



New Brunswick Pre-Doctoral Internship in School & Clinical Psychology

2026-2027 Intern Handbook

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Internship Highlights



Gain well-rounded experience in the practice of school and clinical psychology across urban and rural settings.

Support children, youth, and families with diverse backgrounds, circumstances, personal and cultural identities, and presenting concerns.

Diverse Clients



Complete a school-based rotation in New Brunswick's unique and fully inclusive school system.

Consult and collaborate with school personnel, professionals, and other service providers to provide effective and holistic client care.

Inter-disciplinary Collaboration



Practice within a comprehensive service delivery model that includes consultation, assessment, and intervention during the school-based rotation.

Build supervision skills by providing mentorship and clinical supervision to junior doctoral students during the clinic-based rotation.

Supervise & Mentor



Tailored experience based on personal interests, skills, and goals with opportunities for special projects in school, clinic, and community settings.

Access to university library services, Department of Psychology events and workshops, and Student Health Centre.

University Connection



Learn about Wabanaki cultures and ways of knowing; participate in wellness practices with Wabanaki Elders and Knowledge Keepers.

Introduction

The **New Brunswick Pre-Doctoral Internship in School and Clinical Psychology** is a training opportunity for doctoral students interested in providing psychological services to children and youth in school and community settings, with a focus on school psychology. Interns will develop skills in assessment, intervention, consultation, supervision, and research as they complete a school-based rotation in New Brunswick's Anglophone school districts, and a clinic-based rotation at the University of New Brunswick's Psychological Wellness Centre.

We respectfully acknowledge that all internship sites are situated on the traditional, unceded, and unsundered territories of the Wolastoqey, Mi'gmaq, and Peskotomuhkati peoples. We seek to repair and rebuild meaningful relationships with Indigenous peoples and to honour these lands which hold the hopes of future generations.

Did you Know? Wabanaki Peoples, or People of the Dawnland are an historic and contemporary confederacy of five Indigenous Nations that include the Mi'kmaq, Wolastoqey, Peskotomuhkati, Penobscot, and Abenaki. Their homelands overlap colonial jurisdictions including the Canadian provinces of New Brunswick, Prince Edward Island, Nova Scotia, Newfoundland, and parts of Quebec.

As psychologists and psychologists-in-training, we make an active commitment to prioritizing Truth and Reconciliation with Indigenous Peoples. We seek to build meaningful relationships rooted in respect and understanding, to approach our work with cultural humility, and to challenge systems that perpetuate oppression and inequality. We take seriously our responsibility to provide culturally safe and responsive services, which includes learning about Wabanaki culture and respecting and incorporating Indigenous ways of knowing into our practice.

New Brunswick is becoming an increasingly diverse and multicultural province. Throughout this internship, interns will work with diverse children, youth, and families in rural and urban settings with an intentional focus on developing a deep understanding and respect for individual and group differences that psychologists must be aware of and responsive to in their practice. These include considerations of cultural, ethnic, linguistic, and socio-economic background, neurodiversity, ability and disability, age, gender identity, and sexual orientation, as well as how the intersectionality of various identities can affect individuals' lived experience.

Internship Partners

New Brunswick's Department of Education and Early Childhood Development (EECD) and the University of New Brunswick (UNB) have partnered to offer this pre-doctoral internship opportunity.

Department of Education and Early Childhood Development

New Brunswick's Department of Education and Early Childhood Development ([EECD](#)) is responsible for provincial early learning and K-12 education. EECD develops, implements, and maintains educational policies, programs, and services that support the learning, development, and well-being of children and youth across the province.

EECD works closely with the province's four Anglophone and three Francophone school districts to support the K-12 public school system in areas that include curriculum development, teacher certification, provincial student assessment, and professional development for teachers and school staff. EECD also collaborates closely with the Departments of Health, Social Development, and Justice and Public Safety to support the diverse needs of children and youth in New Brunswick.

The school-based rotation of this internship will take place at training sites within one or more of the [four Anglophone School Districts](#):

- North (ASD-N)
- East (ASD-E)
- South (ASD-S)
- West (ASD-W)



EECD promotes a model of inclusive education where all learners, regardless of background, ability, and current needs, are supported in receiving their education in a common learning environment with their peers. The **Education Support Services (ESS)** division within EECD oversees the development, implementation, and coordination of programming to support the needs of diverse learners, including those with disabilities, exceptionalities, and complex needs, as well as those with diverse cultural and linguistic backgrounds, gender identities, and sexual orientations. Members of the ESS division work with school district staff to ensure that students are provided with programming and services to support their learning and development. EECD's ESS division also oversees the

delivery of professional support within the school system, including school psychology, social work, and speech-language pathology services.

University of New Brunswick

The University of New Brunswick (UNB) is Canada's oldest English-language university, and New Brunswick's only national comprehensive university. Founded in 1785, the multi-campus institution has a rich history as well as a dynamic focus on research, innovation, experiential learning and entrepreneurship. UNB welcomes more than 10,000 students from 100 countries to its campuses. With over 100 programs in 14 faculties, UNB helps students acquire the abilities needed to make an impact in their communities.

