Internship Manual

Master's programme Clinical & Health Psychology 2016-2017

Track Clinical psychology (201600818)

Track Health promotion (201600809)

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# Preface

This manual describes the main characteristics of the internship, requirements for placements and basic requirements for writing the internship report. Students speaking Dutch are usually inclined to do their internship in The Netherlands or in a Dutch speaking organization. Many of them also would like to follow a Dutch post master programme available in The Netherlands. Therefore, parts of this manual aimed at Dutch speaking students are printed *in italics*. This is the final (Fall) version of this manual. Compared to the summer version some minor changes have been made. To avoid confusion, internship supervisor has been changed into local supervisor. This is the professional responsible for your day-to-day coaching in the placement organisation. Also, the manual now makes explicit that you should reflect on your activities (chapter 3) and case studies (chapter 4) with the learning objectives in mind.

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# § 1. Introduction

The internship is an essential component of the Master's program in which students make their first steps as a scientist practitioner, connecting knowledge and professional practice. The academic attitude that they developed at their universities during the Bachelor's phase will serve them well when they are working in an organisation with aims and professional processes that differ from those of the university. During the internship, students learn to relate theory to practice, acquire new skills, and learn a great deal about themselves. This is not just useful for the intern, but also for the placement organisations. This internship manual serves the purpose to clarify the processes and regulations relevant to interns. Because of the central role of reflective processes in an internship the reader will find a separate document describing what we expect from an intern in this respect (see appendix A).

# § 2. main objectives of the internship

According to the course catalogue, after completing the internship, students will have:

1. demonstrated the ability to integrate previously learned theory, methodologies and empirical knowledge into experiences in practice at the organisation;
2. acquired skills for future professional practice;
3. developed a professional and academic attitude to their work;
4. learned to reflect on the internship and their own personal, academic and ethical experiences;
5. acquired and shared new knowledge for the benefit of the internship organisation and their own development;
6. learned to report on work activities and their own personal, academic and professional development in a concise and professional manner;
7. explicitly and personally familiarised themselves with the job market of the future.

The learning process can be visualised as a triangle, in which interns reflect on their own performance at the internship organisation in the light of wider knowledge of the professional and academic field.

# § 3. Types of internship

There are two tracks within the Master's programme in Clinical and Health Psychology (*Klinische en gezondheidspsychologie*, KGP): Clinical psychology and Health promotion. What all internships have in common is a focus on developing certain competencies, such as the application of scientific knowledge and professional skills. The different types of internship may be distinguished by the type of work the students perform and the target group this work focuses on. For the two tracks, internship possibilities differ. Within the clinical track there is the possibility of a clinical internship and a research internship (20 course credits). Within the health promotion track (15 course credits) there is the possibility of a practical internship and a research internship. Appendix B sets out examples of the various activities in these types of internship.

## clinical psychology track

The **Clinical psychology track** concentrates on mental healthcare for adults and offers the opportunity to do a *clinical internship* or a *research internship*. Activities performed during a *clinical internship* may include diagnostics, treatment or intakes. In clinical internships, students learn to connect the scientific literature on treatment, diagnostics or psychopathology with clinical practice. Examples of eligible internship organisations include mental healthcare institutions, such as Dutch organisations like Parnassia, Molemann or Altrecht, or hospitals (e.g. medical psychology departments). During their placement students will be tutored by the local supervisor, such as a mental healthcare psychologist, psychotherapist, clinical psychologist or an experienced psychologist with clinical expertise. They will also receive (group) intervision, tutored by an academic supervisor working at the department of Clinical Psychology. The academic supervisor is mainly focused on helping students to make the connection between research (literature) and practice. Also, they will provide feedback on the internship report.

*For Dutch students only: an overview of all established national internship placements (aimed at students speaking Dutch fluently) are summed up in the placements database (‘Stagebank’). Clinical internships may prepare students to follow a post-Master's programme in healthcare psychology or psychotherapy. Pay careful attention to the requirements for both programmes: see* [*http://www.rinogroep.nl*](http://www.rinogroep.nl/)*. One of these requirements is the Basic Registration in Psychodiagnostics (*Basisaantekening Psychodiagnostiek, BAPD*). The BAPD is not an official part of the internship. Some placements offer this possibility, whereas others do not.*

The *research internship* of this track is intended for students wishing to familiarise themselves with research-related professional activities. To that end, students actively participate in an ongoing mental healthcare-related research project at a mental healthcare research organisation, developing competencies connected to different phases of the empirical cycle, such as literature review, data collection, data analysis and reporting research results. Students are supervised by an experienced local supervisor within the organisation, preferably a psychologist. As in clinical internships, research internships will also be supervised by an academic supervisor, providing additional tuition.

## Health promotion track

This track offers students the opportunity to do either a practical internship or a research internship. During a *Health Promotion practical internship*, students gain experience with prevention, treatment or policymaking activities at the internship organisation which are related to health promotion. Activities in this type of internship may include participating orientation, training and carrying out or developing interventions in the field of health promotion and preventive measures. Students thereby gain experience of using psychological strategies in the field of preventive health measures and behaviour change, as well as with designing, conducting and evaluating empirically substantiated interventions for the promotion of good health. During their placement students will be tutored by an local supervisor, preferably a (health) psychologist. They will also receive (group) intervision, tutored by an academic supervisor working at the department of Social, Health and Organizational Psychology. The academic supervisor is mainly focused on helping students to make the connection between research (literature) and practice. Also, they will provide feedback on the internship report.

The *Health Promotion research internship* is intended for students wishing to familiarise themselves with research-related professional activities. To that end, students actively participate in an ongoing healthcare-related research project at a healthcare research organisation, developing competencies connected to different phases of the empirical cycle, such as literature review, data collection, data analysis and reporting research results. Students are supervised by an experienced local supervisor within the organisation, preferably a (health) psychologist. As in clinical internships, research internships will also be supervised by an academic supervisor, providing additional tuition.

