Faculty of Social Sciences
Institute of Psychology
Section Clinical Health & Neuro Psychologie

Manual for the Clinical Master’s Internship
content, guidelines and procedures 2011-2012
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Marc Cleiren & Liesbeth Eurelings

contents

1 Goal of the Clinical Masters Internship .................................................................3
  1.1 Basic internship trajectories ..............................................................................3
  1.1.1 Preparatory trajectory for the post-master GZ-Psycholoog .......................4
  1.1.2 Preparatory trajectory for the post-master ‘Psychotherapeut’ ...................4
  1.1.3 Preparatory trajectory for Psychologist-Trainer ..........................................5
  1.1.4 International students only: Psychological Coaching in Life & Life Style Issues 5
  1.1.5 Overview of trajectories .............................................................................5
  1.1.6 Non-native speakers and the Clinical Practice Internship .........................5
  1.2 Duration, time investment and work load of the internship .........................6
  1.3 Guidelines: steps from start to finish ..............................................................7

2 Preparing: from orientation to contract ...............................................................8
  2.1 Entrance requirements ..................................................................................8
  2.2 Exemption & addendum to the internship contract .........................................8
  2.3 Finding an internship ....................................................................................9
  2.3.1 Practice internship ..................................................................................9
  2.3.2 Research Internship ...............................................................................9
  2.3.3 Psychologist-Trainer internship (Dutch only) ..........................................9
  2.3.4 Psychologist-Coach internship (International only) ..................................10
  2.3.5 New internship positions (unlisted) ..........................................................10
  2.4 Applying.......................................................................................................10
  2.5 Closing the internship contract ....................................................................11
  2.5.1 Steps to fill in, and finalize your contract ..............................................11

3 Working: your intern-job from start to exit .........................................................12
  3.1 Supervision during the internship .................................................................12
  3.1.1 Supervision at the work place: The external supervisor .........................12
  3.1.2 Supervision at CHN: Internal supervisor and internship group .............13
  3.1.3 Internship coordinator ............................................................................13
  3.2 Student form internship CHN .......................................................................13
  3.3 Writing the work plan: agreements between institution and student ..........13
  3.4 Intermediary evaluation: go or no go for continuing your internship ..........14
  3.5 Final work evaluation: reflection & ruling of the external supervisor ..........14

4 Reflecting: internship report & closure ...............................................................15
  4.1 Internship report & grading advice ............................................................15
  4.2 Final grading of the internship ....................................................................15

5 Specific aspects of the Practice Internship .......................................................16
  5.1 Content of the Clinical Practice Internship ...............................................16

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1 This manual is generally also applicable for the old style Doctoral internships and valid for all Clinical Master Students at Leiden University. In case regulations deviate for specific groups, this will be indicated in the manual. With this version, previous versions of the manual no longer apply. Current guidelines have been put into place in cooperation with various external institutions and the Department of Clinical, Health & Neuro Psychology. Even though care has been taken, total accuracy cannot be guaranteed. No rights can be derived from this text.
1 Goal of the Clinical Masters Internship

The goal of the practical clinical internship of the Clinical Psychology Master’s (Clinical Master’s Internship) is for the student to have an introduction to the professional activities of psychologists who work in the area of Clinical, Health and Neuro Psychology, whilst under supervision of an experienced psychologist. Hereby, the intern needs to develop a measure of independence, while being supervised, by partaking in professional activities.

Formally, in order to obtain the MSc. in Psychology for the Clinical Psychology Master, it is sufficient to perform an internship of 10 ECTS (30 full-working days, or 260 working hours). However, for several post-master vocational trajectories, a longer time-period is required. This generally allows for more time to develop professional skill and some autonomy in the Mental Health Care field. A 20 EC Internship period is therefore compulsory in case of a Clinical Practice Internship.

A basic choice has to be made whether follow the General, or the Mental Health Care track within the Clinical Psychology Master:

- the General Clinical Psychology Master, requires an internship of at least 10 EC (260 hours) and at most 20 EC (520 hours). The internship may either be a Clinical Research Internship, a Psychologist Trainer Internship or (for international students) a Psychological Coaching Internship. The General Clinical Master track does not qualify for direct entrance in a post-doc Health Care Psychologist in the Netherlands.

- the Mental Health Care Clinical Psychology Master, requires a 20 EC Clinical Practice Internship (520 hours). This track should be chosen in case one wants to proceed into the Dutch post-master ‘GZ Opleiding’ and may require extra courses the regular curriculum (listed elsewhere in this document).

Clinical Master’s students who intend to continue their education in order to work in the Dutch Mental Health Care system, should choose a Clinical Practice Internship. Students who prefer the scientific aspects of Clinical Psychology usually have a preference for the Research Internship.

The Clinical Master’s Internship is an intensive learning period and a crucial professional aspect of the program. The form and content can greatly differ from internship to internship. External institution, university and student are expected to form clear agreements concerning supervision and responsibilities. The remainder of this document presents guidelines, which emphasize coherent supervision, while maintaining the quality of the external internship trajectories of the Department of Clinical, Health and Neuro Psychology within Master’s (Internship) structure.

The weekly time investment for an internship may range between 2 and 5 days a week, under the combined supervision of a psychologist at the professional institution and a University-staff supervisor. The internship trajectory spans a maximum period of nine months. The internship relationship with the institution may extend beyond this period, if both student and institution wish so. However: the internship report and grading should always be finished a maximum of 10 months after the start.

1.1 Basic internship trajectories

The Clinical Master Internship serves as a bridge between academic study- and professional work. However, in case one wants to pursue a career a a health care (GZ) psychologist or psychotherapist, a 10 EC internship is not sufficient to qualify for the post-doctoral programs. Underneath, we will outline the major routes available

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2 For Master Students that started in the years 2005-2006, the internship is not a compulsory part of the Master curriculum. For Master Students that started 2007 or later, the obligatory part is 10 ECTS. However, both groups are strongly advised to do an internship along the lines described in the current document.
1.1.1 Preparatory trajectory for the post-master GZ-Psycholoog

In order to qualify for admission to a post-master GZ psychology trajectory, all mandatory courses of the Master Clinical Psychology and a Clinical Practice Internship are always necessary. The internship needs to comprise 520 working hours. The work needs to consist of psychodiagnostic work and treatment, with a personal supervision of at least 1 hour per week. The total time period may range between 4 months of full-time work (5 days a week), and 9 months of 2 working days\(^3\).

In addition to the work at an internship institution, there is the requirement to participate in an internship-intervision group once every 4-5 weeks, that is organized by the internal supervisor at the Section Clinical Psychology. Here, progress is monitored, experiences shared, and the Organization and legal aspects of the Dutch Health Care System will be discussed and presented. The book written by Boot en Knapen (2007) “De Nederlandse Gezondheidzorg” needs to be studied and discussed during the meetings of internship students with their university supervisor, including the practical legal and ethical issues one has come across during the internship. The written report about the internship needs to contain a passage containing the students’ reflections about these aspects in healthcare, as experienced during the internship. Details can be found in Appendix 6.

Finally, three diagnostic cases will have to be completed. These will have to include variety in diagnostic questions and choice of instruments which can be constructed during the internship. This must be done under supervision of a recognized supervisor at the internship location (Clinical Psychologist NIP, or a NIP Cie. BAPD recognized supervisor) or an instructor supervisor connected to the University, if no supervisor is available at the institution\(^4\).

It is advised to obtain the Basis Aantekening Psychodiagnostiek (BAPD), in order to meet basic Psycho Diagnostics requirements for entrance into the GZ post-master trajectories. Mark that the BAPD itself is not required for GZ-entrance: it is the properly supervised report on three diagnostic cases itself that is required. The level of analysis and reporting needs to be sufficiently high in order to obtain this accreditation. The BAPD will be awarded at the time of the Master Examination or at the latest six months later in Leiden.

Only when all of the above requirements are met, the student formally qualifies for a postmaster GZ Psycholoog (Health Care Psychologist).

1.1.2 Preparatory trajectory for the post-master ‘Psychotherapeut’

After some years of absence, there is again the possibility to follow the training program Psychotherapist upon completion of the Clinical Master. Like with the GZ-Psycholoog trajectory, the mandatory program and internship of the Clinical Psychology Master form the basis for admission to this trajectory, but additional requirements apply.

For the postmaster Psychotherapeut are the completion of the elective courses Cultuurgebonden Psychische Problematiek (3 ECTS) Sexual Dysfunctions (5 ECTS, or 2nd year Ba Sexuologie) and Psychopharmacology (5 ECTS). With all these requirements fulfilled, one formally qualifies for a postmaster Psychotherapeut.

The view held by both head trainers as well as the practice institutions is, however, that anyone aspiring this trajectory has first been trained as a Health Care Psychologist. The program of Health Care Psychology places great emphasis on Psycho Diagnostics in contrast to the program leading to Psychotherapist. At present, in a cooperative effort of both Chamber of Health Psychology and the Chamber of Psychotherapy, a shortened program of two years has been developed leading to Psychotherapist, which can be taken after having already completed the two year program leading to Health Care Psychologist. In addition, it is possible for psychotherapists to follow a shortened training program leading to GZ-

\(^3\) The number of days per week needs to be arranged with the internship institution.

\(^4\) Please contact the Clinical Psychology secretariat for information on in-house BAPD supervision (071-5273754)
psychologist. Finally, a shortened program has been developed for psychotherapists who already are GZ-psychologists, leading to registration as a Clinical Psychologist. In this manner, the reintroduction of the registration of the Psychotherapist has been incorporated in the existing professional structure as clearly as possible.

1.1.3 Preparatory trajectory for Psychologist-Trainer

Students that wish to explore a career as psychologist-trainer, or coach, rather than a GZ career in clinical psychology, may choose a trajectory combining the Trainers Course Communication Skills (10 EC, listed as an elective) followed by supervised teaching of Interpersonal Skills to 2nd year Bachelor students (another 10 EC). Students should be aware that there is only one entry point a year to this trajectory, starting in September. N.B. The Psychologist-Trainer trajectory does not offer entrance to the post-master GZ-Psycholoog or Psychotherapeut. In rare cases, and when places are available, the complete 20 ECTS Psychologist-trainer trajectory may be followed as an additional internship to a Clinical Practice internship. For specific details on the evaluation and report, see Appendices 2c and 3c (only available in Dutch).

1.1.4 International students only: Psychological Coaching in Life & Life Style Issues

In order to help international students in Clinical and Health Psychology Masters getting practical experience as a psychologist, an internal trajectory has been created that allows them to meet the criteria of a 10 EC internship in the field. Psychological Coaching in Life & Life Style Issues (PsyCoLiLI)

This International student internship opportunity is offered once every year, in the form of a trajectory between February and May, for about 2 days a week. The first part of this is an intensive training period, with practical exercises. The second part, the student will perform individual and/or group coaching to international students from the Leiden University International student population. This is done under the supervision of the staff of Clinical & Health Psychology.

1.1.5 Overview of trajectories

Table 1 below lists the different trajectories and sums up the most relevant characteristics and requirements of each.

During the Clinical Master Internship, the student will produce a working plan and several progress-reports. At the end, an extensive internship report is written by the student (see later in this document). If, upon completion of all formalities, a positive judgment is received from both the external and internal supervisors, a grade will be established and the 10 or 20 EC granted.5

1.1.6 Non-native speakers and the Clinical Practice Internship

Clinical Practice internships in Dutch professional institutions are only available to students who sufficiently master the Dutch language, because the clinical work has to be performed with Dutch speaking clients. International students lacking this ability, but wanting to do a Clinical Practice internship have to seek possibilities in their home countries or English speaking countries. They will be coached from the Netherlands on an individual basis. For

5 For students that started prior to the academic year 2008-2009, part of the internship may be mentioned on a separate certificate: the Clinical Masters Internship Certificate. In this document, the description of the internship indicating the place, time investment, supervision and area of study will be documented. It will be added to the Master's degree. For more information please consult version 5.x of this manual.
non-Dutch speaking students, the possibilities for external Research Internships are also limited in the Netherlands. In case non-Dutch speakers.

For a number of International students the Psychological Coaching Internship (see some paragraphs back) will be a valid option to complete their Clinical Master in Leiden. However, this is not a replacement for Clinical Practice. The 10 EC Psychological Coaching internship must be elaborated on by a further 10 EC of elective courses.

**Table 1 Characteristics of possible internship trajectories for the Clinical Psychology Master**

<table>
<thead>
<tr>
<th>Master track:</th>
<th>General Clinical Master</th>
<th>Mental Health Care Clinical Master</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship type:</td>
<td>Research Internship</td>
<td>Psychological Coaching in Life &amp; Life Style Issues</td>
</tr>
<tr>
<td>Number of EC:</td>
<td>10 EC+ 10 EC</td>
<td>10 EC (international students)</td>
</tr>
<tr>
<td>Properties:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient internship EC to in Clinical Master?</td>
<td>if 20EC: yes if 10EC: 10 EC Electives required</td>
<td>No, additional 10 EC Electives required</td>
</tr>
<tr>
<td>Mastery of Dutch Language required (if carried out in NL)?</td>
<td>not always</td>
<td>No</td>
</tr>
<tr>
<td>Possible to acquire BAPD?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Qualifies for entry Post Master Psychotherapeut or post master GZ Psycholoog</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

1.2 Duration, time investment and work load of the internship

The maximum number of ECTS accredited to an internship is 20 ECTS. This is the equivalent of 520 working hours in the internship setting, excluding the time spent on writing the internship report and compulsory staff supervision at Leiden University. The institution, at which the internship is being performed, may require a longer period of time, or a greater time investment on the part of the student. There is no objection to this, but the number of EC accredited to the student will not increase beyond this maximum.