The [Department of Psychology](#) on UNB's Fredericton campus houses a CPA accredited PhD program in Clinical Psychology. This program follows a scientist-practitioner model, offering advanced coursework and close faculty supervision as it prepares graduates for careers in clinical practice, research, or academia.

Affiliated with the Department of Psychology, the [Psychological Wellness Centre \(PWC\)](#) is located on UNB's Fredericton campus. The PWC offers low-cost psychological services to child, youth, and adult clients from the community as well as university students, while providing training opportunities for graduate students. The vision of the PWC is to advance excellence in the education and practice of Clinical Psychology through experiential learning and the provision of evidence-based services to UNB and the wider community. The clinic-based rotation of this internship will take place at the PWC.

About New Brunswick

Living and Working in New Brunswick

Located on Canada's east coast, New Brunswick is a small Maritime province on the traditional homelands of the Wabanaki Peoples, known for its natural beauty, vibrant communities, and welcoming people. From the three larger cities of Fredericton, Moncton, and Saint John to charming small towns and rural communities, New Brunswick offers something for everyone.

New Brunswick's stunning natural environment includes scenic ocean views, sandy beaches, rugged coastlines, dense forests, winding rivers, and picturesque farmlands. Those who value an active lifestyle will appreciate easy access to recreational activities like hiking, skiing, cycling, kayaking, and camping.

As Canada's only officially bilingual province, New Brunswick has a unique blend of French and English language and culture. A wide variety of festivals, local markets, and community

events provide ample opportunity for entertainment, meaningful learning experiences, and connecting with people and communities.

For those who enjoy exploring, New Brunswick's central location within the Maritimes makes it an ideal starting point for day trips or weekend getaways to neighbouring Nova Scotia and Prince Edward Island. You can explore endless local attractions and treat yourself to scenic views, delicious food, arts, culture, and history, all with a welcoming sense of "Maritime Hospitality" that is second to none.

With a growing demand for psychological services and a small, relatively close-knit community of psychologists, interns in New Brunswick will have the opportunity to participate in meaningful initiatives, develop strong professional connections, and make a positive impact in the field of school psychology and in the lives of children and youth in this province.

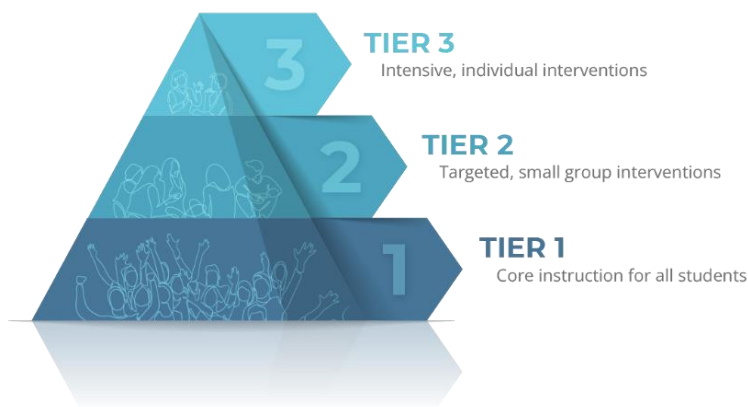
For more information about New Brunswick, visit tourismnewbrunswick.ca.

New Brunswick Education System

New Brunswick's public school system has long been recognized as a leader in inclusive education in Canada and around the world, since first implementing inclusive practices in 1986. A province-wide Inclusive Education policy (Policy 322) ensures all students, regardless of their ability, background, or identity, learn together with their peers in a common learning environment.

Students receive tiered supports within a Response to Intervention (RTI) model based on their learning, behavioural, and social-emotional needs. Routine screening, assessment, and progress monitoring ensure students' level of support aligns with current needs.

Within the RTI model, **Tier 1** includes high-quality, evidence-based instruction and universal screening for all students to support academic and behavioural success. **Tier 2** includes targeted small-group interventions for students who require additional support, and **Tier 3** involves intensive and individualized assessments and interventions for students with significant needs who have not responded to universal and targeted supports. School psychologists provide a variety of direct and indirect services at each level of the RTI model.



School Psychology in New Brunswick

In New Brunswick, school psychologists are licensed with the College of Psychologists of New Brunswick (CPNB). They provide a range of direct and indirect psychological services in the broad areas of consultation, assessment and diagnosis, and intervention.



School psychologists work on inter-disciplinary district-based Education Support Services (ESS) teams. They collaborate with school and district staff, families, and community service providers to assess student strengths and needs and provide recommendations for interventions to support students' social-emotional, mental health, behavioural, developmental, and academic growth. They also develop and provide professional learning opportunities for school staff to build capacity for evidence-based practices within the school system.