# § 4. REQUIREMENTS relating to placements

Placements should offer an internship that suits the master program. As already mentioned, the internship consists of 20 course credits for internships in the clinical psychology track. This is equivalent with 560 hours, spread over 6 months, 3 days a week or 9 months, 2 days a week. For the health promotion track this is 15 course credits or 420 hours (spread over 6 months three days a week or 5 months 4 days a week). Students catering for an internship of a longer duration require approval by the internship coordinator. The placement organisation should meet the following additional requirements:

1. The organisation of the placement should have a primary focus on improving or promoting the (mental) health of adult individuals or groups. It is also possible to do internships in organisations that conduct research related to biological, psychological or social factors affecting health.
2. The placement organisations should be relatively large, enabling the student to learn from different qualified academic professionals – mainly psychologists, but other disciplines as well. Organizations with sole proprietors are therefore ill advised.
3. Internship supervision given by the organisation should concentrate on both the professional and personal aspects of the student's performance. It should be provided by a qualified professional for at least one hour per week. Clinical internships should preferably be supervised by a mental healthcare psychologist, psychotherapist or clinical psychologist. Other professions must be approved by the internship coordinator. Practical internships (health promotion track) and research internships (both tracks) should be supervised by a psychologist. For professionals from other disciplines approval of the internship coordinator is required.
4. The student's activities during the internship should correspond to the Master's level and lie within the broad field of psychology and health. Students work to meet the objectives described under 1, but emphatically should have the status of psychologist-in-training and not an employee.
5. Students will perform clinical and/or project-based work as independently as possible. They are not to simply tag along or just observe.
6. In the case of clinical internships, at least 60% of the student's activities should be client-related, including direct contact with the organisation's target group. The remaining 40% of the student's time should be devoted to activities such as the internship assignment (see below), training, reporting and studying literature. With the other types of internship, direct research and development work should make up at least 60% of the student's activities, including all aspects of (applied) scientific research or policymaking.

# § 5. ThE internship process: three phases

This section describes three different phases of the internship process: the preparation, internship and the wrap up phase. Please refer to Appendices C and D of this internship manual, as well as to Blackboard for the associated hyperlinks and documents.

## 5.1 Preparation phase

During this phase you will need:

* to find a placement opportunity
* approval of the internship coordinator (only for new organizations)
* an application letter;
* a resume;
* to attend an interview;
* to fill out and sign a learning agreement;
* to be allocated an academic supervisor.

Prior to starting an internship, master students should first find a placement opportunity. Because language skills are so crucial, especially when it comes to clinical placements, students from abroad are advised to find their placement opportunities abroad, in an organization where their native tongue is spoken. Although Dutch students may use the Stagebank (see the text in italics below), they could also look for placements inland that are not in the Stagebank yet. When you have found a placement opportunity, you should apply (e-mail, phone, application letter, resume). For requirements with regard to the placement, see paragraph 4 of this manual. A placement organization that has not been offering internships in our master’s program before, should preferably be introduced via the appropriate form (<http://goo.gl/forms/YJxKj165aT>. ) and approved in advance by the Internship Coordinator.

Students are advised to actively practice their job application skills if they do not have much experience in this area. Writing concise and motivated application letters, creating attractive and powerful resumes, and preparing for interviews are important parts of this process. If the placement organisation decides to offer you a placement, you are entitled to either accept or reject it. If you reject an offer, the internship organisation must look for other interns. If you accept it, your acceptance will be binding – even if it was an oral agreement. At the end of this phase you, the organization and the internship coordinator will sign a learning agreement. A learning agreement model will be provided in Blackboard. National placements usually include a trial period of around four weeks, after which the decision can be made to continue or discontinue your contract. Once you have reached agreement with an organisation, you can ask the Internship Coordinator to find an academic supervisor guiding and supporting your learning process. Once the learning agreement with the internship organisation is finalised, and you have been allocated an academic supervisor and a local supervisor from the organisation, you will fill out the internship enrolment form (for the Dutch form, see <https://fd8.formdesk.com/universiteitutrecht/inschrijving_stage_kgp>). Copies of this form will be sent automatically to the student, the local supervisor, the academic supervisor, the internship coordinator and the administration.

*For Dutch students only: You will probably be looking for an organization that has proven to offer internships with good learning opportunities for our students. A list of these organizations can be found on the Stagebank (Internships list, see* [*http://stagebank-kgp.fss.uu.nl/overzicht-stages/*](http://stagebank-kgp.fss.uu.nl/overzicht-stages/)*). However, Dutch students have in the recent past more and more been looking for placements themselves (for students from abroad this is standard procedure). This allows students to select an institution fitting their profile and learning aims. Of course the organization needs approval by the internship coordinator.*

## 5.2 Internship phase

You will need to:

* agree with your local supervisor on an internship assignment;
* be receive (group) intervision at the university;
* decide on your specific learning objectives;
* write an interim self-evaluation on your learning goals half-way your internship;
* obtain an interim evaluation from the local supervisor;
* plan an interim evaluation meeting with the internship and academic supervisor;
* write a draft internship report.

At the start of the internship, you will agree on a specific internship assignment with the local supervisor (see Section 6 of this manual for a more detailed description of internship assignments). The objective of this assignment is to help you learn to integrate theory and practice. This assignment is useful for students as a specialist project and for the organisation as a contribution to nurturing its knowledge. The academic supervisor will be informed about the assignment and ensures that it meets certain basic requirements. Although most of your supervision during the internship will be provided by your local supervisor, the academic supervisor will also organise (group) intervision meetings. During these meetings there will be a focus on the students' learning process. The agenda of these meetings will be determined mainly by the student members of the intervision group. The academic supervisor will lead the meetings and will moderate students as they exchange experiences, advice and expertise in this group in order to ensure effective learning and proper academic substantiation of this process. One task will be to write up appropriate learning objectives (see Appendix A for suggestions how to do this). After all, learning objectives are not set in stone when students start an internship. They change during the training period (usually within about a month) and are discussed between the internship and academic supervisor. Approximately midway through the internship period, you should organise an interim evaluation with the internship and academic supervisor (it is also possible to do this by Skype or chat sessions). Before the meeting takes place, the student writes an interim self-evaluation on the academic, professional and personal learning objectives. The aim of this evaluation is to determine to what extent you have achieved your learning objectives. Ahead of the meeting, the local supervisor writes an interim evaluation too, to assess your current professional level of functioning. If you encounter serious problems during the internship for one reason or another, the interim evaluation meeting is a good time to discuss this and make joint agreements about prematurely terminating the internship or the conditions under which you could complete the internship with at least a pass mark. The self-evaluation document will be added to the internship report, as an appendix. Phase 5.2 concludes with the student writing a draft report that satisfies the requirements formulated in paragraph 6 and your own standards, which in particular shows the extent to which you are capable of independently reporting on all relevant learning processes during the internship (mainly the use of academic knowledge applied to the professional processes). Your academic supervisor will give feedback on the draft internship report. After having learned from this feedback, the student enters the wrap up phase.