The maximum accredited length for the supervision of the entire internship is nine months. The number of days per week the intern works at the internship institution has to be determined in conjunction with that institution. However, the time period should be at least two months for a 10 EC internship (and preferably longer) and 4 months for a 20 EC internship. The maximum total calendar time for both must not exceed 10 months, including the write-up of the internship report.

Most institutions that offer a Clinical Practice Internships ask for 3 to 4 working days a week, and only few may accept a smaller number of days per week. The same number of ECTS may be gathered, for example, working 5 days a week over a period of two months, and working three days a week over a 3 month period (see Table 2). Some students / institutions prefer an internship that is longer than 520 working hours. An internship that takes longer than this will not produce extra points. Furthermore, supervision, as well as the internship
report will still have to be completed within 10 months. Research Internships strongly differ in duration and length and sometimes are more adjustable to your work schedule.

Table 2  Rules of thumb for the contract period of an internship in the Clinical Master (lower boundaries, some vacation or holidays included, estimated 7 effective working hours per day)

<table>
<thead>
<tr>
<th>Internship:</th>
<th>General Clinical Master 10 ECTS (260 hours)</th>
<th>Mental Health Care Clinical Master 20 ECTS (520 hours)</th>
<th>Psychologist Trainer (PT) or Psychological Coaching (PC) internships (10 ECTS, 260 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work load:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 days a week</td>
<td>5 months</td>
<td>9 months</td>
<td>~5 months (PC)</td>
</tr>
<tr>
<td>3 days a week</td>
<td>3 months</td>
<td>6 months</td>
<td>3 months (PT)</td>
</tr>
<tr>
<td>4 days a week</td>
<td>2.5 months</td>
<td>4.5 months</td>
<td></td>
</tr>
<tr>
<td>5 days a week</td>
<td>2 months</td>
<td>4 months</td>
<td></td>
</tr>
</tbody>
</table>

1.3  Guidelines: steps from start to finish

The Section of Clinical Psychology has set up a series of clear guidelines and procedures to warrant the quality and help student and institution to successfully undertake the Clinical Master’s Internship trajectory. The following chapters may serve as a reference to the institutions providing the internships and to the student in order to provide guidance regarding content, form and the evaluation of the internship. The guidelines are based on past experiences and ‘best practices’ in the field.

Below are the steps that you, the student, can take as of the first orientation to the completion of the process. The chronology of the steps in this process is important. Generally speaking, the following trajectory will have to be followed:

From orientation to contract:

(1) As a student you must meet within a short period of time the following entrance requirements;
(2) Read the detailed information about internships on the website of Clinical, Health and Neuro Psychology including the current document.
(3) Start looking for an internship. At the start of your Master year, six to nine months ahead of time; you can access the Master Clinical Psychology General Blackboard to screen for current internship offers from suitable institutions. Alternatively, you can make an appointment with the educational secretariat of Clinical Psychology to examine a more elaborate listing there (phone: 071 5273754; mail bkijnindevegte@fsw.leidenuniv.nl).
Or alternatively:
(4) Locate a new internship position yourself, one that is not on file in our system. In that case you present the position of your choice to the internship coordinator for evaluation before you apply (contact the secretariat for an appointment) to check whether the position is suitable.
(5) Apply for an internship;
(6) When accepted: Seek contact with bkijnindevegte@fsw.leidenuniv.nl in order to get an internal supervisor appointed;
(7) Fill out the internship contract according to the steps in Chapter 2.
(8) Contact your internal CHN internship supervisor, assigned in (6) for information on the first meeting of your internship group;

From entering to exiting the internship workplace

6 Full-time internships are discouraged because of the too high work load, steep learning curve required, and intense supervision needed. For that reason, the minimum contract time required is relatively longer.
(9) Starting work in the internship; get acquainted with the work and prepare a working plan.

(10) **Agree** upon the working plan with the external internship supervisor regarding duties and guidance by finalizing and signing the work-plan (to be sent to your internal CHN supervisor);

(11) Electronically submit the **Master's Internship Information form** to be found at the Clinical Master General Blackboard, which gives us information about where you can be reached;

(12) Perform the work outlined in the work-plan in conjunction with the supervisor at the workplace;

(13) regularly attend group intervision meetings in the Department of CHN;

(14) Have an **intermediary evaluation** and do **reporting** (twice when applicable). The report of this should be written and sent to both the internal CHN supervisor and the external supervisor.

(15) Have a **final evaluation** with your workplace supervisor, he or she writes a letter briefly describing her or his evaluation, including the advice for a grade.\(^7\)

**From reflection to final evaluation:**

(16) Write the **internship report** within one month after finishing the internship.

(17) Final evaluation with your internal supervisor at CHN

These steps will be presented in more detail in the next chapters. At the end of the document, practical appendices can be found, that are useful at different points in time during the internship period. The appendices are available in English and Dutch.

### 2 Preparing: from orientation to contract

A number of procedures are involved before you can start an internship. This preparatory trajectory is the subject of this chapter.

#### 2.1 Entrance requirements

Students will need to have completed formally and successfully all course work pertaining to theory and skills in the Clinical Master’s, before starting their internships. Students will in fact have to have completed to satisfaction, determined by evaluation, the entire one-year Master’s trajectory. In case of a Master’s thesis and electives, occasional exceptions can be made.

#### 2.2 Exemption & addendum to the internship contract

The courses listed below need all have to be completed to satisfaction without exception, in case of a Clinical Practice Internship, before the internship can be started. No exemption can be granted for any of the immediate practice related courses:

1. Basic Therapeutic Skills
2. Clinical Interviewing and Assessment
3. Cognitive-Behavioral Interventions

There are some exceptions whereby the internship can be started earlier. Exemptions of this kind can only be granted with consent of the internship institution and under certain conditions. This applies to the following Master’s courses:

- Experimental Clinical Psychology
- Elective courses
- Master’s Thesis

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\(^7\) In 2011, an online evaluation form will be introduced, facilitating the feedback from the external internship supervisor.
In case (parts of) one or more of the latter three are missing, the student needs to add a page to the contract indicating the following:

1. The components that have not yet been completed.
2. A statement that each of these courses, except for the Master's Thesis, will be completed at the first possible opportunity thereby stating the dates, times and testing dates pertaining to the courses. This means that the internship institution needs to grant permission as well for duties to be interrupted in order for courses to be taken.
3. The names and signatures of all four parties involved are needed to confirm that, hereby, all agree.

*If the student has not met these exemption requirements, the internship may be declared invalid and ECTS may not be awarded. Failure to communicate deficiency to the internship supervisors before the start of an internship may also render the student liable to legal action.*

### 2.3 Finding an internship

#### 2.3.1 Practice internship

In order to acquire a practical internship, contacting a GGZ recognized institution that offer internships directly is advisable. Located on the Clinical Master General Blackboard of the Department of Clinical Psychology are links which connect to a number of central addresses (Clinical Master students from 2007 on are automatically enrolled in this Blackboard course).

A more comprehensive overview of available internships is contained in a database that can be accessed by appointment on the Secretariat of Clinical Health & Neuro Psychology (room 2B57, phone 071 5273754). This database also indicates which students have held internship positions previously at the listed institutions.

#### 2.3.2 Research Internship

At the start of each semester, in an introductory meeting on thesis and internship, an overview will be presented of currently available Research Internship positions with staff members of Clinical Psychology. Alternatively, you can check the ‘Master Internship’ section of the Clinical Master General Blackboard. For some positions, International students will be prioritized. Sometimes announcements of Research Internship positions can be found at the message board in the 2B corridor (opposite room 2B49). Research internships taking place within the Clinical Psychology dept. will only have individual supervision. The student will not take part in groupwise internship supervision.

In case of a wish to do a Research Internship outside the section of CHN, this should always be supervised by an experienced researcher (PhD. Psychologist). One should always check beforehand whether a research internship offer is valid as a Clinical Master Internship by consulting the internship coordinator (klistage@fsw.leidenuniv.nl). External Research Internships will be supervised by an internal supervisor from CHN as well, and Internship group meetings do apply in that case.

#### 2.3.3 Psychologist-Trainer internship (Dutch only)

Application for an internship as a Psychologist-trainer (non-GZ trajectory, only accessible to Dutch speaking Master Students) can take place directly through the Internship coordinator. This type of internship is directly linked to the Trainers Course Communication Skills (TCCS), which is a preamble and entrance requirement. Positions are open to Clinical, and Health Master students. Candidates apply for TCCS, which constitutes a 10 EC internal educational program. If training skills are judged sufficient and the exam is successfully accomplished, the student will subsequently teach two series of practice courses and work-groups in interpersonal professional skills (IBV) for 2nd year BA students. There is a limited number of
positions available in September each year. Working days in are Monday and Friday in October – December and Thursday and Friday from January through March. Early application, even before the start of the Master year, is advisable.

2.3.4 Psychologist-Coach internship (International only)

Application for an internship as a Psychologist-Coach (non-GZ trajectory, only accessible to International Master students) can take place directly through the Internship coordinator. This type of internship consists of a 2 month training period (February-March, Thursday and Friday), followed by a 2 month practice of skills (April-May). If coaching skills are judged sufficient, the student will coach a number of exchange- and international students at Leiden University. There is a limited number of positions available in February each year. Early application, at the start of the Master year, is advisable.

2.3.5 New internship positions (unlisted)

Finally, students may also try to find a Research Internship (General Clinical Master track) or Clinical Practice Internship (Mental Health Care Psychology track) on their own, outside the positions known to the department. This, as a rule will take more time. When a student has found an internship which is not listed in our files, he or she needs to take the following steps first:

1. Forward the current version of the *Manual for the Clinical Internship* to the supervisor that will be responsible for the internship at the new institution.
2. Forward him or her the ‘*Inventarisatieformulier Stageinstellingen*’ (to be found on the Clinical Master General Blackboard), and ask to fill this out and send in by E-mail to the pertaining return address.
3. The internship supervisor will judge whether the position is fit for providing a Clinical Master Internship. He/she will then give the go-ahead or not for the internship.

2.4 Applying

It is recommended to start the process of acquiring an internship immediately at the start of the Master year. The most interesting places are the most sought after ones, also for students from other universities! Many institutions, but not all, have set starting dates for internships. The most common starting points are the months of January and September.

There are no standard regulations concerning putting in an application for internships. Some organizations can be approached by telephone, after which a student is requested to write a letter of application. Other institutions may be satisfied with only a call, after which the student is invited for an interview. Assume that you are actually applying for a regular job. It is recommended to present yourself with honesty. Some advice with regard to writing an application letter:

- Make clear why you are interested *in that particular* position, or even (only if you know your potential supervisor) why you want to be an intern with that particular professional.
- Make sure you are informed about the organization. Acquire as much information as you can regarding the patient population, procedures and any other specifics of the organization at which you are applying at.
- It may be helpful to call ahead of time in order to get oriented by inquiring about the particular internship.
- Experience in the field is not necessary, but wanting to get experienced is.
- Most institutions are primarily interested in your motivation, your ability to learn, and reliability rather than concrete knowledge and experience. It is, however, important to mention that you have completed all the required courses, (see 2.2).
• If you are actively engaged in work for societal organizations, or free-lance jobs where you work with a team, mention this in your CV. Your track record of going beyond the obvious or bare requirements for entering the work field is a benefit.

2.5 Closing the internship contract

Hopefully, you now will have been accepted! If both parties agree, you and the institution will sign a joint contract. This contract is an agreement between the student, the institution providing the internship and the Department of Clinical, Health and Neuro Psychology. The contract includes the following; it lists the conditions and terms including periodic discussions concerning your performance, the names of the supervisors and their responsibilities, work hours and the duration of the internship.

The internship contract needs to be filled out and signed by the four parties involved before the start of the internship (the contract can also be downloaded from the Clinical Master General Blackboard). The right contract must be signed by the internship provider, the internship coordinator of Clinical Psychology, the internal supervisor of CHN. The student is responsible for the contract to be signed by all parties in a timely manner. You must realize that you will not be insured at your place of internship if the contract has not been signed properly; legal and financial accountability has not been arranged.

2.5.1 Steps to fill in, and finalize your contract

There are 14 steps to finalize your contract, listed below:

1. Download the most recent version of the appropriate internship contract from the Blackboard Master Clinical Psychology General. If you do not have this Blackboard listed on your account, please mail your U-mail address to klistage@fsw.leidenuniv.nl to request access.
2. Print out one copy of the contract.
3. Read it thoroughly. Your rights and duties and those of the institution are listed in it.
4. See to it that you meet all conditions mentioned (look under entrance requirements in this manual) if needed, implement an addendum if anything still needs to be documented (see paragraph 2.2).
5. Have the contract filled out completely by your external internship supervisor and the Department of Personnel of the institution (everything on the dotted line needs to be filled in; otherwise it will be returned to you).
6. If the institution providing the internship also wants to have a contract of their own signed; read this carefully and see if there may be possible contradictions present concerning the CHN contract. If this is the case, please contact the internship coordinator in the Department of Clinical, Health and Neuro Psychology.
7. See to it that you agree with the conditions as well.
8. Send an E-mail to klistage@fsw.leidenuniv.nl providing your name, student-number, type of internship, department, duration, number of ECTS, and number of working days a week. You will receive by E-mail, the name of an internship group supervisor at the Department of CHN, who will supervise you during your internship.
9. Contact your internship group supervisor at the Department of CHN, to present yourself and to learn when the meeting dates and times of your group are planned.
10. Have the contract checked and signed by the CHN internship group supervisor. This person will only sign the contract after the institution has signed.
11. In order to have the contract signed by the internship coordinator, the fully filled out contract should be put in his mailbox at the educational secretariat of Clinical & Health Psychology (2B57). The coordinator will only sign the contract once everything has been filled out (no open dotted lines) and when all parties concerned have signed.
12. If all is filled out correctly, the contract will be returned to your CHN supervisor, through which you can obtain it back.
13. Then you copy the contract in triplicate, and return the original to Mrs Bionda Kijk in de Vegte, the educational secretary of the Department of CHN (2B57).
14. Two copies you take with you: one you will provide to the external institution providing the internship, the other one you keep yourself.
Many institutions, in addition, have their own internship contracts. This contract needs to be signed in conjunction with the University’s contract. Some institutions finalize this contract only after the student has already started the internship. It is important for the student to keep in mind that the University contract has to be finalized prior to commencement of the internship. This is to ensure that insurance and coverage of legal responsibilities will be in place.