School psychology services play an important role in creating and maintaining safe, healthy, and welcoming schools. School psychologists empower students to participate fully and meaningfully in their education and support the inclusion of students in the common learning environment.

The Internship Program

This program was developed out of a recognition of the need to provide opportunities for future psychologists to train within New Brunswick's inclusive education system, and a desire to promote the career opportunities that exist in school psychology in New Brunswick to those with interest in this area.

Mission & Values

Our mission is to provide high-quality training that supports interns in developing the necessary competencies to practice in the dynamic field of school psychology, as well as an understanding of the unique complexities, challenges, and opportunities that exist in the delivery of psychological services in schools. We recognize and value the unique skills and perspectives of school psychologists, and the role that accessible school-based psychological services play in supporting the wellbeing and inclusion of all students, especially those from traditionally underserved and marginalized backgrounds.

Although this internship program is focused primarily in school psychology, we view “school psychology” as a practice rather than a specific place of work. We recognize that the skills and experiences gained through a school psychology lens are readily transferable to working with children and youth in various contexts. We also believe that a variety of experiences, settings, clients, and supervision styles ultimately contribute to the development of well-rounded and effective school psychologists. For this reason, we provide interns with diverse training opportunities in both school and community clinic settings.

To support our mission of providing high quality training opportunities in school psychology, our internship program is built upon the following foundational values:



Learner-Centered Experience. Just as we value approaches that center the needs of students in our schools, we strive to provide training experiences that recognize the unique needs of each intern in our program. We do this by creating individualized Internship Plans with each intern that align with their unique training goals, taking a developmental approach to supervision, providing ample formative feedback, and respecting the perspectives and contributions of our interns.

Lifelong Learning. As psychologists, we are committed to fostering a culture of lifelong learning within our workplaces. We emphasize reflective practice, and we approach our work with curiosity, intention, and self-awareness of our own strengths and areas for professional growth. We view supervision as a reciprocal learning process whereby interns learn from supervisors, and supervisors have the privilege of learning from the new and diverse perspectives that interns bring to our program.

Inclusive Education. We believe in fostering environments that value the inclusion and contributions of those with diverse backgrounds, identities, experiences, and abilities. We are committed to welcoming and valuing that same diversity within our internship program and creating a safe environment that supports exploration of social justice issues and empowers interns to challenge and advocate for equitable systems and inclusive spaces that respect all aspects of human diversity.

Culturally Responsive Practice. We approach our work with cultural humility, as we strive to provide culturally safe and responsive psychological services to diverse clients. We are attuned to imbalances of power in our client relationships, and we seek to understand, respect, and incorporate clients' perspectives, values, and belief systems into our work. We recognize clients' rights to self-determination and see them as experts in their own lives. We work to establish trusting partnerships, and to adapt our approaches as needed to support clients in moving toward personally meaningful and culturally relevant goals.

Collaboration. We recognize that our clients benefit from having service providers from various backgrounds and with differing perspectives come together to support their needs. We believe that psychologists play an invaluable role in interdisciplinary settings within the school system and beyond, and we recognize that effective professional collaboration requires a specific set of interpersonal and problem-solving skills that must be practiced and maintained.

Evidence-Based Practice. As psychologists, we have a responsibility to provide clients with effective, evidence-based care. We also play a critical role in translating research into practice in various settings, and supporting others (e.g., teachers, colleagues) in building capacity for evidence-based practice. We respect the scientist-practitioner model and the critical role that research plays in informing our practice, as well as the way that practice can guide the need for future research.

Professional Identity. We are passionate about supporting interns in developing a strong sense of the roles, responsibilities, and scope of practice of school psychologists. A strong sense of professional identity is foundational to the delivery of effective, compassionate, and ethical care to clients. We support interns in exploring professional identity, and how personal values may align with and shape professional goals. We believe that nurturing this identity development can create passionate and self-aware future leaders in the field of school psychology.

Training Goals & Objectives

With our mission and values as a foundation, the goals and objectives of our program ensure high-quality and diverse training experiences that support interns in developing competencies in core areas of psychological practice. Upon completing the internship program and meeting these training goals, interns will be prepared for the next step in their licensing journey as they move toward independent psychological practice.

Goal 1 *To develop competence in conducting comprehensive assessments with children and youth from diverse backgrounds with varying presenting concerns.*

Objective 1.1. Interns will conduct high-quality comprehensive psychological and psycho-educational assessments with a focus on using assessment results to inform intervention and treatment planning.

Objective 1.2. Interns will effectively collect the necessary information to inform the assessment process from multiple sources by conducting intake, developmental history, and clinical interviews with multiple informants (e.g., youth, family, teacher), file reviews, and observations.

Objective 1.3. Interns will select, administer, score, and interpret standardized tests and ratings scales to measure client functioning across domains, including cognitive skills, memory and learning, executive functioning, social-emotional skills, academic achievement, adaptive functioning, and behaviour.

