

The B.C. School Psychology Internship Consortium

Pre-Doctoral Internship Training Program

POLICIES & PROCEDURES MANUAL

2014 – 2015
(September 2014)



BC School Psychology Internship Program

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

Table of Contents

Topic	Page Number
Part One:	
The BC School Psychology Internship Consortium	
Introduction	4
Philosophy	5
Orientation	5
Organizational Structure	
Consortium Coordinating Committee	6
Administrative Support Staff	6
Location	7
Consortium Affiliates	8
Rotations and Training Opportunities	8
Psychoeducational Research & Training Centre (PRTC)	8
Provincial Outreach Program for Autism and Related Disorders (POPARD)	9
Simon Fraser Centre for Students with Disabilities (CSD)	10
Kenneth Gordon Maplewood School (KGMS)	10
Authority and Responsibility in Internship Placements	11
Affiliation Agreement	12
Part Two:	
The Pre-Doctoral Internship Training Program	
Mission Statement	13
Key Commitments	
Interns	13
Supervisors	13
Extended Professional Development	14
Relationship to the UBC School Psychology Doctoral Training Program	14
Applicant Requirements (Pre-Internship)	14
Application Process	
APPIC Match	15
Critical Dates	15
Internship Goals and Objectives	15
Required Training Activities	17
Advanced Skills Training Program	17
Program Evaluation	18
Procedures for Due Process, Remediation, and Appeal	18
Competency Remediation Plan	22
Part Three: The School Psychology Intern	
Role Identification as “School Psychology Intern”	23
Overview of Requirements and Procedures for Interns	23
The Internship Agreement	23
The Supervisor/Supervisee Agreement	24
Goals and Objectives: Intern Competencies	24

The Internship Plan	24
The Log of Supervised Professional Activities	24
Intern Competency Evaluation	24
Evaluation of the Supervisory Experience	24
Criteria for Completion of the Training Program	25

Part Four: The Internship Supervisor

Overview of the Internship Supervisor	26
Role Definitions	
The Supervision Coordinator	27
Supervisors	27
Primary Supervisors	27
Secondary Supervisors	28
Development of the Internship Plan	28
The Practice of Supervision	28
Evaluation of Interns	29
The Supervisor as Professional Ambassador	29
Current Supervisors	30

Part Five: The Agency Administrator

The Affiliation Agreement	31
Site-Based Leadership	31
Support for the Role of School Psychology Intern	
Promotion	32
Informed Consent	32
Contacts	32
Feedback	33

Appendices

A. Affiliation Agreement	34
B. Internship Agreement	36
C. Supervisor/Supervisee Agreement	40
D. Internship Goals and Objectives	42
E. Sample Internship Plan	45
F. Doctoral Intern Rating Form: Evaluation of Competencies	59
G. Supervisory Experience Rating Form	69
H. Competence Remediation Plan	73
I. Sample Feedback Request Form	78
J. Internship Training Portfolio	81
K. Certificate of Completion	82

PART ONE:
THE BC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM

INTRODUCTION

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

Currently, the **Pre-Doctoral Internship Training Program** (hereafter referred to as the Training Program) offers up to six internship placements in four independent service agencies (Consortium affiliates), coordinated through the Psychoeducational Research & Training Centre (PRTC) at UBC. Affiliated agencies work cooperatively with the Director of the PRTC and the Director of Training to ensure common acceptance of, and adherence to, the policies and procedures of the Training Program as they are laid out in this *Manual*.

The Consortium is identified as "partially captive" to the school psychology training program at UBC in the sense that, while open to applicants from UBC, it also makes two positions available to interns from other training programs (see p.14).

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

PHILOSOPHY

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

MISSION

The Role of the School Psychologist

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

Agency Affiliates

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

- soliciting conceptual support for the role of intern from relevant administrators (e.g., Directors of Student Services and Human Resources) and professional groups (e.g., BC Council of Administrators of Special Education and BC Association of School Psychologists);
- soliciting financial support for program staffing and for school and clinic settings seeking to hire qualified supervisors;
- ensuring access for interns to multiple placement sites (rotations); and
- creating and sustaining ongoing 12-month internship positions within schools, post-secondary institutions, and mental health agencies.

Recruitment

The Consortium recognizes the potential of a vibrant internship training program in attracting highly competent persons to positions in schools and mental health agencies. The Consortium plays an important role in recruiting and ultimately retaining a cadre of highly competent doctoral level school psychologists for practice in this province.

ORGANIZATIONAL STRUCTURE

CONSORTIUM COORDINATING COMMITTEE

Role

The work of the Consortium Coordinating Committee is facilitated by the Director of Training. The committee reviews the development of documentation and the implementation of procedures related to the functioning of the Consortium. The committee serves a critical role in reviewing the effectiveness of the Training Program and is the final authority for the appeal process for interns.

Participants

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

Supervisor Representative: Dr. Sterett Mercer, R.Psych.

Agency Administrator Representative: Dr. Mitchell Stoddard, R.Psych.

Intern Representative: Juliana Negreiros, Ph.D. Candidate, UBC

ADMINISTRATIVE STAFF

Director of Training (DoT)

Barbara Holmes, Ed.D., R.Psych., Certified School Psychologist, Supervisor
barbara.holmes@ubc.ca

The Director of Training is responsible for the operation of the Training Program, the function of the Coordinating Committee, contact with APPIC and CCPPP, development and revision of the *Policy and Procedures Manual*, preparation for the accreditation process, and evaluation of the internship program. The DoT serves as the first line of appeal for issues identified by interns regarding placement and/or supervision. The Director of Training works closely with the Executive Director to identify and support Consortium affiliates; to maintain ongoing contact with all participating agencies; and to promote the role and needs of the Internship Training Program in the professional community.

Professional Practice Leader

Suretha Swart, Ph.D., Certified School Psychologist, Supervisor
suretha@mail.ubc.ca

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

promotes public relations through serving as editor of the *Consortium Newsletter* and the PRTC Clinics' *Annual Report*.

Supervision Coordinator

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

twormeli@deltasd.bc.ca

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

Executive Director

William McKee, Ph.D.

Director of the Psychoeducational Research & Training Centre

william.mckee@ubc.ca

The Executive Director is a faculty member in the Department of Educational & Counselling Psychology, & Special Education at UBC. He serves as liaison with relevant ministries, agencies, and regulatory bodies (e.g., CPA, CPBC, BCTF, BCASP); ensures alignment between internship Training Program standards and the UBC training program requirements; solicits agency affiliates; and works with the Director of Training, the Professional Practice Leader, and the Supervision Coordinator to support the development and functioning of all aspects of the Consortium, including future needs and directions.

LOCATION

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

Neville Scarfe building, 2125 Main Mall, Suite 1100

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

CONSORTIUM AFFILIATES

The Consortium is currently affiliated with school districts, independent schools, post-secondary institutions, and service agencies in British Columbia. Affiliates embrace the policies and procedures outlined in this *Manual* and work together under the leadership of the PRTC, as coordinating agency, to provide a quality Training Program for interns. Rotations provide access to diverse training opportunities in the provision of services to a broad range of child, youth, and adult clients with significant educational and psychological needs. Individualized internship plans allow each intern to meet all of the goals, objectives, and activities required by the Training Program over the course of the internship year.

ROTATIONS and TRAINING OPPORTUNITIES (2014 – 2015)

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

- Psychoeducational Research & Training Centre (PRTC)
- Provincial Outreach Program for Autism and Related Disorders (POPARD)
- Simon Fraser Centre for Students with Disabilities (CSD)
- Kenneth Gordon Maplewood School (KGMS)

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

Duration	Placement Site/Agency	Time Commitment
September 1 – June 30	APPIC #186512 SFU Centre for Students with Disabilities, <i>and</i> Kenneth Gordon Maplewood School, <i>and</i> PRTC Assessment Clinics	0.4 FTE (2 days per week) 0.4 FTE (2 days per week) 0.2 FTE (1 day per week)
September 1 – June 30	APPIC #186511 POPARD	1.0 FTE (5 days per week)
July 1 – August 31	APPIC #186511 & # 186512 PRTC Assessment Clinics	1.0 FTE (5 days per week)

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

PSYCHOEDUCATIONAL RESEARCH & TRAINING CENTRE ASSESSMENT CLINICS (<http://prtc.educ.ubc.ca/>)

The Clinics offer psychoeducational assessments to children, youth, and adults in the PRTC which is housed in the Faculty of Education at UBC. Young clients are referred by their parents, community agencies, or practitioners in schools and agencies; while many adult clients (post-secondary students) are referred either by themselves or on the recommendation of a secondary school or post-secondary institution. Clinicians are interns, current doctoral students, or recent graduates from the UBC school psychology training program. Overall supervision of work in

the Clinics is provided by the Professional Practice Leader, with other doctoral trained, Registered Psychologists involved as needed. Interns commonly fulfil this rotation during the summer months.

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

The Role of the Intern

The intern joins a team of clinicians in providing psychoeducational assessment and consultation services to clients. The intern is also a member of the administrative committee, attends monthly meetings, and assists with some administrative duties. An opportunity for supervisory experience is also available for interns who have not had this experience during his/her training program.

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

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

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

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

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

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

The Role of the Intern

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

SIMON FRASER UNIVERSITY CENTRE FOR STUDENTS WITH DISABILITIES (CSD)

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

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

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

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

The Role of the Intern

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

KENNETH GORDON MAPLEWOOD SCHOOL (KGMS)

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

The Kenneth Gordon Maplewood School is recognized as a leader in teaching children with learning difficulties that include the acquisition, organization, retention, understanding and use of verbal and nonverbal information. The school is in its fortieth year of dedicated service to the unique and diverse learning needs of our students. The school provides developmentally informed instruction that empowers children with learning disabilities in a passionate and inspiring learning environment. The program is based on many years of

experience and research and delivers tangible results. At KGMS, we celebrate differences and value diversity. The way to maximize any child's potential is to create an environment that is conducive to simultaneous growth in intellectual, emotional and physical development. We believe every child can engage in learning. It is our duty to unlock and remove the obstacles to learning for each child so that they can be empowered to experience success.

The Kenneth Gordon program is aimed at developing the whole child. In an emotionally safe environment, our students have opportunities to develop their many strengths. Tailoring our teaching to each student, we wrap the program around the child rather than requiring the child to fit within a rigid program. We prove to our children that they are entitled to learn joyously, to succeed and to reach their potential and beyond. Equipping them with an understanding of their own learning style and a vision of their own success enable them to be successful self-advocates in the real world.

The Role of the Intern

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

AUTHORITY AND RESPONSIBILITY IN INTERNSHIP PLACEMENTS

The internship experience draws on multiple interactive levels of authority and responsibility as defined below. Both interns and supervisors acknowledge the administrative structures within the systems in which they work and support the integrity of those systems in a professional manner. They foster a team approach to the development and implementation of strategies for planning, prevention, intervention, assessment, and monitoring of student/client progress.

Levels of Responsibility/Authority

- The Director of Training is responsible for ensuring that the academic preparation of applicants meets all criteria for placement through the School Psychology Internship Consortium.
- Currently, and subject to change in the future, interns are required to enroll in a UBC training program course for the pre-doctoral internship (EPSE 689). The Executive Director is responsible for ensuring consistency between the internship training program and the requirements of the UBC school psychology training program. Enrolment in EPSE 689 for interns from other Canadian universities benefits from an inter-institution

agreement for the recognition of course credits and offers the advantage of liability insurance coverage as a UBC student.

