



**SCHOOL PSYCHOLOGY PROGRAM**

**INTERNSHIP REQUIREMENTS**

**AND INTERNSHIP EVALUATION SYSTEM**

Revised 11/01

## CONTENTS

NORTHEASTERN UNIVERSITY'S MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF INTERNSHIP EXPERIENCE .....	2
<u>Assessment</u> .....	3
<u>Counseling</u> .....	4
<u>Consulting</u> .....	4
<u>Ethical and Legal Issues</u> .....	4
<u>Multicultural Issues</u> .....	5
THE THREE SITE VISITS .....	5
OVERVIEW OF THE SCHOOL PSYCHOLOGY INTERNSHIP EVALUATION SYSTEM.....	6
ASSESSMENT OF INTERNSHIP STUDENT'S PROGRESS .....	7
SATISFACTION WITH THE SCHOOL PSYCHOLOGY PROGRAM .....	11
ASSESSMENT OF THE INTERNSHIP FIELD SITE .....	12
ASSESSMENT OF UNIVERSITY'S SUPPORT OF THE INTERNSHIP EXPERIENCE.....	15
INTERNSHIP DOCUMENTATION FORM .....	16
INTERNSHIP CONTRACT .....	18
INTERNSHIP TRAINING PLAN: SCHOOL PSYCHOLOGY PROGRAM.....	19
INTERNSHIP LOG .....	25
END OF YEAR INTERNSHIP FORM .....	26

### NORTHEASTERN UNIVERSITY'S MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF INTERNSHIP EXPERIENCE

The internship is distinct from and occurs after the successful completion of the internship experience. During the internship, students are required to attain a *minimum* of 300 hours of field experience in school psychology each quarter (some students may need more hours per quarter for state or national certification) **and** a total of 1200 over the course of the year. (See page 25, ‘The Internship Log’ and page 26, ‘The End of Year Internship Form’ for the forms that are used to document these hours.) The expectation is that internship students will have attained sufficient knowledge and skill from their practicum so that they can begin their internship with direct experiences in assessment, counseling, and consultation as they become more competent in these areas throughout the academic year. The field supervisor in consultation with university supervisor and the graduate student will determine the student’s readiness for

more advanced experiences, such as involvement in program development or program evaluation. In order for graduate students to attain a satisfactory grade in the internship courses, they must meet the following minimum requirements in the areas of assessment, counseling, consultation, ethical and legal issues, and multicultural issues.

### Assessment

Internship students are expected to complete at least eight psychoeducational assessments of individuals. Though it is unlikely that any one assessment will include all the assessment methods listed below, it is expected that the graduate student will attain competency with **all** the methods by the end of the internship experience. The assessments are expected to reflect a scientific-problem-solving approach to psychoeducational assessment. Assessments shall include the following methods:

1. Interviewing teachers, parents, the client (student), and other relevant parties.
2. Administering, scoring, and interpreting cognitive abilities by means of individually administered intelligence tests (e.g., Woodcock-Johnson, WISC-III, DAS).
3. Administering, scoring, and interpreting projective personality instruments such as a human figure drawing test (e.g., Koppitz), a thematic story-telling test (e.g., Thematic Apperception Test), and a sentence completion test (e.g., Hart's).
4. Scoring and interpreting behavioral assessment instruments such as a behavioral rating scale (e.g., Achenbach's, BASC).
5. Reviewing relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores).
6. Direct observation of the student in the classroom or other relevant settings.

In addition, internship students are expected to:

1. Develop data-based and practical recommendations as a result of the assessment.
2. Write a comprehensive case report for each assessment.
3. Present three case reports to a team meetings of parents, teachers and special education staff members.

Internship students are expected to counsel at least **six** students during the school year, either individually or in groups. Counseling shall include:

1. Assessing the student's problems, the relevant context of the problems, and identifying student's strengths.
2. Developing counseling goals for the student in collaboration with students and relevant others.
3. Developing and implementing a theoretically sound and practical counseling plan for the student(s).
4. Evaluating the outcomes of counseling, and if necessary revising the plan.

In addition, internship students are expected to keep a written record of the case which includes progress notes of counseling sessions.

