Université de Hearst

CCDP | Centre de carrières et du développement professionnel

Internship Manuel

Diploma of Specialized Studies in Psychotherapy (DSSP)

Diplôme d'études supérieures en psychothérapie (DESP)

LAST REVISION DATE September 2026

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Mission of Université de Hearst

Université de Hearst defines itself as a French-language learning ecosystem that is both innovative and engaging. It strives to be a nurturing environment for individuals and talents who contribute positively to improving their communities in a complex world where valuing inclusion for everyone is essential. To this end, it prioritizes:

- supporting the development of each individual;
- developing human and professional competencies;
- fostering personal and collective growth;
- encouraging increasingly independent thinking.

Professional Practice Standards According to the CRPO

Faculty members, students, clinical supervisors, and all other individuals involved in the DSSP program must also comply with the professional practice standards of the College of Registered Psychotherapists of Ontario (CRPO). These standards constitute minimum requirements and more specific rules that must not be violated. They can be accessed at the following website:

https://crpo.ca/wp-content/uploads/2024/11/Professional-Practice-Standards-FRENCH-Jan124.pdf

The professional practice standards, along with the forms regularly used by the CRPO, are frequently updated, and links may change without notice. We recommend visiting the CRPO website regularly at www.crpo.ca to obtain the most current versions of the forms and documents relevant to your internship.

Coordination of the DESP

The coordination of the Specialized Graduate Diploma in Psychotherapy (DESP) is responsible for the overall organization of the program, in collaboration with the VRER. It oversees course planning, academic supervision, as well as the smooth running of internships. It acts as a resource person for students throughout their academic journey, offering individualized support, answering administrative or academic questions, and facilitating communication between the various stakeholders in the program, including professors, supervisors, and training partners. For those who wish to complete the program without joining the College of Registered Psychotherapists of Ontario, the DESP coordination can provide guidance regarding additional available options.

Career and Professional Development Centre (CPDC)

The Career and Professional Development Centre (CPDC) supports students in identifying, developing, and articulating their human and professional competencies in order to facilitate their orientation, integration, and professional success. It acts as a hub between the student community, alumni, faculty, and community partners.

Within the framework of the Specialized Graduate Diploma in Psychotherapy (DESP), the CPDC also plays a central role in the organization, administrative supervision, and development of practicum placements. It supports students in their search for placements by helping them identify host organizations that align with their professional goals, regulatory requirements, and program expectations. The CPDC may also assist with outreach to placement sites and provide resources to facilitate communication with potential host organizations.

The CPDC oversees the management of the psychotherapy practicum structure and acts as an intermediary between the University and partner organizations. In this capacity, it:

- establishes and maintains relationships with host organizations;
- carries out necessary communications with community partners;
- prepares placement sites for student interns;
- coordinates and manages collaboration agreements and administrative documents related to placements;
- ensures compliance with institutional, administrative, and regulatory requirements;
- ensures that required documents, including the learning contract, are properly completed;
- supports stakeholders during the various administrative stages of the practicum.

More generally, the CPDC is responsible for:

- supporting and guiding students in their professional development journey;
- creating and promoting workshops, training sessions, and experiential learning opportunities that allow students to grow personally and professionally;
- developing and managing experiential learning opportunities, including credit-bearing internships;
- recognizing the acquisition of human and professional competencies;
- collecting and sharing relevant information about the labour market;
- developing and maintaining relationships with the Community Partner Network in order to support collaboration with the university community.

The CPDC also provides students with various resources and tools to support career preparation, particularly in resume writing and job search strategies. A service for reviewing the content and format of professional documents is also available.

Rights and Responsibilities

The student population of the Université de Hearst benefits from a range of support services for special needs, a policy protecting against harassment, and a privacy protection policy. The safeguards and services in place are intended to ensure that everyone is able to thrive to their full potential with minimal constraints.

Policy on Customer Service Accessibility Standards

The Université de Hearst has policies and procedures designed to support individuals with special needs. The University is committed to making reasonable efforts to provide persons with disabilities an equal opportunity to access its goods and services in an integrated manner.

The document entitled *Policy on Customer Service Accessibility Standards (2010)* sets out the measures planned by the institution to ensure equal access to its goods and services, as well as compliance with the Accessibility Standards for Customer Service: Ontario Regulation 429/07 and the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

For information about the Accessibility Service or the policy and its application, please contact the Student Affairs Office by calling 705-372-1781, extension 201. You may also consult the policies section at the following address: www.uhearst.ca/enbref/politiques.

