

SCHEDULE H

CRITERIA FOR EVALUATING DEGREES, PROGRAMS OF STUDY (INCLUDING PRACTICA), AND INTERNSHIPS

In evaluating the content of a doctoral or master's program of study (including practica) offered by a Canadian post-secondary educational institution or the equivalency of a degree from a non-Canadian educational institution for the purpose of assessing whether an applicant's degree meets the conditions and requirements for registered psychologist registration or school psychologist registration under Part 4 of the bylaws, the registration committee must be guided by the applicable criteria in this schedule.

The registration committee must also be guided by the applicable criteria in this schedule when assessing whether an internship meets the College's conditions and requirements for a pre-doctoral internship for the purpose of registered psychologist registration, or for a school psychology internship for the purpose of school psychologist registration.

For further guidance, the registration committee may also refer to psychology training standards established by the Canadian Psychological Association (CPA), the American Psychological Association (APA), the National Association of School Psychologists (NASP) or other relevant authorities.

I. Registered Psychologist Registration

The following institutional, coursework, program characteristics, program content, and supervised experience criteria apply to the evaluation of a doctoral program of study for the purpose of section 44(1)(a) of the bylaws:

A. Institutional Criteria:

1. Doctoral degree must be from an institution, which, at the time of the applicant's convocation, was
 - a) a government-approved or government-authorized degree-granting institution of higher education in Canada,
 - b) a regionally-accredited institution of higher education in the U.S., or
 - c) a recognized institution (for institutions outside Canada or the U.S.) assessed by a credential assessment agency, acceptable to the registration committee, as offering a degree equivalent to a graduate degree from a government-approved or government-authorized degree-granting institution of higher education in Canada.
2. Applicants who have graduated from Canadian Psychological Association (CPA) or American Psychological Association (APA) accredited doctoral programs will be deemed to have met the institutional criteria.

B. Coursework Criteria:

1. Coursework completed in a doctoral program in psychology must be sufficient to prepare its students for professional practice in psychology. This includes providing foundational knowledge and training in core competencies for the professional practice of psychology, as defined in Schedule I, or as required by registration committee policies, including sufficient coursework in the areas of

- a) biological bases of behaviour,
- b) cognitive/affective bases of behaviour,
- c) social bases of behaviour,
- d) individual differences,
- e) ethics and standards in professional psychology,
- f) research design and methodology,
- g) statistics,
- h) psychometrics,
- i) professional practice of assessment,
- j) professional practice of intervention, and
- k) any other coursework required by registration committee policies.

2. Applicants who have graduated from Canadian Psychological Association (CPA) or American Psychological Association (APA) accredited doctoral programs will be deemed to have met the coursework criteria.

C. Program Characteristics Criteria:

1. Psychology program: The program is a clinical, counselling or school psychology doctoral program, or a doctoral program in another area of psychology practice acceptable to the registration committee, within a department or recognizable and coherent unit of psychologists that assume responsibility for it.

2. Degree in psychology: The degree issued to any student in the program is listed on the student's transcript as a doctorate degree in psychology.

3. Body of resident students: The program has an identifiable body of resident students who are matriculated in the clinical, counselling, school or other acceptable psychology program for the doctoral degree.

4. Psychology faculty: The program has an identifiable psychology faculty, with a majority of the faculty consisting of psychologists licensed or registered to practice the profession of psychology (“Core Faculty”):

a) Core Faculty credentials and training: Core Faculty members have completed their own degrees in clinical, counselling or school psychology, or in another area of psychology practice acceptable to the registration committee, meeting the standards in place at the time of their training, which standards required completion of an internship. Core Faculty members, especially members administratively responsible for the program, have completed their doctoral and internship training at programs accredited by the CPA or its equivalent. Core Faculty includes a minimum of five FTE psychology faculty members.

b) Core Faculty commitment to psychology: Core Faculty consists of experienced and productive members whose teaching, research and other professional activities (e.g., course loads, publications, professional participation and practice) demonstrate commitment to the intellectual, scientific and applied enterprises of psychology.

c) Core Faculty commitment to the program: Core Faculty members are committed to and identify with the program so that effective leadership, modeling, supervision, and instruction of students can be ensured.