## 5.3 Wrap up phase

You will need to:

* write a final internship report (in Word);
* organize a final evaluation meeting;
* receive a digital internship assessment form, with your final internship report and assessment matrix included as appendices;
* fill out a digital evaluation form for the internship.

In this phase, the student's internship comes to an end. After having received feedback on your draft report from your academic supervisor, you can write up your final report to be assessed and graded by the academic supervisor. An independent assessor (to be allocated by the internship coordinator) will co-assess the report. Your local supervisor will provide a substantiated practice assessment indicating your level of professional performance. This document will be the basis for a final evaluation meeting with the local supervisor at the placement organisation. All assessments are subsequently merged to reach a final grade. The following section describes how this is done. You yourself will also be asked to provide an anonymous evaluation of your internship placement. Following this evaluation, your final report and the assessment substantiation will be digitally archived.

### grading of the internship

The internship learning process as well as the internship report will be carefully assessed. This process will therefore take some time. The internship process is assessed by the local supervisor – known as the assessment of the learning process. The interim evaluation (about halfway the internship) of your performance is an important decision point – see the description above. If you are performing well in your internship, the interim evaluation may cover which learning objectives you have already achieved and what you could develop further during the second half. If your supervisor feels that you are not performing well, you will be informed that you might fail the internship. You must then agree on goals for specific areas for improvement, which must be achieved by the end of the internship. If you prove unable to do so, you will fail the internship. In rare cases your functioning may be judged so poor, that the internship is ended immediately by your local supervisor. In this case, you should find another placement in a different organisation. Your *final report* will primarily be assessed by the academic supervisor and the second assessor. There is a 3-week period to complete the first and second assessment of the report. The full grading process is directed by your academic supervisor.

assessment of the learning process

The local supervisor will assess your degree of professional independence, your attitude to learning, your cooperative competencies and your professional skills at the end of the internship. For you, the goal is to gain as much independence during the internship as possible. Obviously there are limits to this since you are not working as an employee and the degree of independence required by professionals is greater than yours. Professional independence means that you have been able to establish a considerable amount of self-management within the internship. An important dimension is whether you are open to feedback and actively seek out new learning experiences. Your willingness to cooperate is also assessed by your local supervisor: How do you maintain professional relationships? How independent and enterprising are you in these relationships? Are you capable of evaluating your cooperation with others and taking the necessary action? Finally, your local supervisor assesses your professional competencies: cooperation, conversational skills, accuracy and the structuring and planning of your work.

Assessment of the final report

When you submit your final report for definitive assessment, the academic supervisor will request the internship coordinator to find a second assessor. The report (in Word) will be sent to the assessor along with the request. Both the academic supervisor and the second assessor will assess the level and quality of the report. The academic supervisor will then review both substantiated assessments side by side. If the assessments differ by half a point or less, the academic supervisor decides on the final mark for your report. If there is a difference of more than half a point, the academic supervisor will consult the second assessor to reach an agreement by comparing their assessments. If they cannot reach an agreement, the academic supervisor will ask the Internship Coordinator to take a decision. The coordinator will then determine the mark for the report. If the report is assessed as unsatisfactory, you will be entitled to do an additional test in the form of a new written report in which you properly incorporate the feedback received from the academic supervisor and second assessor. In view of the considerable amount of feedback you will have received up to this point, the writing of your report will not have been a particularly independent process. For this reason, you cannot receive a mark higher than 6 for the additional test. A final mark of 9 or higher should always be approved by the Internship Coordinator.

Final assessment

You will receive three marks: two for your final internship report and one for the practical assessment of your internship. If your practical assessment mark is (more than) half a point higher or lower than the mark for the final report, this will be incorporated into your overall mark for the internship component. A maximum of half a point will then be added to or subtracted from the mark for your final report. The academic supervisor enters the original marks from his/her own first assessment of your final report and the second assessor in the digital assessment form. The Word version of the final report and the assessment substantiation will be added to the form. Both the final report and the substantiation are marked with the student's first name, surname and student number in order to make them easier to find. Copies of the digital assessment form are then sent to:

* the student;
* the local supervisor
* the academic supervisor;
* the second assessor;
* the internship coordinator;
* the administration.

The assessment substantiation will be sent separately to the Internship Coordinator and the student. After the assessment form has been completed, your mark will be posted on OSIRIS within five working days.

#### Evaluation of the internship

The academic supervisor may invite you to a final meeting to discuss the assessment and evaluate the process as a whole. Once the digital assessment form has been completed, you will automatically receive a digital evaluation form. You should complete this form. It will be sent automatically to the academic supervisor and the internship coordinator.

#### Archiving and viewing

Your final internship report is not made public for two reasons. The first is the degree of independence required of Master's students when writing the report. They must independently immerse themselves in the internship organisation, their work there and the relationships with their colleagues, and should not need to rely on the work of others. The second is that final reports often contain passages of a personal nature that should not be shared with a wider readership. The report is therefore only available to the student, the local supervisor, the internship and academic supervisor, the second assessor and the Internship Coordinator. A copy of the report (in Word) is archived for plagiarism checking, educational and quality purposes (e.g. to provide assessment committees or visitation committees with insight into the level and assessment of internship reports). This procedure guarantees students' privacy and ownership of their reports.

# § 6. Criteria for the internship report[[1]](#footnote-1)

The internship report is one of the main pillars of the assessment and grading of the internship. It shows to what extent you have been able to integrate theory and professional practice and it also shows your learning process to others. The report will be assessed by the academic supervisor responsible for internships and a second assessor. Their assessment is based on the degree of independence with which you wrote the report (assessed by the academic supervisor), a number of general criteria (e.g. academic substantiation, writing style) and particular chapters within the report (assessed by both the academic supervisor and the second assessor).

## 6.1 General criteria

*Degree of independence when writing the final report:* The academic supervisor is in the best position to decide the degree of independence with which you wrote your final report – the second assessor does not consider this aspect. Obviously, the academic supervisor will provide feedback on (parts of) your report as you write it, but the amount of feedback you require is an indicator of your independence. You bear ultimate responsibility for the quality of the report and if the academic supervisor had to make a substantial contribution during the drafting phase, this naturally exhibits a smaller degree of independence. This does not mean that everything has to be perfect from the start.

