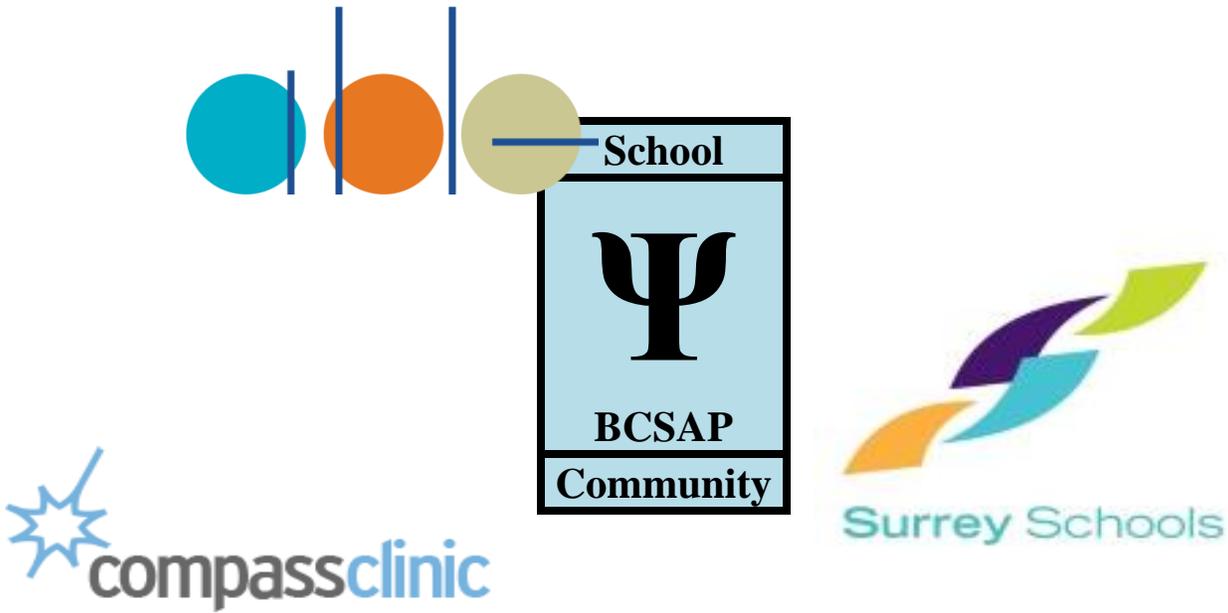


**BC SCHOOL AND APPLIED PSYCHOLOGY  
INTERNSHIP TRAINING PROGRAM  
2022-2023**



**Hosted by ABLÉ Developmental Clinic**

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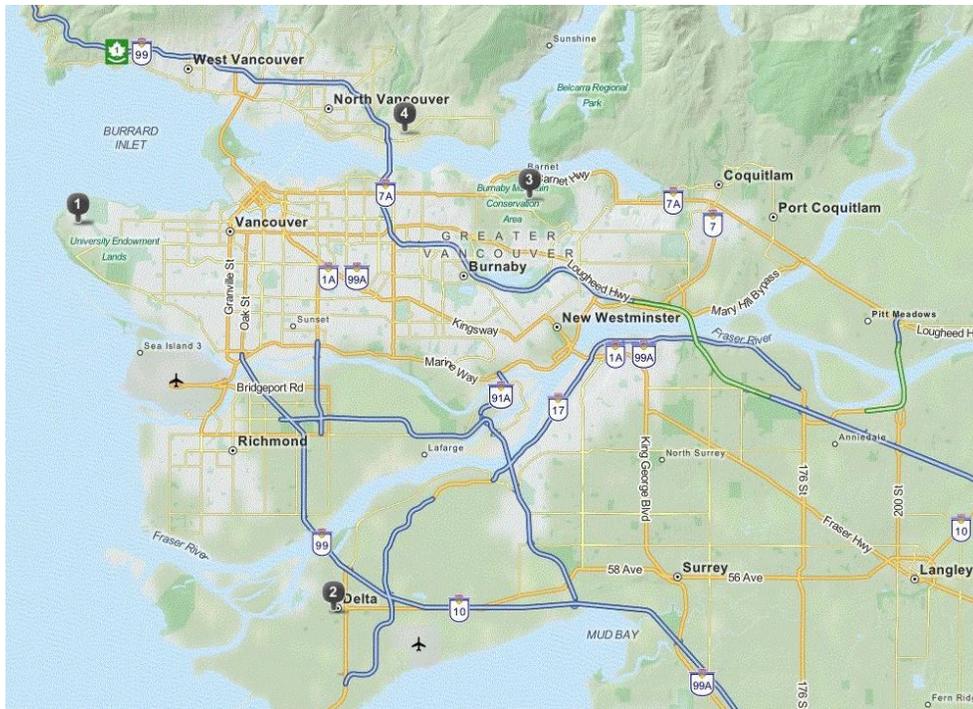
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## GREATER VANCOUVER

