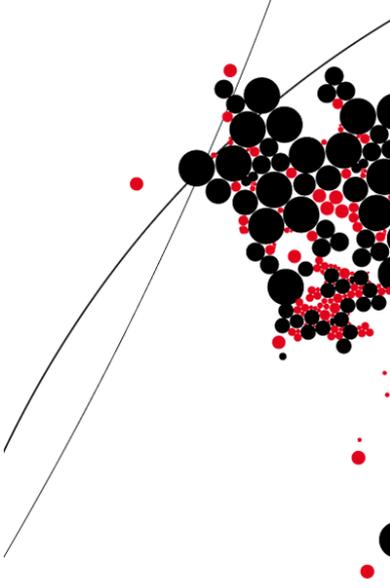


UNIVERSITEIT TWENTE.

**Internship Manual
Master's in Psychology
Specializations CRS, HP, HFE and LS**

For external and internal UT supervisors

Study year 2015-2016



Contents

1 GENERAL DESCRIPTION OF THE INTERNSHIP	4
1.1 GENERAL CRITERIA FOR INTERNSHIP	4
1.2 INTERNSHIP HOURS	4
1.2.1. COMBINING INTERNSHIP AND MASTER'S THESIS	4
1.3 INTERNSHIP PROJECT AND ADDITIONAL ACTIVITIES	5
1.3.1. INTERNSHIP PROJECT	5
1.3.2. ADDITIONAL ACTIVITIES	5
2 SUPERVISION AND ASSESSMENT OF THE INTERNSHIP	6
2.1 SUPERVISION DURING THE INTERNSHIP	6
2.1.1 CONTACT MOMENTS WITH EXTERNAL AND INTERNAL UT SUPERVISORS	6
2.1.2 INTERNSHIP GUIDANCE WORKSHOPS FOR STUDENTS	6
2.1.2. SUPERVISION DURING AN INTERNAL UT INTERNSHIP	6
2.2 ASSESSMENT OF THE INTERNSHIP	7
2.2.1 INTERNSHIP PLAN	9
2.2.2 THE INTERNSHIP PRODUCT AND THE INTERNSHIP REPORT	9
2.2.3 REFLECTIVE REPORT	9
3 PRACTICAL MATTERS	11
3.1 FORMAL ARRANGEMENTS AND FACILITIES	11
3.2 PERSONAL MATTERS AND INSURANCE	11
3.3 CONTACTS	12
APPENDIX 1 INTERNSHIP AGREEMENT	13
APPENDIX 2 THE INTERNSHIP PLAN	15
APPENDIX 3 FORM FOR ORGANIZATION'S ASSESSMENT AND ADVICE TO TRAINEE/STUDENT	16
APPENDIX 4 FORM FOR INTERNAL SUPERVISOR'S ASSESSMENT OF THE INTERNSHIP	18
APPENDIX 5 FORM FOR ASSESSING REFLECTIVE REPORT (INTERNAL UT SUPERVISOR)	21

This manual is intended for use by the supervisors of a Master's internship of the University of Twente's Psychology (PSY) programme in one of following specializations: Conflict, Risk & Safety (CRS), Health and Psychology (GP), Human Factors & Engineering Psychology (HFE) and Learning Sciences (LS). This manual contains information about the type of internship, assessment of the internship and a number of practical matters.

N.B. This manual is not intended for internships within the specialization Positive Psychology & Technology.

Organizations that are interested in providing an internship (project) can get in touch with the contact person of the specialization in which the internship might fit (see below). Another possibility is to complete the application form (see [here](#)) and send it by e-mail.

Conflict, Risk & Safety (CRS) *dr.* Sven Zebel s.zebel@utwente.nl

Health Psychology (HP) *dr.* Stans Drossaert c.h.c.drossaert@utwente.nl

Human Factors & Engineering Psychology (HFE) *drs.* Florence Lehnert f.k.lehnert@utwente.nl

Learning Sciences (LS) *dr.* Ard Lazonder a.w.lazonder@utwente.nl

1 General description of the internship

The Master's internship (10EC) provides students with an opportunity of exploring the practical field in which psychologists work and of expanding his/her network. It provides an organization with a (cheap) way of deploying a psychologist on the point of graduating on an important "job/project". Furthermore, a project is open to a broad interpretation, varying from writing an advisory report or carrying out field investigation to designing or testing a tool, training or assessment instrument (the product of the internship). Another option is to combine the internship with the (empirical) final thesis research (also known as the Master's thesis). For the internship it is particularly important that a student works on a complex project (at an academic level) and that the project has a psychological component and that it also fits within the theme of the relevant specialization. The final interpretation of an internship takes place based on an internship plan and agreements are recorded in writing in advance.