d) Complementary and adjunct faculty availability and credentials: Program offerings are augmented by the contributions of faculty whose primary affiliations are within another area of psychology (complementary faculty), faculty who are affiliated with other often practice-related settings (adjunct faculty), and/or by faculty from other departments or faculties. Core Faculty, complementary faculty, and adjunct faculty who supervise students in the provision of professional services are appropriately credentialed and registered in the jurisdiction where the services are provided

e) Training Committee: A number of the core faculty combine to form a Training Committee from among whom a Director of Training is appointed. The Director of Training models the professional role to faculty and students through active registration as a psychologist in the jurisdiction in which the program is located as well as through other professional activities. Members of the Training Committee hold tenured or tenure-track appointments at the institution in which the program is housed. Additionally, the Director of Training holds a senior tenured appointment at the institution in which the program is housed.

5. Professional training program: The expressed purpose of the program (e.g., as evidenced in pertinent institutional catalogues, websites and brochures) is to educate and train students in the profession of psychology.

6. Sequence of instruction: The program incorporates an integrated, organized sequence of instruction that meets the following criteria:

a) Practice, theory and research are integrated early in the program.

b) Training in these areas proceeds in sequence and presents information, and exacts requirements, which are cumulative and increasingly complex over the course of the program.

c) In advancing these requirements, the program ensures that it offers an integrated, organized plan of study and ensures a breadth of exposure to the field of psychology.

d) The program helps to ensure that its students are sufficiently prepared for advanced professional training (e.g., doctoral internships, postdoctoral fellowships) and postdoctoral employment.

e) Research training enables students to formulate and solve problems, acquire new knowledge and evaluate practice. Accordingly, students are trained to employ the methodological paradigms appropriate to their research questions and the merits of their research are evaluated on the basis of the paradigm indicated and employed.

7. Publicly available performance criteria: The program provides publicly available criteria for admission to practica and internships, which criteria include personal and intellectual skills, attitudes and values, and a core of professional knowledge. The program clearly identifies baseline competences with clearly articulated development goals. The program provides publicly available outcome data describing key information about program graduates.

8. Supervision: The program defines individual and group supervision as follows:

a) Individual supervision: Individual supervision is provided by the supervisor who is accountable for the psychological service the student delivers directly to patients/clients, and consists of visual and/or verbal communication in person between a supervisor and supervisee in which

(1) the supervisor observes the supervisee deliver psychological service (i.e., either in the room with the supervisee and/or patient/client or with the use of one-way mirrors),

(2) the supervisor and supervisee review audio or video recordings of the supervisee's delivery of psychological service, and

(3) the supervisor and supervisee engage in case discussion (i.e., the supervisee provides an oral report of their delivery of psychological service to an identified patient/client).

b) Group supervision: Group supervision is provided through activities or meetings in which students participate in the supervision received by another student, intern or trainee, or some combination of students and supervisors meet to review or discuss some method or technique of psychological service delivery, particular problems or disorders, or a professional or ethical issue affecting practice.

9. Policies and procedures: The program has developed policies and procedures, communicated in writing to each student at the start of their graduate training, for

- a) evaluation of students' competencies,
- b) developing, implementing and monitoring remediation plans, and
- c) handling of students' academic, practice and/or interpersonally related difficulties.

10. Program oversight:

- a) Program training director: A Core Faculty member acts as program training director.
- b) Practicum and internship settings and progress: At least one faculty member is designated primarily responsible for monitoring and evaluating practicum facilities and internship settings, and for overseeing student progress within them.
- c) Practicum supervision coordination: Each student's practicum experience is coordinated by a Core Faculty member, or by an adjunct professor, associated with the practicum setting.

11. Role-modeling: The psychologist(s) administratively responsible for the program hold tenured and senior appointments at the institution that houses the program, and serve as professional role models for faculty, staff, and students (e.g., as demonstrated by their leadership, competence, and participation in, and recognition by, professional associations or learned societies).