*Academic substantiation:* Since the internship is a means of linking theory and practice, the final report must be academically well-substantiated by a minimum of 20 scientific references. In your textual references, you can demonstrate your ability to make appropriate use of scientific literature from previous Bachelor's and Master's programmes to back up certain statements and conclusions. You should also study new literature, e.g. for your internship assignment. It is not only the number of references that is important, it is also their quality. Have you been using recent, empirical, evidence-based literature to substantiate your report? Have you taken a critical stance towards professional practice, using this literature?

*Writing style:* Obviously, the report must be sufficiently well written, as well as cohesive and concise. The word limit is a maximum of 15,000, preferably less: the shorter, the better. This means that you write several drafts during your placement trying to be as concise as possible. References to individuals (e.g. patients, clients or staff) should be anonymised as far as possible, so that the descriptions are not traceable to individuals.

## 6.2 Criteria, per chapter

Different requirements apply to each chapter. The internship report should be structured as follows:

Title page

Table of contents

1. Description of placement
2. Learning objectives and internship assignment
3. Activities performed during the internship
4. Case studies (only for clinical internships)

Reference list

Appendices

1. Interim evaluation by the student
2. Interim evaluation by the local supervisor
3. Final evaluation by the student
4. Final assessment by the local supervisor

### Title page

The title page contains essential and contextual information. It should state:

* the title of your internship report should specify at least the name of the organisation of placement and its location;
* your name and student number;
* the period of the internship;
* your local supervisor;
* your academic supervisor;
* the number of words (excluding the title page, table of contents, references and appendices).

### Table of contents

For concisely written reports, a table of contents is not always needed, or at least not a detailed one. If you have included a table of contents, you must ensure it is accurate.

### Chapter 1: Description of placement

This chapter should be divided into the following sections:

* Description and analysis of the placement organisation;
  + the division in which you worked (e.g. department or team): objectives, professional processes, professionals working there;
  + how the division or organisation relates to other organizations working in healthcare;
  + patient or client flows (only for clinical internships);

Description of PLACEMENT: In this chapter, introduce the placement organisation indicating the specific division (e.g. department or team) that you worked in. Explicitly set out the objectives or functions of this division, preferably in relation to other organisations or divisions. Provide insight into the professionals and professional processes within the organisation. For clinical internships it is necessary to describe the (type of) mental health care that the division provides (e.g. basic or specialized mental health care), including the targeted patient or client groups. You should also explain how the division is set in mental health care as a whole. You should provide insight into patient flows (e.g. intake, type of needs assessment, diagnostics and treatment, types of referrals, outflow) and specify these as much as possible. This analysis, in which you combine the available data to form a comprehensible whole, should be your own. Try to work quantitatively as much as possible, e.g. by using tables and figures to provide an overview.

### Chapter 2: Learning objectives and internship assignment

This chapter has two sections:

* learning objectives;
* internship assignment.

Learning objectives: In this section, list the personal, professional and academic learning objectives you set for yourself during your internship and describe the nature of your internship assignment. For a description how to get to interesting learning objectives involving deep learning, see appendix A. All learning objectives should focus on learning and be accompanied by an analysis of your starting point (identify a gap in your experience or knowledge), a description of the activities you have chosen to help you achieve each objective, and an assessment of the feasibility and relevance of each objective (this is called the SMART method, which is also described in Appendix A). One of your professional learning objectives should relate to your role within the organisation or your team: role distribution, cooperation with others, social learning process.

Internship assignment: In order to help you integrate theory with practice, you will decide on an internship assignment. You do this together with the local supervisor and, to a lesser degree, the academic supervisor. The purpose of this assignment is to explicitly integrate (recent) academic knowledge and insights into professional practice at the internship organisation. The assignment should be compatible with your Master's track and be at a sufficient academic level. It clearly shows, in a process-based manner, that your work during the internship is part of a cycle of acquiring knowledge in practical situations (often focused on decision-making). For *clinical internships*, the assignment may be a short study of the current state of affairs with regard to the treatment or diagnostics of specific types of psychopathology, which you can present to colleagues in the form of a clinical lesson. More ambitious and skilled students may consider developing (part of) a scientifically substantiated intervention (e.g. an exercise or treatment method) or diagnostic protocol. It could also include an N=1 study. For *health promotion practical internships* and *research internships* in both tracks, the internship assignment should be a more substantial part of the internship. It is often formulated in a more specific way in advance, and a large part of the internship is devoted to completing and reflecting on this assignment. You will work on the assignment during the internship to direct your own professional development. The activities you might perform during *Health Promotion practical internships* can be quite diverse. It is therefore important to establish a detailed description of this assignment. The assignment will determine a lot of the work activities you will carry out throughout this type of internship. For *research internships*, the internship assignment should be explicitly related to research activities and researcher roles. Since the research process and your role in this are the main focus of this type of internship, the assignment(s) you complete should emphatically be not a master's thesis or research report. While you will produce a scientific article for your master's thesis, research internships instead focus on the process of gaining research skills and reflecting on these in light of your future professional development.

### Chapter 3: Activities performed during the internship

In this chapter, provide insight into the activities you performed during the internship. This chapter has the following sections:

* overview;
* description of your activities, related to your learning goals.

Overview: This section should contain a concise overview of all activities you participated in during your internship. You can support this with a table (e.g. showing number of intakes, number of team meetings attended, contact with important people in the field, number of presentations given, etc.). You should also mention the cases elaborated on in Chapter 4 here, but do not describe it fully until that chapter (only for Clinical Psychology track). Subsequently, describe other activities that are noteworthy and cover the specific learning objectives addressed.

Reporting on your activities: In this section, provide more details on your activities and their connection to the learning objectives.

Internship assignment: For a detailed description of the internship assignment, see Chapter 2 of this manual. The assignment will be assessed with regard to how well you connect theory with practice. It is not enough to simply produce an end product; you must also describe related problems and issues. You could suggest follow-up steps, for example, to show that you have thought a great deal about the assignment's relevance to both theory and practice. The outcomes of the research assignment (a review, a protocol, a health intervention or a clinical lesson) will be presented in the appendix.