1.1 General criteria for an internship

The programme has formulated a number of criteria that must at least be fulfilled if an internship is to be regarded as a suitable internship for master's students Psychology at the UT. These criteria are:

- activities are carried out within the organization providing an internship that are appropriate for the programme (as recorded in the programme aims);
- the trainee must be given an opportunity of returning to the UT during the internship in order to hold discussions with the internal supervisor;
- the trainee must be given an opportunity to carry out the thesis project(s) during the period of the internship and to write the reflective report;
- the organization must be prepared to spend time on counselling the trainee, and a local (external) internship supervisor must be available who also acts as the main contact for the internal UT supervisor;
- clear written agreements must be made in the internship agreement (see Appendix 1) between the external supervisor and the trainee about reciprocal rights and obligations;
- agreements must be made between the organization and the trainee about such aspects as: temporary workplace, working hours, facilities and provisions that the organization offers, rules and procedures with which the trainee must comply, discussion moments and formats, etc.;
- the internship must provide the trainee with an opportunity to form a picture of the organization, also outside the immediate work environment, within the context of becoming orientated within the trainee's ultimate occupational field.

1.2 Internship hours

A Master's internship amounts to 10 EC, which is the equivalent of 280 hours. The internship is (generally) included in the Master's programme as a single continuous period. This means the internship lasts 3 to 4 days a week (28 hours) during one quartile (10 weeks). In addition to attending the internship, in the same period the student (generally) also spends 1 to 2 days a week on one other course/unit of study at the UT (5 EC, 140 hours). In consultation (external supervisor, internal UT supervisor and student), it is possible, where necessary, to depart from the number of days spent on the internship and/or the period (for example, by combining an internship and the Master's thesis). In most cases spending less than 3 days a week on an internship is generally considered undesirable, as it would be detrimental to the continuity of the internship.

1.2.1. Combining internship and Master's thesis

If the internship is combined with the (empirical) final thesis project (also known as the Master's thesis), the internship will generally take place prior to the Master's thesis. This allows a student to become acquainted with the organization and tasks, and - prior to the Master's thesis - the student can carry out an internship project with more practical relevance, and which will specifically benefit the organization providing the internship.

If desirable (for a specific internship project), the internship can also be carried out (more) parallel to the Master's thesis, which will involve more integration between the internship and the Master's thesis. This could involve the internship project being in preparation of the Master's thesis, or as a supplement to it. In that case, prior to the internship, together with the internal UT supervisor and the external supervisor, the student should record concretely in the internship plan (see paragraph 2.2.1) the details of the proposed timeframe of the internship and the thesis in the Master's year (while still remaining a feasible study programme for the student (circa 15EC per quartile).

1.3 Internship project and additional activities

A Master's internship encompasses an internship project and additional activities. The internship project takes up 50-80% of the time, the additional activities and/or tasks expected of the student by the organization providing the internship take up 20-50% of the time. During the internship, the organization providing the internship is expected to allow the student time to work on the thesis project and to draw up a report on it.

1.3.1. Internship project

Before starting the internship, the student should have formulated, together with the external supervisor and the internal UT supervisor, a clear and concrete 'internship project'. The internship project should be a project or an assignment that can normally be carried out by a psychologist in the occupational field and which will benefit the organization providing the internship.

The following criteria apply to the internship project:

- It involves a clear project that provides an opportunity for scientific research. It is a thesis project that could be carried out by a psychologist in the occupational field.
- Scientific and relevant professional literature are used when carrying out the internship project and accounting for decisions.
- There must be a clear and concrete internship project before the internship commences.
- The level of the internship project should be compatible with the knowledge and skills the student can be expected to have in the Master's phase of the programme. This means that the tasks carried out by the student must be of an academic level.
- The organization providing the internship must benefit from the internship project.
- It must be possible to realize the internship project, including reports, within the time available (280 hours, 10EC) and within the agreed timeframe.
- The student must be able to carry out the internship project with a high level of independence.

Examples of internship projects are: writing a policy plan or an advisory report; designing a website; designing a course; designing a folder; developing a manual; developing an assessment instrument; or writing a research report/scientific article/systematic review.