### Consulting

Internship students are expected to provide consultative assistance to at least **four** school staff and/or parents during the school year. Consultation shall involve:

1. Helping the consultee clearly identify problems and factors that might be contributing to the problems.
2. Developing consultation goals in collaboration with the consultee.
3. Developing and implementing a theoretically sound and practical intervention plan.
4. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if necessary adapting the intervention plan.

### Ethical and Legal Issues

Consistent adherence to the ethical standards and state and federal laws relevant to the practices of assessment, counseling and consultation is expected. Students shall demonstrate sensitivity to possible cognitive, ethnic, racial, and sexual biases. Students shall demonstrate knowledge of state and federal laws. Internship students shall be familiar with and conform to the ethical standards established by the National Association of School Psychologists and the American Psychological Association.

### Multicultural Issues

Internship students are expected to demonstrate multicultural competencies in assessment, counseling, consultation, advocacy and research. The culturally competent school psychologist is able to sensitively deliver services to students and parents from diverse cultural, racial, and linguistic backgrounds. The three broad-based areas of multicultural competencies include: (a) Attitudes and Beliefs, (b) Knowledge, and (c) Skills.

### Special Competencies

The above reflects minimum requirements. Most students will surpass these requirements in their internship experience. *In addition, students who rapidly achieve proficiency in one or more of these areas, may choose to supplement their training with specialized competencies, such as program planning and evaluation.*

## THE THREE SITE VISITS

Three face-to-face meetings between the university supervisor, the field supervisor, and the graduate student will occur at the internship setting during the school year for the purpose of discussing the student's progress. In those instances where the internship site is at a considerable distance from the university, telephone contacts and mail contacts may be substituted for face-to-face meetings. At the end of each meeting, the three parties put their initials on a form that documents the occurrence of the meeting (see the "Internship Documentation Form" on page 16).

At the first meeting, which will occur during the first month of fall quarter, the requirements for national certification and Northeastern University's school psychology competency standards are discussed. These competency standards can be categorized in five broad areas: (a) assessment, (b) counseling, (c) consultation, (d) legal and ethical issues, and (e) multicultural issues. **During the course of their internship, students are expected to attain significant breadth and depth of skills in these competency areas.** An internship contract

(see "Internship Contract" on page 18) and training plan (see "Training Plan" on page 19) must be signed and completed either prior to or during this meeting.

At the second meeting, which will occur during the second month of winter quarter, the graduate student's progress relative to the competency standards are discussed.

At the third meeting, which will occur during the last month of the spring quarter, a determination is made whether or not the graduate student has attained the competency level needed to function independently as a school psychologist and apply for national certification.

## OVERVIEW OF THE SCHOOL PSYCHOLOGY INTERNSHIP EVALUATION SYSTEM

The overarching purpose of the school psychology internship evaluation system is to provide data so that judgments can be made about different elements of the internship program. These elements are discussed below. The obtained data are used to assess the graduate student's progress and to further develop and improve the internship program and the overall school psychology program at Northeastern University.

1. The graduate student's progress with respect to important school psychology knowledge and skills. In this regard, the questionnaire, "Assessment of Graduate Student's Progress" is completed by the *field supervisor* three times during the course of the internship experience: immediately *prior* to the end of the fall, winter, and spring quarters (see page 7).

2. The quality of the university's training and supervision. Two questionnaires are used to assess this area. At the end of the internship experience, the graduate student completes the questionnaire, "Satisfaction with the University's School Psychology Program" (see page 11). The questionnaire, At the end of the internship experience, the field supervisor completes the "Assessment of University's Support of the Internship Experience" (see page 15).

3. The quality of the internship site's training offerings and supervision. As a means to assessing this area, at the end of the internship experience, the graduate student completes the questionnaire, "Assessment of the Internship Field Site" (see page 12).

## ASSESSMENT OF INTERNSHIP STUDENT'S PROGRESS

To be completed by the field supervisor after consultation with the internship student.

Date: \_\_\_\_\_ Internship Student : \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Internship Site: \_\_\_\_\_

Directions: The successful completion of an internship should reflect that the student is prepared to function as a professional. Therefore, an important benchmark in assigning the following ratings to internship students is their ability to function independently. It is strongly recommended that internship students and field supervisor meet to discuss the form and reach consensus on the ratings. This form must be returned to the internship student's university supervisor prior to the end of the quarter.

