



School Psychologist Applicants: Information on Academic and Internship Equivalency Frameworks

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The information below is for reference only. Please see the CHCPBC Bylaws and approved policies for current application and registration requirements.



Criteria for Evaluating Degrees, Programs of Study (including Practica), and Internships

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 meeting the following bylaw requirement for registration: a master's degree in psychology.

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 US, or
- c) a recognized institution (for institutions outside Canada or the US) 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 Table 4 to Schedule 7 in the CHCPBC Bylaws.

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 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 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 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 two 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 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 parttime 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; familyschool collaboration services; diversity in development and learning; program evaluation; and ethics in professional practice.

E. Supervised experience criteria

Practica: The program includes 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 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 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 psychologists 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.

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 the 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 halftime 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.

Area of Psychology Practice

- **School psychology** is the application of psychological knowledge about human behaviour and development to the understanding and assessment of the developmental, behavioural, cognitive, emotional, intellectual and interpersonal needs of children, adolescents, and adults as those needs relate their ability to learn and function in a learning environment; and to the creation, protection and promotion of learning environments that facilitate learning and intellectual functioning.