1.3.2. Additional activities

In addition to the internship project, before starting the internship, the student formulates the additional activities and/or tasks that the organization providing the internship expects of the student. The student takes part in the regular work of the (supervisor within the) organization. Additional activities can involve all kinds of 'jobs' for the organization. The student is responsible for finding the right balance, during the internship, between carrying out (practical) additional activities and working on the (demarcated) internship project.

Examples of additional activities during a Master's internship are:

- providing (part of a) course, a workshop or lecture;
- providing material for a course, workshop or lecture;
- testing (new) products or instruments;
- attending training or educational events, e.g., symposia;
- attending discussions/meetings of the section/department.

2 Supervision and assessment of the internship

2.1 Supervision during the internship

During the internship the student will be supervised by an external supervisor and an internal UT supervisor. The organization providing the internship appoints an external supervisor who is responsible for the supervision, care and guidance of the trainee within the organization. The external supervisor has enjoyed a university education and is, preferably, a psychologist. The internal supervisor of the UT is a lecturer within the Psychology programme, from the BMS faculty, who is responsible for supervising (in the background) and the student's final assessment. A high level of independence is expected of a student when carrying out the internship project.

2.1.1 Contact moments with external supervisor and internal UT supervisor

When starting the internship, a plan should be drawn up regarding contact and submission date(s) for the internship. The student is responsible for recording submission dates for the internship, after discussion/harmonization with both supervisors, in the internship plan. The student is also responsible for determining and harmonizing how often contact should/must take place with the external and internal UT supervisors during the internship, and also record this in the so-called internship plan (see 2.2.). Although the student can indicate how often he/she will (need to) contact the supervisors, a guide for the number of appointments with a student is a minimum of two and a maximum of five appointments for the internal UT supervisor (depending on progress and functioning).

In addition, it is up to the internal UT supervisor and the external supervisor to agree on how often they will contact one another during the period of the internship. Clearly, it is advisable to at least have contact before the internship starts, either by telephone or face-to-face (if the travelling distance is reasonable), and at the end of the internship, for the purpose of evaluation and assessment.

2.1.2. Internship guidance workshops for students

As a means of supporting an internship, the student attends internship guidance workshops that focus on professional conduct and functioning professionally. During the Master's internship, as a young professional, the student is taking his/her first steps in his/her future occupational field. In addition to scientific skills, an internship draws in particular upon professional skills and an internship offers an optimum opportunity of developing these skills further. An important goal is to articulate the learning experiences encountered, to reflect upon them and to formulate consequences for future action and further professionalization. Three workshops are linked to the internship in order to start this learning process and to support it during the course of the internship. The workshops help the student to formulate and work on personal learning goals (that the student actually records in the internship plan), get the student to think about the role of trainee in the internship institution involved, offer a system for reflection and intervision, allow the student to exercise these skills and help the student to give shape to the form and contents of the reflective report (see 2.2), in which all of the above are discussed.

2.1.3. Supervision during an internal UT internship

If the student participates in an internship within the UT as part of the research of a lecturer or a researcher from Psychology (AIO, UD, UHD or Professor), the UT is the organization providing the internship and the lecturer/researcher concerned is the student's internal (1st) supervisor. This 1st supervisor is responsible for the care, counselling and supervision of the trainee, as well as for assessing the student. In the event that a student combines the internship and the Master's thesis, the lecturer/researcher who acts as the internal (1st) supervisor during the internship will (in many cases) also supervise the student's Master's thesis. In addition to the internal (1st) supervisor, a Psychology lecturer will be appointed as 2nd (internal) supervisor. This 2nd supervisor does not fulfil a (major) role in carrying out the internship and/or assessing the internship, but is only involved (by the internal supervisor and/or the student) in the internship if problem situations arise during the internal internship. This could involve, for instance, (complex) problems in carrying out

the internship, contact between the student and the internal supervisor, or the (unexpected) absence of the internal supervisor.

2.2 Assessment of the internship

The assessment of the internship is based on the learning goals of the internship: in the internship the student has demonstrated being capable of ...

1. a large degree of independence in interpreting, planning and carrying out an internship project and reporting on it, at the level of a newly qualified professional, and to the satisfaction of the external internship supervisor;
2. clearly describing and justifying the entire internship period, and the activities carried out in the internship project whilst taking academic conventions into consideration;
3. theoretically demarcating, and substantiating with findings from the literature, the tasks carried out and the product developed during the internship;
4. drawing up his/her own learning goals for the internship period (formulated using SMART);
5. articulating, verbally and in writing, learning experiences gained during the internship, reflecting on these and formulating consequences for future actions and further professionalization;
6. behaving professionally in the work situation, whereby professional behaviour is characterized by precision and a quality-conscious method of working, punctuality in relation to keeping to agreements, coping adequately with feedback, collegiality and appropriate social behaviour, using forms of communication and language in keeping with the situation in practice and where necessary (independently) adjusting his/her own behaviour.

