

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

EPSE 689
PRE-DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY
(Approved By Program Faculty November 6, 2006)

Overview:

Students culminate their graduate studies in School Psychology with one full academic year of supervised internship, including no less than 1600 hours in an approved setting (see note below). The Ph.D. or Pre-Doctoral Internship is an essential component of the graduate program in School Psychology. This internship is the culminating training experience to prepare School Psychologists to assume professional practice roles as psychologists in multiple settings. The internship provides students with the opportunity to undertake the responsibilities and functions of professional psychologists under appropriate supervision. The internship further facilitates the development and integration of knowledge and skills gained from initial practicum work. Internship requirements may be fulfilled by completing one full-time academic year or two years of half-time internship experience.

In contrast to other practicum experiences, *the Pre-Doctoral 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 agency and operates as an Intern within the agency, under the direct supervision of the Field Supervisor. Rates of remuneration and specific responsibilities are negotiated between the agency and the Intern, prior to the start of the Internship. Throughout all aspects of the internship experience the agency and Field Supervisor maintain administrative control and responsibility for activities undertaken by the Intern. The agency 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, agencies 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.

Special Note on Internship Requirements.

1. The National Association of School Psychologists (NASP) requires that 600 hours of the internship hours must be completed in an educational setting or deal with school-related issues.
2. The guidelines described herein are in accordance with the BC College of Psychologists' requirements for registration. It is a program requirement that the internship meet the requirements set forth by the *BC College of Psychologists*, the *Canadian Psychological Association (CPA)*, and the *American Psychological Association (APA)*. In addition, guidelines set forth by the *Council of Directors School Psychology Programs (CDSPP)*, the *Association of the Psychological and Internship Centers (APPIC)*, and the *Internship Directory of the Joint Committee on Internships for the Council of Directors of School Psychology Programs*, and *National Association of School Psychologists (NASP)* are also considered when establishing internship requirements. Any deviations from these guidelines are strongly discouraged and must be approved by the School Psychology Faculty.

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 at least 9 to 12 months before the beginning of an internship (for example if a student plans to apply for an internship beginning July to September, they should request permission to begin the application process in the fall semester prior). This request should come to the School Psychology Faculty through the student's academic advisor or research supervisor.

Eligibility to Begin Internship:

The Pre-Doctoral Internship occurs after completion of all required program requirements, 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. Comprehensive examinations
3. 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)*.
4. Approval of the dissertation proposal (the student **must have successfully reached doctoral candidacy**)

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, mental health centers, or other agencies or services;
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:

While many students will complete their internships in British Columbia and function as psychology interns in public school settings, alternative internship sites involving non-educational agencies and/or out-of-province/country agencies are possible.

Students occasionally desire to fulfill all or part of the internship requirements by working for the school district or agency in which they are presently employed. ***Such internship arrangements are strongly discouraged.*** Students wishing to complete an internship in a district or agency in which they are or have been employed must appeal in writing to the School Psychology Faculty. The appeal should be presented to the faculty by the student's advisor or research supervisor. Should a student be granted approval pursue an internship in a setting in which they are presently employed, he or she must demonstrate that he or she will be functioning in a ***new capacity*** under the direction of a qualified registered psychologist(s) who can and will provide direct, objective supervision.

Students may seek internships in non-educational settings. These internships must primarily involve psychological services to children and youth and must be supervised by a registered psychologist. For students without a prior

internship in a school setting (that is students who enter the program without a Master's degree in School Psychology) at least 600 internship hours must be in a school setting or deal with school-related issues as required by the National Association of School Psychologists standards. A review of credentials of potential supervisors in non-educational settings will be necessary before contractual discussions are finalized.

Setting Requirements, General Range of Activities and Time Allocation

The UBC School Psychology Pre-Doctoral Internship must conform to the general guidelines for doctoral level internships established by the Council for Directors of School Psychology Programs (Appendix A) and the Association of Psychology Postdoctoral and Internship Centres (APPIC) (Appendix B). Interns may also want to consult the requirements for registration/licensure 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 Pre-Doctoral 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 shall work on a full-time basis (e.g., 4 days per week) in an approved service unit or facility for a minimum of 1600 hours and shall follow the employer's calendar during that time period. The internship must be completed in no less than 9 months and no more than 24 months.
2. Students must be released for at least one-half day per week in order to conduct research and university related business.
3. 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. This may be desirable, for instance, if the internship is in a school setting for the academic year and a special rotation is developed for the summer months.
4. 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.
5. The Intern shall 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.
6. 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.
7. 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); and (b) work samples which are indicative of the Intern's performance. In addition the Field Supervisor is encouraged to consult with the University Internship Coordinator at any time concerning the progress of an Intern.
8. 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 CDSPP 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 structured learning activities. These include:
 - a. Research: Participation in research activities is allowed as part of the internship. Up to 25% of the time may be spent in research activities if this is permitted by the sponsoring internship agency. These may include only the following:
 - Dissertation Research -If the dissertation topic is not in keeping with the program of the internship agency, then the research activities should not impinge on that of the Intern's time devoted to direct service to the agency, nor should it impinge on any other activities of the agency and its staff.
 - Participation in on-going research projects carried out under the supervision of a professional employee of the internship agency.
 - b. 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 conventions