- The hiring agency holds administrative control over the intern in the role of employee. Such things as working schedules, holiday times, and financial reimbursement are the domain of the employer. In public school districts, a Director of Student Services or Special Education is usually the administrative authority for school psychologists. In independent schools, the principal is the administrative authority. In other settings, a Director is commonly the relevant administrative officer.
- For school-based practice, the school principal or head maintains operational control of the daily functioning of the school and holds ultimate responsibility for the instructional programming and emotional/behavioural welfare of all students. The principal relies on the shared roles of various staff members in providing the best services for students, but the final authority is in his/her hands.
- Classroom teachers carry broad responsibility for the instructional program and the evaluation of all students enrolled in their classes. For many students, classroom teachers rely on the additional help of learning assistance teachers, counselors, speech language pathologists, school psychologists, special education assistants, child care workers, and others to support multiple student needs. Because of the nature of teamwork both within schools and with parents and families, student success is a shared goal between school and home.
- Primary supervisors assume responsibility for the professional work of interns including caseload, quality of service provision, and any written reports or case notes produced by interns. The latter responsibility requires approving and countersigning all written reports, as well as intern activity logs. Primary supervisors ensure that interns are fulfilling the activity agreements in the Internship Plans; and complete two written evaluations, formative and summative, for each intern as described on page 31.

AFFILIATION AGREEMENT (see Appendix A)

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

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

<p style="text-align: center;">PART TWO: THE PRE-DOCTORAL INTERNSHIP TRAINING PROGRAM</p>
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MISSION STATEMENT

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

- a variety of placements and rotations,
- guided activities to meet expectations across a comprehensive range of competencies,
- supervision by highly qualified and experienced professional psychologists, and
- a dynamic year-long program to provide advanced skills training in areas relevant to the broad practice of school psychology.

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

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

KEY COMMITMENTS

Interns

The training program has a broad range of supports in place for interns ranging from development of an individualized internship plan; daily access to supervisors (primary and secondary); weekly one-on-one supervision sessions; collegial didactic and group discussion/supervision activities within the Advanced Skills Training Program; structured formative feedback; and procedures for appeal should conflicts arise.

Supervisors

The day-to-day work of an intern is guided and supervised by an experienced and qualified practitioner (a doctoral trained, registered psychologist) who is identified as the primary supervisor. In cases where schools or agencies do not have access to qualified supervisors among their staff, the Internship Program supports the hiring agency in identifying a qualified supervisor.

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

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

Extended Professional Development

Attendance at the **Advanced Skills Training Program** series (see page 17) is required for all interns and recommended for primary supervisors. Workshops are made available to other students, faculty members, and colleagues in the practice of school and counselling psychology. The emphasis is on providing training experiences to enhance practice and broaden the repertoire of skills for application in the practice of psychology in schools and other settings.

In addition, all interns participate in a variety of professional development activities, conferences, and workshops through their internship placements. Interns are also encouraged to attend annual conferences of relevant professional associations such as the British Columbia Association of School Psychologists (BCASP), the Canadian Psychological Association (CPA), the Council for Exceptional Children (CEC), and the National Association of School Psychologists (NASP). Consortium agencies offer financial support and/or release time for these activities.

RELATIONSHIP TO THE UBC SCHOOL PSYCHOLOGY DOCTORAL TRAINING PROGRAM

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

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

APPLICANT REQUIREMENTS (PRE-INTERNSHIP)

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

- successfully completed all required academic coursework and practicum experiences in their training program *prior to submission of the application*,
- passed comprehensive examinations,
- gained approval of their doctoral dissertation proposal, and

- demonstrated an understanding of, and commitment to uphold, the ethical principles of the Canadian Psychological Association (CPA) and the College of Psychologists of British Columbia (CPBC).

APPLICATION PROCESS

APPIC MATCH

Qualified pre-doctoral students, including those in the UBC school psychology training program, interested in seeking placement through the BC School Psychology Internship Consortium are required to participate in the APPIC Match. Applicants submit an online *APPIC Application for Psychology Internship (AAPI)*. Information regarding the application process is available on the APPIC website. **The Canadian Council of Professional Psychology Programs (CCPPP) has established that applications for Canadian internships should not be submitted prior to November 1, 2015.**

CRITICAL DATES

Application deadline: November 10, 2014

[Note that the Canadian Council of Professional Psychology Programs (CCPPP) has established that applications for Canadian internships should not be submitted prior to November 1, 2015.]

Interview notification date: December 12, 2014

Tentative interview dates: January 26-27, 2015

INTERNSHIP GOALS AND OBJECTIVES (Appendix D)

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

Foundational Goals

- Goal 1 Professional Values and Attitudes: Interns model behaviour and comporment reflecting the values and attitudes of professional school psychology.
- Goal 2 Individual and Cultural Diversity: Interns demonstrate awareness, sensitivity and skills in working with diverse individuals, groups, and communities

- representing varied cultural and personal backgrounds, characteristics, and values.
- Goal 3 Ethical/Legal Standards and Policy: Interns apply ethical concepts and demonstrate awareness of legal issues regarding professional activities with individuals, groups, and organizations.
- Goal 4 Reflective Practice/Self-Assessment/Self-Care: Interns demonstrate personal and professional self-awareness and reflection, and appropriate self-care.
- Goal 5 Relationships: Interns practice effective and meaningful interactions with individuals, groups, and/or communities.
- Goal 6 Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analyses, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge throughout their work.
- Goal 7 Research and Evaluation: Interns apply and/or generate research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

Functional Goals

- Goal 8 Evidence-Based Practice: Interns demonstrate the ability to integrate research and clinical expertise in schools and other settings.
- Goal 9 Assessment: Interns are skilled in the assessment and diagnosis of problems, capabilities, and issues for individuals, groups, and organizations.
- Goal 10 Prevention and Intervention: Interns develop prevention and interventions designed to promote the success and well-being of individuals, groups, and/or systems.
- Goal 11 Consultation: Interns provide professional assistance in response to the needs of goals of students/clients.
- Goal 12 Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies.
- Goal 13 Teaching: Interns are skilled in the provision of instruction, dissemination of knowledge, and evaluation of learning.
- Goal 14 Supervision: Interns provide training and supervision in a manner that enhances and monitors the professional functioning of others.
- Goal 15 Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines.
- Goal 16 Management/Administration: Interns engage in the direct delivery of services and/or the administration of organizations, programs, or agencies.
- Goal 17 Advocacy: Interns identify and take actions that target the impact of social, political, economic or cultural factors with the goal of promoting change at the individual, institutional, and/or systems level.

REQUIRED TRAINING ACTIVITIES

The list below defines required activities or projects to ensure that the intern meets the requirements of all goals and objectives. Interns and their supervisors work together to develop an individualized Internship Plan that includes each activity in a manner relevant to the setting(s) in which they work and the learning needs of the intern. Although the specific application of activities may vary from one rotation to another, the comprehensive internship plan ensures that all required training activities are detailed and implemented for each intern. Further, the Intern Rating Form addresses each goal and objective and requires response to each of these in reference to the Internship Plan.

1. Psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts
2. Planning and implementation of an individual intervention
3. Planning and implementation of a small group intervention project
4. Implementation of a group, class-wide, or school-wide assessment or screening activity
5. Participation in a prevention or early intervention program
6. Participation in school or agency consultation teams
7. Provision of individual and/or group consultation
8. Involvement in a Response-to-Intervention consultation case
9. Completion of a systems-level consultation
10. Development and presentation of a universal prevention or intervention project plan
11. Investigation and report on school district, agency, or community psychological, educational, or mental health promotion service, program or activity
12. Case presentation including review of relevant literature
13. Contribution to peer case conceptualization and case problem presentation, consultation and discussion
14. Participation in ethics "roundtable" activity
15. Planning and implementation of a skill-building activity with peers, site personnel or practice colleagues to disseminate an empirically-supported measurement or evaluation practice (assessment measure, progress monitoring procedures, measurement technique)
16. Presentation of a workshop, in-service or information session, including evaluation of presentation
17. Co-Supervision of a psychoeducational assessment case and report
18. Completion of a supervision project as co-supervisor for a less advanced student
19. Submission of a proposal for conference paper or grant funding
20. Development and implementation of an applied/practice research project

ADVANCED SKILLS TRAINING PROGRAM

The Advanced Skills Training Program consists of a series of meetings and workshops to extend skill development and enrichment opportunities for interns. Topics for 2014 – 2015 are shown in the following table*.

Date	Topic
September 12, 2014	Inaugural Consortium Meeting: Interns, Supervisors & Administrators
September 26, 2014	Policies, Procedures & Guidelines for Special Education in BC Introduction to Case Conceptualization
October 17, 2014	Advanced Skills Workshop: Psychoeducational Assessments and ASD
October 31, 2014	Progress Monitoring and Interventions
November 13-14	BC Association of School Psychologists Annual Conference
November 21, 2014	Ethics and Jurisprudence Roundtable & Discussion
December 5, 2014	Group Supervision
December 12-13, 2014	Advanced Skills Workshop: PREPARE
January 16, 2015	Advanced Skills Workshop: WJIV
January 23, 2015	Group Supervision
February 13, 2015	Group Supervision
February 18-21, 2015	National Association of School Psychologists (NASP) Annual Convention
February 23-24, 2015	Advanced Skills Workshop: PATH (Planning Alternative Tomorrows with Hope) Training
March 6, 2015	Field trip to the Refugee Welcoming Centre, Coquitlam School District
March 27	Group Supervision
April 10, 2015	Field trip to Kenneth Gordon Maplewood School: Executive Functions & Social Emotional Learning
April 17, 2015	Group Supervision
May 8, 2015	Working with Special Populations: OCD & Anxiety; Epilepsy; FASD
May 22, 2015	Group Supervision
June 4-6, 2015	Canadian Psychological Association Annual Convention
June 12, 2015	Year End Activities

*Subject to change as scheduling requires.

PROGRAM EVALUATION (Appendix I: Sample Feedback Request Form)

Annually, in May/June, feedback is solicited from all participants in the Consortium and Training Program: administrators, interns, and supervisors. Results are analyzed and used in program review and development and reported in the fall issue of the Consortium's *Newsletter*.

A measure of program effectiveness is the fact that all graduating interns seeking to stay in B.C. have been employed in schools, agencies, or post-secondary institutions. They have also been successful in gaining registration with the College of Psychologists of BC.

PROCEDURES FOR DUE PROCESS, REMEDIATION, AND APPEAL

The following due process procedures deal with (A) concerns about intern performance, and (B) interns' concerns about aspects of the training program. These procedures include the steps of notice, hearing, and appeal. Interns, supervisors, and agency administrators are informed about the due process procedures at the beginning of the internship period. All concerns are initially

directed to the primary supervisor for response and intervention as deemed necessary by the supervisor. If a solution cannot be found or concerns prevail, the following steps are implemented.

A. Procedures to address concerns about intern performance

Supervisors are required to provide the Director of Training with a written evaluation of each intern's performance on two occasions – a formative evaluation at the midpoint of the internship, and a summative evaluation at the end of the internship. In the event that a supervisor believes that an intern's performance is unsatisfactory at any point in the internship, or if a concern is expressed to the supervisor by another individual involved with the intern, the following sequence is initiated.