For the Master's internship, the student submits the following (individual!) documents for assessment:

- **an internship plan (paragraph 2.1.1./page 9)** prior to/upon commencement of the internship
- **an internship product & internship report (paragraph 2.2.2/page 9.):** the product and accompanying written report resulting from the internship project
- **a reflective report (paragraph 2.2.3./page 10)**

At the end of the internship (on behalf of the organization providing the internship), the **external supervisor** issues advice and a substantiated assessment based on relevant assessment criteria. The **internal UT supervisor** assesses the internship (partly based on that advice), giving it a mark. The diagramme on the next page shows which assessment components are used, which assessor is involved (external and/or internal supervisor), which learning goals and assessment criteria apply and what the 'results' are. The assessment forms to be used can be found in the appendices. The **internal UT supervisor** should pass on the final mark for the internship to BOZ by means of a so-called 'cijferbriefje'. The internal supervisor/lecturer stores the assessment forms in his/her administration (within the department).

In the event of an unsatisfactory assessment for the internship, the student discusses with the internal and external supervisor whether the option of submitting a supplement is open. If this is the case, no more than a 6 can be awarded in the overall assessment. The supplement/revision will be submitted no more than 4 weeks after the date of the first assessment.

If the revision is again assessed as unsatisfactory, the internship cannot be included as part of the student's study programme. In that case the student should contact the study advisor as soon as possible.

The following diagramme reflects the assessment components, mentioning the assessor, the 'evidence', the learning goals it was used to examine, the assessment criteria and the results.

Component	Assessor	'Evidence'	Learning objectives: (see para. 1.4)	Criteria:	Results
Preparation <i>Appendix 2</i>	Internal + external supervisors	Internship plan	1 4	concrete expectations; realistic planning; recorded contact dates for discussing progress relevance; feasibility; distinction between discipline-related, academic and personal goals; appropriate/logical motives for the goals set	Fulfilled, conditional
Advice and substantiated assessment of the trainee by the organization* <i>Appendix 3</i>	External supervisor	internship product, internship report, professional behaviour/functioning	1 6	Product fulfils organization's need; practical usefulness; relevance and feasibility of recommendations; degree of independence; meticulous and quality-conscious work; punctuality in respect of keeping to agreements; coping adequately with feedback; collegiality and appropriate social behaviour; using forms of communication and language in keeping with the situation in practice; degree of self-guidance	Substantiated assessment/advice for internal supervisor and student
The department's assessment of the internship <i>Appendix 4</i>	Internal supervisor	Internship product, internship report, professional behaviour/functioning	1 2 3 6	fulfils a requirement; practical use; systematic method of work; answers internship project; (partial) solution; psychological research problem; applied methodology; correct analyses; discussion; relevance and feasibility recommendations; degree of independence structure/report content; lay-out/APA; legibility/comprehensibility; references to literature theoretical depth meticulous and quality-conscious work; punctuality in respect of keeping to agreements; coping adequately with feedback; collegiality and appropriate social behaviour; using forms of communication and language in keeping with the situation in practice; degree of self-guidance	Rating
Reflection <i>Appendix 5</i>	Internal supervisor	Reflective report	5	description of the organization providing the internship; relevant learning experiences; in-depth reflection on learning goals; relationship with professional development	Fulfilled

* If the student is doing an internal internship with a lecturer/Psychology researcher, the internal supervisor is the organization providing the internship and this component does not apply.

2.2.1 Internship plan

When starting the internship the student draws up an (individual) internship plan (see appendix 2 for the format of the internship plan). The student describes:

- the motives for doing a PSY internship;
- the organization providing the internship;
- the place and/or function of the internship within the organization;
- the expected additional activities within the organization;
- the internship project to be carried out which will result in a research (/design) question;
- a list of substantiated personal, academic and (professional) substantive learning goals;
- the plans relating to contact and submission date(s).

The external and internal UT supervisors assess this internship plan prior to the internship. The internal UT supervisor is responsible for establishing whether a clear project is described that involves scientific research, and whether the project encompasses a level in keeping with the knowledge and skills expected of a student in the Master's phase of the programme.