Now you can start your internship.

3 Working: your intern-job from start to exit

An internship is completely different from all preceding study components. It is comparable to a job in which a lengthy training period occurs. Different interests are at play here: the intern wants to learn as much as possible, but the institution may also want a growing contribution to the work process at the place of internship in return. In order to streamline this process, we have set up guidelines for different accents at different points in time during your trajectory in the institution.

The goal of the guidelines in this chapter (with appendices) is to facilitate setting up a work plan, conduct periodic discussions concerning work performance, between student and external supervisor, and the evaluation of the internship. In these guidelines we assume that we are dealing with an external internship in a qualified institution and a Master’s student who has met the entrance requirements for the Master’s internship. The basis of the agreements is the continued open relationship between the external supervisor and the student.

3.1 Supervision during the internship

During the internship, a qualified supervisor at the internship institution will oversee your progress and invest at least one hour a week to scrutinize your personal development and performance. In addition to this, there will be an opportunity to exchange practical advice, ideas and objective feedback on a regular basis with other students who have internships at other internship locations. The latter takes place at Leiden University at regular intervals.

3.1.1 Supervision at the work place: The external supervisor

The supervision of the Clinical Practice Internship is to be done by a (NIP registered) clinical and/or a (VWS registered) psychotherapist or GZ psychologist (a Health Psychologist according to the law of BIG), or a health psychologist. The contract states the form, frequency and the duration of the supervision at the address of the internship. The supervision aims to coach the student in his/her learning trajectory, by carrying over knowledge and providing feedback to the intern. It is recommended that the student note down these hours in his/her schedule so that they receive a high level of priority.

The Research Internship requires that your daily supervisor has been promoted in the field of Psychology, or is an Assistant in Training (meaning working on his promotion). Your formal supervisor is, often but not always, the one whom you work with on a daily basis. If this isn’t the case, it is necessary that your supervisor be well informed regarding your duties and development. If you do work together on a daily basis, it is of importance that the supervision time is implemented with you as focal point, not the daily business as focal point.

In case of a Psychologist Trainer or Psychologist Coaching internship, the internship supervision will be in the hands of a workgroup supervisor. Supervision, in this case will be several hours a week on a pratical level, and at least one hour on a personal developmental level.

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8 This section does apply differently in case the student holds an internal Research Internship position (see 2.3.2). The intern is only supervised by one CHN staff-member, who performs the tasks of both internal and external supervisor.
3.1.2 Supervision at CHN: Internal supervisor and internship group

The student needs to participate in an internship intervention group, which will be supervised by a staff member of the Department of Clinical, Health and Neuro Psychology. Participation in the meetings takes priority over activities in the internship itself. It is wise to plan these meetings a long time ahead, to avoid conflicts with the work schedule. The institution providing the internship has committed in the internship contract to give the student the opportunity to attend these meetings.

The intervention groups consist of six students or more, who will share their internship experiences. These intervention meetings will take place every five to six weeks. The meetings are intended to offer the students supervision during the learning process of the internship. The supervisor is a point of contact for the student in case he/she experiences problems, which are difficult to discuss at the place of internship. The Department supervisor will also be the evaluator for the internship report (see Chapter 4). The internship coordinator is in charge of assigning students to the internship supervisors.

3.1.3 Internship coordinator

The internship coordinator will deal with the formal aspects of the internship. You will run into him/her mainly during the pre-and post trajectory phases. Only when encountering problems that cannot be solved through intervention your internal supervisor or other unexpected situations, the coordinator will be able, upon request, to mediate between parties. Internship coordinator of the Clinical Practice Internships is Dr. Marc Cleiren. Appointments for his visiting hour can be made through the secretarial office of Clinical Psychology (tel. 071 5273754).

3.2 Student form internship CHN

It is important to your various supervisors that they have an overview of your working schedule and how you can be reached. In addition, there will be dates to be planned on which the work plan, intermediary evaluation, and reports will have to be dealt with. These dates are dependent on the duration and period of your internship trajectory.

The initial activity of your internship is filling out the electronic Student form Internship CHN (to be found on the Clinical Master General Blackboard), and sending this completely filled out by e-mail to your supervisors. This form calculates the relevant dates for you and your supervisors on basis of start, end date and duration of your internship. We will address below, briefly, the core aspects of the activities that mark progress in your internship.

3.3 Writing the work plan: agreements between institution and student

During the first three weeks of the internship, you will be introduced to the work location and you need to orientate yourself. The intention is that you’ll actively look at the opportunities the place has to offer you, and the contributions you may offer there. This initial phase in your internship forms the backdrop for your personal and professional learning objectives.

The intention here is that you familiarize yourself, together with your supervisor, with your learning objectives and personal preferences and look at the “what, where and when” questions and how you intend to realize those. First of all, you will need to develop an internship work plan together with your internship supervisor at the institution. The scope of the work plan always is the entire internship period, which means: including the period needed to finish your BAPD cases (if applicable, see the BAPD paragraph further on). The format for the work plan you will find in Appendix 1a (for a practice internship) or 1b (for a research internship).

The work plan will become official once it is signed by the student as well as the external supervisor, and has been sent to the staff internship supervisor (see your Student
Form Master’s Internship for the date). Later on, during discussions with your external internship supervisor, the internship work plan and your learning objectives will be the focal points. It is important that the external supervisor and the intern determine what activities will take place at the internship location after the orientation phase, and who should be approached, as far as the steps that need to be taken and the ensuing development, is concerned.

The work plan needs to explicitly state the following:
1. The professional technical objectives and the personal learning objectives of the intern;
2. The activities the institution expects the intern to perform;
3. The trajectory offered by the institution to realize these objectives.

The work plan needs to contain all these points, and serves an agreement as to how, when, and in which period the intern will be supervised in achieving these objectives. Within this work plan an indication is presented (a profile) what level of development and autonomy needs to be achieved at the end of the internship. The contents of the work plan (Appendices 1a and 1b) and Subjects of evaluation (Appendices 2a and 2b) together form the basis for the intermediary and final evaluation of the internship. These points also form a natural guideline for the contents of the internship report (see Appendixes 3a, 3b and 3c).

3.4 Intermediary evaluation: go or no go for continuing your internship

After about two months, there is a formal evaluation discussion between the external internship supervisor and the student. This will be held on a predetermined date, within three months after the starting date. During the evaluation discussion, the work plan agreement that was made earlier and progress concerning the learning objectives will be assessed. If necessary, agreements will be adjusted. The result of the discussion will be documented by the student in a report within the week following this talk, and it needs to be submitted to the internal CHN internship supervisor. If necessary, a second discussion will take place.

This point carries further importance, in that it requires a decision from both parties whether continuation of the Internship period is viable. At this point a ‘go’ or ‘no go’ decision is needed from the supervisor about whether the internship will be continued or not, will be made. In (rare) cases, it may turn out that the student is not suited for the type of work required in the current work setting. In case the supervisor has confidence in the continued professional development of the intern, the contract is continued. The agreement by the institute to continue the internship implies that the trajectory will be sustained until the agreed upon final date. Continuing after this point implies that the supervisors have the confidence that the final evaluation of the internship will include a passing grade or higher (grade of 6 or higher).

When there are doubts regarding the compatibility of the student with the current internship position, a talk with the internal internship supervisor will take place to look for a suitable solution. If the contract is prematurely ended, the CHN internship coordinator needs to be informed.

If, despite doubts, the decision is made to continue the internship, concrete agreements will need to be made regarding points of improvement, which are necessary in order to restore confidence. In that case, within two months another evaluation discussion will be held. If no improvement is visible, the internship will be discontinued. If, at that point in time the supervisor still gives the go ahead, the internship cannot lead to an unsatisfactory evaluation, unless there are gross mishaps or neglect on the side of the student.

3.5 Final work evaluation: reflection & ruling of the external supervisor

At the end of the internship period, a final evaluation discussion will be held, in light of the work plan and the evaluation points that take into consideration the entire internship. At the end of the internship period, the external supervisor will be asked to submit a short written
evaluation regarding the intern’s performance, which will be sent to the internal internship supervisor of Clinical Psychology (within a week of completion of internship). In the written evaluation, attention must be paid to the client/therapist (client-intern) relationship, the intern’s ability to integrate within the work team, effort, professional/personal performance, as well as the development process.

The external supervisor’s evaluation of the intern, as a rule, results in an advice for a grade (in the range from 6 to 10) to the internal supervisor of CHN. The guidelines for this evaluation are listed in Appendix 4. This advice for the final grade from the supervising psychologist takes place before, and separate from the student’s final internship report. As per agreement however, part of the report concerning the work activities can serve as a foundation for the final evaluation discussion.

The definite assignment of the final grade will take place after approval of the internship report by the internal internship supervisor (see Appendix 4, as well).

4 Reflecting: internship report & closure

Now that the “work” component has finished, the internship as an educational component still needs to be completed. The internship will be completed once the final report has been submitted. The internal supervisor will read and evaluate the report, which will then be sent to the external supervisor.

4.1 Internship report & grading advice

The internship report will mark the closure of the student’s internship efforts. In general, the report’s format follows the points that are indicated in Contents of the work plan and Subjects of evaluation. It has to be turned into the internship supervisor of the Department of Clinical, Health and Neuro Psychology within one month after the completion of the internship.

The CHN supervisor will read the report. After evaluation, and possibly a request for corrections, the internship report will be submitted to the external internship supervisor. In the event that obvious inconsistencies are apparent in the report, the external internship supervisor will return the report to the CHN internal supervisor and student for necessary adjustments. Sometimes the external internship supervisor prefers to have a look at the report before evaluating the student. This is mostly discouraged in order to have the make the external evaluation independent from the intern’s evaluation of the work context and supervision experiences. In agreement with the student, the descriptive part of the report can be made available. This in turn could be of assistance to the external supervisor(s), in order to have a clearer overview, especially if there have been more supervisors involved at the workplace.

Eventually, a decision can also be made to have the report available to other Master’s students within the same trajectory. Parts of the report can, of course, be kept confidential.

4.2 Final grading of the internship

In most cases the CHN Internal supervisor will accept the grade suggested by the external internship supervisor, if the internship report is satisfactory. However, it could be that the CHN supervisor has a different view on the student’s performance than the external internship supervisor. In light of standardization, especially in relationship to other students, an adjustment in either direction may have to be made.

In certain cases the internal supervisor may need to pay special attention to the grading process, which may result in having to deviate from the advised grade. Evaluation criteria, general grading and other related points are described in Appendix 4.

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9 In case of an internal Research Internship, the supervising staff-member will grade the internship. In case of disagreement between student and supervisor, the Internship Coordinator will mediate.
5 Specific aspects of the Practice Internship

The practice internship will take place in a clinic for healthcare psychology, a health center, a general hospital (e.g. PAAZ, Department of Clinical Psychology, Department of Cardiovascular Therapy), in various departments of mobile GGZ institutions (these used to be Regional Institutions for Mobile Mental Healthcare, RIAGG locations), in a Bureau for Alcohol and Drug Referral (CAD), in a crisis center, in a general psychiatric hospital, etc. It sometimes is possible to do research within the internship institution; internship and research can then be combined (refer to the combined internship/thesis).

5.1 Content of the Clinical Practice Internship

The supervisor of the internship institution has to obtain permission from a superior to involve the intern in internal duties and provide the intern with insight into the position of psychologist within the institution and the resulting duties and relationships. He/she needs to place the intern in the position to learn to execute part of the assigned duties as independently as possible, while under supervision. If you are planning to enter the Post Master’s / Post Doctoral learning trajectory, it is advisable to make sure that your Clinical Master’s Practice Internship meets the entrance requirements as far as contents is concerned:

1. The intern must have had sufficient client contact concerning intakes and diagnostics and he/she must have done (part of) these independently.
2. During the internship, the intern needs to have sufficient treatment contact with clients or client systems (therapeutic interventions, individual or in groups).
3. Acquiring the Basisaantekening Psychodiagnostiek (BAPD) is an advantage.

Getting acquainted with the following aspects of practical clinical work is required:

- Intake procedures
- First interview/anamnesis
- Psycho diagnostic examination
- Problem assessment
- Short term treatment
- Educational interventions
- Training
- Case evaluation

The ratio of diagnostic work / treatment work may differ from institution to institution. However, the ratio between these should always be between the shares of 80% - 20%. In case less than 20% diagnostic or treatment practice is offered. Solutions may be sought in detaching the student part of the time to another department within the institution, where additional work can be done to comply. This needs to be mentioned explicitly in the work plan.