Harassment Policy

The Université de Hearst has implemented a policy aimed at protecting members of the university community from sexual harassment, discriminatory harassment, and psychological harassment on its campuses. The institution emphasizes prevention through awareness and education while also providing help and support to individuals who experience harassment.

The document entitled *Harassment Policy (2009)* defines the three types of harassment (sexual, discriminatory, and psychological) and establishes procedures allowing victims to receive appropriate assistance to stop any harassing behaviour.

For information, advice, and confidential support, please contact the Harassment Officer by calling 705-372-1781, extension 201. You may also consult the policies section at the following address: www.uhearst.ca/enbref/politiques.

Policy on Access to Information and Privacy Protection

The Université de Hearst has adopted a policy on access to information and privacy protection. The University is committed to respecting both the principles of access to information—whether personal or institutional—and the principles of privacy protection, in accordance with the provisions of the Freedom of Information and Protection of Privacy Act (FIPPA). The University also makes reasonable efforts to inform its student population and staff about FIPPA requirements and to ensure that they are respected.

For information about the Freedom of Information and Protection of Privacy Act (FIPPA), please contact the Access to Information and Privacy Officer at 60 9th Street, P.O. Box 580, Hearst, Ontario, P0L 1N0, or by phone at 705-372-1781, extension 201. You may also consult the policies section at: www.uhearst.ca/enbref/politiques.

Internship Modalities

The internship, with a duration of 560 hours, begins with Fridays during blocks 6 to 9, then continues at a rate of four days per week until July. The internship concludes full-time (five days per week) until the end of August. The internship offers a rigorous, structured process designed to enable the student to apply all the knowledge acquired during the DESP training. It allows the student to work in a professional environment alongside practitioners of psychotherapy, thereby progressively developing their competencies as a psychotherapist, with the goal of reaching the required level of professional autonomy to become eligible for membership in the CRPO. Supervision is provided by a clinical supervisor, a workplace supervisor when applicable, as well as the CPDC team and the internship course professor.

Topics Covered

The main topics covered are as follows:

- Internship preparation (placement contract, roles and responsibilities of the intern);
- Review of the host organization's policies and procedures;
- Writing of progress notes and reports;
- Completion of required workplace tasks, particularly in relation to psychotherapy practice and work with the supervisor:
    - Clinical intake interviews used to determine the nature and course of psychotherapy;
    - Administration of tests and conduct of interviews that are an integral part of the therapeutic process;
    - Active participation (facilitation or co-facilitation) in therapy sessions;
- Documentation of professional development progress through a reflective journal.

Objectives of Internship PSYC 5600

The successful completion of course PSYC 5217 is a prerequisite for maintaining the internship. Any failure of this course results in the immediate withdrawal of the student.

The internship aims to enable the intern to:

- Apply the competencies acquired through the DESP program;
- Provide supervised psychotherapeutic services in a professional setting;
- Develop progressive clinical autonomy;
- Identify their strengths and professional development needs;

- Comply with CRPO registration requirements (DCC hours, SC, supervision, ethics, etc.), where applicable.

Internship Placement

For the internship, it is the student's responsibility to find a host organization and, if they wish to become a CRPO member, to ensure that the supervisor meets the CRPO criteria for clinical supervision. Although the internship must be completed in Canada, it may be carried out in the student's community of residence. The student is also responsible for ensuring they have the territorial competence required to practice psychotherapy in the jurisdiction where they are located.

They must also obtain professional liability insurance. This responsibility rests entirely with the student. Proof of insurance must be submitted to the CPDC before the beginning of block 4.

Several host organizations are identified in the Hearst, Kapuskasing, and Timmins regions. A list of potential host organizations is available in the InPlace database and in the DESP Student Guide.

Virtual internships are permitted, and the usual requirements remain unchanged. However, the host organization must be able to support a remote internship (e.g., appropriate technologies, adapted policies and procedures). In addition, the clinical supervisor must be qualified to provide psychotherapy and clinical supervision in a virtual format.

Internship Absences

If a student exceeds the number of permitted absences during the internship, they may be required to repeat the entire placement. A student who is absent from an internship session must contact their supervisor and/or the site manager in advance to inform them of their absence. The student must also establish a plan to make up missed internship hours.