Please provide your estimate of the internship student's competency with respect to independently functioning as a school psychologist. Use the following scale: **1** = much below expected level of competency, **2** = below expected level of competency, **3** = at the expected level of competency, **4** = above expected level of competency, **5** = much above expected level of competency, **?** = no opportunity for student to perform or no opportunity for supervisor to assess.

### **Overall Assessment of Internship Student's Ability to Function Independently**

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Uses theory to guide practice
- \_\_\_\_\_ 2. Exercises good judgment in working with clients (students) and their families, and other staff
- \_\_\_\_\_ 3. Accurately perceives his / her own strengths and weaknesses
- \_\_\_\_\_ 4. Knows when to seek assistance or advice from supervisor or colleagues
- \_\_\_\_\_ 5. Demonstrates an ability to initiate activities

## Area #1: Competency in Assessment

A. How many individual assessments has the internship student conducted this quarter? \_\_\_\_\_

B. Number of times internship student has made presentations of assessment reports? \_\_\_\_\_

Ratings (1 = much below expected level, 5 = much above expected level)

\_\_\_\_\_ 1. Interviewing teachers and other members of the school staff

\_\_\_\_\_ 2. Interviewing parents and the client (student)

\_\_\_\_\_ 3. Interviewing students

\_\_\_\_\_ 4. Administering, scoring and interpreting tests of cognitive abilities

Indicate which one(s) \_\_\_\_\_

\_\_\_\_\_ 5. Administering, scoring, and interpreting projective personality instruments

Indicate which one(s) \_\_\_\_\_

\_\_\_\_\_ 6. Scoring and interpreting behavioral assessment instruments

Indicate which one(s) \_\_\_\_\_

\_\_\_\_\_ 7. Reviewing relevant permanent products and records about the student

\_\_\_\_\_ 8. Direct observation of the student in the classroom or other relevant settings

\_\_\_\_\_ 9. Data-based and practical recommendations as a result of the assessment

\_\_\_\_\_ 10. Writing comprehensive case reports for assessments

\_\_\_\_\_ 11. Presentation of assessment reports to a team meeting

## Area #2: Competency in Counseling

# of students seen in counseling \_\_\_\_\_

# of individual counseling sessions \_\_\_\_\_ Average duration (minutes) \_\_\_\_\_

# of group counseling sessions \_\_\_\_\_ Average duration (minutes) \_\_\_\_\_

Ratings (1 = much below expected level, 5 = much above expected level)

\_\_\_\_\_ 1. Exhibits a reflective and planned approach to counseling

\_\_\_\_\_ 2. Uses techniques which are appropriate to the needs of the client or student

\_\_\_\_\_ 3. Demonstrates communication skills (e.g., open-ended questions, reflection of feelings, paraphrasing, and summarization, etc.)

\_\_\_\_\_ 4. Develops rapport with client

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 5. Uses data in making counseling decisions
- \_\_\_\_\_ 6. Is aware of the strengths and limitations of counseling

Area #3: Competency in Consultation

Number of consultative meetings with teachers \_\_\_\_\_ Average duration (minutes) \_\_\_\_\_

Number of consultative meetings with parents \_\_\_\_\_ Average duration (minutes) \_\_\_\_\_

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Assesses and understands constraints and opportunities
- \_\_\_\_\_ 2. Develops appropriate and practical interventions for consultee to use
- \_\_\_\_\_ 3. Uses data to plan and evaluate interventions
- \_\_\_\_\_ 4. Develops a collaborative relationship with consultee
- \_\_\_\_\_ 5. Is aware of the strengths and limitations of consultation
- \_\_\_\_\_ 6. Prepares for meetings with consultee

Area # 4: Demonstration of Professional Ethics and Knowledge of Legal Issues

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Evaluates reliability, validity, and fairness of assessments
- \_\_\_\_\_ 2. Respects racial, sexual, social, and ethnic differences
- \_\_\_\_\_ 3. Makes allowances for biases
- \_\_\_\_\_ 4. Conforms to ethical standards in assessment, counseling, consultation, and research
- \_\_\_\_\_ 5. Knows major special education laws, including section 504, P.L. 94-142,  
P.L. 99-457, IDEA, P.L. 101-336
- \_\_\_\_\_ 6. Knows consequences of not following legal mandates
- \_\_\_\_\_ 7. Informs children, parents, and staff of their legal rights and responsibilities
- \_\_\_\_\_ 8. Conforms to appropriate legal mandates in counseling, consultation, counseling,  
and research