Objective 1.4. Interns will skillfully communicate assessment results and provide relevant evidence-based recommendations to clients, families, school team members, and other professionals.

Goal 2 *To develop competence in providing evidence-based intervention to children and youth across contexts and for varying presenting concerns.*

Objective 2.1. Interns will gather and use data to inform the selection of appropriate interventions to meet client needs while taking into consideration variables like cultural background, identity, and available resources.

Objective 2.2. Interns will effectively deliver individual and/or group (i.e., small group, classroom, school-wide) interventions with children, adolescents, caregivers, and families.

Objective 2.3. Interns will monitor the effectiveness of interventions and gain experience using intervention data to inform further treatment planning.

Goal 3 ***To develop competence in providing collaborative consultation services to clients, families, teachers, and other professionals.***

Objective 3.1. Interns will collaborate in multidisciplinary settings, develop an appreciation for alternate perspectives, synthesize information, and explore the role of a psychologist on a multidisciplinary team.

Objective 3.2. Interns will provide consultation to and receive consultation from various professionals, both within the school system and the broader community to coordinate services for children, youth, and families.

Objective 3.3. Interns will practice various consultation models, gaining experience with conceptualization of the problem, data collection, and collaboratively developing recommendations.

Objective 3.4. Interns will practice interpersonal problem solving, conflict management, and related skills in preparation for navigating challenging consultation situations.

Goal 4 ***To develop the interpersonal skills and competencies needed to establish and maintain effective working relationships with clients, families, colleagues, supervisors, and other professionals.***

Objective 4.1. Interns will be aware of the nuances of verbal and nonverbal communication, including attending to their own communication style and being responsive to cultural differences in communication.

Objective 4.2. Interns will communicate and interact with clients, families, colleagues, and other service providers in a manner that is collaborative, transparent, respectful, and that instills a sense of trust in the profession.

Objective 4.3. Interns will adapt their communication style in response to the needs of various audiences and collaborators (e.g., explaining assessment results to parents, consulting with colleagues).

Goal 5 ***To develop the skills to effectively integrate research and empirical findings into practice, and to conduct research and evaluation activities in the context of professional practice.***

Objective 5.1. Interns will seek out and evaluate current research findings to guide assessment, intervention, and consultation services with clients.

Objective 5.2. Interns will critically review empirical evidence and maintain an awareness of research limitations, including considerations for applicability to diverse populations and implementation across settings (e.g., schools).

Objective 5.3. Interns will review and synthesize available research on relevant topics in order to deliver evidence-based recommendations and professional learning opportunities to colleagues (e.g., school staff).

Objective 5.4. Interns will gain exposure to research and/or program evaluation in the context of professional practice by participating in planning, implementing, and/or reporting on a research or program evaluation project.

Goal 6

To develop awareness and respect for human diversity as it relates to working with clients with diverse personal characteristics, social identities, and cultural backgrounds.

Objective 6.1. Interns will engage in regular self-reflection about positionality and issues related to power and privilege as a psychologist-in-training. This will include exploration of how their cultural identity, beliefs, and biases impact their practice.

Objective 6.2. Interns will remain attentive to social injustices in the systems in which they work and in the larger community, including issues of systemic racism, discrimination, and oppression.

Objective 6.3. Interns will deliver culturally safe and responsive services by adapting and/or integrating approaches to take into consideration clients' lived experiences, beliefs, and cultural norms.

Objective 6.4. Interns will recognize the limitations and potential for bias in the assessment of culturally diverse clients, consider implications and any alternatives, and proceed in a way that minimize the potential for client harm.

Objective 6.5. Interns will actively participate in training opportunities to learn about effective practices for working with diverse populations.

Objective 6.6. Interns will become familiar with the *Truth and Reconciliation Commission of Canada's Calls to Action* and remain attentive to how these calls affect and direct their practice.

Objective 6.7. Interns will learn about Wabanaki cultures and history, and respect and incorporate Wabanaki ways of knowing into their practice, when possible and appropriate.

Goal 7 *To develop habits of reflective practice, self-awareness, and self-care, and to understand their importance in supporting effective practice and protecting against adverse professional outcomes (e.g., burnout).*

Objective 7.1. Interns will actively practice self-reflection and self-evaluation of strengths and areas for growth within the supervision relationship.

Objective 7.2. Interns will practice skills to manage professional and personal responsibilities, set boundaries, and establish work-life balance.

Objective 7.3. Interns will develop a self-care plan and engage in intentional self-care practices, modeling and encouraging others to do the same.

Goal 8 *To explore and develop a sense of professional identity that internalizes the highest standards of professional and ethical practice.*

Objective 8.1. Interns will develop a deep understanding of the roles, responsibilities, and scope of practice of a school psychologist.

Objective 8.2. Interns will demonstrate awareness and knowledge of the ethical principles in the *Canadian Code of Ethics for Psychologists* and develop and refine the skills needed to apply them in practice with children and youth.