Paid Internships

Students are permitted to complete an internship in a workplace that offers some form of compensation. Host organizations that wish to remunerate interns must comply with the following conditions:

- The internship must meet all requirements applicable to other internships;
- The internship must comply with all applicable employment standards regulations. The electronic version of the Employment Standards Act, 2000 can be consulted on the Ontario Ministry of Labour website at http://www.labour.gov.on.ca/french/;
- The placement of an intern must not displace any employee from their job.

Internship Professors

Interns are paired with a professor who serves as the liaison between the University and the clinical supervisor for the duration of the agreement. Acting as a guide, they ensure that the training received during the internship aligns with the University's expectations and advise interns in the development of learning objectives and the learning contract. The professor will define the goals and objectives of the internship and outline the competencies and attitudes required for the students' preparation and training. Appropriate teaching methods are used to train students in intervention practice. With regard to evaluation, professors and clinical supervisors prepare and inform students of the criteria by which they will be periodically assessed, as well as the conditions they must meet to successfully complete the internship.

Internship Orientation Session

An orientation session is offered prior to the internship period (see the academic calendar for the exact date). This session is **mandatory** for students. The CPDC as well as the internship professors will be present. During this session, interns are invited to discuss, share, and reflect on professionalism, punctuality, and responsibilities as a reminder of both the skills and professional attitudes required in a workplace setting. The professional standards of psychotherapists will also be reviewed. During this mandatory information session, the CPDC representative ensures that each student is ready to enter the workplace.

Clinical Supervision

Requirements for Clinical Supervisors

According to the CRPO, clinical supervisors in Ontario must meet the following criteria:

- Be a member in good standing of a professional regulatory body whose members are authorized to practise psychotherapy*;
- Have five years of clinical experience since graduation from a psychotherapy training program;
- Meet the CRPO "independent practice" requirement (1,000 hours of direct client contact and 150 hours of clinical supervision);
- Have completed 30 hours of directed training in the field of clinical supervision;
- Have successfully completed the CRPO online training module on clinical supervision.

For supervisors who do not practise in Ontario, the CRPO states the following: "Outside Ontario, the clinical supervisor is an experienced psychotherapy practitioner who is qualified to provide clinical supervision and whose profession is generally regulated by another regulatory body in a regulated jurisdiction or by a professional association in an unregulated jurisdiction."

Under the Regulated Health Professions Act, 1991, students intending to register with the CRPO must be supervised by a licensed psychotherapist in order to perform the **authorized act of psychotherapy in Ontario (see below for definition).*

Clinical supervisors are responsible for the clinical work of students. Ultimately, the supervisor is responsible for each client under their supervision, and students also hold professional and ethical responsibility toward their clients. The supervisor is responsible for developing students' entry-to-practice competencies and supports their professional development. The supervisor also evaluates the student on a regular basis. Mid-term and final evaluations are conducted in tandem with the internship professor. Please consult the CRPO Supervision Guide for a complete definition of clinical supervision and a description of different forms of supervision (e.g., administrative supervision, consultation, mentoring, teaching).

Clinical supervisors are expected to familiarize themselves with professional practice standards, particularly Standard 4.1 *Providing Clinical Supervision*.

If the intern is unable to identify a clinical supervisor within their placement setting, they may arrange external supervision.

Clinical Supervision Activity

According to the CRPO, clinical supervision refers to the contractual relationship in which a clinical supervisor commits, alongside a supervisee, to:

- promote the supervisee's professional development;
- improve the safe and effective use of self in therapy;
- discuss the direction of therapy and the therapeutic relationship;
- protect the well-being of clients.

Clinical supervision may be conducted individually, in dyads, or in groups. Group supervision may include structured peer group supervision provided it is formal and structured, and includes at least one member who meets the CRPO definition of clinical supervision.

“Structured peer group supervision” differs from clinical group supervision in that the latter is led by a clinical supervisor, whereas the former includes at least one member who would be eligible to act as a clinical supervisor but participates as a regular member (not as the leader). Structured peer group supervision often takes place in an institutional setting but may also be formalized outside of such a context.

“Informal peer supervision” (i.e., unstructured discussions between clients and colleagues) does not constitute an acceptable form of supervision for registration purposes.

Definition of Direct Client Contact (DCC)

Within the psychotherapy internship, the accumulation of direct client contact hours is an essential requirement of clinical training. These hours allow interns to apply their intervention skills with real clients under supervision and are necessary for eligibility for registration with the College of Registered Psychotherapists of Ontario (CRPO). According to the CRPO, direct client contact (DCC) is defined as any activity in which the client and therapist are directly and formally engaged in the psychotherapeutic process. In general, DCC takes place in person, but other forms of direct contact—such as telephone, videoconferencing, or even email—are also accepted when appropriate measures are taken to ensure confidentiality. The client may be an individual, couple, family, or group.