5.2 Procedure during Practice Internship

During the internship duties will need to be performed on the basis of increasing independence. First of all, this involves that students will have to be present during intakes, treatments and interventions of their internship supervisor or their colleagues. The internship institution determines when and whether the intern is ready to perform these duties independently while under supervision. This is usually not the case in the more severe or complex cases.

During the application interview and/or the discussion on the work plan, the possibilities and restrictions regarding the earlier mentioned duties will be discussed. If the student has doubts as to obtaining sufficient diagnostic and practical experiences, he or she is expected
to contact the CHN internal internship supervisor as soon as possible to determine whether, where and how assistance is necessary. During the first month of the internship, the final work plan must specifically meet the requirements for the Practice Internship (see Appendix 1a).

5.3 Ethical, Organizational & Legal Aspects

As mentioned before, an integral part of the Clinical Practice Internship is learning about the ethical, organizational & legal aspects of your work. Throughout the learning period in the Internship group intervision, as well as in the final internship report, these will be an important topic of study and reflection. Appendix 6 lists the specific questions that need to be addressed.

6 Specific aspects of the Research Internship

Those who would like to specialize in research in the area of Clinical Psychology can choose a Research Internship instead of a practical internship. The goal of the internship is to become acquainted with as many phases of the research process as possible. This involves that the student takes an active part in research currently conducted, partly on an independent basis. Research Internships are more advantageous to the intern, when the thesis is also part of the research conducted. Generally, the magnitude of internship will be limited to a Mandatory Internship (20 ECTS). It may, however, after in discussion with all parties involved, elaborated to an Extended Internship.

The possibilities for a Research Internship can be primarily found by the research projects of the Department of CHN. When a Research Internship is started, it will have to be in conjunction with a research project in progress within the Department. Sometimes, it is possible to complete a Research Internship in an external research institution in the area of Clinical Psychology. In that case, it is of importance that the project will have been screened in advance by the internship coordinator to make sure that it meets the requirements of the Clinical Research Internship.

6.1 Contents of the Research Internship

A Research Internship confronts the intern with the various aspects of research, fieldwork, data processing and reporting. It is important that the student gains experience in all aspects of research. It is not the intention that the student be used as “a data collector or analyst assistant”. The duties of the intern will be arranged by the external internship supervisor, who will make sure that the intern becomes acquainted with a variety of activities which a researcher from the field of Clinical or Health Psychology needs to conduct. The following are included:

- Studying and reporting on relevant research literature;
- developing research hypothesis within the research;
- selection or construction of measurement tools;
- organizing research;
- participating in fieldwork, conducting interviews, surveys and experiments;
- data compilation & analysis;
- reporting in verbal and written form, all research activities;
- scientific reporting of research results (partial), e.g. paper, article, congress presentation;
- participating in research project meetings and discussions.

Special attention needs to be paid to research hypothesis and reporting. At the start of the internship agreements need to be made concerning the development of the student’s own (partial) hypothesis within the research. If a hypothesis has already been established, the student needs to be placed in the position to develop his/her own (partial) hypothesis and
he/she must be given the opportunity to prove or disprove it during the internship. It is preferred that the student report the research results in the form of participation in co-authoring scientific publications, in congress presentations or in producing posters.

6.1 Procedure during the Research Internship

Activities during the Research Internship will be conducted in an increasingly independent manner. Restrictions and possibilities concerning the activities need to be discussed during the initial interview with the scientist-project leaders. Attention must be paid that all scientific activities as listed in will be addressed. The activities mentioned earlier may not necessarily be completed in only one research project, but can be undertaken across different research projects within the same research institution. When committed to one project, it is useful to make an inventory regarding what areas of research skills will be lacking and what possibilities there are to compensate for these within the organization. During the first month of the internship a work plan, specifically for the Research Internship, will be developed (see Appendix 1b), which will be evaluated, according to specified criteria (see Appendix 2b), at an intermediary and final stage. A guideline for the contents and structure of the report of the Research Internship can be found in Appendix 3b.

6.2 Supervision and evaluation of the Research Internship

In case of an external Research Internship position, basically the same regulations apply as were listed earlier for the practical internship evaluation. However, in case of an external research-internship, the supervisor provides a written evaluation and an advisory grade for the practical part of the Research Internship. Due to the nature of the activities in a Research Internship, the supervisor also provides an advisory grade for the reported components of the (partial) research. The internal supervisor then determines the final grade and officially assigns the grade. Once the internal supervisor has evaluated and approved the internship report, he/she will present it to the supervisor for him/her to read, at the location of the internship, who will then in turn indicate agreement.

In the case of an internal internship the grading procedure will be done by the internal supervisor only. In case the student disagrees with the grading, the internship coordinator will mediate in the conflict, and may assign an independent internal supervisor to read the internship report.

7 The Clinical Master’s Internship - Thesis combination

In some cases, a 10 EC Research Internship or a 20 EC Practice Internship can be combined with the writing of Master thesis. Although attractive, in practice this combination will not always be possible. If a student considers such a combination, before any promises are made or contracts are signed, approval from both the thesis coordinator and internship coordinator of Clinical Psychology need to be obtained in advance. Thesis and internship, when combined, will still have different aims, lead to different reports, and include separate internal (and external) supervisors. Different teachers are involved in coaching and grading of each. When a Research Internship is combined with a Thesis, still a separate internship report needs to be submitted. Participation in the internship intervision groups is always required. The evaluation for the internship and thesis component will be conducted separately (see table 3).
The evaluators and supervisors who are concerned with the various aspects of the Internship and Master’s Thesis are listed in Table 3. The final grading of the internship part is always the responsibility of the internal supervisor instructor of CHN.

Table 3: Responsibility concerning supervision and final evaluation of the internship when combined with a thesis (further information on this can be found elsewhere in the text)

<table>
<thead>
<tr>
<th>Supervisors</th>
<th>Grading of thesis</th>
<th>Grading of internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Internship (external)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 NIP registered clinical psychologist, psychotherapist, GZ psychologist</td>
<td>External Supervisor: Evaluation and advisory grading concerning practical internship</td>
<td>CHN supervisor internship instructor: Evaluation + grade, report + formal grade assignment</td>
</tr>
<tr>
<td>1 CHN internshp supervisor instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Research Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 external supervisor (recognized researcher)</td>
<td>External Supervisor: Evaluation and grade for internship and research report</td>
<td>CHN internshp supervisor instructor: Evaluation + grade report, final grade + formal grade assignment</td>
</tr>
<tr>
<td>1 CHN internshp supervisor instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Research Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 CHN internshp supervisor instructor</td>
<td>CHN internshp supervisor: Evaluation and advisory grading concerning internship and research report</td>
<td>CHN internshp supervisor instructor: Evaluation + final grade + formal grade assignment</td>
</tr>
<tr>
<td>Internal Research Internship &amp; Masters Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 CHN internshp supervisor instructor</td>
<td>CHN supervisor: Final grade for thesis + formal grade assignment</td>
<td>CHN internshp supervisor: Evaluation and grade for internship, Evaluation internship report + final grade + formal grade assignment</td>
</tr>
<tr>
<td>1 CHN co-reader</td>
<td>CHN co-reader: grade thesis</td>
<td>CHN internshp supervisor instructor: Evaluation concerning report of internship component (hst) + final grade + formal grade assignment</td>
</tr>
<tr>
<td>External Research Internship &amp; Masters Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 External supervisor (recognized researcher)</td>
<td>supervisor: grade thesis</td>
<td>supervisor: Evaluation and advisory grade internship</td>
</tr>
<tr>
<td>1 CHN internshp supervisor instructor</td>
<td>CHN thesis supervisor final grade</td>
<td>CHN internshp supervisor instructor: Evaluation concerning report of internship component (hst) + final grade + formal grade assignment</td>
</tr>
<tr>
<td>1 CHN thesis supervisor</td>
<td>thesis + formal grade assignment</td>
<td></td>
</tr>
<tr>
<td>1 CHN co-reader</td>
<td>CHN co-reader: grade thesis</td>
<td></td>
</tr>
</tbody>
</table>

7.1 Procedure concerning Internship - Thesis combination

Some Internship-Thesis opportunities are offered directly by the CHN Staff. These are presented at the beginning of the Master year in a special meeting where all Thesis subjects for that particular year will be presented. Most combinations offered will be Research Internship-Thesis combinations (General Clinical Master), some may be Practice Internship-Thesis packages (Mental Health Care Clinical Master). These trajectories naturally always meet the requirements.

Requests for writing a thesis at an external internship institution, are under special scrutiny. Some institutions offer a Thesis possibility, but these are not guaranteed to comply with our criteria. In case a thesis is proposed, the student also needs to be externally supervised by an experienced researcher (PhD.) or AIO. This requires different competencies than some internship institutions can offer. Thesis subjects are generally offered by staff of the section Clinical Psychology itself. Requests for writing a thesis in an external organization that does not have in-house qualified researcher available for supervision can only be honored if a staff member of the Department CHN is involved in the research project, and is able and willing to provide supervision concerning the contents. For details regarding the procedure: contact the Thesis Coordinator.

In any Internship-Thesis combination, the student, together with the external organization, needs to clearly indicate when and how the internship as well as the thesis will be completed within the allotted time. Delay in either may not become the cause of a study extension. For more information: see the information on the Master Thesis on the Clinical Master General Blackboard.

In case of a planned combination, during the first three weeks, the internship work plan must be developed which includes a basic thesis design, which when implemented will result in the thesis. This design needs to be submitted to the thesis coordinator.
8 Exceptional situations

In this section, we will address some special issues that may occur in the context of Clinical internships.

8.1 Incomplete Clinical Practice internship

In some cases, an institution may not be able to provide comprehensive Clinical Practice internships. In most cases the problem may well be lack of opportunity to do diagnostic work or treatment of clients. Such a situation can prevent the student from reaching the proper entry level for being admitted to the Post Doctoral study in Health Care Psychology. Pay attention to the following points:

- It is necessary to identify and signal a lack of availability of the mandatory internship activities before starting the internship and latest whilst making the work plan. Consequently, the student needs to discuss the possibilities of conducting the activities at a different location in the internship institution, such as another department or external location, in order to gain the necessary experience.
- In case this cannot be realized, a complementing internship in another department of the institution may be an option in order to gain experience in diagnostic work. If this is not possible, another institution needs to be found. In this case the internship coordinator needs to be contacted.
- In case of lack of treatment opportunities, an institution is not likely to be qualified by CHN as a place of internship except in the case of a clear link to a complementing internship. Incidentally, a short additional internship will be permitted if this has been arranged in advance. Such a complementing situation needs to be found and arranged by the student him/herself.

8.2 Internship abroad

The department of Clinical Health & Neuro Psychology does not have a file for practical internships abroad. For Dutch students, it is rather difficult to find Practice Internships in Clinical Psychology abroad, since eloquent language ability is required in order to administer therapy to clients in the other populations. Of course you may look for an internship on your own.

Foreign students, on the other hand, may benefit from having a Practice Internship position in their home country, and may have easier access to institutions there.

As a rule, Research Internships, including those in combination with a Thesis, are typically easier to realize abroad than Practice Internships. When looking into an internship location abroad, be sure that the internship coordinator has looked at it before hand to determine if future approval can be granted. The internship must meet the same requirements as an internship in the Netherlands and a qualified supervisor must be present. The student must be able to provide evidence of this by means of written information material concerning the place of the internship. An internship contract in English is available on the website.

With any internship abroad, the work plan needs to be submitted to, and approved of, by the internship coordinator before commencement of the internship. The reason is that post-hoc discovery of lack of educational value and reparations of this are far less easy to deal with from a distance.

In addition, this internship work plan, as well as the contract, needs to be signed by the student, supervisor and internship coordinator in advance. Internal supervision from within the Department will take place by means of e-mail and written correspondence. The intern needs to contact the supervisor instructor of CHN at agreed upon times, either by telephone or by letter in which the activities and progress is described in short reports. The Department does not have any information regarding scholarships for students to complete part of their study abroad. Information can be obtained at the “Leids Universiteits Fonds” for financial support for foreign internships.
8.3 Additional Master’s programs and the Clinical Internship

In the case of studying for more than one Master’s, you will need to do two different internships and write two separate Master’s theses. It is generally not possible to do two internships for one master’s program. In rare cases, a single internship can be taken if it is applicable to both programs. Such an internship can only be selected if both programs have given consent in advance. Each Master’s may, furthermore, have its own specific requirements for content and format of the internship report, as well as different Internship procedures.

Request for approval always needs to be submitted to both internship coordinators. This needs to include content, level and a description of the internship duties as well as the qualifications of the supervisor. In either case, the requirements for the Clinical Internship, as are formulated in this manual, need to be met. In any case, an internship supervisor from within the Clinical department will need to be assigned.

8.4 A waiver for the Clinical Master’s Practice Internship?

In rare cases, a partial waiver can be issued for the Clinical Master’s Practice Internship. When evaluating a request for a waiver, the following guidelines will be maintained. Students can be issued a (partial) waiver when:

(1) The request is submitted on basis of current or recent duties which are relevant and on the level of an academic psychologist (so Social work, Nursing and other prior trajectories do not qualify).

(2) These duties must, at least for the nominal period (see Table 2) have been conducted as a ‘learning trajectory’ under supervision of a registered health care psychologist, NIP qualified clinical psychologist or a VWS registered psycho therapist or a GZ psychologist with a minimum of 20 supervision hours. The supervision must be accounted for in the form of written reports and documented performance, evaluation discussions, as well as self-reflection on functioning and progress.

