

AHPCZ

ALLIED HEALTH PRACTITIONERS COUNCIL OF ZIMBABWE

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EDUCATIONAL PSYCHOLOGY INTERNSHIP PROGRAMME

PREAMBLE

Internship is a formal 12 months structured program that consists of practical and competence-based activities to be completed by individuals who wish to register as Psychologists. The Intern shall thus be exposed to the philosophy, theory and techniques of the practice through guided reading and practical experience. The intern shall be supervised by a Supervising Psychologist(s) as confirmed by Allied Health Practitioners Council of Zimbabwe (A.H.P.C.Z).

In as much as there is common psychology practices that overlap, this document details the scope of practice that is expected to guide the training of Educational Psychologists in Zimbabwe. The content of this guide comprises cardinal areas of the practice and is by no means exhaustive. Alterations shall be made from time to time to impart finer skills and orientation where such becomes desirable.

This guide should be read in conjunction with the A.H.P.C.Z guide (**latest edition**) on Psychologist Training, Registration and Practice in Zimbabwe.

SCOPE OF PRACTICE

Focus must be on: assessment, diagnosis, formulation, and intervention in contexts (such as families, schools and peer groups) that support the learning and development of individuals.

Context and population served: learning and educational contexts, contexts which could impact on learning, learners of all ages and abilities in any context they function in, education stakeholders such as parents, teachers, other professionals and organizations or agencies. Focus and emphasis must be on children and young people.

EXPECTED COMPETENCIES

- Screening skills
- Interviewing skills
- Observation skills
- Psychotherapy/Counselling skills
- Assessment and diagnosis
- Test administration and interpretation of results
- Application of screening/assessment results for appropriate intervention or program
- Evidence-based and cultural appropriate interventions targeting diverse clients at various levels
- Case management
- Report writing & record keeping
- Workshop planning and presentation skills
- Research skills
- Advocacy skills
- Professionalism-adherence to professional ethics
- Networking, referral and follow-up

MOST COMMON CLIENT ISSUES

- School readiness
- Developmental disorders
- Psychological aspects of different disabilities
- Child psychopathology
- Learning disabilities
- Special examination conditions
- Career guidance and counseling
- Educational guidance (eg study skills, subject choices)
- Traumatic incidents (eg hysteria in schools, disasters, death)
- Interpersonal relationships
- Child abuse and bullying

- Drug and substance abuse
- Delinquency
- Self-esteem and learning

INTERNSHIP PROGRAMME

The intern is expected to cover all the training areas as presented;

Area	Content	Percentage of time
The Discipline of Psychology and the place of Educational Psychology	<p>Purpose: To understand the discipline of educational psychology and its applicability in diverse contexts with the aim to appreciate, modify and enhance behavior of children and young people.</p> <p>Scope: Demonstrate understanding on the following;</p> <ul style="list-style-type: none"> • Psychology and Educational Psychology • Divisions of Psychology in Zimbabwe (registrable AHPCZ fields) • The Philosophy of helping professions • Educational Psychology as a helping profession • Educational Psychology as business <p>Exercise:</p> <ol style="list-style-type: none"> 1. Research and submit a comprehensive paper on the following; <ul style="list-style-type: none"> • What is Educational Psychology and the roles of educational psychologist? • To what extent is the practise of Educational Psychology consistent with the philosophy of helping professions? • Identify the difference and similarities between Educational Psychology and other divisions of psychology 2. Identify an organisation and write them a letter clearly indicating how Educational Psychology can be useful in their work. 	

<p>Assessments and Diagnosis</p>	<p>Purpose: Be able to conduct assessments and diagnosis for diverse clients</p> <p>Scope:</p> <ul style="list-style-type: none"> • Assessment of cognitive, aptitude, achievement abilities, behavioral, social and emotional functioning, personality and developmental status, career abilities and interests, physical and neuropsychological functioning associated with learning and development • Psycho-legal assessments • Individual, group and systematic assessments to inform psychological and educational interventions • Use of standardized tests including other appropriate methods and different assessment approaches such as interviews and observations • Evaluation of instructional and organizational environments • Appreciation of the origin of a difficulty or disorder • Utilization of current recognized mental disorder diagnostic tools such as DSM and ICD <p>Exercise:</p> <p>1.(a) Using a range of psychological and educational instruments and techniques, conduct assessments and diagnosis targeting clients from the following educational contexts or levels;</p> <ul style="list-style-type: none"> • Primary school: infant and junior levels • Secondary school: junior, ‘O’ & ‘A’ levels • Tertiary level • Special education facilities, ie, special schools, resource units and special classes <p>(b).Produce reports for assessments conducted</p> <p>2. Identify any 2 educational centers(one mainstream and one special school) to evaluate instructional environments and produce a report on each</p>	
<p>Intervention</p>	<p>Purpose: The ability to propose evidence-based interventions and treatments following assessments and psychological formulation of a case</p> <p>Scope:</p>	