12. Resident study and training: The program requires resident study and training, consisting of in-person participation in courses, seminars, practica and internships with face-to-face, in person, contact with faculty and other students, in order to develop trainee assessment, therapy and interpersonal skills, to permit faculty to directly observe trainee interactions with clients, other trainees and supervisors, and to provide opportunity for in-person, face-to-face faculty supervision of trainees. If distance education or electronically mediated formats are incorporated into the program, residency requirements, as set out below, must still be met:

- a) Residency requirement: The applicant is required to complete a minimum of three academic years of full-time resident study and training, or equivalent part-time study and training, at the educational institution granting the doctoral degree during the enrolment in the doctoral program.
- b) Quantity of resident study and training: One year of resident study consists of at least 18 semester hours, exclusive of internship requirements, taken on a full-time or part-time basis at the educational institution granting the degree, accumulated in not less than 9 months and not more than 18 months, and includes student-to-faculty contact involving face-to-face, in person, group courses. Such educational meetings

(1) include both faculty-to-student and student-to-student interaction,

(2) are conducted by the psychology faculty of the institution at least 90% of the time,

(3) are fully documented by the institution, and

(4) relate substantially to the program and course content.

- c) Distribution of resident study and training: The program distributes education and training over the days and weeks of an academic year, at the educational institution granting the degree, and provides students with access to a core psychology faculty, with its members' primary time and employment responsibilities being to the educational institution, as well as access to other students matriculated in the program.

13. Applicants who have graduated from Canadian Psychological Association (CPA) or American Psychological Association (APA) accredited doctoral programs that satisfy the criteria for resident study and training in paragraph 12 will be deemed to have met the other program characteristics criteria.

D. Program Content Criteria:

1. Broad training: The program provides broad training in the practice of psychology, including a range of assessment and intervention procedures and is not restricted to a single type. Although programs may emphasize different theoretical models and skills, the program must train students in the diversity of major assessment and intervention techniques in common use along with their theoretical bases. Programs must include training in evidence-based interventions as well as training in more than one therapeutic modality (i.e., individual, couple, family, group).

2. Core competencies. The core competencies as defined in Schedule I must be covered.

3. Research-based dissertation: The program requires completion of a research-based dissertation.

4. Applicants who have graduated from Canadian Psychological Association (CPA) or American Psychological Association (APA) accredited doctoral programs will be deemed to have met the program content criteria.

E. Supervised Experience Criteria:

1. Practicum: The program includes a minimum of 600 hours of pre-degree practical experience in the delivery of psychological services completed under the direct supervision of a psychologist registered in the jurisdiction in which the supervision takes place, and satisfying the following criteria:

- a) At least half of the supervised practicum training is devoted to direct, face-to-face patient/client contact (defined as time students spend interviewing, assessing, or intervening with clients directly).

- b) Students must receive a minimum of one hour of supervision for every four hours of client contact.
 - c) In addition to direct service and supervision, students participate in support activities during their practica. Support activities are defined as clinically relevant activities in support of the direct service, such as writing progress and process notes, report writing, case treatment planning, consultation, session review, case presentations, case-relevant literature reviews, rounds, case conferences, psychometric test scoring and interpretation, learning new psychological measures and/or interventions/treatments and professional development/continuing education that supports specific patient/client care.
 - d) The balance between direct service, supervision and support hours required by the student evolves with developing competence.
 - e) Practicum students are supervised by psychologists who are registered for independent psychological practice in the jurisdiction in which the services are provided.
 - f) Any supervision of practicum students provided by graduate students as part of their doctoral training program is carried out under the supervision of a doctoral-level, registered psychologist specifically for this activity.
 - g) 75% of the required supervision provided to a student during practicum training will be individual supervision as defined above.
 - h) 25% of the supervision provided can be either individual or group supervision.
2. Applicants who have graduated from Canadian Psychological Association (CPA) or American Psychological Association (APA) accredited doctoral programs will be deemed to have met the supervised experience criteria.

The following additional criteria apply to recognition of a pre-doctoral internship for the purpose of section 44(1)(b) of the bylaws:

F. Pre-Doctoral Internship Criteria:

1. Organization: A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences and activities, providing exposure to a variety of problems and populations. The primary focus and purpose is assuring breadth and quality of training.
2. Accountability: The internship agency has a clearly designated staff psychologist (“Director of Training”) who is responsible for the integrity and quality of the training program and present at the training facility for a minimum of 20 hours a week. This psychologist has graduated with a doctorate from a psychology program in clinical, counselling or school psychology, or in another area of psychology practice acceptable to the registration committee, and has been registered or licensed as a registered psychologist

registrant or the equivalent of a registered psychologist registrant and in good standing with the psychology regulatory body in the jurisdiction in which the program is located for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.

3. Director: The Director of Training is an experienced and senior professional who has had prior and substantive experience in the provision of training. The Director is advised by a training committee of other psychologists who are themselves significantly involved in the internship program.