Supervision of the Internship

Internship supervision by the agency 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 doctoral level psychologist who has certification or registration/licensure in School Psychology. 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 internship agency or an affiliate of the agency who carries major responsibility for cases being supervised. In some unusual circumstances, when a registered doctoral level psychologist is not available at the site, some contracting of supervision may be allowed. Any supervisor who is not an employee of the internship agency, 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 agency-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 internship agency. 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 Pre-Doctoral 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.

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 3 credits of UBC course credit (EPSE 698) per semester for a minimum 9 credits of 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 dissertation requirement, must maintain continuous enrollment until they officially graduate.

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 fall 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.

Students seeking non CPA/APA/APPIC school-based internships should meet with the Internship Coordinator to discuss the process of contacting and interviewing with school districts and agencies in the area. It is the student's responsibility to follow through with the application process of the individual school districts and/or agencies. Individually arranged internships will require an Internship Agreement (discussed below) between the agency and UBC, arranged by the Internship Coordinator.

Students seeking a CPA/APA/APPIC accredited internship must complete the uniform application required by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Information about APPIC internships and the application process (including a copy of the application) can be found on the APPIC website at: <http://appic.org>.

A list of APA accredited internships can be found at: <http://www.apa.org/ed/intern.html>. A list of CPA accredited internships can be found at: <http://www.cpa.ca/accreditation/cpaaccreditedprograms/>.

Students are responsible for requesting written information directly from prospective internship sites. *Students should be aware in their planning that many APPIC sites require that the dissertation proposal be approved before they **apply** for internship through APPIC.*

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. Reviewing the APPIC application will help students determine the types of information to record. The school psychology program has developed a common practicum log (Appendix F) 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.

Exploring Potential Internship Placements and Approval of the Internship

Internship Coordinator:

Each year the School Psychology Faculty identifies a faculty member responsible for coordinating the Pre-Doctoral 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 doctoral level may choose to complete their internships as school psychologists working in school-based and/or non-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. Students are strongly encouraged to explore more formally internship placement 9 to 12 months prior to their anticipated start date. Students who want to pursue internships through the APPIC application should be aware that application deadlines typically fall in November and December for internships that begin July to September of the following year. 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.

Students seeking 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

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 agency (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

Council Of Directors Of School Psychology Doctoral Level Internship Guidelines

(Approved by the Membership, May, 1998)

In the absence of special circumstances, an organized training program in School Psychology meeting these guidelines will also be considered as meeting the “Guidelines for Defining an Internship or Organized Training Program in Psychology” used by the National Register to identify an acceptable internship or organized training program, one of the several requirements for listing in The National Register of Health Services Providers in Psychology.

- A School Psychology internship is an organized training program which, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experience. The internship is the culminating training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of all coursework leading to the degree. The primary focus and purpose is assuring breadth and quality of training. The School Psychology internship is designed to meet the needs of the graduate students and should provide an extension of education and supervised training from the university program. The internship must include a range of activities such as consultation, assessment, intervention, supervision, and research that are designed to meet the health and psychological needs of the clients.
- The intern shall spend time in research activity which may include evaluating the outcomes of services delivered and the effectiveness of the intern’s own training. This time shall not exceed 25% of the internship. The intern shall spend at least 25% of his or her time in direct (face-to-face) psychological services to clients or patients.
- The internship agency has a written statement or brochure which describes the goals and content of the internship program, states clear expectations for the quality of trainees’ work, training, and supervision, and is made available to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement that includes, but is not limited to, salary, benefits, reimbursable travel, holidays, and other relevant data.
- Internship programs have documented due process procedures for interns which are given to interns at the beginning of the training period.
- Full-time internships may be completed in no less than 9 months; part-time internships may extend no more than 24 months. The internship year must include a minimum of 1,500 hours in activities described above.
- Internship agencies are required to issue a certificate or “Official Statement” of psychology internship completion to all who have successfully completed the internship program.
- The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed/certified by the State/Provincial Regulatory Board of Psychology to practice at the independent level, (b) is responsible for the integrity and quality of the internship program, and (c) is present at the training facility for a minimum of 20 hours per week. Intern supervision may be shared with other appropriately credentialed personnel in the psychological service unit, but the licensed/certified psychologist assumes 100% responsibility for the supervision provided. The psychological service unit providing the internship training has at least two psychologists on the staff.
- The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with the psychological services rendered directly by the intern. The supervisor (described in #7 above) must provide at least one hour per week of supervision.
- In addition to individual supervision (as described in #8 above), there is an additional average of at least two hours per week in scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, and in-service training. These activities may be in conjunction with

