



The Professional Board for Psychology

CHECKLIST FOR TAILORED EDUCATIONAL PSYCHOLOGY INTERNSHIP PROGRAMMES

Use the checklist below to ensure that the package you send contains all the information required to accredit the programme.
Tick off and sign this page and include it with the application package.

Name: _____ Student Psychologist registration number: _____

BACKGROUND	I have included the following:	Tick off ✓	Office use only Admin	Office use only Board
Biographical details	Intern, internship institution, supervisor, university, university-based supervisor (include all PS numbers).			
Period	Exact dates from first to last day (first six months uninterrupted)			
Context and staffing of site	1. Describe profile of institution and social context (if site is an education district office provide the profile of the schools that will be serviced (not more than 5)) 2. Describe staff and trans-disciplinary team			
Spectrum of cases	Across age groups, types of issues, full range of diversity			
Facilities, resources, tests	Facilities, tests available to intern – tests on Form 170, other resources. Indicate how tests will be accessed if you are at a district office and must travel to various education sites			

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DOMAINS	Indicators	Tick off ✓	Office use only Admin	Office use only Board
Using the percentages and hours as a guide, provide a table indicating how you have tailored your programme per week. The total percentage should not exceed 100.	HPCSA Forms 242, 160, 224, 207, 208 and 223 have been consulted and used in the development of the internship training programme.			
Psychological assessments and psychometry (10% - 20%)	<ul style="list-style-type: none"> • Cognitive, emotional, social, relational, behavioural, physical and neurodevelopmental assessment. • Observation and clinical interviews • Identify and diagnose psychopathology related to children, young people, families or caretakers. • Identify severe psychopathology in individuals (such as parents, caregivers, siblings, teachers, family members) and make appropriate referrals. • Perform mental status assessment. • Individual, group, relational and systemic assessments • Psycho-legal assessment. 			
Intervention and prevention	a) Psychological intervention with children, young people and their families.			

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<p><i>(Individuals, groups, families)</i> (20% - 30%)</p>	<p>b) Identify, understand and promote resilience and well-being of children, young people, their families in their interactions with others in a range of contexts that support learning and development over the lifespan.</p> <p>c) Specialized learning support for a range of individuals with special learning needs.</p> <p>d) Select appropriate therapeutic interventions (e.g. individual psychotherapy, group therapy, and family therapy, to support children, young people and their families)</p>			
<p>Prevention and development <i>(Systems and communities)</i> (10% - 15%)</p>	<ul style="list-style-type: none"> • Design and implement culturally relevant assessment and intervention programmes for individuals, families, groups and communities. • Establish professional relationships with individuals, groups, families and institutions in communities through participatory approaches to psychological consultation. • Promote the rights of vulnerable children and young people 			
<p>Transdisciplinary team (10% - 15%)</p>	<ul style="list-style-type: none"> • Collaboration • Consultation 			

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	<ul style="list-style-type: none"> • Case discussions • Case presentations • Ethical and legal considerations 			
Case management, report writing and administration (10% - 20%)	<ul style="list-style-type: none"> • Detail activities (evidence to be submitted in logbook and portfolio) • Ethical and legal considerations of case management, report writing 			
Professional development activities and research (10% - 15%)	<ul style="list-style-type: none"> • Specify additional training activities • Supervision arrangements • Meetings with supervising university • Practice management 			
Ethics and legal issues (10%)	Outline what will be covered during training			
Supervision (2.5%)	<ul style="list-style-type: none"> • One hour per week or two every second week (specify when). • Explain how progress will be monitored and assessed including logbook and portfolio • Clearly outline requirements according to full-time or part-time internship programme. 			
ATTACHMENTS		Tick off ✓	Office use only Admin	Office use only Board

BACKGROUND	I have included the following:	Tick off ✓	Office use only Admin	Office use only Board
Full calendar year / Over two years	52 weeks including up to 4 weeks leave (260 working days) / 48 weeks (240 days) over 12 months - no leave may be taken			
Detailed weekly programme	40 hours per week (excluding breaks) (If multiple sites, indicate which day(s) per site) / Part-time: 4 blocks of 12 weeks each			
Part-time internship site	Clear distinction is made between full-time employment site and part-time internship site			
Holiday programme (full-time internship)	Full details if institution is a school, education district office, etc. Indicate the availability of the supervisor during these times.			
Signed letters	<u>Source:</u> <ul style="list-style-type: none"> • Training institution • Supervisor at training institution • Supervising university • For part-time internship – letter of support from employer 			

Signature: _____

Date: _____