Stage I: The supervisor is expected to immediately discuss the concern with the intern. If, after initial discussions with the intern, the supervisor continues to deem the intern's performance to be below expectations, the supervisor must:

A.I.1 increase supervisory guidance; and/or

A.I.2 direct the intern to other appropriate resources such as additional instruction and readings, and where appropriate, additional individual support (e.g., consultation with secondary supervisor). If the concern is substantial, the Director of Training should be informed of the concern.

Stage II: When these customary educational and supervision techniques are unsuccessful, remediation is indicated and the supervisor and intern will proceed to discuss a plan to remediate any deficiencies. For the purposes of this document, remediation is defined as "a documented, procedural process that addresses observed inabilities in trainees' performance with the intent to provide trainees with specific means to remedy their inabilities" (Dufrene & Henderson, 2009). The plan for remediation should meet the following criteria:

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

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

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

A.II.4 include a timeline for successful completion, the specific timeline of which will be approved by the supervisor and the Director of Training.

Stage III: If concerns are not resolved or if the intern's performance does not improve within the assigned time, the supervisor will bring the matter to the Director of Training, whose practice will generally be as follows:

A.III.1 The Director of Training will use reasonable efforts to notify the intern of concerns in writing and invite him or her and the supervisor to meet with the Director of Training and the Executive Director to discuss the matter. The intern will be

informed of their option to invite a single advocate to accompany him or her to the meeting.

- A.III.2 The Director of Training and the Executive Director will meet with the intern and the supervisor to review the concerns. During this meeting, the intern will be given the opportunity to respond to the concerns. This may resolve the matter satisfactorily for all parties. If the intern does not respond to the invitation or if he or she refuses to meet with the Director of Training and the Executive Director, the meeting will proceed without the intern, and the intern will be informed in writing of the outcome of this meeting.
- A.III.3 If the matter is not resolved as a result of the meeting described in paragraph 2 above, the supervisor, within two weeks after the meeting described above, will submit to the Director of Training a written detailed account of the concerns (including the names of any professionals or facts that support his or her account). The Director of Training will provide the intern with a copy of this written account.
- A.III.4 Within two weeks after the Director of Training has provided the intern with a copy of the supervisor's written account, the intern will be requested to submit to the Director of Training, his or her own detailed account of the concerns (including the names of any people or facts that support his or her account).
- A.III.5 The Director of Training will ask the Executive Director to review the information provided in paragraphs 3 and 4 above. If, in the opinion of the Executive Director an investigation is required, the Executive Director will ask a sub-set of the Coordination Committee (normally the Supervision Coordinator, Program Coordinator, an administrator representative and a supervisory representative) to investigate the matter and to provide a summary of their findings to the Director of Training and the Executive Director. The sub-committee may proceed in two ways:
- i. The sub-committee may find that the complaint is unsubstantiated. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the intern in writing.
 - ii. The sub-committee may find that the complaint is substantiated. The sub-committee may determine that further remedial actions should be undertaken (e.g., repeating coursework, practicum, or the internship year), or may determine that the intern is unsuited to proceed with the internship and should be required to withdraw from the program. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the intern and the relevant academic training program in writing.
- A.III.6 In the event that an intern is not satisfied with the decision outlined in step 5b, the intern may appeal on one occasion, for review of the decision by a second sub-committee to be identified by the Director of Training.

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

School psychology interns may have concerns about features of the internship consortium or training program, including supervision, placement, or evaluation. To address concerns, the Consortium has adopted the following stepwise procedure to guide interns to successfully identify and resolve any problems that may arise:

Discuss the concern with the supervisor. If, after the initial discussions with the supervisor, the concern is not resolved, the intern will bring the matter to the Director of Training, whose practice will generally be as follows:

- B.1 The intern will be invited to meet with the Director of Training and, if the intern prefers, also the relevant third party to discuss the concern. The Director of Training will summarize the concerns in writing. If concerns are not resolved during this meeting, proceed to B2.
- B.2 The Director of Training and the Executive Director will meet with the relevant third party and the intern to review the concerns. During this meeting, the relevant third party will be given the opportunity to respond to the concerns. This may resolve the matter satisfactorily for all parties. If the relevant third party does not respond to the invitation or if he or she refuses to meet with the Director of Training and the Executive Director, the meeting will proceed without the relevant third party and the relevant third party will be informed in writing of the outcome of this meeting.
- B.3 If the matter is not resolved as a result of the meeting described in paragraph 2 above, the intern, within two weeks after the meeting described above, will submit to the Director of Training a written detailed account of the concerns (including the names of any professionals or facts that support his or her account). The Director of Training will provide the relevant third party with a copy of this written account.
- B.4 Within two weeks after the Director of Training has provided the relevant third party with a copy of the intern's written account, the relevant third party will be requested to submit to the Director of Training, his or her own detailed account of the concerns (including the names of any people or facts that support his or her account)
- B.5 The Director of Training will ask the Executive Director to review the information provided in paragraphs 3 and 4 above. If, in the opinion of the Executive Director an investigation is required, the Executive Director will ask a sub-set of the Coordination Committee (normally the Supervision Coordinator, Program Coordinator, an administrator representative and a supervisory representative) to investigate the matter and to provide a summary of their findings to the Director of Training and the Executive Director. The sub-committee may proceed in two ways:
 - i. The sub-committee may find that the complaint is unsubstantiated. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the relevant third party in writing.
 - ii. The sub-committee may find that the complaint is substantiated. The sub-committee will determine any further steps. The sub-committee will notify the Director of Training and the Executive Director of their decision in writing. The Executive Director will notify the relevant third party in writing.

B.6 If either the intern or the relevant third party is dissatisfied with the decision outlined in step 5, the intern or relevant third party have the option to request a hearing directly with the Coordination Committee.

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

References:

Dufrene, R. L. & Henderson, K. L. (2009). A framework for remediation plans for counseling trainees. In G. R. Walz, J. C. Bleuer, & R. K. Yep (Eds.), *Compelling counseling interventions: VISTAS 2009* (pp. 149-159). Alexandria, VA:

American Counseling Association.

School of Social Work. University of British Columbia. Student Handbook. 2011-2012.

Retrieved from

http://socialwork.ubc.ca/fileadmin/user_upload/social_work/forms/students/Student_Handbook_2011-2012.pdf

COMPETENCY REMEDIATION PLAN

(Appendix H)

The Competency Remediation Plan is one component of procedures to address concerns about intern performance as detailed on pages 75 - 79.

**PART THREE:
THE SCHOOL PSYCHOLOGY INTERN**

ROLE IDENTIFICATION as “SCHOOL PSYCHOLOGY INTERN”

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

OVERVIEW OF REQUIREMENTS AND PROCEDURES FOR INTERNS

Interns work on a paid contract with host agencies under the supervision of qualified psychologists. They are guided by the following requirements and procedures:

Interns work full-time over the course of one year (September 1 to August 31) or half-time over two consecutive years.

Interns log a minimum of 1600 hours of supervised professional experience over the course of their internship.

Interns spend no more than two-thirds of their time commitment providing direct professional service to clients (interviewing, assessing, or intervening with clients, or time spent writing progress notes or reports).

Other activities include such things as providing consultation, functioning within an inter-professional team, and carrying out a research project or a program evaluation.

Specific activities are detailed in the Internship Plan and ensure that the intern has the opportunity to meet all goals and objectives of the Internship Program.

Interns meet with their supervisors for at least 4 hours weekly, 3 of which are individual supervision (pp. 30-31).

THE INTERNSHIP AGREEMENT

(Appendix B)

The Internship Agreement outlines the relationship among the agency administrator, the intern, and the supervisor. It specifies the time commitments and salaries or stipends provided to the intern and supervisor, and briefly outlines the core requirements for both roles in order to meet training program criteria. It is the responsibility of the intern and supervisor to work together with the site administrator to complete the document prior to the commencement of the internship and submit it to the Director of Training.

THE SUPERVISOR/SUPERVISEE AGREEMENT

(Appendix C)

The Supervisor/Supervisee Agreement is a statement of the working alliance between supervisor and supervisee in terms of responsibilities and procedures. Both intern and supervisor sign and keep a copy of the agreement; a third copy is filed with the Director of Training.

GOALS and OBJECTIVES

(Appendix D)

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

THE INTERNSHIP PLAN

(Appendix E: Sample Internship Plan)

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

THE LOG OF SUPERVISED PROFESSIONAL EXPERIENCE

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

Interns use the APPIC log to record their activities and time spent in each activity on a weekly basis and consult with their supervisor about the allocation of time and assignment of activities across the appropriate categories. Discussions of the log as well as the Internship Plan are components of both formative and summative evaluation processes.

INTERN COMPETENCY EVALUATION

(Appendix F: Doctoral Intern Rating Form)

Primary supervisors complete formal evaluations of interns using the Doctoral Internship Rating Form at two points during the internship year. The formative evaluation takes place approximately half way through the intern's contract period, typically January; and the summative evaluation toward the end of the contract period, typically June. Both are submitted to the Director of Training.

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

EVALUATION OF THE SUPERVISORY EXPERIENCE

(Appendix G: Supervisory Experience Rating Form)

Interns submit a formal evaluation of their supervisory experience with each primary supervisor. The evaluation consists of both an anonymous rating form directed toward

program feedback and improvement (Part 1), and a brief open-ended questionnaire which is shared with the supervisor and co-signed by intern and supervisor (Part 2).

Both portions are completed following the intern's summary evaluation process with the supervisor and submitted to the Director of Training.

CRITERIA FOR COMPLETION OF THE INTERNSHIP TRAINING PROGRAM

1. Satisfactory completion of all required training activities as outlined in the Internship Plan.
2. Supervisor ratings on the summative evaluation as follows:
 - No objectives rated Unsatisfactory (0)
 - A minimum of 80% of observed objectives rated Satisfactory (2) or better
3. The log of supervised professional experience meets APPIC requirements for both hours of professional practice activities and for supervision.
4. Participation in all scheduled components of the Advanced Skills Training Program unless written consent for absence is provided by the Director of Training.
5. Satisfactory completion and submission of the **Internship Training Portfolio** (Appendix J).

With successful completion of the internship year, and in combination with their graduate training, interns have the knowledge and skills to render them eligible to apply for registration as professional psychologists in any jurisdiction in Canada.

PART FOUR THE INTERNSHIP SUPERVISOR

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

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

OVERVIEW OF THE INTERNSHIP SUPERVISOR

The role of supervisor requires a devotion to the professional responsibility of training psychologists. Supervisors enhance their opportunities for reflective practice and play a critical role in promoting professionalism and expertise in the practice of school psychology.

The internship supervisor is a doctoral trained, registered psychologist and an experienced master practitioner. The supervisor recognizes the role of supervision as a contribution to professional practice through training and mentoring new entrants to the field, and as having personal value through reflective practice and exposure to new learning. In many settings, supervisors work in relative isolation from each other and from the university. The Consortium model counters this by introducing a collegial professional development component to the internship year. As part of the Advanced Skills Training Program sessions, interns and supervisors meet together to participate in group supervision exercises, skills training activities, and presentations by field-based psychologists or subject area experts. Supervisors also meet as a group to engage in readings and discussions under the guidance of the Supervision Coordinator. Primary supervisors are encouraged to attend the Advanced Skills Training sessions, engage in group supervision discussions, and actively participate in the didactic program through scholarly presentations and discussions on topics having relevance to the practice of school psychology in a variety of settings. It is hoped that many affiliated group supervisors will also participate in these activities.