professionals other than school psychologists and may include such planned activities as attending school board meetings (if the internship is in a school) or observing other units in delivery of health and/or child care services.

- The intern must have regularly scheduled, supervised, and documented training activities with other psychology interns. The internship must have two or more full-time equivalent interns. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic areas or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.
- Reports by the intern to consumers, other agency or school personnel, or other relevant publics must be co-signed by the licensed/registered psychologist supervisor for the intern.
- The trainee has a title such as “intern,” “resident,” or other designation of trainee status.

APPENDIX B

APPIC MEMBERSHIP CRITERIA: DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAMS

(Criteria revised May, 2006; Clarification revised May, 2006)

Internships that are accredited by the American Psychological Association or the Canadian Psychological Association are recognized as meeting APPIC doctoral membership criteria. All others must meet all of the following criteria (i.e., 1 through 16 below) and are reviewed for adherence to the criteria every three years.

EDUCATIONAL NOTE: Adherence to APPIC membership criteria does not guarantee meeting individual state licensing requirements.

- 1. 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.**

Clarification

The organization of an internship program is evident in a clear:

- statement of the goals and objectives of the training activities.
- description of the plan, location, and sequence of direct service experiences.
- description of the training curriculum; i.e., the content, duration, and frequency of the training activities.
- description of how the psychology training program is integrated into the larger organization.
- For programs with multiple sites, the services rendered by interns, the supervision offered, and the training director's involvement is clearly described at each site.

- 2. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.**

Clarification:

The internship is administered by a doctoral level licensed (certified or registered for independent practice) psychologist who:

- directs and organizes the training program and its resources.
- is responsible for selection of interns.
- monitors and evaluates the training program's goals and activities.
- documents and maintains interns' training records.

- 3. The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors and who are actively licensed, certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists.**

Clarification:

Interns' primary clinical supervision and role modeling must be provided by psychologists on the program's staff who are licensed (certified or registered) for independent practice at the doctoral level and who are:

- officially designated as psychology intern supervisors.
- significantly involved in the operation of the training program.

- 4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of**

that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.

Clarification:

Supervisors need to be clearly designated by the agency as clinically responsible for the cases (for example, countersigning documentation or having their name on the treatment plan or case summary). Depending on clinical needs, increased hours of supervision are expected. The required hours shall be through face-to-face individual supervision (rural sites may use visual telecommunication technology in unusual circumstances and when face-to-face supervision is impractical, but must demonstrate that such technology provides sufficient oversight). Programs shall adhere to all requirements of their state licensing boards.

5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

Clarification::

Internship training in Psychology is primarily based on experiential learning which:

- provides psychological services directly to consumers in the form of psychological assessment, treatment, and consultation.
- exposes interns to a variety of types of psychological services and consumers.

6. At least 25% of trainees' time is in face-to-face psychological services to patients/clients.

7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.

Clarification:

The Psychology training program should have scheduled didactic experiences available to meet the training needs of their interns.

8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.

Clarification:

Interns must have completed adequate and appropriate prerequisite training prior to the internship. This would include both:

- completion of formal academic coursework at a degree-granting program in professional psychology (clinical, counseling, school), and
- closely supervised experiential training in professional psychology skills conducted in non-classroom settings.

9. The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week). The minimum number of interns must be on site and in training at the time of the initial application for APPIC membership.

Clarification:

The intention of this criterion is to allow opportunities for personal (face-to-face) interaction with peers in formal settings in the training program and on the training site during each training week. Part-time internships must ensure that intern schedules sufficiently overlap to allow substantial and meaningful peer contact.

10. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.

11. 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 trainee's work. It is made available to prospective interns.

Clarification:

Internship programs must make available descriptions of their training program which give their applicants and interns a clear understanding of the program in terms of:

- the program's training goals and objectives.
- the program's training methods, content, and curriculum (for example, required rotations, sample weekly schedules, or available training seminars).
- the program's training resources (e.g., training/supervisory staff, physical facilities and training equipment, clerical support, etc.)
- the sites at which training and services are provided. For programs with multiple sites, clear descriptions are given for each site of services rendered by interns, supervision offered, and involvement of the training director.

