Internship Coordinator of the decision to appeal an evaluation. In the case of disagreement over a grade from the University Internship Coordinator, University procedures for "appeals of academic standing" should be followed. Note the following regarding Senate Appeals on Academic Standing: Students who wish to protest decisions relating to their academic studies may do so. The protest should be made initially as near the source of difficulty as possible, presumably an instructor, and progress to the head of the department concerned and then to the dean of the faculty. There is a standing committee of the University Senate, the Committee on Appeals on Academic Standing, that reviews all appeals made to the Senate, the senior academic authority in the University.

### **Course Enrollment**

While on internship, students must register for 9 UBC course credit (EPSE 598) at the onset of the internship and maintain registration in that course throughout their internship. Upon completion of the internship, Interns must complete an Internship Completion Form and turn it in to the Internship Coordinator. Following completion of internship, students who have not completed the thesis requirement must maintain continuous enrollment until they officially graduate.

### **Internship Agreement**

The Internship Coordinator and the student's Research Supervisor/Advisor must approve arrangements for the internship placement, prior to any formal agreement between the student and the site. The Internship Agreement provides the framework for the formal relationship among the parties to the agreement, the student Intern, the internship agency and the School Psychology Faculty. Following approval of the internship agreement, a more detailed Internship Plan (described below) is developed and approved by the student, Internship Supervisor and University Internship Coordinator. The internship agreement includes the following elements:

- Information identifying the relevant individuals who are party to the agreement and their contact information
- A description of the internship setting
- A statement of objectives for the internship in the particular setting
- A statement detailing how the internship adheres to program internship requirements (e.g., hours of contact)

- A statement of intended internship activities
- A statement of the administrative arrangements for the Intern's position in the school district (e.g., status, title, administrative responsibilities)
- A statement of the supervision arrangements with the names and qualifications of the supervisors identified
- A statement of the evaluation procedures for the internship

A sample Internship Agreement is included in Appendix C.

**Internship Plan: Goals, Objectives & Evaluation Plan:**

No later than the end of the first month of the internship placement, the Intern is required to submit to the Internship Coordinator a written Internship Plan developed with and approved by the Field Supervisor. The Internship Plan should outline the intended internship activities with a description of the experiences, settings and populations likely to be involved. Specific goals, objectives and how the goals and objectives will be evaluated should be included in the Internship Plan. The plan should also describe the supervision arrangements including a plan of who will provide supervision and how it will be scheduled. Any training activities that are anticipated as part of the practicum should also be described. This could include both inservice opportunities or other training in which the student may be a participant, as well as any training the internship student might provide. A sample Internship Plan is included in Appendix D.

## APPENDIX A

### BC College of Psychologists: Requirements for Internship for Psychologists and Psychological Associates.

Applicants for both Psychologist and Psychological Associate classes of registration are required to complete a one-year (pre-doctorate, post-master's degree) internship requirement as outlined below. For psychological associates, this one year requirement is in addition to the 3 year requirement outlined on the college website.

There are two ways to meet the criteria of the College of Psychologists of British Columbia for acceptable pre-doctoral internships:

- (a) The Registration Committee will accept a pre-doctoral internship accredited by the American Psychological Association, the Canadian Psychological Association, or the Association of Psychology Postdoctoral and Internship Centers.
- (b) The Registration Committee will accept a pre-doctoral internship that in its view meets each of the following criteria:
  1. **Organization:** A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
  2. **Accountability:** The internship agency has a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and present at the training facility for a minimum of 20 hours a week. This psychologist has been actively licensed (certified or registered) and in good standing with the psychology regulatory body in the jurisdiction where the program exists for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.
  3. **Primary Supervisors:** The internship agency training staff consists of at least two full time equivalent psychologists who serve as primary supervisors, who have been actively licensed (certified or registered) and in good standing with the psychology regulatory body in the jurisdiction where the program exists for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.
  4. **Structure of Supervision:** Intern supervision is provided by staff members or qualified affiliates of the internship agency who are accountable to the internship director regarding their supervision of the intern. These supervisors carry clinical responsibility for the cases being supervised and are identified as such (e.g., countersigning documentation or identified as a supervisor on treatment plans, or reports). The minimum amount of supervision provided is at a ratio of one hour of supervision for each four hours of client contact per week. At least 2 hours per week of regularly scheduled face-to-face individual supervision are provided by one or more psychologists who have been actively licensed (certified or registered) and in good standing with the psychology regulatory body in the jurisdiction where the program exists for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.
  5. **Content of Supervision:** Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Administrative supervision and/or personal growth experiences are not included as part of the required supervision.
  6. **Range of Experience:** The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
  7. **Required Patient Contact:** At least 30% of the intern's time is in providing direct psychological services to patients/clients, seeing a sufficient number of clients to ensure that the intern reaches a level of competent clinical service in the area in which he or she plans to practice.
  8. **Didactic Component:** The internship must provide at least two hours per week in didactic activities such as case Component conferences, seminars, in service training, or grand rounds.
  9. **Timing of Internship:** Internship training is subsequent to required clerkships, practica, and/or externships. For psychologists, it must be obtained while enrolled in a doctoral program or post-doctorally. For psychological associates, it must be obtained while enrolled in a masters program or post-masters degree.
  10. **Title of Trainee:** The internship level psychology trainees have a title such as "Intern", "Resident", "Fellow," or Trainee other designation of trainee status.
  11. **Program Description:** The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear

- expectations for quantity and quality of the intern's work, and is made available to prospective interns.
12. **Due Process:** Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing and appeal and are given to the interns at the beginning of the training period.
  13. **Required Time:** The internship experience (minimum 1600 hours) must be completed in no less than 9 and no Time more than 24 months.
  14. **Evaluation:** At least twice a year the internship program conducts formal written evaluations of each intern's performance.
  15. **Payment for Supervision:** The terms of payment for supervision are explicit and agreed upon prior to the onset of supervision. The payment contract includes explicit agreement that payment for supervision in no way implies a positive evaluation by the supervisor of the intern.

**Dual Relationships:** Relationships between supervisors and interns are in compliance with prevailing ethical standards with regard to dual relationships. Supervision to meet the requirements of the College of Psychologists can not be provided in the context of a professional relationship where the objectivity or competency of the supervisor is, or could reasonably be expected to be impaired because of the supervisor's present or previous familial, social, sexual, emotional, financial, supervisory, political, administrative, or legal relationship with the supervisee or a relevant person associated with or related to the supervisee. Please refer to the College of Psychologist's Code of Conduct for further clarification.

## **APPENDIX B**

### **National Association of School Psychologists Internship Guidelines**

(From: <http://www.nasponline.org/standards/FinalStandards.pdf>)

#### **FIELD EXPERIENCES/INTERNSHIP**

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

#### **Standards for Training and Field Placement Programs in School Psychology**

- 3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.
- 3.2 The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.
- 3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting. (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)
- 3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.
- 3.5 The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, Standards for Training and Field Placement Programs in School Psychology expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

## APPENDIX C Sample Internship Agreement

The following is a sample of a suggested format to follow when the Internship Coordinator, the Intern, and the Internship Site develop an Internship Agreement.

### SCHOOL PSYCHOLOGY MASTERS INTERNSHIP AGREEMENT

Student Intern:	Phone:	Email:
Site Internship Supervisor:	Phone:	Email:
Agency:		
Address of primary site:		
University Internship Coordinator:	Phone:	Email:
Dates of Internship:		
Mailing Address of Internship Site:		

#### **Description of the Internship**

The Intern will complete at least 1600 hours of supervised internship from *DATE* to *DATE*. The internship placement will be with the *NAME OF AGENCY*. *NAME OF AGENCY* provides *DESCRIBE THE AGENCY AND SERVICES* You should attach an agency brochure, if one is available. The internship will allow for a breadth of experiences in a wide range of psychological services including assessment, intervention and consultation at both the individual and systems level. The internship will provide opportunities to work with a diverse range of clients and to enhance professional skills in a community-based context. *INDIVIDUALIZE THIS AS APPROPRIATE TO INDICATE ANY SPECIALIZED EXPERIENCE THAT WILL BE PROVIDED AT THIS SITE* (e.g., This internship will provide specialized training in providing psychological services to young children in the area of early childhood mental health.) The nature of the internship activities and psychological services provided are described below and detailed in the Internship Plan. A team of supervisors (detailed in the attached Internship Plan document) will be responsible for on-site supervision. The supervision team will be lead by *NAME OF PRIMARY SUPERVISOR* (on-site) ### registered psychologists, *LIST NAMES* and ### other supervisors with relevant content area and professional expertise *LIST NAMES*.