Activities considered as DCC include:

- the initial interview, provided it is clinical in nature and used to determine the nature and direction of therapy;
- individual, family, or couples therapy sessions;
- active facilitation or co-facilitation of therapeutic sessions;
- clinical feedback provided to the client following an intervention;
- active observation of a session followed by supervised clinical discussion;
- interviews, tests, or formal assessments conducted as part of a clinical interaction with the client;
- participation in case conferences in the presence of the client.

Activities not considered as DCC include:

- preparation for sessions or progress note writing (unless integrated into a clinical interaction);
- participation in team meetings without direct client involvement;
- clinical supervision (counted separately as SC);
- theoretical training, reading, or passive observation without client interaction;
- non-therapeutic incidental activities (e.g., recreational activities);
- observing therapy without active participation or without immediate clinical follow-up with the client after the observed session;
- record keeping;
- administrative tasks, including report writing;
- psychometric assessment activities that consist primarily of administering, scoring, and reporting, with little or no clinical interaction with clients;
- providing or receiving clinical supervision or other forms of supervision.

Direct Client Contact Activities

Direct client contact (DCC) hours refer to psychotherapeutic interventions carried out directly with clients, individually or in groups, within a structured clinical setting.

Interns must carefully document these hours using the Direct Client Contact Confirmation Form, and have them validated by their clinical supervisor.

Typical Internship Progression

As of January 1, 2027, students wishing to become members of the CRPO will need to accumulate a minimum of 125 direct client contact (DCC) hours and a minimum of 30 clinical supervision (CS) hours in order to submit an application to the College. It is therefore strongly recommended that interns begin seeing clients starting in Block 8, after Practicum II, while respecting the average ratio of one hour of clinical supervision for every five hours of DCC.

The typical progression of the internship may look like the following):

Block (approximate dates)	**Tasks**	
	Direct Client Contact (DCC)	**Clinical Supervision (CS)**
Block 6 (January) *One day per week*	Orientation and observation tasks (on-site or virtually)	Establishment of supervision
Block 7 (late January and early February) *One day per week*	Orientation and observation tasks (**optional**, as interns will be in Timmins for Practicum II during the last two weeks of this block)	Establishment of supervision
Block 8 (late February and early March) *One day per week*	Observation and client intake (1 to 2 sessions per week)	1 to 2 hours every two weeks
Block 9 (late March and early April) *One day per week*	Client intake (2 to 3 sessions per week)	
April, May, and June *Four days per week*	Client intake (8 to 10 sessions per week)	2 hours per week
July and August *Five days per week*	Client intake (10 to 12 sessions per week)	2 to 2.5 hours per week

** For the exact internship dates for your year of admission, please consult the DESP academic calendar. A total of 560 internship hours must be completed between Block 6 and the end of the spring–summer term. Internship schedules vary depending on the host organization, but designated days are reserved for this purpose in the academic calendar.*

The remaining time is dedicated to indirect tasks, such as professional development activities, preparation, record keeping, etc.

Expectations for Interns During Clinical Supervision

Clinical supervision is an essential component of the DESP program. During this activity, each intern will present their clients, concerns, challenges, or questions. Interns are expected to:

- Be punctual and fully present (e.g., no distractions from cell phones or smart device applications);
- Arrive prepared, meaning they review their recordings, ask questions, and take a proactive approach;
- Demonstrate ethical behaviour and respect confidentiality (in group supervision, ensure that other group members do not know your client);
- Be respectful toward colleagues, clients, supervisors, and professors;

- Be honest, meaning they accurately report session progress, including any serious incidents;
- Be responsible, meaning they ensure they are familiar with the program policies and procedures, CRPO requirements, and those of the placement organization.

Interns are also expected to familiarize themselves with CRPO professional practice standards, particularly Standard 4.2 *Practising Under Clinical Supervision*.

Preparing for the Internship Search

From the moment of admission into the program, the Université de Hearst will provide DESP students with all the necessary tools to support their internship search, including:

- a template for a placement request letter;
- a list of requirements from the College of Registered Psychotherapists of Ontario (CRPO) for clinical supervisors;
- this guide outlining internship criteria and expectations (duration, direct client contact hours, supervision modalities, etc.);
- a copy of the learning contract;
- a list of partner organizations and potential placement sites.