### Chapter 4: Case studies

This is only relevant for students doing clinical internships, who performed patient-related and client-related activities (e.g. diagnostics, needs assessments, treatment). In this chapter, present a maximum of three numbered and anonymised case studies. They must also describe interesting professional clinical practice cases that played an important role in your learning process. They should be specifically linked to particular learning objectives set out in Chapter 2. Describe the facts of each case study and indicate its relevance to your learning objectives. What learning experiences did you gain from it? Your description, scientific reflection and personal of professional reflection should be presented in an appendix.

### Reference list

Write your reference list in accordance with the APA standards. The quality of your references vary and may include websites (less preferable), handbooks from your previous education, (recent) empirical literature (for clinical internships on psychopathology, diagnostics and treatment methods, and for practical internships on intervention models and evaluation research) and literature on reflection The quality of the references will be considered in the assessment of the report's academic content.

### Appendices to the final report

Five appendices should be in this section:

1. Outcomes of internship assignment;
2. Interim evaluation by student;
3. Interim evaluation by local supervisor;
4. Final reflection on learning objectives by student;
5. Final assessment by local supervisor, including a mark.

# Appendix A: FORMULATING REFLECTIVE LEARNING objectives IN THE INTERNSHIP

This document is intended to order and stimulate the process of generating reflective learning objectives for the internship. What we especially would like you to accomplish is learn to see how theory and research influence health interventions in professional practice (Bulder, 2014). This requires a basic understanding of reflection. The first part of this document will therefore be devoted to reflection as a phenomenon (1). Next, the basic functional domains in an internship will be defined: academic knowledge, professional practice and the person of the intern (2). See the figure on the right for an overview of these domains. Learning objectives should of course be stated in terms of learning. In the third part of this document we will therefore focus on higher levels of learning and the learning objectives pertaining to it (3). Finally, we will take a closer look at the form in which learning objectives could be presented effectively (4). We will end with a reference list and an appendix stating levels of learning.

1. Learning more about reflection

Although it is difficult to define reflection in a very precise way, Korthagen et al. (2001) define reflection as ‘the mental process of trying to structure or restructure an experience, a problem, or existing knowledge or insights’ (p. 58). This means that – after reflection – one changes perspective. There are two types of reflection: reflection on action and reflection in action (Schön, 1987). Reflection on action means reflection afterwards, to improve oneself or one’s competencies. This is a type of reflection that is very common for the internship. Reflection in action means looking at one’s own behavior and its consequences in a situation itself. This is a more difficult form of reflection, because it requires a helicopter view on oneself and the processes one is in with others. If you would like to learn more about reflection, the review of Mann, Gordon and MacLeod (2009) is worthwhile as a starting point. For Dutch speaking students, Groen (2015) is a very accessible book with a lot of examples and models.

1. Functional domains: academic, professional, and personal

To optimize learning, it is important for students that they definelearning goals that make them contrast several domains of functioning. Learning at a placement typically happens in between three different functional domains: academic, professional and personal, depicted in the figure above. First, students are placed in a professional practice where they are expected to apply academic knowledge about health interventions. What academically trained psychologists try to do is to create and apply health interventions that have an empirical and theoretical rationale. The placement enables the student to see see how academic knowledge comes to life in a professional setting and how academic knowledge is built up from professional practice. In the internship report written for an academic master such as ours, academic knowledge should be an important domain. Students bring a lot of state of the art knowledge about health care issues, psychopathology, diagnostics and research with them when they start the internship. It is sometimes difficult to activate this previous knowledge, but it is essential to do that. The internship assignment (see the internship manual, Doosje, 2016) is an ideal way to use academic knowledge to apply professional practice. Also, the internship report should be spiced with references to scientific literature. These should not only refer to handbooks, but also to (recent) evidence-based studies. Learning goals starting from this domain should therefore be about the application of previous knowledge and finding new, state of the art knowledge about the problems and themes that are important in the internship.

Second, students will develop a cartain level of professional competence. An internship is typically a setting where students may practice their role as a future psychologist. They learn from examples, experiment with certain professional behaviors and reflect on how they are doing. The clinical internship allows students to become more competent in diagnostics and treatment, although this will always be a final responsibility of the local supervisor. Not only more technical competencies could be the subject of learning goals. Since it has become increasingly important in the recent past to cooperate with others, it is also good to formulate learning goals on cooperation. Learning goals could be about the role of the intern in a team, personal qualities that contribute to cooperation, or pitfalls, challenges or allergies involved in it.

Third, students develop themselves personally during the internship. They learn how they function in a team of professionals. With regard to this, Leary’s Rose (Leary, 1957) is a useful model to analyze what one’s role towards others is and how this may be imporved. Also, Berne’s ego states model, developed in transactional analysis, could be helpful here. For a description of ego states and the relevance of them with regard to coaching, see Van Kouwenhoven (2011, pp. 84-85). Although there are certain competencies and knowledge that all students will learn, the internship is typically a personal learning process. This is an exciting and sometimes daunting task. We will now describe some basic requirements for learning goals.

1. Valuable learning goals

One of the basic requirements of learning goals has been described well by Marc van Eck (2015) and represents the personal and emotional value that learning goals may have:

‘Good goals should be intellectually correct and emotionally attractive. But most of all they should give their owner a feeling of warmth in two ways. The first way is a warmness pertaining to enthusiasm, the second way is warmth regarding a feeling of tension. The latter is just as important as the former, because the tension arises from the observation that realizing the aim means stepping outside one’s comfort zone into unknown areas of learning.’ (Van Eck, 2015, p. 56, trans. SD)

So, try to get yourself out of your comfort zone, but also be realistic about what you could learn from the internship.

1. Levels of learning

Another basic characteristic of learning goals is that they are stated in terms of learning. Although new knowledge and specific skills are learned during an internship, the main focus should be on competencies and higher processes of learning. Not only should one remember knowledge or have certain skills, one should also understand processes, apply concepts, evaluate and create knowledge. Wong, Kember, Chung, and Yan (1995) made the distinction between non-reflectors (descriptive and non-analytic activities), reflectors (descriptive and related experience, and developing new learning opportunities) and critical reflectors (validating assumptions, sometimes transformations of perspective). The internship assignment is a nice example of an activity to integrate theory and practice and to create new knowledge or protocols that may be useful for the placement organisation. For an overview of these types of learning the article of Krathwohl (2002) may be useful. In appendix 1 an overview of learning words suitable for formulating learning goals is to be found.

