

CPA-ACCREDITED INTERNSHIP EQUIVALENCY CHECKLIST

CPA Standard	Criterion Met			Comments
	Yes	No	N/A	
I. ELIGIBILITY				
A. Organization				
1. Support of host discipline and organization including stable and specifically-designated budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Host department and organization committed to supporting training. Recognition and reward for faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Primary Supervisor appointed. Not the same person as Professional Practice Leader or Chief Psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Internship site				
1. Applicants enrolled in CPA accredited internship sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Eligibility:				
– All coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
– 600 hours of practicum experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
– Completion and approval of thesis proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Systematic review of applicants' qualification for internship to include goodness of fit and readiness for internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Full-time 1600 hours or half-time over two consecutive years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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5. Close working relationships with doctoral internship sites to ensure goodness of fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. At least two, preferably more, interns per year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Compliance with APPIC procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II. PHILOSOPHY, MISSION, AND MODEL				
A. The philosophy and mission are:				
1. Fully developed and articulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Complementary with philosophy and mission of doctoral internship sites from which interns are accepted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Respect scientific basis of professional psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. The application of philosophy and mission abides by the following:				
1. Interns play integral role while training needs accommodated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Applied training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Training is organized and sequenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Interns acquire knowledge and skill in:				
i. Psychological assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii. Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii. Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv. Internship site development and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v. Interprofessional relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi. Professional standards and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CPA Standard	Criterion Met			Comments
	Yes	No	N/A	
vii. Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Training includes range of assessment and interventions including:				
i. Evidence based interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii. More than one therapeutic modality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Training in ethical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Training in supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Practice informed by science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Written, individualized training plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Four hours supervision (three individual, one can be group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Minimum standards for successful completion and mechanisms to remediate substandard performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Written feedback on progress on ongoing basis and consistent format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Intern presented with internship site's appeal policies at beginning of year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Interns contribute to internship site planning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Certificate of completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
III. DIVERSITY				
A. Diversity in recruitment and retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Instruction and practical experience in diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Efforts to accommodate people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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IV. PROFESSIONAL PSYCHOLOGY STAFF				
A. Training internship site offered by organized group of professional psychologists who report to chief/leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Supervisors registered, doctoral degree and internship from accredited internship site or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Other professional staff participate in training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Supervisory staff uphold ethical guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Encourage work-life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Supervisors have access to training in supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
V. INTERNS				
A. Intellectual, interpersonal abilities of interns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Committed to standards of professional and ethical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Committed to timely completion respectful of work-life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Qualifications for respecialization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Interns treated with dignity and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VI. FACILITIES AND RESOURCES				
1. Quiet and private work space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Secure storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Efficient means of communication with interns and supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CPA Standard	Criterion Met			Comments
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4. Confidentiality when using electronic media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Secure and sound-dampened space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Clerical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Audio-visual resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Internet access, word processing and data analysis software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Library facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Assessment materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Facilities for interns with disabilities to access internship site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VII. PUBLIC DISCLOSURE				
A. Descriptive materials include philosophy and mission, structure and goals of training internship site and host organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VIII. INTERNSHIP SITE EVALUATION AND QUALITY IMPROVEMENT				
A. Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of:				
1. Scientific knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Current standards of best practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Needs for psychological services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Jobs and career paths attained by graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Self assessment activities are responsibility of Primary Supervisor and Training Committee to address:				

CPA Standard	Criterion Met			Comments
	Yes	No	N/A	
1. Internship site's standards for preparedness of applicants to begin internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Internship site's expectations for successful completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Preparedness of graduates to apply for registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Applicability of knowledge and skills acquired on internship to postdoctoral employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Internship Site Supervisor's Declaration:

I CERTIFY THAT I HAVE CAREFULLY REVIEWED ALL OF THE ABOVE CRITERIA AND CAN CONFIRM THAT THEY HAVE BEEN MET (AS INDICATED). I UNDERSTAND THAT I MAY BE ASKED TO PRODUCE SUPPORTING DOCUMENTATION TO DEMONSTRATE THAT ANY OF THESE CRITERIA HAVE BEEN MET.