(3) The duties may not have been performed more than five years prior to the date of the request;

(4) The scope of the duties in terms of diagnostic work and treatment must be sufficiently broad.

It should be mentioned that waivers are hardly ever issued, because of the omission of point (2) in most cases. This is critical, since it distinguishes mere ‘working experience’ from a structured learning situation.

8.4.1 Procedure for requesting a (partial) waiver

- In the case of eligibility for a (partial) waiver, the internship coordinator needs to be consulted in advance.
- The request for a waiver needs to be submitted in writing, together with the appropriate documents such as diplomas. The nature and duration of the duties for which the waiver is requested, need to be described.
- A written statement from the employer / supervisor needs to be requested, describing the nature, scope and quality of the duties conducted.
- The waiver will be issued by the internship coordinator and the chairman of the Educational Commission of the Clinical Master.
- When the waiver is issued, the student will still need to write an internship report according to the guidelines indicated for writing an internship report or according to the guidelines set by the internship coordinator.

Note: In case a decision is made to resort to an adjusted internship, the scope of the internship needs to be stated in an internship contract which will be signed by the intern, the supervisor and internship coordinator.
8.4.2 Internship ‘On the job’

Some students happen to work in institutions that qualify as internship-places by the standards of CHN. E.g., one may work as a diagnostic assistant in a psychology practice, or as a social worker in a psychiatric hospital. This position, together with the network available there, might be favorable to create an internship-period within the workplace. The student may be able to arrange supervision of a clinical or GZ psychologist, as well as treatment and diagnostic opportunities.

In that case, the student may put forward a proposition for a work plan to shape their work situation in such a way that it meets the internship requirements of the Clinical Master. If the work-plan is approved of by the internship coordinator, it may integrate with the work setting.

In these cases, it is wise to obtain the weekly supervision on personal and professional development from qualified psychologists within the organization, but outside the direct daily-work situation in order to avoid conflicts of interest.
9 Appendices: practical guidelines (English)

Appendix 1a  Work plan development of the Practice Internship

The professional technical and personal learning goals are the basis for this work plan. The agreements between the supervisor and the student are more or less in chronological order. When necessary, specific points will be listed, which will be emphasized during the internship or which will need to be given extra attention.

Introduction activities
- What introduction activities are available to the intern?
- Who will show you around in the organization and introduce you to colleagues, new departments, etc? How will that be arranged?
- How much time will be spent on this? How long will this period be? Who will be in charge of this?

Getting familiarized with the work
- What needs to be done in order for the intern to become familiar with the duties?
- Getting familiar with the specific literature in the service area of the organization, e.g. the patient population and the treatment forms.
- Reading up on the appropriate protocols and procedures, treatment plans and case descriptions.
- How much time will be spent on this? How long will this period be? Who will be in charge of this?

Intakes/diagnostics (advised minimum of 60 client contact hours)
- What type of intake and diagnostic procedures will the intern use during the internship?
- How many diagnoses determined by the supervisor will the intern observe?
- How many intakes and diagnosis determinations by the intern will be under supervision while the supervisor is present as a coach (feedback will be provided immediately after)?
- When applicable, as of when, will the intern conduct intakes and determine diagnoses independently? The intern conducts and determines these and the supervisor provides feedback on reports and discusses with the intern, specific points indicated.
- How many hours will the intern spend on direct client contact concerning intakes and diagnostic activities (minimally 60 hours).

Therapy/treatment of clients or client systems (advised min. of 60 client contact hours)
- What types of interventions will the intern implement during the internship? Indicate the forms of individual client treatments such as group therapy, training and contact client systems.
- How many diagnoses determined by the supervisor will the intern observe?
- How many therapeutic interventions which the intern implements, will the supervisor attend as a direct coach (feedback will be provided immediately after)?
- When applicable, as of when, will the intern develop and implement treatment plans independently? The intern develops and implements these and the supervisor provides feedback on reports and discusses with the intern, specific points indicated.
- How many hours will the intern spend in total on direct client contact concerning therapeutic treatment of individuals and groups (minimally 60 hours)?

Supervision and intervision
- Which meetings in the organization will the intern attend (e.g. client discussions, weekly meetings, team meetings, internal study seminars)? What will be the expectations of the intern during these meetings?
- When will the meetings between intern and supervisor take place and how long will they last?
  They should be minimally one hour long per week during the entire period.

Evaluation
- Which dates will be set apart for formal intermediary and final evaluations? Who will attend these?

The work plan needs to be signed by student and institution and sent to the internal supervisor.
Appendix 1b Work plan development of the Research Internship

The professional technical and personal learning goals are the basis for this work plan. The agreements between the supervisor and the student are more or less in chronological order. When necessary, specific points will be listed, which will be emphasized during the internship or which will need to be given extra attention.

Introduction activities
- What introduction activities are available to the intern?
- Who will show you around in the organization and introduce you to colleagues, new departments, etc? How will this be arranged?
- How much time will be spent on this? How long will this period be? Who will be in charge of this?

Getting familiar with the work
- What needs to be done in order for the intern to become familiar with the duties?
- Getting familiar with the specific literature in the service area of the organization, e.g. the patient population and the treatment forms.
- Reading up on the appropriate methodology, procedures and intervention forms.
- How much time will be spent on this? How long will this period be? Who will be in charge of this?

Professional scientific development
In what way, manner and with what measure of independence will the intern work on the following activities:
1) Studying literature (bibliographic disclosure, theoretical and empirical proportions);
2) reporting of literature (extensiveness and format of the reports);
3) questioning and formation of hypothesis;
4) random sample drawing / response selection;
5) selection or development of measuring instruments;
6) administering psycho diagnostic tests / interviews;
7) developing and/or implementing of scientific experiments;
8) organization of research, of fieldwork;
9) directing (other) research staff;
10) data processing (methods and programming);
11) data analysis (what techniques);
12) reporting of various duties, verbally and in writing;
13) participating in discussions and meetings;
14) integration of theory and practice;
15) implementation of theory in practice;
16) attending courses.

Supervision and intervision
- What meetings in the organization will the intern attend (e.g. client discussions, weekly meetings, team meetings, internal study seminars)? What will be the expectations of the intern during these meetings?
- When will the meetings between the intern and supervisor take place and how long will they last? They should be minimally one hour long per week during the entire period.

Evaluation
- What dates will be set apart for formal intermediary and final evaluations? Who will attend these?

The work plan needs to be signed by student and institution and sent to the internal supervisor.
Appendix 2a  Evaluation points of the Practice Internship

The specific points listed below are to be discussed during the evaluative performance discussions and the intermediary and final evaluations of the Doctoral / Research Internship. All points are to be covered during a formal evaluation discussion.

INTERNSHIP CONTEXT

1. Overall situation of organization / department during past period
   • atmosphere
   • work pressure

2. Current state of affairs concerning the agreements in the work plan

PROFESSIONAL TECHNICAL PERFORMANCE OF INTERN

1. Diagnostic
   • initial visiting hour discussions
   • intake discussions
   • administering psycho diagnostic tests
   • developing treatment plans

2. Guidance and treatment of clients/patients and/or client/patient systems.

3. Providing information, instruction and education to clients/ patients and/or client/patient systems.

4. Consulting other mental and physical healthcare providers.

5. Reporting verbally and in writing various duties.

6. Participation in discussions and meetings.

7. Integration of theory and practice
   • studying literature
   • implementation of theory in practice
   • evaluating implementations

8. The degree of variation in specific professional activities conducted.

PERSONAL PERFORMANCE OF INTERN

1. Evaluation of the intern’s developed learning goals.

2. Effort, attitude and level of interest, preparedness to learn
   • taking initiative
   • openness towards feedback from supervisor, team members, clients/patients
   • action undertaken concerning feedback
   • punctuality
   • keeping to agreements

3. Contact and social skills
   • with clients/patients
   • with team members
   • with supervisor
   • with coworkers from other disciplines
   • stress management
Appendix 2b Evaluation points of the Research Internship

The specific points listed below are to be discussed during the evaluative performance discussions and the intermediary and final evaluations of the Doctoral / Research Internship. All points are to be covered during a formal evaluation discussion.

INTERNERSHIP CONTEXT
1. Overall situation of organization / department during past period
   • atmosphere
   • work pressure
2. Current state of affairs concerning the agreements in the work plan

PROFESSIONAL TECHNICAL PERFORMANCE
1. studying literature
2. reporting of literature
3. questioning
4. random sample drawing
5. selection or development of measuring instruments
6. administering psycho diagnostic tests / interviews
7. developing and/or implementing of scientific experiments
8. organization of research, of fieldwork
9. data processing
10. data analysis
11. reporting verbally and in writing, various duties
12. participation in discussions and meetings
13. integration of theory and practice
14. implementation of theory in practice

PERSONAL PERFORMANCE
1 Evaluation of the intern’s developed learning goals.
2 Effort, attitude and level of interest, preparedness to learn
   • taking initiative
   • openness towards feedback from supervisor, team members, clients/patients
   • action undertaken concerning feedback
   • punctuality
   • keeping to agreements
3 Contact and social skills
   • with clients/patients
   • with team members
   • with supervisor
   • with coworkers from other disciplines
4 Stress management
Appendix 3a  Contents of the internship report of the Practice Internship

The report of a practice internship needs to be based on previously made agreements and evaluations in the trajectory. The report needs to at least contain the following subjects.

1. **Organization** a short description of the organization (max. two pages) including
   - a diagram of the organizational structure;
   - embedding the mental and/or physical health care / scientific field.

2. **Work plan** a short description concerning the work plan (see Appendix 1a):
   - How concretely did the process evolve?
   - Where has been deviated from the agreements? What practical consequences did this entail?

3. **Evaluation** description pertaining to the subjects of the evaluation (see Appendix 2a) placing emphasis on the following elements:
   - Work context and development during the internship (also refer to work plan);
   - development of professional technical performance concerning intakes and diagnostic;
   - development of professional technical performance concerning treatment (including the appropriate theoretical guidelines);
   - development of personal performance (include examples);
   - cooperation and support;
   - description of manner and scope in which the learning goals have been achieved.

4. **Treatment case including self reflection** an extensive treatment case in which one’s personal and professional technical performance is illustrated. Data of clients and/or patients need to be documented as anonymous.

5. **Organizational, ethical and legal aspects** a description of these aspects, following the guidelines of our department (see Appendix 6 for the questions to be answered).

6. **Internship group** description of the contribution of the internship meetings (with the internal supervisor of the university present) pertaining to concrete acquisition of knowledge and insights.

7. **Summarizing reflection** (short) of the most important insights and skills acquired during the internship as well as insights into work procedures.

8. **Looking ahead** what does this clinical work experience mean in terms of your choices and future as a psychologist?

9. **List of literature** put together according to APA guidelines.

The Research Internship needs to include, within an appendix, a report by the student of the conducted (partial) research.

The report should consist of 15-25 pages, not including the appendix pages.
Appendix 3b  Content internship report of the Research Internship

The report of a Research Internship cab produced based on previous agreements and evaluations in the trajectory. The report needs to contain the following subjects.

1. **Organization** A short description of the organization (max. two pages) including
   • a diagram of the organizational structure;
   • Position of the organization in the field of mental and/or physical health care / scientific field.

2. **Work plan** A short description concerning the work plan (see Appendix 1b):
   • How concretely did the process evolve?
   • Where has been deviated from the agreements? What practical consequences did this entail?

3. **Evaluation** description pertaining to the subjects of the evaluation (see Appendix 2b) placing emphasis on the following elements:
   • Work context and development during the internship (also refer to work plan);
   • development of professional technical performance concerning practical research;
   • development of professional technical performance concerning writing and reporting (including the appropriate theoretical guidelines);
   • development of personal performance (include examples);
   • cooperation and support;
   • description of manner and scope in which the learning goals have been achieved.

4. **Report of the process of establishing one’s own research hypothesis or theoretical framework** A report which illustrates one’s own academic and professional level of thinking. Data of clients and/or patients need to be documented as anonymous.

5. **Scientific output on own accord Report**, analysis, presentation which illustrates one’s own level of scientific reporting. This is included in an appendix which is a report about the (partial) research conducted by the student

6. **Internship group** Description of the contribution of the internship meetings (with the internal supervisor of the university present) pertaining to concrete acquisition of knowledge and insights.

7. **Summarizing reflection** (short) of the most important insights and skills acquired during the internship as well as insights into work procedures.

8. **Looking ahead** what does this clinical work experience mean in terms of your choices and future as a psychologist?

9. **List of literature** put together according to APA guidelines.

The report should consist of 15-25 pages not including the appendix pages.
Appendix 3c Contents internship report on Psychologist-Coaching Internship

The report of a Psychologist-Coaching internship needs to be based on previously made self-reflective reports, progress-logs of clients and personal evaluations and feedback in the trajectory. The report needs to at least contain the following subjects.

1. **Organization & design** a short description of the organizational setting in which the internship took place, the program of both the introductory learning phase and the practice phase.

2. **Description & evaluation** of the contents of the internship, in chronological order, placing emphasis on the following elements:
   - Learning goals;
   - Work context and its development during the internship
   - Use of articles, books and training-coaching materials (including the theoretical guidelines and background);
   - Development of professional technical performance concerning coaching skills;
   - Development of personal performance (include examples);
   - Cooperation and support during the internship (team, staff);
   - description of manner and scope in which the learning goals have been achieved.

3. **Case report, including self reflection** an extensive case in which one’s personal and professional technical performance as a coach is well illustrated. Data of clients and/or patients need to be documented as anonymous.