ROLE DEFINITIONS

THE SUPERVISION COORDINATOR

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

SUPERVISORS

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

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

Primary Supervisors

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

Primary supervisors meet with interns and site-based administrators prior to the beginning of the internship and work together to complete the following documentation:

- Internship Agreement
- Supervisor/Supervisee Agreement
- Internship Plan

Primary supervisors make themselves available to their interns on an ongoing basis. This is accomplished through direct discussion, or via email or telephone contact.

Secondary Supervisors

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

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

DEVELOPMENT OF THE INTERNSHIP PLAN

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

THE PRACTICE OF SUPERVISION

Supervision is regularly scheduled and provided at the minimum rate of four hours per week; at least three of which are individual supervision.

The three individual hours are directed towards supervision of the psychological service provided by the intern directly to a client.

Psychological service is defined as either time directly spent interviewing, assessing, or intervening with clients, or time spent indirectly in activities related to client care (e.g., progress notes, report writing, etc.).

The fourth hour can be provided in either group or individual format and is directed towards any other training or service-related activity.

Individual supervision (three of the four weekly hours): visual and/or verbal communication in person between a supervisor and intern in which:

- the supervisor observes the intern deliver psychological services either in person or using recordings or through case discussions
- the supervisor and intern discuss case work and projects undertaken by the intern
- the supervisor and intern review written reports or case studies produced by the intern
- the supervisor and intern review the Internship Plan to ensure that all activities are being implemented
- the supervisor serves as consultant for special projects or assignments
- the supervisor and intern review the intern's log activities

Individual supervision can occur between only the supervisor and supervisee **or** in a group format with other supervisors and supervisees present.

Group supervision can include activities or meetings in which some combination of interns and supervisors meet to review or discuss:

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

Group supervision activities are included within the format of the Advanced Skills Training Program.

EVALUATION OF INTERNS

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

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

Procedures for dealing with concerns for intern performance are included in the section on Due Process, Remediation, and Appeal (pages 18-21).

All evaluations are submitted to the Director of Training.

THE SUPERVISOR AS PROFESSIONAL AMBASSADOR

The supervisor plays a critical role in modeling the role of the professional school psychologist in the field, and in guiding the intern toward exemplary practice in all aspects of service delivery. Supervisors also assist in demonstrating the value of the role of the school psychology intern and the established relationship between the Internship Program and placement sites.

CURRENT SUPERVISORS

Dr. Ying Hoh, R.Psych.

*Dr. Barbara Holmes, R.Psych.

Dr. Serge Lacroix, R.Psych.

Dr. Vanessa LaPointe, R.Psych.

*Dr. Sterett Mercer, R.Psych.

*Dr. Mitchell Stoddard, R. Psych.

*Dr. Ted Wormeli, R.Psych.

*APPIC site primary supervisors

<p style="text-align: center;">PART FIVE THE SITE ADMINISTRATOR</p>

THE AFFILIATION AGREEMENT
(Appendix A)

Each agency within the Consortium consents to the Affiliation Agreement which outlines the relationship among the agency administrator, the intern, and the supervisor. The Agreement specifies the time commitments and salaries or stipends provided to the intern and supervisor, and briefly outlines the core requirements for both roles in order to meet training program criteria. It is the responsibility of the intern and supervisor to work together with the agency administrator to complete the document prior to the commencement of the internship and submit it to the Director of Training.

SITE-BASED LEADERSHIP

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

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

- The hiring agency, clinic, school, or school district holds administrative control over the intern in the role of employee. Such things as working schedules, holiday times, and financial reimbursement are the domain of the employer. In public school districts, a Director of Student Services or Special Education is usually the administrative authority for school psychologists. In independent schools, the principal is the administrative authority. In other settings, a Director is commonly the relevant administrative officer.
- For school-based practice, the school principal maintains operational control of the daily functioning of the school and holds ultimate responsibility for the instructional programming and emotional/behavioural welfare of all students. The principal relies on the shared roles of various staff members in providing the best services for students, but the final authority is in his/her hands.

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

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

SUPPORT FOR THE ROLE OF SCHOOL PSYCHOLOGY INTERN

PROMOTION

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

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

INFORMED CONSENT

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

CONTACTS

Primary Supervisor

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

Director of Training

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

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

The Executive Director

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

Administrator Representative on the Internship Program Coordinating Committee

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

FEEDBACK**(Appendix I: Sample Feedback Request Form)**

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

APPENDIX A

BC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM AFFILIATION AGREEMENT 2014-2015

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

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

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

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

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

- Adherence to the appeal process if there are concerns about intern performance (*Manual*, pp. 21-14)
- Participation in the annual feedback rating of the Consortium and Training Program (Appendix I)

Documentation

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

Name of Agency: _____

Agency Administrator: _____

PRTC Administrator: _____

Director of Training: _____

Date: _____

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

APPENDIX B

THE INTERNSHIP AGREEMENT

The Internship Agreement provides details of the roles of interns and supervisors and the compensation or release time agreements required. Note that this agreement is distinct from the contractual employment documents developed with individual interns and supervisors. Further information is available in the *Policies & Procedures Manual 2014 – 2015* or by contacting the Director of Training of the BC School Psychology Internship Consortium.

<p>Name of Agency: _____</p> <p>Name of Administrator: _____</p> <p>Phone: _____ Email: _____</p> <p>Site Address: _____</p> <p>Name of Intern: _____</p> <p>Phone: _____ Email: _____</p> <p>Name of Supervisor: _____</p> <p>Phone: _____ Email: _____</p> <p>Duration of Internship: _____</p>

Description of the Internship

The intern is required to complete a total of at least 1600 hours of supervised practice. This is typically formatted as approximately 1400 hours between September and June and approximately 200 hours during July and August.

The Internship Plan

The internship requires a breadth of experiences in a wide range of psychological services including assessment, intervention and consultation at both the individual and systems level. The agency agrees to provide opportunities to work with a diverse range of clients and to enhance professional skills in a community-based context. The nature of the internship activities and psychological services provided are defined in a detailed individualized Internship Plan developed by the supervisor and intern in consultation with the agency

administrator. Further goal-related activities requested at a placement site may be discussed with the supervisor and added to the plan. A copy of the Internship Plan is filed with both the agency administrator and the Director of Training of the BC School Psychology Internship Consortium.

Terms of the Agreement

Intern

Hours

Total hours minimum per week in placement site: _____ OR

Days per week in placement site (specify days): _____

FTE equivalent: _____

Salary

Total monthly or per contract term (specify): _____ (approximately equivalent to \$38,000 for 1.0 FTE over a 12-month period) and including holidays, sick leave and benefits, etc., as itemized below:

Title

For the period of the internship, the intern will use the title: **School Psychology Intern.**

Supervisor

Hours

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

Salary (For sites hiring outside supervisors)

As determined in consultation with the supervisor and approximately equivalent to \$14,000 for an intern at 1.0 FTE: _____

OR

Release Time (For sites with supervisors on staff)

Release time for supervision duties equivalent to 0.2 FTE or one day per week for an intern at 1.0 FTE.

Administration

The intern works under the administrative control of _____(agency).

The intern is expected to follow the same daily schedule and yearly calendar as other psychology staff employed by the agency. The intern is not guaranteed employment beyond the term of the internship.

Responsibility to the Internship Training Program

The agency, the intern, and the supervisor are responsible to the training standards and criteria of the Pre-Doctoral Internship Training Program. Both interns and supervisors are required to participate fully in the Advanced Skills Training Program. A schedule will be provided to the hiring agency at the time of signing this agreement.

All parties agree to act in a manner consistent with the commitment of the Consortium as a member of the Canadian Council of Professional Psychology Programs (CCPPP), and with the standards and criteria for internship training of the Canadian Psychological Association (CPA) as outlined in the *Policy and Procedures Manual*.

Internship Activities

Interns understand and play an integral role in the application of the agency's mission; however, interns' primary roles are as trainees. While training needs can be accommodated through service demands, those demands do not erode the full complement of training goals. Therefore, **interns do not spend more than two-thirds of their time commitment providing direct service to clients.** Other applied activities are necessary and are identified in the full statement of goals and objectives in the *Policies & Procedures Manual* as well as adapted per intern needs and agency options in the individual Internship Plan.

The Internship Plan

The full list of required activities during the internship year is included below with the acknowledgement that not all of them will apply to any single setting. At each agency, the intern will engage in the activities developed together with the supervisor, delineated in the individualized Internship Plan, and agreed upon in consultation with the agency administrator. It is the responsibility of the intern and supervisor to ensure that all activities are implemented across rotation agencies.

1. Psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts
2. Planning and implementation of an individual intervention
3. Planning and implementation of a small group intervention project
4. Implementation of a group, class-wide, or school-wide assessment or screening activity
5. Participation in a prevention or early intervention program
6. Participation in school or agency consultation teams
7. Provision of individual and/or group consultation
8. Involvement in a Response-to-Intervention consultation case
9. Completion of a systems-level consultation
10. Development and presentation of a universal prevention or intervention project plan
11. Investigation and report on school district, agency, or community psychological, educational, or mental health promotion service, program or activity
12. Case presentation including review of relevant literature
13. Contribution to peer case conceptualization and case problem presentation, consultation and discussion
14. Participation in ethics "roundtable" activity
15. Planning and implementation of a skill-building activity with peers, site personnel or practice colleagues to disseminate an empirically-supported measurement or evaluation practice (assessment measure, progress monitoring procedures, measurement technique)

16. Presentation of a workshop, in-service or information session, including evaluation of presentation
17. Co-Supervision of a psychoeducational assessment case and report
18. Completion of a supervision project as co-supervisor for a less advanced student
19. Submission of a proposal for conference paper or grant funding
20. Development and implementation of an applied/practice research project
21. Attend orientation session at all doctoral rotation placements

The Supervisor

The supervisor is a registered psychologist, with a doctoral degree, and experience in the field of school psychology.

The supervisor has responsibility for the professional practice of the intern and ensures that the services provided by the intern meet high professional standards, including adherence to CPA's *Canadian Code of Ethics for Psychologists* and *Practice Guidelines for Providers of Psychological Services*, and the College of Psychologists of B.C.'s *Code of Conduct*.

The supervisor(s) will provide the intern with a minimum of four hours per week of direct supervision (across agencies), at least three of which are individual supervision. The supervisor has professional responsibility for all casework undertaken by the intern, is identified on informed consent forms signed by parents or clients, and co-signs all written reports and case work records produced by the intern.

Supervision Coordinator

The Internship Consortium's Supervision Coordinator will conduct site visits on two occasions, late fall and mid spring. The purpose of the visits is to maintain contact with all site administrators and supervisors and provide an ongoing liaison between the Training Program and the agencies.

The Administrator

The administrator, whether at the site or system level, plays a key role in the internship experience and agrees to engage in ongoing involvement with the intern, the supervisor, and the Internship Consortium. Any concerns about the work of the intern should be discussed directly with the intern's supervisor.

Administrator Signature: _____	Date: _____
Intern Signature _____	Date: _____
Supervisor Signature: _____	Date: _____

APPENDIX C

SUPERVISOR/SUPERVISEE AGREEMENT (Adapted from Judith Adelman)

Internship Year: _____ to _____

Name of School Psychology Intern (Supervisee): _____

Name of Supervisor: _____

The purpose of this agreement is to clarify our roles and responsibilities as supervisee and supervisor.