Primary Supervisor's Signature: _____

Primary Supervisor's Name: _____

Date: _____

***McGill School/Applied Child Psychology Program
Standards for Non-Accredited (CPA or APA) Pre-
Doctoral Internship Sites***

Organization of the Internship

1. The selection of candidates for an internship program occurs as the result of a systematic review of applicants' qualifications by the site to determine the fit between applicants' preparation and interests and the needs and operations of the internship program.
2. Candidates are given a letter of offer by the site. The letter includes a copy of the policies and procedures of the internship site.
3. 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, a minimum of 1600 hours.
4. Because interns contribute to and support the training of their peers, the site admits at least two, and preferably more, interns each year¹.
5. Interns understand and play an integral role in the application of the agency's mission; however, interns' primary roles are as trainees. Interns do not spend more than two-thirds of their time providing direct professional service to clients.
6. Interns spend approximately 50% of their hours in direct services, 25% in supervision, and 25% in indirect service. Direct services are normally face-to-face contacts including interviewing, assessing, intervening, providing consultation to clients (groups, couples, families). Indirect services include any activities related to the provision of clinical services (e.g., report writing, observing assessment/intervention sessions, functioning within an inter-professional team, carrying out program or treatment evaluation, administrative work, staff meetings etc.)
7. Internship training is offered in an organized and coherent sequence of experiences and activities, providing exposure to a variety of problems and populations. Each successive experience:
 - i. increases in complexity,
 - ii. is commensurate with the increasing knowledge and skill, and readiness for autonomy of the intern as she/he progresses through the internship, and
 - iii. facilitates the intern's integration of her/his training experiences.
8. Professional practice within the discipline both informs and is informed by science. The way in which science and practice are integrated within the site is evident to interns.
9. The internship site provides interns with the administrative, educational, and supervisory support necessary to allow them to assume increasing responsibility for their professional practice over the course of the internship year.
10. By the conclusion of the internship year, interns' have sufficient knowledge and skill in the in the assessment and intervention procedures listed below (i. - vii.) to render them eligible to pursue registration in any jurisdiction in Canada.
 - i. psychological assessment

¹ Recommended but not required

- ii. intervention (i.e., planning, techniques and evaluation)
 - iii. consultation (e.g., inter-disciplinary team functioning; other organizations such as schools and community agencies)
 - iv. programme development and evaluation (e.g., methodology for total quality management, inter-professional service development and evaluation)
 - v. interpersonal relationships (e.g., therapeutic alliance and professional rapport, self-knowledge and the impact of therapist characteristics on professional relationships, effective communication)
 - vi. professional standards and ethics
 - vii. supervision.
11. Training encompasses a range of assessment and intervention procedures and is not restricted to a single type.
12. The site provides training in:
- i. empirically-supported interventions
 - ii. more than one therapeutic modality (e.g., individual, couple, family, group).
13. The site adheres to national, provincial, and territorial standards and guidelines of professional practice in psychology, including but not limited to CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services.

Supervision received by the intern

14. The site shall provide regularly scheduled clinical supervision.
15. Supervision takes place within a collaborative and respectful supervisor-supervisee relationship.
16. Supervision promotes and facilitates reflective critical analysis of professional services provided and the development of professional identity and skills.
17. Supervision is provided at the minimum rate of four hours per week related to direct service (interns' interviewing, assessing, or intervening with patients/clients) or to activities to support this (e.g., progress/session notes, report writing, etc.).
18. Three of the four hours of supervision must be individual supervision. Individual supervision is defined as, "communication between a supervisor and supervisee in which the supervisor observes, or reviews audio or video tapes, or engages in case discussion concerning the supervisee's delivery of services." Individual supervision can be one-on-one; it also can occur in a group in which the trainee has a designated and regular amount of time to present her or his case(s). Only the designated hours are counted as individual supervision.
19. The remaining hour of the 4 hours of supervision required can be provided in any other group format including participation in the supervision received by another intern.
20. Supervision is provided by licensed doctoral-level psychologists with a minimum of two years post-doctoral experience.

Supervision provided by the intern

21. Training in supervision gives interns an opportunity to supervise junior graduate students. Any supervision provided by an intern is itself supervised by the intern's

supervisor(s). Didactic training in supervision in the form of seminars may also be offered.