Objective 8.3. Interns will enhance their awareness of provincial and federal legislation and professional guidelines relevant to providing psychological services to children and youth and gain experience applying these in practice.

Objective 8.4. Interns will recognize and establish appropriate professional boundaries with clients, colleagues, and other professionals. This may include managing demands and expectations, meeting deadlines, recognizing limits in competency, and being receptive to feedback.

Goal 9 *To begin to develop skills to provide effective clinical supervision.*

Objective 9.1. Interns will gain experience supervising a junior (i.e., practicum) student, while receiving supervision for these activities.

Objective 9.2. Interns will gain experience providing feedback to peers and colleagues in peer consultation and group supervision settings.

Training Activities

To meet the internship program's goals and objectives, interns will participate in a variety of training activities in areas including direct and indirect client services, research and evaluation, and learning and supervision activities. The specific training activities each intern will undertake will be detailed in an **Internship Plan**, created jointly by the intern, their primary supervisors, and the Director of Training. Establishing an individualized plan ensures that program goals and objectives can be met in a way that is accessible, meaningful, and relevant to each intern's needs.

Although specific training activities may vary across internship rotations, and some may not be a focus at a particular site, the overarching Internship Plan ensures that each intern has access to a variety of experiences and engages in relevant training activities that align with the internship program's goals and objectives.

All training activities will include elements of diversity in terms of the psychological services offered, the location (i.e., rural, urban) and setting (i.e., school, clinic) of services, client demographics (e.g., age, gender identity, cultural background), and presenting concerns. Interns will also participate in diverse educational opportunities and didactic experiences, and they will receive high quality supervision from a variety of experienced psychologists. By focusing on both the quality and variety of experiences, this internship program supports the development of well-rounded, confident, and competent future psychologists.

Internship Structure

Over the course of this full-time 12-month internship, interns will complete a minimum of 1600 hours of supervised professional experience. Interns will spend at least one third, and no more than two-thirds of their time providing direct and indirect client services (i.e., assessment intervention, consultation). These limits allow ample time for supervision, learning, and support activities, and ensure that the intern's primary role as a trainee is prioritized and respected.

This internship will include two concurrent rotations:

- School rotation in a local district, with occasional travel to other districts.
- Clinical rotation at the UNB Psychological Wellness Centre (PWC).

Interns will spend approximately 2.25 days per week in each rotation, with the remaining 0.5 days per week dedicated to research and/or program evaluation projects, didactics, and other supervision/mentorship activities.

A sample biweekly schedule that includes time allotted between a local school district (ASD-West), other school districts, the PWC, and additional activities is provided below. This is meant to serve as a visual example of time allocation, rather than a set schedule. Each intern's unique schedule will be determined as part of the **Internship Plan** developed in collaboration with the intern's primary supervisors and the Director of Training.

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	AM	PWC	PWC	School (local)	School (local)	School (local)
	PM	PWC	PWC	School (local)	School (local)	Research/Program evaluation, didactics
Week 2	AM	PWC	School (travel)	School (travel)	PWC	PWC
	PM	PWC	School (travel)	School (travel)	PWC	Research/Program evaluation, didactics

School-based Rotation

The school-based rotation will be based in Anglophone School District – West, which includes Fredericton and surrounding areas. Interns may also travel to provide services in other school districts in order to access a range of training experiences. When travel from the Fredericton area to another district is required, travel expenses (i.e., mileage or rental vehicle) will be reimbursed, and care will be taken to ensure the amount of travel does not interfere with required training hours.

While in schools, interns will practice within a comprehensive school psychology service delivery model where they will gain experience providing assessment, consultation, and intervention services for school-aged children and youth (grades K-12). Clients will include students with neurodevelopmental, learning, and intellectual disorders, and those with other mental health, social-emotional, and behavioural needs. Interns will collaborate with school and district-based professionals



as members of the Education Support Services (ESS) team. They will work closely with parents, families, and community-based professionals to provide holistic, client-centered supports to students. Interns will gain experience delivering a range of direct and indirect services at all three tiers of the Response to Intervention (RTI) model, with a primary focus on working with students in need of Tier 3 (i.e., intensive/individualized) supports.

Experiences may be customized to a certain extent based on intern interests; however, each intern will provide services within at least one elementary (grades K-5), one middle (grade 6-8), and one high (grades 9-12) school to ensure a well-rounded internship experience. A focus will also be maintained on ensuring interns have the opportunity to work with students from diverse backgrounds and with a range of presenting concerns.

Clinic-based Rotation

The clinic-based rotation will take place at the Psychological Wellness Centre (PWC) on UNB Fredericton campus. The PWC offers low-cost psychological services to child, youth, and adults from the community, including university students. It also provides training opportunities for students in UNB's Clinical Psychology PhD program.