As the supervisor:

1. In assisting you to develop your clinical skills, I agree to:
 - facilitate a positive learning environment which will enhance your professional growth and autonomy
 - work with you to apply empirically demonstrated assessment and intervention techniques
 - discuss with you the application of ethical standards and codes of conduct including diversity themes
 - concentrate on the development of your skills and help you to identify weaknesses or limitations that you will need to address
 - provide timely information about emergency procedures in critical situations for clients, and support you through any such emergency responses
 - discuss with you how best to arrange appropriate supervision for cases that may not be within my area of competency to supervise. We will determine together the appropriateness of a case, given your level of skill and my areas of competency.

2. In providing feedback, I agree to:
 - provide ongoing informal feedback
 - provide scheduled formal feedback using the *Doctoral Internship Rating Form* (formative and summative)

3. I agree to take steps to continually improve our relationship and my supervision practice by:
 - responding in an open and professional manner to any concerns you bring to me about the supervisory relationship and engaging in finding solutions
 - discussing specific issues arising in my supervision with you and, if unresolved, with the Supervision Coordinator and/or the Director of Training

As the supervisee:

4. I agree to:
 - act in accordance with professional ethical standards and codes of conduct (CPA, CPBC)
 - observe the policies and procedures of my placement site
 - seek clarification when needed

5. I agree to provide clients with:
 - written informed consent and limits of confidentiality at initial contact; explaining informed consent and the limits of confidentiality; and noting this discussion in the client file
 - your credentials, indicating that you supervise me, that we will be discussing their assessment and intervention, and that you will be co-signing any documents or reports

6. I agree to participate in the supervisory process and specific activities, including:
 - case discussions
 - supervisor observations
 - discussion of ethical issues and related codes
 - identification of my weaknesses , with commitment to address these issues as needed
 - exploration of possible sources of counter-transference, i.e., overly positive or negative reactions to clients or their parents
 - providing feedback about supervision, including suggestions for improving the supervision experience
 - engaging with you in a professional manner regarding disagreements, differences of opinion, and conflicts in the supervisory relationship
 - being open to learning and being receptive to feedback
 - seeking consultation from others as requested or needed

7. I agree to provide timely information on:
 - problems arising in my case work or work setting
 - clients who are at high risk for harming themselves or others and how I have responded in relation to established emergency procedures

This agreement will be formally reviewed as necessary and may be revised at the request of either the supervisee or the supervisor. Revisions will be made only with the joint consent of supervisee and supervisor.

By our signatures, we, _____(supervisor)
and _____(supervisee), agree to the terms outlined in this document
and to conduct ourselves in keeping with our stated Ethical Standards and Codes of Conduct,
laws, and regulations.

APPENDIX D

INTERNSHIP GOALS AND OBJECTIVES

FOUNDATIONAL GOALS & OBJECTIVES

I. Professional

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

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

Goal 2. Individual and Cultural Diversity: Interns demonstrate awareness, sensitivity, and skills in working with diverse individuals, groups, and communities representing varied cultural and personal backgrounds, characteristics, and values.

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

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

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

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

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

II. Relational

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

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

III. Science

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

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

- 6A. Scientific mindedness
- 6B. Scientific foundation of psychology
- 6C. Scientific foundation of professional practice

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

- 7A. Scientific approach to knowledge generation
- 7B. Application of scientific method to practice

FUNCTIONAL GOALS & OBJECTIVES

IV. Application

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

- 8A. Knowledge and application of evidence-based practice

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

- 9A. Knowledge of measurement and psychometrics
- 9B. Knowledge of assessment methods
- 9C. Application of assessment methods for individuals and small groups
- 9D. Application of assessment methods at systems level
- 9E. Diagnosis
- 9F. Conceptualization and recommendations
- 9G. Communication of assessment findings

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

- 10A. Knowledge of school psychology service delivery model
- 10B. Prevention planning and implementation (Universal)
- 10C. Intervention planning and implementation (Targeted)
- 10D. Individual assessment and intervention (Intensive)
- 10E. Intervention implementation
- 10F. Progress monitoring and program evaluation

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

- 11A. Role of Consultant
- 11B. Addressing Referral Questions
- 11C. Communication of Consultation Outcomes
- 11D. Application of Consultation Methods

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

- 12A. Knowledge of Issues in Mental Health

- 12B. Familiarity with a Range of Programs
- 12C. Role in Implementation
- 12D. Progress Monitoring and Evaluation

V. **Education**

Goal 13. Teaching: Interns are skilled in the provision of instruction, dissemination of knowledge, and evaluation of learning.

- 13A. Knowledge
- 13B. Skills

Goal 14. Supervision: Interns provide training and supervision that enhances and monitors the professional functioning of others.

- 14A. Expectations and Roles
- 14B. Processes and Procedures
- 14C. Skills Development
- 14D. Supervisory Practices

VI. **Systems**

Goal 15. Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines.

- 15A. Knowledge of the Shared and Distinctive Contributions of Other Professions
- 15B. Team Functioning
- 15C. Collaborative Leadership
- 15D. Interprofessional Communication
- 15E. Interprofessional Conflict Resolution

Goal 16. Management-Administration: Interns engage in the direct delivery of services and/or the administration of organizations, programs, or agencies.

- 16A. Appraisal of management and leadership
- 16B. Management
- 16C. Administration
- 16D. Leadership

Goal 17. Advocacy: Interns identify and take actions that target the impact of social, political, economic or cultural factors with the goal of promoting change at the individual, institutional, and/or systems level.

- 17A. Empowerment
- 17B. Systems change

APPENDIX E

BC School Psychology Internship Program: Sample Doctoral Internship Plan

Internship Dates _____

School Psychology Intern _____

Internship Supervisor _____

BCSPIP Goal 6 -- Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analyses, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge in their practice

Internship Objective	Internship Program Activities	Competence Indicators
<p>6A. Scientific Mindedness</p> <p>Values and applies scientific methods to practice. Accesses and applies scientific knowledge and skills appropriately to the solution of problems; implements appropriate methodology to address research questions. Teaches and informs others about the application of scientific methods and practice</p>	<p>Develop and implement applied/practice research project</p>	<p>Demonstrates ability to access and apply scientific knowledge and skills to practice problems</p> <p>Implements appropriate methodology for research activities</p>
<p>6B. Scientific Foundation of Psychology</p> <p>Demonstrates advanced level knowledge of scientific bases of behaviour. Accurately evaluates scientific literature regarding clinical issues; identifies multiple factors and interactions of those factors that underlie behaviour in a variety of settings</p>	<p>Case presentation including review of relevant literature</p>	<p>Demonstrates proficiency in access and evaluation of scientific literature relevant to practice issues</p>
<p>6C. Scientific Foundation of Professional Practice</p> <p>Independently applies knowledge and understanding of scientific foundations to practice. Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization and intervention; applies evidence-based practice and evaluates its effectiveness in relation to other theoretical perspectives. Shares knowledge and experience with others</p>	<p>Case presentation including review of relevant literature</p>	<p>Demonstrates proficiency in integration and application of scientific literature to case conceptualization and intervention</p> <p>Demonstrates proficiency in identification and application of empirically supported assessment and intervention practices</p>

Internship Objective	Internship Program Activities	Competence Indicators
<p>BCSPIP Goal 7 -- Research and Evaluation: Interns apply and/or generate research that contributes to the professional knowledge base and/or evaluate the effectiveness of various professional activities</p>		
<p>7A. Scientific Approach to Knowledge Generation Generates knowledge. Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing appropriate research. Consults and partners with community stakeholders when conducting research in diverse communities. Seeks to share findings through professional conferences and writings</p>	<p>Develop and implement applied/practice research project</p> <p>Submit proposal for conference paper or grant funding</p>	<p>Engages in implementation and review of research</p>
<p>7B. Application of Scientific Method to Practice Applies knowledge. Evaluates practice activities; compiles and analyzes data relevant to own practice; adopts findings from research to own practice; participates in program evaluation; seeks opportunities to teach/share knowledge with peers and the broad scholarly community</p>	<p>Develop and implement applied/practice research project</p> <p>Conducts a skill-building activity with peers, site personnel or practice colleagues to disseminate an empirically-supported practice (assessment measure, progress monitoring procedures, measurement technique)</p>	<p>Demonstrates skill and ability in identification and implementation of applied research activity</p> <p>Demonstrates ability to translate and integrate scientifically-based research evidence for dissemination in practice settings and audiences</p>
<p>BCSPIP Goal 8 -- Evidence-Based Practice: Interns integrate research and clinical expertise in schools and other settings</p>		
<p>8A. Knowledge and Application of Evidence-Based Practice Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. Models the integration of current research in professional practice</p>	<p>Case presentation, including review of relevant literature</p> <p>Applied assessment, intervention and consultation practice</p>	<p>Demonstrates knowledge of and proficiency in implementation of empirically-supported educational and psychological assessment and intervention methods, materials and techniques</p> <p>Intervention recommendations include rationales that reflect integration of empirical findings</p>

Internship Objective	Internship Program Activities	Competence Indicators
<p>BCSPIP Goal 9 -- Assessment: Interns apply knowledge and skills in the assessment and diagnosis of problems, capabilities, and issues for individuals, groups, and organizations</p>		
<p>9A. Knowledge of Measurement and Psychometrics</p> <p>Selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, families, groups, and context. Seeks opportunities to teach or consult with others about the principles of measurement and their application in psychological assessment</p>	<p>Completes psychoeducational and/or psychological assessments with diverse clients</p> <p>Conducts a skill-building activity with peers, site personnel or practice colleagues to disseminate an empirically-supported measurement or evaluation practice (assessment measure, progress monitoring procedures, measurement technique)</p>	<p>Demonstrates proficiency in selection, administration of measures (norms, cultural sensitivity) and interpretation of assessment results (including limitations) appropriate to diverse cases</p> <p>Demonstrates proficiency in communication of measurement and psychometric principles and application (teaching, consultation, developing documents)</p>

Internship Objective	Internship Program Activities	Competence Indicators
<p>9B. Knowledge of Assessment Methods</p> <p>Understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and intervention planning. Stays abreast of new developments and provides training and consultation to others in various settings</p>	<p>Completes psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients</p> <p>Applies a cross-battery approach in a psychoeducational assessment, including written report and verbal presentation of assessment results</p>	<p>Independent and accurate selection, administration, scoring and interpretation of measures appropriate to client needs</p> <p>Interview and assessment report leads to formulation of appropriate diagnosis/identification and development of appropriate plan and/or recommendations</p> <p>Comprehensive reports include discussion of strengths and limitations of assessment measures and techniques as appropriate</p>
<p>9C. Application of Assessment Methods for Individuals and Small Groups</p> <p>Selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad areas of practice (e.g., educational and mental health settings)</p>	<p>Completes psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients</p> <p>Implement group, class-wide, or school-wide assessment or screening activity</p>	<p>Demonstrates ability to select appropriate assessment techniques, methods and materials</p> <p>Demonstrates accurate analysis, interpretation, and integration of assessment results</p> <p>Demonstrates ability to provide meaningful, understandable and useful feedback that is responsive to client needs and context</p>
<p>9D. Application of Assessment Methods at Systems Level</p> <p>Applies assessment methods to the evaluation of systems issues such as program change, service effectiveness, and administrative structures</p>	<p>Implement group, class-wide, or school-wide assessment or screening activity</p> <p>Completes a systems-level consultation</p>	<p>Demonstrates ability to select appropriate assessment techniques, methods and materials</p> <p>Demonstrates accurate analysis, interpretation, and integration of assessment results</p> <p>Demonstrates ability to provide meaningful, understandable and useful feedback that is responsive to client needs and context</p>