**Area # 5: Competency in Multicultural Issues**

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Is aware of his / her own cultural background and its impact upon practice
- \_\_\_\_\_ 2. Knows the cultural and social background of the children and families that he / she directly serves
- \_\_\_\_\_ 3. Is sensitive to cultural issues when assessing, counseling, or conducting research
- \_\_\_\_\_ 4. Conforms to ethical standards in assessment, counseling, consultation, and research

**Progress in Areas of Specialization (optional, please specify)**

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. \_\_\_\_\_
- \_\_\_\_\_ 2. \_\_\_\_\_
- \_\_\_\_\_ 3. \_\_\_\_\_

**Evaluation of Internship Student's Strengths and Weaknesses**

Please list the graduate student's strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please list the graduate student's weaknesses: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggestions for improving the graduate student's proficiency: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### SATISFACTION WITH THE SCHOOL PSYCHOLOGY PROGRAM

To be completed independently both by University supervisor and graduate student.

Date: \_\_\_\_\_ Check One: Graduate Student \_\_\_\_ Univ. Supervisor \_\_\_\_

Directions: Please rate the extent to which you are satisfied with Northeastern University's School Psychology Program in the areas listed below. When completed, this form should be returned to the Director of Training, Dr. Chieh Li, 203 Lake Hall, Northeastern University, Boston, MA 02115.

Use the following scale: 1 = much below average, 2 = below average, 3 = average, 4 = above average, 5 = much above average, d/k = don't know.

#### Ratings

- \_\_\_\_\_ 1. Incorporating the most promising, recent developments of school psychology, psychology, and education into the curriculum.
- \_\_\_\_\_ 2. Promoting awareness and skills with respect to providing ethically appropriate services to diverse ethnic, cultural, and racial groups.
- \_\_\_\_\_ 3. Drawing on multiple theoretical perspectives for the purpose of fostering an eclectic approach to skill development.
- \_\_\_\_\_ 4. Integrating theoretical knowledge and course work with internship experiences.
- \_\_\_\_\_ 5. Providing ongoing feedback and support to graduate students so that they both become competent and feel competent.
- \_\_\_\_\_ 6. Helping graduate students develop a strong sense of professional identity.
- \_\_\_\_\_ 7. Preparing graduate students to take on leadership roles within educational settings and professional organizations.

#### Evaluation of the School Psychology Program's Strengths and Weaknesses

Please list the School Psychology Program's strengths: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Suggestions for improving the School Psychology Program: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ASSESSMENT OF THE INTERNSHIP FIELD SITE

To be completed by the internship student

Directions: Please rate how well you believe the internship site prepared you in the areas listed below. If you had more than one internship site, fill out a separate form for each site. When completed, return form to your university supervisor.

Date: \_\_\_\_\_ Internship Site: \_\_\_\_\_

### Area #1: Psychoeducational Assessment

Please rate your estimate of the field site's preparation and supervision of you with respect to psychoeducational assessment. Use the following scale: 1 = much below average, 2 = below average, 3 = average, 4 = above average, 5 = much above average, d/k = don't know.

#### Ratings

- \_\_\_\_\_ 1. Interviewing teachers and other members of the school staff
- \_\_\_\_\_ 2. Interviewing parents
- \_\_\_\_\_ 3. Interviewing students
- \_\_\_\_\_ 4. Administering, scoring and interpreting tests of cognitive abilities
- \_\_\_\_\_ 5. Scoring and interpreting behavioral assessment instruments
- \_\_\_\_\_ 6. Reviewing relevant permanent products and records about the student
- \_\_\_\_\_ 7. Direct observation of the student in the classroom or other relevant settings
- \_\_\_\_\_ 8. Data-based and practical recommendations as a result of the assessment
- \_\_\_\_\_ 9. Writing comprehensive case reports of assessments
- \_\_\_\_\_ 10. Presentation of assessment reports to a team meeting

### Area #2: Counseling

Please rate your estimate of the field site's preparation and supervision of you with respect to counseling.