	<ul style="list-style-type: none"> • Psycho-educational counselling. Attend to clients such as those with social, behavioral, emotional, personality, mental problems • Career guidance and counselling • Appropriate therapeutic interventions to support children, young people and their families to promote mental health and wellbeing • Psychological interventions with children, young people and their families diagnosed with a range of psychological disorders that impact on their overall development • Refereeing clients to appropriate professionals for further assessment or intervention • Advise on learning support targeting individual learner (regardless of condition and ability), learning content, teacher/parent/caregiver • Provision of crisis intervention services following incidents such as abuse, bullying, death, natural disasters, death, hysteria • Learning disorders • Learner placements in appropriate educational facilities(eg resource units) and programs • Advise on behavior modification techniques • Implementing capacity development programs for teachers • Identification of barriers to learning and development where development refers to behavior, emotional and social functioning • Monitoring and evaluation of interventions for effectiveness <p>Exercise:</p> <ol style="list-style-type: none"> 1. Implement interventions targeting clients and contexts defined in the scope above 2. Report writing for the covered work 	
Prevention	<p>Purpose The ability to determine areas for prevention programing so as to enhance learning and life outcomes of clients</p> <p>Scope: Conduct culturally relevant programs meant to;</p>	

	<ul style="list-style-type: none"> • Promote attachment between parents and their children • Enhance parental practices • Reduce incidence of academic failure, child abuse, teenage pregnancy • Promote children’s wellbeing • Assist learners with mild or temporary problems that interfere with their learning such as family problems like death and poverty, behavior problems in class • Promote resilience and emotional wellbeing <p>Exercise:</p> <ol style="list-style-type: none"> 1. Write a paper on the importance of prevention in learning and development 2. Implement prevention strategies covering the scope above for diverse clients 3. Report writing for the covered work 	
Research	<p>Purpose: To acquire research competencies applicable to domains of investigation</p> <p>Scope:</p> <ul style="list-style-type: none"> • Identifying problem areas for research • Design and conduct research meant to enhance learning and development <p>Exercise:</p> <ol style="list-style-type: none"> 1. Identify problem areas worth researching 2. Conduct 2 relevant unpublished action research studies 3. Conduct a relevant research study for publication in a peer reviewed journal 	
Professional Practice	<p>Purpose: To uphold and demonstrate professionalism and ethical conduct</p> <p>Scope:</p> <ul style="list-style-type: none"> • Adherence to the scope of practice and professional ethics • Relevant legislative frameworks and regulations which impact on practice • Appropriate referrals to professionals in a range on contexts • Sensitivity and awareness of culture, equality and diversity • Application of psychological and educational theories to inform practice <p>Exercise:</p> <ol style="list-style-type: none"> 1. Write a paper explaining the importance of professional practice 2. Demonstrate professionalism in all undertaken work 	

Public policy	<p>Purpose: To be able to gain advocacy skills and influence development or review of policies which support learning and development</p> <p>Scope:</p> <ul style="list-style-type: none"> • Translation of psychological theory, research and program evaluation findings into recommendations to influence policy <p>Exercise:</p> <ol style="list-style-type: none"> 1. Identify a public policy for review and produce a write up on recommendations made using evidence 2. Write at least one opinion newspaper article aimed at influencing any policy of your choice 	
Providing expert evidence and / or opinions	<p>Purpose: Ability to perform psycho-legal activities and roles in the domain of learning and development</p> <p>Scope:</p> <ul style="list-style-type: none"> • Expert evidence/opinion in the area of learning and development • Knowledge on criminal capacity of children in terms of relevant Zimbabwean law • Child custody cases <p>Exercise:</p> <ol style="list-style-type: none"> 1. Take part in psycho-legal activities in line with learning and development 2. Compile a psycho-legal report on learning and development 	
Readings	<p>Purpose To acquire relevant knowledge and theory to guide practice</p> <p>Scope The following list is not exhaustive;</p> <ul style="list-style-type: none"> • Zimbabwean Education Act • Developmental Psychology • Developmental Psychopathology • Exceptional children • Childhood stress and trauma • Common health problems and conditions that affect school attendance and 	

	<p>performance</p> <ul style="list-style-type: none"> • Psychometrics and psycho-educational assessments • Test development, norming and standardization • Zimbabwe Education curriculum for MoPSE • Learning theories • Psychological interventions in educational settings(Primary, Secondary & Tertiary levels) • Psychology of disability <p>Exercise</p> <ol style="list-style-type: none"> 1. Read a wide range of relevant peer-reviewed research articles 2. Write a paper on identified topics above and the paper must show how the subject enhances your practice as an intern Educational Psychologist 	
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FIELD WORK/PLACEMENT

The intern must be exposed to the following settings;