Internship Objective	Internship Program Activities	Competence Indicators
<p>9E. Diagnosis</p> <p>Applies information from assessment process to the diagnosis of individual outcomes and needs using diagnostic criteria relevant to various settings, both educational and mental health. Applies relevant and appropriate diagnostic criteria across diverse settings</p>	<p>Completes psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts</p> <p>Case presentation, including review of relevant literature</p>	<p>Demonstrates ability to incorporate relevant developmental features and broad assessment data into diagnostic and identification frameworks relevant to client and context (DSM, Special Education, CLBC, Advanced Education)</p> <p>Demonstrates skill in case conceptualization and application of diagnostic/identification rubrics incorporating theory, research and case material</p>
<p>9F. Conceptualization and Recommendations</p> <p>Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment and develops outcome recommendations. Demonstrates the ability to teach and supervise others in this process</p>	<p>Completes psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts</p> <p>Contribution to peer case conceptualization and case problem presentation, consultation and discussion</p> <p>Case presentation, including review of relevant literature</p>	<p>Demonstrates skill in case conceptualization and application of diagnostic/identification rubrics incorporating theory, research and case material</p> <p>Demonstrates ability to develop appropriate recommendations and link assessment results to intervention and outcome recommendations</p>
<p>9G. Communication of Assessment Findings</p> <p>Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner across diverse settings. Supervises others and provides constructive feedback regarding oral and/or written communication of assessment results</p>	<p>Completes psychoeducational and/or psychological assessments and diagnoses with links to intervention and treatment planning with diverse clients and contexts</p> <p>Contribution to peer case conceptualization and case problem presentation, consultation and discussion</p> <p>Co-Supervision of psychoeducational assessment case and report</p>	<p>Demonstrates ability to write comprehensive written reports of assessment and intervention outcomes</p> <p>Demonstrate ability to effectively communicate assessment and intervention results verbally to diverse audiences</p> <p>Appropriate, accurate and supportive feedback on student assessment, interpretation and communication of results</p>

Internship Objective	Internship Program Activities	Competence Indicators
<p>BCSPIP Goal 10 -- Prevention and Intervention: Interns develop prevention and intervention activities designed to promote the success and well-being of individuals, groups, and/or systems.</p>		
<p>10A. Knowledge of the School Psychology Service Delivery Model Identifies need for and designs services at the primary, secondary, and tertiary levels in schools and other settings. Provides training and/or support to others</p>	<p>Investigation and report on school district, agency, or community psychological, educational, or mental health promotion service, program or activity</p>	<p>Comprehensive, clear, and accurate description and analysis of program, service or activity</p>
<p>10B. Prevention Planning and Implementation (Universal) Independently develops plans for universal services with fidelity to empirical models and flexibility to adapt as needed in various settings. Trains and/or support others in application of the process</p>	<p>Universal prevention or intervention project plan, including presentation</p>	<p>Demonstrates knowledge of a primary prevention service or activity Demonstrates skills for planning and implementation of a universal prevention activity, including the training and support of others in implementation</p>
<p>10C. Intervention Planning and Implementation (Targeted) Works as team member in the planning and implementation of evidence-based interventions tailored to the specific needs of groups of students/clients in various settings</p>	<p>Small group intervention project</p>	<p>Demonstrate relevant knowledge and skill in contributing to developing, consulting on and support implementing an intervention, including the appropriateness of the intervention to the context</p>
<p>10D. Individual Assessment and Intervention (Intensive) Independently develops intervention or treatment plans consistent with assessment findings in schools and other settings. Implements the plans individually or as part of a team as relevant to the setting</p>	<p>Individual intervention case</p>	<p>Demonstrate relevant knowledge and skill in developing and implementing an intervention, including the appropriateness of the intervention to the context</p>

Internship Objective	Internship Program Activities	Competence Indicators
<p>10E. Intervention Implementation</p> <p>Case conceptualizations and intervention plans are specific to case and context: in educational settings and with at least one specialized population and/or interprofessional context</p>	<p>Small group intervention project or individual intervention case</p>	<p>Demonstrate relevant knowledge and skill in developing and implementing an intervention, including the appropriateness of the intervention to the context</p>
<p>10F. Progress Monitoring and Program Evaluation</p> <p>Independently evaluates treatment progress or service delivery and modifies planning, even in the absence of established outcome measures. Instructs/supports others in developing progress monitoring and program evaluation skills</p>	<p>Universal prevention or intervention project plan, small group intervention project or individual intervention case including presentation</p> <p>Conducts a skill-building activity with peers, site personnel or practice colleagues to disseminate an empirically-supported measurement or evaluation practice (assessment measure, progress monitoring procedures, measurement technique)</p>	<p>Demonstrates ability to plan and implement progress monitoring or treatment outcome measurement, appropriate procedures for responding to intervention outcome data, and evaluation of intervention outcomes and dissemination of results</p>
<p>BCSPIP Goal 11 -- Consultation: Interns provide collaborative guidance or professional assistance in response to student, teacher, or family need</p>		
<p>11A. Role of Consultant</p> <p>Contributes specialized knowledge as a school psychology consultant to both individuals and groups in various settings. Is able to assume a leadership role in developing and managing a consultation process and assuring relevant outcomes</p>	<p>Participates in school or agency consultation teams</p> <p>Provides individual and/or group consultation</p> <p>Completes a systems-level consultation</p>	<p>Demonstrates proficiency in providing consultation in team, individual and group settings</p>
<p>11B. Addressing Referral Questions in Consultation</p> <p>Demonstrates knowledge of and ability to select appropriate and contextually-sensitive means of assessment/data gathering focused on specific referral questions. Is able teach and supervise others in this process</p>	<p>Completes a Response-to-Intervention consultation case</p>	<p>Demonstrates knowledge and skill in consultation implementation</p>

Internship Objective	Internship Program Activities	Competence Indicators
<p>11C. Communication of Consultation Findings Provides effective information and direction to others in order to facilitate their understanding of assessment, evaluation, intervention and progress monitoring activities and outcomes</p>	<p>Participates in school or agency consultation teams</p> <p>Provides individual and/or group consultation</p> <p>Completes a Response-to-Intervention consultation case</p>	<p>Demonstrates effective communication skills in consultation</p>
<p>11D. Application of Consultation Methods Draws on literature to provide effective consultative services (assessment, evaluation, intervention and progress monitoring). Is able to facilitate the development of consultation skills in others in most routine and some complex cases</p>	<p>Participates in school or agency consultation teams</p> <p>Provides individual and/or group consultation</p> <p>Completes a Response-to-Intervention consultation case</p> <p>Completes a systems-level consultation</p>	<p>Demonstrates knowledge and skill in consultation implementation</p>
<p>BCSPIP Goal 12 -- Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies</p>		
<p>12A. Knowledge of Issues in Mental Health and Well-being Identifies issues and needs related to the mental health and well-being of individuals, groups, and systems in multiple settings</p>	<p>Attends and actively participates in all mental health promotion and supporting well-being didactic program activities</p> <p>Participates in school, agency or community prevention or early intervention program</p>	<p>Demonstrates knowledge of issues in promotion of mental health and well-being</p>
<p>12B. Familiarity with a Range of Mental Health Programs Assumes a leadership role in identifying and/or tailoring specific programs and strategies that promote the mental health and well-being of individuals, groups, and systems</p>	<p>Investigation and report on school district, agency, or community psychological, educational, or mental health promotion service, program or activity</p>	<p>Provides an accurate and comprehensive description of a mental health promotion service, program or activity</p>

Internship Objective		Internship Program Activities	Competence Indicators
12C. Role in Implementation in Mental Health and Well-being Assumes a leadership role in the development and implementation of programs and strategies to address mental health and well-being for individuals, groups, and systems. Shows ability to identify the need for different role functions and to shifts roles accordingly		Participates in prevention or early intervention program or activity	Demonstrates successful participation in program or activity Provides evidence of understanding of multiple roles for participation in such activities
12D. Progress Monitoring and Evaluation of Mental Health and Well-being Develops and applies strategies to monitor and evaluate the effectiveness of targeted interventions with individuals, groups, and systems			

BCSPIP Goal 13 -- Teaching: Interns are skilled in the provision of instruction, dissemination of knowledge, and evaluation of learning

13A. Knowledge of Teaching Selects and adapts teaching methods and learning materials to support individual and group needs in various settings		Presents a workshop, inservice or information session, including evaluation of presentation	Demonstrates knowledge of one or more teaching strategy Demonstrates skills to accommodate teaching to the needs of different learners and/or contexts Demonstrates skill in revising materials and/or instruction based on evaluative feedback
13B. Teaching Skills Demonstrates effective teaching skills; engages in ongoing reflection on teaching performance; seeks colleague/ peer feedback; relates outcomes for learners to effectiveness of instruction			

BCSPIP Goal 14 – Supervision: Interns provide training and supervision that enhances and monitors the professional functioning of others

Internship Objective	Internship Program Activities	Competence Indicators
<p>14A. Expectations and Roles in Supervision</p> <p>Demonstrates knowledge of, and purposes for, the roles of supervisor and supervisee. Understands and applies ethical, legal, and contextual issues of the supervisor role, both clinical and administrative</p>	<p>Develops supervision “contract” in collaboration with supervisor</p> <p>Participates in ethics “roundtable” activity</p>	<p>Demonstrates knowledge of roles and purposes of supervision</p> <p>Demonstrates knowledge of ethical and legal issues relevant to the supervision context</p>
<p>14B. Supervision Processes and Procedures</p> <p>Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of own competency to supervise</p>	<p>Completes a supervision project as co-supervisor for a less advanced student</p>	<p>Provides evidence of knowledge of a range of supervision methods and ability to communicate supervision goals</p>
<p>14C. Supervision Skills Development</p> <p>Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals. Engages in professional reflection about one’s clinical relationships with supervisees, as well as supervisees’ relationships with their clients</p>	<p>Completes a supervision project as co-supervisor for a less advanced student</p>	<p>Demonstrates ability to evaluate supervision activities and respond to feedback</p>
<p>14D. Supervisory Practices</p> <p>Provides effective supervision to less advanced students, peers, or other service providers in schools and other practice settings, both individually and in groups through implementation and reporting on a supervision project during the internship year.</p>	<p>Participates in ethics “roundtable” activity</p> <p>Completes a supervision project as co-supervisor for a less advanced student</p>	<p>Provides supervisor of supervision with accurate representation of supervision case materials, supervision interactions and supervisee responses</p> <p>Provides evidence of appropriate written feedback on supervisee case report</p>