We are a consortium of service organizations, and we welcome your interest in our internships that provide experiences to interns in the provision of psychological services across the lifespan and across school and community. In the pages that follow you will find key information about the Internship Program for doctoral students for 2022-2023. Please note that more comprehensive information is available in the *Policies and Procedures Manual*.

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

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



## CONSORTIUM INTERNSHIP TRAINING SITES

The Internship Program is currently affiliated with several service agencies and one school authority in the greater Vancouver area of British Columbia. 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 Internship Program over the course of the internship year.

Currently, the Internship Program consists of a single track: School – Community Clinic. Five internship positions are offered; a typical position involves a half week (2.25 days) in a school rotation and a half week in a private, full service community clinic rotation.

### **ABLE DEVELOPMENTAL CLINIC**

ABLE Developmental Clinic Inc. is a large, private, multidisciplinary clinic serving children, youth, and adults with neurodevelopmental disorders and other mental health problems. The ABLE Clinic system consists of 18 registered psychologists, 10 behaviour analysts, 6 speech-language pathologists, 6 registered clinical counsellors, 3 pediatricians, and 2 psychiatrists. Services provided include assessment, diagnosis, individual treatment, group treatment, and consultation. Dr. Glen Davies, a registered psychologist and owner/director of ABLE, will serve as the site coordinator for ABLE Developmental Clinic rotations.

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

The intern will participate in assessment, diagnosis, and treatment for children, youth, and adults with neurodevelopmental disorders including autism spectrum disorder, ADHD, learning disabilities, and other conditions. The intern will also observe and participate in the treatment of other mental health concerns including anxiety, depression, and parent-child relationship problems.

### **COMPASS CLINIC**

The Compass Clinic, located in East Vancouver, offers psychological and support services to children, youth and parents. The team of practitioners at Compass is multidisciplinary, including 13 registered psychologists. The clinic holds contracts with numerous health authorities in the province of British Columbia, which allow for specialized assessment services serving children and youth with complex neurodevelopmental and behavioural conditions. Clients at Compass are self-referred, referred by practitioners in the community, or seen under health authority contracts. Dr. Rachel Weber, a registered psychologist, is the Clinical Director at Compass and will serve as the coordinator for rotations at this site.

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

The intern joins a multidisciplinary team of registered psychologists, registered clinical counsellors, psychometrists, and medical professionals in providing assessment, consultation, and intervention services to clients.

## **SURREY SCHOOL DISTRICT**

School District No. 36 (Surrey) is a large public school district serving a highly diverse population of students from Kindergarten to Grade 12. The school district is located in the Greater Vancouver area, in Surrey, BC on the shared traditional territory of the Katzie, Kwantlen, Semiahmoo and other Coast Salish Peoples.

Students with diverse abilities and disabilities are supported by Student Support staff including 29 certified or registered school psychologists, 11 behaviour specialists including 2 who are Board Certified, 39 speech-language pathologists, school-based counsellors, including a registered psychologist, and 6 district resource counsellors, 16 helping teachers, and school-based inclusive education teachers, education assistants, ABA Support Workers, child/youth care workers, and others. Dr. Michelle Schmidt is the Director of Instruction for Student Support.