2.2.2 The internship product and internship report

During the internship, the student carries out a PSY-related internship project. When completing the internship, the student submits an (individual) internship report in which he/she answers, in writing, the research question/goal of the internship project and the student also submits a concrete product for the organization providing the internship. If the internship project involves writing a research report/article about the research carried out, then the written research report/article will serve both as internship product and as the internship report on the internship. The internship report is intended for the degree programme, so it clearly states which tasks the student has carried out, how this involved the student making use of his/her knowledge and skills, and which scientific literature and professional literature was effectively used to substantiate the choices made/actions and decisions. Furthermore, based on the results of the internship project, the student makes recommendations for the organization. The report comprises the following components:

- Cover sheet
- Summary
- Introduction
- Method
- Results
- Conclusion and discussion
- References

The student can find a description of the various components in the student's manual for the internship. As a rule of thumb, for the size of the report we suggest about 5-10 pages (excluding the cover sheet, the contents and the appendices). Both the external supervisor and the internal UT supervisor assess (certain aspects of) the internship product and report, based on the forms that can be found in the appendices (3 and 4).

* Confidentiality:

If the organization providing the internship has comments relating to the confidentiality of the internship product and/or the internship report, the student must mention this (in a frame) on the cover of the report. If comments are made relating to certain sections of the report, the student acts as dictated by the circumstances, in consultation with the internal UT supervisor and the external supervisor. Confidentiality means that only internal UT supervisors and possibly members of the review committee can access the report. The review committee investigates the quality of degree programmes. The review committee is entitled to request examination questions, Bachelor assignments, reflective reports, Master's theses, etc. The UT is obliged to grant access to the data concerned on the grounds of agreements made.

2.2.3 Reflective report

During the internship the student becomes acquainted with how the organization works and how it functions. The student, as a trainee, has a certain position or function within the framework of an internship. In this position, the student fulfils certain internship tasks and it is important that the

student, as a trainee, can indicate how that went and what he/she has gained or learned from the process. This is recorded in an (individual) reflective report. Formulating (personal) learning goals is also covered in the internship guidance workshops for students (see also 2.1.2.). The reflective report encompasses the following components:

- Cover sheet
- Summary
- A description of internship experiences based on the internship project and additional activities
- Reflection on the internship learning goals that were proposed
- Analysis of internship supervisor's feedback on professional behaviour
- Future: formulating new (SMART) learning goals for further professional development
- Annex

The student can find a description of the various components in the student's manual for the internship. As a rule of thumb, we suggest about 5-10 pages for this report (excluding cover sheet, contents, appendices). The reflective report is assessed by the internal UT supervisor based on the assessment form in appendix 5.

3 Practical matters

3.1 Formal arrangements and facilities

A student who is preparing for his/her internship is confronted with various formal regulations. Every organization has its own policies, so it is impossible to discuss all the different arrangements. Students should themselves inquire about formal arrangements at the location of the internship. Some tips can be given about a number of general points:

Internship agreement

Three parties are involved in the internship: you as the trainee, the department and the organization providing the internship. It is important that these parties reach an agreement about responsibilities, rights and obligations. The responsibilities, rights and obligations can be recorded in the internship agreement (see appendix 1). It depends on the organization whether a supplementary employment contract is concluded with the organization. In some cases the student has to sign a secrecy statement in which the student declares that he/she will not disclose any information about the organization. However, this secrecy statement may not go so far that the department is unable to obtain a reflective report. Restrictions may apply regarding the degree to which the report is accessible to third parties.

Internship compensation

As far as compensation for the internship is concerned, any extra costs resulting from the internship will not be at the expense of the department. Furthermore, the point of departure is that changing extra costs to the trainee should be avoided as far as possible. Extra costs are costs incurred above the normal study costs that apply for the degree programme and affiliation with the UT. Vaccinations are obligatory for a number of organizations, particularly in the field of health care. The student bears these costs.

The student should contact the organization providing the internship to make agreements about compensation.

Ill health and absence

In the event a student is ill during the period of the internship, the student informs the external supervisor immediately, and also, in the event of prolonged illness, his/her internal supervisor. In the event of prolonged illness or absence, the external supervisor can discuss the consequences with the student and the internal supervisor. Extending the period of the internship could be considered or not including the internship - or only to a limited degree - (in ECs).

3.2 Personal matters and insurance

As a student you should organize personal matters relating to your participation in the internship position in good time. This could include such matters as: insurance, accommodation, forwarding post, etc.

If internship compensation is provided, the student will generally be insured under the social insurance laws as a trainee. In that case, premiums for social insurance will be deducted. During the internship the student is often compulsorily insured on the grounds of the Health Insurance Act. The insurance taken out by many students continues to apply even after the internship has ended.

