



The Professional Board for Psychology

# **Internships for Educational Psychologists:**

## **Criteria for Accreditation of Internships and Tailored Internship Programmes in Educational Psychology**

June 2017

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## 1 RECOGNITION

An approved internship in Educational Psychology can be undertaken in three (3) possible formats (see Form 160 Section 7.3)

- (a) **Format A** which is at an accredited institution (see Form 77); or
- (b) **Format B** which is a specially tailored internship programme; or
- (c) **Format C** which is an internship for foreign qualified practitioners.

The internship training institution (accredited programmes) or the supervising Educational Psychologist in collaboration with the intern Educational Psychologist (tailored programme), compiles the internship programme in accordance with guidelines and requirements of the Professional Board for Psychology.

The following information needs to be included in the internship training programme:

## 2 TRAINING PROGRAMME

A complete exposition of the proposed training programme for intern Educational Psychologists must be given. The detailed activities in each of the domains below must be clearly indicated. The duration of each aspect of the programme must be stipulated.

## 3 BIOGRAPHICAL DETAILS

- 3.1. Identifying details of interns: name, surname, supervising University, student number, HPCSA Registration PSS number
- 3.2. Place of internship: name of training institution, postal address, street address, head of institution, telephone number, fax number, email address
- 3.3. Supervising Educational Psychologist: name, HPCSA Registration PS number, registration category, number of years registered, employer's contact details)
- 3.4. University Details: name of University, Department, contact details
- 3.5. Details of internship committee: head of training institution, supervising Educational Psychologist, University internship coordinator, other members or mentors.

## **4 PERIOD OF INTERNSHIP**

Note that an internship is a full-time activity consisting of 40 hours per week for a full calendar year consisting of 260 days. The first six (6) months must be uninterrupted (see *Form 160*). The exact dates, including details of a holiday programme if applicable must be indicated. A detailed description of activities within each domain of learning should be provided for every part of the programme. Evidence of the typical issues addressed during the training should be included in the portfolio (See *Form 160*). A minimum of 10% of the training time must be devoted to Ethics and Legislation. This is however not a separate domain. Every domain should address the relevant legal and ethical issues.

## **5 DESCRIPTION OF THE CONTEXT AND STAFFING OF THE INTERNSHIP SITE**

Describe the context of the internship site(s) in detail. Include information about the social context and profile of the institution.

Full information concerning the full-time and part-time post structure and the number of Psychologists on the staff establishment of the training institution must be furnished. Details must also be furnished regarding the categories in which the Psychologists are registered, where they were trained and their experience since registration.

Information must be furnished regarding other professional personnel who will be directly involved in the intern Educational Psychologist training programme.

## **6 SPECTRUM OF CASES**

A clear indication in the intern Educational Psychologist's programme must be given of the nature and diversity of the learning opportunities that are available at the internship site on a continuous basis, with special reference to types of referrals, age and cultural groups.

It is incumbent on the training institution to ensure that the intern Educational Psychologist gets exposure to all levels of human development, that clients are representative of the demographics of this country and that the intern Educational Psychologist has had adequate exposure to the typical issues within the scope of an Educational Psychologist's practice.

Record of the diverse experiences should be kept in the form of a log book or data base. An outline of the full year's case load must be submitted with the final report and portfolio to the supervising University.

Should an intern be placed at one or more intern sites during the period of internship, it is the responsibility of the principal supervising Educational Psychologist to ensure that quarterly progress reports are submitted and co-signed both by the principal and other secondary supervisor/s as well as the intern Educational Psychologist.

## **7 FACILITIES, RESOURCES AND TESTS**

It is important that intern Educational Psychologists have environments that are properly and adequately resourced with the view that at all times the professional nature of their work is maintained throughout the internship.

Information must be furnished regarding the available testing facilities, test-library, interviewing and group-discussion rooms, and other relevant equipment.

A list of the available tests classified as psychological and educational tests must be detailed in the programme (Refer to Form 207).

The psychometric tests listed in the internship programme have to comply with the Policy on the Classification of Psychometric Measuring Devices, Instruments, Methods and Techniques (Refer to Form 208).

## **8 DOMAINS, ACTIVITIES AND TIME-ALLOCATION**

### ***8.1. Educational Psychological Assessments and Psychometry*** **(10% - 20%)**

Experience in assessment is an integral part of the Educational Psychology internship programme. It is essential that exposure to a wide range of measuring instruments and assessment methods are ensured. An opportunity to assess a wide range of clients across the life span and at various developmental stages and levels is essential during the internship period.

These include:

- (a) Individual cognitive, mental, social, personality, behavioural, emotional, interests, educational and neuropsychological functioning in relation to learning and development.
- (b) Family, group, systems and community-based assessments or interventions.
- (c) Assessment of child psychopathology and identification and screening of adult psychopathology.