While at the PWC, interns will provide a range of evidence-based assessment, diagnostic, and intervention services for children, youth, and adults. They will conduct comprehensive psycho-diagnostic and psycho-educational assessments with children and youth across the age range. Assessment referrals at the PWC include clients with neurodevelopmental, learning, and intellectual disorders, and well as those with other mental health, social-emotional, and behavioural needs.

Interns will deliver evidence-based interventions in one-on-one and/or group formats to children and adolescents, parents, families, and young adults. Interns will provide



intervention to address various mental health concerns including anxiety, depression, stress, disruptive behaviour, obsessive compulsive disorder, trauma, adjustment to difficult life events (e.g., divorce, grief), substance misuse, etc. Interns will also provide mentorship and co-supervision to junior doctoral students completing practicum placements in the clinic.

Experiences may be customized to a certain extent based on interest; however, each intern will provide assessment and intervention services and co-supervise junior students to ensure a well-rounded experience. There will also be a focus on ensuring interns work with clients of diverse backgrounds, ages, and presenting concerns.

Special Projects

Interns will have opportunities to participate in various initiatives or special projects at the school district or department level, at the PWC, and/or with community partners. Interns will work with the Director of Training and their primary supervisor to determine if participation in one or more of the available opportunities fits into their Internship Plan. Interns may work with additional supervisors while participating in special projects.

Examples of areas in which special projects may be available include, but are not limited to, district-based justice, equity, diversity and inclusion initiatives, violence/threat risk assessment and crisis response teams, assessment and planning for children with neurodevelopmental disorders (e.g. autism, fetal alcohol spectrum disorder), substance use and addictions treatment, and participation in research and program evaluation (e.g., client satisfaction, outcome measurement) projects at the PWC.

Supervision and Evaluation

All supervisors will be Licensed Psychologists (L.Psych.) with the College of Psychologists of New Brunswick (CPNB). Supervisors will have experience in supervision and mentorship, as well as expertise in the areas they are supervising.

In alignment with CPA standards, each intern will receive four hours of supervision per week, with a minimum of three of those hours offered individually. Supervision will be predominantly in-person, with occasional virtual or telephone sessions as needed. Supervision may include a variety of activities, including direct instruction, observation, case review, support with treatment planning, providing feedback on written work (e.g., case notes, reports) and the assignment of additional learning activities as needed.

The supervision process is intended to be developmental in nature, beginning with more intensive and direct support at the beginning of the internship, and moving toward an increasingly consultative role as intern development and performance allows.

Primary Supervisors

Interns will be assigned a primary supervisor for each rotation. Primary supervision will be undertaken by psychologists with doctoral training, to align with CPA Standards. Interns will work with their primary supervisors and the Director of Training to develop an **Internship Plan** that considers interests, skills, and training needs and outlines the specific activities that will be undertaken to complete the internship requirements.

Primary supervisors assume responsibility for the intern's caseload and ensure that interns meet the professional and ethical standards of practice for the profession and adhere to all legal requirements related to their work. They also review, approve, and countersign all

written documentation produced by the intern, and make themselves available to interns and other stakeholders outside of scheduled supervision hours, as needed.

Primary supervisors take on many roles within the supervisory relationship, including instructor, consultant, evaluator, and mentor. Supervisors are mindful of their own personal and professional wellbeing, and model engagement in self-care practices. While actively supporting the completion of internship requirements, supervisors also mentor interns on the critical importance of work-life balance and living in line with personal values, to foster the development of resilient and self-aware future psychologists.

Secondary Supervisors

Interns may also work with one or more secondary supervisors over the course of the internship year. Secondary supervisors may become involved in the temporary or unexpected absence of a primary supervisor, or when there is a need for specific expertise or additional perspectives related to the intern's work. Secondary supervisors may also oversee interns' work on special projects, as needed.

Secondary supervisors will be licensed psychologists with either masters or doctoral training in school and/or clinical psychology, and considerable experience in the activities for which they are providing supervision.

Evaluation

Upon completion of the 12-month internship, it is expected that each intern will have developed the broad range of competencies and skills necessary to begin the process of licensing as a psychologist in New Brunswick. To achieve this goal, interns' professional growth and development will be evaluated throughout the year.

Evaluation of the Intern

In addition to ongoing formative feedback throughout the supervision process, interns will receive formal, written feedback about their progress at the midpoint and endpoint of each rotation. Formal evaluations will be completed by the intern's primary supervisors and will involve a review of the Internship Plan to determine progress toward program goals and objectives, as well as any adjustments that may be needed to the original plan. Evaluations will recognize intern strengths, as well as areas that need further skill development.

At both midpoint and final evaluations, interns will be asked to self-evaluate their skills and progress toward goals. Self-evaluation is an important skill to develop, as it builds self-awareness and supports reflective practice. Interns' self-evaluations will be reviewed and discussed with their supervisor(s) and incorporated into the evaluation report.

All written evaluations will be prepared by the primary supervisor for the rotation and sent to the Director of Training for review. The Director of Training is responsible for communicating with the intern's academic institution regarding the intern's progress and any issues that may arise.