BCSPIP Goal 15 -- Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines

<p>15A. Knowledge of the Shared and Distinctive Contributions of Other Professions</p> <p>Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; knowledge of common and distinctive roles of other professionals; awareness of roles of others in determining own professional and interprofessional roles; integration of competencies and roles seamlessly into models of service delivery</p>	<p>Participates in school or agency consultation teams</p> <p>Completes a systems-level consultation</p> <p>Participates in prevention or early intervention program</p>	<p>Demonstrates awareness of roles of self and others in professional and interprofessional roles</p>
<p>15B. Interprofessional Team Functioning</p> <p>Supports effective team functioning and respect for ethical values of members; facilitates discussion and interaction among team members; participates in collaborative decision making; reflects on own functioning within the team; respects team ethics, including confidentiality, resource allocation, and professionalism</p>	<p>Participates in school or agency consultation teams</p> <p>Completes a systems-level consultation</p> <p>Participates in prevention or early intervention program</p>	<p>Supports effective team functioning, roles and contributions of other professionals and demonstrates respect for ethical values of members; facilitates discussion and interaction among team members</p>
<p>15C. Collaborative Leadership</p> <p>Advances interdependent working relationships among all participants to enable effective outcomes; facilitates effective team processes and decision making that help create climate for collaborative practice and shared leadership; applies collaborative decision-making principles; monitors and facilitates the effectiveness of processes and outcomes</p>	<p>Participates in school or agency consultation teams</p> <p>Completes a systems-level consultation</p> <p>Participates in prevention or early intervention program</p>	<p>Demonstrates knowledge and skills in effective team processes and decision making and helps create climate for collaborative practice and shared leadership; applies collaborative decision-making principles</p>

<p>15D. Interprofessional Communication Helps establish team work communication principles including active listening and ensuring common understanding; promotes trusting relationships among team members; effectively uses information and communication technology</p>	<p>Participates in school or agency consultation teams</p> <p>Completes a systems-level consultation</p> <p>Participates in prevention or early intervention program</p>	<p>Demonstrates effective communication skills with team members</p>
<p>15E. Interprofessional Conflict Resolution Recognizes and values the potentially positive nature of conflict and knows strategies to deal with it; identifies common situations likely to lead to disagreements; works to address and resolve disagreements; helps establish a safe environment in which to express diverse opinions</p>	<p>Participates in school or agency consultation teams</p> <p>Completes a systems-level consultation</p> <p>Participates in prevention or early intervention program</p>	<p>Demonstrates effective skills in identification of and resolution of conflict situations</p>
<p>BCSPIP Goal 16 -- Management/Administration: Interns engage in the direct delivery of services and/or the administration of organizations, programs, or agencies</p>		
<p>16A. Appraisal of Management and Leadership Develops and offers constructive criticism and suggestions regarding management and leadership</p>	<p>Participates in school or agency consultation teams</p> <p>Completes a systems-level consultation</p> <p>Participates in prevention or early intervention program</p>	<p>Demonstrates ability to analyze and evaluate effectiveness of management and communicate understanding effectively</p>

16B. Management of Professional Services Participates in management of direct delivery of professional services; responds appropriately within management hierarchy	Participates in prevention or early intervention program	Participates in management of direct delivery of professional services; responds appropriately within management hierarchy
16C. Administration of Professional Services Demonstrates emerging ability to participate in administration of service delivery or clinical program	Participates in prevention or early intervention program	Demonstrates emerging ability to participate in administration of service delivery or clinical program
16D. Leadership in Professional Services Participates in system change and management structure through management of a small program team	Participates in prevention or early intervention program or activity Completes a systems-level consultation	Demonstrates emerging leadership skills in system change and management of a professional activity

BCSPIP Goal 17 -- Advocacy: Interns identify needs and take actions that target the impact of social, political, economic or cultural factors with the goal of promoting change at the individual, institutional, and/or systems level

17A. Advocacy & Empowerment Applies awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision. Intervenes to promote action on factors impacting development and functioning	Participates in school or agency consultation teams Completes a systems-level consultation Participates in prevention or early intervention program	Demonstrates awareness of and responds to need for client or system advocacy or individual empowerment
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<p>17B. Advocacy & Systems Change</p> <p>Demonstrates skills to implement system change at the level of classroom, school, institution, or community</p>	<p>Participates in school or agency consultation teams</p> <p>Completes a systems-level consultation</p> <p>Participates in prevention or early intervention program</p>	<p>Demonstrates skills to implement system change at the level of classroom, school, institution, or community</p>
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APPENDIX F

DOCTORAL INTERN RATING FORM: EVALUATION OF COMPETENCIES

Intern Name: _____

Name of Placement: _____ Date of Evaluation: _____

Name of Evaluator: _____

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

Type of Review:

Mid-placement
review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers: _____ to _____

Please use the following rating scale in evaluating the intern on the characteristics listed below:

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

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

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

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

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

[N/O]=No Opportunity to Observe

FOUNDATIONAL GOALS & OBJECTIVES

I. PROFESSIONALISM

1. Professionalism: Professional Values and Attitudes: Interns model behaviour and comporment reflecting the values and attitudes of professional school psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Monitors and independently resolves situations that challenge professional values and integrity; recognizes the need for and seeks supervisor and/or peer consultation	0	1	2	3	4	[N/O]
1B. Department						
Conducts self in a professional manner across multiple settings and situations: uses appropriate verbal and non-verbal communication, demonstrates flexibility in meeting requirements of different settings and outcomes	0	1	2	3	4	[N/O]
1C. Accountability						
Accepts personal responsibility across settings and contexts: enhances own professional productivity; holds self accountable; seeks supervisor and administrator review of quality of performance	0	1	2	3	4	[N/O]
1D. Concern for the welfare of others						
Acts as an advocate for the welfare of others: is respectful, compassionate, pro-active, and tolerant of diversity in all domains	0	1	2	3	4	[N/O]
1E. Professional Identity						
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice. Keeps up with advances in the profession through a broad range of continuing education activities	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Interns demonstrate awareness, sensitivity and skills in working with diverse individuals, groups, and communities representing varied cultural and personal backgrounds, characteristics, and values						
2A. Understanding Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context						
Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Seeks consultation or supervision when needed.	0	1	2	3	4	[N/O]
2B. Understanding Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2C. Understanding Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation. Acts as an advocate for others when appropriate.	0	1	2	3	4	[N/O]
2D. Applications to Practice based on Individual and Cultural Context						
Applies knowledge, skills, and attitudes regarding dimensions of	0	1	2	3	4	[N/O]

diversity to professional practice. Adapts behavior and/or seeks consultation as needed. Articulates and uses an alternative and culturally appropriate repertoire of skills, techniques and behaviors.	
3. Ethical Legal Standards and Policy: Interns apply ethical concepts and demonstrate awareness of legal issues regarding professional activities with individuals, groups, and organizations.	
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines	
Models and promotes knowledge and application of the CPA <i>Code of Ethics for Psychologists, Third Edition</i> and the CPBC <i>Code of Conduct</i> and other relevant ethical, legal and professional standards and guidelines in multiple settings relevant to the practice of professional psychology. Seeks to prevent and resolve problems and unprofessional conduct in self and others	0 1 2 3 4 [N/O]
3B. Awareness and Application of Ethical Decision Making	
Models the identification and resolution of professional practice dilemmas using an ethical decision-making model in professional work: clinical cases, professional writings and presentations, teaching, research	0 1 2 3 4 [N/O]
3C. Ethical Conduct	
Independently integrates ethical and legal standards with all competencies; continuously monitors own performance; takes responsibility for continuing professional study and development	0 1 2 3 4 [N/O]

4. Reflective Practice/Self-Assessment/Self-Care: Interns practice with personal and professional self-awareness and reflection, awareness of competencies and appropriate self-care.	
4A. Reflective Practice	
Demonstrates reflectivity both during and after professional activity; acts upon reflection. Monitors and adjusts professional performance in multiple settings. Engages in peer and/or group consultation	0 1 2 3 4 [N/O]
4B. Self-Assessment	
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; develops a personal plan to enhance knowledge/skills. Adjusts professional performance as situation requires. Addresses own problems, minimizing interference with competent professional functioning. Seeks continuing professional development activities	0 1 2 3 4 [N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)	
Self-monitors issues related to self-care and promptly intervenes when disruptions occur. Appropriately seeks consultation with supervisors and colleagues	0 1 2 3 4 [N/O]
4D. Participation in Supervision Process	
Seeks and accepts supervision, both professional and administrative as needed. Provides supervision to others as requested or required	0 1 2 3 4 [N/O]

II. RELATIONAL

5. Relationships: Interns engage in effective and meaningful interactions with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities. Effectively negotiates conflictual, difficult and complex relationships; maintains effective interpersonal relationships with clients, peers, administrators, allied professionals, and the public	0	1	2	3	4	[N/O]
5B. Affective Skills						
Manages difficult communication; models advanced interpersonal skills. Offers and accepts feedback to and from others; maintains and promotes professional dialogue in the face of client or colleague negativity or criticism; allows, enables, and facilitates clients' exploration and expression of affectively difficult issues	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts and applies these in multiple settings	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analyses, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge in their practice.						
6A. Scientific Mindedness						
Values and applies scientific methods to practice. Accesses and applies scientific knowledge and skills appropriately to the solution of problems; implements appropriate methodology to address research questions. Teaches and informs others about the application of scientific methods and practice	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates advanced knowledge of scientific bases of behaviour. Accurately evaluates scientific literature regarding clinical issues; identifies multiple factors and interactions of those factors that underlie behaviour in a variety of settings	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Independently applies knowledge and understanding of scientific foundations to practice. Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization and intervention; applies evidence-based practice and evaluates its effectiveness in relation to other theoretical perspectives. Shares knowledge and experience with others	0	1	2	3	4	[N/O]

7. Research/Evaluation: Interns apply and/or generate research that contributes to the professional knowledge base and/or evaluate the effectiveness of various professional activities..						
7A. Scientific Approach to Knowledge Generation						
Generates knowledge. Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing appropriate research. Consults and partners with community stakeholders when conducting research in diverse communities. Seeks to share findings through professional conferences and writings	0	1	2	3	4	[N/O]
7B. Application of Scientific Method to Practice						
Applies knowledge. Evaluates practice activities; compiles and analyzes data relevant to own practice; adopts findings from research to own practice; participates in program evaluation; seeks opportunities to teach/share knowledge with peers and the broad scholarly community	0	1	2	3	4	[N/O]

FUNCTIONAL GOALS & OBJECTIVES

IV. APPLICATION

8. Evidence-Based Practice: Interns integrate research and clinical expertise in schools and other settings						
8A. Knowledge and Application of Evidence-Based Practice						
Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. Models the integration of current research in professional practice	0	1	2	3	4	[N/O]
9. Assessment: Interns apply knowledge and skills in the assessment and diagnosis of problems, capabilities, and issues for individuals, groups, and organizations.						
9A. Knowledge of Measurement and Psychometrics						
Selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, families, groups, and context. Seeks opportunities to teach or consult with others about the principles of measurement and their application in psychological assessment	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and intervention planning. Stays abreast of new developments and provides training and consultation to others in various settings	0	1	2	3	4	[N/O]