4. Intern cohort: The internship agency has at least two interns completing the internship at the same time.

5. Primary supervisors: The internship agency training staff consists of at least two full time equivalent psychologists who serve as primary supervisors, who are doctoral prepared, and have been registered or licensed as registered psychologist registrants or the equivalent of registered psychologist registrants and in good standing with the psychology regulatory body in the jurisdiction in which the program is located for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.

6. Structure of supervision: Intern supervision is provided by staff members or qualified affiliates of the internship agency who are accountable to the internship director regarding their supervision of the intern. These supervisors carry clinical responsibility for the cases being supervised and are identified as such (e.g., countersigning documentation or identified as a supervisor on treatment plans, or reports). The minimum amount of supervision provided is at a ratio of one hour of supervision for each four hours of client contact per week. At least three hours per week of regularly scheduled face-to-face individual supervision are provided by psychologists who are doctoral prepared, and have been registered or licensed as registered psychologist registrants or the equivalent of registered psychologist registrants and in good standing with the psychology regulatory body in the jurisdiction in which the program is located for a minimum of two years immediately prior to the time the intern starts the pre-doctoral internship.

7. Content of supervision: Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Administrative supervision and/or personal growth experiences are not included as part of the required supervision.

8. Range of experience: The internship provides training in a range of psychological assessment and intervention activities and is not restricted to a single type. Exposure to a variety of problems and client populations is provided. This includes exposure to different theoretical models and treatment modalities (e.g., group, individual, couple, family) as well as different age groups and levels of severity. Interns become familiar with the diversity of major assessment and intervention techniques in common use and their theoretical bases. Experiences are designed to prepare the intern for practice in various settings including hospitals, private practice, outpatient clinics and other private and public institutions. The training is conducted directly with recipients of psychological services.

9. Training plan: A written training plan detailing general and individualized training goals and objectives is completed at the beginning of the training year and signed by both the

intern and the designated psychologist responsible for the training program. The plan includes descriptions regarding client populations, types of assessments and interventions and caseload expectations.

10. Required patient contact: At least 30% of the intern's time is in providing direct psychological services to patients/clients, seeing a sufficient number of clients to ensure that the intern reaches a level of competent clinical service in the area in which they plan to practice.

11. Didactic component: The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in service training, or grand rounds, and excluding supervision

12. Timing of internship: Internship training is subsequent to required clerkships, practica, and/or externships. For psychologists, it must be obtained while enrolled in a doctoral program or post-doctorate.

13. Title of trainee: The internship level psychology trainees have a title such as "Intern", "Resident", "Fellow," or other designation of trainee status.

14. Program description: The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the intern's work, and is made available to prospective interns.

15. Due process: Internship programs have documented due process procedures that describe separately how programs deal with concerns about intern performance, and interns' concerns about training. These procedures include the steps of notice, hearing and appeal and are given to the interns at the beginning of the training period.

16. Required time: The internship is a full-time commitment over the course of one calendar year or, half-time over the course of two, consecutive calendar years. The full-time and half-time experiences each provide, at a minimum, 1600 hours of supervised experience. If a student elects for a half-time experience over two years, both years must take place at the same internship program. Therefore, programs offering half-time experiences must be prepared to accommodate the student for two consecutive years.

17. Evaluation: At least twice a year the internship program conducts formal written evaluations of each intern's performance.

18. Payment for supervision: The terms of payment for supervision are explicit and agreed upon prior to the onset of supervision. The payment contract includes explicit agreement that payment for supervision in no way implies a positive evaluation by the supervisor of the intern.

19. Dual relationships: Relationships between supervisors and interns are in compliance with prevailing ethical standards with regard to dual relationships (as reflected in the college's *Code of Conduct*). Supervision cannot be provided in the context of a professional relationship where the objectivity or competency of the supervisor is, or could reasonably

be expected to be impaired because of the supervisor's present or previous familial, social, sexual, emotional, financial, supervisory, political, administrative, or legal relationship with the supervisee or a relevant person associated with or related to the supervisee.

20. Internships accredited by the Canadian Psychological Association (CPA) or American Psychological Association (APA) will be deemed to have met the pre-doctoral internship criteria.