The programme must cover aspects of assessment, including evidence of:

- (a) Individual and group psychometric assessments across various domains (such as cognitive, mental, social, personality, behavioural, emotional, and neuropsychological functioning) and contexts that support learning and development
- (b) Alternative assessments such as dynamic assessment.
- (c) Systemic assessment.
- (d) Specialised learning and developmental assessments and curriculum-based assessment.

Ethical and legal considerations in respect to psychometrics, validity, reliability, bias, relevant policies and legislation including the Employment Equity Act and Children's Act, and relevance within the South African context should form part of discussions during supervision and training. Examples of these issues should be included in the portfolio of evidence and should be submitted to the supervising university with the final internship report.

## ***8.2. Intervention and Prevention***

**(20% - 30%)**

The Educational Psychology internship programme must show evidence of prevention and intervention activities with **individuals, families, and groups** in a range of contexts that support learning and development and address difficulties using a variety of approaches. Ethical and legal considerations should be integrated in every aspect of these activities.

Activities include:

- (a) Addressing the mental health of children, young people and families affected by disorders that impact on their learning and development
- (b) Individual and group psychotherapy/intervention including play therapy
- (c) Family-oriented intervention, guidance, counselling and education
- (d) Career development and facilitation
- (e) Teaching and learning support (including teacher development and support)
- (f) Psychological consultation skills with stakeholders and professionals across a range of contexts that support learning and development.

### ***8.3. Prevention and Development***

**(10% - 15%)**

The programme must show evidence of preventative and developmental activities with **groups, systems and communities** to enhance, promote and facilitate optimal learning and development using a variety of approaches, such as:

- (a) Life skills facilitation,
- (b) Promotion of healthy development and resilience in challenging contexts,
- (c) Whole person development across the life span,
- (d) Community intervention (by means of for example an asset-based approach),
- (e) Whole-school development.

Ethical and legal considerations should be integrated in every aspect of this domain.

### ***8.4. Transdisciplinary Teamwork: Collaboration, Consultation and Case Discussion***

**(10% - 15%)**

Collaboration and teamwork form an essential part of the everyday practice of Educational Psychologists. This part of the internship programme should detail the formal, planned opportunities for trans-disciplinary teamwork and case discussions.

The intern Educational Psychologist should not only attend but also present at case discussions.

The intern Educational Psychologist should be familiar with and exposed to legal-ethical considerations, regulations and guidelines that define their scope of practice

related to children, young people and their families across a range of contexts that support learning and development.

### **8.5. Case Management, Report Writing and Administration**

**(10% - 20%)**

Details pertaining to the activities and how ethical and legal issues will be considered must be explained in this section.

### **8.6. Professional Development Activities and Research**

**(10% - 15%)**

Throughout the Educational Psychology internship programme and training, opportunities should be afforded to enhance professional knowledge and skills, including professional workshops, conferences, visits to a private practice and institutions such as schools, mental health institutions, early childhood centres and psychiatric hospitals. It is expected that the intern Educational Psychologist provides in detail envisaged professional development activities as well as research activities that will be undertaken to enhance the learning opportunities.

The supervision arrangements must be clearly specified. This includes the meeting with the internship supervising Educational Psychologist (at least 40 hours individualised interaction with and observation of the intern Educational Psychologist – see *Form 160*) as well as meetings with the supervising University (see *Form 160*).

### **8.7. General Guidelines**

Indicate in a table consisting of a full calendar year the number of working days (i.e. 240 working days at 8 hours per day = 1 920 hours) allocated to each activity. This excludes the lunch and tea breaks making it a 45 hour working week.



Indicate the exact period in which the 20 days leave will be taken.

Educational Psychology internship programmes undertaken at schools and/or other educational or non-governmental institutions have to include a full breakdown of the supervised activities that will be conducted during the holiday periods and the percentages of such activities in relation to the full internship programme must be provided.

This must be done in a separate table. Alternatively, the Educational Psychology internship programme must be extended to accommodate the number of holiday weeks (normally 7 weeks) if the intern has not been gainfully active during that period.

## **9 SIGNED CONTRACT**

The programme is a contract and should be signed by the intern Educational Psychologist and Head of the internship training institution. The end date of the programme must be indicated and attached.

The intern Educational Psychologist may only work 40 hours per week (excluding lunch and other breaks) and must follow the programme submitted to and approved by the Board.

## **10 CONTACT DETAILS**

Applications for accreditation of programmes and approval of individually tailored programmes must be submitted via email to the Board for consideration prior to the commencement of the internship: [psychology@hpcsa.co.za](mailto:psychology@hpcsa.co.za) or mailed to

The Manager  
Professional Board for Psychology  
PO Box 205  
Pretoria  
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