Evaluation of the Internship

At the end of the internship, interns will be asked to complete a written evaluation of their experience. This will include reporting on the quality of their supervision, internship activities, balance of direct and indirect hours, and other aspects of their experiences during each rotation. These evaluations will be completed after all formal evaluations of the intern have been finalized, to encourage honest feedback and to avoid any real or perceived consequences for the intern. Intern feedback will be used to continuously develop and improve the internship program.

Didactics & Educational Opportunities

There is a wide variety of educational opportunities available to interns across sites. Interns are encouraged to take advantage of trainings that are offered, and to discuss with their supervisors any areas in which they wish to seek out additional learning opportunities.

During the **school-based rotation**, interns will have the opportunity to attend training and professional development workshops offered to school and district-based staff. Examples of training topics offered in the past include Applied Suicide Intervention Skills Training (ASIST), Violence/ Threat Risk Assessment (VTRA), and trauma-informed care. Interns will also be invited to participate in Wabanaki cultural learning opportunities (e.g., a Wabanaki Cultural Immersion week), and to learn from Elders and Knowledge Keepers.

Interns will attend monthly School Psychology Consultation Team meetings, where team members will explore relevant professional issues, engage in case discussion and resource-sharing, and critically review research findings. Interns will be encouraged to participate fully and to present on a topic of interest during one or more of these meetings.

During the **clinic-based rotation**, interns will have access to regularly scheduled colloquia and professional development workshops organized by UNB's Department of Psychology. Past workshop topics have included self-care, stress management, program evaluation, suicide risk assessment, specific therapies (e.g., family, dialectical behaviour therapy), and assessment and treatment of various disorders.

Interns will also be expected to attend the annual virtual workshops offered by the Canadian Council of Professional Psychology Programs (CCPPP). Past topics have included anti-racism, advocacy, ethics in social media, Indigenous wisdoms for

psychology, eating disorder recovery, and behaviour change. Finally, interns will have access to UNB library services.

Financial Support

A \$67,000 taxable stipend is offered to support interns with housing, living, and other expenses over the course of the 12-month internship period. We value health, wellness, and work-life balance. In addition to statutory holidays, interns will have access to 15 days off for personal time (i.e., vacation).

During the school-based rotation, mileage will be reimbursed for travel between the intern's designated workspace and the schools they serve. Additional travel and accommodation expenses may be covered in certain circumstances, and details can be discussed with the intern's primary supervisor.

Please note that internship positions are not considered positions of employment. Interns are not eligible for health/dental insurance and other employee benefits and are encouraged to maintain any coverage offered through their university, or to make other arrangements depending on their needs. Interns will have access to primary care services at UNB's [Student Health Centre](#) with a valid provincial health card and a small administrative fee per semester.

Facilities, Workspace, and Materials

In each rotation, interns will have access to a suitable workspace, computer, phone, and all systems and materials required to complete their work.

During the **school-based rotation**, interns will have a designated workspace within one of their schools or at a district office location. The availability of assessment and intervention spaces for working with students may vary between schools. Some may be shared with other service providers and may require booking in advance.

Interns will have access to all psychology testing materials that are available to school psychology staff, including digital platforms (e.g., Q-Interactive). Depending on availability, testing materials may be assigned to the intern, or they may be shared with other psychology staff.

During the **clinic-based rotation**, interns will have access to a private workspace at the PWC with internet access. A variety of confidential treatment rooms are available for client work. Interns will also have access to a library of testing materials, and administrative resources including personnel support, office supplies, and UNB library resources.

Applying to the Internship

This internship program offers two positions per year (September-August). The information below applies to the September 2026-August 2027 year.

Eligibility Criteria

Interested applicants must ensure they meet the following requirements **before applying to the internship**. At the time of application, applicants must:

- Be currently enrolled in a CPA accredited School and/or Clinical Psychology doctoral program, or a professional psychology program in Canada with equivalent academic and practical preparation.
- Be eligible to work in Canada.
- Have completed all coursework and practicum training required by their program.
- Have successfully completed comprehensive exams, if they are part of the applicant's academic program.
- Have received approval for their doctoral dissertation proposal. Dissertation research should be well underway, but not necessarily completed, by the internship start date.
- Have completed a minimum of 600 hours of practicum experience, with at least 300 direct service hours and 150 hours of supervision. Direct service hours must include a combination of assessment and intervention experience with children and youth.

Successful applicants will also need to meet the following requirements **before beginning the internship**. Prior to the internship start date, interns must:

- have a valid driver's license and access to a vehicle during the internship year.
- hold Professional Liability Insurance during the full 12 months of the internship, if this coverage is not provided by their training program. Proof of coverage will be required prior to beginning the internship.
- submit a criminal record check, completed within 6 months of internship start date
- submit a vulnerable sector check completed within 6 months of internship start date

Interns will also be asked to familiarize themselves with relevant educational policies and to complete training modules (e.g., cybersecurity, privacy, etc.) prior to beginning the internship. Further details about these requirements will be provided to successful applicants.