12. 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.

Clarification:

Due process procedures describe how an agency deals with intern impairment and how the interns' grievances with the training program are handled. The documentation would include:

- description of formal evaluation and complaint procedures.
- the program's and intern's responsibilities and rights in the process.
- the appeal process.
- a description of procedures if interns have grievances about their training or supervision.

13. The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.

Clarification:

Internships may be conducted on a full or part-time basis.

14. APPIC member programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.

15. At least twice a year the internship program conducts formal written evaluations of each trainee's performance.

Clarification:

The written evaluation process provides comprehensive evaluative feedback to doctoral psychology interns as follows:

- The evaluation provides summary information of performance in all major competence areas that are a focus of internship training.
- Interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns.
- Evaluation procedures provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training.
- The program provides the doctoral psychology intern's graduate training director with feedback

concerning the intern's progress in the internship program.

16. The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be reasonable, fair, and stated clearly in advance. Unfunded internship positions are allowable only in unusual and infrequent circumstances.

Clarification:

APPIC requires internship positions to be equitably funded across the site. Intern stipends shall be set at a level that is representative and fair in relationship to the geographic location and clinical setting of the training site. Unfunded or poorly funded internship positions are allowed only in unusual and infrequent circumstances in which the creation of such a position would serve to alleviate a hardship for the potential intern candidate. Examples of such hardships may include geographic limitations due to family circumstances or difficulties finding suitable placement. In such cases, the "burden of evidence" lies with the program to demonstrate that the lack of funding does not adversely affect morale or quality of training. In addition, training resources should be sufficient to afford the same training for an unfunded or poorly funded position as for fully funded positions.

The payment of a stipend is a concrete acknowledgment that a trainee in the agency is valued and emphasizes that the primary task of the year is educational in nature. Stipends are generally lower than a salary received by a regular employee and implies that there is a significant training component in addition to experiential learning. Stipends are equal among trainees unless there is an extenuating circumstance (e.g., specialized skills, consortia agreements). This distinction between trainee and regular employee emphasizes that an internship is "an organized training program, in contrast to supervised experience or on-the-job training."

GRANDPARENTING PROVISION: Programs that are current APPIC members on the date of implementation of this criterion, but do not meet the criterion or clarification on that date, must request an exception at the time of each membership renewal. An exception may be granted if the program demonstrates that they have made reasonable efforts to secure funding and describes its plan to obtain future funding in order to meet this criterion.

Note: APPIC membership criteria are approved by a vote of the APPIC membership and appear above in bold type. Clarification information is approved by the APPIC Board of Directors.--9 July 2006

APPENDIX C

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 D

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 DOCTORAL 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 _____

APPENDIX E

Sample Internship Plan

SAMPLE INTERNSHIP PLAN

Name of Intern: _____

Start and End Dates of Internship: _____

Site Supervisor (Internship Director): _____

Additional Supervisors (on and off site): _____

University Internship Coordinator: _____

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

(DESCRIBE THE INTERNSHIP SETTING(S), INCLUDING ANY ROTATIONS AND PROVIDE A DESCRIPTION OF THE INTENDED TRAINING PROGRAM TO BE UNDERTAKEN DURING THE INTERNSHIP. PROVIDE A DESCRIPTION OF THE PLANNED DIDACTIC COMPONENT OF THE INTERNSHIP (AT LEAST 2 HOURS PER WEEK OF ACTIVITIES SUCH AS CASE CONFERENCES, SEMINARS, IN SERVICE TRAINING, GRAND 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 BREDTH 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 DIRET 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:

(A MINIU RATION OF ONE HOUR OF SUPERVISION FOR EACH FOUR HOURS OF CLIENT CONTACT PER WEEK WITH SUPERVISOR WHO CARRIES CLINICAL RESPONSIBILITY FOR CASES BEING SUPERVISED; AT LEAST TWO HOURS PER WEEK REGULARLY SCHEDULED INDIVIDUAL FACE-TO-FACE SUPERVISION.)

DESCRIPTION OF DUE PROCESS ARRANGEMENTS

(WHAT PROCEDURES ARE IN PLACE TO DEAL WITH CONCERNS ABOUT INTERN PERFORMANCE?

WHAT PROCEDURES ARE IN PLACE TO DEAL WITH INTERN CONSERNS ABOUT TRAINING?

WHAT ARE THE PROCEDURES FOR NOTICE, HEARING AND APPEAL?)