These tools are designed to support students in finding a placement setting that meets both the program requirements and those of the CRPO.

Internship Search

The internship search must be initiated by students as soon as the offer of admission to the program is accepted. The placement setting must be confirmed before the start of Block 4. Each student is responsible for:

- identifying potential host organizations;
- contacting organizations and submitting their application;
- verifying that the prospective clinical supervisor meets CRPO requirements;
- informing the Career and Professional Development Centre of the progress of their search.

Students are encouraged to take a proactive approach in their search and to seek support from the Career and Professional Development Centre when needed.

Pre-Placement Interview

The interview allows host organizations to determine whether interns would be a suitable addition to the work team and whether available resources can support their learning objectives.

In addition to helping interns gain a better understanding of the workplace, the interview also gives them the opportunity to ensure that the placement will provide the training required to meet course requirements and learning objectives. Interview support resources are available through the Career and Professional Development Centre for those who wish to use them.

Pre-Approval of Internship and Clinical Supervision

Before confirming an internship, the student must submit the following information to the Career and Professional Development Centre (CPDC) coordinator for approval:

- the name of the host organization;
- the name, title, and contact information of the prospective clinical supervisor;
- confirmation that the supervisor meets the College of Registered Psychotherapists of Ontario (CRPO) criteria for clinical supervision;

- a brief description of the planned internship activities, including supervision modalities and the proportion of direct client contact (DCC) hours.

The CPDC coordinator then conducts a **pre-validation of the placement setting and clinical supervision** to ensure they meet both program and CRPO requirements.

No official agreement may be signed and no internship may begin prior to this validation.

Internship Confirmation and Learning Contract

Once pre-approval has been obtained, the learning contract signing process may begin.

The learning contract is concluded between:

- the Université de Hearst;
- the clinical supervisor;
- the person responsible at the host organization (non-CRPO member), if applicable;
- the internship professor;
- the intern.

The learning contract specifies, in particular:

- the duration of the internship (560 hours);
- the internship period;
- the name and qualifications of the clinical supervisor;
- the responsibilities and expectations of each party;
- supervision modalities;
- requirements related to direct client contact hours;
- administrative and legal matters (e.g., insurance, confidentiality, personal information protection, etc.).

The signing of the learning contract constitutes the **official confirmation** of the internship. This document may also serve as a supervision agreement between the supervisee and the clinical supervisor. No additional document will be issued by the University to confirm the internship.

Code of Ethics and Professional Practice Standards

Faculty members, students, and all other individuals involved in the DESP program commit to upholding and respecting the principles of the ethical code and professional practice standards of the College of Registered Psychotherapists of Ontario.

Autonomy and Dignity of All Persons

- respect the privacy, rights, and diversity of all individuals;
- reject all forms of harassment or aggression;
- maintain appropriate therapeutic boundaries at all times.

Excellence in Professional Practice

- work in the genuine best interest of clients;
- work within the limits of one's abilities and competencies;
- remain up to date with best practices;
- pursue personal and professional growth throughout one's career.

Integrity

- openly inform clients of available options, limitations, risks, and potential benefits of professional services;
- recognize personal and professional biases and work to overcome them;
- seek consultation in cases of ethical dilemmas.

Justice

- strive to promote justice and equity in professional and personal interactions, and actively oppose oppression and discrimination.

Responsible Citizenship

- participate in the community as a responsible citizen, remaining mindful of one's role as a trusted professional;
- seek consultation in cases of potential conflicts of interest or other professional challenges.

Responsible Research

- conduct only basic and applied research that is beneficial to society, in a safe and ethical manner, and with informed consent from all participants.

Support for Colleagues

- respect colleagues, coworkers, students, and members of other disciplines;
- supervise responsibly;
- work collaboratively;
- inspire others to strive for excellence.

While it may not always be possible to meet these ideals perfectly, they represent the goals toward which faculty, students, and all individuals involved in the DESP program are expected to strive.

CRPO Professional Practice Standards

Faculty members, students, and all other individuals involved in the DESP program must also comply with the professional practice standards of the CRPO. These are minimum requirements and concrete rules that must not be violated.