4. **Internship supervision** description of the contribution of the internship meetings (with the internal supervisor of the university present) pertaining to concrete acquisition of knowledge and insights.

5. **Summarizing reflection** (short) of the most important personal insights and skills acquired during the internship as well as insights into work procedures.
   - What key insights, did you develop?
   - Name and sketch the development of insight of your personal talent, qualities as well as your most pervasive pitfalls and debilitating patterns during the entire trajectory.

6. **Looking ahead** what does this Psychologist-Coaching internship experience mean in terms of your choices and future as a psychologist?

7. **List of literature** put together according to APA guidelines.

The report should consist of approximately 15-20 pages, not including the appendix pages.
Appendix 4 Performance and grading

The following is a guideline which the Department of Clinical Psychology observes when evaluating the performance of students in the practice internship trajectory.

Guidelines for grading

Every grade is accompanied with a general indication of performance level. This chart may also be of assistance to the external internship supervisor. The scale for final evaluations ranges from 6 to 10, which conforms to the Dutch grading norms. On grounds of the criteria below, the external internship supervisor will provide final evaluation advice for a final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Indications of the accompanying performance level:</th>
</tr>
</thead>
</table>
| 6\textsuperscript{th} satisfactory | • The student has met the basic requirements for performance during the internship but no more than that.  
• Limited independent performance is evident; the student has attained this with difficulty.  
• The independence of the student is minimal; reliance on the supervisor continued until the end of the internship. Or:  
• The student has difficulty implementing the feedback received, bringing it into practice de student and has difficulty self correcting behavior. |
| 7 More than satisfactory | • The student has met the basic requirements for performance during the internship, exhibiting substantial development.  
• Independent performance is evident, but the student’s performance occasionally needs to be corrected as blind spots are still present.  
• Is able to deal with feedback and can partially integrate this in own work manner.  
• Shows definite growth in professional relevant insights and performance during the internship. |
| 8 good | • The student has, along the way, developed into an autonomous functioning coworker, who is capable of indicating on his/her own accord where there is a need for support and he/she is aware of the skills which still need to be developed.  
• Can deal well with feedback and asks for it.  
• Final trajectory: Eventual correction by supervisors is barely needed; productive self reflection is evident. |
| 9 very good | As in an 8 including at least three of the following points:  
• The student has functioned excellently in relationship to staff members and patients;  
• has taken initiatives which resulted from having independently studied relevant literature;  
• in addition to displaying a clinical view, a critically scientific attitude is evident as well  
• independently initiates changes and improvements in the work place or in the structure of the department/work manner |
| 10 excellent | As in a 9 including both points below:  
• Knowledge acquired has been completely integrated within the person and the student functions as a mature independent professional.  
• The internship institution is prepared to make an effort to hire the student in an equally professional level after graduating. |

\textsuperscript{10} Starting grade is a 6. Since after two intermediary evaluations the internship was allowed to be continued; a failing grade can not be assigned unless the student displays gross behavior problems or negligence.
Appendix 5 Advice from the institution and final evaluation by CHN supervisor

In most cases the CHN supervising instructor will accept the grade suggested by the external internship supervisor if the internship report is satisfactory. However, it could be that the supervisor instructor has a different view on the student’s performance than the external internship supervisor. In light of standardization, especially in relationship to other students, an adjustment in either direction may have to be made. In certain cases the internal supervisor will pay special attention to the grading process, which may result in having to deviate from the advised grade.

Characteristics of the organization
In the organizational contexts of an internship listed below, specific attention is paid to see whether the grade matches the achievements of the intern:
- Institutions/ supervisors that offer an internship for the first time.
- Institutions that are experiencing phases of internal changes such as a merging, reorganization or function changes).
- Departments that are experiencing a shortage in staffing or are currently overloaded.
- Bureaus and institutions that operate on a commercial basis.

Characteristics of the situation
In the following situations the adjustment of the grade is taken into consideration in light of the advice of the institution. This with the intention to keep in mind possible hardship on the part of the student:
- Less than one hour of supervision by the contract supervisor per week.
- “Having been left to fend for him/herself” within the institution; introductory and orientation activities have barely taken place.
- Guidance by varying supervisors who appeared to have been inapt concerning certain duties and ignorant of certain agreements that were made with the intern.
- Unplanned or inconsistent supervision where clarity in responsibilities was lacking, as in conflicting assignments or being overloaded with responsibilities.
- Extensive work pressure in certain departments, emphasizing production.
- Intermediary changing of supervisors in the internship location; attention needs to be paid to the transfer and possible communication problems.
- Structural communication problems and/or animosity amongst (co)workers.
Appendix 6  Ethical, Organizational & Legal Aspects

Ethical, Organizational & Legal Aspects
in Health Care and Clinical Research
to be addressed during the Master Internship
December 1, 2009

Drs. Erica Bohnen, Dr Marc Cleiren, Dr Liesbeth Eurelings,
Prof. Dr Huub Middelkoop, Dr Chris Verhoeven, Dr Muriel Hagenaars
V1.2

Introduction
It is important to actively study and consider a number of ethical, organizational and legal topics during the internship period (applicable for all internships involving 20 ECTS or more). These topics will be the subject of discussion in supervisory meetings during the internship period, as well as in the subsequent internship report. A large number of do’s and don’ts, based on ethical standards, are regulated by law. The organization which provides the internship may also implement particular procedures and regulations to maintain these. The use of the book of Boot (2007) Organisatie van de gezondheidszorg is obligatory. It can be obtained from Labyrinth.

Themes to be discussed during internship meetings
During the regular supervisory meetings at the Psychology department with the internal supervisor\textsuperscript{11}, ethical themes will be a regular topic of discussion. The questions and dilemmas listed below may serve as a possible basis for discussion. The discussion may particularly address the link between the formal and real life aspects in your workplace, and ethical standards.

Questions
Describe the way in which the staff (or you) dealt with confidentiality of information in contact with patients\textsuperscript{12}, subjects, or respondents. You may focus on:

- Who in the workplace has access to the written / electronically stored patient information, who does not?
- To what extent are stories about the private life of the patient shared with colleagues in the institution?
- To what extent are treatment contracts employed?
- How is informed consent implemented in case of the use of routine monitoring instruments or additional testing for other than treatment purposes (e.g. for scientific or insurance purposes)?
- Is it clear which actions are in the interest of the patient, and which serve the interests of the institution/research?
- If applicable: to what extent are subjects informed about the costs and benefits of participating in the research project?
- In case of experimental research, which debriefing procedures are employed?

\textsuperscript{11} In case of an internship abroad, these topics will be addressed in supervisory meetings by phone or email.

\textsuperscript{12} For patient, please read client or client system, or legal representative if applicable.
Dilemmas

The internship supervisor or student may bring up dilemmas that may occur (or have occurred) during your work, where practical interests may conflict with ethical interests. Possible dilemmas include:

- A patient asks you not to share specific facts with a colleague/therapist who is also involved in the treatment program, but you consider this information to be relevant. What do you do?
- A patient confesses during a session that he/she has committed a crime (e.g. abuse, robbery, theft) or is planning or tempted to do so. He or she asks you not to mention it to anyone else. What do you do?
- A patient tells you (embarrassing) stories about fellow employees (colleagues) of the institution where you work. Is this information transmitted in your organization? How would (or did) you deal with this issue yourself?
- A patient has a heightened suicide risk, as far as you can judge (e.g. expresses concrete plans) but the patient does not want to talk about this, nor that you discuss it with others. What do (would) you do in such a case?
- It turns out a patient has a personal relationship with a friend or family member of one of the other staff members in the institution, and speaks about this in detail with you. How do you react?
- A colleague makes jokes about a patient during a work break, imitating and mocking the patient’s behaviour; You sense a somewhat degrading attitude. How do you react?
- A guardian or a teacher tells you confidential information about one of the parents who you meet regularly in ‘parent-supervision-meetings’. How do you react?
- A child tells you that he/she is being beaten at home, but doesn’t want you to tell this to anyone else. How would (or did) you deal with this issue?

General principles APA
(see http://www.apa.org/ethics/code/ for further explanation and elaboration):

1. Beneficence and Nonmaleficence
2. Fidelity and Responsibility
3. Integrity
4. Justice
5. Respect for People’s Rights and Dignity

Ethical standards APA
(see http://www.apa.org/ETHICS/code2002.html for further explanation and elaboration):

1. Resolving ethical issues (e.g., conflicts between ethics and law/organizational demands)
2. Competence (e.g., boundaries of competence, maintaining competence, providing services)
3. Human relations (e.g., discrimination, harassment, informed consent, cooperation with other professionals)
4. Privacy and confidentiality (e.g., maintaining confidentiality, limits of confidentiality, recording)
5. Advertising and other public statements (e.g., avoidance of false statements, statements by others, media presentations)
6. Record keeping and fees (e.g., documentation of professional and scientific work, maintenance of confidential records, fees and financial arrangements, presents)
7. Education and training (e.g., accuracy in teaching, design of education programs, mandatory individual or group therapy)
8 Research and publication (e.g., informed consent to research, debriefing, deception in research)

9 Assessment (e.g., bases and use of assessments, release of test data, interpreting assessment results, assessment by unqualified persons, explaining test results)

10 Therapy (e.g., informed consent to therapy, group or individual therapy, terminating therapy, interruption of therapy)

Themes to be addressed in the internship report

Ethical aspects will be a standard part of the internship report. Depending of the type of internship (research or practice oriented) there will be some differences in addressing the ethical issues.

In case of an internship in the Netherlands, study the contents and implications of the laws and regulations as listed in Boot (2007) and the NIP Beroepscode and explore how these are applied in your internship organization.

In case of an internship abroad, obtain and study the content and implications of the legal regulations referring to working with patients (e.g. confidentiality, ethical (research) committees, data gathering, and ethical issues). Sometimes these documents will be available in the organization, sometime you will have to search further on the internet or obtain info from the Psychological Association of the country of your internship. In your report you try to answer the following questions.

Organizational aspects to be addressed:

In the part that deals with the characteristics of the (work) organization at the internship institution: briefly describe the organizational structure of the institute. Ask for an organigram. All institutions have one.

Legal aspects to be addressed:

Wet op de Geneeskundige Behandelovereenkomst (WGBO)

In the Netherlands this law regulates ‘medical treatment’. For internships abroad: find the corresponding law or regulation on medical treatment and answer the following questions:

- In what way are clients informed about the treatment possibilities?
- How are patients informed about a psycho-diagnostic assessment?
- How does the psychologist check whether the patient has understood the information provided by professionals?
- When the patient refuses a treatment or a diagnostic assessment, is the patient being informed about the consequences?
- How is the patient file taken care of?
- What procedure is followed when a patient request insight in his/her file?
- Who signs the treatment agreement?
- Who reports the results of the psycho-diagnostic assessment to the patient? When can the report of the psycho-diagnostic assessment be filed? May the patient propose changes to the psycho-diagnostic report?
- How is a patient treated who is unable to give informed consent? How are patients treated who are younger than 16 years of age?
- For a diagnostic assessment/ treatment a psychologist needs permission of both authorized parents or guardian. However in this case there is contact with only one parent. What procedure will be followed in this case?

Wet Bijzondere Opnemingen Psychiatrische Ziekenhuizen (Wet BOPZ)
In the Netherlands this law regulates special admittance to psychiatric hospitals. For internships abroad: find the corresponding law or regulation dealing with this issue in the country of your internship.

- Did you ever experience that a patient was in crisis and subsequently forced to be admitted to a psychiatric ward? How was this forced admittance handled?

Kwaliteitswet Zorgvoorzieningen
In the Netherlands this law regulates the quality of health care. For internships abroad: find the corresponding law or regulation dealing with this issue in the country of your internship.

- What is done in your internship organization to meet these quality regulations?

Klachtrecht
In the Netherlands this law deals with the right of patients to put forward complaints against the institution where he is being treated. For internships abroad: find the corresponding law or regulation dealing with this issue in the country of your internship.

- Is the patient informed about his/her right to file a complaint? In what way?
- Can you give an example of how a complaint has been handled by the organization where you do your internship?

Wet Medisch Wetenschappelijk Onderzoek bij Mensen (WMO)
In the Netherlands this law prescribes how to treat and inform subjects/patients in scientific studies. For internships abroad: find the corresponding law or regulation dealing with this issue in the country of your internship.

- If research was involved: was it subjected to scrutiny of research commissions or ethical commissions? If so: how?
- How is anonymity of research data warranted?
- Are there internal protocols for ethical behaviour of staff/researchers with regard to patients and (scientific) patient research? If so: which procedures and warranties do they contain?
- How are agreements to participate in studies/research arranged in the organization of your internship?

BIG Tuchtrecht
This law deals with the way disciplinary action is taken in case of errors and misconduct of medical and psychological professionals. For internships abroad: find the corresponding law or regulation dealing with this issue in the country of your internship.

- Who in your institution takes responsibility for the clinical work and for errors and misconduct of a) psychology interns (psychology students), b) psychologists and c) psychologists in post master training for “Gezondheidszorgpsycholoog”.
- Who signs (and hence takes responsibility of) outgoing letters and psycho-diagnostic reports?

Ethical aspects to be addressed in the internship report:

- What ethical dilemmas did you face during your internship? Mention at least two.
Bijlagen: praktische richtlijnen (Nederlands)

Bijlage 1a Werkplan voor de Practice Internship

De professioneel-technische en persoonlijke leerdoelen zijn uitgangspunt voor dit werkplan. De afspraken tussen begeleider en student zijn hier min of meer chronologisch geordend. Zonodig worden specifieke punten genoemd waarop extra nadruk zal liggen tijdens de stageperiode, of waar in evaluatie bijzondere aandacht naar uit zal gaan.