1. The form of learning goals

So far, we have looked at different functional domains, the value of learning goals and levels of learning appropriate for the internship. We will now look at how learning goals could be formulated in a consistent way: occasion, learning goal, activity. For every learning goal it is useful that we know why it is there. This means that the learning goal departs from an initial situation, where something is to be learned (occasion). It is no use formulating learning goals about things that you already are competent in. This means that a coherent way of formulating a learning goal starts with a description of the initial situation and why the student thinks it is useful to learn this. Next, the learning goal (L) is formulated in terms of learning. A model for a successful formulation of learning goals is SMART (O’Neill and Conzemius, 2006 or Van Uchelen & Jungjohann, 2003).

SMART stands for:

Specific: they should be clear, what they include and do not include;

Measurable: they should be about observable or measurable behavior;

Attainable: they are challenging and achievable by the intern;

Results-based: the outcomes of the learning goals should be stated specifically and they should be consistent with the learning goals of the internship;

Time-bound: a period of time to reach the goal has been defined.

Hopefully this document leads you to the formulation of relevant, exciting and well put learning goals, that could guide you in your internship experience.

In overview

To successfully formulate learning goals, we have handed you a number of tools: try to connect domains with each other (academic knowledge, professional practice and personal experience). Also, try to express that you are an academic learner by incorporating learning words like applying, creating and analyzing into your learning goals. Finally, try to make your learning goals as specific as you can by using the SMART method. We sure hope that you may optimize your learning experience by using our suggestions.

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Appendix A1: Levels of learning according to Krathwohl (2002), including examples of learning goals

|  |  |  |  |
| --- | --- | --- | --- |
| Cognitive function (simple to complex) | Description | Associated verbs | Examples of learning goals |
| Knowledge (recognize) | Recognizing relevant memories from long term memory | Recognize, identify | I would like to learn to identify the basic principles of CBT |
| Knowledge (recall) | Actively recall relevant memories from long term memory | Name, describe, define, sum up, select. | I would like to be able to describe the type of relationship that exists between a psychologist and her client |
| Understand | Assessing the meaning of oral, written and non-verbal messages | Summarize,compare, explain, paraphrase or give examples (in one’s own words) of information. | I want to be able to explain to a client how rational-emotive therapy works. |
| Apply | Execute or use a certain procedure in a given (new or other) situation | Execute, demonstrate, use, assess, relate, change, implement, prepare | I would like to learn how to use the concept of nudging in an intervention aimed at the prevention of smoking  I would like to learn to listen well to clients by rephrasing their words  I would like to learn to accept silence in a situation where my first response would be to fill the silence up  I would like to learn to apply communication techniques that I learned during my training at the university (Hargie, 2000), especially when it comes to an open, honest and curious attitude. |
| Analyze | Study systematically, relating different types of information | Deduce, distinguish, organize, relate, explain | I would like to learn how to relate group therapy to addiction problems |
| Evaluate | Forming a professional judgment, based on criteria or standards | Control, justified, defend, think critically | I would like to learn to think critically about forming a diagnosis in the treatment of mental health disorders |
| Create | Joining elements to form a new, coherent part or an original product | Generate, produce, design, draft, make, compose | I would like to learn to design a procedure to educate people with a spider phobia about their disorder. [Typically, the internship assignment is very suitable for learning goals around creation.] |

# Appendix B: Examples of activities performed in the different types of internship

This appendix contains examples of activities performed for the different types of internship: clinical internship (Clinical Psychology track), Health Promotion practical internship (Health Promotion track) and research internship (both tracks).

Clinical internship

Clinical Psychology track  
Clinical internships mainly involve understanding the processes behind diagnostics, treatment and needs assessments – or another form of direct client contact – at a mental healthcare organisation.

Examples of activities include:

* describing and analysing client-related problems and issues;
* observing, identifying, describing and classifying the behaviour and problems of a client (system);
* translating client-related problems and issues into a substantiated treatment plan, indicating specific interventions aimed at changing problematic behaviour;
* carrying out interventions aimed at changing problematic behaviour;
* identifying and applying theoretical backgrounds/assumptions in your work;
* including theoretical/scientific insights into your work;
* cooperating and consulting within a (multidisciplinary) team;
* proposing and doing an internship assignment in alignment with the internship organisation;
* reporting on your own activities and findings in clinical psychology ,orally and in writing.

## Health Promotion practical internship

#### Health Promotion track

In health promotion practical internships, students develop and apply knowledge and skills within the professional field focused on promoting and maintaining the physical or psychological health of groups of people. They are often project-based and concentrate on stimulating behavioural change or creating healthier living conditions. A core activity in this type of internship is identifying factors that bring about behavioural change to healthier behaviour and translating them into practice.   
There are a range of organisations at which you can do a Health Promotion practical internship, such as the Netherlands Nutrition Centre, hospitals, schools, municipalities, the Trimbos institute, the Netherlands National Institute for Public Health and the Environment (*Rijksinstituut voor Volksgezondheid en Milieu*, RIVM), training agencies, healthcare centres, different types of rehabilitation centres, Community Health Services (GGD), clinics, etc.

Examples of activities include:

* preparing policy measures;
* describing and analysing physical and psychological health problems and issues in society;
* implementing and evaluating interventions and training courses aimed at promoting physical and psychological health;
* creating informative or prevention programmes within various groups of private individuals or groups of (healthcare) professionals;
* making a contribution to improving doctor-patient communication;
* developing (digital) self-help programmes for promoting health and self-management;
* applying theoretical/scientific insights to your activities;
* cooperating and discussing in teams;
* setting an internship assignment in consultation with the internship organisation;
* reporting your own work and findings, orally and in writing.

## Research internship

#### Both tracks

A research internship is a type of internship where students apply the knowledge and skills that they have acquired about research, and further develop them in the role of a scientific researcher. The work relates to the empirical research cycle based on theory: formulating hypotheses, making predictions, testing predictions and evaluating data. You can do this type of internship at organisations such as the Trimbos Institute, Nivel, TNO, hospitals, rehabilitation centres and research agencies. It differs from the thesis in the sense that a thesis is one specialist study about a specific subject which is not focused specifically on the process of fulfilling the role of a researcher. Here, it is the end product that counts, which should fulfil the requirements of the master’s thesis. A research internship could involve a number of (other) activities.