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Exhibits a reflective and planned approach to counseling
- \_\_\_\_\_ 2. Use of passive and active listening skills

- \_\_\_\_\_ 3. Use of open and closed questions
- \_\_\_\_\_ 4. Use of reflection of feelings, paraphrasing, and summarization
- \_\_\_\_\_ 5. Use of positive feedback to client
- \_\_\_\_\_ 6. Develops rapport with client

### Area #3: Consultation

Please rate your estimate of the field site's preparation and supervision of you with respect to consultation.

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Assesses and understands consultee's problem(s)
- \_\_\_\_\_ 2. Develops appropriate and practical interventions for consultee to use
- \_\_\_\_\_ 3. Evaluates the extent to which interventions have attained their intended outcomes
- \_\_\_\_\_ 4. Develops a collaborative relationship with consultee
- \_\_\_\_\_ 5. Appropriately deals with resistance from consultee
- \_\_\_\_\_ 6. Prepares for meetings with consultee

### Area # 4: Professional Ethics

Please rate your estimate of the field site's preparation and supervision of you with respect to professional ethics.

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Evaluates reliability, validity, and fairness of assessments
- \_\_\_\_\_ 2. Respects racial, sexual, social, and ethnic differences
- \_\_\_\_\_ 3. Makes allowances for biases
- \_\_\_\_\_ 4. Conforms to ethical standards in assessment, counseling, and consultation activities

Area # 5: Multicultural Issues

Please rate your estimate of the field site's preparation and supervision of with respect to multicultural issues.

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Awareness of cultural backgrounds and their impact upon practice
- \_\_\_\_\_ 2. Knows the cultural and social background of the children and families that he / she directly serves
- \_\_\_\_\_ 3. Is sensitive to cultural issues when assessing, counseling, counseling, or conducting research

Evaluation of the Field Site's Strengths and Weaknesses

Please list the field site's strengths: \_\_\_\_\_

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Please list the field site's weaknesses: \_\_\_\_\_

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ASSESSMENT OF UNIVERSITY'S SUPPORT OF THE INTERNSHIP EXPERIENCE

To be completed by the field supervisor

Directions: Please rate how well you believe the University supported the internship in the areas listed below. When completed, return form to the Training Director, Dr. Chieh Li, 203 Lake Hall, Northeastern University, Boston, MA 02115.

Date: \_\_\_\_\_

Please indicate the extent of your satisfaction with the internship with respect to the areas listed below. Use the following scale: 1 = much below average, 2 = below average , 3 = average, 4 = above average, 5 = much above average, d/k = don't know.

Ratings

- \_\_\_\_\_ 1. Student's preparation for internship
- \_\_\_\_\_ 2. Clarity of university's communication of internship expectations
- \_\_\_\_\_ 3. Frequency of university contact
- \_\_\_\_\_ 4. Quality of face-to face meetings with university supervisor
- \_\_\_\_\_ 5. University's awareness of your professional responsibilities
- \_\_\_\_\_ 6. University's responsiveness to your concerns or questions

Best aspect of Northeastern's internship: \_\_\_\_\_

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Worst aspect of Northeastern's internship: \_\_\_\_\_

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Suggestions for improving the internship: \_\_\_\_\_

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## INTERNSHIP DOCUMENTATION FORM

### Part I TO BE COMPLETED BY THE STUDENT

1. Name: \_\_\_\_\_
2. Address: \_\_\_\_\_
3. Location, length, and dates of practicum experiences:
  - Location: \_\_\_\_\_
  - Length: \_\_\_\_\_
  - Dates: \_\_\_\_\_
4. Internship Course #: \_\_\_\_\_ Title: \_\_\_\_\_
  - Number of Quarter Hours: \_\_\_\_\_ When Taken: \_\_\_\_\_
  - Internship Location(s): \_\_\_\_\_ Grade Level: \_\_\_\_\_
5. Number of Hours: Observing \_\_\_\_ Assisting \_\_\_\_ Assuming full responsibility \_\_\_\_

### Part II TO BE COMPLETED BY THE COLLEGE SUPERVISOR

Name: \_\_\_\_\_ Position: \_\_\_\_\_

The applicant has completed an internship designated by the college as partial preparation for national certification in school psychology.