School psychologists work collaboratively with school- and district-based personnel, parents/guardians, students, and community partners, to provide Tier 1 and 2 prevention programs, and Tier 3 interventions. School psychologists understand school systems and are an integral part of the school team that establishes evidence-based support strategies for students with diverse needs.

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

The intern will participate in assessment, diagnosis, consultation, and intervention for school-age children and youth, including students with developmental disabilities, learning disabilities, ADHD, and other conditions. The intern will also observe and participate in the treatment of students' mental health needs, including anxiety and depression, as well as peer and adult-child relationship problems. The intern will collaborate with other education professionals as part of School-Based Teams and participate in district initiatives that enhance prevention and school-based interventions for learning, social-emotional, and behaviour needs.

## **THE DOCTORAL INTERNSHIP TRAINING PROGRAM**

### **MISSION STATEMENT**

The Internship Program consists of a 12-month, 1600-hour internship. The Internship Program's overall goal is to facilitate the growth of knowledgeable doctoral students into competent, autonomous professional psychologists. This goal is achieved through a developmental process that the internship program is committed to providing. In order to facilitate growth in our student interns, we are committed to providing students with a variety of experiences, in terms of the systems in which they work and learn, the supervisors with whom they work, the types of clients they encounter, and the services they are providing. We are also committed to providing the interns with access to quality didactic experiences that hone their skills to the level necessary for them to be independent practitioners. Finally, we provide them with supervision that ensures they have access to a variety of excellent models that can provide formative evaluation. With these elements, we believe that our internship program will produce the kinds of practitioners needed in our field.

## 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, weekly one-on-one supervision sessions, collegial didactic and group discussion/ supervision activities, structured formative feedback, and procedures for appeal should conflicts arise. All interns receive a salary of at least \$35,500 with an additional \$200 for available professional development reimbursements.

### Supervisors

The day-to-day work of an intern is guided and supervised by an experienced and qualified practitioner (a doctoral trained, registered psychologist). Each intern has access to at least two qualified supervisors.

### Extended Professional Development

Attendance at Consortium Group and Didactic Activities is required for all interns and recommended for primary supervisors. Workshops are made available to other students and colleagues in the practice of psychology. The emphasis of these activities is on providing training experiences to enhance practice and broaden the repertoire of skills for application in the practice of psychology. In addition, all interns participate in a variety of professional development activities; e. g., interns typically receive instruction and supervised experience in Autism Diagnosis, including training in administration and scoring of Autism diagnostic measures, and attend 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.

## TRAINING GOALS

The following general goals of training are common to all consortium affiliates and interns. Within each agency, there will also be unique applications of these goals relevant to setting, client population, and the services being provided. The consortium is member of the Canadian Council for Professional Psychology Programs (CCPPP) and a member of APPIC. We participate in the National Matching Services computerized matching program.

- Goal 1 Professional Values and Attitudes: Interns model behaviour and comporment reflecting the values and attitudes of professional 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 evaluate the effectiveness of various professional activities.

The following are more specific, functional goals to be met by the end of the program.

- Goal 8 Evidence-Based Practice: Interns demonstrate the ability to integrate research and clinical expertise in their practice.
- 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 students/clients.
- Goal 12 Mental Health and Well-Being: Interns assist in building capacity to support mental health and well-being through awareness and implementation of evidence-based programs and strategies.
- Goal 13 Teaching: Interns are skilled in the provision of instruction, dissemination of knowledge, and evaluation of learning.
- Goal 14 Supervision: Interns provide training and supervision in a manner that enhances and monitors the professional functioning of others.
- Goal 15 Interprofessional Systems: Interns demonstrate knowledge of key issues and concepts in related disciplines, and the ability to interact effectively with professionals in multiple disciplines.
- Goal 16 Management/Administration: Interns engage in the direct delivery of services and/or the administration of organizations, programs, or agencies.
- Goal 17 Advocacy: Interns identify and take actions that target the impact of social, political, economic, or cultural factors with the goal of promoting change at the individual, institutional, and/or systems level.

### **TRAINING EXPERIENCES**

All interns will meet at least monthly for 0.5 days of Consortium group supervision and didactics at ABLE Developmental Clinic throughout the internship year.