II. School Psychologist Registration

The following institutional, coursework, program characteristics, program content, and supervised experience criteria apply to the evaluation of a master's program of study for the purpose of section 46(1)(a) of the bylaws:

A. Institutional Criteria:

Master's degree must be from an institution, which, at the time of the applicant's convocation, was

- a) a government-approved or government-authorized degree-granting institution of higher education in Canada,
- b) a regionally-accredited institution of higher education in the U.S., or
- c) a recognized institution (for institutions outside Canada or the U.S.) assessed by a credential assessment agency, acceptable to the registration committee, as offering a degree equivalent to a graduate degree from a government-approved or government-authorized degree-granting institution of higher education in Canada.

B. Coursework Criteria:

Coursework completed in a master's degree program in psychology must be sufficient to ensure foundational knowledge and training in core competencies for the professional practice of psychology restricted to the practice area of school psychology, as required by registration committee policies or as the registration committee may otherwise require after taking into account the relevant criteria set out in Schedule I.1. At a minimum, coursework must provide sufficient instruction in the areas of psychoeducational assessment, psychometrics, consultation, and ethics in professional practice, as well as any other coursework the registration committee may require under its policies.

C. Program Characteristics Criteria:

1. Psychology program: The program is a school psychology master's program, or a master's program in another area of psychology practice acceptable to the registration committee, within a department or recognizable and coherent unit of psychologists that assume responsibility for it.

2. Degree in psychology: The degree issued to any student in the program is listed on the student's transcript as a master's degree in psychology.

3. Body of resident students: The program has an identifiable body of resident students who are matriculated in the psychology program for the master's degree.

4. Psychology faculty: The program has an identifiable psychology faculty, with a majority of the faculty consisting of psychologists licensed or registered to practice the profession of psychology ("Core Faculty"):

a) Core Faculty credentials and training: Core Faculty members have completed their own degrees in school psychology, or in another area of psychology practice acceptable to the registration committee, meeting the standards in place at the time of their training, which standards required completion of an internship. Core Faculty members, especially members administratively responsible for the program, have completed their doctoral and internship training at programs accredited by the CPA or its equivalent. Core Faculty includes a minimum of three FTE psychology faculty members.

b) Core Faculty commitment to psychology: Core Faculty consists of experienced and productive members whose teaching, research and other professional activities (e.g., course loads, publications, professional participation and practice) demonstrate commitment to the intellectual, scientific and applied enterprises of psychology.

c) Core Faculty commitment to the program: Core Faculty members are committed to and identify with the program so that effective leadership, modeling, supervision, and instruction of students can be ensured.

d) Complementary and adjunct faculty availability and credentials: Program offerings are augmented by the contributions of faculty whose primary affiliations are within another area of psychology (complementary faculty), faculty who are affiliated with other often practice-related settings (adjunct faculty), and/or by faculty from other departments or faculties. Core Faculty, complementary faculty, and adjunct faculty who supervise students in the provision of professional services are appropriately credentialed and registered in the jurisdiction where the services are provided.

e) Training Committee: A number of the core faculty combine to form a Training Committee from among whom a Director of Training is appointed. The Director of Training models the professional role to faculty and students through active registration as a psychologist in the jurisdiction in which the program is located as well as through other professional activities. Members of the Training Committee hold tenured or tenure-track appointments at the institution in which the program is housed. Additionally, the Director of Training holds a senior tenured appointment at the institution in which the program is housed.

5. Professional training program: The expressed purpose of the program (e.g., as evidenced in pertinent institutional catalogues, websites and brochures) is to educate and train students in the profession of psychology.

6. Sequence of instruction: The program incorporates an integrated, organized sequence of instruction that meets the following criteria:

- a) Practice and theory are integrated early in the program.
- b) Training in these areas proceeds in sequence and presents information, and exacts requirements, which are cumulative and increasingly complex over the course of the program.
- c) In advancing these requirements, the program ensures that it offers an integrated, organized plan of study.
- d) The program helps to ensure that its students are sufficiently prepared for post-degree employment.

7. Publicly available performance criteria: The program provides publicly available criteria for admission to practica and internships, which criteria include personal and intellectual skills, attitudes and values, and a core of professional knowledge. The program clearly identifies baseline competences with clearly articulated development goals. The program provides publicly available outcome data describing key information about program graduates.