Signature \_\_\_\_\_

### Part III TO BE COMPLETED BY THE COOPERATING PRACTITIONER

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School System: \_\_\_\_\_ Tenure Status: \_\_\_\_\_

Massachusetts School Psychology Certificate #: \_\_\_\_\_

### Part IV TO BE INITIALED AS INDICATED\*

1. Standards and procedures for evaluation, at the beginning of the quarter on (date)
  - Applicant: \_\_\_\_\_ Cooperating Practitioner: \_\_\_\_\_ College Supervisor: \_\_\_\_\_
2. The applicant's progress, at a midpoint in the experience on (date)
  - Applicant: \_\_\_\_\_ Cooperating Practitioner: \_\_\_\_\_ College Supervisor: \_\_\_\_\_
3. A summary evaluation of the applicant's performance, with ample time for the applicant to raise questions or objections, at the close of the experience on (date)
  - Applicant: \_\_\_\_\_ Cooperating Practitioner: \_\_\_\_\_ College Supervisor: \_\_\_\_\_

**Part V TO BE COMPLETED BY THE COOPERATING PRACTITIONER AND THE COLLEGE SUPERVISOR**

**Is the applicant competent in the following areas?**

(Please circle response)

Area #1: Psychoeducational Assessment	Yes	No
Area #2: Counseling	Yes	No
Area #3: Consultation	Yes	No
Area # 4: Professional Ethics	Yes	No
Area # 5: Multicultural Issues	Yes	No

Cooperating Practitioner: \_\_\_\_\_ Date: \_\_\_\_\_

College Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Mediator (if needed) \_\_\_\_\_ Date: \_\_\_\_\_

### INTERNSHIP CONTRACT

The Northeastern University School Psychology Program and the \_\_\_\_\_  
(school system or agency) agree to enter into this internship contract that includes the following requirements:

- 1200 clock hours of fieldwork experience.
- Supervision by a Massachusetts Department of Education certified / licensed school psychologist.
- Two hours of face-to-face supervision each week with the School Psychology Intern during which the intern will discuss his/her work and the supervisor will provide consultation and assistance.
- Supervisor will not be responsible for more than two interns at the same time.
- Supervisor will discuss with intern ethical standards involved in practice as they occur.
- Supervisor will allow intern participation in continuing education activities provided by the system or other agencies.
- Reimbursement for expenses will be consistent with agency policies pertaining to school psychologists.
- Adequate resources and an appropriate work environment will be provided to carry out tasks.
- Release time for internship supervisors is provided to engage in supervisory activities.

Period of internship appointment is from \_\_\_\_\_ to \_\_\_\_\_.

Please sign below.....

\_\_\_\_\_  
School Psychology Internship Student

\_\_\_\_\_  
Field Supervisor

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

INTERNSHIP TRAINING PLAN: SCHOOL PSYCHOLOGY PROGRAM

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

School/Placement: \_\_\_\_\_

Location: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Training Areas to Address:

- Psychological assessments and coordination of evaluation reports
- Counseling with both individual students and groups
- Consultation with teachers, other school personnel and parents
- Provision of services to students and families to various racial, ethnic and socioeconomic backgrounds
- Understanding of professional ethics and legal responsibilities

Training Area: Psychological assessments and coordination of evaluation reports

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Training Area: Counseling with both individual students and groups

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Training Area: Consultation with teachers, other school personnel and parents

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Training Area: Provision of services to students and families of various racial, ethnic and socio-economic backgrounds

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Training Area: Understanding of professional ethics and legal responsibilities

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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END OF YEAR INTERNSHIP FORM

1. Number of direct experience hours in the following areas (a total of least 600 hours is needed):

Assessment \_\_\_\_\_

Counseling \_\_\_\_\_

Consultation \_\_\_\_\_

2. Total number of internship hours (a total of least 1200 hours is needed):

\_\_\_\_\_

3. Number of assessments under direct responsibility of internship student (minimum of eight):

\_\_\_\_\_

4. Number of students counseled (minimum of six):

\_\_\_\_\_

5. Number of school staff or parents that received consultation (minimum of four):

\_\_\_\_\_

Signed by:

Internship student: \_\_\_\_\_

Field supervisor: \_\_\_\_\_

University supervisor: \_\_\_\_\_

DATE: \_\_\_\_\_