Kennismakings-activiteiten
- Welke kennismakings-activiteiten zijn er voor de stagiaire?
- Wie maakt je wegwijs in de organisatie, stelt je voor aan collega's, nieuwe afdelingen etc? Hoe wordt dat geregeld?
- Hoeveel tijd wordt hiervoor uitgetrokken? Hoe lang duurt die periode? Wie begeleidt dit?

Inwerken
- Wat gebeurt er op het gebied van inwerken van de stagiaire?
- Inwerken in specifieke literatuur rond het servicegebied van de organisatie (bijvoorbeeld: patiëntpopulatie, behandelvormen).
- Inlezen in de gehanteerde protocollen en procedures, behandelplassen & casuïstiek.
- Hoeveel tijd wordt hiervoor uitgetrokken? Hoe lang duurt die periode? Wie begeleidt dit?

Intakes/diagnostiek (streefaantal 60 cliënt-contacturen)
- Welke typen intakes en diagnostische procedures zal stagiaire uitvoeren tijdens de stage?
- Bij hoeveel intakes en diagnosestellingen zal de stagiaire de kunst afkijken (begeleider is model, stagiaire observeert)?
- Bij hoeveel intakes en diagnosestellingen zal de begeleider aanwezig zijn als directe coach (stagiaire voert uit, begeleider observeert en geeft achteraf feedback)?
- Indien van toepassing: vanaf welke tijdstip zal de stagiaire zelfstandig intakes / diagnosestellingen uitvoeren? (stagiaire voert uit, begeleider geeft feedback op verslagen & bespreekt door stagiaire ingebrachte aandachtspunten)?
- Welk aantal uren zal de stagiaire besteden aan direct cliëntcontact rond intakes & diagnostische activiteiten (streven minimaal 60uur).

Therapie/ behandeling cliënten of cliëntssystemen (streefaantal 60 cliënt-contacturen)
- Welke typen interventies zal de stagiaire uitvoeren gedurende de stage (vermeld het aandeel van individuele cliëntbehandeling; groepstherapie, training, & contact cliëntssysteem)?
- Bij welke en hoeveel therapeutische interventies / trajecten zal de stagiaire de kunst afkijken (begeleider is model, stagiaire observeert)?
- Bij welke en hoeveel therapeutische interventies zal de begeleider aanwezig zijn als directe coach (stagiaire voert uit, begeleider observeert en geeft achteraf feedback)?
- Indien van toepassing: vanaf welke moment zal de stagiaire zelfstandig behandelplassen opstellen en behandeling uitvoeren? (stagiaire voert uit, begeleider geeft feedback op verslagen & bespreekt door stagiaire ingebrachte aandachtspunten)
- Welk aantal uren zal de stagiaire in totaal besteden aan rechtstreeks cliëntcontact bij therapeutische behandeling van individuen en groepen (dient minimaal 60 uur te zijn)?

Supervisie en intervisie
- Bij welke inhoudelijke overlegdrukkers van de instelling zal de stagiaire aanwezig zijn (b.v. cliëntbesprekingen, weekoverleg, teamoverleg, interne studieseminaris). Wat is de rol van de stagiaire tijdens deze besprekings?
- Op welke momenten van de week vindt supervisieoverleg plaats tussen begeleider en stagiaire en wat is de duur daarvan? (minimaal 1 uur per week gedurende gehele periode).

Evaluatie
- Op welke data zal een formele tussentijdse en eindevaluatie gehouden worden? Wie zullen daarbij aanwezig zijn?

Het werkplan moet getekend worden door de student en de externe supervisor, en toegezonden aan de stagedocent van de universiteit.
Bijlage 1b Werkplan voor de Research Internship

De professioneel-technische en persoonlijke leerdoelen zijn uitgangspunt voor dit werkplan. De afspraken tussen begeleider en student zijn hier min of meer chronologisch geordend. Zonodig worden specifieke punten genoemd waarop extra nadruk zal liggen tijdens de stageperiode, of waar in evaluatie bijzondere aandacht naar uit zal gaan.

Kennismakings-activiteiten

- Welke kennismakingsactiviteiten zijn er voor de stagiaire?
- Wie maakt je wegwijs in de organisatie, stelt je voor aan collega's, nieuwe afdelingen etc? Hoe wordt dat geregeld?
- Hoeveel tijd wordt hiervoor uitgetrokken? Hoe lang duurt die periode? Wie begeleidt dit?

Inwerken

- Wat gebeurt er op het gebied van inwerken van de stagiaire?
- Inwerken in specifieke literatuur rond het werkgebied van de organisatie (bijvoorbeeld: onderzoek in specifieke populaties, onderzoeksmethoden, werkvormen).
- Inlezen in de gehanteerde methodologie, procedures, interventievormen.
- Hoeveel tijd wordt hiervoor uitgetrokken? Hoe lang duurt die periode? Wie begeleidt dit?

Professioneel-wetenschappelijke vorming

Op welke wijze, in welke mate op en met welke mate van zelfstandigheid zal de stagiaire werken aan de volgende activiteiten:

1) bestuderen literatuur (bibliografische ontsluiting, verhouding theoretisch & empirisch);
2) verslaglegging over literatuur (vorm en uitgebreidheid van de verslaglegging);
3) vraagstelling & hypothesevorming
4) steekproeftrekking / respondentselectie;
5) selectie of constructie van meetinstrumenten;
6) afnemen psychodiagnostische tests / interviews;
7) opzetten en /of uitvoeren van wetenschappelijk experiment;
8) organisatie van onderzoek, van veldwerk;
9) aansturing van (andere) onderzoeksmedewerkers;
10) dataverwerking (methoden en programmatuur)
11) data-analyse (welke technieken)
12) rapportage, mondeling en schriftelijk van verschillende werkzaamheden;
13) participeren in overleg en vergaderingen;
14) integratie van theorie en praktijk
15) toepassen van theorie in de praktijk
16) bijwonen van cursussen.

Supervisie en intervisie

- Bij welke inhoudelijke overlegsituaties van de instelling zal de stagiaire aanwezig zijn (b.v. teambesprekingen, weekoverleg, interne & externe studieseminars). Wat is de rol van de stagiaire tijdens deze besprekingen?
- Op welke momenten van de week vindt supervisie-overleg plaats tussen begeleider en stagiaire en wat is de duur daarvan? (minimaal 1 uur per week gedurende gehele periode).

Evaluatie

- Op welke data zal een formele tussentijdse en eindevaluatie gehouden worden? Wie zullen daarbij aanwezig zijn?

Het werkplan moet getekend worden door de student en de externe supervisor, en toegezonden aan de stagedocent van de universiteit.
Bijlage 2a  Evaluatiepunten voor de Practice Internship

Dit zijn de aandachtspunten bij functioneringsgesprekken, tussen- en eindevaluatie van de Master praktijkstage. Alle onderstaande punten dienen tijdens een formeel evaluatiegesprek aan de orde te komen.

STAGECONTEXT
1. Globale situatie waarin de organisatie / afdeling verkeerde in afgelopen periode
   - sfeer
   - werkdruk
2. Stand van zaken rond de in het werkplan gemaakte afspraken

PROFESSIONEEL-TECHNISCH FUNCTIONEREN STAGEAIRE
1  Diagnostiek
   - eerste spreekuur gesprekken
   - intake gesprekken
   - afnemen psychodiagnostische tests
   - opstellen behandelplannen
2  Begeleiding en behandeling van cliënten/patiënten en/of cliënt/patiëntsystemen.
3  Informatie, instructie en educatie geven aan cliënten/patiënten en/of cliënt/patiëntsystemen.
4  Consultatie van andere hulpverleners in de geestelijke en lichamelijke gezondheidszorg.
5  Rapportage, mondeling en schriftelijk van verschillende werkzaamheden.
6  Participeren in overleg en vergaderingen.
7  Integratie van theorie en praktijk
   - bestuderen literatuur
   - toepassen van theorie in de praktijk
   - evalueren van toepassingen
8  De mate van variatie in verrichte beroepsspecifieke activiteiten.

PERSOONLIJK FUNCTIONEREN STAGEAIRE
1  Evalueren van de door de student opgestelde leerdoelen.
2  Inzet, houding en interesse, bereidheid om te leren
   - initiatieven nemen
   - open staan voor feedback van supervisor, teamgenoten, cliënten/patiënten.
   - iets doen met de ontvangen feedback
   - op tijd op het werk komen
   - afspraken nakomen
3  Contactuele en sociale vaardigheden
   - cliënten/patiënten
   - teamgenoten
   - supervisor
   - medewerkers van andere disciplines
4  Stressbestendigheid
Bijlage 2b  Evaluatiepunten voor de Research Internship

Dit zijn de aandachtspunten bij functioneringsgesprekken, tussen- en eindevaluatie van de Master Internship. *Alle* onderstaande punten dienen tijdens een formeel evaluatiegesprek aan de orde te komen.

**STAGECONTEXT**

1. Globale situatie waarin de organisatie / afdeling verkeerde in afgelopen periode
   - sfeer
   - werkdruk
2. Stand van zaken rond afspraken zoals gemaakt door beide partijen in het werkplan

**PROFESSIONEEL-TECHNISCH FUNCTIONEREN**

1. bestuderen literatuur
2. verslaglegging over literatuur
3. vraagstelling
4. steekproeftrekking
5. selectie of constructie van meetinstrumenten
6. aanmaken psychodiagnostische tests / interviews
7. opzetten en/of uitvoeren van wetenschappelijk experiment
8. organisatie van onderzoek, van veldwerk
9. dataverwerking
10. data-analyse
11. rapportage, mondeling en schriftelijk van verschillende werkzaamheden
12. participeren in overleg en vergaderingen.
13. integratie van theorie en praktijk
14. toepassen van theorie in de praktijk

**PERSOONLIJK FUNCTIONEREN**

1 Evalueren van de door de student opgestelde leerdoelen.
2 Inzet, houding en interesse, bereidheid om te leren
   - initiatieven nemen
   - open staan voor feedback van supervisor, teamgenoten, proefpersonen
   - iets doen met de ontvangen feedback
   - op tijd op het werk komen
   - afspraken nakomen
3 Contactuele en sociale vaardigheden
   - proefpersonen
   - teamgenoten
   - supervisor
   - medewerkers van andere disciplines
4 Stressbestendigheid
Bijlage 2c Evaluatiepunten voor de Psychologist-Trainers Internship

Dit zijn de aandachtspunten bij functioneringsgesprekken, tussen- en eindevaluatie van de doctoraalstage /Research Internship. Alle onderstaande punten dienen tijdens een formeel evaluatiegesprek aan de orde te komen.

STAGECONTEXT
1. Globale situatie waarin de organisatie / afdeling verkeerde in afgelopen periode
   • sfeer
   • werkdruk
2. Stand van zaken rond afspraken zoals gemaakt door beide partijen in het werkplan

PROFESSIONEEL-TECHNISCH FUNCTIONEREN STAGEAIRE
1 Literatuur
   • Bestuderen relevante vakliteratuur
   • Rapportage van relevante vakkennis (op basis literatuurstudie)
2 Design trainingstraject
   • Ontwerp van trainingsprogramma
   • Keuze van de theorie & oefeningen
3 Begeleiding van de trainees.
4 Informatie, instructie en educatie geven aan trainees.
5 Consultatie van mede-trainers/ supervisoren.
6 Rapportage, mondeling en schriftelijk van verschillende werkzaamheden.
7 Participeren in overleg en vergaderingen.
8 Integratie van theorie en praktijk
   • bestuderen literatuur
   • toepassen van theorie in de praktijk
   • evalueren van toepassingen
9 De mate van variatie in verrichte beroepsspecifieke activiteiten.

PERSOONLIJK FUNCTIONEREN STAGEAIRE
1 Evalueren van de door de student opgestelde leerdoelen.
2 Inzet, houding en interesse, bereidheid om te leren
   • initiatieven nemen
   • open staan voor feedback van supervisor, teamgenoten, trainees.
   • iets doen met de ontvangen feedback
   • op tijd op het werk komen
   • afspraken nakomen
3 Contactuele en sociale vaardigheden
   • studenten/trainees
   • teamgenoten
   • supervisor
   • medewerkers van andere disciplines
4 Stressbestendigheid
Bijlage 3a Inhoud stageverslag Practice Internship

Het verslag van een Klinische praktijkstage kan gemaakt worden aan de hand van de eerder gemaakte afspraken en evaluaties in het traject. Het verslag dient in ieder geval de volgende onderwerpen te bevatten.

1. Organisatie een korte beschrijving van de organisatie (2 pagina's max.) waarin
   • schema van de organisatiestructuur;
   • inbedding in de geestelijke en/of lichamelijke gezondheidszorg / wetenschappelijk veld.

2. Werkplan korte beschrijving a.d.h.v. inhoud van het werkplan (zie Bijlage 1a):
   • Hoe is een en ander concreet verlopen tijdens de stage?
   • Waarin is afgeweken van de afspraken? Welke praktische gevolgen had een en ander?