These standards are available at the following website:
https://crpo.ca/fr/normes-dexercice-de-la-profession/conduite-professionnelle/

Before participating in the internship and seeing clients, students must sign a declaration confirming that they have read the relevant documents and agree to adhere to the CRPO Code of Ethics (English version) as well as the CRPO Professional Practice Standards. Serious breaches of these principles must be reported to the DESP Standards Committee, which will determine appropriate sanctions.

Evaluations

Evaluation Form

The evaluation form is sent to the clinical supervisor at both mid-placement and at the end of the internship to provide feedback on learning objectives and to discuss the intern's progress. The form is completed by the clinical supervisor in order to assess the competencies acquired by students during their workplace experience. It is recommended that the report be reviewed in the presence of the intern to foster meaningful discussion regarding

the professional behaviours and skills demonstrated during the placement. This document also allows for discussion of the intern's professional strengths and weaknesses, as well as suggestions for improvement. The evaluation form is then submitted to the internship professors, who calculate the students' course grade and, if necessary, arrange a final discussion.

In addition to open-ended questions assessing professional skills, the internship evaluation is based on components derived from the **Admission Competency Profile for Registered Psychotherapists**:

The student is able to...

- integrate a theory of human psychological functioning;
- work within a framework grounded in an established psychotherapeutic theory;
- integrate knowledge of comparative psychotherapy and its relevance to practice;
- integrate self-awareness in relation to the professional role;
- integrate knowledge of human and cultural diversity;
- communicate professionally and effectively;
- maintain effective relationships;
- contribute to a productive collaborative environment;
- comply with legal and professional obligations;
- apply ethical decision-making processes;
- maintain self-care and the level of wellness required for responsible therapy;
- evaluate and improve professional practice;
- obtain clinical supervision or consultation;
- provide psychoeducation within one's scope of practice;
- maintain client records;
- support clients in advocacy and support needs;
- provide reports to third parties;
- establish business practices consistent with professional roles;
- engage clients in therapeutic practice;
- establish and maintain conditions essential to therapy;
- use self-awareness safely and effectively in the therapeutic relationship;
- conduct appropriate risk assessments;
- structure and facilitate the therapeutic process;
- refer clients appropriately;
- conduct effective termination processes;
- stay current with professional literature;
- use research findings to inform clinical practice.

Evaluation Grid

I (below 70%) Unsatisfactory: fragmented knowledge of basic skills and competencies. Lack of understanding and integration of knowledge. May place clients at risk. Does not meet expected level at this stage of training.

AC Acceptable: basic knowledge acquired, but skills and competencies still show gaps. Developing abilities, but still progressing toward meeting expectations.

B Good: skills and competencies are generally mastered. Shows some integration of knowledge. Generally meets training expectations. Ongoing progression.

N/A Not applicable: does not apply in this circumstance.

Reflective Journal

To ensure ongoing follow-up, internship professors may consult a reflective journal that allows interns to record their reflections following learning activities. This tool is used as an evaluation method and also provides support

by enabling professors to share their own comments throughout the interns' learning journey. The confidentiality of all entries in the journal is mandatory for interns.

Formal and Informal Feedback

The internship provides numerous opportunities to receive feedback on professional performance, workplace attitudes, and clinical development. This feedback may be:

Formal, through:

- the mid-term evaluation;
- the final evaluation submitted by the clinical supervisor;
- comments from the internship professor.

Informal, within:

- weekly clinical supervision meetings;
- spontaneous exchanges in the placement setting;
- discussions with colleagues or other professionals in the workplace.

Interns are encouraged to receive feedback with openness and professionalism, and to use it as a tool for learning and ongoing growth.

Self-Assessment and Professional Development

Throughout the internship, interns are encouraged to adopt a reflective stance toward their learning and clinical practice. Regular self-assessment allows them to recognize their strengths, identify professional and personal challenges, and connect their interventions with the competencies expected of a psychotherapist in training.

In this context, interns are encouraged to:

- regularly review their learning objectives;
- assess their progress in relation to CRPO professional competencies;
- document their reflections in the reflective journal;
- develop a short- and medium-term professional development plan aligned with their career path and clinical interests.

This process aims to support the meaningful integration of knowledge, the consolidation of professional identity, and thorough preparation for entry into the profession.

Satisfaction Survey

At the end of the internship, a satisfaction survey is sent to interns in order to highlight strengths and gather suggestions for improving the Université de Hearst internship program. For any additional comments regarding the internship program, please contact the Career and Professional Development Centre at 705-372-1781 or 1-800-877-1781, extension 106.