9C. Application of Assessment Methods for Individuals and Small Groups						
Selects and administers a variety of assessment tools appropriate to the practice site and broad areas of practice (e.g., educational and mental health settings)and integrates results to accurately evaluate presenting question	0	1	2	3	4	[N/O]
9D. Application of Assessment Methods at Systems Level						
Applies assessment methods to the evaluation of systems issues such as program change, service effectiveness, and administrative structures	0	1	2	3	4	[N/O]
9E. Diagnosis						
Applies information from assessment process to the diagnosis of individual outcomes and needs using diagnostic criteria relevant to various settings, both educational and mental health. Applies relevant and appropriate diagnostic criteria across diverse settings	0	1	2	3	4	[N/O]
9F. Conceptualization and Recommendations						
Based on the results of assessment, independently and accurately conceptualizes the multiple dimensions of the case and develops outcome recommendations. Demonstrates the ability to teach and supervise others in this process	0	1	2	3	4	[N/O]
9G. Communication of Assessment Findings						
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner across diverse settings. Supervises others and provides constructive feedback regarding oral and/or written communication of assessment results	0	1	2	3	4	[N/O]
10. Prevention and Intervention: Interns develop prevention and intervention activities designed to promote the success and well-being of individuals, groups, and/or systems						
10A. Knowledge of the School Psychology Service Delivery Model						
Identifies need for and designs services at the primary, secondary, and tertiary levels in schools and other settings. Provides training and/or support to others	0	1	2	3	4	[N/O]
10B. Prevention Planning and Intervention (Universal)						
Independently develops plans for universal services with fidelity to empirical models and flexibility to adapt as needed in various settings. Trains and/or support others in application of the process	0	1	2	3	4	[N/O]
10C. Intervention Planning and Implementation (Targeted)						
Works as team member in the planning and implementation of evidence-based interventions tailored to the specific needs of groups of students/clients in various settings	0	1	2	3	4	[N/O]
10D. Individual Assessment and Intervention (Intensive)						
Independently develops intervention or treatment plans consistent with assessment findings in schools and other settings. Implements the plans individually or as part of a team as relevant to the setting	0	1	2	3	4	[N/O]

10E. Intervention Implementation						
Develops case conceptualizations and intervention plans that are specific to case and context: relates these to the educational settings and to at least one specialized population and/or interprofessional context	0	1	2	3	4	[N/O]
10F. Progress Monitoring and Program Evaluation						
Independently evaluates treatment progress or service delivery and modifies planning, even in the absence of established outcome measures. Instructs/supports others in developing progress monitoring and program evaluation skills	0	1	2	3	4	[N/O]
11. Consultation: Interns provide collaborative guidance or professional assistance in response to student, teacher, or family need.						
11A. Role of Consultant						
Contributes specialized knowledge as a school psychology consultant to both individuals and groups in various settings. Is able to assume a leadership role in developing and managing a consultation process and assuring relevant outcomes	0	1	2	3	4	[N/O]
11B. Addressing Referral Questions						
Demonstrates knowledge of and ability to select appropriate and contextually-sensitive means of assessment/data-gathering that are focused on specific referral questions. Is able to teach and supervise others in this process	0	1	2	3	4	[N/O]
11C. Communication of Consultation Findings						
Provides effective information and direction to others in order to facilitate their understanding of assessment, evaluation, intervention and progress monitoring activities and outcomes	0	1	2	3	4	[N/O]
11D. Application of Consultation Methods						
Draws on literature to provide effective consultative services (assessment, evaluation, intervention and progress monitoring). Is able to facilitate the development of consultation skills in others in most routine and some complex cases	0	1	2	3	4	[N/O]
12. Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies						
12A. Knowledge of Issues in Mental Health						
Identifies issues and needs related to the mental health and well-being of individuals, groups, and systems in multiple settings	0	1	2	3	4	[N/O]
12B. Familiarity with a Range of Programs						
Assumes a leadership role in identifying and/or tailoring specific programs and strategies that promote the mental health and well-being of individuals, groups, and systems	0	1	2	3	4	[N/O]
12C. Role in Implementation						
Assumes a leadership role in the development and implementation of programs and strategies to address mental health and well-being for individuals, groups, and systems.	0	1	2	3	4	[N/O]

Shows ability to identify the need for different role functions and to shifts roles accordingly	
12D. Progress Monitoring and Evaluation	
Develops and applies strategies to monitor and evaluate the effectiveness of targeted interventions with individuals, groups, and systems	0 1 2 3 4 [N/O]

V. EDUCATION

13. Teaching: Interns are skilled in the provision of instruction, dissemination of knowledge, and evaluation of learning.	
13A. Knowledge	
Selects and adapts teaching methods and learning materials to support individual and group needs in various settings	0 1 2 3 4 [N/O]
13B. Skills	
Demonstrates effective teaching skills; engages in ongoing reflection on teaching performance; seeks colleague/ peer feedback; relates outcomes for learners to effectiveness of instruction	0 1 2 3 4 [N/O]
14. Supervision: Interns provide training and supervision that enhances and monitors the professional functioning of others.	
14A. Expectations and Roles	
Demonstrates knowledge of, and purposes for, the roles of supervisor and supervisee. Understands and applies ethical, legal, and contextual issues of the supervisor role, both clinical and administrative	0 1 2 3 4 [N/O]
14B. Processes and Procedures	
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of own competency to supervise	0 1 2 3 4 [N/O]
14C. Skills Development	
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals. Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients	0 1 2 3 4 [N/O]
14D. Supervisory Practices	
Provides effective supervision to less advanced students, peers, or other service providers in schools and other practice settings, both individually and in groups through implementation and reporting on a supervision project during the internship year.	0 1 2 3 4 [N/O]

VI. SYSTEMS

15. Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines						
15A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; shows knowledge of common and distinctive roles of other professionals; is aware of roles of others in determining own professional and interprofessional roles; and integrates competencies and roles seamlessly into models of service delivery	0	1	2	3	4	[N/O]
15B. Team Functioning						
Supports effective team functioning and respect for ethical values of members; facilitates discussion and interaction among team members; participates in collaborative decision making; reflects on own functioning within the team; respects team ethics, including confidentiality, resource allocation, and professionalism	0	1	2	3	4	[N/O]
15C. Collaborative Leadership						
Advances interdependent working relationships among all participants to enable effective outcomes; facilitates effective team processes and decision making that help create climate for collaborative practice and shared leadership; applies collaborative decision-making principles; monitors and facilitates the effectiveness of processes and outcomes	0	1	2	3	4	[N/O]
15D. Interprofessional Communication						
Helps establish team work communication principles including active listening and ensuring common understanding; promotes trusting relationships among team members; effectively uses information and communication technology	0	1	2	3	4	[N/O]
15E. Interprofessional Conflict Resolution						
Recognizes and values the potentially positive nature of conflict and knows strategies to deal with it; identifies common situations likely to lead to disagreements; works to address and resolve disagreements; helps to establish a safe environment in which to express diverse opinions	0	1	2	3	4	[N/O]
16. Management-Administration: Interns engage in the direct delivery of services and/or the administration of organizations, programs, or agencies.						
16A. Appraisal of Management and Leadership						
Develops and offers constructive criticism and suggestions regarding management and leadership	0	1	2	3	4	[N/O]
16B. Management						
Participates in management of direct delivery of professional services; responds appropriately within management hierarchy	0	1	2	3	4	[N/O]

16C. Administration						
Demonstrates <i>emerging</i> ability to participate in administration of service delivery or clinical program	0	1	2	3	4	[N/O]
16D. Leadership						
Participates in system change and management structure through management of a small program team	0	1	2	3	4	[N/O]

17. Advocacy: Interns identify needs and take actions that target the impact of social, political, economic or cultural factors with the goal of promoting change at the individual, institutional, and/or systems level.						
17A. Empowerment						
Applies awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision. Intervenes to promote action on factors impacting development and functioning	0	1	2	3	4	[N/O]
17B. Systems Change						
Demonstrates skills to implement system change at the level of classroom, school, institution, or community	0	1	2	3	4	[N/O]

APPENDIX G

SUPERVISORY EXPERIENCE RATING FORM: PART 1

(Adapted from the Louisiana School Psychology Internship Consortium Handbook)

Interns complete this rating form for each primary supervisor following final evaluation from the supervisor. Responses remain anonymous and are used for program development purposes. Completed forms are submitted to the Director of Training.

CLIMATE AND STRUCTURE OF SUPERVISION				
	Marginal	Adequate	Good	Excellent
Availability of supervisor	1	2	3	4
Committed to intern's growth and development	1	2	3	4
Effective use of time in supervision	1	2	3	4
Develops sense of trust and respect	1	2	3	4
Open to exploring the supervisory relationship	1	2	3	4
Effectively resolves conflict within the supervisory relationship	1	2	3	4
Provides timely and helpful comments on the intern's competence and limitations				
Comments: 				
OVERALL EVALUATION:	1	2	3	4

GOAL SETTING AND MONITORING				
	Marginal	Adequate	Good	Excellent
Establishes clear and achievable goals	1	2	3	4
Establishes realistic expectations for supervision	1	2	3	4
Helpful in maintaining focus for supervision				

Helps in selecting appropriate professional and training goals, tasks, and experiences	1	2	3	4
Is attentive to progress according to goals, tasks, and experiences	1	2	3	4
Provides helpful feedback regarding goals, tasks, and experiences	1	2	3	4
Comments:				
OVERALL EVALUATION:	1	2	3	4

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

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

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

SUPERVISORY EXPERIENCE RATING FORM: PART 2

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

Overall, my supervisor's strengths include:

I wish I had gotten more:

I wish I had gotten less:

Intern

Supervisor

Date

APPENDIX H

COMPETENCE REMEDIATION PLAN

(Adapted from APA material)

Date of Competence Remediation Plan Meeting:

Intern:

Supervisor:

Names of All Persons Present at the Meeting:

Date for Follow-up Meeting(s):

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

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

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

Description of the problem(s) in each goal domain circled above:

Date(s) the problem(s) was brought to the intern's attention and by whom:

Steps already taken by the intern to rectify the problem(s) that was identified:

Steps already taken by the supervisor to address the problem(s):

<u>Goal Domain/ Essential Components</u>	<u>Problem Behaviours</u>	<u>Expectations for Acceptable Performance</u>	<u>Intern's Responsibilities /Actions</u>	<u>Supervisor's Responsibilities/ Actions</u>	<u>Timeframe for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>

I (intern), _____, have reviewed the above competency remediation plan with my supervisor, and the Director of Training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If intern disagrees, comments, including a detailed description of the intern's rationale for disagreement, are REQUIRED*).

_____	_____	_____	_____	_____	_____
Intern	Date	Director of Training	Date	Supervisor	Date

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

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

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):

Date (s):

In Attendance:

<u>Goal Domain Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Outcomes Related to Competence Indicator(s) (met, partially met, not met)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued and plan modified)</u>	<u>Next Evaluation Date (if needed)</u>

I (intern), _____, have reviewed the above summative evaluation of my competency remediation plan with my supervisor and the Director of Training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____	_____	_____	_____	_____	_____
Trainee	Date	Director of Training	Date	Supervisor	Date

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

APPENDIX I

INTERNSHIP PROGRAM SAMPLE FEEDBACK FORM Feedback Request 2012 - 2013

Dear Internship Program Participant:

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

Please identify yourself:

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

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

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

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

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

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

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

A. Administrators Only

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

- Definitely _____
- Conditionally _____
- Unlikely _____

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

B. All Respondents

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

Goal III. Support and enhance the work of the intern

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

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

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

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

Interns and Supervisors Only

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

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

APPENDIX J

INTERNSHIP TRAINING PORTFOLIO

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

Development of the Portfolio:

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

Contents of the Portfolio:

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

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

Submission of the Portfolio:

A final copy of the portfolio should be provided to the Director of Training at the conclusion of the internship.

Evaluation Appeal Process:

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

THE BRITISH COLUMBIA SCHOOL
PSYCHOLOGY INTERNSHIP
CONSORTIUM

CERTIFIES THAT

BARBARA J. HOLMES

has successfully completed a 1600- hour Pre-Doctoral
Internship in School Psychology, and is therefore awarded
this

CERTIFICATE OF COMPLETION

Dated this [Day] day of [Date]

Director of Training

Executive Director

**BC School Psychology
Internship Consortium**