8. Supervision: The program defines individual and group supervision as follows:

- a) Individual Supervision: Individual supervision is provided by the supervisor who is accountable for the psychological service the student delivers directly to clients, and consists of visual and/or verbal communication in person between a supervisor and supervisee in which
 - (1) the supervisor observes the supervisee deliver psychological service (i.e., either in the room with the supervisee and/or client or with the use of one-way mirrors),
 - (2) the supervisor and supervisee review audio or video recordings of the supervisee's delivery of psychological service, and
 - (3) the supervisor and supervisee engage in case discussion (i.e., the supervisee provides an oral report of their delivery of psychological service to an identified client).
- b) Group Supervision: Group supervision is provided through activities or meetings in which students participate in the supervision received by another student, intern or trainee, or some combination of students and supervisors meet to review or discuss some method or technique of psychological service delivery, particular problems or disorders, or a professional or ethical issue affecting practice.

9. Policies and procedures: The program has developed policies and procedures, communicated in writing to each student at the start of their graduate training, for

- a) evaluation of students' competencies,

- b) developing, implementing and monitoring remediation plans, and
- c) handling of students' academic, practice and/or interpersonally related difficulties.

10. Program oversight:

- a) Program training director: A Core Faculty member acts as program training director.
- b) Practicum and internship settings and progress: At least one faculty member is designated primarily responsible for monitoring and evaluating practicum facilities and internship settings, and for overseeing student progress within them.
- c) Practicum supervision coordination: Each student's practicum experience is coordinated by a Core Faculty member, or by an adjunct professor, associated with the practicum setting.

11. Role-modeling: The psychologist(s) administratively responsible for the program hold tenured and senior appointments at the institution that houses the program, and serve as professional role models for faculty, staff, and students (e.g., as demonstrated by their leadership, competence, and participation in, and recognition by, professional associations or learned societies).

12. Resident study and training: The program requires resident study and training, consisting of in-person participation in courses, seminars, practica and internships with face-to-face, in person, contact with faculty and other students, in order to develop trainee assessment, consultation, pre-referral intervention and interpersonal skills, to permit faculty to directly observe trainee interactions with clients, other trainees and supervisors, and to provide opportunity for in-person, face-to-face faculty supervision of trainees. If distance education or electronically mediated formats are incorporated into the program, residency requirements, as set out below, must still be met:

- a) Residency requirement: The applicant is required to complete a minimum of two academic years of full-time resident graduate study, or equivalent part-time resident graduate study, at the educational institution granting the master's degree during the enrolment in the master's program.
- b) Quantity of resident study and training: One year of resident study consists of at least 18 semester hours, exclusive of internship requirements, taken on a full-time or part-time basis at the educational institution granting the degree, accumulated in not less than 9 months and not more than 18 months, and includes student-to-faculty contact involving face-to-face, in person, group courses. Such educational meetings

(1) include both faculty-to-student and student-to-student interaction,

(2) are conducted by the psychology faculty of the institution at least 90% of the time,

(3) are fully documented by the institution, and

(4) relate substantially to the program and course content.

- c) Distribution of resident study and training: The program distributes education and training over the days and weeks of an academic year, at the educational institution granting the degree, and provides students with access to a core psychology faculty, with its members' primary time and employment responsibilities being to the educational institution, as well as access to other students matriculated in the program.

D. Program Content Criteria:

School Psychology training: The program provides broad training within the area of practice of school psychology, including: varied models and methods of psychoeducational assessment and data collection; consultation and collaboration; interventions and instructional / mental health support; school-wide practices to promote learning; prevention and response services; family-school collaboration services; diversity in development and learning; program evaluation; and ethics in professional practice.

E. Supervised Experience Criteria:

Practica: The program incorporates a minimum of 300 hours of pre-degree practical experience in the delivery of psychological services in a school setting and/or in a training clinic affiliated with the school psychology program, completed under the direct supervision of a psychologist or school psychologist registered in the jurisdiction in which the supervision takes place, and satisfying the following criteria:

- a) At least half of the supervised practicum training is devoted to direct, face-to-face client contact defined as time students spend interviewing, assessing, or intervening with clients directly.
- b) Students must receive a minimum of one hour of supervision for every four hours of client contact.
- c) In addition to direct service and supervision, students participate in support activities during their practica. Support activities are defined as activities in support of direct service to clients, such as writing progress and process notes, writing reports of assessments, planning interventions, consulting with clients or school staff, reviewing interactions with clients, presenting cases to peers, conducting case-relevant literature reviews, participating in rounds, participating in interdisciplinary case conferences, scoring and interpreting tests, learning new assessment measures and/or interventions and professional development/continuing education that supports specific client care.
- d) The balance between direct service, supervision and support hours required by the student evolves with developing competence.