22. Where interns provide supervision, this is considered direct service and is logged as such.

Evaluation

23. The supervisor or person responsible for training at the site shall prepare a written, individualized training plan to be reviewed with the intern at the beginning (within the first two weeks) of the year of the training and/or rotation.
24. The training plan focuses on the seven skills areas outlined above in # 10 (i.e., psychological assessment, intervention, consultation, program development and evaluation, interpersonal relationships, professional standards and ethics, and supervision).
25. At the beginning of the internship year, the site provides interns with a document outlining their policies and procedures. The document must contain policies and procedures that outline the appeal for a decision made by the site with respect to:
 - i. decision to institute a remediation plan,
 - ii. decision that an intern has failed to meet the provisions of the remediation plan,
 - iii. decision to terminate an intern.
26. Using the *Internship Student Evaluation Form* located on the Program website (www.mcgill.ca/edu-ecp/programs/schoolpsych/resources), the site provides written feedback to the intern that explicitly assesses the intern's performance and progress in meeting training goals and objectives. Formal, written evaluation is completed by the supervisor at regular and pre-determined points. At minimum, the *Internship Student Evaluation Form* is completed for two interim evaluations and one final evaluation at end of the internship. The written evaluation is reviewed with the intern who signs the document and is then forwarded to the McGill Director of Clinical Training. In completing the evaluation form, trainee's abilities should be compared to other trainees at the same level (i.e. those who are completing predoctoral internship training).
27. If interns are not meeting the minimum site standards, the following procedures are followed:
 - i. Interns must be advised of their substandard performance in writing.
 - ii. Interns must be given a reasonable period of time and reasonable professional support to achieve standard performance. The site prepares a written remediation plan, agreed to by the site and the intern, that specifies the standards to be achieved and the plan for achieving them.
 - iii. Both the site and the intern are responsible for fulfilling the terms of the remediation plan.
 - iv. Interns may not be terminated from or allowed to complete the internship unsuccessfully, until the remediation plan is deemed unsuccessful in helping the intern achieve the specified performance standard.
28. The site issues a certificate or letter to interns who successfully complete internship. A copy is sent to the McGill Director of Clinical Training.

Diversity

29. Internship sites demonstrate their understanding and respect for human diversity and a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, staff, and interns.
30. The site comprehensively and systematically provides its interns with didactic instruction or practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice.
31. The site makes reasonable accommodations for interns and staff with needs unique to their diverse status.

Professional Psychology Staff

32. Internship training is offered by an organized group of professional psychologists who collaborate in the planning, delivering and monitoring of psychological services within the site.
33. The staff is of sufficient size and stability so that an internship would not be compromised by the loss of a single staff member.
34. Staff involved as supervisors of interns are registered for the practice of psychology in the province in which the site is located.
35. Other professionals including doctoral-level psychologists in the process of obtaining licensure for independent practice, master's-level practitioners of psychology, or suitably qualified and credentialed members of other professions may contribute to the training experiences of interns. The supervisory roles of other professionals cannot count towards the hour requirements for supervision.
36. Supervisors uphold relevant national and provincial or territorial professional and ethical standards and guidelines of practice.

Treatment of Interns

37. Interns are treated with the same dignity and respect accorded to professional psychology staff.
38. The value accorded interns' input and contributions is evident within the operation of the site.
39. Interns' contributions to research or other professional projects are credited appropriately (e.g., authorship of publications).

Facilities and Resources

40. Facilities and resources provided by the organization that are adequate to meet the needs of the interns and include:
 - i. Quiet, accessible, secure and private work space,
 - ii. Secure storage of interns' work,
 - iii. Efficient means of communication with supervisors and fellow interns (e.g., telephone, voice-mail, e-mail access),
 - iv. Policies and mechanisms to ensure patient confidentiality and protection of information when patient care and/or supervision are provided using electronic media,

- v. Secure and sound-dampened space in which to carry out professional activities with clients,
- vi. Reasonable clerical support for service functions and training needs including the means to document progress notes, psychological reports and any other required written communication,
- vii. Audio-visual resources necessary for supervision (e.g., audio-video recording equipment, therapy rooms with one-way mirrors),
- viii. Computer access to include Internet, word-processing, and data analysis software wherever possible,
- ix. Library facilities, including books, journals, and electronic access to same wherever possible,
- x. Current and relevant assessment materials and supplies, facilities for group and individual tests; specimen sets of widely used tests, manuals, rating forms, recording forms, etc.

I have read the standards in this document and attest that

_____ (name of site)

is offering an internship conforming to these standards to

_____ (name of intern)

beginning on _____ (date).

_____ (Signature)

_____ (Position)

_____ (Date)