3. Evaluatie beschrijving aan de hand van de onderwerpen van evaluatie (zie Bijlage 2a) met nadruk op de volgende elementen:
   • werkcontext en ontwikkeling daarvan ten tijde van de stage (zie ook werkplan);
   • ontwikkeling van professioneel-technisch functioneren rond intake & diagnostiek;
   • ontwikkeling van professioneel-technisch functioneren rond behandeling (inclusief de gehanteerde theoretische uitgangspunten);
   • ontwikkeling van het persoonlijk functioneren (met voorbeelden);
   • samenwerking & ondersteuning;
   • beschrijving van de manier waarop-, en de mate waarin de leerdoelen zijn bereikt.


5. Ethische en juridische aspecten een beschrijving van al deze aspecten, aan de hand van de richtlijnen van het Departement Psychologie (zie Appendix 6) voor de onderwerpen die behandeld moeten worden in het verslag.

6. Stagegroep Beschrijving van de bijdrage van de stagegroep-bijeenkomsten (met de interne begeleider van de universiteit) in termen van concreet opgedane kennis en inzichten.

7. Samenvattende terugblik (kort) van de belangrijkste inzichten en vaardigheden, evenals inzicht in voornaamste werkpunten die je meeneemt aan het eind van deze stage.

8. Vooruitblik Deze klinische werkervaring opgedaan hebbende, wat betekent dit voor je keuzes en je toekomst als psycholoog?


Bij een combinatie met een Research Internship dient (in een bijlage) een rapportage opgenomen te zijn van het door de student uitgevoerde (deel)onderzoek.

Omvang van het verslag, zonder de bijlagen is doorgaans ca. 15-25 pagina's.
Bijlage 3b  Inhoud stageverslag Research Internship

Het verslag van een Research Internship kan gemaakt worden aan de hand van de eerder gemaakte afspraken en evaluaties in het traject. Het verslag dient in ieder geval de volgende onderwerpen te bevatten.

1. **Organisatie** een korte beschrijving van de organisatie (2 pagina's max.) waarin
   - schema van de organisatiestructuur;
   - inbedding in de geestelijke en/of lichamelijke gezondheidszorg / wetenschappelijk veld.

2. **Werkplan** korte beschrijving a.d.h.v. inhoud van het werkplan (zie Bijlage 1b):
   - Hoe is een en ander concreet verlopen tijdens de stage?
   - Waarin is afgeweken van de afspraken? Welke praktische gevolgen had een en ander?

3. **Evaluatie** beschrijving aan de hand van de onderwerpen van evaluatie (zie Bijlage 2b) met nadruk op de volgende elementen:
   - werkencontext en ontwikkeling daarvan ten tijde van de stage (zie ook werkplan);
   - ontwikkeling van professioneel-technisch functioneren rond praktisch onderzoekswerk;
   - ontwikkeling van professioneel-technisch functioneren rond schrijven en verslaglegging (inclusief de gehanteerde theoretische uitgangspunten);
   - ontwikkeling van het persoonlijk functioneren (met voorbeelden);
   - samenwerking & ondersteuning;
   - beschrijving van de manier waarop-, en de mate waarin de leerdoelen zijn bereikt.

4. **Verslag van het proces van totstandkomen eigen onderzoekshypothese of theoretisch kader** verslag aan de hand waarvan het eigen niveau van academisch en professioneel denken geïllustreerd wordt. Eventuele gegevens van cliënten of respondenten dienen geanonimiseerd te worden weergegeven.

5. **Wetenschappelijke output van eigen hand** verslag, analyse, presentatie aan de hand waarvan het eigen niveau van wetenschappelijke verslaglegging geïllustreerd wordt. Dit is (in een bijlage) een rapportage van door de student uitgevoerd (deel)onderzoek.

6. **Stagegroep** Beschrijving van de bijdrage van de stagegroep-bijeenkomsten (met de interne begeleider van de universiteit) in termen van concreet opgedane kennis en inzichten.

7. **Samenvattende terugblik** (kort) van de belangrijkste inzichten en vaardigheden, evenals inzicht in voornaamste werkpunten die je meeneemt aan het eind van deze stage.

8. **Vooruitblik** Deze klinische werkervaring opgedaan hebbende, wat betekent dit voor je keuzes en je toekomst als psycholoog?

9. **Literatuurlijst** opgesteld volgens APA-richtlijnen.

Omvang van het verslag, zonder de bijlagen is doorgaans ca. 15-25 pagina's.
Bijlage 3c   Inhoud stageverslag Psychologist-Trainers Internship

Het verslag van een praktijkstage kan gemaakt worden aan de hand van de eerder gemaakte afspraken en evaluaties in het traject. Het verslag dient in ieder geval de volgende onderwerpen te bevatten.

1. **Organisatie**
   - een korte beschrijving van de organisatie (2 pagina's max.) waarin
     - schema van de organisatiestructuur;
     - inbedding in het onderwijskundig / wetenschappelijk veld.

2. **Werkplan**
   - korte beschrijving a.d.h.v. inhoud van het werkplan:
     - Hoe is een en ander concreet verlopen tijdens de stage?
     - Waarin is afgeweken van de afspraken? Welke praktische gevolgen had een en ander?

3. **Evaluatie**
   - beschrijving aan de hand van de onderwerpen van evaluatie (zie Bijlage 2c) met nadruk op de volgende elementen:
     - werkcontext en ontwikkeling daarvan ten tijde van de stage (zie ook werkplan);
     - ontwikkeling van eigen professioneel-technisch functioneren rond trainerschap (inclusief referentie aan de gehanteerde theoretische uitgangspunten);
     - ontwikkeling van het persoonlijk functioneren (met voorbeelden);
     - samenwerking & ondersteuning;
     - beschrijving van de manier waarop-, en de mate waarin je doelen zijn bereikt.

4. **Casuïstiek met zelfreflectie**
   - een aantal typisch voorbeelden van je eigen handelen als trainer aan de hand waarvan het *eigen* persoonlijk en professioneel-technisch functioneren geïllustreerd wordt. Gegevens van trainees dienen geanonimiseerd te worden weergegeven.

5. **Stagebegeleiding**
   - Beschrijving van de bijdrage van de IBV intervisies & supervisie in termen van concreet opgedane kennis en inzichten.

6. **Samenvattende terugblik** (kort) van de belangrijkste inzichten en vaardigheden aan het eind van deze stage.

7. **Vooruitblik**
   - Deze werkervaring opgedaan hebbende, wat betekent dit voor je keuzes en je toekomst als psycholoog?

8. **Literatuurlijst**
   - opgesteld volgens APA-richtlijnen.

9. **Bijlage: Trainings-design**
   - Als bijlage voeg je het design van je trainingen toe, en eventueel zelf geconstrueerde oefeningen die je kwaliteit als training-designer laten zien.

Omvang van het verslag, zonder de bijlagen is doorgaans ca. 8-12 pagina's wanneer het gaat om een stage van 5-10 ECTS. Bij een omvangrijker stage doorgaans ca. 15-25 pagina's.
Bijlage 4 Functioneren en judicium

Het navolgende is richtlijn die bij de sectie Klinische & Gezondheids Psychologie gehanteerd wordt bij de beoordeling van het functioneren van studenten in het praktijkstage-traject en het toe te kennen judicium.

Bij elk cijfer is een globaal beeld geschetst van het bij dat cijfer behorende patroon van functioneren. Dit schema kan ook de externe stagebegeleider helpen in diens advies voor het eindcijfer. De schaal van de eindbeoordelingen loopt van 6 tot 10, met waarderingskenmerk conform Nederlandse normen.\(^\text{14}\)

Op grond van de onderstaande criteria geeft de externe stagebegeleider bij de eindevaluatie een advies voor een eindcijfer.

<table>
<thead>
<tr>
<th>Cijfer</th>
<th>Indicaties van het bijbehorend functioneringsniveau:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>voldoende</td>
</tr>
<tr>
<td></td>
<td>• De student heeft voldaan aan de basale eisen van functioneren in de stage maar niet meer dan dat.</td>
</tr>
<tr>
<td></td>
<td>• Er is sprake van enig (doch beperkt) zelfstandig functioneren; de student heeft dit met moeite bereikt.</td>
</tr>
<tr>
<td></td>
<td>• De zelfstandigheid van de student is laag, en er blijft een groot beroep gedaan worden op de begeleider tot het eind van de stageperiode toe. of:</td>
</tr>
<tr>
<td></td>
<td>• de student heeft moeite de ontvangen feedback in de praktijk te brengen en eigen gedrag te corrigeren.</td>
</tr>
<tr>
<td>7</td>
<td>ruim voldoende</td>
</tr>
<tr>
<td></td>
<td>• De student heeft voldaan aan de basale eisen van functioneren in de stage, met een behoorlijke mate van ontwikkeling gedurende de stageperiode.</td>
</tr>
<tr>
<td></td>
<td>• Er is sprake van zelfstandig functioneren, maar student dient af en toe nog gecorrigeerd te worden in het functioneren (er bestaan nog blinde vlekken).</td>
</tr>
<tr>
<td></td>
<td>• Kan omgaan met feedback en die deels integreren in eigen handelwijze.</td>
</tr>
<tr>
<td></td>
<td>• Laat een duidelijke groei zien van beroeporelevante inzichten en functioneren gedurende de stage.</td>
</tr>
<tr>
<td>8</td>
<td>goed</td>
</tr>
<tr>
<td></td>
<td>• De student heeft zich gaandeweg ontwikkeld tot een autonoom functionerend medewerker, die in staat is uit eigen beweging aan te geven waar behoefte is aan ondersteuning en zich bewust is van de nog te ontwikkelen vaardigheden.</td>
</tr>
<tr>
<td></td>
<td>• Kan goed omgaan met feedback en vraagt daar om.</td>
</tr>
<tr>
<td></td>
<td>• Einde traject: correctie achteraf door begeleiders is nauwelijks meer nodig: er is sprake van een productieve zelfreflectie.</td>
</tr>
<tr>
<td>9</td>
<td>zeer goed</td>
</tr>
<tr>
<td></td>
<td>Als bij een 8 met daarenboven (ten minste 3 van de 4 navolgende punten):</td>
</tr>
<tr>
<td></td>
<td>• De student heeft excellent gefunctioneerd in relatie tot stafleden en patiënten;</td>
</tr>
<tr>
<td></td>
<td>• heeft uit eigen beweging initiatieven ontplooid in het zelfstandig bestuderen relevante literatuur;</td>
</tr>
<tr>
<td></td>
<td>• Geeft naast klinische kijk ook duidelijk blijk van wetenschappelijk kritische houding;</td>
</tr>
<tr>
<td></td>
<td>• Zelfstandig initiëren van veranderingen en verbeteringen op de werkplek of structuur van de afdeling/werkwijze.</td>
</tr>
<tr>
<td>10</td>
<td>uitmuntend</td>
</tr>
<tr>
<td></td>
<td>Als bij 9 met daarenboven (beide onderstaande punten):</td>
</tr>
<tr>
<td></td>
<td>• Oppgedane kennis is volledig in de persoon geïntegreerd en student functioneert eigenlijk al als rijke, zelfstandige professional.</td>
</tr>
<tr>
<td></td>
<td>• De stage-instelling is bereid moeite te doen om de student na afstuderen in dienst te nemen op gelijkwaardig professioneel niveau.</td>
</tr>
</tbody>
</table>

\(^{14}\) Begincijfer voor het waardering is een 6, aangezien na twee tussentijdse evaluaties waarbij voortzetting van de stage toegelaten werd, er geen onvoldoende meer kan worden toegekend, dit behoudens grove misdragingen of tekortschieten van de student.
Bijlage 5 Instellingsadvies en eindoordeel van de opleiding

Vaak zal de docentbegeleider van de opleiding, mits ook het stageverslag in orde is, het cijfer van de externe stagebegeleider overnemen. Het kan echter gebeuren dat de docentbegeleider een afwijkend beeld heeft van de gehanteerde normen en/of de kwaliteit van student dan de externe stagebegeleider. In het belang van gelijkwaardige normering ten opzichte van andere studenten kan aanpassing (naar boven of naar onder) soms nodig zijn. Met name in de volgende gevallen is er van de kant van de interne begeleider bijzondere aandacht voor de becijfering, waarbij reden kan ontstaan om af te wijken van het geadviseerde judicium.

Kenmerken van de organisatie

In de volgende organisatorische contexten van een stage wordt specifiek aandacht gegeven aan de vraag of het geadviseerde cijfer passend is bij de prestaties van de stagiaire:
- Instellingen/begeleiders die voor de eerste maal een stage aanbieden.
- Instellingen die in een fase van grote organisatorische omwentelingen verkeren (fusie, herindeling, functieveranderingen)
- Afdelingen met personeelstekort of overbelasting.
- Bureaus & instellingen die op commerciële basis werken.

Kenmerken van de situatie

In de volgende situaties wordt aanpassing van het cijfer ten opzichte van het advies van de instelling in overweging genomen (mogelijke situaties van bijzondere hardheid voor de student):
- Minder dan een uur begeleiding per week door de contractueel overeengekomen begeleider.
- Aan 'eigen lot overgelaten' binnen de instelling (kennismakende-, en oriënterende activiteiten hebben niet of nauwelijks plaatsgevonden).
- Aansturing door verschillende begeleiders die onkundig zijn van (overige) taken en van de met stagiaire gemaakte afspraken.
- Ad hoc begeleiding met onduidelijke verantwoordelijkheden (tegenstrijdige opdrachten, overlading met verantwoordelijkheden)
- Hoge werkdruk op betreffende afdelingen, met nadruk op productie.
- Tussentijdse wisseling van begeleider op de stageplek (er wordt gelet op zorgvuldigheid van overdracht, communicatieproblemen).
- Structurele communicatiestoornissen / onderlinge animositeit binnen de afdeling.