- e) Practicum students are supervised by practitioners who are registered for psychological practice in the jurisdiction in which the services are provided.
- f) 75% of the required supervision provided to a student during practicum training will be individual supervision as defined above.
- g) 25% of the supervision provided can be either individual or group supervision.

The following additional criteria apply to recognition of a school psychology internship for the purpose of section 46(1)(b) of the bylaws:

F. School Psychology Internship Criteria:

1. Organization: A school psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences and activities, providing exposure to a variety of problems and populations within the context of a school setting.
2. Primary supervisor: Each intern is supervised by a psychologist or school psychologist who serves as a primary supervisor. This supervisor
 - a) has been registered or licensed as a registered psychologist registrant or school psychologist registrant, or the equivalent of a registered psychologist registrant or school psychologist registrant, and is in good standing, with the psychology regulatory body in the jurisdiction in which the internship is located for a minimum of two years immediately prior to the time the intern starts the school psychology internship, and
 - b) is either a staff member of the internship agency that provides the internship or a qualified affiliate of the internship agency, who is accountable to the training and/or internship director of the intern's master's program regarding their supervision of the intern.
3. Structure of supervision: The supervisor carries professional responsibility for the cases being supervised and is identified as such (e.g., countersigning documentation or identified as a supervisor in reports or other formal documents). At least two hours per week of regularly scheduled face-to-face individual supervision is provided to the intern.
4. Content of supervision: Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Administrative supervision and/or personal growth experiences are not included as part of the required supervision.
5. Type of experience: The internship provides experiences in a wide range of school psychology services including assessment, intervention and consultation at both the individual and systems level as described in Section D above (Program Content Criteria). Interns work with clients of varying ages, ethnicities and socioeconomic backgrounds, and with varying abilities, disabilities and needs. Experiences are designed to prepare the intern for practice in a school setting. The training is conducted directly with recipients of psychological services.

6. Training plan: A written training plan detailing general and individualized training goals and objectives is completed at the beginning of the training year and signed by the intern, the supervisor, and the training and/or internship director of the intern's master's program. The plan includes descriptions of activities relating to assessments, consultation, program planning and interventions.

7. Required client contact: At least 30% of the intern's time is in providing direct psychological services to clients, seeing a sufficient number of clients to ensure that the intern reaches a level of competent practice in the area of school psychology.

8. Didactic component: In addition to supervised experience, the internship must include didactic activities such as case conferences, seminars, or in service training.

9. Timing of internship: Internship training is subsequent to satisfactory completion of required coursework, practica, and/or externships. It must be obtained while enrolled in a master's program.

10. Title of trainee: Interns have a title such as "School Psychology Intern", or another designation of trainee status.

11. Program description: There is a written statement or brochure associated with the internship, which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the intern's work, and is made available to prospective interns.

12. Due process: Internships have documented due process procedures that describe separately how they deal with concerns about intern performance, and interns' concerns about training. These procedures include the steps of notice, hearing and appeal and are given to the interns at the beginning of the training period.

13. Required time: The internship is a full-time commitment over the course of one school year, or half-time over the course of two consecutive school years. The full-time and half-time experiences each provide, at a minimum, 1200 hours of supervised experience in a school setting. If a student elects for a half-time experience over two years, both years must take place at the same internship agency. Therefore, agencies offering half-time experiences must be prepared to accommodate the student for two consecutive years.

14. Evaluation: At least twice a year the internship program conducts formal written evaluations of each intern's performance.

15. Payment for supervision: The terms of payment for supervision are explicit and agreed upon prior to the onset of supervision. The payment contract includes explicit agreement that payment for supervision in no way implies a positive evaluation by the supervisor of the intern.

16. Dual relationships: Relationships between supervisors and interns are in compliance with prevailing ethical standards with regard to dual relationships (as reflected in the College's *Code of Conduct*). Supervision cannot be provided in the context of a professional relationship where the objectivity or competency of the supervisor is, or could reasonably

be expected to be, impaired because of the supervisor's present or previous familial, social, sexual, emotional, financial, supervisory, political, administrative, or legal relationship with the supervisee or a relevant person associated with or related to the supervisee.