Examples of these activities include:

* developing questionnaires or other measurement instruments, or testing their psychometric properties;
* actively participating in research and/or development projects in the field of health, such as setting up prevention projects, providing information, or preparing presentations or material for specific target groups;
* actively participating in preparing or writing subsidy requests;
* participating in the process of assessing and selecting survey and interview agencies and data processing agencies;
* collecting and analysing data (e.g. drafting a data analysis plan, assimilating new statistical analysis methods, implementing these methods on an existing data set, and reporting on this) and collecting other information;
* performing organisational and logistical work for the study;
* contributing to ensuring that projects are carried out in an ethically responsible manner and upholding codes of conduct for social science research;
* dealing with the media (e.g. TV, radio, press);
* establishing and maintaining contact with other researchers, both in the Netherlands and abroad;
* taking part in meetings and consultations and summarising the most important outcomes;
* selecting literature on a given sub-theme and reporting on it.

# Appendix C: Important HYPERLINKS for the preparation and Wrap up phase

A number of useful hyperlinks for the internship component are included in this appendix. Most of the information may be found on Blackboard.

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Phase and activity | Source | Comments |
|  | Preparation phase |  |  |
| Description of internship in course catologue | Objectives, didactic methods and literature for the internship | See OSIRIS (<https://www.osiris.universiteitutrecht.nl/osistu_ospr/SetTaal.do?taal=en&bronUrl=/osistu_ospr/StartPagina.do&event=setTaal&requestToken=0fa2224697c5b4e77766e3bec8f2c797151b03f7>) | Please study these well in advance |
| Internship database (Stagebank, only for Dutch students) | Finding a placement | See Stagebank <http://stagebank-kgp.fss.uu.nl/> | Possibility to find Dutch organizations offering internships on a more or less regular basis. |
| New placement | Registering a new placement brought up by a student or a professional of that organization. | New placement intake form (‘Aanmelding stage-instellingen …’, for Dutch organisations): <https://docs.google.com/forms/d/170UANrjb3Sr3Ef8Qcla9n-zhs8C5wd63ly264X-hD9U/viewform>  New placement intake form (for organisations abroad): <https://docs.google.com/forms/d/1FtypZGzMkILwqNRsN19MGEqsPA0ggL_waziHimyHpJU/edit> | Approval of the new placement by the internship coordinator is required. |
| Enrolment form for internship | Student enrolment | Self-enrolment form by student (Dutch version): <https://fd8.formdesk.com/universiteitutrecht/inschrijving_stage_kgp>  (English version will follow) | Enrolment can only take place once all relevant arrangements have been made (learning agreement, academic supervisor, local supervisor have all been arranged for). |
|  | Wrap up phase |  |  |
| Student evaluation | Evaluate the internship | Student evaluation form of the internship. Students receive this form automatically whenever their assessment is finalized. | - |

# Appendix D: List of USEFUL documents for each phase

These useful documents for the internship are to be found on Blackboard.

|  |  |
| --- | --- |
| Code | Phase and documents |
|  | PREPARATION PHASE |
| PREP1 | Internship manual 2016-2017 |
| PREP2 | Clinical internships abroad |
| PREP3 | Learning agreement (model) |
|  |  |
|  | INTERNSHIP PHASE |
| INT1 | Interim evaluation by student (learning goals) |
| INT2 | Interim evaluation by local supervisor |
| INT3 | Final evaluation by student |
| INT4 | Final assessment by local supervisor |
|  |  |
|  | WRAP UP PHASE |
| WUP1 | Assessment matrix |
|  | BASIC REGISTRATION IN PSYCHODIAGNOSTICS (*BASISAANTEKENING PSYCHODIAGNOSTIEK,* BAPD, ONLY FOR DUTCH STUDENTS AIMING AT DOING A POST MASTER TRAINING IN THE NETHERLANDS), SEE BLACKBOARD FOR THE RELEVANT DOCUMENTS *[Please note: this registration is not included in the internship]* |

# Appendix E: learning agreement (MODEL)

Learning agreement

The Executive Board of Utrecht University, represented by the internship coordinator of the Master's programme in Clinical and Health Psychology, hereinafter referred to as the **university** and

Name of organisation:

Address:

Postal code, town/city and country:

Phone number:

Email address:

Represented in this matter by:

hereinafter referred to as the **placement organisation** and

Name:

Student number:

Master programme and track:

Address:

Postal code, town/city and country:

Phone number:

Email address:

hereinafter referred to as the **student intern**, agree as follows:

### ARTICLE 1 Appointment of academic and LOCAL supervisor

The university appoints the following academic supervisor to be responsible for internships:

Name:

Position:

Address: Heidelberglaan 1

Postal code, town/city and country: 3584 CS Utrecht, the Netherlands

Phone number:

Email address:

The placement organisation appoints the following employee to the position of local supervisor:

Name:

Position/discipline:

Telephone number:

Email address:

### ARTICLE 2 Objectives of the internship

The objective of the internship is to give the student intern the opportunity to gain experience in the practical application of previously acquired academic knowledge, and to acquire new knowledge and skills. The tasks and responsibilities assigned to the student intern shall be compatible with his or her level of competence.

### ARTICLE 3 Activities performed during the internship

Description of the learning activities that the student intern will perform (please use the text box below):

### ARTICLE 4 Internship supervision

The local supervisor shall supervise the student intern during the internship and ensure that he or she is able to gain experience by performing the agreed activities above. There will be a minimum of one hour of personal supervision at the placement organisation.

### ARTICLE 5 Status of the student intern

1. The objective of the internship is to expand the student intern's competence, knowledge and experience as part of the study programme; the learning agreement is therefore not an employment contract in the sense of Article 7:610 of the Dutch Civil Code.
2. The student intern remains registered as a student of the university throughout the duration of the internship.
3. The placement organisation shall not offer the student intern an employment contract during the internship.
4. The student shall not after the end of the internship be limited in the performance of activities similar to those performed during the internship in other organisations.

### ARTICLE 6 Duration of the internship

The internship shall run from: \_ (day/month/year) to: \_ [[2]](#footnote-2)(day/month/year). The number of working days of internship activity is \_ 1days per week, \_ 1hours per day. The number of credits is 20, corresponding to 560 hours.

### ARTICLE 7 Working hours

The daily working hours available to the student intern shall correspond to the standard working hours of the internship organisation's employees. The student intern will be present during this time.