- Educational centers covering all levels
- Resource Units for learners with special needs/disabilities (visual, hearing, mental, physical, multiple)
- Special schools (visual, hearing, physical, mental, multiple)
- Facilities for children in need of care (social services)
- Facilities for children with delinquent behaviors

ASSESSMENT

Following the successful completion of a 12 months internship training program, the Internship File is subjected to an assessment by AHPCZ based on the following criteria;

ITEM	EXPECTED COMPETENCIES	Possible mark	Actual mark
1. Assessments a) 16 individual reports	Demonstrated ability in using a wide range of psychological assessment tools and techniques for diverse clients at all instructional levels	80	
b) 4 group reports		20	
2. Intervention a) 4 crisis intervention reports	Ability to propose evidence-based interventions which meet clients' needs	40	
b) 3 psycho-educational counselling reports		15	
c) 3 workshop reports		15	
3. Research • 1 published article or manuscript submitted for publication consideration in a peer reviewed journal which addresses issues related to educational psychology.	Intern is expected to display research competencies in relevant studies whose findings should improve learning and development	30	
4. Public policy • 1 published opinion article on policy of choice	Advocacy skills through publishing a newspaper opinion article on a policy issue using the lenses of educational psychology	10	
5. Providing expert evidence • 1 report on psycho-legal activities	Ability to perform psycho-legal activities and roles	10	
6. Readings • 6 write-ups	The papers must show how each subject is applicable in the practice of educational psychology	30	

7. Placement/Fieldwork • 3 placement reports	The intern is expected to be able to evaluate the instructional environment and identify good practices which must be strengthened. Furthermore, the intern must have the ability to identify barriers to effective learning and make recommendations on how learning and development can be improved.	30	
TOTAL		280	
PERCENTAGE		100	
Overall percentage	Decision		
60 – 100	Approved to proceed for the board examination		
50-59	Resubmit as per instruction		
40 – 49	Board examination is Deferred for 5 months		
0 – 39	Not Approved		

BOARD EXAMINATION

If the internship file attains a pass mark, the intern will sit for an oral board examination which shall be guided by the following dimensions;

Dimension		Sub-dimension
1	Communication skills	Ability to express oneself clearly in interactions
		Professional etiquette and grooming
		Overall (out of 10)
2	Internship Practice	Internship placement experience – Ability to explain relevance of Institution used for internship to psychology discipline practice

		Knowledge of intern's publication or readings – intern's understanding of their publication or readings
		Understanding of reports in the file – Intern to explain some of the reports that they submitted.
		Challenges faced during internship and how they were resolved
		Innovative systems or models developed during internship
		Overall (out of 30)
3	Assessment approaches	Knowledge & Principles of Psychological Assessment relevant to discipline
		Knowledge of available tools, their properties, strengths and weaknesses
		Ability to select relevant tools for specific interventions and justification
		Ability to interpret results appropriately
		Cultural sensitivity of clients
		Overall (out of 20)
4	Intervention	Ability to correctly diagnose problems as they present
		Ability to select relevant interventions for given problems
		Ability to formulate a relevant intervention and follow its normal processes
		Ability to effectively monitor and evaluate intervention for effectiveness
		Overall (out of 20)
5	Applied ethical and professional reasoning	Awareness of legislation and professional guidelines in Psychology
		ZPA, HPA/AHPC specific ethical guidelines
		Knowledge of Scope of practice for chosen field

	Knowledge and application of ethical issues involved
	Ability to handle ethical dilemmas in chosen field
	Overall (out of 20)

MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN AN INTERN AND THEIR SUPERVISOR(S)

This document is designed to ensure the supervision experience is mutually productive and lays out the mutual expectations for the supervision process. It must be completed at the time of initial registration. An additional memorandum or supplement must be completed before the intern renews registration for each subsequent year of internship.

1. INTERN'S DETAILS			
Surname		Registration number	
First name		Year	
Training specialization			
1.1	I have read the training guidelines and will comply with their requirements.	YES	NO
1.2	If you answered NO, provide an explanatory account below or attach an explanatory note.		
2.	INTERN'S PLAN AND EXPECTATIONS		
2.1	Detailed plan and timeline on how the training program will be managed		

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2.2	Known periods of absence or leave	
	Provide details about any periods of dates or periods of time you will not be available during the year.	
2.3	Intern's expectations of supervision	
	Outline what you expect from the supervisor	
<i>Supervisor's response to Intern's expectations of supervision</i>		
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2.4	Additional comments	
3. SUPERVISOR'S PLAN AND EXPECTATIONS		
3.1	As supervisor, I expect the following from the Intern.	
	This should include an assessment of the time which will be spent on each agreed item.	
<i>Intern's response to supervisor's expectations</i>		
_____	_____	_____
(Intern's name)	Signature	Date
_____	_____	_____
(Primary supervisor)	Signature	Date
_____	_____	_____
(Co-supervisor)	Signature	Date