Application Process

The application deadline for the 2026-2027 internship year is **November 15th, 2025**. Please note that this program is not currently part of the APPIC matching process. For detailed application instructions, see the Appendix at the end of this handbook.

We value equity, diversity and inclusion in our education system and within our internship program. Eligible candidates from all racial, cultural, and linguistic backgrounds, sexual orientations, gender identities, and abilities are encouraged to apply. We encourage you to write about your own lived experience, and/or your experience working with diverse populations in your application essays.

We are committed to offering an inclusive and accessible internship experience. If you need accommodations or considerations for your application, or if you have questions about accommodations during the internship, please contact SchoolPsychNB@gnb.ca.

Selection Process

Applications will be reviewed by the training committee. In general, we are seeking applicants with high quality educational and training experiences whose interests and career goals align with the values, goals, and objectives of our program. Special consideration will be given to applicants from Maritime provinces and to those with an expressed interest in practicing in the field of school psychology.

Applicants will be notified if they are selected for an interview on Friday, December 5th, 2025. Interviews will be scheduled in mid-to-late January 2026. To ensure the interview process is equally accessible to all applicants and to minimize potential burdens related to travel, all interviews will be conducted virtually.

Notification of successful candidates will align with APPIC match dates to ensure all applicants can make informed decisions about internship opportunities available to them.

Accreditation

This internship program is **not accredited by the Canadian Psychological Association (CPA)**. It has been developed to align with CPA's *Accreditation Standards for Doctoral and Residency Programs in Professional Psychology* to ensure a high-quality training experience for all interns. We plan to engage in continuous development and evaluation of our program, and to seek accreditation with CPA once it is sufficiently established.

Any questions about how our program aligns with specific accreditation standards can be sent by email to SchoolPsychNB@gnb.ca.

Appendix: Application Instructions

This internship program is not currently part of the APPIC matching process. There are 2 options for applying:

Option A

If you **have not** completed an APPIC Application for Psychology Internships (AAPI) to participate in the matching process for other sites, please follow these instructions:

Step 1 Complete the **Application Form** at the link below.

<https://forms.office.com/r/ggKdxAE10B>

Step 2 Your program's Director of Clinical Training (DCT) must confirm your readiness for internship by answering the questions at the link below:

<https://forms.office.com/r/7axRnVmX4n>

Step 3 You will require 3 Letters of Recommendation, ideally from referees who have known you in a supervision or mentorship context. Have your referees complete the reference form at the link below:

<https://forms.office.com/r/VJuKvy69Zz>

Step 4 Submit the following documents by email to **SchoolPsychNB@gnb.ca** :

- A 1-2 page **cover letter** highlighting how your background, goals, and interests align with this internship program. Your letter should answer the question, *"How do you envision this internship meeting your training goals?"*
- **4 Essays** (max 500-word each, in 1 document) on the following topics:
 - **Autobiographical** – tell us about yourself. An opportunity to provide information that might not be captured elsewhere in the application.
 - **Theoretical orientation** – describe your theoretical orientation and how it influences your approach to working with clients.
 - **Diversity** – describe how multicultural considerations and diversity impact your practice and your approach to case conceptualization.
 - **Research interests** – describe your research interests and how they integrate with and/or inform your practice.
- **Curriculum Vitae (CV)** that details your education, clinical, research, and teaching experience, as well as presentations and publications, awards, and professional affiliations.
- Scanned **official transcripts** from all post-secondary institutions attended.
- **Time2Track report** that details your Masters & Doctoral practicum hours, activities, and client demographics. We recommend using the "AAPI View" report and/or providing the greatest level of detail possible.

Option B

If you **have** completed an APPIC Application for Psychology Internships (AAPI) to participate in the matching process for other sites, you can follow an abbreviated application process using a copy of your AAPI.

Please follow these instructions:

Step 1 Complete the **Application Form** at the link below:

<https://forms.office.com/r/ggKdxAE10B>

Step 2 Submit the following documents by email to **SchoolPsychNB@gnb.ca**:

- A **PDF copy of your AAPI**. Please ensure the PDF of your application is 100% complete, including reference letters, transcripts, CV, essays, and a detailed report of your practicum hours (e.g. Time2Track).
- A **cover letter** that is specific to your application for this internship site. Ensure your letter answers the question, *“How do you envision this internship meeting your training goals?”*

All applications and supporting documents must be received by the end of the day (11:59pm PST) on **November 15th, 2025**. Applicants are responsible for ensuring they have thoroughly reviewed all application requirements and submitted all required documentation on time. For applicants using **Option A**, this includes confirming that your Director of Clinical Training and your three referees have completed the necessary documents before the deadline. Please note that incomplete applications will not be reviewed.

Any questions about the application process can be emailed to SchoolPsychNB@gnb.ca.