Because not all organizations have taken out a liability insurance, the UT has taken out liability insurance for all its students (with a personal deductible for the student of 450.00 Euro per event). This means that during the period of the internship the student is insured for statutory liability. In any case, as a student, you should find out whether you are sufficiently insured before the internship! For further information, see the website of FEZ (Financial Economic Affairs Department). Students can also make use of the travel insurance that the university has taken out for its employees and students. This insurance is valid for 6 months at the most, but does not cover vacation activities such as diving, skiing, etc. It is often possible to take out a relatively cheap supplementary insurance.

3.3 Contacts

For supplementary information about internships per Master's specialization, get in touch with the following contacts.

Master's specialization	Contact	Email
Conflict, Risk & Safety (CRS)	<i>dr. Sven Zebel</i>	s.zebel@utwente.nl
Health Psychology (HP)	<i>dr. Stans Drossaert</i>	c.h.c.drossaert@utwente.nl
Human Factors & Engineering Psychology (HFE)	<i>drs. Florence Lehnert</i>	f.k.lehnert@utwente.nl
Learning Sciences (LS)	<i>dr. Ard Lazonder</i>	a.w.lazonder@utwente.nl

Appendix 1 Internship agreement

(submit to: the internal supervisor and the external supervisor (for an external internship))

Provider of the internship: _____ Organization: _____
 and _____
 Trainee: _____ Student number: _____

student of Psychology at the University of Twente, have entered into the following agreement:

Article 1.

The provider of the internship provides the trainee an opportunity of doing an internship within the framework of his/her degree programme (10EC, 280 hours) during the period

From _____ to _____, for _____ hours, weekly

Work days: _____, work times: _____,

With the organization: _____, department/sector:

_____.

Article 2.

The provider of the internship provides the trainee with the instructions, facilities, workplace and other facilities that are necessary for allowing the internship to take place properly during the time that has been agreed for the internship. Agreement with the trainee has been reached on:

Work place: _____

Internship compensation _____ per month [] gross / [] net

- from which will be deducted: _____

Entitlement to holiday pay: [] no [] yes, € _____

Arrangements for illness / absence: _____

Travelling expenses: [] no [] yes, € _____

Facilities: _____

Leave arrangements: _____

(special, for UT study obligations, etc.) _____

Other: _____

Article 3.

The organization providing the internship appoints an external supervisor who is responsible for the care, guidance and supervision of the trainee, as well as maintaining contacts with the UT's internal supervisor.

Article 4.

The provider of the internship takes into account possible training days planned by or for the department and other activities that are obligatory for the trainee within the framework of the degree programme and allows the trainee the opportunity of participating in these.

Article 5.

The provider of the internship will instruct the trainee to carry out tasks that are appropriate:

- within the context of the internship and the education profile for the Psychology programme;
- to the level (of knowledge and skills) of the trainee;
- within the available time, 280 hours, including reporting.

Article 6.

The trainee discusses his/her internship product and research report with the external supervisor. If the provider of the internship disagrees with the contents of the report, insofar as this relates to the organization providing the internship, the provider of the internship contacts the internal supervisor and an appropriate arrangement will be agreed jointly.

Article 7.

The provider of the internship allows the trainee to fulfil a clearly specified internship project (for at least 50% of the available time), whereby specific use can be made of the (design and/or research) skills and knowledge of the trainee.

Article 8.

The trainee will comply with the guidelines and rules indicated by the provider of the internship or its representatives in relation to times of attendance, safety regulations, clothing regulations, illness, absence and leave and other guidelines that apply within the organization.

Article 9.

The provider of the internship is entitled, after consulting the internal supervisor or another representative of the Psychology programme, to terminate the internship (agreement) if the trainee does not comply with current general and/or specific rules and regulations.

Article 10.

The trainee will treat as confidential information that he receives within the framework of the internship and which he/she can reasonably be expected to know is confidential.

In reporting, the trainee will comply with the agreements agreed in advance on confidentiality and secrecy of information.

Article 11.

The internship will be completed under the supervision of the University of Twente, Psychology programme, based on the agreements made between the provider of the internship and the department.

Article 12.

The trainee should report absence due to illness or other reasons as soon as possible to the external supervisor or the person within the organization providing the internship who is charged with reporting illness within the organization. In the event of prolonged absence (longer than one week), the internal supervisor should also be informed.

Article 13.