Confidentiality and Consent

As part of the internship, interns are required to work with clients in a psychotherapeutic context. This involves access to sensitive and confidential information. Respect for confidentiality principles and obtaining informed consent are essential to the therapeutic relationship and constitute professional, legal, and ethical obligations.

Confidentiality

Interns must at all times respect:

- the confidentiality policies of the host organization;
- the Université de Hearst's privacy protection standards;
- the Code of Ethics of the College of Registered Psychotherapists of Ontario (CRPO);
- all laws applicable to the practice of psychotherapy.

Information obtained during the internship (clinical records, observations, supervision discussions, personal notes, etc.) must never be shared outside the designated context, even after the internship has ended. No information may be disclosed to third parties without the written consent of the individual concerned, except where required by law (e.g., imminent risk of harm, abuse, court order).

In supervision discussions or reflective journals, names, initials, dates, or any other identifying information must be removed to ensure client anonymity.

Informed Consent

Before any therapeutic interaction, the intern, in collaboration with their clinical supervisor, must ensure that the client's informed consent is obtained. This consent must:

- be free, informed, and voluntary;
- clearly outline the objectives, limits, and methods of the intervention;
- specify that services are provided within the context of a supervised internship;
- include details regarding any recording methods (e.g., audio, video), if applicable, and their intended use (supervision, evaluation).

The documentation of consent may vary depending on the host organization's policies, but it must always be written and stored in the client's file.

In Case of Doubt

Any questions regarding confidentiality or consent must be discussed immediately with the clinical supervisor or, if necessary, with the internship professor. In the event of a breach, corrective measures may be taken, which could include termination of the internship.

Internship Problem or Conflict Resolution Process

Occasionally, conflicts may arise between an intern and their clinical supervisor. In such cases, the supervisee is encouraged to:

discuss their concerns openly with the person involved in an effort to resolve the issue; or

discuss their concerns with the internship professor, the Career and Professional Development Centre (CPDC) coordinator, or the DESP program coordination. If necessary, the individuals mentioned above may be informed and may also be called upon to collaborate in the conflict resolution process.

To ensure a respectful and professional process for all parties, the Université de Hearst recommends the following steps:

1. Personal analysis of the situation:

- Reflect on the nature of the issue: is it relational, organizational, ethical, or pedagogical?
- Record facts objectively (dates, events, exchanges, impacts).
- Verify whether the issue can be clarified or resolved directly with the person concerned.

2. Direct communication:

- The individual concerned should first attempt a direct and respectful resolution with the other party involved (e.g., clinical supervisor).
- A confidential, factual, and solution-oriented discussion is recommended.

3. Request support from the Career and Professional Development Centre (CPDC) (if the issue persists or if direct communication is not possible):

- The intern must contact the CPDC internship coordinator to explain the situation.
- A documented meeting may be organized with all relevant parties to facilitate mutual understanding and identify possible solutions.

*4. Involvement of the internship professor (if the situation affects learning progress):**

- The internship professor may be involved by the CPDC to provide pedagogical recommendations, propose an improvement plan, or direct the intern toward another professional resource.

*The DESP program coordination may be consulted by the CPDC if needed.

5. Remediation or Reorientation Plan (if necessary – depending on severity or persistence of the issue):

- A remediation plan may be implemented (e.g., specific objectives to be achieved within a defined timeframe, increased support).
- In extreme cases, a change of placement setting may be considered. This decision is made by the CPDC in consultation with DESP coordination.

6. Documentation

- All formal exchanges or measures taken must be documented in the *Follow-up of a Problematic Situation or Conflict in Internship Placement* form (available in the appendix).
- Documents must be kept confidential in the intern's file.

Insurance Coverage for Unpaid Interns

(CWSIB: 12-04-04)

The Université de Hearst, through the Ministry of Training, Colleges and Universities, provides host organizations that accept unpaid interns with insurance coverage through the Workplace Safety and Insurance Board (WSIB). For employers who are not required to pay WSIB premiums, coverage is provided through ACE INA.

Responsibilities of the Training Organization

As outlined in Section 7 of the **Guidelines for Workplace Insurance for Postsecondary Students Completing Unpaid Placements**, the training organization (Université de Hearst) is responsible for:

1. informing interns that if they suffer an injury or contract an illness during an unpaid placement while enrolled in an approved program, the training organization will disclose certain personal information

related to the placement and any WSIB or ACE INA claims to the Ministry of Training, Colleges and Universities (MTCU);
2. informing interns that they may submit a claim in the event of injury or illness occurring during an eligible unpaid placement;
3. ensuring that the employer understands the insurance coverage provided to placement students;
4. confirming that the employer provides WSIB coverage for the duration of the unpaid placement;
5. ensuring that the employer, if covered by WSIB, is aware of reporting procedures in the event of injury or illness.