### ARTICLE 8 Compensation

The student intern shall/shall not[[3]](#footnote-3) receive an internship allowance. This allowance amounts to: € \_ 1 (gross/net) per day/week/month. The student intern is/is not1 entitled to holiday pay. The usual social insurance contributions shall be deducted from the internship allowance, with the exception of the Unemployment Insurance Act (*Werkloosheidswet*) contribution, insofar as the allowance exceeds an indemnity. The relevant regulations within the placement organisation are/are not\* applicable to any reimbursement of travel and accommodation costs. The student intern shall/shall not1 receive a commuting allowance. This allowance amounts to: €\_1 (gross/net1) per day/week/month1. The university is not liable to the student intern for any costs incurred by doing the internship, including internships abroad.

### ARTICLE 9 Insurance, liability and protection

In accordance with Article 7:658, paragraph 4 of the Dutch Civil Code, the placement organisation is liable for any injury or damages that the student intern may suffer while performing activities during the internship. The student intern's legal liability towards the placement organisation is covered under the university's liability insurance. The placement organisation shall protect the student intern against any form of harassment, intimidation or discrimination while performing activities during the internship.

### ARTICLE 10 Leave

The student intern is entitled to \_1leave days per month. In addition, the student intern is entitled to participate in learning activities related to academic supervision or other parts of the master program. Also, the student intern is entitled to four study hours per week, to read relevant literature and write the internship report.

The regulations for additional leave (e.g. due to special family circumstances) and the Work and Care Act (*Wet arbeid en zorg*) apply to the student intern in the same way that they apply to employees of the placement organisation. Requests for additional leave may only be approved by the local supervisor, consulting the academic supervisor.

If additional leave is granted according to the previous paragraph, the internship period specified in Article 6 shall be extended by the same number of days as days of leave taken.

### ARTICLE 11 Illness

In the event of illness, the student intern shall inform both the internship and academic supervisor as well as the administration of the placement organisation.

### ARTICLE 12 Compliance with general regulations and instructions by the placement organisation

In the interests of health, safety and good order, the student intern shall comply with the same rules of conduct, regulations and instructions as the employees of the placement organisation.

### ARTICLE 13 Instructions by the local supervisor

The student intern shall follow all instructions given by the local supervisor.

### ARTICLE14 Confidentiality

The student intern is required to keep all explicitly confidential information provided during the internship to himself or herself, in addition to any information available to him or her, which can reasonably be expected to be confidential. The student intern's written internship report shall be submitted to the local supervisor for approval prior to submission to the academic supervisor.

### ARTICLE 15 Intellectual property rights

The following provisions apply to internships:

1. Unless explicitly agreed otherwise, copyright and/or other intellectual property rights concerning the outputs from the internship belong to the student intern, subject to the provisions in paragraph 2.
2. If the student intern's work leads to a new invention for which a patent is requested, the internship organisation shall be entitled to ownership of that patent, unless the invention is not related to the subject of the student intern's work, unless the parties agree otherwise. If the student intern invents a patentable product, he or she shall be mentioned as the inventor on both the patent application and the eventual patent, and shall be entitled to receive financial compensation from the internship organisation.
3. The university is entitled to use the outputs of the internship for internal research purposes and/or educational purposes.
4. The student intern is entitled to publish his or her research findings, following consultation with the internship and academic supervisor, subject to the provisions of this article and Article 14.

According to the rule, the research data is the property of the student intern. In the event of deviation from this rule, the data shall belong to:\_[[4]](#footnote-4)

According to the rule, the student intern reserves the right to publish research data. In the event of deviation from this rule, the right to publish the data shall belong to:\_ 3

### ARTICLE 16 Professional code of ethics

The student intern declares that he or she has read and understood the Professional Code for Ethics established by the Dutch Association of Psychologists (*Nederlands Instituut van Psychologen*) or the APA Ethical principles of psychologists and code of conduct before commencing the internship, and agrees to act in accordance with one of these professional codes while performing activities during the internship.

### ARTICLE 17 Disputes

1. If any problems arise during the internship, the student intern must first consult the local supervisor.
2. Disputes between the student intern and the local supervisor shall be put before the academic supervisor.
3. If the internship and academic supervisor and the student intern are unable to reach a solution, the dispute shall be simultaneously submitted to the Internship Coordinator and the management of the internship organisation (or to an officer appointed by the latter).
4. If a dispute arises between the student intern and the Internship Coordinator, the Master's Coordinator shall mediate.
5. If the mediation pursuant to paragraph 4 does not succeed, the dispute must be submitted to the Vice-Dean responsible for the Master's programme.

### ARTICLE 18 Conclusion and termination of the internship

1. The internship shall come to an end:
2. at the end of the agreed period stated in Article 6; or
3. from the moment that the student intern is no longer enrolled as a student at Utrecht University; or
4. with the mutual consent of all parties; or
5. in the event of the student intern's death; or
6. in the event of bankruptcy, suspension or dissolution of the placement organisation.
7. The placement organisation may immediately terminate this agreement, after communicating with the student intern and the local supervisor, in the event that:
8. the student intern fails to comply with the duty of confidentiality stated in Article 14;
9. the local supervisor determines that the student is not complying with the regulations of the placement organisation or the local supervisor's rules;
10. the student intern behaves in such a way that the internship organisation cannot reasonably be expected to continue the internship.

Following the local supervisor's intervention, the internship organisation shall immediately report its decision to terminate the internship due to one of the situations described in 2a. to 2c. of this article to the academic supervisor.

1. The university is entitled, after communicating with the student intern and the academic supervisor, to terminate this agreement immediately and recall the student intern if the internship is not, in the university's opinion, proceeding in accordance with the established educational objectives or in circumstances where the student intern cannot reasonably be expected to continue the internship. Following the intervention of the academic supervisor, the university shall immediately report its decision to terminate the internship to the local supervisor.

### ARTICLE 19 Final provision

In case of conflicts with any other agreement that the student intern must sign with the placement organisation, this learning agreement shall prevail.

Thus agreed and drawn up in \_[[5]](#footnote-5) on\_ 4and signed by the university, the placement organisation and the student intern.

Signatures:

*University (internship coordinator)* *Placement* *organisation* *Student intern*

1. Paragraph 6 is still under construction, that is why this part is printed in gray. Changes in this paragraph will be processed in the final version (September 2016). [↑](#footnote-ref-1)
2. Please fill in the relevant data here. [↑](#footnote-ref-2)
3. Depending on the agreements made between the parties. [↑](#footnote-ref-3)
4. Please fill in the relevant data here. [↑](#footnote-ref-4)
5. Please fill in the relevant data here. [↑](#footnote-ref-5)