The trainee can be obliged to pay full or a partial compensation for damage or injury suffered by the provider of the internship if this damage or injury is due to gross fault or negligence on the part of the trainee.

The trainee is obliged to take out insurance for the duration of the internship (unless it has already been taken out) for medical expenses and statutory liability for private individuals. The University of Twente accepts no liability other than that which is accepted based on the statutory liability insurance it has taken out and to up to a maximum that is paid out by the insurance company concerned.

Article 14.

This agreement can be amended after consultation between the organization providing the internship, the Psychology programme and the trainee and after agreement has been reached concerning any amendments.

Article 15.

Special provisions:

Drawn up and signed in triplicate,

On behalf of the trainee,

Name: _____

Place, date: _____

Signature: _____

On behalf of the internal supervisor (PSY programme),

Name: _____

Place, date: _____

Signature: _____

On behalf of the external supervisor (organization providing the internship),

Name: _____

Place, date: _____

Signature: _____

Appendix 2 Internship plan

To be assessed/approved by the internal supervisor and (for an external internship) the external supervisor

Complete below, under 1, the general details and then describe the requested information per component (2. – 7.). The maximum amount is indicated between parentheses per component.

1. General internship details

Student's name:	_____	Student no.:	_____
Home address during the internship	_____		
Email:	_____	Telephone:	_____
Internship organization:	_____	Internship address:	_____
Name of the internal supervisor:	_____	Tel:	_____
		Email:	_____
Name of the external supervisor:	_____	Tel:	_____
		Email:	_____
Position:	_____	Department:	_____
EC-value of the internship:	10EC	Internship period:	_____
		Absence (due to holiday/subjects):	_____
Total internship hours:	280	Work days/hours in internship position:	_____

2. Motives for the internship (max ¼ page)

3. Description of the organization providing the internship (max 1 page)

4. Description of the internship position (within the organization) and expected additional activities (max 1 page)

5. Description of the internship project

5.1 Introduction (max ½ page)

5.2 Research problem, goal & research question (max ½ page)

5.3 Method (max 1 page)

6. Learning goals

6.1 Personal learning goals (max ½ page)

6.2 Academic learning goals (max ½ page)

6.3 Substantive learning goals (max ½ page)

7. Planning and agreements on supervision and submission dates (max 1½ page)

Appendix 3 Organization's substantiated assessment and advice to the trainee

To be completed by the external supervisor (where applicable)

Student's name: _____

Student number _____

Organization _____

External supervisor _____

Internal UT supervisor

Assessment of the internship organization/external supervisor)

Provide a substantiated assessment of the trainee for the components/criteria indicated below.

Assessment	Mark
Unsatisfactory	<6
Adequate	6
More than adequate	7
Good	8
Very good	9
Excellent	10

Internship product and internship report	General assessment (circle as appropriate) Unsatisfactory - adequate - more than adequate – good – very good - excellent Comments/substantiation per component
to what degree does the internship product fulfil a perceived need of the organization?	
to what degree is the internship product (now or in the future) potentially useful?	
to what degree did the trainee realize the goal as articulated in the internship plan?	
To what degree did the trainee make relevant recommendations for the organization?	
To what degree are the trainee's recommendations feasible?	

Professional behaviour/functioning	General assessment (circle as appropriate) Unsatisfactory - adequate - more than adequate – good – very good - excellent Comments/substantiation per component
To what degree was the trainee's work meticulous and quality-conscious, whereby the agreements made were kept?	
To what degree is the trainee able to deal with and process feedback on his/her own actions?	
Describe the trainee's interaction and characterize the language he/she uses with colleagues and supervisors.	
Did the trainee prove capable of adjusting the process (him/herself) in the event of any stagnations?	
To what degree is the realization of the internship project due to the trainee's own initiative, insight and application?	

What compliment and/or advice would you give this trainee for the future?	
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Date:

Signature of the external supervisor:

Appendix 4 Department/internal supervisor's assessment of the internship*To be completed by the internal supervisor***Student's name:**

Student number

Organization

Internship hours

Internal UT supervisor

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Assessment:

This assessment form for the Master's in Psychology internship is comprised of 3 components that are weighted equally for determining the mark for the internship:

Internship product (weight: 1/3), Internship report (weight: 1/3) and Professional behaviour/functioning (weight: 1/3)

Per component, each criterion should be assessed with a round number. Each criterion carries equal weight. The numbers per component will be rounded up to half-numbers. The final mark for the internship is a (rounded off) whole number, the average of the three components.

