

McGill University
Counselling Psychology
Procedures for Non-Accredited (CPA or APA) Sites
Accepting McGill Counselling Psychology Pre-
Doctoral Interns

1. When considering an intern from the Counselling Psychology program at McGill, the person responsible for training at the site must review these procedures along with the *Standards for Non-Accredited (CPA or APA) Doctoral Internship Sites*. Accepting an intern should indicate that you can comply with these standards.
2. Questions or clarifications about these procedures and standards should be directed to the McGill Counselling Psychology Director of Clinical Training, Dr. Armando Bertone (Armando.bertone@mcgill.ca). Candidates that you interview from the McGill Counselling Psychology Program may have questions concerning how your site complies with these standards.
3. When you are ready to make an offer to a student from the McGill Counselling Psychology Program, please sign a copy of the *Standards for Non-Accredited (CPA or APA) Pre-Doctoral Internship Sites* and initial each page. Return the document to

Director of Training
McGill University
Counselling Psychology Program
3700 McTavish Street
Montreal, QC H3A 1Y2

It is also acceptable to send an electronic copy of the document in PDF form with your electronic signature from your institutional email. Please email: Armando.bertone@mcgill.ca.

4. Send a copy of the letter of acceptance that you send to the student to Dr. Fuks either by surface mail or in electronic form as indicated above.

5. The following documents must be sent by the site to the McGill Director of Training according to the timetable below.

<i>Document</i>	<i>Standard</i>	<i>Date Due</i>
Letter of offer	2	When offer is made
Site Policies and Procedures	2, 27	When offer is made
Individualized training plan for the intern	23, 24	Beginning of internship
Doctoral Evaluation Form (including hours log)	26	Mid-point of internship
Doctoral Evaluation Form (including hours log)	26	End of internship
Copy of the certificate/letter of completion	29	End of internship
Documentation concerning remediation	27, 28	As required



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.

¹ Recommended but not required.

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
 - 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. program 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 *Doctoral Evaluation Form* located in the Program Handbook, 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 *Doctoral Evaluation Form* is completed at midpoint and the 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 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 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)