## ROTATIONS

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

| Duration                       | Placement Site/Agency  | Time Commitment  |
|--------------------------------|--|--|
| September 1<br>to<br>August 31 | <b>Community Clinic Rotation</b><br>1) ABLE Developmental Clinic or<br>2) COMPASS Clinic<br><br><b>School Psychology Rotation</b><br>3) Surrey School District | 0.4 FTE (2.25 days/week)<br><br><br>0.4 FTE (2.25 days/week) |

A typical internship will include a rotation at one of the two clinics and a rotation at Surrey School District. Specific responsibilities vary across placement sites, but each intern develops their individual internship plan to meet all of the internship program goals, objectives, and activities outlined in detail in the *Policies and Procedures Manual*.

## REQUIRED TRAINING ACTIVITIES

The list below identifies the required activities which ensure that each intern meets all goals and objectives outlined in this document. Interns and their supervisors will 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. All activities should include elements dedicated to diverse clients and contexts.

1. Psychoeducational and neurodevelopmental assessments and diagnoses with links to intervention and treatment planning
2. Planning and implementation of an individual intervention
3. Planning and implementation of a small group intervention project
4. Participation in multi-disciplinary team(s)
5. Provision of individual, group, or systems-level consultation
6. Program evaluation
7. Case presentation including review of relevant literature
8. Planning and implementation of a skill-building activity with peers, site personnel or practice colleagues
9. Co-Supervision of a psychoeducational or neurodevelopmental assessment case and report

## GROUP SUPERVISION AND DIDACTICS

A series of meetings and workshops at internship sites will be provided to support group supervision, skill development, and enrichment opportunities for interns. Advanced skills workshops will be

offered for assessment, intervention, and consultation, as well preparation for the next steps in the interns' careers.

## **SUPERVISION/EVALUTION**

Supervisors are doctoral-prepared, registered psychologists who are experienced in the practice of psychology or in the nature of psychological services for which they are providing supervision. Each site coordinator will assign a primary supervisor to each intern, where appropriate, and maintain a pool of accessible secondary supervisors, again, where appropriate.

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; they approve and countersign all written reports, log hours, and treatment plans or case notes produced by the intern. In fulfilling these requirements, primary supervisors ensure that interns are meeting the professional, ethical, and legal guidelines established by their training programs, their professional affiliations, and their placement sites.

Primary supervisors work together with interns and site coordinators to develop the internship plan which guides the activities and commitments of the intern within each rotation. Supervisors make themselves available to interns and administrators on an ongoing basis through direct discussion, email, or telephone contact.

### **Secondary Supervisors**

Secondary supervisors are available on request by an intern or primary supervisor to provide additional support when the primary supervisor is not available, when a need for immediate consultation or support arises, to provide a second or alternate perspective, or to help broaden the information and experience base of the intern.

### **Evaluation of Intern Performance**

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

Evaluations occur twice during the internship year: a formative evaluation mid-rotation (usually at the end of February) and a summative evaluation (usually the end of August).

## ELIGIBILITY/APPLICANT QUALIFICATIONS

*We are currently only able to accept applicants from universities in Canada or from individuals with permanent residency in Canada.* Doctoral students who may apply for placement with the Internship Program are enrolled in a CPA or APA accredited doctoral training program, or a doctoral associate program approved by APPIC, 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).

The Internship Program is not accredited by CPA; we intend to complete a self-study during 2021-22 to evaluate readiness to apply for accreditation.

## SELECTION PROCESS

### APPIC MATCH

Qualified doctoral students interested in seeking placement through the Internship Program are required to participate in the APPIC Match. Applicants submit an online *APPIC Application for Psychology Internship (AAPI)*. Information regarding the application process and relevant dates is available on the APPIC website.

**APPIC Registration: #1865**  
**NMS Programme Code: 186512**

The BCSAP Consortium due date for applications for Phase 1 is December 1, 2021.

## CONTACT INFORMATION

For more information, please contact the Director of Training, Dr. Ted Wormeli, at [twormeli@ableclinic.ca](mailto:twormeli@ableclinic.ca).