<i>Rating</i>	<i>Significance</i>
<6	Unsatisfactory
6	Adequate
7	More than adequate
8	Good
9	Very good
10.	Excellent

1. INTERNSHIP PRODUCT	ASSESSMENT	COMMENTS
Criteria:		
The trainee adopted a systematic, scientifically responsible working method in elaborating upon the internship project.	<6 6 7 8 9 10	
The internship product that was designed answers the research problem as formulated in the internship plan.	<6 6 7 8 9 10	
The internship product makes a useful contribution to a (partial) solution of a relevant psychological research topic.	<6 6 7 8 9 10	
The internship product fulfils a perceived need on the part of the organization and has potential for use	<6 6 7 8 9 10	
Partial grade for component 1. (average of 4 items)		

2. INTERNSHIP REPORT	ASSESSMENT	COMMENTS
SUBSTANTIVE CRITERIA		
The research problem was concretely specified and the social relevance of the research problem was clearly indicated.	<6 6 7 8 9 10	
The relevant key concepts and theories have been described and the significance for the research problem is clearly indicated.	<6 6 7 8 9 10	
The chosen approach has been substantiated in accordance with the research problem, the theoretical key concepts and preconditions that exist in practice.	<6 6 7 8 9 10	
The analyses, proposed analyses or set-up of a formative or summative evaluation are correct and the logical result of the research problem.	<6 6 7 8 9 10	
The approach and the results have been critically assessed in the discussion and conclusion, resulting in an interpretation of the significance of the outcome of the project and an answer to the research problem.	<6 6 7 8 9 10	
The recommendations are relevant, concrete, feasible and the logical result of the discussion of the project.	<6 6 7 8 9 10	
CRITERIA CONTENT AND DESIGN		
The report's content is logical and consistent with a focused accountability for the research or design process.	<6 6 7 8 9 10	
The APA norms for scientific reporting were applied correctly.	<6 6 7 8 9 10	
The use of language is correct and an academic style of writing was used.	<6 6 7 8 9 10	
Partial grade for component 2. (average of 9 items)		

3. PROFESSIONAL BEHAVIOUR/FUNCTIONING	ASSESSMENT	COMMENTS
To what degree was the trainee's work meticulous and quality-conscious, whereby the agreements made were kept?	<6 6 7 8 9 10	
To what degree was the trainee able to deal with and process feedback on his/her own actions?	<6 6 7 8 9 10	
Describe the trainee's interaction, communication and collaboration with those involved (e.g., the supervisors).	<6 6 7 8 9 10	
Did the trainee prove capable of adjusting the process (him/herself) in the event of any stagnations?	<6 6 7 8 9 10	
To what degree is the realization of the internship project due to the trainee's own initiative, insight and application?	<6 6 7 8 9 10	
Partial grade for component 3. (average of 5 items)		

What compliment and/or advice would you give this trainee for the future?	
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FINAL ASSESSMENT Total (add components 1 to 3 incl.)/3 (rounded up to a whole mark)	
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Date:

Signature of the internal supervisor:

Appendix 5 Internal supervisor's assessment of the reflective report*To be completed by the internal/UT supervisor***Student's name:** _____**Student number** _____**Organization** _____**Internship hours** _____**Internal UT supervisor**

Criteria:	ASSESSMENT	COMMENTS
Contains a clear description of the internship organization and the role of the trainee.	<input type="checkbox"/> FULFILLED <input type="checkbox"/> NOT FULFILLED	
The learning goals listed were formulated using SMART, substantiated and analyzed clearly.	<input type="checkbox"/> FULFILLED <input type="checkbox"/> NOT FULFILLED	
For each learning goal at least one relevant learning moment was systematically described and analyzed whereby attention was given to the student's behaviour and role, and the behaviour and role of the other person (e.g. supervisor, client, etc.) and the context of the internship. For both academic and discipline-related learning goals, a relevant learning moment was described for one of the learning goals (student's choice).	<input type="checkbox"/> FULFILLED <input type="checkbox"/> NOT FULFILLED	
Collaboration with colleagues and feedback from supervisors was analyzed and correlated with the student's professional behaviour.	<input type="checkbox"/> FULFILLED <input type="checkbox"/> NOT FULFILLED	
Attention was given to future professional development in the form of new learning goals.	<input type="checkbox"/> FULFILLED <input type="checkbox"/> NOT FULFILLED	
Total assessment of the reflective report	<input type="checkbox"/> Fulfilled <input type="checkbox"/> NOT FULFILLED	

Date:**Signature of the internal supervisor:**