#### **Objectives of the Internship**

As part of the internship experience and to the extent possible within the agency, the Intern will increase competency in the following areas: *THE FOLLOWING OBJECTIVES ARE SOME EXAMPLES....THE INTERN SHOULD INDIVIDUALIZE TO THEIR OWN OBJECTIVES AND THE REQUIREMENTS OF THE AGENCY*

- Knowledge of the organization and functioning of public schools, mental health centers, or other agencies
- Familiarization with psychological service delivery procedures
- Familiarization with the various roles and functions of professional psychologists, special and regular educators, school administrators, and other mental health providers

- Refinement of communication and consultative skills and the ability to engage in team efforts
- Refinement of assessment and diagnostic skills
- Refinement of direct intervention skills
- Further development of research and evaluation skills
- Effective utilization of community and institutional resources
- Continued professional growth through in-service training, self-study, and supervisory evaluations
- Continued development of an understanding of ethical and legal issues in psychology and education

Additional details of the goals, objectives, primary supervisor and method for evaluation is provided in the Internship Plan document which accompanies this agreement.

### **Terms of the Internship Agreement**

As a doctoral Intern from the School Psychology Program at the University of British Columbia, *INTERN NAME* will complete an internship experience with *NAME OF SITE* on the following terms:

#### **Hours**

Total hours minimum per week on agency site: **##** **OR**

Days per week on agency site (specify days): **##**

#### **Administration**

For the period of the internship, the Intern will carry the title of:           *INTERN TITLE*          

The Intern works under the administrative control of           *NAME OF AGENCY*          

The Intern's direct administrative supervisor is           *NAME*          .

The Intern is also under the academic control of the University of British Columbia, and the joint professional control of the Field Supervisor(s)           *NAME(S)*           and the University Internship Coordinator           *NAME*          

#### **Internship Activities**

The Intern will work on a full-time basis from *DATE* to *DATE*. The Intern will be involved [[in six primary activities (consultation, assessment, intervention, report writing and related activities, supervision and training, and program development activities) INDIVIDUALIZE THIS]]. The Intern will keep an Internship Log in which daily activities, supervision experiences, and self-evaluations are recorded. The log is useful during supervision, but must be available for review with the University Internship Coordinator throughout the internship.

The primary internship activities will include: THESE ARE EXAMPLES, INDIVIDUALIZE AS NEEDED

- ##% consultation services
- ##% direct face-to-face client hours
- ##% report writing, case notes, assessments, paperwork
- ##% supervision
- ##% training activities
- ##% specialized emphasis

#### **Supervision**

The Intern           *NAME*           will assume major responsibility for preparation and approval of the internship agreement and plan, and will fulfill the terms of the internship plan as agreed to by all parties

( \_\_\_\_\_ NAME \_\_\_\_\_, the Intern; \_\_\_\_\_ NAME \_\_\_\_\_ as Primary Field Supervisor; \_\_\_\_\_ NAME \_\_\_\_\_ as Field Supervisors; and \_\_\_\_\_ NAME \_\_\_\_\_ University Internship Coordinator).

The Field Supervisors will share responsibility for supervision and evaluation of the Intern and will ensure that the psychological services provided by the Intern meet high professional standards. The Field Supervisors will provide the Intern with a minimum of 2 hours per week of direct supervision of a didactic nature (e.g., case conferences, seminars, in-service training) and at least 2 hours per week of face-to-face feedback and interaction.

The Field Supervisors will provide two written evaluations of the Intern's performance and these evaluations will be submitted to the Intern and the University Internship Coordinator at both the midway point of the internship and at the end of the internship.

The University Internship Coordinator will work directly with the Field Supervisors and the Intern. The University Internship Coordinator will be involved in the formulation of the internship plan, in the negotiation of the supervisory agreements, and in the evaluation of the Intern's performance. The University Internship Coordinator will meet jointly with the Intern and the Field Supervisors prior to the beginning of the internship, as needed throughout the internship, and at the conclusion of the internship. The University Internship Coordinator will also have regular (approximately once per month) contact with the Intern to review internship goals, objectives and activities (including review of internship log). This may be accomplished by telephone or email, or may be undertaken face-to-face.

### **Evaluation**

The Field Supervisors will provide the University Internship Coordinator with (a) a written evaluation of the Intern's performance and (b) work samples that are indicative of the Intern's performance at least twice during the internship experience (by \_\_\_\_\_ MID POINT DATE \_\_\_\_\_ and \_\_\_\_\_ END DATE \_\_\_\_\_). On the basis of the work samples and information received from the Field Supervisor as well as the Intern, the University Supervisor will determine and submit a Pass/Fail mark for the internship (EPSE 598) to the University of British Columbia by \_\_\_\_\_ DATE \_\_\_\_\_.

Intern: \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

Primary Field Supervisor: \_\_\_\_\_

Primary Field Supervisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

University Internship Coordinator: \_\_\_\_\_

University Internship Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_