SAMPLE NTERNSHIP GOALS AND OBJECTIVES AND EVALUATION PLAN

Goals	Primary Supervisor	Method of Evaluation	Achieved	Not Yet Achieved
Assessment				
<p>1. Developmental Assessment and Diagnostics: To develop proficiency in the developmental assessment of children primarily in the 0-6 age range. <i>Comments:</i></p> <p>2. Clinical Assessment: To develop proficiency in the clinical assessment of children in the 0-6 age range. <i>Comments:</i></p>		<ul style="list-style-type: none"> • Demonstrates proficiency in measure selection, administration, and interpretation of results in appropriate cases. • Develop an understanding of clinical assessment of young children. • Demonstrate proficiency of clinical assessment using a variety of data sources as appropriate across 10 cases. • Demonstrate ability to use assessment information in treatment planning. • Demonstrate ability to incorporate assessment information into written documentation. 		
<p>3. Clinical Assessment: To develop proficiency in the clinical assessment of a small number of children in the 6-17 age range. <i>Comments:</i></p>		<ul style="list-style-type: none"> • Demonstrates appropriate skill in: <ul style="list-style-type: none"> ○ formal assessment (psychometric instruments; interview) ○ formulation ○ treatment planning • Demonstration of these skills through: <ul style="list-style-type: none"> ○ written documentation ○ formulating and presenting cases in supervision; including case presentation to team for at least one interesting case (full presentation from assessment to treatment and outcomes) • Will involve approximately 6 cases in the 6-17 age range with varying diagnostics. 		

Interventions

4. Play Therapy: To establish an understanding of play therapy as an intervention, develop knowledge of the application of play therapy, and become proficient in the use of play therapy with children in the 0-6 age range.

Comments:

5. Family Therapy: To work with a small number of families and develop an understanding of approaches to family therapy.

Comments:

6. Cognitive Behaviour Therapy: To develop an understanding of CBT as it applies to children in the 0-19 age range, with a focus on younger children.

Comments:

- apply play therapy techniques as appropriate to a variety of cases involving a variety of presenting concerns and developmental levels.

- Work with staff to: Develop an understanding of IPT informed family work. Critically review recorded IPT informed family session. Be involved as co-therapist with 2 families where IPT approach is used.

- Work with identified staff to: Develop an understanding of the McDonough approach of working with parent-infant dyads on the attachment relationship (as well as other forms of this approach, e.g. Benoit, Cohen). Employ the interaction guidance approach in appropriate situations to support the attachment relationship.

- Complete Ministry certification program in CBT.

Consultation Systems

8. Consultation Systems: To develop a better understanding of approaches to consultation from the individual to community level.

Comments:

- Demonstrate proficiency in applying knowledge of consultation to work with various agencies and individuals. Proficiency will be evaluated as per regular discussion and check-in around specific interactions.

Supervision Skills

9. Supervision Skills Training: To further develop supervision skills training and apply this knowledge to the training of individuals in a clinical setting.

- Meets or exceeds expectations on a number of variables and skills related to supervision.
- Feedback from the supervisee will be incorporated.
- The method of evaluation will be appropriate to the supervision setting (practicum student, community practitioner, etc.)

Comments:

Ethics

10. Ethics: To become more familiar with the ethics and principles that guide the practice of psychology.

- Demonstrates familiarity with the Code of Conduct of the College of Psychologists.
- Demonstrates appropriate skill in handling ethical dilemmas (scenarios; assigned clients)

Comments:

Diversity of Population

11. Diversity of population by age: To expand skill set (assessment, intervention) with a variety of children across the age range of 0-17 years.

- Achieves satisfactory competence in administration, scoring, and interpretation of a range of age appropriate instruments
- Will involve the same clients as in the Assessment Goal outlined above.

Comments:

12. Diversity of population by culture and linguistic group: To develop clinical approach and skill that reflects an appreciation of and sensitivity around cultural issues in mental health,

- will demonstrate understanding of important issues and apply understanding in work with cases where variable of culture and linguistic group is a primary factor (minimum of 2 cases).

Comments:

Research

13. Research activities: To continue involvement with the Children in Care Project. To consider other research opportunities within Child and Youth Mental Health.
Comments:

- Present research findings to an appropriate venue in Mental Health or in community.

Other

14. Autism: to develop a better understanding of the presenting symptoms of autism and autism spectrum disorders to the extent that symptoms and the need to make referrals for autism assessment can be recognized.
Comments:

- Complete reading on basic presenting issues and characteristics around identification of children with ASD. Develop a basic awareness of clinical approaches to working with children with ASD.

Supervisor Signatures

Date

Date

Date

Date

Intern Signature

Date

APPENDIX F

Sample Internship Log – On Web