Reporting Procedures and WSIB Claims

The employer is required to report any injury or illness in accordance with WSIB Operational Policy Manual document 15-01-02, *Initial Employer Reporting Obligations for Workplace Injuries*.

Any injury or illness experienced by the intern during an unpaid placement, regardless of severity, must be reported by the intern to their employer (immediate supervisor) and to the designated contact person at the training organization (CPDC).

The report must specify when, where, and how the injury or occupational illness occurred. An injury or illness requiring only first aid does not need to be reported to WSIB; however, the training organization must keep a written record for possible future reporting.

Reporting a Workplace Injury or Illness to WSIB

Within three days of becoming aware of a workplace injury or illness, the supervisor must complete WSIB Form 7, *Employer's Report of Injury or Disease*, available online, and send it to the training organization (CPDC). The form must then be submitted by the training organization to WSIB within seven business days of becoming aware of the injury or illness.

A report is mandatory when, during an unpaid placement, an intern experiences an injury or illness that:

- requires treatment by a regulated health professional involving fees (e.g., physician, dentist, chiropractor, hospital care, etc.);
- results in lost work time beyond the date of the injury or illness;
- requires modified duties for more than seven calendar days;
- involves exposure to an infectious disease.

Instructions and guidelines for completing WSIB Form 7, *Employer's Report of Injury or Disease*, are provided with the form on the WSIB website at http://www.wsib.on.ca. Each training organization is assigned a unique business number that must be used in all correspondence with WSIB.

Careful attention to detail when completing a report helps prevent delays or complications related to additional information requests from WSIB.

For any questions regarding insurance coverage for unpaid interns, please contact the Career and Professional Development Centre at 705-372-1781, extension 106.

Roles and Responsibilities of Stakeholders

To ensure the smooth running of the internship and a meaningful learning experience, the roles and responsibilities of each stakeholder are defined as follows:

Host Organization

The host organization agrees to:

- provide a professional environment conducive to clinical learning, aligned with the pedagogical objectives of the DESP program;
- welcome interns and provide the resources, time, and support necessary to achieve learning objectives, including the accumulation of DCC and CS hours (according to the typical progression presented on page 9 of this guide);
- designate a clinical supervisor who meets CRPO criteria, or, in the case of external supervision, a designated workplace representative;
- inform interns of internal rules, safety policies, and professional expectations;
- support intern integration, monitor their progress, and contribute to the evaluation of the internship;
- ensure the safety, security, and dignity of interns throughout the placement.

Clinical Supervisor

The clinical supervisor:

- guides the intern's clinical practice, provides regular supervision (individual or group), and offers constructive feedback;
- participates in mid-term and final evaluations in collaboration with the internship professor;
- maintains a supervision ratio in accordance with CRPO requirements (1 hour of CS for 4.5 hours of DCC);
- collaborates with the CPDC and internship professors in case of difficulties and designates a replacement in the event of a prolonged absence;
- meets CRPO eligibility requirements to act as a clinical supervisor.

Internship Professor

The internship professor:

- supports the intern in formulating learning objectives and drafting the learning contract;
- approves the learning contract and ensures its alignment with pedagogical objectives;
- participates in follow-up meetings with the clinical supervisor;
- ensures open communication among all parties;
- assigns the final grade ("pass" or "fail") based on evaluations and internship reports.

Intern

The intern:

- actively participates in their learning by preparing for supervision, meeting deadlines, and adopting a reflective stance;
- respects University policies, host organization rules, and CRPO professional standards;
- drafts a learning contract, documents DCC and CS hours, and submits all required assignments;
- participates in supervision and evaluation meetings;
- promptly informs relevant parties of any difficulties or unexpected absences;
- provides proof of professional liability insurance and assumes all associated internship costs (e.g., background checks, vaccinations).

Université de Hearst

The Université de Hearst commits to:

- providing interns with rigorous academic supervision and access to support services;
- supporting host organizations and supervisors by providing necessary tools, documents, and training;
- maintaining a partnership based on communication, mutual respect, and recognition of community expertise;
- ensuring interns' rights (non-discrimination, confidentiality, safety, equity) throughout the internship experience.